

UPDATE

Week of March 24, 2008

"I DON'T WANT MY SCHOOL PICKETED!"

AAALA has often cited the lack of central leadership, failure of many central and local district staff to follow protocol, the lack of clean and effective lines of communication flowing from the central office. In addition, the inept communications and directions for addressing the impending budget issues have created an obvious morale sinkhole for our membership. However, AALA recently has uncovered a new wrinkle, which can only cause the sinkhole to deepen!

The following is an actual situation involving a Local District Superintendent and a principal, which if not resolved in a professional manner will be shared in more specific details than those listed below.

October 2007 – A Director meets several times with the Chapter Chair and teachers to hear complaints regarding the principal.

January 30, 2008 – The Local District Superintendent and Director attend a monthly UTLA Area Representatives meeting. At this meeting it is reported ten or more teachers from a school publicly voiced their concerns regarding their principal in the presence of the Local District Superintendent and Director and other school and UTLA representatives. (Amazingly, no one took issue with this breach of protocol.)

February 1, 2008 – The Director tells the principal that he and the Local District Superintendent were embarrassed because of the teachers' complaints. (They should be embarrassed, but not with the principal.)

February 1, 2008 – The Director invites the principal to a midyear Stull Evaluation meeting at which the Stull objectives are not discussed, but rather a list of concerns were presented that were those voiced at the aforementioned UTLA Area Representatives meeting. The principal was not afforded the due process right to have an AALA representative present!

February 4, 2008 – The principal receives a conference summary memo regarding the February 1, 2008, conference. (Again, no due process.)

February 7, 2008 – The Director hosts a meeting at the school in the Chapter Chair's room that included the teaching staff, a UTLA Area Representative, and the principal. The principal is directed not to respond to the complaints and is told to just "sit and listen." (This adds insult to due process injury.)

February 8, 2008 or thereabouts – The principal meets with the Local District Superintendent and the Director and is not afforded the opportunity to have an AALA representative present. The principal receives the direction not to visit classrooms for the next two weeks. (Remember the District's marching orders...instruction, instruction, instruction and visit classrooms often.)

February 21, 2008 – Local District Superintendent and Director meet with teachers from the school along with UTLA representatives.

February 29, 2008 – The Director and the principal meet with Staff Relations and AALA representatives at the Local District Office. (Finally, some due process.)

March 5, 2008 – The principal receives a summary conference memo regarding the above referenced conference.

March 5, 2008 – In the afternoon, the principal is informed by a teacher that the Local District Superintendent and Director will meet with teachers from the school as well as teachers from another school in the Chapter Chair's classroom on March 11, 2008. The Local District Superintendent did not inform the principal of this meeting. (Can you say "Witch Hunt"?)

March 7, 2008 - Late in the afternoon, the Director sends the principal an e-mail that the Local District Superintendent and Director will meet with the teachers and UTLA staff on March 11, 2008, in the Chapter Chair's classroom.

When AALA learned of the preceding chronology, the Local District Superintendent was contacted regarding the lack of support for the principal who by the Local District Superintendent's own admission had not violated the UTLA contract. The response in part was, "I don't want my school picketed. These are my teachers!"

AALA suggests amateur hour has reached the Local District! Is the principal not her principal as well?

AALA suggests that this is a classic example of poor judgment, a failure to follow District procedures, a violation of AALA contractual rights, and a Local District Superintendent "caving to UTLA," and a total lack of intestinal fortitude and support for a principal who is addressing the needs of students.

AALA clearly understands that all Local District leadership teams do not operate in the aforementioned fashion. We simply ask that our administrators be supported and provided their due process and contractual rights, so that they can do what they are being held accountable to do.

ADMINISTRATOR PROFESSIONAL DEVELOPMENT SURVEY

HIGHLIGHTS

During February 2008, 649 active AALA members participated in the Administrative Professional Development survey. Highlights of the survey show the following:

