

UPDATE

Week of February 18, 2008

SCHOOL LEADERS NEED TO PRACTICE WHAT THEY PREACH

As someone who has been an educator for 42 years starting as a high school music teacher and currently serving as president of the administrators union, I have seen the Los Angeles Unified School District at its very best and now at its worst in terms of leadership. Much of this decline can and should be attributed to the politicizing of public schools during the past 20 or so years.

Administrators and other employees who toil daily in our schools are often appalled at the amateurish educational leadership under which they now labor. High schools with proud histories such as Roosevelt, Crenshaw, and Westchester are turned over to a so-called partnership with no discernible agenda for change. "Selected" stakeholders have accomplished the partnership turnover by means of a thoroughly bogus vote. This appalling lack of any semblance of a democratic election involving everyone at the school site would make former President **Jimmy Carter** wonder if his intervention isn't necessary to guarantee a fair election process. Over 600 classified employees as well as administrators, part-time teachers, high school students and 90% of parents in the affected schools were not given the right to vote. The key reason given to turn these schools over to the partnership is the need for local autonomy and stakeholder collaboration to bring about change. How is it collaborative to summarily disregard hundreds of employees and parent stakeholders?

AAALA is sensing a pattern of disenfranchisement when it comes to the mayoral takeover initiative that started with the court discredited AB1381 legislative action and has culminated in the partnership "vote" at selected schools. First, there was a reluctance to have a vote of the people by an initiative or city charter election to determine if schools should be ceded to the mayor. Now, we have selected stakeholders voting in dubious school-site elections. The question must be asked, why is not the true democratic principle of one person, one vote being utilized for these critical decisions? Shouldn't we be teaching students through our actions that voting is a right and not a privilege for the select few?

AAALA is not opposed to reform, change, transformation or whatever else someone with bright ideas and imagination wants to characterize as educational improvement. However, we are definitely opposed to public education being taken out of the hands of the electorate and placed in the hands of an anointed few who may or may not reflect the will of the majority. Let's hope that politicians and "educators" with an agenda will reflect the best, not the worst in our democracy.

MANAGEMENT STRATEGIES FOR A SUPERVISOR

In January 2002, a court verdict was rendered in support of a principal who had been accused of retaliation against a staff member versus evidence of appropriate performance evaluation and disciplinary follow-up. AALA wishes to again share the management tactics, which continue to be contemporary, and enabled the principal to prevail:

- He wrote everything down, from the positive reviews he actually gave the employees, to the reasons for any ratings that were lower than previous ones. He had a checklist of actual skills and behaviors to rate, and used that checklist for all his performance charges.
- He was meticulous in making sure that all his documentation was current. As soon as a negative event occurred, he documented it. So the timeline for the alleged retaliation became a moot point.
- He based his judgments on actual in-person experience. Before he filled out the performance reviews, he observed what happened in the teacher's class, so his impressions were firsthand.
- He followed school and district policies assiduously. When predisciplinary warnings were called for, that's what he issued.
- He treated everyone the same. Of the 42 teachers he supervised, he rotated 11 others besides the one who complained. Of all those he reviewed, he lowered ratings on four others during the same period as the three who had complained. None of those four disputed the lower ratings. There was no evidence of disparate treatment.

AALA hopes that these effective management techniques will be used by all supervisors from the Superintendent on down to insure proper evaluation procedures and to avoid evaluations by carelessness or hearsay!

AALA COMMUNITY AWARD NOMINATION FORMS AVAILABLE

AALA Community Award nomination forms have been mailed to all members. Consider nominating an individual or group that has had a significant impact on your school or community through their volunteer efforts. Nomination forms are due by Friday, March 28. Mail or fax (213.484.0201) to the AALA office. Call the AALA office at 213.484.2226 with any questions regarding these awards. The application may be downloaded and printed. Go to www.aalausd.com, click on "Search Documents," "General Info," and "Community Volunteer Form."

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.

