LOS ANGELES UNIFIED SCHOOL DISTRICT
TODAY'S LEARNERS, TOMORROW'S LEADERS

NEW TEACHER RESOURCE GUIDE

CERTIFICATED ASSIGNMENTS & SUPPORT SERVICES
HUMAN RESOURCES DIVISION, 15TH FLOOR
333 SOUTH BEAUDRY AVE
LOS ANGELES, CALIFORNIA 90017

TEL. (213) 241-5100
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HTTP://WWW.ACHIEVE.LAUSD.NET/HR

NEW TEACHER RESOURCE GUIDE OVERVIEW

PREFACE

This guide has been developed to help support Los Angeles Unified School District new teachers with practical solutions and ideas for a successful first year of teaching. It is designed to provide resources and tools to build skills for new teachers and to familiarize teachers with the procedures and policies of the Los Angeles Unified School District.

The District hopes to support all new teachers to become an effective classroom teacher in the District and to ensure that every student has an opportunity to excel academically and throughout their school career. This result can only be achieved through a process of continuous self-assessment, reflection, and professional growth. We hope that you find this information helpful in the process.

If you have additional questions, feel free to contact your Teacher Quality Specialist (TQS) or your school administrator.

Thank you,

Certificated Assignments and Support Services
Human Resources Division

ABOUT LAUSD
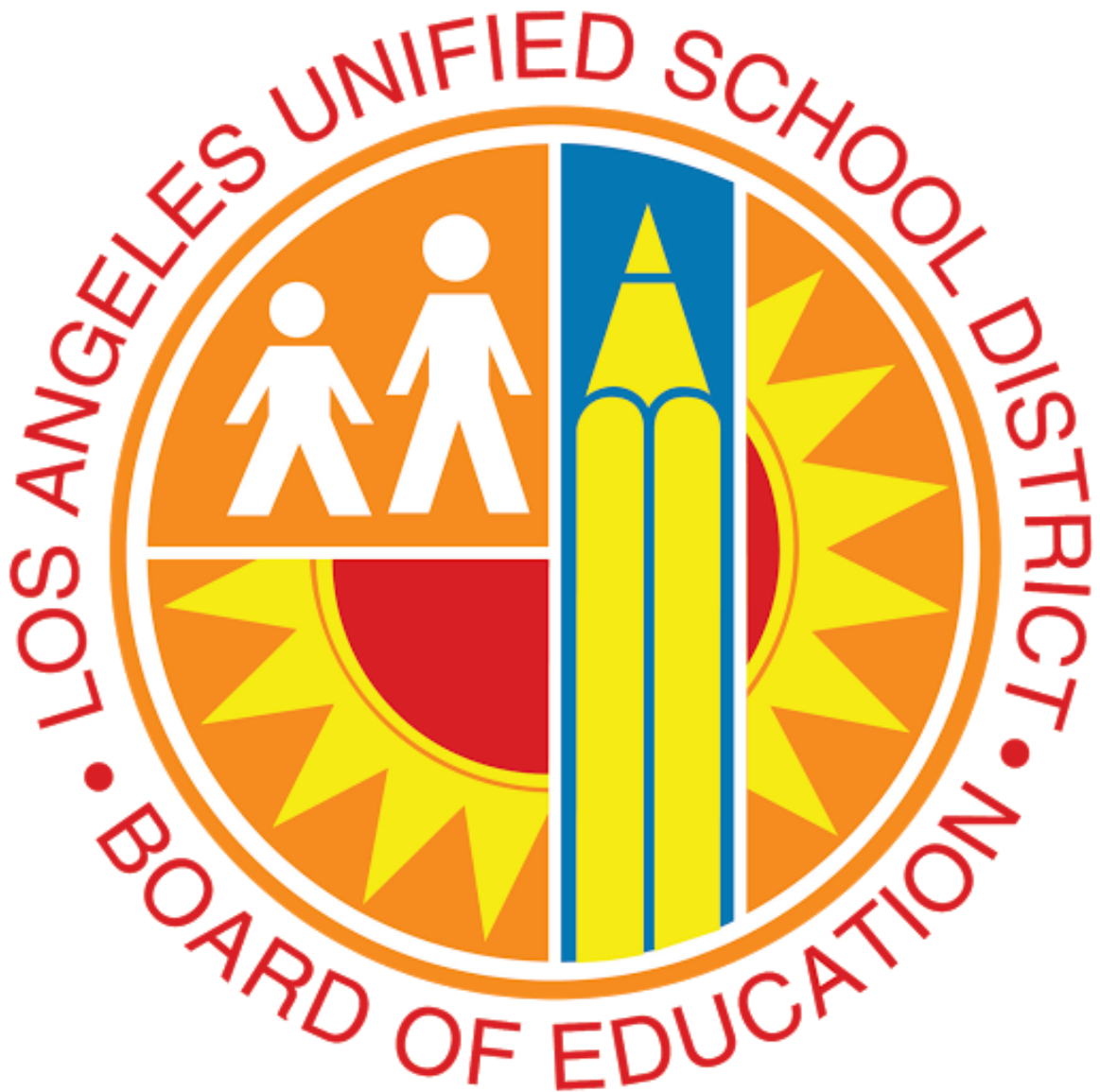
SUPERINTENDENT & LAUSD BOARD OF EDUCATION
LAUSD MISSION STATEMENT, VISION STATEMENT & GOALS
LAUSD DEMOGRAPHIC FACTS
LAUSD FINGERTIP FACTS
VISITING LAUSD HEADQUARTERS

SUPERINTENDENT & LAUSD BOARD OF EDUCATION

JOHN E. DEASY, PH. D.
Superintendent of Schools

LAUSD BOARD OF EDUCATION

Vacant
Board District 1

Mónica García
Board District 2

Tamar Galatzan
Board District 3

Steve Zimmer
Board District 4

Bennett Kayser
Board District 5

Mónica Ratliff
Board District 6

Richard Vladovic
Board District 7
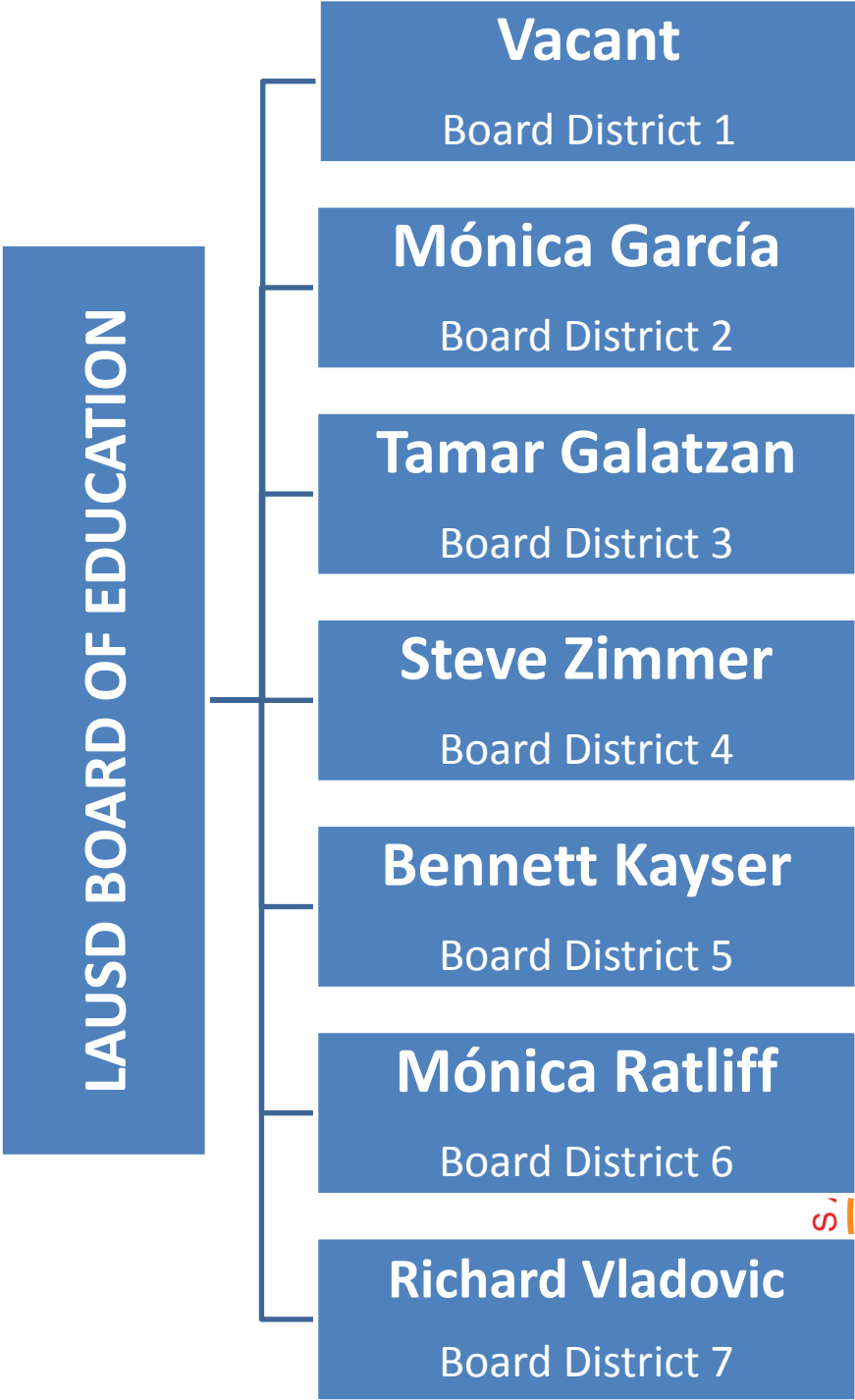
"The teachers, administrators, and staff of the Los Angeles Unified School District believe in the equal worth and dignity of all students and are committed to educate all students to their maximum potential."

LAUSD Mission Statement

"At Los Angeles Unified School District, our focus is on student learning and achievement. Our job is to create conditons and environments for students to flourish and to build a culture of curiosity and a community of life-long learners. Our vision is that every student will receive a quality education in a safe, caring environment, and will be college-prepared and career-ready.

To realize our vision, we must work together and focus on our mission of serving all students everyday. LAUSD will provide high-quality instruction and a rigorous curriculum in every classroom to facilitate student learning and achievement."

LAUSD Vision Statement

"We have identified five guideposts to help us deliver on our promise that all youth graduate from LAUSD college-prepared and career-ready.

Guiding our path is a crystal clear focus on the five goals: 100% Graduation, Proficiency for All, 100% Attendance, Parent and Community Engagement, and School Safety.

To help us achieve our goals, we have 17 specific initiatives laid out in our Performance Meter, which we will use to chart our progress. While implementing the Strategic Plan, the District will collect and analyze robust data, using it to evaluate the effectiveness of each of the Plan's components."

LAUSD Goals

LAUSD DEMOGRAPHIC FACTS

LAUSD DEMOGRAPHICS

Latino	73.4%
African American	10.0%
White	8.8%
Asian	3.9%
Filipino	2.2%
Pacific Islander	.04%
American Indian	.04%
Two or more races, not Latino	1.0%

CITIES ENTIRELY WITHIN LAUSD

Cudahy

Gardena

Huntington Park

Lomita

Maywood

San Fernando

CITIES PARTIALLY WITHIN LAUSD

Alhambra	Monterey Park
Bell	Rancho Palos Verdes
Bell Gardens	Rolling Hills Estates
Beverly Hills	Santa Clarita
Calabasas	South Gate
Carson	South Pasadena
City of Commerce	Torrance
Culver City	
Downey	
El Segundo	
Hawthorne	
Long Beach	
Lynwood	
Montebello	

"AN EFFECTIVE TEACHER IN EVERY CLASSROOM."
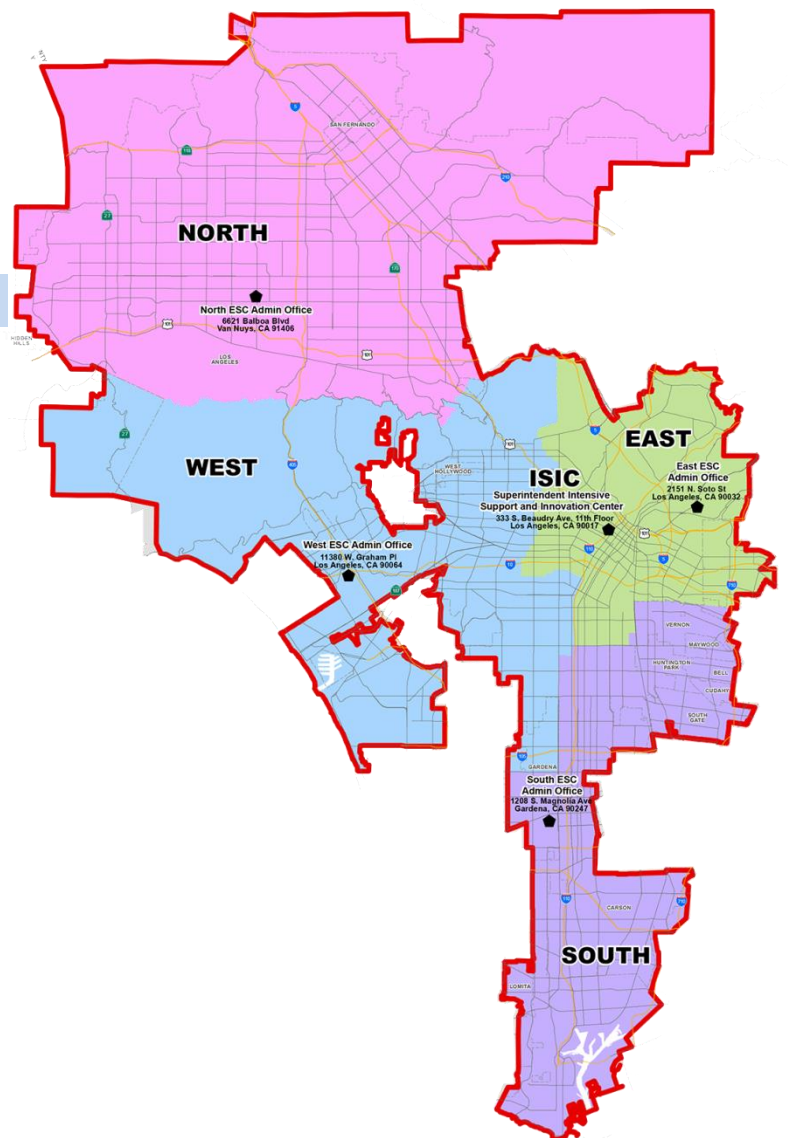
LAUSD FINGERTIP FACTS

LAUSD STUDENT ENROLLMENT

Elementary Schools (K-5)	270,913
Middle Schools (6-8)	112,749
Senior High Schools (9-12)	138,778
Charter Schools (Independent)	95,207
Special Day Programs in Special Education Schools	2,893
Special Day Programs in Regular Schools	25,423
Continuation and Opportunity Schools	5,359
Adult Education Schools	255,697
TOTAL K-12 ENROLLMENT	**651,322**
TOTAL LAUSD ENROLLMENT (INCLUDING ADULT EDUCATION)	**907,019**

SCHOOLS AND CENTERS

Primary School Centers	18
Elementary Schools	457
Middle Schools	84
Option Schools	56
Magnet Schools	44
Multi-Level Schools	23
Special Education Schools	15
TOTAL	**800**

K-12 MAGNET CENTERS (ON REGULAR CAMPUSES

Elementary Schools	45
Middle Schools	46
Senior High Schools	46
Multi-Level Schools	1
TOTAL	**138**
Charter Schools	249

OTHER SCHOOLS AND CENTERS

Community Adult Schools	10
Regional Occupational Centers/Programs	1
Skills Centers	26
Early Education Centers	85
TOTAL	**122**
LAUSD TOTAL	**1,309**

VISITING LAUSD HEADQUARTERS
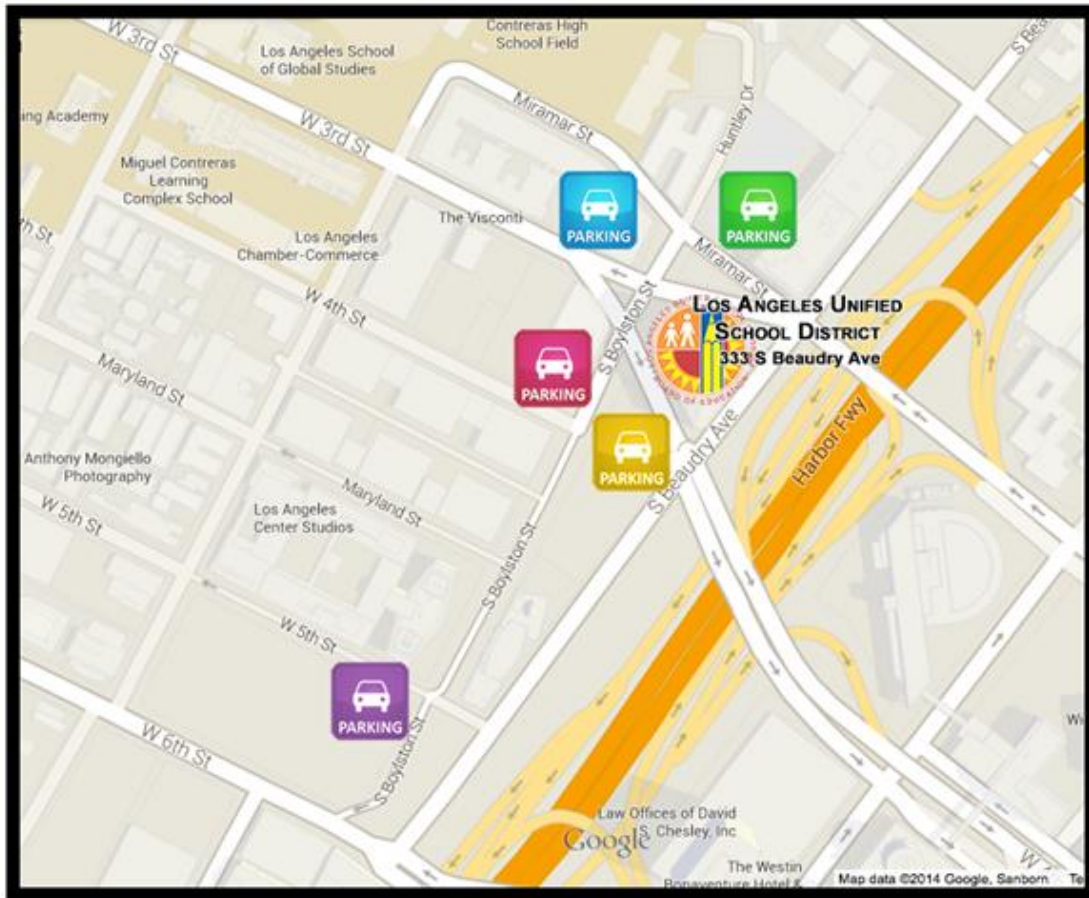
VISCONTI GARAGE
Main visitor garage for LAUSD Headquarters visitors. Free to visitors on District business with proper department-provided validations.

VISITOR OVERFLOW PARKING - #1
First visitor overflow lot for when Visconti is full. Also may be used after 5 PM and on weekends for visitor parking with **prior arrangement** through Morlin Asset Management by calling (213) 241-1320.

VISITOR OVERFLOW PARKING - #2
Special visitor overflow parking lots. Free with validation but available **only** when directed.

VISITOR OVERFLOW PARKING - #3
Special visitor overflow parking lots. Free with validation but available **only** when directed.

VISITOR OVERFLOW PARKING - #4
Special visitor overflow parking lots. Free with validation but available **only** when directed.

The main visitor parking location is the Visconti garage at the northwest corner of Miramar and Boylston.
If the garage is full, parking lot attendants at the garage will re-direct you to an overflow lot.

DO NOT PARK IN ANY OVERFLOW LOT UNLESS DIRECTED - YOUR VALIDATION MAY NOT BE HONORED.

LAUSD HUMAN RESOURCES DIVISION
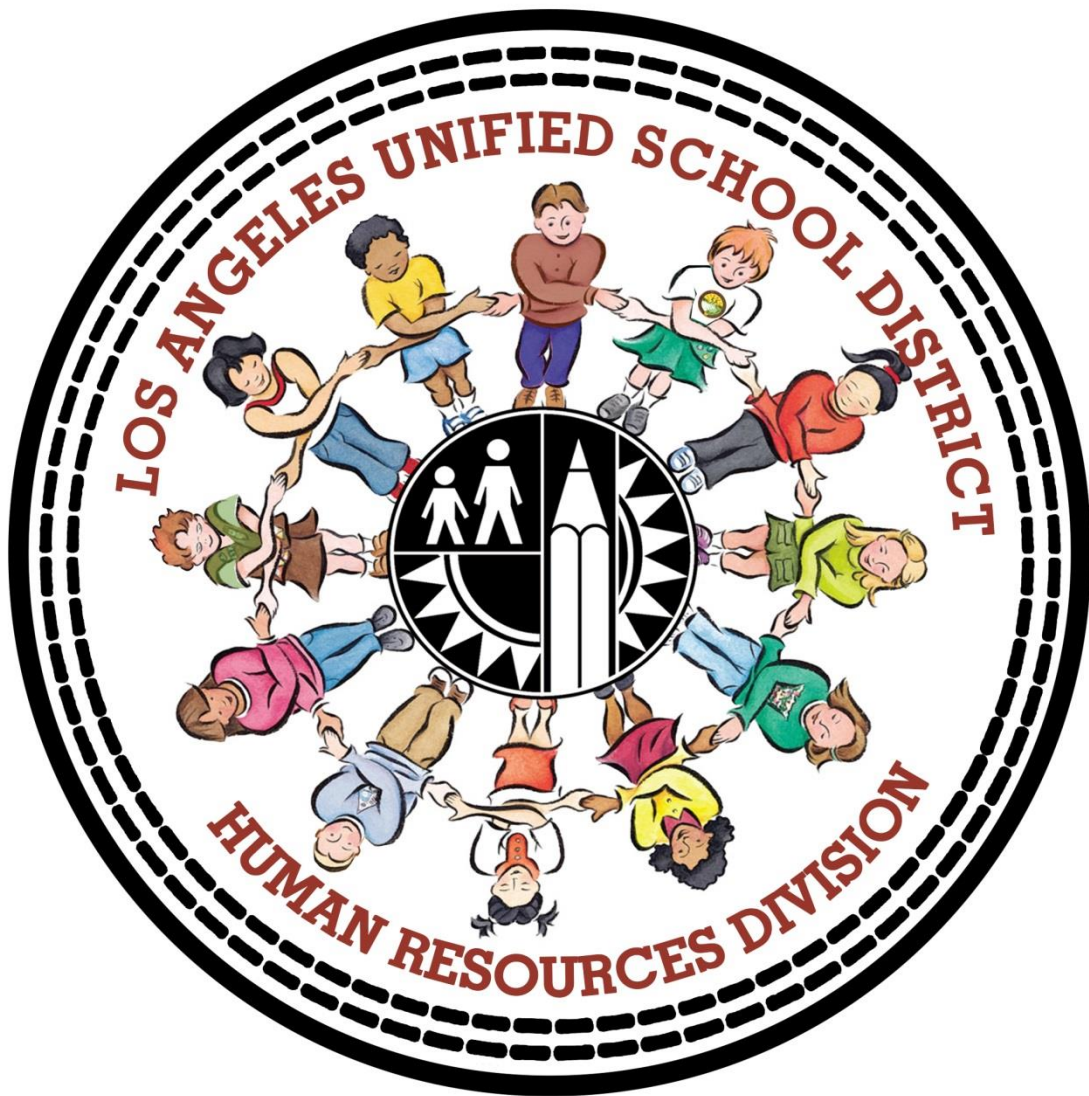
HR Division K-12 Managers
Directory of Services
Support Staff by Educational Service Center
Educational Service Centers

"AN EFFECTIVE TEACHER IN EVERY CLASSROOM."

