

UPDATE

Week of June 14, 2010

ARE ADMINISTRATORS A DISTRICT PRIORITY?

We know that our country, state and LAUSD face unprecedented economic challenges. AALA members have made personal sacrifices to mitigate some of the District's financial woes.

In our democracy it is a civil right and moral imperative to make sure that every student graduates and becomes a productive member of society. There are costs associated with this responsibility, and AALA is aware that there never may be sufficient resources to meet all of the needs. Therefore, prioritizing of needs becomes necessary and searching out additional resources critical to allow us to provide a quality educational program for the students we serve.

These priorities may be viewed as a balance between direct service to students (teaching) and support/supervision (administration). The balance for service and support has been determined by District norms. **The new administrative norm, for example, provides one (1) principal to oversee 1000 students, 40 teachers and approximately 10 classified staff.** The principal's responsibilities include, but are not limited to:

- Establishing a school vision, inspiring support for the vision, and monitoring its implementation
- Providing a safe school, inside and out; providing appropriate care for injured students or staff
- Managing disruptive students and parents
- Providing effective staff development for teachers and other staff members
- Supervising the physical plant—classroom temperatures are appropriate, keys available, bees in the lunch area are handled, classrooms damaged during weekend break-ins are restored promptly, etc.
- Seeing that each student has a textbook, a desk, a class schedule and a highly qualified teacher; attends regularly; ultimately graduates
- Ensuring that students with disabilities have up-to-date IEPs; English learners are monitored for reclassification; potential gifted students are identified and provided appropriate programs; academically struggling students have intervention programs available; and opportunities to take online, college, theme-based SLC and A – G courses are provided to students
- Evaluating teachers and other school staff members
- Preparing budgets in a transparent manner; keeping compliance plans up to date (Title 1, Bilingual, QEIA, SIG, WASC, Safe School)
- Meeting regularly with parents and community
- Identifying and securing community resources
- Providing extracurricular opportunities that are appropriately supervised
- Administering authorized testing programs properly
- Communicating with parents and community members about school events, school successes and student achievement

ARE ADMINISTRATORS A DISTRICT PRIORITY? (Continued)

Federal guidelines call for the removal of principals when underperforming schools do not make adequate progress, which seems an interesting way of reinforcing “leadership matters.” **An administrator's workday well exceeds eight hours. Many, if not most, administrators work 10- to 12-hour days, six/seven days a week.**

With the changes in the administrative norm table for 2010-2011, as many as 138 secondary assistant principals may return to the classroom. Many elementary assistant principals will also be reduced in force. Fewer APEISs will be in place and those remaining will have more schools to support. **Principals and assistant principals are being told to do more with less. This is occurring while understanding and sensitivity as to what it takes to administer schools is greatly lacking by many senior staff members.** A great number of them have never served as site administrators. AALA questions whether their current skills would allow them to serve successfully as a school administrator! **Perhaps, District leadership would be wise to ask site administrators what they do need to effectively supervise and support their schools. This concept would be a wise “U-turn” for the District leadership to undertake.**

What is the right allocation of administrators to supervise and support a school? In a recent *Forbes* article, a much-touted charter elementary school with an enrollment of 300 “backs up 23 teachers with 5 administrators, including deans and coaches.” The article noted that you can manage “no more than six people effectively.” **AALA believes that principals should be at their school sites year-round. This is happening in the Mayor's Partnership schools. Why not at all District schools?**

Site administrators know what they need to effectively run their schools, and they should be allocated the staffing, resources and the flexibility to administer their schools. By changing norms, the District is disrupting schools and forfeiting progress that was made in the past several years. **AALA questions whether the District leadership truly values and understands the importance of AALA members and the important leadership that they provide their schools on a daily basis.** It is awesome!