- Local District/Division professional development represents the predominant form of administrative development. Most of the PD focuses on capacity building for Local District/Division reform initiatives.
- 43% of the administrators were pulled out of their assignment 16 or more days to attend the Local District or Division meetings and/or professional development sessions.
- Administrators find Local District/Division professional development to be generally informative and useful. However, only 30% said the trainings met their needs, while 49% said their needs were “sometimes” met. 21% said their needs were not met. These results correlate to the results on how Local District leaders elicit feedback on the PD they provide, 49% indicated that their LD/Division never conducted a needs assessments or asked them what professional development they needed. Moreover, agenda items for future meetings were only sometimes solicited. Although 55% said that meetings were evaluated regularly, the results were not shared in a timely manner.
- Administrators were clear about the type of professional development sessions they wanted to have—more collaborative problem-solving of local challenges and a greater variety in meeting formats, including enhanced uses of technology, such as podcasts and online professional development. Open-ended, write-in responses and comments resonated with requests and demands for “differentiated” professional development.
- Local Districts/Divisions appear to be taking steps toward modeling research-based best practices in professional development. 17% of the administrators indicated that they meet in professional learning communities. Local District/Division meeting processes reveal a greater variety of formats, as compared to traditional, top-down information-giving types of meetings.
- 59% said they needed additional support, while 27% said none was needed.
- Of the more than 1300 topics that administrators identified as needed for improving their professional growth, the following topics stood out most strongly:
 - Budgets, including fiscal managements and payroll
 - Supervision of instruction, personnel management
 - Administrative Professional Growth: Sharing best practices, building professional learning communities, building small learning communities, improving school climate, visiting successful/model programs
 - Instruction: data analysis, closing the achievement gap, curriculum, visiting successful schools/programs
 - Staff Relations: unions, contracts, teacher evaluation, other legal issues
 - Special Education (variety of issues)
 - School operations

FINDINGS

Survey Respondents: 71% school-based, 29% nonschool based.

Professional Development Experiences:

84% took part in the Administrative Academy and 26% participated in the LAUSD Principal's Academy.

Local District or Division Professional Development for Administrators:

Local District or Division administrator development is a major source of professional growth for administrators. 83% of administrators surveyed took part in Local District professional development over the past two years, 26% participated in Tier II courses at universities and 20% enrolled in university courses. About nine percent are enrolled in doctoral programs.

Local Districts are making an effort to model a variety of professional development formats, from information giving to job-alike sessions and professional learning communities.

While information giving is still a major meeting strategy, 17% participated in professional learning communities, 16% in job-alike sessions, and 23% in a combination of top-down/bottom-up formats.

Administrator ratings of Local District/Division professional development were generally favorable. 62% of the administrators rated the over-all value of the professional development sessions as "helpful, relevant, and timely," and 44% said multiple sessions provided in-depth knowledge. However, while 46% disagreed that sessions were one-shot and lacked depth, 42% believed they were. Similarly, while 46% said that sessions did not repeat what they already knew, 35% said they did.

Does Local District/Division professional development meet administrators' needs? 30% said "Yes," while 21% said "No." 49% said their needs were "Sometimes" met. 59% said they needed additional support; 27% said they didn't need additional support; 14% were not sure.

- Changes administrators would like include the following: 1) Increased problem-solving of local challenges, 2) greater variety of meeting formats, 3) more relevant topics, and greater collegiality
- What five topics would administrators like addressed at future meetings?
 1. **Budgets**-Aligning budget with instructional priorities and budget development
 2. **Leadership "How To's"** -Supervision of instruction and personnel management (difficult staff)
 3. **Instructional "Problem Solving"** - Data analysis, closing the achievement gap/culturally relevant and responsive education, differentiated instruction, curriculum initiative (in-depth), and implementing interventions
 4. **Administrative Networking - Gain New Knowledge**
Sharing best practices, building professional learning communities, building small learning communities, improving school climate, visiting successful/model programs
 5. **Staff Relations and Legal Issues**
Dealing with unions, contracts, staff discipline (conference memos), and changes in school law

RECOMMENDATIONS

AAALA urges Local Districts and Divisions to provide differentiated administrator professional development to meet the varying needs of all administrators. Differentiation recognizes that the process of development proceeds along a continuum, increasing knowledge and skills by building on the knowledge and skills already possessed. Administrators need “just-in-time” new knowledge and skills, not the “one size fits all” model, in order to grow as leaders. .

AAALA makes this recommendation, fully aware that some Local Districts and Divisions are making substantial gains in effectively building capacity among their administrators. However, as the infrastructure of this District shifts with the impending belt-tightening and loss of resources, administrators will be asked to do much more with much less. Support and training must be efficient and effective and meet the needs of each and every administrator in the system. Differentiation could eliminate wasted time for some administrators and even free up additional resources if, for example, knowledgeable and experienced administrators were utilized as professional learning community facilitators.

