

UPDATE

Week of August 9, 2010

AALA/LAUSD ADMINISTRATORS' PROFESSIONAL DEVELOPMENT COMMITTEE

AALA's collective bargaining agreement with LAUSD, which was ratified in April 2010, provides for the establishment of an administrators' Professional Development Committee to advise the District on AALA members' professional development needs and priorities. The committee, which includes four members representing AALA and four representing the District along with several *ex officio* members, met for the first time on August 2, 2010.

Committee members are **Euna Anderson**, Alexandria/Dayton Heights Early Education Center; **Dr. Angel Barrett**, Plummer Elementary School; **John McLaughlin**, Roy Romer Middle School; **Luis Lopez**, Central LA High School #9; **Dan Schar**, Lawrence Middle School; **Dr. Gail Garrett**, Peary Middle School; **Renee Fuentes Campa**, Kingsley Elementary School; **Gary Garcia**, Hamilton High School; **Dr. Annick Draghi**, Downtown Magnet Center; **Marcia Reed**, 186th Street Elementary School; **Dr. Judith Perez**, AALA; **Dan Isaacs**, AALA; **Gina Smith-Deville**, LAUSD Leadership Academy; **Dr. Judy Elliott**, CAO; and **Larry Bye**, Office of the CAO.

An in-depth discussion revealed the following concerns:

- The District has offered some outstanding professional development for administrators in past years. Positive examples have resulted from partnerships between AALA and LAUSD with such institutions of higher education as CSUN and California State University, Dominguez Hills. AALA and ACSA have co-sponsored high-quality PD. Internally, the LAUSD Leadership Academy, Staff Relations, last year's Best Practices Conference, and the administrative organization meetings have been effective. **However, the lack of District coordination and inadequate line-staff communication have caused inconsistencies in offerings, information gaps and duplications of effort.**
- Communication problems between central offices and Local Districts and among Local Districts have resulted in uneven PD offerings Districtwide.
- Consensus was reached that PD for administrators needs to be as close to the schools as possible. Nevertheless, some PD functions should be handled centrally, particularly those related to operations.
- The elimination of senior staff sponsorship of the administrative organizations has resulted in a lack of central updates, inadequate interactions with key administrators and a decrease in attendance. Consequently, there has been a reduction in high-quality PD and essential networking for level-alike groups.
- The lack of a monitored District master calendar has exacerbated these problems.

AALA/LAUSD ADMINISTRATORS' PDC (Continued)

To begin addressing these concerns, committee representatives are drafting a chart of current PD opportunities for administrators, which will serve as the basis for the committee's next steps. Additionally, the committee is preparing an online PD survey for AALA members to identify administrators' PD needs in instruction and operations. We anticipate that the survey will be distributed via e-mail in late August. Survey results will impact the committee's work and will be used to make initial recommendations and proposals to District leadership.

AALA's COLLABORATION WITH APPLE

AALA recently initiated a relationship with Apple, and we were invited to visit Apple's corporate headquarters in Cupertino, California, at no cost to the Association. Several AALA staff members and eight LAUSD principals explored with Apple executives ways to assist school administrators with programs to enhance student learning, school safety and accountability. While some District schools already have established fruitful partnerships with Apple, AALA hopes to expand opportunities for school leaders to learn more about the use of technology as a tool for communication, universal access, security and learning for all.

Apple shared with the AALA team a variety of program applications that already exist to support the needs of students in the core subjects. We discussed the development of new applications to make the work of administrators more viable. Additionally, along with Apple and several Apple-friendly vendors, we reviewed applications to support SEL/ELL student learning, parent involvement, communication and school safety.

The current deep cuts in administration have heightened the need for the District to provide technology to assist administrators with teacher evaluation, communication with staff members and parents, and to address safety and security at school sites. As AALA continues to collaborate with Apple, we will keep our members informed about resources and professional development opportunities, including options to observe in District schools that have already taken steps to integrate technology at all levels.