HR DIVISION K-12 MANAGERS

JUSTO H. AVILA
- **Interim Chief Human Resources Officer**
- **Tel. (213) 241-6131**
- **justo.avila@lausd.net**

DEBORAH IGNAGNI
- **Interim Deputy Chief Human Resources Officer**
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MARJORIE JOSAPHAT
- **Director, Certificated Assignments & Support Services**
- **Tel. (213) 241-4163**
- **marjorie.josaphat@lausd.net**
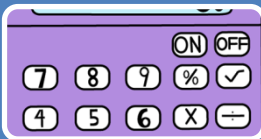
LEANNE HANNAH
- **Assistant Director, Salary Allocation**
- **Tel. (213) 241-2538**
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MARIA SALAZAR
- **Assistant Director, Certificated Assignments & Support Services**
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- **jorge.amador@lausd.net**

DEREK RAMAGE
- **Coordinator, Certificated Workforce Management & Qualifications**
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LUZ ORTEGA
- **Coordinator, Credentials, Contract, & Compliance Services**
- **Tel. (213) 241-5300**
- **luz.ortega@lausd.net**

JOHN BRASFIELD
- **Director, Employee Relations**
- **Tel. (213) 241-6591**
- **john.brasfield@lausd.net**

DIRECTORY OF SERVICES

DEPARTMENT	TELEPHONE NO.	MAJOR FUNCTION
ADULT & CAREER EDUCATION	(213) 241-6886 (Selection) (213) 241-6365 (Assignments)	Teacher Staffing Assignments
BENEFITS ADMINISTRATION	(213) 241-4262	Medical Benefits Enrollment
CERTIFICATED ASSIGNMENTS & SUPPORT SERVICES	(213) 241-5100	Transfers & Leaves Resignations Teacher Staffing
CREDENTIALS, CONTRACTS, & COMPLIANCE	(213) 241-6520	Credential Applications Credential Renewal
DISTRICT INTERN PROGRAM	(213) 241-5581	Guidance for DI Teachers
EARLY CHILDHOOD EDUCATION	(213) 241-2404	Teacher Staffing Assignments
EMPLOYEE HEALTH SERVICES	(213) 241-6326	Health & TB Clearance
MASTER PLAN VERIFICATION	(213) 241-5862	Master Plan Teacher Training Bilingual Salary Differential CLAD/BCLAD vouchers
NCLB TEACHER QUALIFICATIONS	(213) 241-2062	Verification of "Highly Qualified" status for teachers
SALARY ALLOCATION	(213) 241-6121	Initial "Rating In" Salary Advancement Career Increments
SPECIAL EDUCATION	(213) 241-5300	Support Service Providers Recruitment of SPED teachers
SUBSTITUTE TEACHER UNIT	(213) 241-6117	Automated Calling System Assistance for SubFinder
PEER ASSISTANCE & REVIEW	(213) 241-5501	Voluntary Instructional Support for any classroom teacher
TALENT MANAGEMENT DIVISION	(213) 241-3444	Subject Matter Preparation District Intern BTSA program Teacher Training Academy

SUPPORT STAFF BY EDUCATIONAL SERVICE CENTER

NORTH REGION		EXTENSION
SPECIALISTS	Elizabeth Harker	241-4950 (29216)
	Miguel Garza	241-6102 (29231)
	Michelle Wells, TQ	241-5100 (29223)
CREDENTIAL & CONTRACTS ASSISTANTS	Harland Theus	241-5100 (29281)
	Violet Joe	241-5100 (29294)
	Alfred Gonzalez	241-5100 (15148)
SALARY CREDITS ASSISTANTS	Carla Tinsley	241-5100 (29064)
	Wendy Lee	241-5100 (29051)
ASSIGNMENT TECHNICIANS	April Hart	241-5100 (29340)
	Joon Park	241-5100 (29194)
	Jackie Brown	241-5100 (12049)
	Bobbie Silva	241-5100 (29212)

SOUTH REGION		EXTENSION
SPECIALISTS	Edward Salazar	241-2091 (14144)
	Wade Hayashida	241-4550 (15110)
	Mindy Kozel, TQ	241-5100 (29329)
CREDENTIAL & CONTRACTS ASSISTANTS	Frances Rodriguez	241-5100 (29273)
	Arthur Villanova	241-5100 (12060)
SALARY CREDITS ASSISTANTS	Alicia Chavez	241-5100 (29040)
	Danita Hamptonie	241-5100 (29048)
ASSIGNMENT TECHNICIANS	Yvette Mansion-Ina	241-5100 (29206)
	Joann McCall	241-5100 (29169)
	Mayra Gonzalez	241-5100 (29201)

EAST REGION		EXTENSION
SPECIALISTS	Rachel Saldana	241-4193 (29209)
	Carlos Madrigal	241-4580 (15109)
	Alexandra Wagner, TQ	241-5100 (29072)
CREDENTIAL & CONTRACTS ASSISTANTS	Pat Dapremont	241-5100 (16138)
	Rosa Oliva	241-5100 (15243)
SALARY CREDITS ASSISTANTS	Marva Puerto	241-5100 (29056)
	Marcia Mendoza	241-5100 (29062)
ASSIGNMENT TECHNICIANS	Isabel Guillen	241-5100 (29184)
	Zobeida Montes	241-5100 (29230)
	Raquel Guzman	241-5100 (29186)

WEST REGION		EXTENSION
SPECIALISTS	Karen Castro	241-5436 (29218)
	Brig Tratar	241-4547 (15138)
	Carol Lache, TQ	241-5100 (14854)
CREDENTIAL & CONTRACTS ASSISTANTS	Azalia Diggs	241-5100 (29295)
	Ann Au	241-5100 (12039)
SALARY CREDITS ASSISTANTS	Rowena Sarti	241-5100 (29034)
	Gabriela Carrillo	241-5100 (29037)
ASSIGNMENT TECHNICIANS	Michelle Smith	241-5100 (29187)
	Iris Portillo	241-5100 (29222)
	Rosa Lemos	241-5100 (29191)

SUPERINTENDENT (ISIC) +1		EXTENSION
SPECIALISTS	William Masis	241-4552 (12533)
	Karol Mills Marbury	241-6384 (29211)
	Maura Crossin	241-6328 (29227)
	Danny Lo, TQ	241-5100 (29090)

SUPERINTENDENT (ISIC) +1		EXTENSION
CREDENTIAL & CONTRACTS ASSISTANTS	La Shaun Florence	241-5100 (12040)
	Evie Dial	241-5100 (29283)
	Ramil Esquillo	241-5100 (12596)
SALARY CREDITS ASSISTANTS	Esther Cid	241-5100 (29041)
	Pina Ifurung	241-5100 (29050)
ASSIGNMENT TECHNICIANS	Fee Mee Chan	241-5100 (29202)
	Vanessa Moran	241-5100 (29193)
	Joli West	241-5100 (29192)

SUPPORT SERVICES		EXTENSION
SPECIALISTS	Vanessa Franklin	241-6923 (29242)
	Carol Shimizu	241-4198 (12505)
CREDENTIAL & CONTRACTS ASSISTANTS	Maria Ortega	241-5100 (29263)
SALARY CREDITS ASSISTANTS	Roberta Barrera	241-5100 (29047)
ASSIGNMENT TECHNICIANS	Chloe Gonzalez	241-5100 (29287)
	Selma Joseph	241-5100 (29195)
	Eboni Davis	241-5100 (29190)

SPECIAL EDUCATION		EXTENSION
SPECIALIST	Andres Equihua	241-6357 (29233)
CREDENTIAL & CONTRACTS ASSISTANTS	Shirley Cleveland	241-5100 (12041)
SALARY CREDITS ASSISTANTS	Marlene Calanoc	241-5100 (29061)
ASSIGNMENT TECHNICIANS	Lovie McCoy	241-5100 (29196)
	Mina Jarata	241-5100 (29188)

EDUCATIONAL SERVICE CENTERS

ESC NORTH
6621 Balboa Blvd.
Van Nuys, CA 91406
(818) 654-3600
Michelle Wells, TQS
michelle.wells@lausd.net

ESC SOUTH
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Gardena, CA 90247
(310) 354-3400
Mindy Kozel, TQS
mindy.kozel@lausd.net

ESC EAST
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Los Angeles, CA 90032
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Alexandra Wagner, TQS
amw0437@lausd.net

ESC WEST
11380 W. Graham Place
Los Angeles, CA 90064
(310) 914-2100
Carol Lache, TQS
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ISIC
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Los Angeles, CA 90017
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Danny Lo, TQS
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CHAPTER 1:

CLASSROOM MANAGEMENT

LETTER FROM A BEGINNING TEACHER

TIPS FOR NEW TEACHERS

THE FIRST 30 DAYS

25 QUESTIONS YOU SHOULD ASK

BLOOM'S REVISED TAXONOMY

A CHECKLIST TO SUCCESSFULLY NAVIGATE LAUSD

HOW TO MAKE A DISCIPLINE PLAN

PRAISE, ENCOURAGEMENT & FEEDBACK

LETTER FROM A BEGINNING TEACHER

Dear New LAUSD Teacher –

Welcome to your first year with LAUSD! I write to you as someone who was just in your shoes this last school year. I came to Los Angeles from an out-of-state school district, filled with nerves about how my transition would turn out. I attempted to prepare myself for working within such a large district – would I just be a little bee within a big hive? I was definitely nervous, but also so excited to be able to be a teacher that could have such a big impact on student achievement and learning.

What I found over the course of my first year in LAUSD was a genuine challenge to be the highest quality teacher I could be even when given new and unexpected situations. There were certainly hard days. There was even a couple of days that I thought to myself, "I don't know how to handle this." Yet, when looking at the school year, those days were really the exception and not the rule. Most days were filled with moments of my students understanding a concept that had been hard for them, smiling students running over to give me a high-five first thing in the morning, and parents expressing their indisputable appreciation for caring about their children's success as much as they do. Most days were filled with everything that made me decide to be a teacher.

I had a pretty good first year with LAUSD. Part of the reason my year went well was that, going into my classroom in the Fall, I decided I would make this year go well. Los Angeles is a big district, but it can be as small as you make it. Some things I did that helped my success include networking with other teachers in the district as soon as possible. I did this by signing up for professional development trainings that were grade-level or subject specific as well as just asking my Principal for the contact information for anyone she knew. Finding answers can be tricky at times. Just keep asking and find the people who know the most accurate answers. Use the resources our district has to offer! There are lots of people around to help you, but you might need to ask for it. If someone doesn't call you back or respond to email in a few days, call back and email again. Take your success into your own hands and you will have the opportunity to change students' lives and grow as an educator.

The first year can be stressful. It can be scary. You chose a very important job and you can do it well if you put your mind to it. Just remember on those hard days, that they are the exception and not the rule. You are about to educate the future and impact students' lives forever. You got this.

Sincerely,

Falyn Sokol, M.Ed.
(2013-2014)

TIPS FOR NEW TEACHERS

ESTABLISHING CLASSROOM CLIMATE

- To create the climate you want for your classroom, you must first decide the look and feel of the room. Think about the types of activities that will go on in your classroom as you answer the following questions:
- Can you tolerate noise? Must the room always be quiet? Or can you put up with a mix of noise and quiet, depending on the learning activity? It's easier to start out more controlled and gradually open up to activity and noise than the other way around.
- Must your classroom be neat (orderly rows, clean boards, limited clutter) or can you stand it messy?
- What do you want your desk and surroundings to say about you? I'm neat and efficient. I don't worry about clutter, but I like some order. I like flowers and color. I value students' work and enjoy displaying it.
- How do you want students to turn in their work? Do you want them to put it into your hands, into baskets, or e-mail it to you? Let them know.
- Tell students how you feel about classroom climate and how everyone can help maintain a pleasant, productive learning environment.

VARY YOUR DELIVERY

- Modulate your voice. Avoid speaking too fast or in a high-pitched tone.
- Use a voice level that can be heard easily in the back of the room.
- Be animated in your delivery. Using facial expressions and body language can be very effective in teaching.
- Move around. Don't stand or sit too long in one place.

ENCOURAGE ALL STUDENTS

- Accentuate the positive.
- Be serious about accomplishing work, but add humor and fun to each class
- Let students know that you expect them to succeed.
- Talk to and interact with as many students as possible, not just your favorite students.

CONDUCTING CLASS EFFICIENTLY

When you streamline classroom procedures, you make things clearer for everyone and you make more time for teaching and learning. An efficiently run classroom enables students to focus on their work, which, in turn, helps reduce discipline problems.

To streamline your classroom procedures, use the following approaches:

- Set long-term goals and keep them in mind as you do your daily planning.
- Quickly learn and use student names.
- Gain students' attention before beginning a new activity. Don't try to talk over student noise.
- Give students their next assignment before you collect or return papers.
- Don't interrupt students while they are on task.
- Edit any materials you write for students. On tests be sure to avoid using poorly worded, ambiguous questions.
- Don't introduce too many topics simultaneously. Think through the delivery of content before you get to the classroom.
- Think through directions you will give students (write them down, if that helps, before giving them verbally). Directions should be brief, and as the word implies, direct.
- Don't stretch out the time for an activity.
- Be consistent in what you say and what you do.

REACHING ALL STUDENTS

Three strategies will help you teach and reach all students. Vary your delivery to keep students awake and interested in learning. Encourage all students to do their best and let them know that you believe they can succeed. Apply proven teaching techniques to keep student interest and monitor whether they are learning.

CREATING A PRODUCTIVE LEARNING ENVIRONMENT

- Utilize "wait time" after asking a question of the class,
- Explain and clarify the work to be done and how to do it.
- Have students repeat and rephrase questions and explanations to each other
- Post the agenda and learning outcomes on the board, or overhead.
- Teach students how to use graphic organizers, and note taking strategies

APPLY PROVEN TEACHING TECHNIQUES

- Vary your teaching strategies or combination of strategies during the week.
- Use three or more seconds of "wait-time" after asking a content question.
- Balance the time you spend with one student or group and monitoring the entire class
- Do appropriate comprehension checks -- as you are teaching -- to see if students understand the content.
- Praise students appropriately. If you praise them all the time -- especially when they're only doing what's expected and no more, they won't strive to do more. Remember, intermittent reinforcement is the most powerful way to reinforce positive behavior. Be selective in your praise. Be honest. Tell them when they've excelled and how they can improve.
- Read student papers for correct answers and for process and student thinking.

ESTABLISHING DISCIPLINE

When you establish an atmosphere of consistency and mutual respect, you will eliminate some discipline problems and facilitate the solving of others. Here are some techniques to use:

- Be consistent in what you say and what you do.
- Quickly learn and use student names.
- Avoid using threats to control the class. If you do use a threat, be prepared to carry it out.
- Nip behavior problems in the bud. Intervene quickly when students are behaving inappropriately.
- Whenever possible, reprimand a student one-on-one instead of across the room, in front of the whole class.
- Don't permit students to be inattentive to an educationally useful media presentation.
- Use appropriate punishment for classroom misbehavior.
- Find an effective means of quieting students. Instead of saying "Shhh," consider using a subtle strategy such as dimming the lights, playing classical or other soothing music, or putting on the board a problem, a brainteaser, or an intriguing question relating to the lesson of the day.

FIRST 30 DAYS

WORD OF THE DAY

GET KEYS — Both the room key and the Bathroom key

PREPARE — Learn the way of the land. Look up the school address and drive by prior to school opening day. Get the schedule so you know where the break occurs. Then plan your first day of class. "OVER PREPARE"

BE PROFESSIONAL — Place cell phone on vibrate and do not answer text messages in class. Dress appropriately.

GREET — Greet students at the door

DIRECT — Invite them to take a seat

PLAN — Have a prepared assignment. Start Student Learning on the First Day of class. Maximize learning. Do not spend the entire period on housekeeping tasks.

ABOUT ME — Introductions: tell one unique thing about you.

HOW TO'S — Teach the classroom procedures

RULES — Introduce the classroom rules and discipline policy

EXPECTATION — Explain the expectation of behavior and classroom engaged participation. Provide an overview of the year

TRANSITION — Plan for transitions from one activity to the next. Vary the activities: Before; During; After sequence

CLOSURE — Inform students and remember that "the bell does not dismiss the class, the teacher does"

FIND A FRIEND — Make friends with the teacher next door, Meet your co-workers and "play well with others". Be open to suggestions.

SUPPORT STAFF — Get to know the SAA, Plant Manager and other support personnel.

ANTICIPATE — A great day!

25 QUESTIONS YOU SHOULD ASK

QUESTIONS YOU SHOULD ASK DURING THE FIRST DAYS OF SCHOOL

1. How do I check out regular and supplemental texts?

2. How do I sign up my class for the library?

3. Is there a Mentor or Buddy System for me at the school site?

4. Do I get a conference period or time to collaborate with colleagues?

5. When is Back to School Night and Parent Conference Night?

6. What are the procedures for taking a class to an assembly?

7. What machines are available to use – copier, computer, DVD, laminator, etc.?

8. Where can I get free and inexpensive materials?

9. What are the attendance accounting procedures for students, and what are my responsibilities in attendance record keeping?

10. To whom do I report serious problems with a student's health or behavior?

11. What is the School Discipline Policy?

12. How do I report a disciplinary problem?

13. What student records must I maintain in cumulative folders?

14. What procedures do teachers follow for contacting parents by letter or phone?

15. What is the School Visitor Policy?

16. How do I make arrangements for a field trip?

17. What should I expect from a parent conference?

18. What should I do if I must leave my room during class?

19. What should I do in case of a medical emergency in the classroom?

20. How do I handle a fight between students?

21. How do I arrange for a substitute?

22. How do I apply for personal, professional, vacation or sick leave?

23. What is my salary and what are my deductions?

24. Who do I contact if I am having trouble?

25. How do I know if I am doing a good job?

BLOOM'S REVISED TAXONOMY

CREATING
GENERATING NEW IDEAS, PRODUCTS
OR WAYS OF VIEWING THINGS
DESIGNING, CONSTRUCTING, PLANNING, PRODUCING, INVENTING.

EVALUATING
JUSTIFYING A DECISION OR COURSE OF ACTION
CHECKING, HYPOTHESISING, CRITIQUING,
EXPERIMENTING, JUDGING

ANALYZING
BREAKING INFORMATION INTO PARTS TO EXPLORE
UNDERSTANDINGS AND RELATIONSHIPS
COMPARING, ORGANIZING, DECONSTRUCTING, INTERROGATING, FINDING

APPLYING
USING INFORMATION IN ANOTHER FAMILIAR SITUATION
IMPLEMENTING, CARRYING OUT, USING, EXECUTING

UNDERSTANDING
EXPLAINING IDEAS OR CONCEPTS
INTERPRETING, SUMMARIZING, PARAPHRASING,
CLASSIFYING, EXPLAINING

REMEMBERING
RECALLING INFORMATION
RECOGNIZING, LISTING, DESCRIBING, RETRIEVING,
NAMING, FINDING

KEY WORDS, MODEL QUESTIONS, & INSTRUCTIONAL STRATEGIES

Bloom's Taxonomy (1956) has stood the test of time. Recently Anderson & Krathwohl (2001) have proposed some minor changes to include the renaming and reordering of the taxonomy. This reference reflects those recommended changes.

I. REMEMBER
Shallow Processing: Drawing Out Factual Answers, Testing Recall and Recognition

Verbs to Use for Performance Objectives: _____

Describe	Locate	Recite
Define	Match	Recognize
Identify	Memorize	Select
Label	Name	State
List	Omit	

Model Questions:_____

Who?	Where?	When?
Which One?	What?	What does it mean?
How?	Which is the best one?	
Why?	How much?	

Instructional Strategies _____

Highlighting	Memorizing
Rehearsal	Mnemonics

II. UNDERSTAND
Translating, Interpreting and Extrapolating

Verbs to Use for Performance Objectives: _____

Classify	Illustrate	Represent
Defend	Indicate	Restate
Demonstrate	Interrelate	Rewrite
Distinguish	Interpret	Select
Explain	Infer	Show
Express	Judge	Summarize
Extend	Match	Tell
Give Example	Paraphrase	Translate

KEY WORDS, MODEL QUESTIONS, & INSTRUCTIONAL STRATEGIES

Model Questions:_____

State in your own words.	Which are facts?	What does this mean?
Is this the same as…?	Give an example.	Select the best definition.
Condense this paragraph.	What would happen if…?	State in one word…
Explain what is happening.	What part doesn't fit?	Explain what is meant.
What expectations are there?	Read the graph (table).	What are they saying?
This represents…	What seems to be…?	Is it valid that…?
What seems likely?	Show in a graph, table.	Which statements support…?
What restrictions would you add?		

Instructional Strategies _____

(Concept Maps, Outlines, Flow Charts Organizers, Analogies)

Key Examples	STUDENTS State the Rules	Emphasize Connections
Paraphrase	STUDENTS Explain	PRO|CON Grids
Metaphors, Rubrics, Heuristics	Elaborate Concepts	Summarize
Create Visual Representations	"Why Does This Example…?"	

III. APPLY

Knowing When to Apply; Why to Apply; and Recognizing Patterns of Transfer to Situations that are New, Unfamiliar or Have a New Slant for Students

Verbs to Use For Performance Objectives: _____

Apply	Choose	Dramatize
Explain	Generalize	Judge
Organize	Paint	Prepare
Produce	Select	Show
Sketch	Solve	Use

Model Questions: _____

Predict what would happen if…	Tell what would happen	Identify the results of
What would result if…	Judge the effects	Tell how, when, where, why

Choose the best statements that apply   Tell how much change there would be

KEY WORDS, MODEL QUESTIONS, & INSTRUCTIONAL STRATEGIES

Instructional Strategies _____

Modeling	Part and whole sequencing	Algorithms
Cognitive apprenticeships	Simulations	Case studies
Authentic situations	"Coached" practice	

"Mindful" practice – NOT just a "routine" practice

IV. ANALYZE
Breaking Down Into Parts, Forms

Verbs to Use For Performance Objectives: _____

Analyze	Differentiate	Point Out
Categorize	Distinguish	Select
Classify	Identify	Subdivide
Compare	Infer	Survey

Model Questions: _____

What is the function of…?	What does the author believe?	Opinion?
What persuasive technique?	What statement is relevant?	What ideas apply?
What motive is there?	State the point of view of…	What conclusions?
What ideas justify the conclusion?	What is the premise?	What's fact?
What's the main idea? Theme?	What literary form is used?	What assumptions…?
What does the author assume?	Implicit in the statement is…	Make a distinction.
What's the relationship between?	The least essential statements are	
What inconsistencies, fallacies?	What is related to, extraneous to, not applicable.	

Instructional Strategies _____

Retrospective analysis	Reflection through journaling	Debates
Challenging assumptions	Decision-making situations	Models of thinking

Discussions and other collaborating learning activities

KEY WORDS, MODEL QUESTIONS, & INSTRUCTIONAL STRATEGIES

V. EVALUATE
Assess According to Some Set of Criteria, and State Why

Verbs to Use For Performance Objectives: _____

Appraise	Judge	Criticize
Defend	Compare	

Model Questions: _____

What fallacies, consistencies, inconsistencies appear?
Which is more important, moral, better?
Which is more logical, valid, or appropriate?
Find the errors.

Instructional Strategies _____

Challenging assumptions	Decision-making situations	Journaling
Discussions and other collaborating learning activities		Debates

VI. CREATE
Combining Elements Into A Pattern Not Clearly There Before)

Verbs to Use For Performance Objectives: _____

Choose	Do	Organize
Combine	Formulate	Plan
Compose	Hypothesize	Produce
Construct	Invent	Role Play
Create	Make	Tell
Design	Make Up	
Develop	Originate	

Model Questions: _____

How would you test…?	Solve the following.	State a rule.
Propose an alternative.	How else would you…?	

Instructional Strategies _____

KEY WORDS, MODEL QUESTIONS, & INSTRUCTIONAL STRATEGIES

Modeling	Challenging assumptions	Debates
Reflection through journaling	Decision-making situations	Design

Discussions and other collaborating learning activities

Web References:

- http://www.coun.uvic.ca/learn/program/hndouts/bloom.html
- http://www.fwl.org/edtech/blooms.html
- http://apu.edu/~bmccarty/curricula/mse592/intro/tsld006.htm
- http://152.30.11.86/deer/Houghton/learner/think/bloomsTaxonomy.html
- http://amath.colorado.edu/appm/courses/7400/1996Spr/bloom.html
- http://www.stedwards.edu/cte/bloomtax.htm
- http://quarles.unbc.edu/lsc/bloom.html
- http://www.wested.org/tie/dlrn/blooms.html
- http://www.bena.com/ewinters/bloom.html
- http://weber.u.washington.edu/~krumme/guides/bloom.html

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Anderson, L. W. & Krathwohl, D. R. (2001). A Taxonomy for learning, teaching, and assessing.
Bloom, B.S. (Ed.). (1956). Taxonomy of educational objectives: The classification of educational goals, by a committee of college and university examiners. New York: Longmans. John Maynard, University of Texas, Austin Marilla Svinicki, University of Texas, Austin

Compiled by the IUPUI Center for Teaching and Learning, Revised December 2002

A CHECKLIST TO SUCCESSFULLY NAVIGATE LAUSD

This guide will assist you to stay on track during the first days of school and throughout the semester. Check off the boxes as each item is completed. Review any uncertainties with your Teacher Quality Specialist.

PREPARATION

☐ Know your **Employee Number**.

☐ **Dress Appropriately**. You are the role model.

☐ **Payrol**l—Know how to access your paycheck online. Go to **LAUSDMyPAY**

☐ Know how to use **SubFinder** to report an illness.

☐ Activate and Clear your **District email account** when it gets to capacity.

☐ Be sure to read, comprehend and follow the **Child Abuse** bulletin, Bullying, Acceptable Use Policy, Social Media policies, Code of Conduct and Code of Ethics Bulletins.

☐ Know your **status** and the type of **contract** you possess.

☐ Know the name of your **TQS** and your **Mentor**.

GET TO KNOW YOUR SCHOOL

☐ **Visit** your school prior to opening day and **PREPARE** for the first day of school.

☐ Keep a school map handy.

☐ Know the **School Visiting Policy**. If a visitor comes uninvited, contact the main office.

☐ Obtain a school calendar and District calendar.

☐ Know the Back to School and Open House dates.

☐ Be familiar with the School Improvement Plan.

☐ Quickly learn how to take attendance and grade.

☐ Obtain MISIS training for grading, attendance and online student data system.

☐ Learn and practice the school Emergency procedures.

☐ **Make friends** with other teachers. Be open to suggestions.

☐ Obtain a copy of the school yearbook and get to **know staff names.**

☐ Ask for a Site **Mentor or   Buddy** on the school staff.

☐ **Be Flexible.**

☐ **Support Staff:** Get to know the SAA, Plant Manager & other support staff.

☐ **Get Keys**. Both the Classroom room key and the Bathroom Key.

SETTING UP YOUR CLASSROOM ENVIRONMENT

☐ **Be Professional**. Place cell phone on vibrate, do not text message in class and do not hold a personal conversation on the cell phone during class time.

- ☐ **Introduce yourself** to students. Tell them one positive and UNIQUE thing about you!
- ☐ Establish **Rules and Expectations** for engaged classroom participation.
- ☐ Have a **PLAN**. Student learning begins on the FIRST day.
- ☐ Teach **rituals and procedures from the** Teaching & Leaning Framework.
- ☐ Plan for **Transition** between one activity to the next. Vary activities.
- ☐ **Connect with Students**. Learn names, communicate clearly and get to know them.
- ☐ **Greet** students at the door.
- ☐ **Communicate with parents** often. Get the name right. Make positive comments as well as citing the negative behavior. Focus on solutions, end on a positive note. Keep a record of the call and conversation.
- ☐ **Closure:** inform students that the bell does not dismiss the class, you do.
- ☐ **CHECK** with your administrator if you need additional supplies, furniture or resources.
- ☐ **Obtain** policy for the use of the copier.
- ☐ Don't be afraid to ask for anything that requires special attention or clean up.
- ☐ Bring wipes for cleaning.
- ☐ Test your computer equipment.

PERSONAL PROFESSIONAL GROWTH AND DEVELOPMENT

- ☐ Visit the Learning Zone on the District website for **professional development.** Contact them at their website at http://lz.lausd.net
- ☐ Enroll in benefits within the first 30 days online at http://www.lausd.net/benefits.
- ☐ Speak with your TQS regarding the **Non re-election** Process.
- ☐ **Plan, Prepare and Anticipate!** Enjoy many Great Days.

STUDY YOUR CONTENT

- ☐ Collaborate with colleagues and become familiar with curriculum expectations.
- ☐ Create a simple syllabus or unit description, lesson plans and activities
- ☐ Utilize online teacher resources

DEVELOP YOUR CLASSROOM MANAGEMENT PLAN

- ☐ Make sure that your expectations and plans align with district policy.
- ☐ Become familiar with the school's expectation and discipline policy.
- ☐ Develop your own rules and rituals. Post them about the room.
- ☐ Determine how you will teach rules/procedures to support the structure of the classroom.
- ☐ Develop a rewards and celebration system for the classroom.
- ☐ Plan how you will incorporate the Behavior Policy in your classroom.
- ☐ Be sure that your personal watch is synched with the bell

HOW TO MAKE A DISCIPLINE PLAN

PRESENT RULES CLEARLY AND PROVIDE REASONABLE EXPLANATIONS FOR THEM

The Effective Teacher

1. Has the discipline plan posted when the students arrive on the first day of school.
2. Posts a maximum of three to five rules or responsibilities.
3. Explains the posted rules and is willing to make changes as the class situation requires.

Harry Wong, "The First Days of School"

Clear rules provide for consistency in the classroom. Students much prefer knowing the rules, consequences, and rewards rather than having a teacher who arbitrarily changes or makes up new rules to fit the moment. Ineffective teachers make up rules as a reaction to problems, which makes the rules feel punitive. Setting rules before a problem arises allows the class to have an understanding of the expected behaviors in the classroom.

Basic Structure for a Discipline Plan

- Rules: What the expected behaviors are.
- Consequences: What the student chooses to accept if a rule is broken.
- Rewards: What the student receives for appropriate behavior

Why you should have only three to five rules

Have you ever noticed that your phone number, credit card, social security number, auto license number and ZIP code are written in groups of five numbers or less? That is because people find it easier to remember numbers in groups of three to five.

What Should My Rules Be?

It is essential that you state your specific behavior expectations. Here are some examples from Harry Wong's The First Days of School that you may want to consider for your discipline plan.

 Universal General Rules

1. Respect others.
2. Take care of your school.
3. Be polite and helpful.
4. Keep the room clean.
5. Behave in the library.

Universal Specific Rules

1. Follow directions the first time they are given.

2. Raise your hand and wait for permission to speak.
3. Stay in your seat unless you have permission to do otherwise.
4. Keep hands, feet, and objects to yourself.
5. No cursing or teasing.

Specific Rules for Elementary Grades

1. Wait for directions with no talking.
2. Eyes front when the teacher is talking.
3. Change tasks quickly and quietly.
4. Complete the morning routine.
5. Report directly to the assigned area.

Specific Rules for Middle School

1. Be in class on time.
2. Listen to instructions the first time they are given.
3. Have all materials ready to use when the bell rings.
4. Keep your hands, feet and objects to yourself.
5. Do not use vulgar or offensive language.

Specific Rules for High School

1. Be in your seat when the bell rings.
2. Bring all books and materials to class.
3. No personal grooming during class time.
4. Sit in your assigned seat daily.
5. Follow directions the first time they are given.

Specific Rules for the Cafeteria

1. Follow correct traffic flow.
2. Choose a seat and remain there.
3. All food is to be eaten in the cafeteria.
4. Raise your hand to be excused when finished.
5. Scrape food into bins and put utensils in water.

> **THE THREE MOST IMPORTANT STUDENT BEHAVIORS THAT MUST BE TAUGHT THE FIRST DAYS OF SCHOOL ARE THESE:**
> **1. DISCIPLINE**
> **2. PROCEDURES**
> **3. ROUTINES**

PRAISE, ENCOURAGEMENT, & FEEDBACK

BUILDING, INTRINSIC MOTIVATION TO DO WELL

Effective praise can be informative as well as reinforcing, can provide encouragement and support, and can help teachers establish friendly relationships with students. Praise should be specific; that is, it should expressly mention what the person did to deserve the praise and should attribute success to effort and ability. "You must be really proud of yourself to have been so resourceful in finding the necessary materials to finish the task."