PRINCIPAL, ELEMENTARY

Playa Del Rey School (3), MST 40 – For information and application procedures contact **Gay Havard** at 310.253.7123. **Filing deadline is March 7, 2008.**

ASSISTANT PRINCIPAL, ELEMENTARY INSTRUCTIONAL SPECIALIST (EIS)

Cowan Avenue School (3) MST 37 - For information and application procedures contact **Gay Havard** at 310.253.7123. **Filing deadline is March 7, 2008.**

PREVIOUSLY ANNOUNCED POSITIONS STILL AVAILABLE

Position	Location	Deadline	Contact
Principal, Elementary	Germain Street School	02/29/08	818.654.3614
Asst. Prin., EIS	Lemay Street School	02/27/08	818.654.3626
Asst. Prin., EIS	Hamlin Street School	02/29/08	818.654.3604
Principal, Opportunity High School	McAlister High School	02/29/08	213.241.6895
Asst. Prin., Secondary	King Middle School	02/25/08	323.932.2221
Extended/Required Learning Academy Administrator	Local District 3 (for Emerson Middle School)	02/27/08	310.253.7156
Director, Early Childhood Education	Early Childhood Education Division	02/29/08	213.481.3367
Coordinator, Compliance and Evaluation Services	Specially Funded Programs Branch	02/29/08	213.241.6990
Coordinator, Secondary Literacy/English-Language Arts	Instructional Support Services (for Local District 6) EXTENDED TO	02/29/08	213.241.8291

SAVE THE DATES

Thursday, February 28, 2008 – Association of California School Administrators (ACSA) **Membership Social "Welcome to 2008,"** Holiday Inn, 19800 S. Vermont Avenue, Torrance, 4:45 p.m. The speakers will be **Richard Vladovic**, Board Member, and **Linda Del Cueto**, Superintendent Local District 8. Refreshments will be served. ACSA Benefits will be shared with District administrators. For additional information contact **Colleen Crowley** (310.339.0721), **Russ Thompson** (310.354.5005), or **Jack Moscowitz** (310.748.6226).

Monday, April 14, 2008 – Association of California School Administrators (ACSA) **Membership Social "Education in the 21st Century,"** University Club (Lamb's Lounge), California State University, Northridge, corner of Dearborn and Zelzah, Northridge, 5:30 to 7:00 p.m. Park in LOT G1. The speakers will be **Tamar Galatzan** and **Julie Korenstein**, LAUSD board members. ACSA Benefits will be shared with District administrators. For additional information contact **Randy Delling** (818.753.6200), **John White** (818.609.2500), or **Robert Kladifko** (818.677.7890).

AALA SCHOLARSHIP APPLICATIONS AVAILABLE

AALA scholarship applications are in schools now. Students should be encouraged to apply for these \$1,000 awards. Fifteen scholarships will be awarded this year, 11 to graduating seniors from traditional high schools, 2 to graduating seniors from continuation high schools, and 2 to adult school students completing their high school requirements. Completed applications are due in the AALA office by Friday, March 28. Call the AALA office at 213.484.2226 with any questions regarding the scholarships. The application may be downloaded and printed. Go to www.aalasd.com, click on "Search Documents," "General Info," and "Scholarship Application."

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.

02/25/08 (Mon)	Burbank Middle School, Room A-106, 6460 N. Figueroa St., Los Angeles
03/12/08 (Wed)	Sheridan Street School Library, 416 Cornwell Street, Los Angeles
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

IN MEMORIAM

DOLORES RANERI – Former Principal of Union Avenue School. She retired in 1980 and passed away on February 13, 2008.

ALDO PUMARIEGA – Former Principal of Bellagio Road and Atwater Avenue schools. He retired on January 31, 2003, and passed away on February 11, 2008.

BONNIE DE YOUNG – Former Assistant Principal of Los Feliz School. She retired in 2005 and passed away February 2008.

JAMES H. JONES – Former Head Counselor of Belmont High School. He retired in the late 1970s and passed away last summer.

JESS WILLIAMSON – Former Principal of El Sereno and Parkman middle schools. He retired on June 30, 1983, and passed away on February 19, 2008.

