

UPDATE

Week of October 25, 2010

LEADERSHIP SUPPORT NEEDED NOW!

Mr. Superintendent and senior staff members who have never served as principals, these are some of the tasks that you expect LAUSD principals to accomplish with or without support from an assistant principal, coordinator, coach, nurse, essential clerical support or a plant manager. Something's got to give!

Each task is considered **PRIORITY #1** by the issuing division/office.

- Audits (preparation for & response to)
- IEPs
- Raising student achievement
- Supervision of instruction
- Analyzing data and test results
- Reviewing data with teachers
- Collaborating with teachers to design and deliver professional development
- Creating a positive culture Improving teacher & student attendance
- Standards-based instruction issues
- Implementation of discipline at school site
- Revising and implementing school safety plans
- Addressing safety concerns at the site from holes in the pavement to earthquake emergencies
- Posting asbestos notices
- Developing plans for additional funds throughout the year, e.g., Standards-Based Instruction, literacy, block grants
- Playground & cafeteria supervision (before, during and after school)
- Organizing and carrying out safety drills
- Monitoring student trips
- Supervising after-school programs—drill teams, Youth Services, interscholastic athletics
- Providing support for new teachers
- Parent education programs
- Addressing acts of vandalism
- RTI2
- Supervising volunteers
- Tutoring
- Supervising extended-learning programs
- Cross age tutoring/literacy reading buddies
- Supervising intervention programs
- School improvement issues
- Bilingual mandates/Reclassification/monitoring
- Recruitment of staff
- Monitoring of categorical programs
- Holding parent conferences
- Holding teacher conferences
- Monitoring of special education services and programs
- Program Quality Review (PQR) or its latest incarnation
- Coordinated Compliance Review (CCR)
- Establishing meetings of parent committees
- Implementing District's authorized discipline plans
- ELD
- Implementing Chanda Smith Consent Decree and directives
- GATE plan
- Supervising itinerant personnel
- Coordinating furlough day schedules
- Handling trouble calls
- Communicating with parents
- Compliance responses to plans
- Annual program survey
- Bilingual program survey
- Technology surveys
- California Safe School/Assessment Program

Associated Administrators of Los Angeles

PRINCIPALS' TASKS (Continued)

- School Accountability Report
- Literacy training
- ESL/SDAIE training
- Effective practices
- School-determined needs
- Reviewing District bulletins and memos
- Neighborhood Watch and volunteers
- Groups requesting use of campus
- Compensatory Education Councils
- Bilingual Advisory Councils
- School Site Councils
- Local School Leadership Councils
- Instructional cabinets
- Local District committees
- Observing multicultural, ethnic, and community programs, holidays and observances at school sites
- Having knowledge of the Ed Code
- Consolidated Charitable Campaign
- Special school programs for parents, e.g., *Cinco de Mayo*, Halloween, M. L. King Day
- Culminations/Graduations
- Purchasing of all materials for the school, from toilet paper to textbooks and computers
- Dealing with multiple budgets
- Deciphering the BTS System
- Budget transfers
- Overtime requests
- Payroll certification
- Monitoring the budget, expenditures and checking materials that come in
- Monitoring P Card expenditures
- Needs assessments
- Budget planning
- Staffing re: the budget
- Staffing matrix issues
- Staffing of paraprofessionals, office personnel, custodial personnel
- Dealing with UTLA and other bargaining units' issues
- Evaluation of teachers, paraprofessionals, office, cafeteria and custodial
- Dealing with maintenance issues, trouble calls, workmen on campus
- Construction and bond issues
- Monthly parent newsletters, calendars and other communications
- Weekly bulletins
- Grant writing
- Implementing grants when awarded
- Preparing grant reports
- Securing equipment
- Getting equipment repaired
- Dealing with staff concerns—intra- and inter-group relations
- Dealing with needs of children
- ESL classes
- Adopt-A-School and Partnership programs
- Supervising the Senior Prom and other senior activities
- Sports
- Creating and maintaining Master Program
- Student dances
- Student Body fundraising
- Student Body budgeting
- Equipment inventory
- Plays, concerts and other activities
- Student competitions, e.g. , Academic Decathlon, Science Bowl
- Assemblies
- Organizing department meetings
- Testing calendars
- Back-to-School Night
- Open House
- Supervising substitute employees and itinerants
- Assigning class coverage
- School plan(s)

AND ON IT GOES ...

May we remind senior staff members that accountability is a two-way street. You cannot hold site administrators accountable if you don't provide the essential resources to them. Which of the above responsibilities will principals be relieved of to enable them to focus on what matters most: student well-being and learning, supervision of instruction, staff evaluation, professional development and communication with family members? What support to site administrators will you provide?