Use selections from the list below to complete descriptive praises. Descriptive praise helps students know the meaning of these abstract terms when we link them to their own behaviors.

"You picked up all the sticks and leaves that fell during the storm, now that's what I call…"

alert	determined	gracious	problem
award	efficient	helpful	solving
candid	effective	honest	prompt
caring	effort	integrity	punctual
considerate	emphatic	initiative	purposeful
consistent	enthusiastic	organized	respectful
cooperative	flexible	patience	responsible
courageous	focused	perseverance	trustworthy
creative	friendly	persistent	
curious	generous	positive	

CHAPTER 2:

SUBFINDER & SUBSTITUTE TEACHER INFORMATION
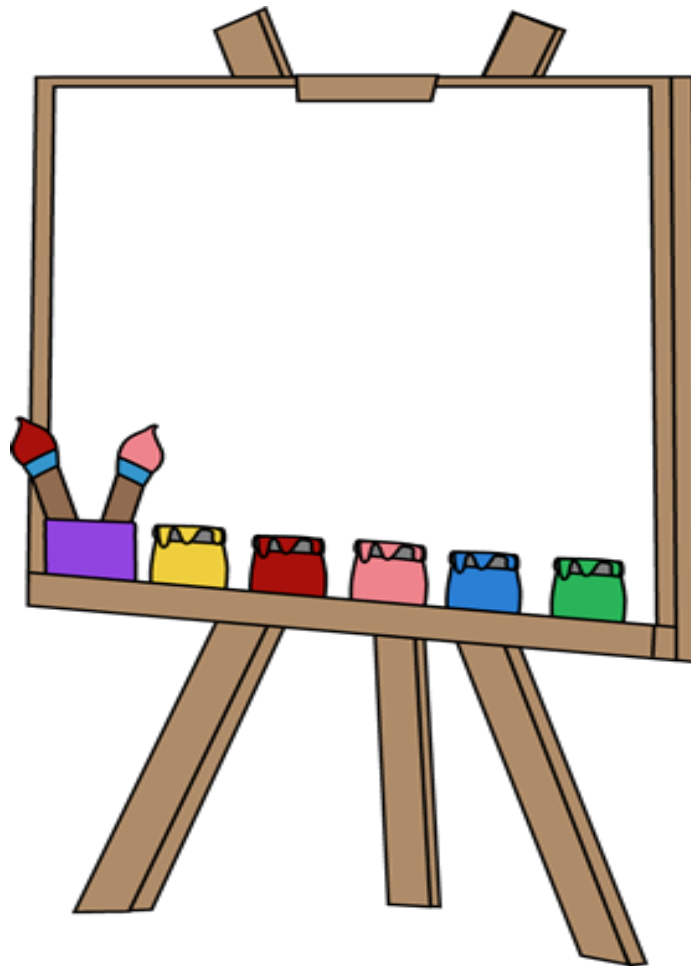
SUBFINDER FOR EMPLOYEES

USING SUBFINDER – DEFINITION OF TERMS

HINTS FOR SUBSTITUTE SURVIVAL

SUBSTITUTE INFORMATION PACKET

SUBFINDER FOR EMPLOYEES

SUBFINDER CONTACT INFORMATION
1. **SubFinder Access Telephone No:**
   - (877) 528-7378
   - (877) LAUSD SUB

2. **WebConnect:**
   - http://subfinder.lausd.net/

3. **Help Desk Telephone No:**
   - (213) 241-6117
   - (213) 241-6151

4. **Fax No:**
   - (213) 241-8410

5. **Website:**
   - http://www.teachinla.com

6. **E-mail:**
   - subdesk@lausd.net

You can call SubFinder to record, review, or cancel absences, and to review and change your personal information.

WHEN REPORTING AN ABSENCE, ALWAYS WAIT FOR THE JOB NUMBER BEFORE DISCONNECTING OR THE ABSENCE MAY NOT BE RECORDED.

WHAT IS SUBFINDER?
It's an employee absence management and substitute placement system used by organizations throughout North America. Employees, like you, can report an absence, and if a substitute is r required, it will be made available to qualified substitutes based on the criteria defined by your human resources department. SubFinder is available 24 / 7 via the telephone and Internet, so you can access the system at any time.

REGISTERING WITH SUBFINDER
1. Call SubFinder at (877) 528-7378.
2. SubFinder will identify itself and ask you to enter your PIN followed by the # key.
3. SubFinder will acknowledge that this is the first time you have called and ask you to voice your name. Please say your first and last name clearly, as you want it to be heard by other people using the system. When you are done speaking press the # key. After pressing the # key SubFinder will play your recorded name back to you for verification. If it is correct, press 1. If you want to re-record your name, press 2 and repeat this step again.

4. Once you have recorded your name and accepted it, SubFinder will play your Main Menu. Please choose option 4 – To Review Personal Information. If any of the information is incorrect, contact your SubFinder Operator by phone at (213) 241-6117 or (213) 241-6151, or by email at subdesk@lausd.net.

You must register with SubFinder prior to any features being available via the phone or online.

LOGGING INTO SUBFINDER
SubFinder can be accessed from your home or office computer, or any computer that has an Internet connection. Simply enter your organization's SubFinder web address in your Internet browser address line, press Enter on the keyboard, and the SubFinder login screen will appear. Contact the person displayed here for any problems or questions on accessing or using SubFinder. Enter your Single Sign-On (email) username and Password and click Submit to Log In e.g.(msmith@lausd.k12.ca.us, mary.smith@lausd.net). Do not add domain name (@lausd.k12.ca.us, @lausd.net)

Upon successful login the Welcome screen will appear. Any welcome messages and/or important information from your Site Administrator will be displayed.

On the left side of the screen are the buttons that give you access to various options. These include:
- Report Absence
- Review Absence
- Personal Info
- Tutorial
- Log Out

REPORTING AN ABSENCE
1. Click the Report Absence button
   - The site field will display your home site.
   - The position field will display your primary position.
2. Enter the Start and End dates for your absence. If the times differ from your normal work times (i.e., a half-day absence), enter the specific times. If the job start and end times differ from the absence start and end times, enter the appropriate information.
3. For a multiple day absence you'll need to specify whether the absence and job times will follow your normal employee schedule (i.e. starting at 12:00PM on the first day and ending at 4:00PM on the last day) or the same times daily (i.e. only 12:00PM – 4:00PM each day).
4. Select an absence Reason from the drop down menu by clicking on the down arrow and then clicking on the appropriate reason.
5. Choose a Job Type by clicking on the down arrow and choosing from Substitute Required, No Substitute Required, or Requested Substitute.
   - If you have chosen Requested Substitute, you will be prompted to choose the substitute's name.
   - Requested Substitute - SubFinder will contact a requested substitute, exclusively, for a period of time defined by your HR department. If the person does not express their

interest in the assignment within the defined time requirement, SubFinder will automatically release the job to other qualified substitutes.

6. Special Instructions can be added as a file attachment or as a text-based message. If you choose to add a file attachment, simply click the Browse button. You will be prompted with a window where you can browse your computer to find the file you want to attach.

7. Confirm that all of the information you have entered is correct, then click Save Job. If the information is not correct, update the information or click Cancel.

8. After clicking Save Job, the job number will be displayed at the top of the screen. You must write the job number down for future reference. If this is a pre-arranged job, you will want to provide the substitute with the job number as well.
    - Your organization may use absence approval. If your absence requires approval an additional message will be displayed.

REVIEW/EDIT/CANCEL ABSENCE
1. To review your absences, click the Review Absence button.
2. Make the appropriate selections from the filter criteria. You may review your absences by:
    - Date or Date Range
    - Job Type (i.e., Requested Substitute, Substitute Required, etc.)
    - Job Status (i.e., Filled, Unfilled, etc.)
    - Substitute
3. Click Run Request.
    - If you do not want to filter the information, simply leave the boxes unchecked; all absences for the current semester will be shown.
    - You may order your absences within the grid by Date & Time or Job ID.
    - Approval Status will be displayed along with the status for each absence.
4. Click the Job ID button which is displayed next to each absence. You will be taken into the Review Absence screen.
5. Click Replace or Remove to edit the file attachment.
6. To cancel the absence click the Cancel Absence button at the top of the page, a screen will appear asking you to verify that you wish to cancel the absence. To confirm the cancellation, click OK. If you do not wish to cancel the absence, click Cancel.
    - The Cancel Absence button will only be available if you are cancelling prior to the cancellation deadline established by your HR department.
7. If you made changes to your absence click Save Job otherwise click Cancel.

SUBSTITUTE NOTES
1. Substitutes have the option to leave notes regarding the job(s) they've worked for you.
2. This message can be created once a job starts and updated as necessary. To review a substitute note, click the appropriate Job ID button. The substitute notes will be displayed as view only, and are also made available to your site administrator(s) and system operator(s).
3. Click Cancel to return to job list.

PERSONAL INFORMATION

1. To view your personal information, click the Personal Info button. A screen will appear that includes your Name, SubFinder-assigned ID Number, PIN, and Employee Number along with several tabs:
   - General Info
   - Address
   - Itinerant Schedule
   - Schedule
2. The General Info tab displays your Home Site, assigned Calendar Track, Primary and Secondary Job Positions, specific Start and End Work Hours (if different than the site's normal hours), Hire Date, Date Added (the date you were added to the SubFinder system), and Certified/Classified status.
3. The Address tab displays your address, phone number, and email.
   - Your organization may choose to send you, as an employee, email notifications regarding the status of your absences. The notifications may be sent anytime your absence has been modified, substitute notes have been added or edited, your absence has been approved or disapproved, or when one of your certifications is about to expire.
4. The Itinerant Schedule tab displays your personal schedule if you work at multiple locations or in more than one position. It includes sites, positions, and times for each segment of the schedule. If your organization chooses not to use this option, the area will be blank.
5. The Schedule tab displays your schedule in an easy to view format. Days off are red and absence days are yellow.

TUTORIAL
1. Click on the Tutorial button to begin an online video guide for SubFinder. The online video will open in a new pop-up screen.

LOG OUT
1. When you are ready to leave SubFinder, click the Log Out button. You will return to the SubFinder log in screen.

SUBFINDER PHONE INSTRUCTIONS
You can call SubFinder to report, review, or cancel absences, and to review and change your personal information. Before any functionality is available you must register with the system by voicing your name.
   - Pressing 9 will take you back to the previous Menu. Pressing * will allow you to move to the next item when listening to a list of items, such as absences.

1. Call the main SubFinder system and enter your PIN.
   - Your Main Menu:
     - To Report an Absence - Press 1
     - To Review an Absence - Press 2
     - To Cancel an Absence - Press 3
     - To Review Personal Information - Press 4
     - To Leave the SubFinder System -Press 9

REPORT AN ABSENCE

1. Press 1 to Report an Absence
2. Enter the absence start/end dates and times. Specify if the absence is for all day today, all day the next work day or enter specific dates and times. The default times for your absence will play. If your absence differs from these times enter the correct absence times. If the job start and end times differ from the absence start and end times, enter the appropriate information.
3. If enabled, you will be provided with a prompt to voice your grade level if one is not already recorded.
4. Enter the reason for the absence. SubFinder will play a list of absence reasons.
5. Select whether a substitute is required for the absence.
6. If a substitute is required, choose to have SubFinder select a substitute or request a specific substitute. If requesting a substitute enter the substitute's SubFinder assigned ID #.
7. If special instructions are required you may choose to record a short message. When finished SubFinder will repeat your message.
8. SubFinder will provide you with a Job Number.
   - Always wait for the job number to play before disconnecting your call or your absence may not be recorded.

REVIEW AN ABSENCE
1. Press 2 to Review an Absence
2. SubFinder will play all of your scheduled absences, beginning with the next one scheduled and moving into the future. After each absence you will be given the option to:
   - Hear the absence again
   - Hear the next absence
   - Cancel the absence
   - Change the special instructions
   - Record special instructions
   - The option to cancel an absence will only be available if you are calling prior to the cancellation deadline set by your HR department.
   - The option to change special instructions will only be available if you originally recorded special instructions.
   - The option to record special instructions will only be available if you did not originally record special instructions.

CANCEL AN ABSENCE
1. Press 3 to Cancel an Absence
2. Enter the job number
3. SubFinder will play the absence along with the option to cancel the absence

Review Personal Information
1. Press 4 to Review Personal Information
2. SubFinder will provide you with the following information:
   - Home site
   - Standard work times
   - Primary job position

- SubFinder assigned ID
- Name as recorded
  - To change your home site, work times or primary job position contact the SubFinder operator.
3. You will be given the option to record your name

USING SUBFINDER - DEFINITION OF TERMS

It is our hope that the definition of terms listed below will be helpful to you. Please feel free to contact the Substitute Unit Help Desk if further assistance is required.

FILLED:
Job has been covered with the substitute teacher identified. Contact the Substitute Unit Help Desk for time of assignment if required.

JOB NUMBER:
The job number serves as your confirmation number once you've been placed into the assignment. You will receive a different job number for each job you schedule.

UNFILLED:
SubFinder is still in the process of searching the pool of available substitute teachers for an assignment match. SubFinder will continue to seek a substitute teacher to fill the position until 9:30 a.m. or until all available substitutes have been contacted.

FAILED:
If SubFinder is not able to find a match for the job it will list it as failed for the day. If a multiple day request fails to fill on the first day SubFinder will automatically rewrite it for the remainder of the assignment.

CANCEL:
A job that is not yet filled (unfilled) may be cancelled by the Administrator prior to the start of the assignment. NOTE: Once the job has been filled, neither the school nor the absent teacher can cancel or modify the job via the telephone. Contact the Substitute Help Desk for assistance.

RELEASE:
School Administrator must contact the Substitute Unit Help Desk for assistance in releasing a substitute from a multiple day assignment ending prior to the original end date. It is not necessary to release a substitute from a Job concluding on the date scheduled.

HOLD OVER:
Extending a substitute beyond the original end date of the assignment may be accomplished by creating a new job with a new end date. Job may be filled with the same substitute or a new substitute may be requested.

PREARRANGED:
Job is recorded on the SubFinder but the system does not call the substitute. Substitute reports directly.

PREFERRED REQUEST:
Job is recorded and SubFinder does call substitute to offer job. Use this option if the Substitute may not be aware they have been held over.

If you have any further questions, please do not hesitate to call the Substitute Unit Help Desk at (213) 241-6117 or e-mail at subdesk@lausd.k12.ca.us for assistance.

HINTS FOR SUBSTITUTE SURVIVAL

Sometime you're going to miss a day of school. The ideal time to prepare for a substitute teacher to handle your class while you're gone is…now.

1. Label a file folder or notebook and keep it in a prominent place for "The Substitute."If you move around the building, jot a note in your plan book about the location of the file.

2. Include in the file:
   - Schedule of classes
   - Odd schedule for special days
   - Students who get special attention such as medication, therapy, special
   - Programs· Class lists and seating charts.
   - Opening activities and lesson plans
   - Classroom rules and discipline procedures
   - Floor plan, emergency drill procedures
   - As a colleague to check in on your substitute occasionally, throughout the day to see if the substitute needs anything or has any questions
   - Show your substitute appreciation and support. If a substitute does a good job in your classroom, ask him of her (if permitted) to sub for you the next time. Thank them for the good job they do.
   - Conversely, if you have a problem with something a substitute did or didn't do, discuss it with or her when the opportunity arises. Support your substitute with the students. Look at your substitute teacher as a partner in the education process.

3. Prepare your students for the eventuality of a substitute teacher. Let them know exactly what you expect of them when you are gone. Assure young students that you will return. Let older students know that you will know about their behavior and progress during your absence.

4. Additional items to include in your substitute teacher folder:
   - Seating chart
     a. Update this when you move or add students to your class
   - Campus map
     a. Obtain from school
     b. Mark where restrooms are for the substitute that are closest to your classroom. They will thank you.
   - Emergency evacuation map
     a. Obtain from school

- Emergency lesson plans
- List of students with allergies
    a. By period, if secondary
    b. The school nurse is usually a good source
- Legend for what bells mean
    a. Some schools have a specific bell for emergencies, etc.
- Your contact information
- Directions on how to log into ISIC to take attendance
- Office/Counseling referrals
- A time when an assistant or student workers will be coming (if any)
- Procedures for Breakfast in the Classroom
- If Elementary or Special Education, you should leave information on which students are involved in the various afterschool programs and who is picked up (include if it another student from the school or a parent). For students who take the bus, the bus route or drivers' names would also be important.

SUBSTITUTE INFORMATION PACKET
WELCOME TO MY CLASSROOM!

Date _____

Dear Substitute,

Thank you for taking my class in my absence. Please take attendance and let me know who was absent.

If you would, please also leave me a note telling me how things went, who was most helpful, and what the class accomplished.

The following information will help you navigate the day, which I hope goes well!

Sincerely,

Included in this packet you will find:
• Classroom set up information
• My Daily Schedule
• Classroom Routines
• Rewards & Consequences
• Special Needs Student Information
• Names and Schedules of Volunteers/Assistants
• Emergency Information

Also included separately are:
• School Bell Schedule
• School Map
• Classroom Policies and Procedures Handouts
• Discipline Plan & Forms
• Emergency Lesson Plans (in case of sudden illness)

EMERGENCY DRILLS & PROCEDURES

EMERGENCY DRILL PROCEDURES ARE LOCATED	
FIRST AID KIT/BAND-AIDS ARE LOCATED	

FIRE DRILL

EXIT TO USE	
DESTINATION	
LOCATION OF EVACUATION DIAGRAM	
FIRE ALARM IS LOCATED	

EARTHQUAKE DRILL

INSTRUCTIONS

LOCKDOWN DRILL

INSTRUCTIONS

SUBSTITUTE INFORMATION PACKET

CHAPTER 3:

TEACHING & LEARNING FRAMEWORK

TEACHING & LEARNING FRAMEWORK (TLF)

SPECIALLY DESIGNED ACADEMIC INSTRUCTION (SDAIE)

HOW TO PLAN FOR DIFFERENTIATED INSTRUCTION

COMMON CORE STATE STANDARDS – TRANSITIONING TO THE CORE

EFFECTIVE ENGLISH LANGUAGE DEVELOPMENT

CONTENT SPECIFIC STRATEGIES THAT SUPPORT LEARNING

TEACHER DEVELOPMENT & GROWTH CYCLE: TDGC

BTSA INDUCTION PROGRAM

COMMON CORE TECHNOLOGY PROJECT

TEACHING & LEARNING FRAMEWORK (TLF)

STANDARD I: PLANNING & PREPARATION

a. **Demonstrating Knowledge of Content and Pedagogy**
   1. Knowledge of Content and the Structure of the Discipline
   2. Knowledge of Content-Related Pedagogy
b. **Demonstrating Knowledge of Students**
   1. Awareness of Students' Skills, Knowledge, and Language Proficiency
   2. Knowledge of How Children, Adolescents, and Adults Learn
   3. Knowledge of Students' Special Needs
   4. Knowledge of Students' Interests and Cultural Heritage
c. **Establishing Instructional Outcomes**
   1. Value, Sequence, Alignment, and Clarity
   2. Suitability for Diverse Learners
d. **Designing Coherent Instruction**
   1. Standards-Based Learning Activities
   2. Instructional Materials, Technology, and Resources
   3. Purposeful Instructional Groups
   4. Lesson and Unit Structure
e. **Designing Student Assessment**
   1. Aligns with Instructional Outcomes
   2. Planning Assessment Criteria
   3. Design of Formative Assessments
   4. Analysis and Use of Assessment Data for Planning

STANDARD 2: CLASSROOM ENVIRONMENT

a. **Creating an Environment of Respect and Rapport**
   1. Teacher Interaction with Students
   2. Student Interactions with One Another
   3. Classroom Climate
b. **Establishing a Culture for Learning**
   1. Importance of the Content
   2. Expectations for Learning and Achievement
   3. Student Ownership of their Work
   4. Physical Environment
c. **Managing Classroom Procedures**
   1. Management of Routines, Procedures, and Transitions
   2. Management of Materials and Supplies
   3. Performance of Non-Instructional Duties
   4. Management of Parent Leaders, other Volunteers and
   5. Paraprofessionals
d. **Managing Student Behavior**
   1. Expectations for Behavior
   2. 2. Monitoring and Responding to Student Behavior

STANDARD 5: PROFESSIONAL GROWTH

a. **Reflecting on Practice**
   1. Accurate Reflection
   2. Use of Reflection to Inform Future Instruction
   3. Selection of Professional Development Based on Reflection and Data
   4. Implementation of New Learning from Professional Development
b. **Participating in a Professional Community**
   1. Collaboration with Colleagues
   2. 2. Promotes a Culture of Professional Inquiry and Collaboration

STANDARD 4: PROFESSIONAL RESPONSIBILITIES

a. **Maintaining Accurate Records**
   1. Tracks Progress Towards Identified Learning Outcomes
   2. Tracks Completion of Student Assignments in Support of Student Learning
   3. Manages Non-instructional Records
   4. Submits Records on Time
b. **Communicating with Families**
   1. Information About the Instructional Program
   2. Information About Individual Students
   3. Engagement of Families in the Instructional Program
c. **Demonstrating Professionalism**
   1. Ethical Conduct and Compliance with School, District, State, and Federal Regulations
   2. Advocacy/Intervention for Students
   3. Decision-Making

STANDARD 3: DELIVERY OF INSTRUCTION

a. **Communicating with Students**
   1. Communicating the Purpose of the Lesson
   2. Directions and Procedures
   3. Delivery of Content
   4. Use of Academic Language
b. **Using Questioning and Discussion Techniques**
   1. Quality and Purpose of Questions
   2. Discussion Techniques and Student Participation
c. **Structures to Engage Students in Learning**
   1. **Standards-Based Projects, Activities, and Assignments**
   2. **Purposeful and Productive Instructional Groups**
   3. Use of Available Instructional Materials, Technology, and Resources
   4. Structure and Pacing
d. **Using Assessment in Instruction to Advance Student Learning**
   1. Assessment Criteria
   2. Monitoring of Student Learning
   3. Feedback to Students
   4. Student Self-Assessment and Monitoring of Progress
e. **Demonstrating Flexibility and Responsiveness**
   1. Responds and Adjusts to Meet Student Needs
   2. Persistence

"AN EFFECTIVE TEACHER IN EVERY CLASSROOM."

SPECIALLY DESIGNED ACADEMIC INSTRUCTION IN ENGLISH (SDAIE)

The primary goal of SDAIE is to assist English learners to meaningfully access content instruction and successfully master grade level standards while also promoting English language development. SDAIE involves the skillful use of a variety of scaffolding techniques, which ensure students receive comprehensible grade-level input. Assessment of what students know and are able to do is sensitive to their level of English proficiency thereby ensuring students are not penalized for not being fluent English proficient.

To better understand the purpose of SDAlE, scaffolding around a building is a useful metaphor when teaching English Learners. Scaffolds are temporary supports that allow workers access to different portions of the structure. They are custom made according to the size of the building and are temporary. They also provide a level of safety.

As scaffolds support and assist workers, content scaffolds support and assist students in accessing the curriculum more successfully. Teachers use scaffolding strategies to temporarily support students while they build new skills and knowledge at a higher level than they could reach without such assistance. Eventually these supports are dismantled and shifted elsewhere. They also provide a safety net for students, so that they do not fall through the cracks.

We, as successful adults, have internalized so many strategies that allow us to make meaning of content that we don't even think about them. We constantly reread, use Post-Its, highlight, take notes, memorize, look for key words, alphabetize, look for bold print, say things to ourselves, make up mnemonic devices, look for contextual clues, and use other strategies in order to make content comprehensible.

What we do not realize, however, is how bombarded by new concepts and information our ELs can be. We need to explicitly and deliberately teach them some of these and other strategies that will unlock the meaning in all that they encounter.

We need to teach them how to attack academic tasks so that they can be successful.
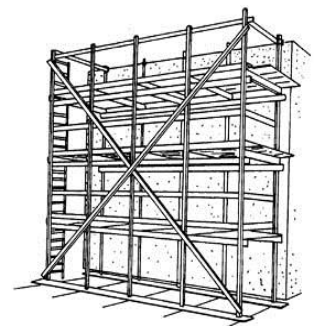
EFFECTIVE SDAIE IS CHARACTERIZED BY FOUR CRITICAL ELEMENTS:

1. **Content:**
   - Use district/state adopted grade level curriculum.
   - Clearly state content and language objectives.
   - Plan differentiated standards-based content lessons based on ELD levels and identified academic needs.
   - Provide support in the 4 Domains of Language Arts: reading, writing, listening and speaking.
   - Assess content knowledge, not language ability.

2. **Connections:**
   - Access prior knowledge and experiences. This is a good start when teaching strategies because every student has experiences, knowledge, opinions, and emotions that they can draw on. Validating these contributions can increase student interest and participation.
   - Connect the curriculum to the student's culture, language and interests whenever possible. Students are more interested when they recognize a connection between their own culture and new learning.
   - Establish a rationale. When students see that new learning will be useful for them, they are more likely to stay engaged.
   - Provide prompts that help students make connections to prior knowledge.
     - Examples may include: K-W-L charts, Anticipation Guides, Brainstorming, Student Interest Inventories, Engaging Questioning Techniques, etc.

3. **Comprehensibility:**
   - Grade level standards being taught and assessed are made as comprehensible as possible
     - Examples may include using: real objects, visuals, models, graphic aids, posted targeted vocabulary, vocabulary journals, peer tutors, anchor papers, rubrics, demonstrations, videos, modified teacher speech, think-alouds, increased wait time, paraphrasing, etc.

4. **Interaction:**
   - Organize instruction to ensure high frequency of interaction and discussion between students and teacher, among students (partners, triads, teams, etc.), and between students and grade-level texts.
   - Provide ample time for thinking and responding.
   - Benefits of Interaction Include:
     - Students hear a greater variety of language, increasing input.
     - Students interact more with others, increasing output.
     - Students use target vocabulary and other language in appropriate and meaningful context.
     - Students have several opportunities to express similar ideas in many ways.
     - Students become more daring and feel more comfortable and confident working with peers.

HOW TO PLAN FOR DIFFERENTIATED INSTRUCTION

STEP 1 – KNOW YOUR STUDENTS

Determine the ability level of your students.
This can be done by surveying past records of student performance to determine capabilities, prior learning, past experiences with learning, etc.

Survey student interests.
It is also important to get to know your students informally. This can be done by an interest inventory, an interview/conference, or asking students to respond to an open-ended questionnaire with key questions about their learning preferences (depending on the age group).

Is behavior management a problem?
This is key when planning for activities that require less structure. However, it is still important to determine learning styles and preferences for students who may have a hard time controlling their behaviors. Sometimes knowing preferences can help to motivate students to attend to any tasks that are presented.

STEP 2 – HAVE A REPERTOIRE OF TEACHING STRATEGIES

Because "one size does not fit all," it is imperative that a variety of teaching strategies be used in a differentiated classroom.

Direct Instruction
This is the most widely used and most traditional teaching strategy. It is teacher centered and can be used to cover a great amount of material in the amount of time teachers have to cover what students need to learn. It is structured and is based on mastery learning.

More information can be found on: http://www.teach-nology.com/teachers/methods/models/

Inquiry-Based Learning
Inquiry-based learning has become very popular in teaching today. It is based on the scientific method and works very well in developing critical thinking and problem solving skills. It is student centered and requires students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery.

For more information, go to: http://www.teach-nology.com/currenttrends/inquiry/

Cooperative Learning
Probably one of the most misunderstood strategies for teaching is "cooperative learning." Yet, if employed properly, cooperative learning can produce extraordinary results in learning outcomes. It is based on grouping small teams of students heterogeneously according to ability, interest,

background, etc. However, one of the most important features of cooperative learning is to pick the best strategy that will be used to assign the task for students to accomplish. The more popular strategies include Jigsaw II, STAD-Student Teams, or Group Investigation.

