Vision
Our vision in Vista Unified is to be the model of educational excellence and innovation.

Mission
The purpose of Vista Unified School District is to inspire every student to persevere as a critical thinker who collaborates to solve real world problems.

VUSD Values
RESPECT - treating all with dignity
TRUST - having confidence that every decision focuses on the best interests of all students.
COLLABORATION - working in a collective partnership with clear two-way dialogue that builds relationships among home, school and the community.

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Remember good classroom management goes hand-in-hand with student discipline. To achieve good classroom management, educators must understand how social and emotional learning (SEL) influences classroom management design. Meeting both academic and SEL goals require less disciplinary action. During the month of November, we focused on Tactic One: Planning for Blocks of Time. This month, we will focus on our second tactic that makes effective use of your instructional time while supporting all students.

Tactic two: Plan Engaging Instruction.

According to a 2007 report sponsored by the National Comprehensive Center for Teacher Quality, highly effective instruction reduces but does not fully eliminate classroom behavior problems. In the report, Effective Classroom Management: Teacher Preparation and Professional Development, written by Regina M. Oliver and Daniel J. Reschley, Ph.D., note that instruction with the ability to encourage academic engagement and on-task behavior usually has the following: Instructional material that students find educationally relevant; A planned sequential order that is logically related to skill development at a student’s instructional level; Frequent opportunities for students to respond to academic tasks; Guided practice; immediate feedback and error correction. The National Education Association offers these recommendations for motivating students, based on the premise that students need to know why the lesson, activity or assignment matters:

- Give students a voice.
- Give students a choice.
- Make instruction fun or enjoyable.
- Make instruction real or authentic.
- Use the technology tools of today.

Reference
The goal of a transition is to bring an activity to a successful conclusion and begin the next one without any delay. Several management problems can occur at these times, such as long delays before starting the next activity or high levels of inappropriate or disruptive student behavior that can spill over into the next activity. Examples of transition problems are listed below, along with some suggestions for correcting them:

<table>
<thead>
<tr>
<th>Transition Problem</th>
<th>Suggested Solution</th>
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<tbody>
<tr>
<td>Students talk loudly at the beginning of the period. The teacher is interrupted while checking attendance and the start of content activities is delayed.</td>
<td>Establish a beginning-of-period routine with clear expectations for student behavior. Have a content activity ready for students to begin at once.</td>
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<td>Students talk too much during transitions, especially after an assignment has been given, but before working on it. Many students do not start their activity for several minutes.</td>
<td>Be sure students know what the assignment is; post it where they can see it easily. Work as a whole class on the first part of the activity so that students begin the lesson successfully and at the same time. Then walk around the room, check student’s work, and give corrective and/or encouraging feedback.</td>
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<td>Students stop working long before the end of the activity time. They then engage in excessive talking and leave the room a mess.</td>
<td>An end-of-activity routine should be established. Students work until the teacher gives a signal and then they clean up around their desk or work areas before moving on to the next activity.</td>
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<td>Whenever the teacher attempts to move the students from one activity into another, a number of students don’t make the transition but continue working on the preceding activity. This delays the start of the next activity or results in confusion.</td>
<td>The teacher should give the class notice a few minutes before an activity is scheduled to end. When it ends, students should be told to put all materials from that activity away and get out any materials needed next. The teacher should then monitor the transition to make sure that all students complete it. The next activity should not be started until students are ready.</td>
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<td>A few students always seem to move slowly during transitions, delaying the rest of the class.</td>
<td>Don’t wait for one or two students and hold up the rest of the class. Go ahead and start, but be sure to monitor the students that are still moving into the next activity to find out why they are having trouble. Then give them individual feedback.</td>
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<td>Students frequently leave their seat to socialize, come up to the teacher to ask questions, attempt to get a bathroom permit, go to the trash basket, or wander around the room during transitions.</td>
<td>Define appropriate behavior during transitions and explain why the appropriate behavior is important. Practice the behavior by having students demonstrate. Monitor students and be sure procedures are established to handle out-of-seat behavior.</td>
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<tr>
<td>The teacher delays the beginning of activities to look for materials, finish attendance reporting, return or collect papers, or chat with students while the rest of the students wait.</td>
<td>The teacher needs to have all materials ready, and once transitions begin, the teacher should avoid doing anything that interferes with his or her ability to monitor and direct students.</td>
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Reference
Summarizing is a process we do almost automatically. When we read, hear, or see information, we don’t take it in exactly as we experience it. We pick and choose what is most important and then restate the information in a brief, synthesized fashion. In a sense, we find the main pattern running through the story or event and make connections among important pieces of information. Summarizing involves at least two highly related elements: (1) filling in missing parts and (2) translating information into a synthesized form.