SPRING OF THEIR DISCONTENT

Over the past few months, educators, teachers unions, and lawmakers in California have clashed bitterly regarding changes tied to the state's bid for Race to the Top funds—a sorely needed \$700 million, *The New York Times* reports. San Francisco's Superintendent Carlos Garcia and other Bay Area lawmakers have been at the center of this fight, even though his district, which faces a \$113 million deficit, stands to gain \$20 million. Garcia objects to both the stringent standards and the execution of the competition. He joins many of the program's critics in finding it a strong-armed approach that echoes the Bush administration's No Child Left Behind policy. “We're tired of all that stuff,” Garcia said. “Even if we get the money, I'm not sure we can implement all of that.” His dilemma—disagreeing with the policy, but badly needing the money—is shared by scores of other superintendents, but his perspective is unique to the Bay Area, where discontent among progressives over Mr. Obama's brand of liberalism is reflected in resistance. “What I've said to Arne [Duncan], what I've said to the state, is: ‘Bring us under the tent. We want to be part of the partnership,’” Garcia said. “But a partnership isn't, ‘My way or the highway.’”

Read more: <http://www.nytimes.com/2010/06/06/education/06bceducation.html>

BASIS DATES 2010-2011

In response to many requests, AALA is publishing the administrative assignment basis dates for the 2010-2011 school year. You may wish to save this chart for future reference.

Basis	Regular Calendar*	Early Start (Approved LD 1, 2 & 5 Schools)
A	7/1/2010 - 6/30/2011	
E	7/29/2010 - 6/30/2011	7/12/2010 - 6/30/2011
D	8/10/2010 - 6/30/2011	
B	8/17/2010 - 6/30/2011	8/2/2010 - 6/14/2011
K	8/24/2010 - 6/30/2011	

To locate the various payroll calendars, go to the District’s website, www.lausd.net; click *Offices*; click *Payroll Services Branch*; click *Calendars/Time Cards*. In addition to basis, details about unassigned days, holidays and furlough days for the various calendars may be found at this site.

*A handful of schools will be on the *Balanced Traditional* calendar; details may be found on the District’s website.

NEGOTIATED PROFESSIONAL DEVELOPMENT DAYS

The two Professional Development days AALA negotiated on behalf of school-site administrators were to have been scheduled by principals in collaboration with their respective School Site Councils. Originally, District personnel indicated that these PD days could not be scheduled on furlough days. **However, the Superintendent recently informed AALA that the PD days may take place on furlough days, after all, because he supports flexibility.**

AALA requested that the District inform principals and SAAs in writing about the procedures to follow in reporting administrators’ payroll for these two PD days. We recommended that the District consider implementing the procedures used in past years to report administrators’ payroll for buy-back days. We have been told that details are forthcoming from the District. Stay tuned!

AALA SURVEY DEADLINE!

The AALA survey will close at midnight on Sunday, June 20. Please take a few minutes to complete the survey. We will be sharing the results with all AALA members, as well as key District personnel. Remember, your views count!

CONGRATULATIONS: Cal Lutheran 10

On May 15, 2010, the first LAUSD cohort graduated from California Lutheran University's Educational Leadership Program with Doctorates in Educational Leadership. The doctoral candidates included **Keith Myatt, Derek Moriuchi, Peggy Pope, Carol Spain, Regina Ibechum, Julia Keiper, Lilia Rodis, Roni Williams, Salimu Autry and Beth Harker**. The candidates serve various leadership roles in the District. Congratulations to all the graduates.

THE APU-LAUSD COHORT STILL ON THE MOVE!

Congratulations are in order for **Dr. Gina Hughes**, Assistant Principal, Muir MS, and **Dr. La Kecia Smith**, Assistant Principal, EIS, 186th Street ES and Annalee ES. They received their Doctorate of Education, Educational Leadership, degrees on Saturday, May 8, 2010, making them the most recent to reach this milestone from the Azusa Pacific University-LAUSD Cohort. They have joined the elite group that includes **Dr. Aresa Allen, Dr. Jacqueline Carlyle, Dr. Janice Collins, Dr. Michael Haggood and Dr. Luther Waters**. The students of LAUSD are fortunate to have such committed leaders working on their behalf. Former LAUSD Cluster Administrator **Dr. Daniel Lawson** organized the APU-LAUSD Cohort. Dr. Lawson now serves as an Associate Professor with APU. Look for more great news from the APU-LAUSD Cohort in the near future.