For more information, go to: http://www.teach-nology.com/currenttrends/cooperative_learning/

Information Processing Strategies

Teaching students "how to" process information is a key factor in teaching students how to strategically organize, store, retrieve, and apply information presented. Such strategies include, but are not limited to, memorization, KWL, reciprocal teaching, graphic organizing, scaffolding, or webbing.

More information on this topic can be found at:
http://www.teachnology.com/teachers/methods/info_processing/

STEP 4 – IDENTIFY

Ways to Assess or Evaluate Student Progress

Once again, we cannot assume that "one size fits all." As a result, varying means of student assessment is necessary if students are to be given every opportunity to demonstrate authentic learning. Authentic assessment has been around for a long time and is now taking the limelight as we attempt to measure students' progress in a fair and equitable way. A variety of assessment techniques can include portfolios, rubrics, performance-based assessment, and knowledge mapping.

For more information on this topic go to:
http://www.teach-nology.com/currenttrends/alternative_assessment/

The Bottom Line

Differentiated instruction is about using teaching strategies that connect with individual student's learning strategies. The ultimate goal is to provide a learning environment that will maximize the potential for student success. The important thing to remember is to hold on to the effective teaching strategies that lead students to positive learning outcomes and to make adjustments when necessary. It's about being flexible and open to change. It's also about taking risks and trying teaching and learning strategies that you would have otherwise ignored. It's about managing instructional time in a way that meets the standards and also provides motivating, challenging, and meaningful experiences for school age students who are socialized to receive and process information in ways that require differentiation of experience. These are very exciting times for the teaching profession; we are faced with a generation of learners who are challenging us to think about how we deliver instruction.

DISCUSSION TIPS & PROMPTS

Making Personal Connections
- What did the story remind you of?
- Tell about at least one connection that you can make personally with the characters or story. Do you have some shared interest, feeling, or experience? Are you like or different from one of the characters?
- What kind of reader would like this book?
- Is there any character in this story/book like you? How is this character like you?
- Is there a character in this story/book who would make a good friend?
- Compare at least two characters to yourself, your family, or your friends.

Identifying Important Elements
- What are two of the most important ideas from this story?
- What was the author trying to tell you about life with this story?
- What do you think was the most important or most interesting part of this story?
- Who do you think was the most important character? Why was this character important?
- As you get into your novel, you should get to know the main character. Describe the person physically, but also give examples of how she or he feels and what she or he does.
- Choose a character in the book who is important but not the main character. Describe this person, explain her or his relationship to the main character, and tell why she or he is important in the story.
- What surprised you in this story? Why was that a surprise? What did you expect instead?
- Does the title fit the story? Why or why not?

Expressing Feelings About the Story
- How did the story make you feel? Tell what parts made you feel this way.
- Why do you think other students might or might not enjoy reading this story/book?
- Would you recommend this book to someone else? Why or why not?
- Would you read another book by this author? Why or Why not?
- What was going through your mind as you read this story?
- What was your favorite part of this story? Why is that your favorite?
- Which character did you like best or least? Why?
- How did your feelings change as you read this story?

Noticing the Author's Craft
- If the author of this book were in our classroom right now, what would you say to or ask that person?
- If you could change this book, how would you change it?
- Is anything in this book strange or weird? Why do you think the author put that in the story?
- Did the author write this book in a special way (for example, lots of visual images, flashbacks, told in the first person)?
- Why do you think the author wrote this story?

PROMPTS & PROBES

Prompt: Have you ever felt like this character?

Probes:
- How does the character feel?
- Have you ever felt like that?
- What does/did the character want or hope or need?
- How are your experiences the same or different?

Prompt: Would you read another book by this author?

Probes:
- What were your favorite parts?
- What did those parts have in common?
- Did you like the main character

BLOOM'S TAXONOMY QUESTION PROMPTS

Evaluate/Create
- What would happen if…?
- How would you improve…?
- Determine what would happen if…
- Decide what would happen if there were…
- Assess how you would feel if…
- Imagine how…
- Predict what would happen if…
- Can you prove that…?

Apply/Analyze
- Compare/Contrast the main view point of…
- Investigate some alternative ways the character…
- Illustrate with words and pictures your ideas about…
- Classify the characters with the characteristics of…
- How can you make use of…?
- How can you solve…?
- Choose the…

Remember/Understand
- Define the meaning of…
- List as many…
- Name as many…
- Retell the key events when…
- Describe in your own words…
- What was the solution to the problem?

TEN THINGS THE MAINSTREAM TEACHER CAN DO TODAY TO IMPROVE INSTRUCTION FOR ELL STUDENTS

These tips were adapted from the Help! They Don't Speak English Starter Kit for Primary Teachers (1998) (developed by the Region IV and Region XIV Comprehensive Centers, the Center for Applied Linguistics, and ESCORT, a national resource center dedicated to improving the educational opportunities for migrant children) and from Integrating Language and Content Instruction: Strategies and Techniques (1991) by Deborah Short of the Center for Applied Linguistics.

1. **Enunciate clearly**, but do not raise your voice. Add gestures, point directly to objects, or draw pictures when appropriate.

2. **Write clearly**, legibly, and in print—many ELL students have difficulty reading cursive writing.

3. **Develop and maintain routines**. Use clear and consistent signals for classroom instructions.

4. **Repeat information and review frequently**. If a student does not understand, try rephrasing or paraphrasing in shorter sentences and simpler syntax. Check often for understanding, but do not ask "Do you understand?" Instead, have students demonstrate their learning in order to show comprehension.

5. Try to **avoid idioms and slang** words.

6. Present **new information in the context of known information**.

7. Announce the lesson's objectives and activities, and **list instructions step-by-step**.

8. Present information in a **variety of ways**.

9. Provide **frequent summations** of the salient points of a lesson, and always emphasize key vocabulary words.

10. **Recognize student success overtly and frequently**. But, also be aware that in some cultures overt, individual praise is considered inappropriate and can therefore be embarrassing or confusing to the student.

PLANNING ASSESSMENT WORKSHEET

Unit Focus_____   Date_____

How will I use the following assessment strategies in this unit?

1. Pre-Assessments:

2. Checks for Understanding:

3. Observations/Anecdotal Records:

4. Student Questions/Comments (in class and in journals):

5. Teacher Questions & Prompts:

6. Assignments, including Homework (Student Work Samples):

7. Peer Assessment:

8. Self-Assessment:

9. Quizzes:

10. Tests:

11. Performance Tasks (Short-Term & Long-Term)

12. What form(s) will the assessment criteria take?

❖ Rubric   ❖ Checklist

❖ Performance Assessment Task List   ❖ Other_____

COMMON CORE STATE STANDARDS – TRANSITIONING TO THE CORE

THREE-YEAR PLAN

The District's 3-year plan to transition to these shared sets of educational standards begin with the introduction of the major instructional shifts in English/Language Arts (ELA) and mathematics. Think of these shifts as how the District will change the way we teach students, and change the way students are learning for these subjects. These instructional shifts will help the District transition from how we conduct instruction currently to meet these new common standards. Through these instructional shifts, greater focus will be emphasized in ELA and mathematics to align more with the CCSS. As of now, current standards often reflect a "mile wide, inch deep" curriculum. With the new common standards, our curriculum will be focused more in-depth around concepts and skills to help students develop a deeper understanding.

Awareness & Building Understanding of the CCSS 2011-2012	Transition to & Implementation of the CCSS 2012-2014	**Transformation of Teaching & Learning 2014 - And Beyond**

2012 – 2013 SCHOOL YEAR BIG PICTURE

ALL SCHOOLS – ALL GRADES
Provide overview for all students on CCSS Implementation of the following two shifts and one math practice in all classrooms:

1. Reading and writing grounded in **evidence from text** (ELA and content)
2. **Focus** strongly on the emphasis of the standards
3. Math Practice 3-building a viable argument

ALL SCHOOLS – SOME GRADES
- Transition grades: K, 1st, 6th, grade to CCSS

ASSESSMENTS
- No changes in CST
- Some piloting of formative assessments in targeted grades

PROFESSIONAL DEVELOPMENT
- Monthly PD covering awareness and District CCSS priorities (all schools)
- Targeted professional development for K, 1st, 6th, & 9th

EFFECTIVE ENGLISH LANGUAGE DEVELOPMENT

ELD 1 – BEGINNING LEVEL/BEGINNING A

Students at the beginning level of fluency have developing receptive (listening) skills and limited language productive (speaking) skills. Thus, students can understand more language than they can produce. It is critical that teachers not misinterpret this phase and assume that students are not learning because of their lower productive skills. Students are able to think critically although they may not be able to communicate their ideas in English. Below are language benchmarks for beginning students.

STUDENTS

- Begin to speak with single words/phrases
- Respond to questions with 1-2 words
- Write the English alphabet legibly
- Label key parts of common objects
- Create sentences or phrases with help
- Use capital letters in name and sentences
- Read simple words in stories and games
- Comprehend simple vocabulary w/ action
  - Retell simple stories using drawings, etc.
- Comprehend and follow 1 step directions
  - Identify characteristics of fiction

TEACHERS SHOULD

- Use visuals, models, & graphic organizers
- Provide ample listening opportunities
- Create a language-rich classroom (i.e. word walls, etc.)
- Create high context for shared reading
- Use physical movement
  - Use art, mime and music
- Continue to provide listening opportunities with rich context
- Use predictable and patterned books
- Have students complete contextualized sentences with one or two word responses
- Do shared reading with props, building on students' prior knowledge
- Introduce dialogue journals which are supported by conversation
- Have students label, manipulate, and evaluate pictures and objects
- Continue to provide language opportunities with rich context

- Use predictable and patterned books for shared and guided reading
- Have students create books through language experience activities
- Support the use of content area themes with retellings and role play
- Have students describe personal experiences
  - Use all learning modalities
- Provide for hands-on activities
- Allow for group interactions

QUESTIONING TECHNIQUES

- Yes/No questions
- Point to/Match
- Either/Or questions

ELD 3 – INTERMEDIATE LEVEL/INTERMEDIATE 2A

Students at the early intermediate level of fluency have a greater balance of receptive and productive skills. They can read and write with appropriate scaffolding and continue to need systematic and strategic academic vocabulary development. They are able to participate in modified classroom discourse but still rely on scaffolding such as wait-time, modeling and frequent comprehension checks.

STUDENTS

- Understood when speaking, use consistent Standard English forms
- Participate in social conversations with peers and adults on familiar topics
  - Communicates using expanded vocabulary, descriptive words and paraphrasing
- Independent writing with some inconsistent capitalization, periods, and correct spelling
- Demonstrate internalization of English grammar, usage, and word choice
- Read grade appropriate narrative and expository texts aloud with pacing, intonation, and expression
- Use detailed sentences to orally respond to comprehension questions about written text
- Comprehend and follow multi-step directions for classroom activities
- Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts
- Independently create cohesive paragraphs that develop a central idea

TEACHERS SHOULD

- Encourage students to describe personal experiences
- Provide explicit instruction on idiomatic expressions
- Develop study skills: making predictions, inferences

- Explain text features (headings, charts, maps, etc.)
  - Directed reading-thinking activities
- Reciprocal teaching
- Continue to develop vocabulary skills by providing comprehensible input
- Develop the cognitive skills, especially reading and writing
  - Ask how and why questions, open-ended, higher level thinking questions
- Provide activities to develop higher levels of thinking
- Introduce explicit grammar instruction
- Use graphic aides
- Connect new learning to something known
  - Use all learning modalities
- Allow for group interaction

QUESTIONING TECHNIQUES

- Describe
  - Retell
  - Why and How?
- Give an example ...
- What is your opinion?

ELD 5 – ADVANCED LEVEL

Students at the advanced level of fluency have native-like fluency. They can understand and use idiomatic expressions and understand most linguistic nuances.

They may need continued support in writing in order to be reclassified.

STUDENTS

- Understand idiomatic expressions, some analogies and metaphors by responding to and using expressions appropriately
- Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.
  - Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation
- Recognize that words have multiple meanings and apply this knowledge consistently
- Edit writing for punctuation, capitalization, and spelling
- Describe main ideas and supporting details, including supporting evidence
- Compare and contrast the motives of characters in a work of fiction
- Write multi-paragraph narrative and expository compositions using standard grammatical forms

- Use complete sentences and correct word order
- Use correct parts of speech, including correct subject/verb agreement

TEACHERS SHOULD

- Allow students to lead group discussions
  - Provide opportunities for student generated presentations
  - Provide for a variety of realistic writing opportunities in a variety of genres
    - Encourage independent use of reference materials and technology
  - Continue to publish students' writing
  - Allow for group interactions

QUESTIONING TECHNIQUES

- Analyze how & why ...
  - Infer why or how ...
  - Suggest an alternate outcome to ...
- Prioritize ...

CONTENT SPECIFIC STRATEGIES THAT SUPPORT LEARNING FOR ELS AND SELS

INSTRUCTIONAL CONVERSATIONS

- Real teaching is understood as assisting the learner to perform just beyond his or her current capacity. This assistance in the "zone of proximal development" awakens and rouses into life the mental capacities of learners of all ages. This assistance is best provided through the instructional conversation, a dialogue between teacher and learners that considers cultural and linguistic diversity and supports the development of academic language, and higher order thinking skills. The teacher listens carefully to grasp the students' communicative intent, and tailors the dialogue to meet the emerging understanding of the learners.

GRAPHIC ORGANIZERS

- Graphic organizers are visual and graphic representations of information that show both units of information and the relationship between these units. Graphic organizers-also known as concept maps, story maps, advanced organizers, story webs, semantic maps, and cognitive organizers - are often used to teach text structure, to aid comprehension, support writing organization and planning, and to help students understand vocabulary.

COOPERATIVE LEARNING

- Cooperative learning takes many forms and definitions, but most cooperative approaches involve small, heterogeneous teams, usually of four or five members, working together towards a group task in which each member is individually accountable for part of an outcome that cannot be completed unless the members work together; in other words, the group members are positively interdependent. Cooperative learning creates natural, interactive contexts in which students have authentic reasons for listening to one another, asking questions, clarifying issues, and re-stating points of view.
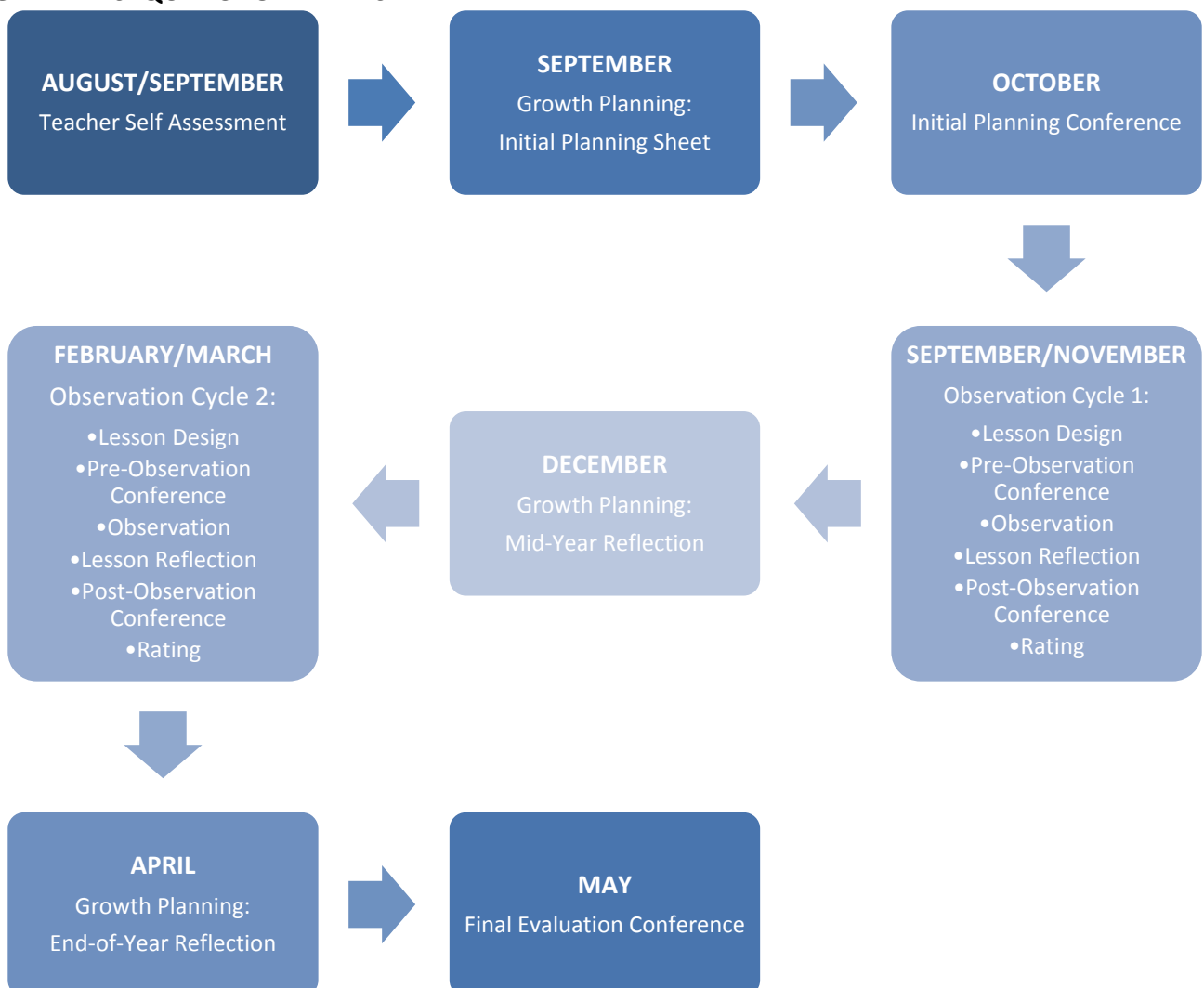
ACADEMIC VOCABULARY

- Academic vocabulary is defined as specialized vocabulary used in academic situations. This vocabulary/language occurs with high frequency in academic texts and is a register used in academic discourse. One function of schools is to prepare students with the academic language proficiency and academic knowledge and skills needed to communicate in different academic fields. Students with well-developed academic language and vocabulary are prepared to communicate like scientists and social scientists, mathematicians, and literary scholars.

TEACHER GROWTH & DEVELOPMENT CYCLE: TGDC

The purpose of this document is to outline the steps and protocols involved in the Teacher Growth and Development Cycle (TGDC). The Teacher Growth and Development Cycle includes a series of reflection activities, formal and informal observations, conferencing opportunities, and professional goal setting activities, all of which are aimed at helping to identify strengths and opportunities for improving teacher practice. The general protocols for each of the steps of this process are outlined in detail in the sections that follow. Please note that while these protocols may be altered to make the process more meaningful for teachers and administrators, they reflect best practices in coaching professionals, and encouraging professional reflection and growth. It is also important to note that these procedures are to be used in conjunction with other ongoing classroom visits, walkthroughs, or professional conversations that take place as part of effective ongoing leadership and support practices in schools.

GENERAL SEQUENCE OF EVENTS

AUGUST/SEPTEMBER
Teacher Self Assessment

→

SEPTEMBER
Growth Planning:
Initial Planning Sheet

→

OCTOBER
Initial Planning Conference

↓

SEPTEMBER/NOVEMBER
Observation Cycle 1:
- Lesson Design
- Pre-Observation Conference
- Observation
- Lesson Reflection
- Post-Observation Conference
- Rating

←

DECEMBER
Growth Planning:
Mid-Year Reflection

←

FEBRUARY/MARCH
Observation Cycle 2:
- Lesson Design
- Pre-Observation Conference
- Observation
- Lesson Reflection
- Post-Observation Conference
- Rating

↓

APRIL
Growth Planning:
End-of-Year Reflection

→

MAY
Final Evaluation Conference

TEACHER SELF-ASSESSMENT
- To identify and reflect on strengths and opportunities for improving teacher practice
- To inform appropriate objectives and activities for the teacher's Initial Planning Sheet
- To highlight a consistent cycle of reflection as an effective professional practice

GROWTH PLANNING
- To support teachers in developing the following:
  - Instructional Growth Objective (Any Focus Element from Standards 1, 2, or 3)
  - Professional Growth Objective (Any element from Standards 4 or 5)
  - Data-Based Objective (Based on relevant student data)
- To support teachers in developing strategies to advance their practice in the identified objectives

INITIAL PLANNING CONFERENCE
- To discuss, finalize and sign-off on the following:
  - Instructional Growth Objective
  - Professional Growth Objective
  - Data-Based Objective
- To discuss and finalize the teacher's strategies for each growth objective
- To schedule the steps of the Teacher Growth and Development Cycle (TGDC)

INFORMAL OBSERVATIONS
- To provide further feedback to teachers on objectives that have been identified in their Initial
- Planning Sheet
- To inform next steps on Growth Planning
- To provide an opportunity for administrators to view a teacher's practice in shorter segments of time and to gather evidence in identified growth areas

PRE-OBSERVATION STEPS AND PROTOCOLS

LESSON DESIGN
- To guide teachers through the lesson planning process for the Formal Observation Cycle via questions that are aligned to the LAUSD Teaching and Learning Framework
- To provide an opportunity for the teacher and administrator to identify strengths and areas for improving the instructional plan prior to the observation

PRE-OBSERVATION CONFERENCE
- To provide the teacher and administrator with an opportunity to discuss the lesson design
- To provide an opportunity for the teacher and administrator to identify strengths and areas for improving the lesson design prior to the observation

FORMAL OBSERVATION

- To provide an opportunity for the teacher to demonstrate instructional practice in order to receive feedback that will support professional growth and development

POST-OBSERVATION STEPS AND PROTOCOLS

LESSON REFLECTION
- To provide the teacher an opportunity to reflect upon the lesson, to assess student progress and to outline next steps
- To provide an opportunity for the administrator to view student performance results and sample work from the lesson

POST-OBSERVATION CONFERENCE
- To provide the teacher with an opportunity to share student work and to reflect on the success of the lesson
- To allow the administrator and teacher an opportunity to review the evidence collected during the lesson through the lens of the rubrics of the LAUSD Teaching and Learning Framework
- To provide the teacher and administrator with an opportunity to discuss teaching practice and next steps for the teacher's professional growth

FORMAL OBSERVATION RATING
- To provide quantitative feedback to the teacher regarding his/her practice
- To guide next steps for a teacher's Growth Planning

GROWTH PLANNING

MID-YEAR REFLECTION
- To assess progress on teacher's objectives and strategies from the Initial Planning Sheet
- To provide further feedback to teachers on progress in meeting objectives
- To inform Growth Planning next steps

END-OF-YEAR REFLECTION
- To assess progress on teacher's objectives and strategies from the Initial Planning Sheet
- To provide further feedback to teachers on progress in meeting objectives
- To inform Growth Planning next steps

FINAL EVALUATION CONFERENCE
- To share and sign-off on TGDC Final Evaluation Conference Form
- To inform next steps for the teacher's professional growth

BTSA INDUCTION PROGRAM

The LAUSD BTSA Induction Program is a research based program with a strong emphasis on inquiry and application to classroom practice. The program is accredited with the state of California and leads to a recommendation for a California Clear Teaching Credential.

There are currently four options available to clear a preliminary credential:

- **GENERAL EDUCATION MULTIPLE AND SINGLE SUBJECT – FULL INDUCTION**

  The full Induction Program is the standard program that most participating teachers will complete in order to earn their California Clear Teaching Credential. The program is divided into four (4) courses, with each course designed to be completed in one semester. Each course includes Advisement, Face to Face Attendance, Formative Assessment Portfolio modules completed with a Support Provider and Evaluations.

- **GENERAL EDUCATION MULTIPLE AND SINGLE SUBJECT – EARLY COMPLETION OPTION**

  The Early Completion Option is an expedited one year program for teachers who have prior teaching experience and have demonstrated exemplary practice. Although a minimum of two years of experience is required for application, evidence of exemplary practice, rather than number of years of teaching experience, are the primary criteria for acceptance.

- **GENERAL EDUCATION MULTIPLE AND SINGLE SUBJECT – DUAL CREDENTIAL**

  The Dual Credential Option is for participants who have completed a Level II or Clear Education Specialist Credential within the past 3 years or will complete by the end of the academic school year AND need to clear a preliminary Multiple or Single Subject General Education program. A course substitution will be made for some BTSA requirements based on completion of the Special Education Credential.

- **EDUCATION SPECIALIST – MILD/MODERATE, MODERATE/ SEVERE OR EARLY CHILDHOOD**

  This option is for participants who have a preliminary or Level I Education Specialist Teaching Credential in one of the areas listed above. For the 2013-14 school year there will be limited enrollment available. Additional enrollment is anticipated to open in the 2014-15 school year. Contact: Patricia.Pernin@lausd.net

ELIGIBILITY:

General Eligibility Requirements

- Hold a California General Education Preliminary Credential (Multiple, Single, or Early Education)

- Employed as the teacher of record in an LAUSD School or a Charter with an MOU with LAUSD for the credential program
    - Substitute Teachers may be eligible for BTSA upon confirmation from the site administrator of a long term assignment of 4 months or longer
    - Special Arrangements may be made for traveling teachers if they meet the criteria

ADDITIONAL EARLY COMPLETION OPTION ELIGIBILITY CRITERIA

- Are in their first year of eligibility for the BTSA Program
- Have demonstrated exemplary practice in their own classroom over a period of two years or more (one year may be waived if the preliminary credential was earned through an Intern Program)
- Are highly se lf-motivated, organized and able to complete a rigorous program in a shortened time without detracting from the educational experience provided to their students
- Have the support of their site administrator to participate in the expedited program

Attendance at the ECO In/ormation Session is mandatory to be eligible to apply. Application by the posted deadline and acceptance into the program are required in order to participate in this option.

Please see the LAUSD BTSA website for further information:
http://talentmanagement.lausd.net/teacher_administrator/BTSAHome

COMMON CORE TECHNOLOGY PROJECT

PROJECT VISION

The Common Core Technology project passionately supports school sites in implementing 1-to-1 educational technology in the context of the Common Core State Standards. We believe this integration transforms the educational landscape through student, educator, and parent leadership. The school community will collaboratively create, innovate, produce, transform and develop ideas, processes, and culture in a way that inspires intellectual risk-taking. When fully implemented, this project will transform our schools and our city, leaving a footprint that will ultimately impact our nation and the world.

WHAT IS THE COMMON CORE TECHNOLOGY PROJECT?

The Common Core Technology Project (CCTP) is laying the foundation to provide an individualized, interactive, and information-rich experience for every student. There are many key components to the project including providing each teacher and student with a mobile device, creating systems to distribute content and configure devices easily and remotely (called mobile device management), provide every student with an individual online account (called identity management), email, software to enable sharing content easily among teachers, students, and parents (called a learning management system), and professional development for our educators to facilitate the transition.

PROJECT GOALS

The Common Core Technology Project at the Los Angeles Unified School District (LAUSD) will support student achievement and learning of the new Common Core State Standards. Students will develop 21st century knowledge, skills and abilities that will be needed to graduate high school and become college and career ready.

Through the Common Core Technology Project, LAUSD will equip classrooms with up-to-date technology and every student will be provided access to a personal computing device which will allow for a more individualized instruction

The Common Core Technology Project will provide an individualized, interactive, and information rich educational experience by:
- Providing educators with tools (devices) to advance student learning and create learning spaces that are designed to increase learner engagement
- Supporting the Common Core State Standards implementation by providing all students with the opportunity to engage with digital curriculum, interactive supports and adaptive assessments
- Closing the "Digital Divide" by ensuring all students have access to 21st century skills and technology

When fully implemented, LAUSD students will have access to:
- E-instruction: Instruction geared for the 21st century
- E-curriculum: Individualized learning opportunities
- E-textbooks: Interactive, searchable textbooks
- E-tools: Calculators, audio/video players, digital camera, and more
- E-assessments: Ongoing feedback for personalized student learning plans

WHY ARE WE DOING THIS?