CALIFORNIA PROVIDES LITMUS TEST FOR RESTRUCTURING, FINDS IT UNHELPFUL

California has a long pre-No Child Left Behind history of holding schools accountable, making it one of the first states to see significant numbers of schools face restructuring. Restructuring is the phase of improvement schools enter after missing adequate yearly progress (AYP) for five or more consecutive years. A new study from the Center on Education Policy finds that the number of California schools in restructuring has increased by 150 percent since 2005-06. While urban schools make up 60 percent of the 1,013 schools in restructuring, the proportion of suburban schools in restructuring has risen to about 35 percent. Unfortunately, the experience has been largely frustrating, with few schools raising achievement enough to exit improvement. Based on 2006-07 testing, only 33 schools (5 percent) raised scores enough to exit restructuring, while in 2005-06 just 10 schools (3 percent) exited improvement. Overall, several hundred schools have been in restructuring for six years or more, having failed to raise student achievement after years of restructuring. By entering restructuring, schools are subjected to a number of supposedly major, schoolwide reform strategies intended to dramatically increase performance. However, the study finds that 90 percent of California schools used the "any-other option" which allows schools and districts to take any major action to produce fundamental change in the school's governance. It seems to follow that no single federal restructuring option has proved to be more effective than others in helping California schools meet AYP targets, as most simply have not done so.

<http://www.cep-dc.org> (Managing More Than a Thousand Projects: Restructuring in California)

IDENTITY THEFT PROTECTION

AALA is proud to offer to our members a timely and important service to help you and your family protect your identity. **Identity Safeguards** offers complete individual and family plans for a **low annual** rate. Each package includes Online Education Content, Weekly Credit Monitoring, Expense Reimbursement (up to \$20,000), Emergency Recovery Assistance and Damage Assessment, and Victim Guide. For more information on the program go online to www.memberextra.com/es13. You may also download and print out an enrollment form.

FIX THE AMERICAN EDUCATION SYSTEM BY MAKING IT MORE AMERICAN

Globalization requires schools to reconsider how they prepare students to become competent citizens and what they prepare them to do, writes **Yong Zhao** in *The School Administrator*. At the same time, educators have become increasingly concerned with federal and state mandates that preclude schools from entertaining other strategies. Instead of responding to bureaucratic requirements, schools should make sure they equip students with the attitudes, perspectives, skills and knowledge that will help them find and keep a job, interact with others and make informed decisions. To adequately position students to perform in the global economy, schools need to focus on right brain-directed skills (simultaneous, metaphorical, aesthetic, contextual and synthetic) because jobs that use left brain-directed skills are being outsourced. While many countries (Japan, South Korea and Singapore) are shifting the focus of education toward the right brain, the United States has been focused on an opposite trend, writes Zhao. It is important to understand that the fate of certain intelligence is determined by what schools value and how that value is applied. Consequently, a standardized and centralized curriculum leaves little room for exploring personal interests or accommodating diverse learning styles. Zhao is not advocating that creativity be taught because it cannot be taught, but is simply saying that creativity should not be stifled. The current creativity gap between Asians and Americans does not exist because American schools teach creativity better, but because they do not kill it as much as Asian schools do. To nurture creativity, the skill, which should set workers apart in a global economy, it makes sense that schools need to cultivate certain talents. This seems at odds with recent American reform efforts focused on raising test scores and international comparisons. To view these comparisons in the proper light, it makes sense to look at the first International Mathematics Study, which, in 1964, studied 13-year-olds in 11 countries. The United States finished second to last. More than 40 years later, the performances were found to have either insignificant or negative correlations with a nation's economic growth, productivity, livability or creativity. Zhao concludes that, for the American education system to move forward, the system needs to be more American by preserving flexibility, protecting individuality and promoting multiple intelligences.

<http://www.aasa.org/publications/saarticledetail.cfm?ItemNumber=9737&snItemNumber=950&tnItemNumber>

LAUSD CODE OF ETHICS

Editor's Note: *The Associated Administrators of Los Angeles supports and affirms the LAUSD Code of Ethics.*

A. Commitment to Excellence. We are committed to being the best school district and personnel we can be, educating our students to their maximum potential. Everything we do has an impact on the classroom.