SAVE THE DATE

SATURDAY, SEPTEMBER 18, 2010 – **Team HEAL (Helping to Enrich Athletes Lives)** presents its 6th Annual **Afternoon of Jazz**, 2:00-7:00 p.m. at the Wilshire Country Club, 301 N. Rossmore Avenue, Los Angeles. The 2010 honorees are **James Worthy** (Laker Great, NBA Hall of Famer, Analyst for CBS 2 "Sports Central") and **Marques Johnson** (First recipient of the **John Wooden** Collegiate Player of the Year Award, NBA Great, Fox Sports Analyst, Crenshaw High Graduate). Team HEAL Foundation, Inc., a nonprofit, has provided full-time Certified Athletic Trainers to treat and rehabilitate injured student athletes. They currently provide services to Banning, Carson, Crenshaw, and Manual Arts high schools. For information, contact **Barbara Shields** at 310.645.8347 or teamheal@ca.rr.com.

AALA SLOGAN CONTEST

AALA is pleased to have received 230 entries for our slogan contest! Thank you for submitting your thoughtful, witty and insightful ideas. We will carefully review all entries and will publish the winning slogan soon.

THE GREAT ACCOUNTABILITY HOAX

by Dianne Ravitch, *Education Week*, June 15, 2010

The evidence continues to accumulate that our "accountability" policies are a great fraud and hoax, but our elected officials and policymakers remain completely oblivious to the harm caused by the policies they mandate. Over the past several years, efforts to "hold teachers accountable" and "hold schools accountable" have produced perverse consequences. Instead of better education, we are getting cheating scandals, teaching to bad tests, a narrowed curriculum, lowered standards, and gaming of the system. Even if it produces higher test scores (of dubious validity), high-stakes accountability does not produce better education.

In their eagerness to show "results," states are dumbing down their standards. The New York state education department dropped cut scores on the state tests from 2006 (the year that annual testing in grades 3-8 was introduced) to 2009. In 2006, a student in 7th grade could achieve "proficiency" by getting 59.6 percent of the points correct on the state math test; by 2009, a student in the same grade needed only 44 percent of the available points. Back in the preaccountability days, a score of 60 percent would have been a D, not a mark of proficiency, and a score of 44 percent would have been a failing grade. According to [a report by The Civic Committee of the Commercial Club of Chicago](#), the gains registered in the elementary schools of Chicago during Arne Duncan's tenure were almost entirely the result of changes to the scoring of the tests, rather than evidence of any genuine improvement in student learning. When gains are manufactured in these ways, children are cheated. Children who need extra help don't get it, but adults trade high-fives for their "success" in raising scores and enjoy the adulation of the media.

When New York state's education department was criticized for dropping the cut scores on its tests, officials responded by insisting that the department dropped the cut scores because the tests were actually harder than in previous years. This was utter nonsense because the passing rates soared as the cut scores fell, which would not have been the case if the tests were "harder." So, although it never acknowledged its past chicanery, the state education department claimed that the tests would really, really, truly be hard this year and that standards would once again be high. However, some whistle-blowing teachers tipped off the *New York Post* that the scoring rubrics for this year's test recommended giving half-credit for wrong answers and even for no answer at all. Here are [examples from the 4th-grade scoring guide](#), as reported in the *Post*:

- "A kid who answers that a 2-foot-long skateboard is 48 inches long gets half-credit for adding 24 and 24 instead of the correct 12 plus 12.
- A miscalculation that 28 divided by 14 equals 4 instead of 2 is "partially correct" if the student uses the right method to verify the wrong answer.
- Setting up a division problem to find one-fifth of \$400, but not solving the problem—and leaving the answer blank—gets half-credit.
- A kid who subtracts 57 cents from three quarters for the right change and comes up with 15 cents instead of 18 cents still gets half-credit.
- A student who figures the numbers of books in 35 boxes of 10 gets half-credit despite messed-up multiplication that yields the wrong answer, 150 instead of 350."

GREAT ACCOUNTABILITY HOAX (Continued)

One hopes that these students never become pharmacists or engineers or enter any other line of work where accuracy matters. The scandal of high-stakes testing is not limited to New York and Illinois. Last week, Trip Gabriel of *The New York Times* reported in a [Page One story](#) about the ubiquity of cheating scandals across the nation. My guess is that he revealed only the tip of the iceberg. I was in Baltimore on May 27, when *The Baltimore Sun* wrote about a [major cheating scandal](#) at an elementary school that had been widely recognized for its excellent test scores.