The need to catch up to the way our students learn is long overdue. The District has been strategizing to improve the infrastructure to accommodate 21st century teaching and learning technology for the past three years. The decision to implement Common Core State Standards in LAUSD expedited the timeline for this an increased the imperative. Early pilots of 1:1 classrooms in the District have already begun to show improvements in student attendance, engagement, and achievement. By scaling up this transformational effort to every K-12 classroom in LAUSD, we will accomplish the following critical objectives:
1. Equip educators with tools to advance student learning in the classroom
2. Support the Common Core State Standards, including student engagement with a digital curriculum, interactive supports, and computer adaptive assessments, and
3. Close the digital divide by ensuring that every student has access to 21st century classroom technology.

WILL TABLETS TEACH STUDENTS NOW INSTEAD OF TEACHERS?

Absolutely not. Technology will never replace a classroom teacher. However, it can enhance the instructional possibilities for a teacher. For instance, a teacher can leverage multimedia content (video, images, interactive applications) to provide students with a more audio-visual and all around rich learning experience. Technology can assist with engaging students and helping with classroom management. Technology can help a teacher monitor and assess a student's progress as he or she learns rather than waiting for assignments to be turned in. It also facilitates communication among the student, teacher, and parents/guardians. Though the new possibilities are endless, they are all ways to enhance good teaching, not replace it.

WHY DON'T WE JUST USE THE MONEY TO HIRE MORE TEACHERS?

The District is leveraging school bond funds that were approved by voters to invest in facility and technology upgrades. This money cannot be used for the District's payroll. The District is making simultaneous efforts to resolve the problems of high student-teacher ratios and outdated classroom technology. Both are necessary to provide our students with the best learning experience possible.

WHEN WILL LAUSD SCHOOLS GET THE NEW TECHNOLOGY?

The CCTP is being rolled out in phases. The Board of Education has approved a first Phase—Phase 1—which is a pilot program to deploy and assess the merits of the transitional program at 47

LAUSD schools. Based on what we learn from this first phase, the District will approach the Board again to request funding for additional phases.

HOW WERE THE 47 PHASE 1 SCHOOLS SELECTED?

The 47 schools selected to participate in the pilot phase of the program were selected based on various criteria:

1. 13 are "Schools of the Future" schools; where innovative administrators have already demonstrated success with equipping classrooms with technology.
2. 29 are schools that were identified by the Office of Civil Rights as schools where students have the greatest need of access to modernized instructional content.
3. 5 are Proposition 29 charter schools that are co-located with schools that fell into one of the first two categories. Should the Board of Education approve a second and third phase of the program, all 28,000 teachers and 656,000 students in LAUSD will receive the fully-loaded devices by the 2014-15 school year.

WHY DO THE DEVICES COST MORE THAN THE PRICES I SEE IN THE STORES?

The per-unit cost the District negotiated includes a great deal more than just a device. Each device is delivered to the classroom pre-loaded with a digital curriculum (including e-textbooks) aligned with the Common Core State Standards; security configurations, including protective covers that keep devices safe from damage, embedded with the District's logo, bar codes, and internal tracking systems that will allow police and/or District officials to recover the devices if they become lost or stolen; and comprehensive hands-on professional development provided for teachers and administrators. The District was able to secure low prices for all these items as a package due to the high volume being purchased.

HOW WILL THE DISTRICT SUSTAIN THE COST OF THIS PROGRAM?

The Bond funds used for the transformation are considered a one-time investment to provide a much-needed upgrade to our education and technology infrastructure. The District will sustain the use of devices as well as digital curricula and assessments through regular ongoing costs in future years much in the same way it pays for the costs of purchasing, warehousing, and distributing textbooks today.

WHAT ARE WE DOING TO ENSURE THE SAFETY OF OUR STUDENTS?

Providing a high quality education in a safe and nurturing environment continues to be a strategic goal of LAUSD. LA School Police is taking the lead on ensuring our students' safety by building on existing methodologies to protect our students from surrounding dangers.

Within this framework, they are following a five-part strategy related specifically to the Common Core Technology Program:

1. A cyber security awareness campaign - aimed at teaching our students and families to use technology responsibly, keeping their devices, their information, and themselves safe from harm - also ensuring compliance with the Children's Internet Protection Act (CIPA).
2. Community outreach - starting with internal communications and public service announcements to be broadcast over the airwaves by October 18 - these will focus on the facts related to protecting our devices and our students.
3. Application of Technology Innovation - the District has invested in a modern solution that enables us:
    -   To **LOCK** devices - ensuring they are being used appropriately for educational purposes,
    -   To **FREEZE** devices - disable their use if they fall outside the boundaries of authorized use for LAUSD purposes, and
    -   To **TRACK** our inventory, so we can locate precisely where they are should they go missing or get stolen.
4. The Los Angeles School Police Department is collaborating with a Law Enforcement Working Group - which includes 12 law enforcement agencies, including the L.A. County Sheriff's Department, and all municipal law enforcement agencies who have jurisdiction over our schools.
5. LASPD is also reaching out the local prosecutors to make Relevant Arrests and press charges when necessary to ensure the protection of our youth as well as the District's capital investments.

WHAT ABOUT FAMILIES WHO DON'T HAVE INTERNET CONNECTIVITY AT HOME?

The advantage of the new digital curriculum is that roughly 90% of it does not require an Internet connection to function. Thus, students are still able to learn even when not connected to a network. Even so, recognizing that we live in the age of connectivity, the

District is partnering with community based organizations and other public agencies to help get more families online. After all, leveling the playing field and closing the digital divide is a major strategic goal of this initiative.

For more information, visit http://lausd.schoolwires.net/cctp

KEY ACCESS & INSTRUCTIONAL STRATEGIES

ACCESS STRATEGIES	APPLICATION THAT CHANGES PRACTICE TEACHERS	OBSERVABLES OF TRANSFORMATIVE LEARNING STUDENTS
MAKING CULTURAL CONNECTIONS: Connecting instruction to students' lives to increase motivation, engagement, and learning, i.e .. • Activate Prior Knowledge • Infuse the History and Culture of Students • Understand and utilize students' frames of reference • Utilize Culturally Relevant Literature • Create Authentic Learning Experiences	• Provide opportunities for students to make critical connections and give application to meaningful, real-world issues by activating background knowledge • Maintain portfolios of authentic student work products and assignments • Assess learning experiences for progress towards meeting • Standards and Academic English Mastery Program (AEMP) Benchmarks • Incorporate music, movement, and hands-on activities into daily instruction	• Have access to a Classroom Library that contains culturally conscious literature, magazines, and newspapers that reflect students' home life, personal interests, cultural background, and language • Utilize culturally relevant literature and materials in • Mainstream English Language Development (MELD) • Activities/Cultural Centers in ways that validate real-life experiences • Participate daily in authentic learning experiences, assignments. and/or projects that give application to the learning
CONTRASTIVE ANALYSIS: The systematic study of a pair of languages with a view to identifying their structural differences and similarities; promotes the acquisition of academic language and helps students become proficient readers, writers, and speakers of Standard American academic English.	• Demonstrate awareness and knowledge of the structure of non-standard languages • Use literature and samples of students' oral and written language to engage them in contrastive analysis – linguistic, contextual, situational, and elicited • Use the revision phase of the Writing Process to edit for standard English structure • Provide opportunities for students to compare and contrast poetry and songs written in standard and non-standard language	• Produce work samples that demonstrate an awareness and understanding of structural differences and similarities of home and standard American academic English language • Articulate an understanding of the linguistic requirements of varying communication situations and use language appropriate to different contexts • Demonstrate appropriate use of linguistic, contextual, situational, and elicited contrastive analysis
COOPERATIVE AND COMMUNAL LEARNING ENVIRONMENTS: Supportive learning environments that motivate students to engage more with learning and that promote language acquisition through meaningful interactions and positive learning experiences to achieve an instructional goal. Working collaboratively in small groups, students learn faster and more efficiently, have greater retention of concepts, and feel positive about their learning.	• Introduce the class room as a family structure and build on this concept in ways that affirm high achievement and academic success as an objective for all students • Provide students with opportunities to interact cooperatively with their peers to brainstorm, explain, question, disagree, persuade, and problem-solve • Provide students opportunities to demonstrate their understanding of academic concepts in varied formats that reflect their preferred learning styles and strengths • Group learning tasks, discussions, and presentations are Integrated into daily instruction • Create classroom seating arrangements that reflect regular collaborative learning opportunities • Allow students maximal time for hearing and using language in low-risk cooperative and communal learning environments	• Support and assist one another to accomplish learning goals • Interact cooperatively with their peers to brainstorm, explain, question, disagree, persuade, problem-solve and negotiate meaning • Demonstrate understanding of academic concepts through their preferred learning styles and strengths • Demonstrate understanding of academic concepts based on their linguistic competence • Work collaboratively in small groups to foster language development and share their understanding of academic concepts • Participate in the creation and support of classroom norms and procedures

ACCESS STRATEGIES	APPLICATION THAT CHANGES PRACTICE TEACHERS	OBSERVABLES OF TRANSFORMATIVE LEARNING STUDENTS
INSTRUCTIONAL CONVERSATIONS: Discussion-based lessons carried out with the assistance of more competent others who help students arrive at a deeper understanding of academic content. ICs provide opportunities for students to use language in interactions that promote analysis, reflection, and critical thinking. These classroom interactions create opportunities for students' conceptual and linguistic development by making connections between academic content, students ' prior knowledge, and cultural experiences.	• Weave together students' prior knowledge with pertinent background information on new material to build deeper understanding of text • Elicit student input while integrating academic content in discussions to promote deeper student inquiry in relation to instructional areas of focus • Promote use of text, pictures. and reasoning to support an argument or position • Use Instructional Conversations to integrate oral language development into all curricular areas • Are more like collaborators who encourage and influence the selection of speaking- turns as students work to construct meaning from text • Negotiate and clarify meaning throughout lessons and discussions	• Support and assist one another to accomplish learning goals • Interact cooperatively with their peers to brainstorm, explain, question, disagree, persuade, problem-solve and negotiate meaning • Demonstrate understanding of academic concepts • through their preferred learning styles and strengths • Demonstrate understanding of academic concepts based on their linguistic competence • Work collaboratively in small groups to foster language development and share their understanding of academic concepts • Participate in the creation and support of classroom norms and procedures
ACADEMIC LANGUAGE DEVELOPMENT: The teaching a/specialized language, vocabulary, grammar, structures, patterns, and features that occur with high frequency in academic texts and discourse. ALD builds on the conceptual knowledge and vocabulary students bring from their home and community environments. Academic language proficiency is a prerequisite skill that aids comprehension and prepares students to effectively communicate in different academic areas.	• Utilize the Personal Thesaurus of Conceptually Coded Words to support students' oral and written development of academic vocabulary in the context of communicating ideas • Student work reflects appropriate use of academic vocabulary • and demonstrates progressive contextual understanding of • concepts through accountable talk and oral presentation • Focus on vocabulary development with an emphasis on synonyms, antonyms, and suffixes • Establish Listening Centers that model school language through culturally relevant books on tape	• Demonstrate an awareness of the language requirements appropriate for different situations • Communicate ideas effectively using academic language • Use academic language on a daily basis in a variety of formats for all language domains: listening, speaking, reading, and writing • Engage in the writing process on a daily basis utilizing journals for ungraded writing activities (pre-writes, quick writes, response writing, etc.) • Produce work that reflects appropriate use of academic language
ADVANCED GRAPHIC ORGANIZERS: Visual tools and representations of information that show the structure of concepts and the relationships between ideas to support critical thinking. Their effective use promotes active learning that helps students construct knowledge, organize thinking, visualize abstract concepts, and gain a clearer understanding of instructional material.	• Model use of a variety of advanced graphic organizers to build concept relationships • Engage students in activities to construct knowledge and synthesize important information • Assign students written work and oral presentations that show effective use of advanced graphic organizers	• Use advanced graphic organizers to enhance and clarify their thinking • Apply understanding of academic concepts to construct meaning, show relationships, and organize ideas • Develop new ways to organize and visually represent their thinking to facilitate advanced understanding of academic concepts via writing tasks and oral presentations • Select and utilize appropriate advanced graphic organizers based on cognitive understanding of tasks

CULTURALLY RESPONSIVE PARTICIPATION PROTOCOLS

PICK-A-STICK
To show what we know, only the student whose stick is picked shares his/her thoughts with the class. All of us are ready to share, and we use turn-taking.

ROLL 'EM
To show what we know, only the student who is sitting in the rolled seat and table shares thoughts with the class. All of us are ready to share and use turn-taking.

GIVE A SHOUT OUT
To show what we know, all of us answer aloud. Sometimes we have the same answers, and sometimes our answers are different. We shout out our answers no more than 3 times, if necessary.

CALL AND RESPONSE
To show we are ready for the next activity or directions, we provide the appropriate response to our teacher's call for our attention. Our hands are free, eyes on the teacher, and our voices are off.

RAISE A RIGHTEOUS HAND
To volunteer for something, we raise our hands silently. Not all of us may be able to volunteer the requested information or have a question, so only some of us will raise our hands to share.

WHIP AROUND
To show what we know, we each take a turn sharing our very quick thoughts. All of us are ready and share our ideas aloud, and we use turn-taking.

MY TURN, YOUR TURN
We listen when it is someone else's turn. When it is passed off to us, we can ask questions or take our turn with a discussion protocol.

MOMENT OF SILENCE
The room is completely silent because we are showing reciprocity to our classmates by providing them with the silence they need to concentrate.

NUMBERED HEADS TOGETHER
My team discusses a problem together and agrees on an answer through consensus. The student sitting in the rolled numbered seat answers for the group.

GIVE ONE, GET ONE
I use order to walk around the room and find a partner to discuss our learning. When we are finished listening and sharing, we return immediately to our seats and I am ready to share what I heard from my partner.

PUT YOUR TWO CENTS IN
In groups of four, we each take turns talking by putting one cent in the center of the table and sharing. Once everyone has shared, we then put one more cent in and respond to what someone else in our group has shared.

ROUND ROBIN BRAINSTORMING
At our table group, we each take turns sharing our thoughts about our learning while the assigned Scribe takes notes about our ideas. When we are finished, we are all ready to share with the class what we discussed.

JIGSAW
In groups of four each of US are assigned material to learn. Then, students across the class focusing on the same material, get together to decide what is important and how to teach it. After practicing, in our "expert" groups we return to our original group to teach each other.

THINK-PAIR-SHARE
I think about my learning first. Then, I listen and share my thoughts with my seat partner. Finally, some of my classmates and I are asked to share what we heard with the whole class.

CHAPTER 4:

THE PROFESSIONAL TEACHER
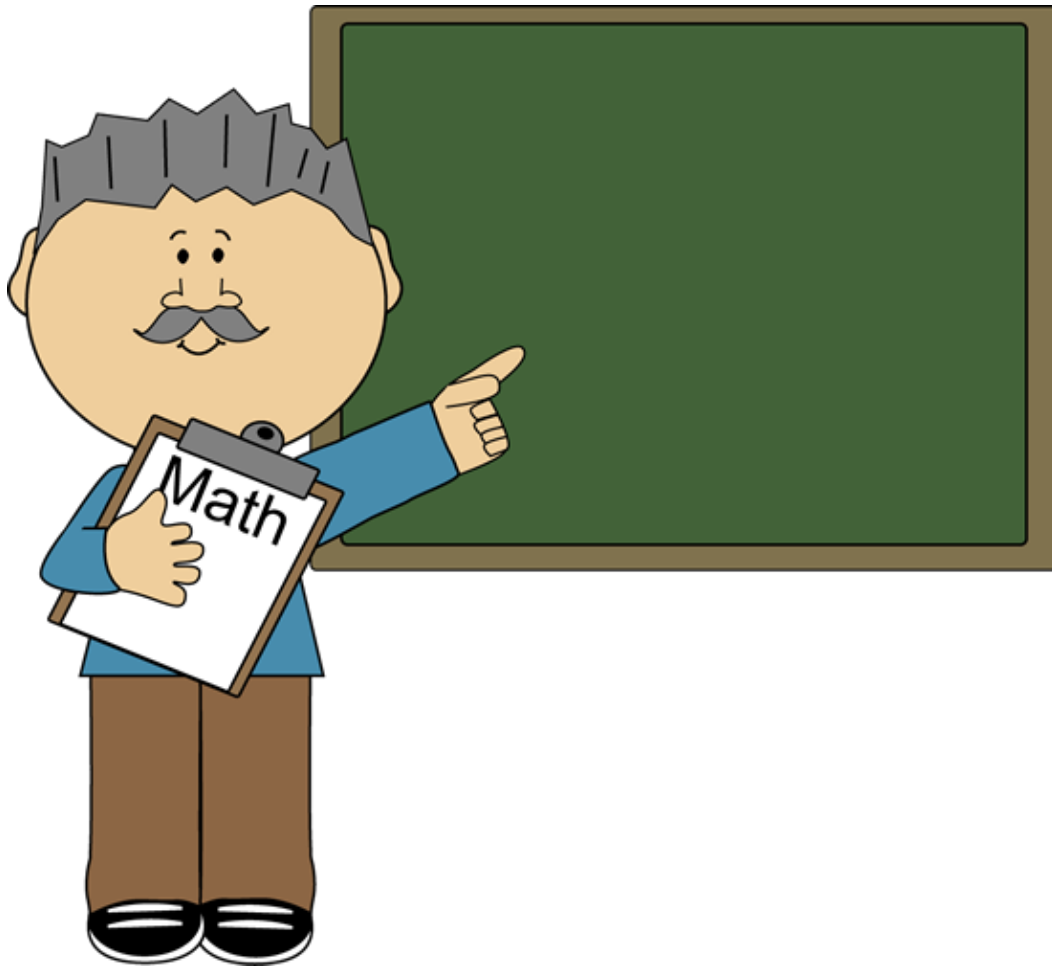
CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

17 DOCUMENTS TO KEEP IN YOUR RECORDS FILE

WHAT TO PUT IN YOUR OWN PERSONNEL FILE

HOW TO TALK TO PARENTS

SPANISH PHRASES FOR CONVERSATIONS & REPORT CARDS

PARENT/TEACHER CONFERENCE CHECKLIST

WEBSITES WITH TEACHER LESSON PLANS & INTERNET RESOURCES

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

STANDARD ONE

- **ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING**
- 1.1 Using knowledge of students to engage them in learning
- 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
- 1.3 Connecting subject matter to meaningful, real-life contexts
- 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
- 1.5 Promoting critical thinking through inquiry, problem solving, and reflection
- 1.6 Monitoring student learning and adjusting instruction while teaching

STANDARD TWO

- **CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING**
- 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
- 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
- 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
- 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students
- 2.5 Developing, communicating, and maintaining high standards for individual and group behavior
- 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
- 2.7 Usinq instructional time to optimize learning

STANDARD THREE

- **UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING**
- 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
- 3.3 Organizing curriculum to facilitate student understanding of the subject matter
- 3.4 Utilizing instructional strategies that are appropriate to the subject matter
- 3.5 Using and adapting resources, technologies, and standards aligned instructional materials, including adopted materials, to make subject matter accessible to all students
- 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

"AN EFFECTIVE TEACHER IN EVERY CLASSROOM."

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

STANDARD FOUR

- **PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS**
- 4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
- 4.2 Establishing and articulating goals for student learning
- 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning
- 4.4 Planning instruction that incorporates appropriate strategies to meet the lea rning needs of all students
- 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

STANDARD FIVE

- **ASSESSING STUDENTS FOR LEARNING**
- 5.1 Applying knowledge ofthe purposes, characteristics, and uses of different types of assessments
- 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction
- 5.3 Reviewing data, both individually and with colleagues, to
- monitor student learning SA Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- 5.5 Involving all students in self-assessment, goal setting, and monitoring progress
- 5.6 Using available technolog ies to assist in assessment, analysis, and communication of student learning
- 5.7 Using assessment information to share timely and comprehensible feedback with students and their families

STANDARD SIX

- **DEVELOPING AS A PROFESSIONAL EDUCATOR**
- 6.1 Reflecting on teaching practice in support of student learning
- 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
- 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning
- 6.4 Working with famil ies to support student learning
- 6.5 Engaging local communities in support of the instructional program
- 6.6 Managing professional responsibilities to maintain motivation and commitment to all students
- 6.7 Demonstrating professional responsibi lity, integrity, and ethical conduct

17 DOCUMENTS TO KEEP IN YOUR RECORDS FILE

1. Your teaching certificate/license(s)

2. Transcripts of degrees and credits including attendance

3. Letters of hire

4. An individual employee contract if you signed one upon hire

5. Supplemental contracts for extra duty responsibilities

6. Your local Association's negotiated contract (UTLA)

7. Yearly salary information

8. Records pertinent to your retirement

9. Records of leave accrual and use

10. Evaluation and growth plans

11. Commendations, awards, and honors

12. Teaching Schedules

13. Records of Incidents involving discipline or referral of students

14. Records of referral of students with special needs

15. Copies of all correspondence from your employer

16. Proof of Association membership

17. The California Teachers Association's $1 million liability insurance policy brochure

WHAT TO PUT IN YOUR OWN PERSONNEL FILE

It is in your best interest for you to take control of your employment records. Create your own file so you can verify and document your achievements and progress.

Here is a recommended checklist of documents to keep:

- Copies of all your personal employment contracts

- Copies of any supplemental/extracurricular contracts, if applicable

- Current resume

- Retirement records and correspondence

- Certificates, licenses, diplomas, etc.

- Records on in-services and trainings (PDU Record Sheet)

- All observations and evaluations and your responses or comments

- Proof of Association (union) membership and information on benefit programs

- Record of school and college attendance, dates and degrees

- Transcripts of all undergraduate and graduate credits and degrees

- Record of accumulated sick leave, personal leave and if applicable, vacation leave days as well as forms of days used

- Record of commendations, awards and honors

- Copies of work/teaching schedules for current and past years

- Records of any incidents involving student discipline, violence, or other disruptive behavior

- Copies of letters and memos to and from administrators

- Copies of letters to and from parents and colleagues

- Copies of all documents in your district maintained personnel files

- Copies of letters of recommendations from your supervisor(s)

HOW TO TALK TO PARENTS

Communicating with parents is one of the most important things teachers do. When we work with parents, we improve learning. Most successful teacher parent teams begin with a conference, usually before there's a need. Here are some tips to help make your parent communications productive and successful.

1. **Allow enough time.** If you're scheduling back-to-back calls or conferences be sure to allow time to make notes in between.

2. **Get the name right.** Don't assume that Jennifer Peabody's mother is Mrs. Peabody.

3. **Open on a positive note**. Begin on a warm note about the child's work or interests.

4. **Make specific comments.** Parents may get lost in generalities.

5. **Forget the jargon.** Lose education phrases like "performance-based assessment" and "least restrictive environment."

6. **Ask for parents' opinions.** Let parents know you want to work with them.

7. **Focus on strengths.** You'll help if you review the child's strengths and areas of need, rather than stressing weaknesses.

8. **Stress collaboration.** Let parents know you want to work together in the best interest of the child.

9. **Listen to what parents say.** Validate their comments and feelings by paraphrasing back to them what you heard them say.

10. **Ask about the child.** Ask the parents if there is anything they think you should know.

11. **Focus on solutions.** Things will go more smoothly if you'll focus on solutions rather than the problem.

12. **Summarize.** Before the conversation ends, summarize the discussion and what actions you, the student and the parents will take.

13. **End on a positive note.** When you can, save at least one encouraging comment for the end of the conversation.

14. **Keep a record.** You may find it helpful later to have a brief record of the conversation. Make notes as soon as possible afterward, while the details are fresh.

SPANISH PHRASES FOR CONVERSATIONS & REPORT CARDS

ENGLISH	SPANISH
__is less shy and is making friends in class.	__es menos timido(a) y está haciéndo amigos en clase.
__is reading at grade level.	__está leyendo a nivel que le corresponde a su grado.
Arrives late to school.	Llega tarde a clases.
Conforms to the standards set up by the members of the group, the children and teacher.	El (Ella) se comporta de acuerdo a las normas establecidas por los otros miembros del grupo, los otros niños y su maestro(a).
Does not know the alphabet and the sound of the letters.	No sabe el abecedario ni los sonidos de las letras.
Does not play with the children at recess or P.E.	No juega con sus compañeros a la hora de recreo, o durante la clases de educación fisica.
Encourage your child to do everything possible for himself before asking anyone's help.	Anime a su hijo(a) que haga todo lo posible de hacer las cosas por sí mismo(a) antes de pedirles ayuda a otros.
Enjoys helping others.	Le gusta ayudar a otros.
Expresses him/herself well in art.	Se expresa bien por medio del arte.
Has been trying hard lately.	Ultimamente ha mostrado mucho interés en mejorar.
Has good work habits.	Tiene buenos hábitos de estudio.
Has not learned the numbers 1-10.	No ha aprendido los números del uno a diez.
Has poor work habits.	Tiene malos hábitos de estudio.
Has to improve in the following subject area(s)… Language/ Reading/ Art/ Spelling/ Mathematics/English	Necesita mejorar en la(s) siguiente(s) material(s)… Lenguaje/ Lectura/ Arte/ Ortografia/Matematicas/Inglés
He/she is alert and independent in studies.	Es alerto(a) e independiente en sus estudios.

ENGLISH	SPANISH
He/she is interested in school work.	Está interesado(a) en su trabajo escolar.
He/she is very attentive and industrious.	Es muy atento(a) y aplicado(a).
He/she must memorize the multiplication tables.	Tiene que memorizar las tablas de multiplicación.
He/she needs help in settling down in class and in doing his/her work.	Necesita que lo(a) calmen en clase y también que lo(a) ayuden.
He/she takes his/her responsibilities seriously.	Es un(a) estudiante muy serio(a) y responsible.
His/her joy in learning makes me happy to be his/her teacher.	Su alegria por aprender me hace sentir feliz.
Improved attendance will improve his/her skills in all subjects.	Si asiste a clase con más regularidad progresará en los estudios de todas las materias.
Is a good helper.	Es un buen ayudante.
Is below grade level.	No está al nivel escolar que le corresponde.
Is enthusiastic to learn.	Tiene entusiasmo para aprender.
Is not working to his/her potential.	No trabaja de acuerdo a su capacidad.
Is not working up to his/her capability or capacity.	No está trabajando de acuerdo a su capacidad y habilidad.
Is on grade level.	Está trabajando de acuerdo al nivel escolar en que está.
Is very cooperative.	Coopera mucho.
Is very shy.	Es muy timido(a).
Is very talkative.	Habla demasiado.
Is well liked by peers.	Lo(a) estiman los otros estudiantes.
Lacks motivation.	Carecé motivación.

ENGLISH	SPANISH
Lacks self-control.	No sabe controlarse.
Needs to improve written activities.	Necesita mejorar en sus trabajos escritos.
Needs to join in discussion more.	Necesita participar más durante las discusiones.
Needs to pay more attention in class.	Necesita poner más atención en la clase.
Needs to try harder on his/her work.	Tiene que esforzarse más al hacer su tarea.
Oral reading is at grade level.	Su lectura oral corresponde al nivel de su grado.
Responds well to instruction.	Aprende bien lo que se le enseña.
Reverses numbers and letters.	Escribe alrevés los números y las letras.
Should study at home.	Debe estudiar en casa.
Student is at grade level in all academic subjects.	El estudiante está pasando todas sus materias que corresponden a su nivel.
The child shows curiosity and appreciation for his environment and school activities.	El niño/niña muestra curiosidad y aprecio por su ambiente y las actividades escolares.
Tries to do good work.	Trata de hacer un buen trabajo.
Very polite and helpful.	Es muy cortés y servicial.
Very restless, needs individual supervision to complete assignments.	Es muy inquieto(a), necesita supervisíon individual para terminar su tarea el la clase.
Very studious, with many interests.	Es muy estudioso(a), y se interesa en varias cosas.
Works diligently.	Trabaja diligentemente.
You should be very proud of…	Debe estar muy orgullosa(o) de…

PARENT/TEACHER CONFERENCE CHECKLIST

Getting parents to attend the conference is only half the battle. Once they've arrived, you have to make it clear that their involvement is vital to their child's success. Experienced teachers offer the following quick tips to help get your conferences off on the right foot -- and keep them there:

Dress professionally.
Start every conference on time.
Make it clear to parents that you like their child.
Remain calm and positive.
Listen carefully and reflectively.
Emphasize a spirit of collaboration and cooperation.