We summarize all the time—the weather report on the morning news, a conversation with a colleague in the hallway, the happenings at the afternoon staff meeting, Thursday night’s episode of our favorite show. Although we engage in summarizing daily, much of the mental processing involved is unconscious. We are not deliberately applying a summarizing strategy to Thursday night’s episode. But we do not need to systematically summarize the information because we are not writing an essay about the plot intricacies in that episode or answering questions about heart surgery in class the next day. When we want students to summarize important elements of a lecture or a chapter from a reading assignment, we should give them specific summarizing strategies to help them apply this complex process to classroom content. A simple approach to teaching students to summarize is to actually teach the rule-based summarizing strategy.

Many students understand the basic idea of summarizing. You take a lot of information, pick out the main points, and make it shorter. Drawing from their understanding of the summarizing process, an effective summarizing strategy. The strategy involves a set of rules or steps that students use to construct a summary. To make these rules come alive for students, you can demonstrate them in some detail. You might present students with a passage and then walk them through the rules by thinking aloud as you summarize the passage.

Reference

Model for Summarizing

<table>
<thead>
<tr>
<th>Steps for Rule-Based Summarizing</th>
<th>Steps for Rule-Based Summarizing for Younger Students</th>
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<tbody>
<tr>
<td>1. Delete trivial material that is not necessary to understanding.</td>
<td>1. Take out material that is not important for your understanding.</td>
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<tr>
<td>2. Delete redundant material.</td>
<td>2. Take out words that repeat information.</td>
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<tr>
<td>3. Substitute superordinate terms for more specific terms (e.g., use fish for rainbow trout, salmon, and halibut).</td>
<td>3. Replace a list of things with a word that describes the things in the list (e.g., use trees for elm, oak, and maple)</td>
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<td>4. Select a topic sentence, or invent one if it is missing.</td>
<td>4. Find a topic sentence.</td>
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Professional Development

Our second professional development session, “Classroom Management for All Ages” is scheduled for the month of December. There will be presenters from elementary, middle and high school. Registration was limited to 30 participants and registration filled quickly. There is currently a waiting list. Our third session will take place in February, so please look for updates in our January Subway for more information. We look forward to having all of our substitute teachers attend one of our professional development sessions this year.

If you have any questions on using the SmartFind Express, please contact Laura Lemly: lauralemly@vistausd.org (760)726-2170, ext. 92207.
VUSD Beliefs

We believe that...

All students have a unique capacity to learn.

Risk taking, effort and perseverance lead to excellence and innovation.

Individuals learn and work best in a safe, nurturing environment.

Vista Unified School District

Important Vista Unified School District Phone Numbers

District Office Main Line:
(760) 726-2170

HR Department Fax:
(760) 631-4537

Benefits, ext. 92206

Human Relations, ext. 92221

Payroll, ext. 92602

Substitute Desk, ext. 92207

Sub system by phone (760) 726-1379

SFE on the web:
https://vistausd.eschoolsolutions.com

Important Dates

December 18-20  
RBVHS & VHS Finals
( Minimum Days)

December 19-20  
MVHS Finals (Minimum Days)

December 21-January 5  
Winter Recess
(School Resumes January 9th)

January 8  
HS PD Day (Non-Student Day)
K-8 Non-Student Day/Non Staff Day

Principal’s Corner

Thank you to the following substitute teachers from our site Principals:

- Evelyn Kennedy is an awesome substitute teacher! She is flexible, down to earth, yet firm. She has a funny sense of humor and caring disposition that connects with students.
  Steven Bailey,
  Principal—Madison Middle School

- Naomi Umland works with a unique group of students in the 1st – 5th grade VELA class at California Avenue School. She arrives every day with a positive attitude, maintains excellent rapport with the other instructional team members, and is warm & kind in her interactions with students.
  Rachel Schmidt,
  Principal—California Avenue School