PAC ENDORSEMENTS

At its meeting of October 14, 2010, AALA's PAC Council endorsed Larry Aceves for State Superintendent of Public Instruction. A former teacher, principal and superintendent, Aceves is running against **Tom Torlakson**, a former teacher, member of the State Assembly and chair of the Education Committee. Prior to the meeting, the PAC Steering Committee sent to the respective candidates AALA's core values (*Update*, October 4, 2010) and a questionnaire to elicit their views on issues important to our members. Both candidates responded that they fully support our core values. The differences between them were degrees of emphasis and specificity. For example, Aceves mentioned the importance of accountability; Torlakson cited student health as a major concern.

The PAC Council made the decision to donate \$6,000 to the Aceves campaign, the maximum allowed by law. Additionally, the Council decided to donate \$3,500 to Torlakson's campaign. The reason for making donations to both candidates is as follows: Both candidates are viable, but nobody can predict who will win the election. AALA needs access to the next State Superintendent of Public Instruction. A campaign donation to the winner will provide us the opportunity to remind the State Superintendent that he stated in writing his support for our core values.

The Council endorsed Warren Furutani for State Assembly, 55th District, and made the decision to donate \$1,000 to his campaign. Furutani is a former LAUSD Board of Education Member who supports AALA's core values. He is a long-standing advocate of education at the State and local levels. He has pledged to work with AALA on issues of mutual concern.

AALA's PAC Steering Committee will meet in mid-November to begin discussions about candidates for the upcoming Board of Education election. The last day for Board candidates to file is November 13, 2010. The last day for them to submit their nomination petitions is December 8, 2010. AALA's PAC Council will make endorsement and campaign donation decisions at its meeting of January 27, 2011. The election will take place in March 2011.

ELECTION DAY IS NOVEMBER 2, 2010. PLEASE REMEMBER TO VOTE!

Elementary school administrators, AALA is collecting information about the loss of safety and security due to the elimination of plant managers during the day at many sites. Please forward such examples to cvacca@aala.us so we may share them with the Superintendent.

DISTRICT CALENDAR PRIORITIES

AALA has been informed that Assistant Superintendent **Earl Perkins** has been given the responsibility to determine calendar priorities. Mr. Perkins may be reached at earl.perkins@lausd.net or by calling 213.241.5337. Organization presidents are encouraged to share dates and times of their meetings with Mr. Perkins to insure the avoidance of conflicts.

**NATIONAL BOARD CERTIFICATION FOR PRINCIPALS:
REDEFINING EDUCATIONAL LEADERSHIP IN THE 21ST CENTURY**

Effective principals are critical to the success of California’s students, teachers and entire schools. A successful principal creates a culture of learning that advances student learning and engagement, recruits and retains the best teachers, and improves teacher and school performance—not only in California but also nationwide.

To create a consistently reliable process to develop, recognize and retain effective principals, the National Board for Professional Teaching Standards (NBPTS) has developed National Board Certification for Principals in collaboration with key experts and groups representing principals, teachers, national organizations and other stakeholders.

National Board Certification for Principals will define and validate the requirements that identify an accomplished, effective and results-oriented principal. As in medicine, law and other fields, National Board Certification for Principals will support excellence, motivation and prestige within the profession.

Daniel A. Domenech, executive director, American Association of School Administrators, states, “As a school superintendent in Fairfax County, Virginia, I learned firsthand the impact that board-certified teachers have on student learning and achievement. As the executive director of the national organization representing school administrators, I fully recognize the critical importance of effective leadership in our schools.”

An NBPTS survey found that 83 percent of school leader respondents and 69 percent of district leader respondents expressed interest in National Board Certification for Principals, the first national certification program focused on principals. Both school- and district-level leaders were most interested in a certification that would better prepare principals to lead systemic instructional improvement. This initiative, the first national certification program focused on principals, has been endorsed by policymakers, business leaders, administrators, principals and teachers.

“Effective principals are critical to advance the nation’s agenda for school reform. They are instructional and organizational change agents who have a critical impact on schools, teachers and, most importantly, student performance,” said **Joseph A. Aguerrebere**, NBPTS president and chief executive officer. “National Board Certification for principals, teachers and other school-based educators will be important systemic levers by providing the first national benchmarks to clarify the knowledge, skills and performance necessary to be effective.”

NBPTS has a record of developing advanced standards and rigorous assessments that are recognized in all 50 states and the District of Columbia. In the most rigorous and comprehensive study to date about National Board Certification, the nonpartisan National Research Council found that students taught by National Board Certified Teachers make higher gains on achievement tests than students taught by other teachers.

Currently, there are nearly 4,600 National Board Certified Teachers in California who are making a positive difference in the lives of students across the state. These accomplished teachers recognize the importance of school-based leadership in creating a culture of learning and supporting teaching and learning effectiveness.