Following the "script" below will help you make each conference a productive experience as well as a pleasant one.

- **Welcome parents** at the door and thank them for coming.
- **Establish rapport** by sharing an anecdote about the student or by inquiring about an activity the student takes part in outside school.
- **Mention the student's strengths first.**
- Briefly **discuss the student's progress** in each subject area and show examples of their work.
- Briefly **discuss the student's behavior**, work habits, and social skills.
- **Devote half the conference to the parents' concerns**. Invite parents to share their thoughts and suggestions about the student and encourage them to ask additional questions about their child's progress.
- **Set two or three immediate goals** for the student and work with the parents to create a plan for meeting those goals. Provide any materials parents might need to implement the plan.
- **Arrange for a follow-up phone call** or meeting and let parents know how they can reach you if problems arise.
- **Review the highlights** of the conference and **end on a positive note**.
- Walk the parents to the door and **thank them for coming**.
- **Take a few minutes to make personal notes** about the conference. If you agreed to follow up on a particular issue, note it on your calendar.

CONFERENCE DAY CHECKLIST

☐ Welcome sign	☐ Refreshments	☐ Forms that need to be signed
☐ Sign-in sheet	☐ Table for brochures & flyers	☐ Translators
☐ Student work displayed	☐ Chairs for parents	☐ Videos/pictures of students
☐ Student work portfolios	☐ Report cards	☐ Parent volunteers
☐ Music	☐ Parent questionnaire	☐ PTO/PTA membership forms

WEBSITES WITH TEACHER LESSON PLANS & INTERNET RESOURCES

- Teachers.Net: http://www.sitesforteacher.com

- The Teacher's Corner-Lesson Plans, Work Sheets and Activities: http://www.theteacherscorner.net

- Teacher Lesson Plans, Printable Worksheets by Grade level: http://www.teachervision.fen.com

- Sites for Teachers: http://www.sitesforteachers.com

- Lesson Plans for K-12 Teachers: http://library.csus.edu/guides/rogenmoserd/educ/lesson.htm

- A to Z Teacher Stuff for Teachers: http://www.atozteacherstuff.com

- Free Lesson Plans: http://www.sharinglesson.com

- Teacher Lesson Plans: http://www.lessonplanet.com

- Lesson Plans and Websites for Teachers: http://otec.uoregon.edu/lesson-plans.htm

- OJ Free Teacher Lesson Plans: http://www.sharemylesson.com/

- Creative Lesson Plans: http://www.creativity.denverartmuseum.org

- Lesson Plans & Len Plan Resources: http://www.lessonplanz.com

- Lesson Plans- Best History: http://www.besthistorysites.net/index.php/lesson-plans

- FREE - Teaching Resources and Lesson Plans from the Federal: http://free.ed.gov/

- Earth Science Teaching: Lesson Plans, Classroom Activities: http://geology.com/teacher/

- Lesson Plans for Teachers- Free Lesson Plans: http://www.scholastic.com/teachers/lesson-plans/free-lessons-plans

- Timely Free Lesson Plans and Unit Plans for Teachers: http://www.scholastic.com/teachers/lesson-plans/free-lesson-plans

- Best Lesson Plan Web Sites: http://www.squidoo.com/topics/education/great-teachers

- Core Knowledge Foundation: http://www.coreknowledge.org/lesson-plans

- Lesson Plans/United Federation of Teachers: http://www.uft.org/teaching/classroom-resources

- Teacher Vision: http://www.teachervision.fen.com/lesson-plan/resource/5775.html

- Middle School 6-8 History Lesson Plans: http://www.mrkash.com

- The Stanford History Project/Education Group: http://sheg.stanford.edu/

- TSPC (Teaching Standards & Practices Commission: http://www.tspc.state.or.us/

- Harry Wong: http//www.EffectiveTeaching.com

- Teacher's Net: http://www.teachers.net

- Education World: http://www.education-world.com

- Education News: http://www.educationnews.org

- About.Com: http://www.k-6educators.about.com

- Busy Educator's Newsletter: http://www.glavac.com

- New Teacher.com: http://www.NewTeacher.com

- AskEric Lesson Plans: http://www.eduref.org/Virtual/Lessons/index.shtml

- The Lesson Plans Page: http://www.lessonplanspage.com/

- The Lesson Plan Library: http://school.discovery.com/lessonplans/

- Teachers Net-LESSON PLANS: http://teachers.net/lessons/

- The Academy: http://ofcn.org/cyber.serv/academy/ace/

- Core Knowledge: http://www.coreknowledge.org/CKproto2/resrcs/lessonsindex.htm

- Lesson PlanZ.com: http://www.lessonplanz.com

- United States Department of Education: http:www.paec.org/teacher2teacher

- Teach-Nology: http://www.teach-nology.com/tutorials/teaching/differentiate/planning/

CHAPTER 5:

SPECIAL EDUCATION

THE SPECIAL EDUCATION PROCESS

UNDERSTANDING SPECIAL EDUCATION POLICIES & PROCEDURES

FAQ GOALS AND OBJECTIVES OF THE IEP

SPECIAL EDUCATION SPECIALISTS & SUPPORT BY ESC

THE SPECIAL EDUCATION PROCESS

Since the needs of each student with a disability are unique, special education policies and procedures set forth a process to determine a child's FAPE.

The following are the key steps in the process:

1. Written request for a special education assessment is made by a parent or school staff member.

2. Special education assessment plan is developed.

3. Parent is provided the special education assessment plan within 15 calendar days of receipt of request

4. Parent approves, signs, and returns the assessment plan.

5. Assessments are conducted and reports are prepared.

6. IEP meeting is scheduled and team members notified no later than 10 calendar days prior to the scheduled date of the meeting

7. IEP meeting is held within 60 calendar days of receipt of signed special education assessment plan

8. IEP is implemented immediately

9. Parent is provided reports on student's progress as often as parents of general education peers are provided reports on student progress

IEP meeting is held to review its appropriateness within one year of the previous IEP meeting.

UNDERSTANDING SPECIAL EDUCATION POLICIES & PROCEDURES

The Individuals with Disabilities Act, the Federal law governing special education, requires participating states to have policies and procedures to ensure that:
"A free appropriate public education is available to children with disabilities residing in the State between the ages of three and 21, inclusive, including children with disabilities who have been suspended or expelled from school"

California law declares that:

"All individuals with disabilities with exceptional needs have a right to participate in free appropriate public education and that special education instruction and services for these persons are needed in order to ensure them of the right to an appropriate educational opportunity to meet their unique needs"

Since it is the commitment and obligation of the LAUSD and it's staff to ensure that students with disabilities have available to them a free appropriate public education (FAPE), the following questions and answers are designed to help the user understand FAPE and the over-arching logic of special education policies and procedures.

Q: For special education purposes, who is a child with a disability?

A: There are three parts to the answer. First, the child must be determined to have a disability.

Second, because of the disability, the child needs special education and related services. And third, the child is age three through 21. If a child does not meet all of the above criteria then he/she is not eligible for special education.

Q: What disabilities are included?

A: LAUSD uses the following categories of disability:

- Autism
- Deaf
- Deaf/Blind
- Developmental Delay (Ages three through five only. LAUSD is using on a pilot basis.)
- Emotional Disturbance
- Established Medical Disability (Ages three through four only)
- Hard of Hearing
- Mental Retardation
- Multiple Disabilities, Orthopedic

- Multiple Disabilities, Hearing
- Multiple Disabilities, Vision
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disabilities
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment

Q: What is special education?

A: Special education is specially designed instruction, at no cost to parents, to meet the unique needs of the child. In order for a child who has one or more of the above disabilities to be eligible for special education, they must have a unique educational need that requires specially designed instruction. A unique educational need is one that stems from the disability of the child and is significantly different from the educational needs of the student's typical peers. Specially designed instruction is adapting the content, methodology, or delivery of instruction to address the unique educational needs of the child so that he/she can access the general curriculum and meet State and District educational standards.

Q: What are related services?

A: Related services means transportation and such developmental, corrective, and other supportive services as may be required to assist a child with a disability to benefit from special education. To receive one or more related services a child must have a disability, need special education, and the related service must be determined to be necessary to benefit from the special education. California law uses the term Designated Instructional Services to mean related services. Related services include, but are not limited to:

- Audiology Services
- Counseling Services
- Language and Speech Therapy (Can be special education or a related service.)
- Medical Services (For diagnostic purposes only.)
- Occupational Therapy
- Orientation and Mobility Services
- Physical Therapy
- Psychological Services
- Rehabilitation Counseling Services
- Social Work Services
- Transportation

Q: Where may children with disabilities receive their special education and related services?

A: Federal and State law require that school districts ensure that a continuum of alternative placements is available to meet the needs of children with disabilities. The continuum, in descending order from least to most restrictive, includes instruction in:

- General Education Classes
- Special Classes
- Special Schools/Centers
- Nonpublic Schools
- Home
- Hospitals
- Residential Schools

Q: Is there a policy for determining the appropriate placement for the child?

A: Placement decisions are governed by the least restrictive environment (LRE) legal requirement. "To the maximum degree appropriate children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled and that special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." This means that decisions to place a child in a more restrictive environment should only be made after considering and determining that less restrictive environments with special education, related services and other supports cannot meet the student's needs. Students should not be placed in environments that are more restrictive than necessary to meet their educational needs. Placements for students with disabilities should be in the school they would attend if nondisabled or as close to their home as possible.

Q: How are all of the above decisions made?

A: The decisions are made by a team of people, including District personnel, the parents, the child, if appropriate, and others when appropriate who meet to develop a written individualized education program (IEP). The purpose of an IEP meeting is to bring together, in a collaborative and problem-solving manner, those persons with knowledge of and responsibility for the child's educational needs to determine what is appropriate to meet the student's needs.

Q: What happens if the IEP team cannot reach agreement?

A: Every effort should be made to reach agreement, keeping the child's needs in mind. It is appropriate for the team to agree to implement those areas where there is agreement and/or to implement the IEP for an agreed upon period of time. Either the parent(s) or District staff may request that the matter be resolved through District informal dispute resolution, State mediation, or State due process hearing with option for mediation.

Q: What is a free appropriate public education (FAPE)?

A: FAPE means special education and related services that are provided in conformity with a child's IEP, are provided at public expense and under public supervision and direction, and meet the standards of the State. In simple terms, if a student is receiving what is specified in his/her IEP and the process from referral through development of the IEP was done in a manner consistent with policies and procedures, then the student is receiving FAPE. Ensuring that all LAUSD students with disabilities entitled to FAPE receive such is our legal obligation and our professional responsibility.

Q: Are there policies and procedures for addressing the educational needs of students with disabilities who do not or no longer require special education and related services?

A: Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act are Federal civil rights laws that prohibit discrimination on the basis of disability. Both laws, particularly Section 504, require the District to ensure that students with disabilities have access to all of the programs in the District for which they would be otherwise qualified, and have available appropriate accommodations and modifications in programs and services.

FAQ GOALS AND OBJECTIVES OF THE IEP

1. **Do annual goals still have to be measurable?**

   Yes. Both the goal and its two objectives must be measurable.

2. **On page four, step four of Standard-Based Goals, does "Align to the appropriate content standards" mean the student's grade level standard? Or does it mean the grade level standard which is + one year above the student's level of functioning? If the student is in grade 4 and baseline is still on grade 2, which standards are used to develop goals? Grade 2 or grade 4? The standards-based objectives are stated to be observable and measurable; however, that is not the criteria for the standards-based goal. Why?**

   Goals should align to the appropriate content standard for the student's grade level, not the performance level. Objectives may be written using standards below the grade level as a means of building to goal attainment.

3. **If goals are what a child can reasonably be expected to achieve in a twelve-month period, how can the District validly defend a child not reaching their goals? This assumes that a valid baseline was attained and the rate of learning was validly calculated.**

   Goals are not designed to be guarantees of progress but our best estimate of what the IEP team feels the child will attain given all the current information. If, in the process of regularly reporting progress to parents on the attainment of the goals, it is determined that progress is not being made, an IEP meeting might need to be held to consider to be instructional supports)' accommodations, modifications, or services the student needs to attain the goal.

4. **Who can be identified as the responsible personnel for supporting the achievement of the goal on page 5 of the IEP?**

   Page 5 allows for the general education teacher, special education teacher, licensed/credentialed counselor, DIS provider, or otherwise qualified personnel as options for responsible personnel for goal attainment. The IEP team may determine that the responsible personnel are anyone or combination of these people. A paraprofessional cannot be identified as the responsible personnel.

5. **When will general education teachers receive training on how to implement goals, modifications and accommodations?**

   This is a Local District responsibility.

6. **What is the impetus behind instruction in special education - the IEP goals or standard-based curriculum?**

Standard-based curriculum is the basis for writing the IEP goals.

Special education is defined as "specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability."

"Specially designed instruction means adapting content, methodology, or delivery of instruction-to address the unique needs of an eligible child ... that result from the child's disability; and to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency." 34CFR §300.24

Instruction in special education should support and align with the standards-based instruction provided in general education. Goals and objectives aligned to the content standards is one method for collecting instruction in general and special education.

SPECIAL EDUCATION SUPPORT BY ESC

NORTH
- **CINDY WELDEN, SESC Administrator**
- 6505 Zelzah Ave, Reseda, CA 91335
- Tel. (818) 654-5011
- Fax. (818) 654-1611

SOUTH
- **EMILY KUWAHARA, SESC Administrator**
- 1208 Magnolia Ave, Gardena, CA 90247
- Tel. (310) 354-3431
- Fax. (310) 769-4984

EAST
- **JANET MONTOYA, SESC Administrator**
- 2151 N Soto St, Los Angeles, CA 90032
- Tel. (323) 224-3300
- Fax. (323) 224-3310

WEST
- **BETTE MEDINA, SESC Administrator**
- 2635 Colby Ave, Los Angeles, CA 90064
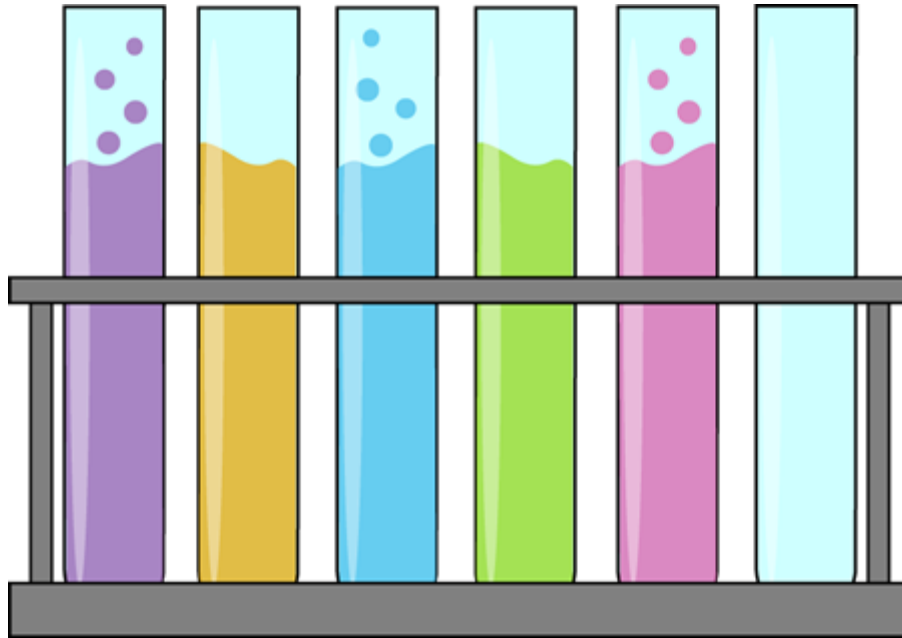- Tel. (310) 235-3700
- (310) 473-8038

ISIC
- **KARLA ESTRADA & MARCO TOLJ, SESC Administrators**
- 333 S Beaudry Ave, Los Angeles, CA 90017
- Tel. (213) 241-4999
- Fax. (213) 241-8932

CHAPTER 6:

OTHER IMPORTANT THINGS YOU SHOULD KNOW

LAUSD GLOSSARY OF TERMS & EXPANDED GLOSSARY
PAYROLL & DIVISION OF RISK MANAGEMENT
POLICY GUIDES, BULLETINS, & CODE OF CONDUCT, & SCHOOL SAFETY
CODE OF ETHICS, NON-DISCRIMINATION POLICY, & RESPECTFUL TREATMENT OF OTHERS
PEER ASSISTANCE & REVIEW
SALARY TABLE
E-MAIL ACTIVATION

LAUSD GLOSSARY OF TERMS

ACT   Achievement Test

ADA   Average Daily Attendance

AP   Advanced Placement or Assistant Principal

API   Academic Performance Index

APEIS   Assistant Principal, Elementary Instructional Specialist

APSCS   Assistant Principal Secondary Counseling Services

BCC   Bilingual Certificate of Competency

BCLAD   Bilingual Cross-Cultural Language Acquisition Development Credential

BTGD   Beginning Teachers Growth and Development

CAHSEE   California High School Exit Exam

CBI   Community Based Education

CDE   California Department of Education

CELDT   California English Language Development Test

CLAD   Cross-Cultural Language Acquisition Development Credential

DIBLES   Dynamic Indicators of Basic Early Literacy Skills assessment

EIA/LEP   Economic Impact Aid/Limited English Proficient

EIA/SCE   Economic Impact Aid/State Compensatory Education

EL   English Learner

ELA   English Language Arts

ELD   English Language Development

ELL   English Language Learners

EO   English only

ESL   English as a Second Language

FEP   Fluent English Proficient

GATE	Gifted and Talented Education
HIGH POINT	Standards-Based text and program used in LAUSD ESL program
IEP	Individualized Education Plan
IFEP	Initial Fluent English Proficient
LEP	Limited English Proficient
MISIS	
PREP	Preparing for Re-designation to English Proficient
PSA	Pupil Services and Attendance
PSAT	Pre-Scholastic Aptitude Test
RFEP	Re-designated Fluent English Proficient
ROP	Regional Occupational Program
RSP	Resource Specialist
SAT	Scholastic Aptitude Test
SDAIE	Specially Designed Academic Instruction in English
SIS	Student Information System
TA	Teacher Assistant
TLF	Teaching and Learning Framework
TGDC	Teacher Growth and Development Cycle
UTLA	United Teachers of Los Angeles
WASC	Western Association of Schools & Colleges

EXPANDED GLOSSARY

ACADEMIC ENGLISH: the English language ability required for academic achievement in context-reduced situations, such as classroom lectures and textbook reading assignments.

ACADEMIC PERFORMANCE INDEX (API) is a measurement of academic performance and progress of individual schools in California and is the main component of the Public Schools Accountability Act passed by the California legislature in 1999. API scores ranges from a low of 200 to a high of 1000, the interim statewide API performance target for all schools is 800.

ADEQUATE YEARLY PROGRESS (AYP): An individual state's measure of yearly progress toward achieving state academic standards; it is the minimum level of improvement that states, school districts and schools must achieve each year.

AMERICANS WITH DISABILITIES ACT (ADA): A federal law that gives civil rights protections to individuals with disabilities similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion. It guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, state and local government services, and telecommunications.

ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAO): indicate how much English language proficiency (reading, writing, speaking, listening, and comprehension) children served with Title III funds are expected to gain each year.

BEHAVIOR INTERVENTION PLAN (BIP): A plan that includes positive strategies, program modifications, and supplementary aids and supports that address a student's disruptive behaviors and allows the child to be educated in the least restrictive environment (LRE).
Bilingual Education: educational program in which two languages are used to provide content matter instruction.

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT): a language proficiency test developed for the California Department of Education and is a requirement for ELLs under the No Child Left Behind Act.

COMMON CORE STANDARDS: is a U.S. education initiative that seeks to bring diverse state curricula into alignment with each other by following the principles of standards-based education reform, which calls for clear, measurable standards for all students.

CALIFORNIA STANDARDS TEST (CST): measure students' progress toward achieving California's state-adopted academic content standards in English–language arts (ELA), mathematics, science, and history–social science, which describe what students should know and be able to do in each grade and subject tested. Students in grades two through eleven take multiple-choice CSTs for various subjects.

CRRE (CLR): focuses on myriad cultural identities in our collective diversity (gender, age, ethnicity, nationality, and sexual orientation) because these cultural identities are associated with a variety of shaped behaviors that can be built upon in terms of instruction.

DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS (DIBELS) are a set of assessments used for universal screening and progress monitoring in grades K-6. They are standardized, efficient and extensively researched and help educators identify students who may need additional literacy instruction in order to become proficient readers.
Direct Instruction: An instructional approach to academic subjects that emphasizes the use of carefully sequenced steps that include demonstration, modeling, guided practice, and independent application.

ENGLISH LANGUAGE DEVELOPMENT (ELD, ESL)): instruction designed specifically for English language learners to develop their listening, speaking, reading, and writing skills in English.

ENGLISH LANGUAGE LEARNER (ELL): Students whose first language is not English and who are in the process of learning English.

INDIVIDUALIZED EDUCATION PROGRAM (IEP): A plan outlining special education and related services specifically designed to meet the unique educational needs of a student with a disability.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA): the law that guarantees all children with disabilities access to a free and appropriate public education.

LEARNING DISABILITY (LD): A disorder that affects people's ability to either interpret what they see and hear or to link information from different parts of the brain.

LEAST RESTRICTIVE ENVIRONMENT (LRE): A learning plan that provides the most possible time in the regular classroom setting.

LIMITED ENGLISH PROFICIENT (LEP): Limited English proficient is the term used by the federal government, most states, and local school districts to identify those students who have insufficient English to succeed in English-only classrooms.

LINGUISTICALLY AND CULTURALLY DIVERSE (LCD): used to identify communities where English is not the primary language of communication, although some individuals within the community may be bilingual or monolingual English speakers.

LOCAL EDUCATION AGENCY (LEA): A public board of education or other public authority within a state that maintains administrative control of public elementary or secondary schools in a city, county, township, school district or other political subdivision of a state.

MAINSTREAM ENGLISH LANGUAGE DEVELOPMENT (MELD): refers to the development of listening, speaking, reading, and writing skills in standard and academic English for Standard English Learners. MELDS meets the needs of SELs in elementary through the Treasures Language Arts program and through the use of the Access Strategies. In Secondary, it is instructional

accommodation that supports SELs with the development of listening, speaking, reading, and writing in standard and academic English.

NO CHILD LEFT BEHIND (NCLB): the most recent reauthorization of the Elementary and Secondary Education act of 1965. The act contains President George W. Bush's four basic education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods based on scientifically-based research.

PORTFOLIO ASSESSMENT: systematic collection of student work that is analyzed to show progress over time with regard to instructional objectives may include responses to readings, samples of writing, drawings, or other work.

RESPONSE TO INTERVENTION (RTI): process where local education agencies (LEAs) document a child's response to scientific, research-based intervention using a tiered approach. RTI provides early intervention for students experiencing difficulty learning to read.

SMARTER BALANCE

SPECIALLY DESIGNED ACADEMIC INSTRUCTION IN ENGLISH (S.D.A.I.E.): an approach for teaching English learners that uses English as a medium of instruction for subject matter classes such as art, music, physical education, mathematics, science, and social science. Various techniques are employed to make the English academic input comprehensible to the English learner.

STANDARD ENGLISH LANGUAGE LEARNERS (SELS): students for whom Standard English is not native and whose home language differs in structure and form from standard or academic English. These students are classified as "English Only" because their home language incorporates English vocabulary though it embodies phonology, grammar, and sentence structure rules borrowed from indigenous languages other than English.

SMALL LEARNING COMMUNITIES (SLCS): uses personalized classroom environments where teachers know each individual student and can tailor instruction to meet their academic and social/emotional needs. The goal is to increase students' sense of belonging, participation, and commitment to school.

SPECIAL EDUCATION (SPED): Services offered to children who possess one or more of the following disabilities: specific learning disabilities, speech or language impairments, mental retardation, emotional disturbance, multiple disabilities, hearing impairments, orthopedic impairments, visual impairments, autism, combined deafness and blindness, traumatic brain injury, and other health impairments.

SPECIFIC LEARNING DISABILITY (SLD): official term used in federal legislation to refer to difficulty in certain areas of learning, rather than in all areas of learning.

LAUSD MYPAY – FAQS

1. **What is LAUSD MyPay?**
LAUSD MyPay is a three year initiative that will update payroll processes, policies, and technologies to make sure that your paycheck is accurate, efficient, and environmentally friendly.

2. **What is an electronic pay stub or paperless pay stub?**
The electronic pay stub is identical to the paper pay stub that is currently provided to employees. All employees have convenient, secure access to view and print their pay stub and other payroll information by logging onto the LAUSD Employee Self Service (ESS) website.

   Electronic pay stubs are available on the ESS website 24 hours before pay day, which means you can now access your pay information even faster than before.

3. **How do I get to the ESS website and access my pay information?**
   a. Viewing your pay stub online is as easy as 1-2-3:
   b. Go to selfservice.lausd.net on any computer connected to the internet (for example, a designated MyPay computer, in your classroom, at home, in a school or public library, etc.)
   c. Log in with your Single Sign On and Password
   d. Click on Online Pay Stub
   e. Click on the Save Icon in the Pay Stub window if you want to save a PDF copy to the computer that you are using. For security purposes, you should only save a copy if you are using your personal computer.
   f. Click on the Printer Icon in the Pay Stub window or right-click on your Pay Stub, and select "Print" if you want to print a copy of your paystub.

4. **Where can I print my pay stub?**
Every school and office has a designated MyPay computer center that you can use to view and print your pay stub. You can also access your electronic pay stub on any computer connected to the internet (your work location, at home, public library, etc.)

5. **What features are available on the ESS website?**
By signing in to the ESS website, you have convenient, secure, and confidential access to all of the following:
   ➢ Pay Area: View and print up to 3 years' worth of pay stubs in ESS
   ➢ Time Statement: See the time that has been reported for you by your timekeeper(s)
   ➢ W-2 Reprint: View and print your W-2s from the past 3 years
   ➢ Tax Withholdings for W-4 and DE-4: Change your Tax Withholdings
   ➢ Personal Information: Update your home address and/or phone number information

6. **What is a Single Sign On and how do I activate it?**
All District employees are given a unique LAUSD Employee Account, also known as a Single Sign On, when they become District employees. The Single Sign On allows an employee to access the LAUSD network including email, Inside LAUSD, the ESS website, and other LAUSD systems.

7. **How can I activate my Single Sign-on?**
   a. Go to selfservice.lausd.net on any computer connected to the internet
   b. When the ESS website appears, click on the "Get Support" link. This will bring you to the Single Sign-On Self Service Console
   c. Click on the first option which says "Activate your LAUSD account." You will need your employee number, date of birth, and the last four digits of your social security number.

8. **I know the District would like all employees to go paperless, but what if I still want a paper pay stub?**
   All employees will be automatically enrolled in the paperless paystub program. Although we encourage our employees to go online and view and print pay stubs to reduce costs and save trees, we understand that some employees will continue to want a paper pay stub.

   Beginning January 1, 2012, you may sign up to continue receiving paper pay stubs through the ESS website at selfservice.lausd.net. This website can be accessed from any computer connected to the internet, such as your home computer or the designated MyPay computer at your work site.

   Please note: We will not process requests to sign up for paper pay stubs that are submitted in any other form such as by phone, fax, email, or US mail.

9. **I still get a paper paycheck. Will I still receive my pay stub?**
   Yes. Employees receiving paper paychecks will continue to receive their attached paper pay stub at this time.

10. **If I change my pay stub designation on-line, how long will it take for it to take effect?**
    A designation entered before the time reporting deadline for the current pay period will take effect on the next payday. Designations entered after the time reporting deadline for a pay period will not become effective until the next following payday.

11. **I am a substitute or an itinerant employee or I don't have access to a computer and I'm not at my work site. How can I get a copy of my paper pay stub?**
    You may access your electronic pay stub on any computer connected to the Internet such as a home computer or in a public library. You can call the Employee Service Center at (213) 241-6670 or send an e-mail to employeeservice@lausd.net for assistance in obtaining a copy of your pay stub.

