



EAST LOS ANGELES SKILLS CENTER WEEKLY BULLETIN

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IMPORTANT DATES

- October 28, 2019 - 1st CASAS Post-test (Semester classes) thru November 2, 2019
- October 29, 2019 - ESL Planning Meeting 11:45am – 12:15 pm ELASC Teachers Resource Room.
- October 29, 2019 - Health Fair 11:00 am – 2:00 pm ELASC
- October 29, 2019 - HiSET 9:00 am ELASC
- October 30, 2019 - CTE Department Meeting 3:00 pm – 4:00 pm ELASC
- October 30, 2019 - CASAS Reading ESL Promotional Testing Trimester classes ELASC thru November 1, 2019
- October 31, 2019 - PBIS Fun Activity 12:00 noon – 1:00 pm ELASC
- November 1, 2019 - ESL Planning Meeting 11:45 am – 12:15 pm Eastside Teachers' Lounge
- November 2, 2019 - CASAS Post-test Saturday Program ELASC

Superintendent Visited the Skills Center



On Friday, October 18th, 2019, LAUSD Superintendent, Mr. Austin Beutner, brought greetings to the administrators of DACE during their administrator meeting at ELASC. Ms. Rodriguez, ELASC Principal, presented him with a Powerline shirt. During a previous visit to our school, Mr. Beutner met with the Powerline program students and teacher and spoke about his experience with the industry. Mr. Beutner was very happy to have received his shirt from both Ms. Rodriguez and Ms. Farnsworth, assistant principal and supervisor of CTE.

(Article by L. Farnsworth)

Happy October and November Birthday to: Mac Velazquez – October 31, Julie Singer – Nov. 11, Alison Bacon – Nov. 16, Jorge Gonzalez – Nov. 19 and Mamie Costello – Nov. 25

“Don’t be pushed by your problems. Be led by your dreams.” –Ralph Waldo Emerson

Meet One of Our Own: Ify Anyiam, ASE Teacher

Ms. Ify Anyiam started teaching Math, Parenting and the II Lab at ELASC and ELAOC in 1998. She holds a Bachelor of Science in Economics and Accounting from the State University of New York Buffalo, A Bachelor of Arts in Education from Cal State University Dominguez Hill and a Master of Business Administration Finance from the University of the District of Columbia. Although three of her five sisters were teachers, she says she never wanted to be a teacher. She loves to travel, meet people, discover new places and learn about other cultures. She also loves to read. Ms. Anyiam is very involved in the African Immigrant issues and helps them navigate through their culture shock and successfully integrate into the American culture. She would not change anything in her life but if she could, she would change the world to be more accommodating and loving. After all, she says, "It's a big love pie and every one can equally have a piece." Her inspiration comes from seeing big changes and success her students attain when they receive attention. "Just fifteen minutes chatting with them or listening to them opens a window to their lives that would otherwise remain shut in anger." Her work goes beyond teaching, mending and molding the lives of our students. Her philosophy in life is her mother's: "do not give me fish, teach me how to fish and show me the river." Her mother raised twelve kids who are all now college graduates. Her mother also helped raised hundreds of women and men in her occupational institution where she taught them how to sew, bake, and make hats through apprenticeship. Ms. Anyiam dedicates this feature to her late mother, Mrs. Beatrice Okoye, who along with her father, a postal worker, were able to raise judges, doctors, engineers, architects and teachers.



Mrs. Beatrice Okoye poses with some of her students in her apprenticeship program in Nigeria. She is sitting in the middle row, third from the left with a hat on her lap. Ms. Anyiam learned her philosophy of life and work ethics from her mother. She is proud to have inherited her mother's desire to help others achieve their personal goals in life.

Cooperative Learning: **Think-Pair-Share** (From Learning Together, Oct. 2013)

Now that you have grouped your students, how do you move from “group work” to cooperative learning? Providing opportunities for multiple interactions with equal participation using student roles and a timer will make the difference. One quick, informal and handy strategy that works across ability levels and content areas is Think-Pair-Share or TPS.

What? Think-Pair-Share is not an agenda item; it is a strategy for cooperative discussion for students to process learning and for informal assessment of an agenda item (content or a skill). It gets its name from three actions students perform.

How?

1. **Think:** Give students a few moments just to **THINK** about a question you have posed. Stop at important places in the lesson to allow students to think about what the content or skill strategy means to them.
2. **Pair:** Have students **PAIR** up with a designated partner, to talk about the answer. They compare mental or written notes and identify the answers they think are best, most convincing, or unique.
3. **Share:** After a few moments (not minutes) call on pairs to **SHARE** their thinking with others, either to the whole class or in a round robin fashion in table teams.

Structured Interaction

The most basic way to increase engagement when putting out a question for response or a task for completion is “Ask your partner...” or “Tell your partner...” rather than saying, “Who knows...?” or “Who can tell me...?”

Why?

Collaboration increases understanding.

TPS builds confidence and engages reluctant learners by moving students from low risk (unspoken personal thinking), to moderate risk (speaking to a partner) to high risk (speaking to the whole class or a group). Some of the shyest students offer thoughtful answers after they have an opportunity to think and pair.

TPS also acts as quick, informal assessment across levels and content areas. It gives you the opportunity to walk around and listen to all students as they interact in pairs. You can get an idea if all the students understand the content, or can perform skills, or if there are areas that need to be reviewed.

Keep in mind:

- 1- It takes longer to move through content with TPS, so you need to plan lessons to use time well, with this question in mind: “What are the key content pieces or skills for my students?” The payoff is that students learn because they have time to stop and process information.
2. Make TPS part of your routine, using it as often as possible.

For visual examples and demonstrations of TPS, explore:

www.YouTube.com/education for unfiltered viewing and access.

“You will meet two kinds of people in life: ones who build you up and ones who tear you down. But in the end, you’ll thank them both.” Anonymous

CCAIE Conference



A team of teachers from Eastside Learning Center, led by Myra Arredondo and Vanessa Sanchez, presented a workshop titled: “Empowerment for Success” at the California Council for Adult Education Fall Conference, held at Los Angeles City College on Saturday, October 26th, 2016. The team presented the logistical secrets to organizing and hosting a successful student empowerment conference at a school. The audience, which included the CCAE State Executive Director, Adriana Sanchez-Aldana, was thankful for the team’s great workshop.

Thanks again to Myra Arredondo, Bertha Galvan, Beatriz Ochoa, Andrea Rodriguez, Vanessa Sanchez, Yetta Shavers, Julie Singer, and Ed Wu for a job well done and for representing East LA Skills Center at the conference. Also, thank you to the volunteers, William Johnson, Andrea Rodriguez and Aaron Saenz; and Jenisha Hasselberger and Jennifer Arriola-Giglio for attending.

“If you really want to do something you’ll find a way, if you don’t you’ll find an excuse.” – Jim Rohn

ELASC Official website: www.eastlaskillscenter.org on Facebook: <https://www.facebook.com/eastlaskillscenter.org>



Our Mission

The East Los Angeles Skills Center in collaboration with community—based organizations and stakeholders will provide access to educational programs and services to students to achieve their personal and or career goals through language acquisition, academic and career pathways.

Our School-wide Learning Outcomes

The East Los Angeles Skills Center offers opportunities for all students to:

- Have access to an educational plan and course of study to increase employability
- Obtain technical skills for entry and advanced employment
- Acquire language and academic skills for advanced educational options and careers

Our Vision

To be a dynamic educational and job training institution to empower students to be college prepared and career ready.