1. Set the example. We are committed to providing the best example we can, striving to demonstrate excellence, integrity and responsibility in our work.
2. Create an environment of trust, respect and nondiscrimination. We are committed to creating an environment of trust, care and respect. We will not tolerate discriminatory or harassing behavior of students or colleagues.
3. Provide honest, accurate and timely information. We are committed to candor in our work relationships, providing other District personnel including supervisors, senior staff and Board Members with accurate, reliable and timely information. We will not tolerate falsification and cheating.
4. Identify problems and help create solutions. We are committed to identifying areas for improvement within our District and suggesting and implementing solutions that make us more successful.
5. Keep policies, procedures and rules. We are committed to following our Code of Ethics, laws, and District rules, regulations, bulletins, policies and procedures, recommending changes required to make them better, and will not tolerate improper conduct.
6. Report improper conduct. We are committed to reporting gross mismanagement, significant waste of funds, abuse of authority, threats of safety, violations of our Code of Ethics, laws, rules, regulations, bulletins, policies and procedures, or other conduct that damages our integrity or reputation, to our supervisor, the Ethics Officer or the Inspector General.
7. Keep colleagues safe from retaliation. We are committed to creating a work environment where problems can be reported and solved. We are prohibited from threatening, harassing, punishing or retaliating against employees who make good faith complaints.

B. District and Personal Integrity. To maintain our integrity, we are committed to making decisions in the best interests of the District. We will avoid conflicts of interest and the appearance of impropriety.

1. Avoid conflicts of interest and improper outside income. We are committed to declining outside income that might be perceived as inconsistent, incompatible or in conflict with official duties. We will not make decisions or use our position for personal benefit or to gain an improper advantage.
2. Decline gifts. We will not accept gifts or gratuities in excess of \$100 from a single source in a single year (aggregate retail value) or that give the appearance that the gift improperly influenced our decisions regardless of the amount. We will not solicit vendors, lobbyists, parents or others for anything that provides us a personal benefit different from the public.
3. Improper influence of family members and associates. We are committed to abstaining from decisions that could result in a direct benefit to a close relative or co-habitant including, but not limited to, hiring, promotion, discipline, evaluation or direct supervision.
4. Maintain appropriate relationships with students. We are committed to ensuring that employee-student relationships are positive, professional and nonexploitative. We will not tolerate improper employee-student relationships.
5. Keep procurement information confidential. To reinforce public trust and confidence in our procurement processes, we are committed to ensuring that procurement information is kept confidential, used only in the performance of our duties, and not released early to potential contractors.

CODE OF ETHICS (Continued)

6. Keep the contracting process objective. We are committed to making contract award recommendations in the best interest of the District. From the time an RFP specification or other contract document is issued until the staff recommendation is made public (the contract's board report is published by the Board Secretariat), we will not have contact concerning the contract with contractors participating in the process or their representatives.
7. Future employment. We are committed to avoiding discussions about future employment with people or organizations who can benefit from our decisions, and will not take or influence official actions that might benefit that person or organization.
8. Uphold District interests in hiring and promotion. We are committed to hiring and promoting District personnel based on their qualifications and the job criteria for the position, and will not tolerate improper practices.

C. Responsibility. We are committed to holding each other responsible for our performance as a District and as individuals.

1. Proper use of public position. We are committed to ensuring that our power and authority are used in an appropriate, positive manner that enhances the public interest and trust. We will not use our authority to improperly influence people or obtain preferential treatment.
2. Proper use of public resources. Except for occasional and limited personal use that does not interfere with performance of duties or create an appearance of impropriety, we are committed to ensuring that District facilities, equipment, supplies, mailing lists or other District resources are used for District purposes only. Except for occasional and limited personal use, we will not tolerate improper use of public resources, and will report and reimburse the District for significant costs of any limited personal use.
3. Leadership of District personnel and use of District time. We will not direct or permit District personnel to perform personal services on District working time and will report such incidents to our supervisor, Ethics Officer or Inspector General.
4. Uphold confidentiality. We are committed to abiding by all laws and District policies concerning confidential information, including student records, personnel files, agreements, and District records and policies. We will not reveal confidential information, including meeting content and the sources of comments, from staff, faculty, parent and closed Board of Education meetings.
5. Waivers. The LAUSD General Superintendent or his/her designee upon a showing of good cause may waive an ethics prohibition in writing with notification to the Board of Education.

Contacting the Ethics Office

For advice, help, training, copies of ethics publications, or more information on the ethics program, visit the Ethics Office website www.lausd.k12.ca.us/lausd/offices/ethics or contact directly:

Ethics Office
333 S. Beaudry, 20th Floor
Los Angeles, CA 90017

email: ethics@lausd.k12.ca.us
HelpLine/Telephone: 213-241-1262

866-322-5788 (toll free)