12. **How can I request a paper copy of my pay stub?**
    If you are having trouble printing a paper copy of your pay stub from the ESS website, you can call the Employee Service Center at (213) 241-6670 or send an e-mail to employeeservice@lausd.net for assistance.

13. **I am getting ready to retire or otherwise leave District employment. Will I still be able to view and print my paystubs on Employee Self-Service?**
    No. Upon retiring or otherwise leaving the District, your account will be deactivated immediately. Therefore, if you would like to keep your pay records, you should download all of

your paystubs as PDF files to your personal computer or print copies before you leave the District. After your account is deactivated, you can still call the Employee Service Center at (213) 241-6670 for help with accessing your paystub information.

14. **What browser can I use to access the ESS website?**
To ensure secure browsing, the ESS website only supports Internet Explorer 8 and 9 on the PC and Firefox 7 and 8 for the PC.

15. **What applications are needed to access the ESS website?**
The ESS requires Adobe Acrobat Reader 9 or X.

16. **When I log on to the ESS website and select one of the links, I get a "500 Internal Error" message. What should I do?**
Please submit a ticket with the LAUSD ITD Helpdesk by visiting techsupport.lausd.net or calling at (213) 241-5200, Option 1.

17. **Who can I contact if I have a question about these FAQs?**
For questions about these FAQs, please contact the Employee Service Center by sending an email to **employeeservice@lausd.net** or by calling (213) 241-6670.

Walk-ins are welcome at 333 South Beaudry Ave., 1st Floor, Los Angeles, CA 90017, from Monday-Friday, 8am to 5pm (except Holidays).

## LAUSD MYPAY - HOW TO VIEW AND PRINT YOUR TIME STATEMENT

1. Open your internet browser (for secure access, we recommend Internet Explorer 8 and 9 or Mozilla Firefox 7 and 8)

2. Type selfservice.lausd.net into the internet browser or click on "Employee Self Service" on the Inside LAUSD home page


3. Log in using your single sign-on LAUSD email and password (e.g. msmith@lausd.k12.ca.us, mary.smith@lausd.net)

4. On the Overview or Time Area Page, click "Time Statement"
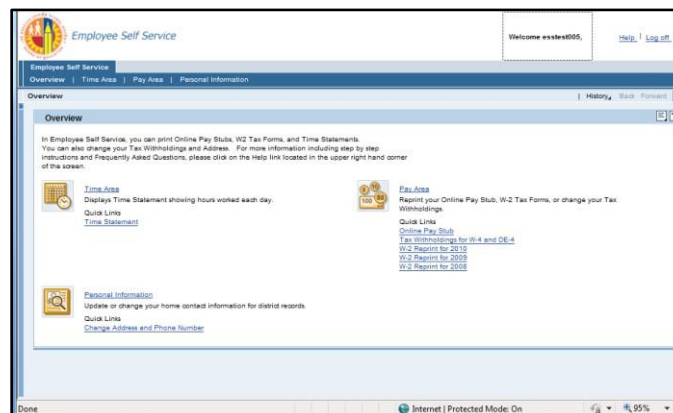
5. Click on the Save Icon in the Time Statement window if you want to save the pdf on your personal computer.
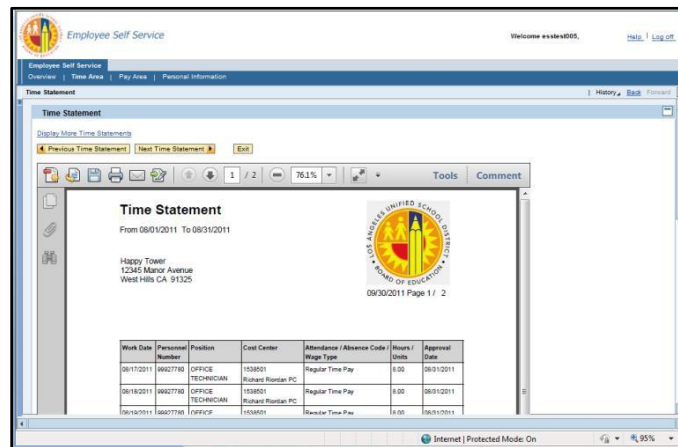
6. Click on the Printer Icon in the Time Statement window if you want to print a copy of your paystub.

7. Click "Display More Time Statements" to view any of your paystubs from the last 3 years.
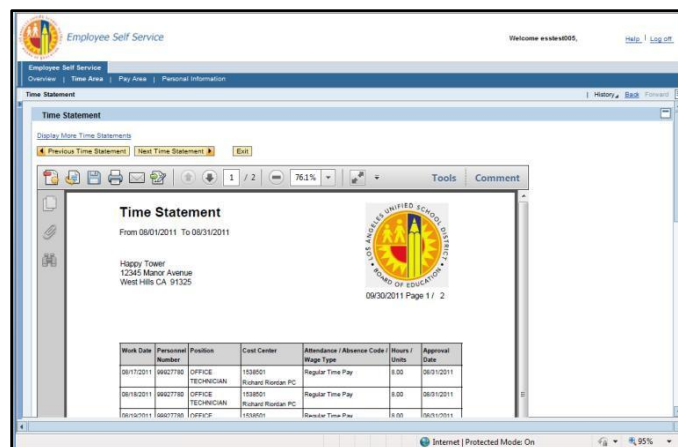
What if I have trouble viewing and printing my Time Statement?

Click the "Help" link in the top right corner of the ESS Website.

If you still need assistance, visit the Employee Service Center or call 213-241-6670.

Los Angeles Unified School District

Sample New Pay Statement – Certificated

Employee Statement of Earnings - For Payroll Help: (213) 241-6670 or employeeservices@lausd.net or http://www.lausd.net

Name (1)	EE ID (2)	Payroll Period (3)	Pay Date (4)	Pay Area (5)	Payment (6)	PS Area (7)
Jane McDoe	00123456	02/01/08 To: 02/29/08	03/05/08	Cert	DD 5678	UT

Payments (8)	Per End (9)	SB (10)	PS Grp (11)	PL (12)	PERNR (13)	Cost Ctr (14)	Rate (15)	Hours (16)	Gross (17)
PRIOR PAY ADJUSTMENTS									
Tchr Home care Supl	01/31/08	C	C1	18	00123456	1194499	61.70000	19.00	1,173.63
CURRENT PAY									
C-Basis Salary	02/29/08	C	C1	18	00123456	1195599			6,252.04
Regular Time Pay	02/29/08	C	C1	18	00123456	1195599		108.00	
Holiday Pay	02/29/08	C	C1	18	00123456	1195599		6.00	
Full pay Illness	02/29/08	C	C1	18	00123456	1195599		12.00	
Masters Degree	02/29/08	C	C1	18	00123456	1195599			48.65
Tchr Home care Supl	02/29/08	C	C1	18	00123456	1194499	61.70000	1.00	61.77
NON-TAXABLE REIMBURSEMENTS									
Mileage Pay	02/29/08	C	C1	18	00123456	1194499	0.36500	55.00	20.08

Tax Exemptions (20)
FED / S / Exemptions = 02
CA / S / Exemptions = 00

Leave Hours (21)	Balance
Full Pay Illness	295.54
Half Pay Illness	272.96

District Paid Benefits (22)	
Pacificare HMO (A)	573.17
DeltaCare PMI (I)	26.81
VSP(K)	7.76
Employee Basic Life	2.25
EAP	1.32

Annualized Status (23)	
Earned Amt	52,517.13
Paid Amt	56,268.36
Difference	-3,751.23

Hours Summary (24)	
Contract Hrs	1,224
Reported Hrs	856
Remaining Hrs	368
Fiscal Hrs Paid	856

Pre-Tax Deductions (18)	Current	YTD	Post-Tax Deductions (19)	Current	YTD	Totals		Current	YTD
403B Pre-Tax	800.00	2,400.00	United Teachers L A Dues	119.75	359.25	Gross (25)		7,536.09	22,608.27
STRS EE	602.89	1,660.42				Imputed Income (26)		100.00	300.00
						Pre-Tax Deductions		-1,402.89	-4,060.42
						Taxable Earnings (27)		6,233.20	18,847.45
						FED Withhold Tax		-1,041.47	-3,124.41
						FED Medicare EE Tax		-109.27	-327.81
						CA Withholding Tax (28)		-360.25	-1,080.75
						CA EE SDI Tax		-28.61	-85.82
						Post-Tax Deduct		-119.75	-359.25
						Non-Tax Reimburs (29)		20.08	
Total Pre-Tax:	1,402.89	4,060.42	**Total Post-Tax:**	119.75	359.25	**Total Net Payment: (30)**		4,493.93	

Message:

*This is a fictional pay stub

LAUSD would like to thank its partners in this effort:

AALA   Chapter L.A. 500   LASPA   SEIU Stronger Together Local 99   Local 572

How to read your Pay Statement Legend of Terms

1. **Name:**
First and Last Name of Employee.

2. **EE ID:**
"Person ID" of Employee.

3. **Payroll Period:**
Begin and End date of pay period for which Statement is valid.

4. **Pay Date:**
Payment date for Pay Statement period.

5. **Pay Area:**
Employee's payroll grouping i.e. CE (Certifcated), CL (Classified) or SM (Semi-Monthly).

6. **Payment:**
For Direct Deposit this will show as 'DD' followed by the last 4 numbers of the employee's bank account number. For checks this will show the 7 digit check number.

7. **PS Area:**
Pay Scale Area. This represents the bargaining unit and\or the salary table.

8. **Payments:**
Earnings reported for the current period and previous periods. Previous period earnings will show end date of the period in which it originated. Non-Taxable Reimbursements are shown below current payments.

9. **Per End:**
Pay Period end date.

10. **SB:**
Salary Basis. Represents the number of days that an employee can work in a year. Examples of Basis: A – 261 days; B – 221 days; C – 204 days.

11. **PS Grp:**
Pay Scale Group. For Classified employees this identifies Job classification; for Certificated employees this represents Schedule.

12. **PL:**
Pay Scale Level. Represents Step.

13. **PERNR:**
Personnel Number. Each assignment is identified by a unique PERNR. If an employee has only one assignment this number will be the same as their EE ID.

14. **Cost Ctr:**
Cost Center. Work location or account employee is assigned.

15. **Rate:**
Hourly rate.

16. **Hours:**
Calculated hours paid.

17. **Gross:**
Calculated Gross Amount.

18. **Pre-Tax Deductions:**
Pre-Tax deductions (e.g. 403B & STRS) with current period, YTD and Totals.

19. **Post-Tax Deductions:**
Voluntary deductions and Union Dues with Current period, YTD and Totals.

20. **Tax Exemptions:**
Tax exemptions which are declared on the Federal W-4 form and State DE-4 form.

21. **Leave Hours:**
Illness, Vacation and Leave balances for eligible employees.

22. **District Paid Benefits:**
Costs of Benefits paid by the District. These amounts are not deducted from your pay and are for informational purposes.

23. **Annualized Status:**
Applies only to certificated staff with annualized salaries. Reports annualized contract amounts earned to date, gross annualized contract amounts paid and the Net difference.

24. **Hours Summary:**
Applies to certificated staff with annualized salaries and certificated substitutes. Shown here are an employee's total assignment contract hours, reported hours, remaining hours, and fiscal hours paid, based on their work schedule.

Totals:

25. **Gross:**
Total of gross Earnings paid this period. Does not include Non-Taxable Reimbursements. Current and YTD amounts are shown.

26. **Imputed Income:**
Taxable non-cash benefits e.g. Domestic Partner Health, Usage of LAUSD vehicle. Current and YTD amounts are shown.

27. **Taxable Earnings:**
= (Gross + Imputed Income) – Pre-Tax Deductions.

28. **Tax Deductions:**
Tax deductions broken down by tax types. Current and YTD amounts are shown.

29. **Non-Tax Reimbursements:**
Reimbursement of expenses incurred by employee. This amount adds to Net Pay and is not subject to taxation.

30. **Total Net Payments:**
Gross – (Pre-Tax Deduction, Taxes, Post-Tax Deduction) + Non-Tax Reimbursements.

Los Angeles Unified School District
Division of Risk Management and Insurance Services
Benefits Administration

Dr. John E. Deasy *Superintendent of Schools*	**Gregg Breed** *Chief Risk Officer*
Enrique G. Boull't *Chief Operating Officer*	**Janice J. Sawyer** *Director of Benefits Administration*

Dear New Employee:

One of the most valuable aspects of employment with LAUSD is your employee benefits program.

To enroll in health benefits, please complete the Health Benefits Enrollment Form. The form and instructions are available on our website under 'Publications / Forms'. Complete the form as instructed and submit it to Benefits Administration.

Please visit the Benefits Administration website at http://benefits.lausd.net to view the following information:

> Eligibility rules for Active Employees, Retirees, Dependents, and COBRA/ AB528 participants.

> Health and Welfare benefits including Medical, Dental, and Vision plans, Healthcare and Dependent Care Flexible Spending Accounts, Basic and Optional Supplemental Life Insurance, COBRA/ AB528 benefits, and Retired employee benefits information.

> Health plan information and services, the summary of benefits for each health plan, links to their website, and contact information.

> Retirement savings information for 403(b) and 457(b) tax sheltered annuities.

> Frequently Asked Questions about obtaining Medical, Dental and Vision Care, Flexible Spending Accounts, Prescription Drug Program, and other important questions relating to the Districts Health and Welfare benefits program.

> Publications of various brochures and forms including:
> - The Benefits and Enrollment Guide – A detailed summary of the District's benefit plans and eligibility rules.
> - Optional Life Insurance Brochure – Provides information on life insurance available in addition to the District-paid coverage of $20,000.
> - Forms – If you are a new employee and wish to enroll, all the necessary forms are available here relating to the health and welfare programs offered by the District.

If you have any difficulty accessing the website, do not have web access, or if you have questions not addressed on the website, please contact our office at (213) 241-4262. Benefits Representatives are available to assist you from 8:00 a.m. to 5:00 p.m., Monday through Friday.

Sincerely,

Benefits Administration

ACCEPTABLE USE POLICY (AUP) FOR DISTRICT COMPUTER SYSTEMS
BUL- 999.8

The District's Acceptable Use Policy ("AUP") is to prevent unauthorized access and other unlawful activities by users online, prevent unauthorized disclosure of or access to sensitive information, and to comply with the Children's Internet Protection Act ("CIPA"). As used in this policy, "user" includes anyone using the computers, Internet, email, chat rooms and other forms of direct electronic communications or equipment provided by the District (the "network."). Only current students or employees are authorized to use the network.

The District will use technology protection measures to block or filter, to the extent practicable, access of visual depictions that are obscene, pornographic, and harmful to minors over the network. The District reserves the right to monitor users' online activities and to access, review, copy, and store or delete any electronic communication or files and disclose them to others as it deems necessary. Users should have no expectation of privacy regarding their use of District property, network and/or Internet access or files, including email.

ACCEPTABLE USES OF THE LAUSD COMPUTER NETWORK OR THE INTERNET
Employees and other users are required to follow this policy. Employees are required to confirm their consent to this policy when they activate their account or change passwords. Even without this confirmation, all users must follow this policy and report any misuse of the network or Internet to a supervisor or other appropriate District personnel. Access is provided primarily for education and District business. Staff may use the Internet, for incidental personal use during duty-free time. By using the network, users have agreed to this policy. If a user is uncertain about whether a particular use is acceptable or appropriate, he or she should consult a supervisor or other appropriate District personnel.

UNACCEPTABLE USES OF THE COMPUTER NETWORK OR INTERNET
These are examples of inappropriate activity on the District web site, but the District reserves the right to take immediate action regarding activities (1) that create security and/or safety issues for the District, students, employees, schools, network or computer resources, or (2) that expend District resources on content the District in its sole discretion determines lacks legitimate educational content/purpose, or (3) other activities as determined by District as inappropriate.

- Violating any state or federal law or municipal ordinance, such as: Accessing or transmitting pornography of any kind, obscene depictions, harmful materials, materials that encourage others to violate the law, confidential information or copyrighted materials;
- Criminal activities that can be punished under law;
- Selling or purchasing illegal items or substances;
- Obtaining and/or using anonymous email sites; spamming; spreading viruses;
- Causing harm to others or damage to their property, such as:
  1. Using profane, abusive, or impolite language; threatening, harassing, or making damaging or false statements about others or accessing, transmitting, or downloading offensive, harassing, or disparaging materials;
  2. Deleting, copying, modifying, or forging other users' names, emails, files, or data; disguising one's identity, impersonating other users, or sending anonymous email;

3. Damaging computer equipment, files, data or the network in any way, including intentionally accessing, transmitting or downloading computer viruses or other harmful files or programs, or disrupting any computer system performance;
4. Using any District computer to pursue "hacking," internal or external to the District, or attempting to access information protected by privacy laws; or
5. Accessing, transmitting or downloading large files, including "chain letters" or any type of "pyramid schemes".

- Engaging in uses that jeopardize access or lead to unauthorized access into others' accounts or other computer networks, such as:
  1. Using another's account password(s) or identifier(s);
  2. Interfering with other users' ability to access their account(s); or
  3. Disclosing anyone's password to others or allowing them to use another's account(s).

- Using the network or Internet for Commercial purposes:
  1. Using the Internet for personal financial gain;
  2. Using the Internet for personal advertising, promotion, or financial gain; or
  3. Conducting for-profit business activities and/or engaging in non-government related fundraising or public relations activities such as solicitation for religious purposes, lobbying for personal political purposes.

STUDENT INTERNET SAFETY
1. Students under the age of eighteen should only access LAUSDnet accounts outside of school if a parent or legal guardian supervises their usage at all times. The student's parent or guardian is responsible for monitoring the minor's use;
2. Students shall not reveal on the Internet personal information about themselves or other persons. For example, students should not reveal their name, home address, telephone number, or display photographs of themselves or others;
3. Students shall not meet in person anyone they have met only on the Internet; and
4. Students must abide by all laws, this Acceptable Use Policy and all District security policies.

PENALTIES FOR IMPROPER USE
The use of a District account is a privilege, not a right, and misuse will result in the restriction or cancellation of the account. Misuse may also lead to disciplinary and/or legal action for both students and employees, including suspension, expulsion, dismissal from District employment, or criminal prosecution by government authorities. The District will attempt to tailor any disciplinary action to the specific issues related to each violation.

DISCLAIMER
The District makes no guarantees about the quality of the services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from use of the network or accounts. Any additional charges a user accrues due to the use of the District's network are to be borne by the user.   The District also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of the District, its affiliates, or employees.

SOCIAL MEDIA POLICY FOR EMPLOYEES AND ASSOCIATED PERSONS
BUL- 5688.0

ISSUER:
Michelle King, Senior Deputy Superintendent
School Operations
Office of the Superintendent

DATE:
February 1, 2012

POLICY:
The Los Angeles Unified School District is committed to providing a safe and secure learning and working environment for its students, employees and associated persons. The Los Angeles Unified School District encourages positive relationships between students, employees and associated persons. There is, however, a distinction between being supportive of students and the real or perceived breach of confidentiality or misconduct. Employees and all associated persons who work with or have contact with students are expected to follow all District policies, including **BUL –999.4, Acceptable Use Policy (AUP) For District Computer Systems**, and **BUL – 5167.0, Code of Conduct with Students – Distribution and Dissemination Requirement Policy** when using social media as a form of communication.

MAJOR CHANGES:
The Los Angeles Unified School District is committed to providing a safe and secure learning and working environment for its students, employees and associated persons. The Los Angeles Unified School District encourages positive relationships between students, employees and associated persons. There is, however, a distinction between being supportive of students and the real or perceived breach of confidentiality or misconduct. Employees and all associated persons who work with or have contact with students are expected to follow all District policies, including BUL –999.4, Acceptable Use Policy (AUP) For District Computer Systems, and BUL – 5167.0, Code of Conduct with Students – Distribution and Dissemination Requirement Policy when using social media as a form of communication.

PURPOSE:
The purpose of this bulletin is to provide policies and guidelines for social media communications between employees, students, parents and other associated persons; to prevent unauthorized access and other unlawful activities by District users online; to prevent unauthorized disclosure of or access to sensitive information, and to comply with the Children's Internet Protection Act (CIPA). While the District recognizes that during non-work hours employees and students may participate in online social media, blogs, and other online tools, District employees and associated persons should keep in mind that information produced, shared and retrieved by them may be subject to District policies and is a reflection of the school community.

BACKGROUND:
Social media has many benefits but when social media postings violate the law or District policies or create a substantial disruption to the school community and/or work environment, the administrator may have an obligation to respond and take appropriate action, including but not limited to investigation and possible discipline.

Under certain circumstances, the District has jurisdiction to discipline employees who violate rules of appropriate conduct, which includes but is not limited to, the use of social networking sites during or outside of work hours. Additionally, the District may not be able to protect or represent employees who incur legal action from a second party in response to the employee's behavior in a social networking site.

GUIDELINES:

I. DEFINITIONS

Associated Persons includes, but is not limited to, parents, parent-elected leaders of school committees, representatives and volunteers, consultants, contracted employees, walk-on coaches, child care/enrichment program providers, vendors and after-school youth services providers.

Blogs are updated personal journals with reflections, comments, and often hyperlinks provided by the writer intended for public viewing.

Digital Publishing Site is an internet personal publishing service that provides products and services for consumers to preserve their digital photos or films, such as Shutterfly, Flickr and YouTube.

Podcasts are audio broadcasts that have been converted to MP3 or other audio file format for playback in a digital music player.

Social Media also referred to as social networking, is a form of electronic communication through which users create online communities to share information, ideas, personal messages, and other content.

Social Networking Websites are websites where users can create and customize their own profiles with photos, videos, and information, such as Facebook, Google+, Habbo and other social networking sites.

Tags (Tagging) are keywords assigned to a webpage for the purpose of easy identification, organization, aggregation and searching. Most social media sites allow users to tag the content they share online such as articles, photos, videos or blog posts. Tags help users find content they are looking for through social media sites and other online platforms.

Wikis are websites that allow the creation and editing of any number of interlinked web pages via a browser using a simplified markup language or a text editor.

II. SOCIAL MEDIA GUIDELINES FOR EMPLOYEES AND ASSOCIATED PERSONS

Many schools, offices and departments have their own websites and social media networks that enable staff to share school/work-related information. Confidential or privileged information about students or personnel (e.g., grades, attendance records, or other pupil/personnel record information) may be sharedonly on District approved secured connections by authorized individuals.

All existing policies and behavior guidelines that cover employee conduct on the school premises and at school-related activities similarly apply to the online environment in those same venues.

1. Keep personal social network accounts separate from work related accounts. When a student or minor wishes to link to an employee's personal social networking site, redirect them to the school approved website. Accepting invitations to non-school related social networking sites from parents, students or alumni under the age of 18 is strongly discouraged, and on a case-by-case basis, may be prohibited by the site administrator. (**BUL – 5167.0, Code of Conduct with Students – Distribution and Dissemination Requirement Policy**)

2. Any employee or associated person engaging in inappropriate conduct including the inappropriate use of social media sites during or after school hours may be subject to discipline.

3. Never post any identifying student information including names, videos and photographs on any school-based, personal or professional online forum or social networking website, without the written, informed consent of the child's parent/legal guardian and the principal.

4. Never share confidential or privileged information about students or personnel (e.g., grades, attendance records, or other pupil/personnel record information).

5. Users should have no expectation of privacy regarding their use of District property, network and/or Internet access to files, including email. The District reserves the right to monitor users' online activities and to access, review, copy, and store or delete any electronic communication or files and/or disclose them to others as it deems necessary. [Refer to **BUL –999.4, Acceptable Use Policy (AUP) For District Computer Systems**]

6. Posting inappropriate threatening, harassing, racist, biased, derogatory, disparaging or bullying comments toward or about any student, employee, or associated person on any website is prohibited and may be subject to discipline.

7. Threats are taken seriously and are subject to law enforcement intervention, including but not limited to formal threat assessments. [Refer to **BUL-5610.0, Workplace Violence, Bullying and Threats (Adult-to-Adult)**]

8. District employees and associated persons are responsible for the information they post, share, or respond to online. Employees should utilize privacy settings to control access to personal networks, webpages, profiles, posts, digital media, forums, fan pages, etc. However, be aware that privacy settings bring a false sense of security. Anything posted on the internet may be subject to public viewing and republication by third parties without your knowledge.

9. If you identify yourself online as a school employee or associated person, ensure that your profile and related content are consistent with how you wish to present yourself to colleagues, parents, and students. Conduct yourself online according to the same code of ethics and standards set forth in the Acceptable Use Policy. It is recommended that you post a disclaimer on your social media pages stating "The views on this page are personal and do not reflect the views of the Los Angeles Unified School District."

10. Use of District logos or images on one's personal social networking sites is prohibited. If you wish to promote a specific LAUSD activity or event, you may do so in accordance with the Office of Communications and Media Services guidelines.

11. Misrepresenting oneself by using someone else's identity may be identity theft. It is advisable to periodically check that one's identity has not been compromised.

12. During an emergency situation that impacts the employee's work site, the employee may post a general statement of well-being to their social network account if doing so does not interfere with their assigned emergency duties.

III. RESPONSIBILITIES OF DISTRICT EMPLOYEES AND ASSOCIATED PERSONS

All District employees and associated persons are expected to:

- Adhere to this Social Media Policy for Employees and Associated Persons.
- Be familiar with and follow the guidelines and the provisions of this policy.

Additional responsibilities include:

A. Administrator/Designee should:
1. Distribute and communicate this Social Media Policy for Employees and Associated Persons to all employees and associated persons.

2. Investigate reported incidents of employee or associated adults' misconduct or violations of appropriate conduct. [Refer to **BUL –999.4, Acceptable Use Policy (AUP) For District Computer Systems**, **BUL – 5167.0, Code of Conduct with Students – Distribution and Dissemination Requirement Policy and other related District policies**.]

3. Postings of a serious nature may warrant additional reporting to School Operations and the appropriate reporting agency:

a. Threats (contact Los Angeles School Police Department (LASPD), School Operations, and Crisis Counseling and Intervention Services).
b. Inappropriate or sexualized images of minors (contact law enforcement and LASPD),
c. Child pornography (contact law enforcement and LASPD Police),
d. Raise a reasonable suspicion of child abuse (contact Child Protective Services).

[Refer to **BUL-5610.0, Workplace Violence, Bullying and Threats (Adult-to-Adult)**, **BUL-1119.1, Organizing for Assessing and Managing Threats**, and **BUL-1347.2, Child Abuse and Neglect Reporting Requirements**]

4. Inappropriate postings may be documented by taking and printing screen shots or downloading them onto a flashdrive. Evidence should be collected with the permission of the site administrator for the sole purpose of the investigative process and stored in a secured location. This evidence may be used in conference with the employee(s) or associated persons in question. Caution: do not download or print images of minors or any content that may be considered child pornography. Law enforcement should gather evidence of child pornography, not a District employee.

5. Document all critical incidents on the Incident System Tracking Accountability Report (iSTAR).

6. The target of online harassment can request removal of objectionable postings by reporting the abuse to the internet service provider or webmaster. Most social networking sites have the capacity to flag objectionable postings with "report abuse" button. The target should document the postings prior to their removal.

7. Monitor and follow-up to ensure that the inappropriate online behavior has stopped.

B. Local District Superintendent should:
1. Communicate this Social Media Policy for Employees and Associated Persons to administrators and employees and associated persons.
2. Designate administrators to ensure the implementation of this policy.

C. Central Office Staff should:
1. Support this policy by assisting schools and worksites via trainings, consultation, and distribution of resources.
2. Align this policy with related District initiatives.

IV. GENERAL PROTOCOL FOR RESPONDING TO COMPLAINTS

The following are general procedures for the administrator/supervisor to respond to any complaints:

A. Secure campus/office safety.
B. Assure involved parties that allegations and complaints are taken seriously.
C. Investigate.