CSUDH SUPERVISION OF INSTRUCTION SEMINARS

California State University, Dominguez Hills, has provided two Master Schedule Institutes this summer for principals on the intricacies of developing a secondary master schedule (see next page), and seminars on how to supervise instruction for principals and their teams. Thirty school teams are currently enrolled in the Supervision of Instruction seminar, which will continue through the 2010-2011 school year. This seminar is led by **Dr. Marilyn Bates**, who is nationally known for her expertise in the field, and has worked closely with **Dr. Madeline Hunter**.

The first set of seminars was held in July, and is being repeated again in August. Interested individuals need to select only one of the three dates listed in the flyer. Other seminars will be presented throughout the school year. **These professional development opportunities have been made possible through the CSUDH Urban School Leaders grant, and there is no charge for participants. LAUSD has agreed to release principals during the day to attend the seminars.** To access the flyer, use the following link: <http://www.aalausd.com/Documents/Urban%20School%20Leaders.pdf>.

**CSUDH URBAN SCHOOL LEADERS
MASTER SCHEDULE INSTITUTE CULMINATION**

On August 2, at a celebratory luncheon honoring Cohort 2 of the Master Schedule Institute, thirty-four administrators received certificates for their work this summer in the High School Seminar or the Middle School Seminar. This professional development for administrators was provided at California State University, Dominguez Hills, through a grant from the Department of Education and in collaboration with AALA and LAUSD.

Recipients were welcomed, congratulated, and presented certificates by **Dr. Joe Scollo**, USL Co-Director, **Dr. Judy Elliott**, LAUSD Chief Academic Officer, and **Jane Pollock**, AALA Consultant. **Dr. Ann Chlebicki** is the Director of Urban School Leaders. **Marion Hogue** coordinates and supervises the Master Schedule Institute.

The following administrators received High School Certificates: **MariAnn Aguilar**, Assistant Principal, Sherman Oaks CES (1); **John Alexopoulos**, Assistant Principal, Northridge Academy HS; **Elena Anthony**, Principal, Los Angeles HS (3); **Roseann Cazares**, Principal, Social Justice Academy, Esteban (5); **Alexander Contreras**, Assistant Principal, Emerson MS (3); **Lisa Davis**, Principal, Libra Academy (6); **Chuck Flores**, Principal, New Open World Academy (4); **Alex Fuentes**, Principal, Esteban Torres HS (4); **Janice Hackett**, Principal, Fleming MS (8); **Angela Hewlett-Bloch**, Principal, Bernstein HS (4); **Ken Keener**, Principal, Carson HS (8); **Isaias Martinez**, Principal, Harrison School (5); **Jaime Morales**, Principal, Hollywood HS (4); **Marcela Ramirez**, Principal, Social Justice Academy, Esteban (5); and **Kenyatta Stiger**, Principal, Dorothy Johnson CDS (5). The instructor for the High School Seminar was **Dr. Jim Bryan**, with support from **Liz Hicks**, Local District 3 Pre-K-12 Counseling Coordinator, and **Shelley Loftus**, Local District 2 Pre-K-12 Counseling Coordinator.

The following administrators received Middle School Certificates: **Deborah Acosta**, Principal, Mt. Gleason MS (2); **Cyril Baird**, Principal, Westside Leadership (3); **Anita Barner**, Principal, Van Nuys MS (2); **Estelle Baptiste**, Principal, Madison MS (2); **Luz Cotto**, Principal, Carver MS (5); **DeWayne Davis**, Principal, Audubon MS (3); **Deborah Gayle**, Principal, Mann MS (3); **Maria Martinez**, Principal Leader, Local District 5; **Clarice Newson-Henry**, Assistant Principal, Harte Preparatory MS (8); **Diane Panossian**, Principal, Sal Castro MS (4); **Antonio Pierola**, Assistant Principal, Bethune MS (7); **Betty Riley**, Principal, Fulton Preparatory MS (2); **Celia Ripke**, Principal Leader, Local District 5; **John Samaniego**, Principal, Burbank MS (4); **Scott Schmerelson**, Principal, Cochran MS (3); **Dina Sim**, Principal, Pio Pico Span School (3); **Kendra Wallace**, Principal, Webster MS (3); **Sandra Washington**, Principal, Clinton MS (5); and **Phyllis Woods**, Assistant Principal, White MS (8). The instructor was **Cindy Cordova**, Administrative Coordinator, Pre-K-12 Counseling.