We can each do our best work if allowed to tap into our strengths and intelligences and collaborate with our peers and with experts. Together, we can solve the challenges we face in order to do our work—to improve student achievement, improve instruction, improve as school leaders, and improve as a school District. AAALA members are ready and willing to help Local Districts and Divisions implement a differentiated approach to professional development.

IN MEMORIAM

EARLEEN BOWLES – Former Principal of Truth High School. She retired on June 30, 1991, and passed away in June 2004.

PAUL YOKOTA – Former Principal of Lorena Street School. He retired in 1984, and passed away on March 17, 2008. Donations in his memory may be made to First Presbyterian Church, 10544 Downey Avenue, Downey, CA 90241.

GENEVIEVE SINCLAIR – Former elementary principal. She passed away in March 2007, at the age of 92.

RETIREMENT CELEBRATIONS

| Name | Date/Time | Location | Contact |
|---------------------------|--|--|---|
| Frances Goldman Strasberg | Saturday, June 14, 2008 6:00 – 10:00 p.m. | USC Town & Gown | Jason Roepel Ext. 330 Paty Cervantes, Ext. 322 213.748.3733 |
| Robert "Bob" Collins | Saturday, May 31, 2008 11:00 a.m. – 3:00 p.m. | Maggiano's 189 The Grove Dr. Los Angeles | Francine Eisenrod 213.241.4967 Nicole Elam-Phillips 213.241.4909 |

POSITIONS AVAILABLE

Minimum Qualifications: Candidates are responsible for making sure all the District requirements for administrative positions have been met. AALA is not responsible for errors in publication.

NOTE: Please do not contact AALA for information regarding administrative positions. Use the listed contact phone number, or contact LAUSD Human Resources Division at 213.241.6886 or via e-mail at http://certificated.lausd.k12.ca.us/admin_vacancies.

ASSISTANT PRINCIPAL, ELEMENTARY INSTRUCTIONAL SPECIALIST (EIS)

San Fernando School (2) MST 38, 1130 Mott Street, San Fernando, CA 91340
San Fernando is a B Basis school. For information and application procedures contact **Mercedes Velázquez**, Elementary Director, at 818.755.5428. **Filing deadline is Monday, March 31, 2008.**

ASSISTANT PRINCIPAL, SECONDARY

Lawrence Middle School (1) MST 39, 10100 Variel Avenue, Chatsworth, CA 91311
Lawrence is a B Basis school. For information and application procedures contact **Lynda Schwarz**, Director, School Support Services, at 818.654.3644. **Filing deadline is Wednesday, April 9, 2008.**

ASSISTANT PRINCIPAL, SECONDARY COUNSELING SERVICES (SCS)

Nightingale Middle School (5) MST 39, 3311 North Figueroa Street, Los Angeles, CA 90065
Nightingale is a B Basis school. For information and application procedures contact **Marylou Amato**, Director, Middle School Services, at 323.224.3173. **Filing deadline is Monday, April 7, 2008.**

***ADMINISTRATIVE COORDINATOR, ADMINISTRATIVE SUPPORT-FIELD LIAISON
(Temp. Adv., MST 43, A Basis)***

Div. of Special Education, 333 S. Beaudry Ave., 17th Fl., Los Angeles, CA 90017 213.241.6701
Responsibilities include liaison with Local Districts, Support Units, and other Central Office Staff. Requires 8 years of full-time certificated service, with 2 years of management experience and ability to travel. For information and application procedures contact **Donnalyn Jaque-Antón**, Associate Superintendent. **Filing deadline is Friday, April 11, 2008.**

***SUPERVISOR, GRANTS, PROGRAM INFORMATION & COMMUNITY OUTREACH
(MST 38, A Basis)***

Div. of Adult and Career Educ., 333 S. Beaudry Ave., 18th Fl., Los Angeles, CA 90017 213.241.3150
Responsibilities include preparing for and responding to audits. Requires 5 years of successful full-time certificated service and ability to travel. For information and application procedures contact **Ed Morris**, Interim Assistant Superintendent. **Filing deadline is Friday, April 11, 2008.**

SAVE THE DATES

Saturday, April 19, 2008 – American Educators of Italian Origin United's (AEIOU) fortieth Annual Scholarship Dinner Dance will be held at Casa Italiana, 1051 North Broadway, Los Angeles, 6:30 p.m.