For more information about National Board Certification for Principals, visit www.nbpts.org/principals.

ITD LEADERSHIP: WHERE IS THE SERVICE?

During the secondary caucus meeting, which preceded the AALA Representative Assembly Meeting on Thursday, October 14, 2010, several concerns were raised about the lack of timely and courteous service provided by ITD staff to school administrators. Some of the issues raised by both principals and assistant principals included the following:

- The “attendance not submitted” application in ISIS has not been functional since October 11, 2010. This is a critical failure as schools struggled to be on norm leading up to "Norm Day." The loss of this function negated an administrator’s ability to monitor daily attendance and accuracy provided by teachers.
- The Human Resources Program, which reflects the "over" and “under” norm positions, only shared data up to October 6, 2010.
- Long delays in gaining assistance from the "Help Desk" were noted as a key concern.
- A lack of sensitivity by one or more “Help Desk” responders also led to a lack of essential support being provided.

Senior staff has repeatedly stated that service to schools is a District priority. Thus far, ITD has failed to yield such service this school year. It should be noted that Dr. **Judith Perez** and **Dan Isaacs** shared this information with Deputy Superintendent **John Deasy** and Chief of Staff **Michelle King**. Administrators are asked to keep AALA updated as to whether or not ITD service improves during the coming weeks.

LAUSD BEYOND THE BELL BRANCH HOSTS GOLF CLASSIC TO BENEFIT THE ARTS

Los Angeles Unified School District's Beyond the Bell Branch will host its 3rd Annual Golf Classic Fundraiser and auction on Veterans' Day, November 11, at the only **Jack Nicklaus** designed golf course in Southern California, the Angeles National Golf Club in Sunland.

Beyond the Bell provides students, kindergarten through twelfth grade, with quality before- and after-school education, enrichment and recreational activities in safe and supervised environments at all LAUSD school sites. These important programs provide students who would not normally be exposed to the educational value that the arts have to offer with the opportunity to not only enrich their lives but also grow academically.

For the past 38 years, the LAUSD is proud to have had its All District High School Honor Band march in the annual Tournament of Roses Parade. Our goal is to raise funds that help to support this and other arts programs that have been impacted by the cuts.

Additional information on how to get involved:

For more information about Beyond the Bell before- and after-school programs and to sign up for the 3rd Annual Beyond the Bell Golf Classic, please visit: www.btb.lausd.net or call 213.241.7900 or **Ted Johnson** at 213.241.2690.

MIDDLE SCHOOLS PRINCIPALS ORGANIZATION MEETINGS

The following are the dates and time of the MSPO meetings on the first Wednesday of the month:

November 3, 2010	Mt. Gleason MS	7:30 a.m.-12:30 p.m.
February 2, 2011	Carver MS	7:30 a.m.-12:30 p.m.
March 2, 2011	Columbus MS	7:30 a.m.-12:30 p.m.
April 6, 2011	El Sereno MS	7:30 a.m.-12:30 p.m.
May 4, 2011	Emerson MS	7:30 a.m.-12:30 p.m.

WHAT CHARTERS DON'T ADDRESS

The charter school movement is a major political success but a civil rights failure, according to a report from the Civil Rights Project at UCLA. As the country moves toward greater segregation of students of color into schools with lower achievement and graduation rates, the rapidly expanding charter school sector is even more segregated than regular public schools. An analysis of 40 states, the District of Columbia, and several dozen metropolitan areas with large charter school enrollments reveals that charter schools are more racially isolated than traditional public schools in virtually every state and large metropolitan area in the nation. The charter effort, which has largely ignored the segregation issue, has been justified by claims about superior educational performance, which are not sustained by the research. Moreover, decades of social science studies find important benefits associated with attending diverse schools, and, conversely, related educational harms in schools where poor and minority students are concentrated. The report recommends that the U.S. Department of Education update its now archived guidance on civil rights regulations for charter schools, and strengthen these by including provisions known to have been successful in programs like magnet schools, which combine school choice with high-quality, diverse student bodies.

Read more: <http://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/choice-without-equity-2009-report>

IN MEMORIAM

DR. CHARLES "CHUCK" WELSH – Former Principal of Olive Vista and Hale middle schools and Venice High School; former Assistant Principal of Johnny Cochran and Sun Valley middle schools and North Hollywood and San Fernando high schools. He retired on June 30, 1989, and passed away on October 13, 2010. A Memorial Service will be held on Friday, October 29, 2010, 11:00 a.m., at Rancho Bernardo Presbyterian Church, 17010 Pomerado Road, Rancho Bernardo, CA (858.487.0811).