In 2003, only one-third of the students in the school passed the state reading test, but within four years, almost all did. This was a "miracle" school; it won a federal Blue Ribbon for its remarkable gains. But it turned out that the school's success was phony: Someone had erased and corrected many student answers. The more that test scores are used to measure teacher effectiveness and to determine the fate of schools, the more we will see such desperate efforts by teachers and principals to save their jobs and their schools.

Yet even as more cheating scandals are documented, even as the perfidy of state testing agencies is documented, our federal policymakers plunge forward, blithely imposing unproven policies as well as "remedies" that have been tested and found wanting. Latest example: The June 9 issue of *Education Week* has a front-page story with this headline: "[Merit-Pay Model Pushed by Duncan Shows No Achievement Edge](#)." The inside jump headline reads "Student Progress No Better in Chicago Schools Using TAP." (TAP is the Teacher Advancement Program, which gives extra compensation to teachers for higher "performance.")

In the same issue, on Page 24, is a story about the \$437 million for the federal [Teacher Incentive Fund](#) program, which will dispense dollars to do what failed in Chicago. Secretary Duncan hopes to expand funding for this program to \$900 million next year. Mr. Duncan says of the program, "There's no secret that historically there's been some apprehension about doing this kind of stuff. You have to expose yourself a bit and put things on the line, but where folks are willing to do that and do it together, we see the benefits for students. It's remarkable." Merit pay has been tried and found ineffective again and again since the 1920s, but repeated failure never discourages its advocates, who are certain that if the incentives were larger, or if some other element was adjusted, it would surely work. We hear that about every failed experiment. If only we had done it differently.

More emphasis on test scores. More money for teachers if the scores go up. More punishment for teachers and schools if the scores don't go up. More cheating. More gaming the system. More concentration on basic skills (they count) and more indifference to the arts, history, science, foreign languages, etc. (they don't count).

Are we in an era of National Stupidity or National Insanity? Or is this what happens when educators imagine they are thinking like corporate executives? If it is the latter, I recommend that they read the writings of W. Edwards Deming, the management guru, who steadfastly opposed merit pay because it destroys collaboration and teamwork, undermines long-range planning, and incentivizes the wrong behavior. If it is the former, well, we will just have to ride out this terrible era and hope that wiser heads someday prevail.

RETIREMENT CELEBRATIONS

Name	Date, Time	Location	Contact
Judy Morrow	Thursday, June 24, 2010 5:30—8:30 p.m.	Casa Sanchez 4500 S. Centinela Avenue Los Angeles	Eva Lopez 213.393.2775 eal9260@lausd.net
Usafi Diamond	Friday, June 25, 2010 6:00 p.m.	Mandarin King 17092 Devonshire Northridge	Maria Sonora Curtis Johnson 818.892.4388
Phil Naimo	Saturday, June 26, 2010 11:00 a.m.—4:00 p.m.	Ports O'Call Restaurant Berth 76, Port of L. A. San Pedro	Virginia Morales 213.241.0132
Nancy K. Oda	Saturday, June 26, 2010 11:30 a.m.—4:00 p.m.	Sheraton Universal Hotel Starview Room 333 Univ. Hollywood. Dr. Universal City	Janet Beardsley 818.509.3420 818.509.3400 jsb9973@lausd.net
Carla Mauldin	Saturday, June 26, 2010 4:00—Until?	1051 E. Altadena Drive Altadena	Marla Wilmott 323.321.1030 marla.wilmott@lausd.net
Hilda Almada-Higgins	Sunday, June 27, 2010 5:00—10:00 p.m.	Rio Hondo Country Club 10627 Old River School Rd. Downey	Rita Rivero 562.716.9245 rxr4892@lausd.net
Richard Hickcox	Sunday, June 27, 2010 6:30 p.m.	The Castaway 1250 East Harvard Road Burbank	Shannon Garrison 323.223.4291
Dr. Mary Hall	Saturday, July 10, 2010 12 Noon	Lakeside Country Club 4500 Lakeside Drive Burbank	Joanne Chang or Jeanette Ward 323.939.7322
Bob Bilovsky	Sunday, July 18, 2010 11:00 a.m.	Odyssey Restaurant 15600 Odyssey Dr. Granada Hills	Glenn Parness 213.739.5600, Ext. 5665

IN MEMORIAM

CHARLES COLLIER – Former Assistant Principal, former Extended Learning Administrator at Burbank Middle School. He retired on March 10, 2005, and passed away in May 2010.