Cohort 4 of the Master Schedule Institute begins in late September and registration for principals is now available online. Please contact your Local District Superintendent, Secondary Principal Leader, or Counseling Coordinator for access to the flyer that provides the link to online registration.

PARTNERSHIPS MATTER! LAUSD WINS i3 DEVELOPMENT GRANT

The federal Investing in Innovation Fund (i3) development grant application submitted by LAUSD in partnership with the L.A. Compact was selected as a highest-rated application by the U.S. Department of Education. Only 49 applications were selected out of 1,700 applications nationwide. AALA is a partner of the L.A. Compact, a collaborative of 18 major Los Angeles institutions, including the Los Angeles County Federation of Labor, the Los Angeles Area Chamber of Commerce, UNITE-LA, United Way, the City of Los Angeles and 11 local institutions of higher education.

The grant will provide the District with approximately \$6 million over three years to (1) Enhance the Public School Choice selection process; (2) Support the implementation of the instructional plans of the selected school teams; and (3) Implement accountability and continuous improvement measures. **A key component of the grant is support to District schools provided through the Los Angeles School Development Institute (LASDI), coordinated by AALA, UTLA and LAUSD. Michelle Bennett, retired LAUSD Principal, serves as AALA's LASDI lead. UTLA's lead is Jim Blackwood, retired teacher. LAUSD's lead is Shelley Weston, retired LAUSD Assistant Superintendent, Secondary Instruction.** The three LASDI co-leads work tirelessly together to provide support to District school teams and exemplify successful collaboration.

SUPERINTENDENT'S ANNUAL MEETING FOR ADMINISTRATORS

The **Superintendent's Annual Meeting** for District administrators is scheduled for Wednesday, August 25, 2010, at Hollywood High School, 1521 North Highland Avenue, Los Angeles 90028 (corner of Sunset Boulevard and Highland Avenue). The morning's schedule is as follows: 7:30 – 9:00 a.m. – Continental Breakfast (cafeteria); 9:00 – 10:30 a.m. – Meeting (auditorium). Limited parking is available on the Hollywood High School campus and the surrounding streets. Parking will be available at Selma Avenue School, 6611 Selma Avenue, and at the Hollywood and Highland Parking Structure for a fee of \$2 for 4 hours with a validation from a merchant or restaurant in the complex or for \$10 without a validation. The Metro Red Line (North Hollywood to Pershing Square) has a stop at Highland Avenue. This may be a viable option for you. Bus service from your Local District may also be available. Check with your Local District office.

**WHEN OPENING SCHOOL:
Tasks for the Administrative Team**

Knowledge and understanding of the information listed in "Tips for the Principal...When Taking Over a School" is critical when opening a school site. In addition, there are useful suggestions listed below that will assist in ensuring a smooth and organized school opening. The checklist is arranged in priority order so that it reflects immediate actions and long-term actions to help new administrators prioritize the requisite responsibilities. There are some suggestions that are elementary specific, and some that are secondary specific, but most are applicable at all schools. While the list is extensive, it is not meant to be complete. Again, the good judgment of the principal can never be underestimated.

WHEN OPENING SCHOOL (Continued from August 2, 2010)

9. Opening staff meeting

- Agenda
- List of staff members
- Parent Student Handbook or Information Bulletin
- List of substitutes with telephone numbers
- Class lists
- Classroom Behavior Report for "Certain Student Behavior," if mandated
- Calendar
- Emergency cards for employees
- Schedules
- First day of school procedures, including where to meet students
- Teachers who are scheduled to participate in Stull Evaluation
- Professional development program