JUSTICES DECLINE CASE ON TEACHER'S GRIEVANCE

By Mark Walsh, *Education Week*, October 18, 2010

The U.S. Supreme Court today declined to hear the appeal of a New York City teacher who claims he was retaliated against and ultimately fired for his complaints about administrators' alleged failure to discipline students who threw books at him in class.

Lawyers for the teacher, **David H. Weintraub**, said the case would be a good vehicle for resolving a question regarding the First Amendment free speech rights of teachers. But the court declined without comment to hear the appeal in [Weintraub v. Board of Education of New York City](#) (Case No. 10-202). **Justice Sonia Sotomayor** recused herself from the case for undisclosed reasons.

According to court papers, Weintraub was a new 5th grade teacher at Public School 274 in Brooklyn in 1998 when a student threw a book at him. The teacher sent the student to the assistant principal, who returned the student to class without discipline. The next day, the student threw several more books at Weintraub, and the assistant principal again returned him to class without discipline.

After Weintraub filed a grievance with his teachers' union, his suit says he was subject to a campaign of retaliation from the assistant principal and others and was ultimately terminated. He sued the school district and various officials, claiming, among other things, that his discipline and termination based on his grievance violated his First Amendment right to speak on matters of public concern. Both a federal district court and a panel of the U.S. Court of Appeals for the 2nd Circuit, in New York City, ruled that a 2006 Supreme Court decision, in [Garrett v. Ceballos](#), barred Weintraub's work-related speech from First Amendment protection.

The 2nd Circuit said in its [January 2010 decision](#) that "because Weintraub made his statements 'pursuant to' his official duties as a schoolteacher, he was not speaking as a citizen for First Amendment purposes." Weintraub died while his appeal was pending before the 2nd Circuit, and his suit for damages is being carried on by his estate.

The estate's appeal argues that the federal courts of appeals are divided about whether the high court's *Garrett* ruling, which denied First Amendment protection to work-related speech by public employees, applies to speech that is only tangentially related to the employee's official duties, such as with the filing of a union grievance.

The National Education Association filed a [friend-of-the-court brief](#) on Weintraub's side, arguing that teacher grievances are often meant to shed light on such matters of public concern as wasteful spending or discriminatory practices.

"*Garcetti*'s reasoning cannot be extended to cases where, in the speech at issue, the employee was not tasked with delivering the government's message, but was conveying his own opinion in circumstances where he was free to do so," the NEA brief says.

The New York City school system argued in a [brief opposing high court review](#) that the case would make a poor vehicle for deciding the teacher speech issue because the facts have yet to be tried, and in any event the teacher's grievance fell squarely in the kind of work-related speech that the *Garcetti* ruling said was not protected by the First Amendment.

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.

CLASSIFIED POSITIONS AVAILABLE

SENIOR POLICY ANALYST, MAYOR'S OFFICE OF EDUCATION

The Senior Policy Analyst will work with the Deputy Mayor of Education to carry out the Mayor's education policy agenda. Compensation will be negotiated within established annual salary range commensurate with demonstrated skills and work experience. Interested individuals should send a letter of interest and résumé to **Alysha-Stein Manes** at alysha.stein-manes@lacity.org.

PROGRAM AND POLICY DEVELOPMENT ADVISOR

The Los Angeles Unified School District (LAUSD) is seeking a highly qualified and motivated individual with extensive knowledge and considerable experience managing the entire life cycle of large-scale school reform initiatives. The individual chosen to fill this position will be part of the innovative team that will be setting strategic vision for the District's future. For information about this opportunity go to: <http://lausdjobs.lausd.k12.ca.us/appv1/main> or http://lausdjobs.lausd.k12.ca.us/appv1/main/pdf/ppda_monique.pdf.

CERTIFICATED POSITIONS AVAILABLE

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.

Position	Location	Deadline	Contact
Instr. Specialist	Markham Middle School	Until filled	employment@partnershipla.org

<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. 	UNTIL FILLED
<ul style="list-style-type: none"> ▪ SPECIALIST, PARENT/SCHOOL RESOLUTION LIAISON, MST 37 (Temp. Adv.), B Basis, Division of Special Education, Due Process Dept. For information and application procedures contact Lisa Kendrick, Administrative Coordinator, at 213.241.6718. 	EXTENDED TO 5:00 p.m. Fri., Nov. 5, 2010
<ul style="list-style-type: none"> ▪ SPECIALIST, INSTRUCTIONAL MEDIA SERVICES, MST 38 (Temp. Adv.), A Basis, Office of Curriculum, Instruction and School Support For information and application procedures contact Esther Sinofsky, Director, Instructional Media Services, at 213.207.2255. 	5:00 p.m. Mon., Nov. 8, 2010