Saturday, May 3, 2008 – Council of Mexican American Administrators' ninth Annual Latino Leadership Conference and Scholarship Luncheon will be held at the Millennium Biltmore Hotel, 506 South Grand Avenue, Los Angeles, 7:30 a.m. – 3:00 p.m. For further information contact **Arquimides Contreras** at 323.644.7700 or agc4679@lausd.net.

Sunday, May 18, 2008 – Association of Jewish Educators' (AJE) twenty-eighth Annual Scholarship Brunch will be held at the home of **Don and Nancy Feigelson**, 19641 Bermuda Street, Chatsworth, 11:00 a.m. – 2:00 p.m. For further information contact **Mike Bennett** at 818.832.3870.

Saturday, June 7, 2008 – Council of Black Administrators' (COBA) thirty-third Annual Black Child Conference/Scholarship Luncheon will be held at the Los Angeles Airport Marriott Hotel, 8:00 a.m. – 3:00 p.m. For additional information contact the COBA office at 323.296.2040 or coba5356@sbcglobal.net or www.lausd.k12.ca.us/orgs/coba.

YEAR-END TAX STRATEGIES

If you want helpful tax savings ideas, order this revealing article "YEAR-END TAX STRATEGIES." This article reveals: What's New For Individuals and Investors; Avoiding Estimated Tax Penalties; Tax Deferral Ideas For Investors; Tax Deferral Ideas – Personal; Income Shifting Ideas; Pension Roll-Over Versus The Lump Sum Tax; and How To Get More Tax-Saving Ideas From Your Tax Preparer. The purpose of this article is to help AALA members understand new and existing ideas within the tax code. This article and hundreds more are available to all members compliments of Wealth Concepts and the "Circle of Wealth " Team. Simply log on to www.WealthConceptsOnline.com and click on ARTICLES & DOCS, check the Income Taxes box or any one article of your choice, and let us know if you prefer to receive your article via e-mail *pdf* format or U.S. Mail.

PRERETIREMENT WORKSHOPS

The District and CalSTRS are sponsoring preretirement workshops for the 2007-2008 school year. Information will be provided regarding the calculation of retirement allowances, available options, required forms, and district requirements necessary to establish benefits upon retirement. Time will be provided at the end of the workshop presentation for questions and answers. The workshops are individual meetings (not a series). All CalSTRS members are encouraged to attend a preretirement workshop at least three (3) times during their career in order to plan for retirement security: early in their career; again just prior to age 50; and one (1) year prior to retirement. All workshops will be held from 4:00-5:30 p.m.

| | |
|------------------|--|
| 04/02/08 (Thur) | Polytechnic High School Cafeteria, 12431 Roscoe Blvd., Sun Valley |
| 04/23/08 (Wed) | Alta Loma School Auditorium, 1745 Vineyard Ave., Los Angeles |
| 04/24/08 ((Thur) | Weems School Auditorium, 1260 West 36 th Place, Los Angeles |
| 04/30/08 ((Wed) | Holmes Avenue School Auditorium, 5108 Holmes Avenue, Los Angeles |
| 05/01/08 ((Thur) | Noble Avenue School Auditorium, 8329 Noble Avenue, North Hills |

REMINDER

**ADULT/ELEMENTARY/SECONDARY/EARLY
EDUCATION/SUPERVISORY**

RETIREES LUNCHEON

**The Center at Cathedral Plaza
Viewing Foyer**

**Wednesday, April 23, 2008
11:30 a.m. – 2:00 p.m.**

LET CHILDREN KNOW RACISM ISN'T ACCEPTABLE

When a relative recently made a disparaging remark about African Americans in front of **Arica Prejean**'s children, she immediately repudiated it. Prejean considers speaking out against racism part of her job as a parent, reports **Melissa Dutton** for the Association Press. Still, many parents struggle with what to do when presented with a similar scenario. **Lawrence Cohen**, a psychologist, believes it is important to address the slur in a way that doesn't upset the child. If the parent is able to calmly ask the person to refrain from speaking in such a manner, then they should do so. One of the most important factors to creating open minded children is to expose them to people of all backgrounds. This means parents should start talking about race early on, as parents underestimate the likelihood of kids hearing racial slurs. For parents to adequately handle racist comments, they should forget trying to be colorblind and instead make conversations about race relaxed and frequent.

http://www.chicagotribune.com/news/local/northwest/chi0213racism_fillfeb13,1,4284364,full.story?ctrack=2&cset=true