- 10. Arrange for volunteers to help with enrolling and directing students to classrooms on first day of school.
- 11. Be sure supervision personnel are present first and subsequent days of school.
- 12. **Top Priority:** Check enrollment daily until Norm Day.
 - Have any available personnel and volunteers contact parents of students who have not arrived.
 - Assess enrollment and have contingency plan for reorganization if necessary.
- 13. Identify and meet with staff, community, and student leaders.
- 14. Become familiar with names of staff members by perusing staff lists, staff pictures, past yearbooks, etc.
- 15. Have a plan for new teacher orientation.
- 16. Record dates for meetings you are required to attend as soon as you receive them (do not underestimate the importance of managing your schedule).
- 17. Take time to be a good listener, to learn the school culture, to absorb the nuances of the school's political climate.

FOCUS ON PROGRESS AND SKILL LEVELS, NOT GRADE LEVELS

In the latest effort to transform the Kansas City, Mo., schools, the district is about to become what experts say is the largest to group students by ability rather than grade, the *Associated Press* reports. Starting this fall, officials will begin switching 17,000 students to the new system in a bid to turn around failing schools and increase "abysmal" tests scores. "The current system of public education in this country is not working," says Superintendent **John Covington**. "It's an outdated, industrial, agrarian kind of model that lends itself to still allowing students to progress through school based on the amount of time they sit in a chair rather than whether or not they have truly mastered the competencies and skills." Under the new system, students of varying ages work at their own pace, meeting with teachers to decide what part of the curriculum to tackle. Teachers still instruct students as a group as needed, but often students work individually or in small groups on projects tailored to their skill level. Students who progress quickly can finish high school material early and move forward with college coursework. High schoolers who need extra time can stay on another year. Advocates say the approach cuts down on discipline problems because advanced students aren't bored and struggling students aren't frustrated. Researchers evaluated 2009 state test data for over 3,500 students from 15 school districts in Alaska, Colorado, and Florida, and found that students who learned through the different approach were 2.5 times more likely to score at a level that shows they have a good grasp of the material on exams for reading, writing, and mathematics.

Read more:

<http://www.google.com/hostednews/ap/article/ALeqM5iakmp8oLWlhbmX0dpv5ltOD7guYQD9GNNC N004>

LEFT BEHIND, YET AGAIN

Eight civil rights organizations including the NAACP have released a letter stating that the U.S. Department of Education is promoting ineffective approaches for failing schools, the *Associated Press* reports. In the view of the signatories, the \$4.35 billion Race to the Top competition leaves out many minority students. Citing federal data, the groups find just three percent of the nation's black students and less than one percent of Latino students are impacted by round one of the Race to the Top, which awarded \$500 million and \$100 million to Tennessee and Delaware respectively for undertaking reforms. The letter also proposes standards for equal access to early childhood education, effective teachers, a college preparatory curriculum, and quality resources, and takes a critical view of the administration's approach to turning around failing schools. One notable absence in the roster of groups signing on is any Hispanic organization. Raul Gonzalez from the National Council of La Raza said his group decided not to endorse the letter over concerns about how the signatories see charter schools. According to Gonzalez, the signatories want charters to focus more on attracting diversity than on needs of children in their community.

See the letter: <http://www.otlcampaign.org/highlights/alternative-vision-public-education-%E2%80%93-ecumenical-pastoral-letter>

IN MEMORIAM

MIYOKO NAKAGIRI - Former Principal of Amestoy Elementary School and former Assistant Principal of Wadsworth, Gates Street, Seventy-Fifth Street, Norwood elementary schools and Brentwood Science Magnet. Ms. Nakagiri retired from the District on June 30, 1988, and passed away on April 2, 2010.