POSITIONS AVAILABLE

Minimum Qualifications: Candidates are responsible for making sure all the District requirements have been met. Do not contact AALA for information regarding positions. Use the listed contact phone number.

The following positions are available to view in their entirety by going to the AALA Website, <http://www.aalausd.com>. By clicking on “positions available” to the left of the screen, you can select School Based and Nonschool based positions and click on any position to view the specific flyer.

PRINCIPAL, ELEMENTARY

Florence Griffith-Joyner School (PLAS) MST 42, 1963 East 103rd Street, Los Angeles, CA 90002
Griffith-Joyner is an E Basis (A Basis salary equivalent) school. For information and application procedures contact **Stephen Cockrell** at employment@partnershipla.org. **Filing deadline is Wednesday, June 30, 2010, or until filled.**

RESPONSE TO INSTRUCTION/INTERVENTION SPECIALIST

Fremont High School (7) MST 39, 7676 South San Pedro Street, Los Angeles, CA 90003
Fremont is an A Basis school being restructured for 2010-2011 to improve student achievement. For information and application procedures contact **Dr. Russ Thompson**, Director, at 323.242.1300. **Filing deadline is Friday, June 25, 2010.**

Position	Location	Deadline	Contact
Secondary Math Specialist	Fremont High School	06/25/10	323.242.1300
Extended/Required Learning Academy Administrator	Elizabeth Learning Center	06/25/10	323.278.3954
Prin., Elementary	South Region School #1	Until filled	323.242.1315
Prin., Elementary	South Region School #2	Until filled	323.242.1315
Principal, Small School (K-5 Grade)	Central Region School #18	Until filled	Stephen Cockrell employment@partnershipla.org

<ul style="list-style-type: none"> ▪ ADMINISTRATIVE COORDINATOR, Pre-K–12 COUNSELING (Central), Temp. Adv., MST 45, A Basis, Office of Curriculum, Instruction, and School Support ▪ MATH SPECIALIST, Pre-K–12, Temp. Adv., MST 38, B Basis, Office of Curriculum, Instruction, and School Support. ▪ COORDINATOR, LOCAL DISTRICT Pre-K–12 School Counseling Temp. Adv. (3 POSITIONS), MST 41, E Basis, Office of Curriculum, Instruction, and School Support. <p>For information and application procedures for the above 5 positions contact Sharon Riley at 213.241.5333 or sharon.riley@lausd.net.</p>	<p>5:00 p.m. Friday, June 25, 2010</p>
<ul style="list-style-type: none"> ▪ SENIOR COORDINATOR, CHARTER SCHOOLS (3 POSITIONS), MST 42, E Basis, Charter Schools Division. ▪ SPECIALIST, CHARTER SCHOOLS (6 POSITIONS), MST 39, E Basis, Charter Schools Division. <p>For information and application procedures for the above 9 positions contact José Cole-Gutiérrez, Director at 213.241.5516.</p>	<p>UNTIL FILLED</p>
<ul style="list-style-type: none"> ▪ ADMINISTRATOR, INSTRUCTIONAL AND OPERATIONAL OVERSIGHT, MST 45, B Basis, Charter Schools Division. <p>For information and application procedures contact Aaron Eairleywine, Central Business Advisor, at 213.241.5516.</p>	<p>UNTIL FILLED</p>
<ul style="list-style-type: none"> ▪ SPECIALIST, PEER ASSISTANCE AND REVIEW PROGRAM, Temp. Adv., MST 35, B Basis, Peer Assistance and Review Program. <p>For information and application procedures contact Marsha Oh-Bilodeau, Coordinator, at 213.241.5510.</p>	<p>Friday, June 25, 2010</p>