DR. MAXINE MITCHELL - Former Director of Instruction and Principal of Bassett Elementary School. Dr. Mitchell retired on June 30, 1979, and passed away on July 23, 2010. Donations may be made in Dr. Mitchell's name to VNA Hospice, 150 West First Street, Suite 270, Claremont, CA 91711 and/or Mount San Antonio Gardens Fund (MSAG) 900 East Harrison Avenue, Pomona, CA 91767, attention **Laurie Luter** (909.624.5061)

POSITIONS AVAILABLE

***For your Information - 2 CLASSIFIED POSITIONS AVAILABLE –
PILOT SCHOOLS INSTRUCTIONAL COORDINATOR (Salary: \$88,950-\$110,100 per year)
PILOT SCHOOLS OPERATIONS COORDINATOR (Salary: \$88,950-\$110,00 per year)***

Innovation and Charter Schools Division

These positions have been established to provide support and act as a resource to District schools that are transitioning to a Pilot School Model. Job offers 24 paid vacation days and 12 paid holidays. For information, assistance and application procedures call **Jose Siu** at 213.241.5543 or e-mail jose.siu@lausd.net. **Positions are open until filled.**

LAUSD's Pilot Schools represent a fundamentally different approach to transforming urban public education by providing schools with maximum control over their resources in exchange for increased accountability, with the goal of creating effective models of urban education and district redesign. The pilot model is essentially a model of teacher and community empowerment. Fundamental to the Pilot concept is that those who live and work within the school community should share in the decision making and in the responsibility for ensuring student achievement. To this end, Pilot schools forge partnerships with the families of the students as well as community groups to work toward the goal of empowering all students to succeed.

CERTIFICATED POSITIONS

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.

POSITIONS AVAILABLE (Continued)

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, EARLY EDUCATION CENTERS (MST 38, A Basis)

Noble Early Education Center (1), 8315 Noble Avenue, Sepulveda, CA 91343

Lemay Early Education Center (1), 17553 Lemay Street, Van Nuys, CA 91406

For information and application procedures contact **Sara Vasquez**, Director, Early Childhood Education, at 818.654.3600. **Filing deadline is 4:00 p.m., Wednesday, August 18, 2010.**

Position	Location	Deadline	Contact
Principal, Secondary	Dorsey High School	08/10/10	310.253.7100
Principal, Span School	Sherman Oaks CES	08/11/10	818.654.3673
Principal, Secondary	Markham MS	Until filled	Stephen Cockrell employment@partnershipla.org
Principal, Elementary	Griffith Joyner School	Until filled	Stephen Cockrell employment@partnershipla.org

<ul style="list-style-type: none"> ▪ PRINCIPAL LEADER (2 Positions), Local District 4, MST 45 (Temp. Adv.), E Basis + Z Time For information and application procedures contact Danny Palma, Administrative Assistant, at 213.241.0100. 	<p>Fri., Aug. 13, 2010</p>
<ul style="list-style-type: none"> ▪ SPECIALIST, LOS ANGELES APPRENTICE TEACHER PROGRAM, MST 37 (Temp. Adv.), E Basis + Z Time, Human Resources Division For information and application procedures contact Steve Brandick, Director, Career Ladder Office, at 213.241.4571. 	<p>5:00 p.m. Tue., Aug. 10, 2010</p>
<ul style="list-style-type: none"> ▪ SPECIALIST, PSYCHOLOGICAL SERVICES, Division of Special Ed., Central Office – Behavior Support Office, MST 37 (Temp. Adv.), B Basis For information and application procedures contact Nancy Franklin, Director, LRE, at 213.241.6701. 	<p>5:00 p.m. Thur., Aug. 19, 2010</p>
<ul style="list-style-type: none"> ▪ ADMINISTRATOR, INSTRUCTIONAL AND OPERATIONAL OVERSIGHT, MST 45, B Basis, Charter Schools Division For information and application procedures contact Aaron Eairleywine, Central Business Advisor, at 213.241.5516. 	<p>UNTIL FILLED</p>
<ul style="list-style-type: none"> ▪ INSTRUCTIONAL SPECIALIST, 99th Street Elementary School, MST 37, B Basis. For information and application procedures e-mail: employment@partnershipla.org. 	<p>Fri., Aug. 13, 2010</p>
<ul style="list-style-type: none"> ▪ INSTRUCTIONAL SPECIALIST, Santee Education Complex, MST 40, B Basis. For information and application procedures e-mail: employment@partnershipla.org. 	<p>Fri., Aug. 13, 2010</p>