D. Take action to stop the behavior.
E. Request a factual written statement from the involved parties, to include witnesses if available.
F. Consult with the Local District, Staff Relations and other offices, as appropriate.
G. Document actions taken.
H. Implement disciplinary action as needed.
I. If appropriate, the victim may file a criminal complaint with law enforcement.
J. Continue to monitor and address inappropriate behaviors.
K. If appropriate, complete the Incident System Tracking Accountability Report (iSTAR).
L. Information about allegations of misconduct or investigations should be handled within the confines of the District's reporting procedures and investigative process. The District will not tolerate retaliation against anyone for filing a complaint or participating in the complaint investigation process.

If the allegation is against one's administrator or supervisor, that person's supervisor shall respond to the complaint (see Attachment D, Workplace Violence Complaint Form).

AUTHORITY:

This is a policy of the Superintendent of Schools. The following legal authorities are applied in this policy:

California Education Code §44932 et seq. and California Penal Code §422 et seq.

RELATED RESOURCES:

[BUL-999.4, Acceptable Use Policy (AUP) For District Computer Systems](#), dated June 1, 2009

[BUL-1077.1, Information Protection Policy](#), dated December 5, 2006

[BUL-1347.2, Child Abuse and Neglect Reporting Requirements](#), dated June 30, 2011

[BUL-1893.1, Sexual Harassment Policy (Employee-to-Employee)](#), dated August 1, 2005

[BUL-2047.0, Responding to and Reporting Hate-Motivated Incidents and Crimes](#), dated October 10, 2005

[BUL-3349.0, Sexual Harassment Policy (Student-to-Student, Adult-to-Student, and Student-to-Adult)](#), dated November 29, 2006

[BUL-3357.1 Employee-to-Student Sexual Abuse and Related Discipline Policy](#), dated November 13, 2008

[BUL-5159.1, Uniform Complaint Procedures (UCP)](#), dated July 1, 2011

BUL-5167.0, Code of Conduct with Students – Distribution and Dissemination Requirement Policy, dated July 1, 2010

BUL-5212.0, Bullying and Hazing Policy (Student-to-Student, Adult-to-Student, and Student-to-Adult), dated August 27, 2010

BUL-5610.0, Workplace Violence, Bullying and Threats (Adult-to-Adult), dated September 30, 2011

Employee Code of Ethics, LAUSD Ethics Office, dated February 2003

Los Angeles Unified School District Board Resolution, Respectful Treatment of All Persons, passed October 10, 1988

ASSISTANCE:

For assistance and information, please contact any of the following offices:

Communications Office (213) 241-6766 - for assistance with obtaining approval to use district logos and general district communication

Crisis Counseling and Intervention Service, School Mental Health (213) 241-2174 or (213) 241-3841 - for assistance with threat assessments and mental health issues

Equal Opportunity Section (213) 241-7685 - for assistance with alleged adult-to-adult discrimination and sexual harassment complaints

Employee Relations (213) 241-6591 - for assistance with employee records and personnel files

Human Relations, Diversity and Equity (213) 241-5337 - for assistance with issues of bullying, cyber-bullying, conflict resolution, and diversity trainings

Information Technology (213) 241-4906 - for assistance with identifying and establishing appropriate educational websites

Los Angeles School Police Department (213) 625-6631 - for assistance with any law enforcement matters

Office of General Counsel (213) 241-7600 - for assistance/consultation regarding legal issues

School Operations Division (213) 241-5337 – for assistance in school operations and procedures concerning students and employees

Employee Performance Accountability (213) 241-6056 - for assistance with employee disciplinary action

TEACHER INTERNET AND MEDIA LITERACY

- Obtain and use a LAUSD.net district email account. Submit the account user name for the school records.

- Monitor and manage equipment in your classroom. Even if you personally don't use an overhead projector, for example, check regularly to see that it is in good working order and that students have not damaged it.

- Report vandalism and theft ASAP to the Main Office and the School Police Office.

- Report repair needs to the appropriate source. Overhead projectors report to the LAUSD Central Shops, TVs and VCRs to LAUSD ITD, printers to LAUSD ITD, and for computers either print out a report form here or pick on up in the Main Office.

- Monitor students using computers and other equipment.

- Report supply needs to your Department Chair.

- Hand over any items that have been issued to the room to the incoming teacher. For example many rooms have cabinet keys, TV and VCR remotes, printer cartridges, etc. that should be transferred to the incoming teacher. Whatever has been issued to classrooms should stay with the respective classroom. Leave your room in god shape for the next teacher.

- Be aware of the resources on the school home page, your department page, the Tech help page, and the online Teacher Handbook.

- Be aware of an enforce school and district policies in your classroom, including the Dress Code, Code of Conduct, and the acceptable Use Policy (AUP – see below).

2008 – 2011 AGREEMENT LAUSD AND UTLA

ARTICLE IX

HOURS, DUTIES, AND WORK YEAR

2.0 Sign-in and Sign-out: All employees shall, upon each arrival to and departure from their assigned work location, enter their initials on a form provided by the District. Itinerant employees serving less than a full day at a work location and Early Education Center employees shall also enter the correct time as part of their sign-in and sign-out.

4.0 Other Professional Duties: Each employee is responsible not only for classroom duties (or, in the case of non-classroom teachers, scheduled duties) for which properly credentialed, but also for all related professional duties. Such professional duties include the following examples: instructional planning; preparing lesson plans in a format appropriate to the teacher's assignment; preparing and selecting instructional materials; reviewing and evaluating the work of pupils; communicating and conferring with pupils, parents, staff and administrators; maintaining appropriate records; providing leadership and supervision of student activities and organizations; supervising pupils both within and outside the classroom; supervising teacher aides when assigned; cooperating in parent, community and open house activities; participating in staff development programs, professional activities related to their assignment, independent study and otherwise keeping current with developments within their areas or subjects of assignment; assuming reasonable responsibility for the proper use and control of District property, equipment, material and supplies; and attending faculty, departmental, grade level and other meetings called or approved by the immediate administrator.

4.1 Lesson plans or evidence of planning in a format appropriate to the teacher's assignment, shall be furnished by each classroom teacher upon request from the teacher's immediate administrator. No special format for a lesson plan shall be required.

4.2 All duties required of each employee shall meet the test of reasonableness, and shall be assigned and distributed by the site administrator in a reasonable and equitable manner among the employees at the school or center.

LAUSD EMPLOYEE ATTENDANCE POLICY
ADOPTED: 7/2004

While the vast majority of employees have a strong commitment to their work and excellent attendance, it is also clear that unnecessary absenteeism has a negative impact upon student achievement due to interruption of the continuity of instruction, and results in reduced productivity, loss of service, and significant costs to the Los Angeles Unified School District ("LAUSD"). The LAUSD Board of Education expects:

- Employees to maintain regular attendance and avoid absenteeism;
- Employees to work every hour that they are assigned;
- Employees to be at their work stations on time every working day;
- Employees to comply with legal restrictions, LAUSD policy and procedures, and the respective collective bargaining rules regarding reporting of absence and providing appropriate documentation;
- Supervisors to explain and insist upon regular attendance, maintain accurate employee attendance records, monitor employee attendance, provide performance feedback to employees and enforce all employee attendance policies and standards through employee performance evaluations and discipline processes.
- The District will make every attempt to avoid scheduling activities that contribute to staff absenteeism.

LAUSD seeks to assist administrators and supervisors to efficiently manage attendance, improve employee effectiveness through reduced absenteeism, and guide employees in appropriate use of illness and personal necessity time. Illness leaves are provided to ease the financial burden on employees who are unavoidably required to be absent from duty due to legitimate illness, injury, or personal necessity. Personal necessity leaves are provided for only eleven specific causes.

Employees who use illness and personal necessity leaves for unauthorized reasons are in violation of District policy and related laws. Failure to comply with this policy can result in appropriate disciplinary action, up to and including termination.

CHILD ABUSE REPORTING INFORMATION SHEET
BUL-1347.2

The Los Angeles Unified School District (District) has policies and procedures regarding the reporting of suspected child abuse to an appropriate child protective agency. The purpose of this summary is to serve as a reference guide to those policies and procedures pertinent to the identification and reporting of suspected child abuse. In addition to this summary, the District strongly recommends that employees familiarize themselves with the District's "Child Abuse and Neglect Reporting Requirements" bulletin No. BUL-1347.2. Please review this summary and the Child Abuse Reporting bulletin carefully, as each employee will be expected to, and is individually responsible to, adhere to the District's policies and procedures regarding suspected child abuse reporting.

I. CALIFORNIA LAW

A District employee ". . . in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom . . . [the employee] knows or reasonably suspects has been the victim of child abuse or neglect . . . shall report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone. Thereafter, the District employee must prepare and send a written report within 36 hours of receiving the information concerning the incident to the child protective agency called."

- All District employees are mandated to report suspected child abuse. As such, District employees are "mandated reporters" of suspected child abuse. A report made by a mandated reporter is deemed a "mandated report."
- Each District employee is individually responsible for reporting suspected child abuse.
- Reporting suspected child abuse to a school principal, site administrator, supervisor, school nurse/doctor, school counselor, co-worker, Los Angeles School Police Department (LASPD), or other person does not substitute for making a mandated report to an appropriate child protective agency.
- Contents of a suspected child abuse report shall remain confidential.

II. DEFINITIONS – "CHILD ABUSE" INCLUDES THE FOLLOWING:

- Life Endangerment – any act by a person who willfully causes, inflicts or permits any child to endure cruel and inhuman corporal punishment, mental suffering, etc.
- Neglect – negligent treatment, maltreatment, or failure to provide adequate clothing, food, medical care, shelter, or supervision.
- Physical Abuse – actual physical injury.
- Sexual Abuse – sexual assault, sexual exploitation, molestation of child, etc.

III. CHILD ABUSE REPORTING PROCEDURES

- An employee suspecting child abuse/neglect must immediately, or as soon as practically possible, make their mandated suspected child abuse telephone report to an appropriate child protective agency, either the Department of Children and Family Services (DCFS) (24 hours per day – 7 days per week) or the local law enforcement department serving the school (see

- Attachment A - Local Law Enforcement Departments Serving LAUSD Schools) as follows:
  - ➢ Department of Children and Family Services (DCFS) – (800) 540-4000
  - ➢ Los Angeles Police Department (LAPD) – Child Abuse Unit – (213) 486-0530
  - ➢ Los Angeles County Sheriff's Department
  - ➢ City Police Department serving the school

- A written report must be completed and sent to the same child protective agency called within 36 hours of receiving the information concerning the incident. The report must be submitted to the same agency that received the telephone report.
- Additional copies of "Suspected Child Abuse Report," Department of Justice form SS 8572 can be printed off the LAUSD website: http//www.schoolsafety.lausd.net/report_child_abuse or the DCFS website: dcfs.co.la.ca.us.
- The identity of a District employee who reports suspected child abuse shall remain confidential and disclosed only between designated child protective agencies, by court order, when needed for specified court actions, or if the employee waives his/her confidentiality.

IV. PROHIBITED ACTIONS
- Never contact the child's or the alleged perpetrator's parent/guardian if indicators point to possible abuse or if abuse is suspected prior to making a report.
- Never conduct an investigation of any kind once abuse or neglect is suspected or prior to making a report.
- Never report suspected child abuse to the Los Angeles School Police Department (LASPD). The law provides that the LASPD is not a child protective agency.
- No removal or arranging of any clothing to provide a visual inspection of the underclothing, breast, buttocks, or genitalia of a pupil is permitted.

V. DISTRICT EMPLOYEE NAMED AS ALLEGED PERPETRATOR
- District officials may temporarily relocate an employee who has been named as an alleged perpetrator in a report of suspected child abuse.
- A District employee who is temporarily transferred or relocated will be presumed innocent pending the outcome of the investigation and will have all appropriate due process rights.

VI. CONSEQUENCES FOR REPORTING/FAILURE TO REPORT
- A violation of District policies and the law may lead to disciplinary action, up to and including suspension, demotion, and/or termination from the District.
- Generally, District employees are immune from civil and criminal liability when reporting suspected child abuse as required by law.
- Failure to report suspected child abuse is a misdemeanor punishable by imprisonment in the county jail for a maximum of six months, a fine up to $1,000, or both.

FOR FURTHER ASSISTANCE, PLEASE CONTACT THE OFFICE OF GENERAL COUNSEL AT:
(213) 241-7600

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

LOS ANGELES UNIFIED SCHOOL DISTRICT

EMPLOYEE ACKNOWLEDGEMENT
OF SUSPECTED CHILD ABUSE REPORTING
DISTRICT POLICY AND LEGAL REQUIREMENTS

1. I have been fully informed of my individual responsibility to report suspected child abuse as specified by District policy and state law.

2. I have received training on suspected child abuse reporting laws, child abuse reporting procedures, and my duties as a mandated reporter.

3. I understand that reporting suspected child abuse is my individual responsibility and that my failure to comply with child abuse reporting laws and/or LAUSD child abuse reporting procedures may subject me to professional liability, which may include discipline, demotion, dismissal, and the possible suspension or revocation of credentials, and criminal and/or civil liability.

4. I understand that, if I reasonably suspect that conduct by another LAUSD employee, other school related adult, or a student to another student may be an indication of suspected child abuse, I must report the suspected child abuse to an appropriate child protective agency **_and_** I must inform my supervising administrator of the alleged inappropriate conduct.

5. I have been provided with a copy of the *Child Abuse Reporting Information Sheet (Attachment B of District policy bulletin No. BUL-1347.2, "Child Abuse and Neglect Reporting Requirements")* which summarizes my suspected child abuse reporting responsibilities as a LAUSD employee.

6. I further understand that if, at any time during the course of my employment with LAUSD, I make a report of suspected child abuse consistent with District suspected child abuse reporting policy and procedures, I will be defended by the District against any actions or claims that may be made as a result of the report and that the District will pay all expenses associated with such defense.

I hereby certify that I have knowledge of the suspected child abuse reporting legal mandates, LAUSD child abuse reporting procedures, and that I will comply with them.

Name: _____   Signature: _____
   (Please Print)

Employee Number: _____   Position: _____

School / Office Location: _____   Date: _____

A COPY OF THIS CERTIFICATION WILL BE RETAINED
BY YOUR SCHOOL OR SITE ADMINISTRATOR

Policy Bulletin No. BUL – 1347.2   July 1, 2011
Office of General Counsel

LAUSD SEXUAL HARASSMENT POLICY
ADOPTED: 6/2010

The Los Angeles Unified School District is committed to maintaining a working and learning environment that is free from sexual harassment. Sexual harassment of or by employees or students, or persons doing business with or for the District is a form of sex discrimination in that it constitutes differential treatment on the basis of sex, sexual orientation, or gender, and, for that reason, is a violation of state and federal laws and a violation of this policy.

 The District considers sexual harassment to be a major offense which can result in disciplinary action to the offending employee or the suspension or expulsion of the offending student in grades four through twelve. Suspension or expulsion as a disciplinary consequence for sexual harassment shall not apply to students enrolled in Kindergarten and grades one through three. However, students enrolled in Kindergarten and grades one through three may be subject to other disciplinary actions.

 Any student or employee of the District who believes that she or he has been a victim of sexual harassment shall bring the problem to the attention of the site administrator or Title IX Complaint Manager so that appropriate action may be taken to resolve the problem. The District prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process. Complaints will be promptly investigated in a way that respects the privacy of the parties concerned.

 California Education Code Section 212.5 defines sexual harassment as any unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under any of the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Sexual harassment may include, but is not limited to:

- Unwelcome verbal conduct such as suggestive, derogatory or vulgar comments, sexual innuendos, slurs, or unwanted sexual advances, invitations, or comments; pestering for dates; making threats; and/or spreading rumors about or rating others as to sexual activity or performance.
- Unwelcome visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings; graffiti of a sexual nature; and/or use of obscene gestures or leering.
- Unwelcome physical conduct such as unwanted touching, pinching, kissing, patting, hugging, blocking of normal movement, assault; and/or interference with work or study directed at an individual because of the individual's sex, sexual orientation, or gender.
- Threats and demands or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other loss, and offers of benefits in return for sexual favors.

For inquiries about District policies and procedures related to sexual harassment, including how to file a complaint of sexual harassment, contact:

Educational Equity Compliance Office
Sue Spears, Director and District Title IX Coordinator
(213) 241-7682
When issues or complaints involve students or non-employees

or

Equal Opportunity Section
(213) 241-7685
When issues or complaints involve employees

DRUG-FREE & ALCOHOL FREE WORKPLACE
BUL-3630.1

The federal government has adopted various anti-drug regulations that require employers, including school district to take certain measures to ensure that the workplace is free from illicit drugs and alcohol. These regulations are included in the Drug-Free Workplace Act, the Drug-Free School and Communities Act and the NCLB Act Title IV, Part A, Safe and Drug-Free Schools and Communities.

As required by these acts, the Los Angeles Unified School District hereby notifies its employees as follows:

1. The manufacture, sale, distribution, dispensing, possession, or use of illicit drugs and alcohol is prohibited in any and all District workplaces;

2. Violation of Paragraph 1 by an employee will result in appropriate administrative or disciplinary action including, but not limited to, written reprimand, suspension, termination, and/or the requirement for satisfactory participation and completion of a drug and alcohol abuse assistance or rehabilitation program;

3. Employees are required to notify the Employee Relations/Services Section, Human Resources Division at (213) 241-6591, or any criminal drug and alcohol statute conviction for a violation occurring in the workplace no later than five (5) days after such conviction;

4. Within thirty (30) days of receiving the notice required by Paragraph 3, the District shall take appropriate administrative or disciplinary action, as specified in Paragraph 2.

For further information on the District's drug-free and alcohol-free workplace policy, see Bulletin 3630.1, Office of the Chief Operating Officer.

TOBACCO-FREE SCHOOLS
BUL-3630.1

The federal and state governments have adopted various anti-tobacco laws that require schools to have adopted and fully implemented tobacco-free environmental policies.

As required by these laws, the Los Angeles Unified School District hereby notifies its employees as follows:

1. Smoking and the use of all tobacco products shall be prohibited on all District property, including District owned, leased, or contracted for [NCLB Act Section 4303] buildings and in District vehicles at all times by all persons, including employees, students, and visitors at any school or District site or attending any school-sponsored events. In accordance with California Assembly Bill 816 (1994), and the Federal Goals law, the District implemented the Tobacco-Free Workplace policy on January 1, 1995.

2. Violation of paragraph one by any employee will result in appropriate administrative or disciplinary action including, but not limited to, a counseling interview, verbal warning, written reprimand, suspension, or termination.

For further information on the District's tobacco-free workplace policy, see Bulletin 3630.1, Office of the Chief Operating Officer.

POLICY DOCUMENTS FOR NEW EMPLOYEES

Important documents to read, sign, and return.

1. Warrant(s) Recipient Designation*

2. Form DE-4, Employee's Withholding Allowance Certificate - State*

3. Form W-4, Employee's Withholding Allowance Certificate - Federal*

4. Form HR 8203, Employment Information*

5. Form I9, Employment Eligibility Verification*

6. Form HR 1890, Acknowledgement of Policies and New Hire Information*

7. Form HR 8204, Oath of Allegiance*

8. Bulletin 1347-2 (Attachment D) , Employee Acknowledgement of Suspected Child Abuse

9. Form SSA-1945, Statement Concerning Your Employment in a Job Not Covered by Social

10. Retirement Questionnaire*

11. Benefits Welcome Letter** (enrollment is not automatic)

12. Bulletin 1347.2, Child Abuse and Neglect Reporting Requirements

13. Penal Code, Mandated Reporter

14. Nondiscrimination Statement

15. Reasonable Accommodation Facts

16. Employee Code of Ethics

17. Notice Concerning UTLA Dues/Agency Fees

18. Form HR 9059, Procedures for Teachers Converting to Intern/Probationary Status

19. Drug-Free and Alcohol-Free Workplace

20. Tobacco-Free Schools

21. Sexual Harassment Policy

22. Injuries Caused by Work, Pre-Designation of Personal Physician (Spanish)

23. Automatic Payroll Deposit Authorization

24. Go Green, MyPay Notice

25. Bulletin 5736.2 Employee-to-Student Sexual Abuse & Related Investigation & Notification Policy

26. Employee Attendance Policy

27. Bulletin 5688.0 Social Media Policy for Employees and Associated Persons

28. Retirement Plan Options Acknowledgement

29. CalStrs Retirement System Election

30. Retirement System Option Acknowledgement - Form HR-9981

* Required to be completed, signed, and submitted for employment processing. (At the Beaudry Administrative Office – 15th Floor)
** Please complete the health benefits information as directed at http://benefits.lausd.net

LAUSD CODE OF CONDUCT WITH STUDENTS
ADOPTED: 7/2008

The most important responsibility of the Los Angeles Unified School District (District) is the safety of our students. All employees, as well as all individuals who work with or have contact with students, are reminded that they must be mindful of the fine line drawn between being sensitive to and supportive of students and a possible or perceived breach of responsible, ethical behavior.

While the District encourages the cultivation of positive relationships with students, employees and all individuals who work with or have contact with students are expected to use good judgment and are cautioned to avoid situations including, but not limited 10, the following:

1. Meeting individually with a student behind closed doors, regardless of gender.
2. Remaining on campus with student(s) after the last administrator leaves the school site. (There are exceptions, such as teachers rehearsing with students for a drama/music activity or coaching academic decathlon students, with approval of the site-administrator in advance.)
3. Engaging in any behaviors, either directly or indirectly with a student(s) or in the presence of a student(s) that are unprofessional, unethical, illegal, immoral, or exploitative.
4. Giving student(s) gifts rewards, or incentives that are not school-related and for which it is directly or implicitly suggested that a student(s) is (are) to say or do something in return.
5. Making statements or comments, either directly or in the presence of a student(s), which are not age-appropriate, professional, or which may be considered sexual in nature, harassing, or demeaning.
6. Touching or having physical contact with a student(s) that is not age-appropriate or within the scope of the employee's/individual's responsibilities and/or duties.
7. Transporting student(s) in a personal vehicle without proper written administrator and parent authorization forms on file in advance.
8. Taking or accompanying student(s) off campus for activities other than a District-approved school journey or field trip.
9. Meeting with or being in the company of student(s) off campus, except in school-authorized and/or approved activities.
10. Communicating with student(s), in writing, by phone/Email/electronically, via Internet, or in person, at any time, for purposes that are not specifically school-related.
11. Calling student(s) at home or on their cell phone, except for specific school-related purposes and/or situations.
12. Providing student{s) with a personal home/cell telephone number, personal Email address, home address, or other personal contact information, except for specific school-related purposes and/or situations.

Even though the intent of the employee/individual may be purely professional, those who engage in any of the above behavior(s), either directly or indirectly with a student(s) or in the presence of a student(s), are subjecting themselves to all possible perceptions of impropriety.

Employees/individuals are advised that, when allegations of inappropriate conduct or behavior are made, the District is obligated to investigate the allegations and, if warranted, take appropriate administrative and/or disciplinary action.

Employees/individuals who have questions or need further information should contact their site administrator or supervisor, or may call the Educational Equity Compliance Office at (213) 241-7682.

SCHOOL SAFETY

ALL DISTRICT EMPLOYEES ARE MANDATED REPORTERS OF SUSPECTED CHILD ABUSE.

- Certificated
- Health Practitioners
- School Police
- Employees of Child Care Centers
- Instructional aides & assistants
- Teachers' Aides & Assistants
- Special Education Aides & Assistants
- Cafeteria Staff
- Buildings and Grounds Staff
- And All Other Classified Staff

Individual employees can incur criminal, civil and professional liability for failure to report suspected child abuse.

CHILD PROTECTION AGENCIES

- Los Angeles County of Department of children & family Services (DCFS)
  - (800) 540·4000
- Los Angeles County Welfare Department of Public Social Services
  - (877) 597·4777
- Los Angeles Police Department
  - (213) 285·4700
- Los Angeles County Sheriff's Department
  - (323) 267·4800
- Department of Social Service, Community Care Licensing Office
  - South/Northwest (310) 337-4333
  - East (323) 981-3350

When reporting an incident of suspected child abuse the following information is given to the Child Protective Agency:

- Your full name
- Business address
- Phone number

Identify yourself as a mandated reporter and provide the following:

- Child's name
- Address
- School & Grade Level
- Class & Present Location (if known)
- Parents' or Guardians' contact information
- Provide information that gave rise to reasonable suspicion of child abuse
- Names & Ages and any contact information of the alleged perpetrators, if known.

REMEMBER: One of the most essential tasks is to ensure the safety, welfare and the well-being of our students. You are mandated to make a report to the principal, administrator, supervisor or unit head. If you wish to view the training video again, the School Safety Portal:

http://schoolsafety.lausd.neVchiidabuse/training

The website also offers LAUSD teachers and administrators a set of tools to help with child safety.

EMPLOYEE CODE OF ETHICS
ADOPTED: 9/1998; REVISED: 12/2000, 2/2003

As employees of the Los Angeles Unified School District (LAUSD), our mission is to educate all students to their maximum potential. Our success depends on our teamwork, trust and commitment. Our Code of Ethics is intended to help us achieve success by setting common expectations and increasing trust, commitment and teamwork within the District, and between the District and the community.

CORE PRINCIPLES

To help us achieve our mission, we are committed to three core ethical principles:

- Commitment to Excellence
- District and Personal Integrity
- Responsibility

PURPOSE

Our Code of Ethics helps develop trust by describing what the public can expect from us, and what we can expect from each other and our District. It plays a central role in our District's commitment to help District personnel achieve the highest ethical standards in their professional activities and relationships. Our goal is to create a culture that fosters trust, commitment to excellence and responsibility, personal and institutional integrity, and avoids conflicts of interest and appearances of impropriety.

APPLICATION AND ENFORCEABILITY

The Code of Ethics applies to all District personnel including Board Members. Provisions of this Employee Code of Ethics are supported by State law, and District Board and Personnel Commission Rules, regulations, bulletins and collective bargaining agreements. Violations of this Code of Ethics may result in administrative or disciplinary action under those laws, rules, regulations, bulletins and agreements.

MAKING ETHICAL DECISIONS

While the Code of Ethics provides general guidance, it does not provide a complete listing or a definitive answer to every possible ethical situation. When making decisions, we should use good judgment to fulfill the spirit as well as the letter of the Code. The References section of the Code lists other documents such as laws, rules, policies and bulletins that provide more detailed guidance. When making decisions:

- Evaluate the situation and identify the ethical issues.

- Follow the rules. Consult the Code of Ethics, law, and District rules, regulations, bulletins, policies and procedures, and apply them to the situation.
- Ask for guidance from your supervisor. If your supervisor is involved in the problem, contact his or her supervisor, or the Ethics Office for help. Ask for help early—before you act.
- Make and carry out a decision that is consistent with the rules and develops excellence, integrity and responsibility.

CONTACTING THE ETHICS OFFICE

For advice, help, training, copies of ethics publications, or more information on the ethics program visit our website or contact us directly.

LAUSD Ethics Office
333. S. Beaudry Ave, 20th Floor
Los Angeles, California 90017
T: 213-241-3330
www.lausd.net/ethics

COMMITMENTS AND EXPECTATIONS

To achieve our mission of educating students, we strive to create a District culture that fosters trust and focuses on excellence. Our goal is to develop a culture that is personally fulfilling, supports ethical decision-making, and provides an environment where hard work, creativity and innovation are the norm. To succeed, we must have the same expectations about how we will practice our commitment to excellence, integrity and responsibility in our everyday work.

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 non-discrimination**. 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 or 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.** Our rules, policies and procedures are the foundation of trust and how our District conducts everyday business. They define our expectations and evaluation criteria. 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.** When someone does well, it reflects well on all of us. When we make a mistake, we strive to correct it and learn from it. We are committed to reporting gross mismanagement, significant waste of funds, abuse of authority, threats to 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.

8. **Avoid conflicts of interest and improper outside income.** A conflict of interest can exist anytime our position or decisions provide us a financial benefit or improper advantage. We are permitted to receive outside income as long as it does not create a conflict with our District work. We are committed to declining outside income that might be perceived as inconsistent, incompatible or in conflict with our official duties. We will not make decisions or use our position for personal benefit or to gain an improper advantage.

9. **Decline gifts.** A gift is a benefit we receive for which we did not pay. Gifts can include merchandise, food, tickets, use of facilities, investments, rebates or discounts not offered to the public, or forgiveness of debt from vendors, lobbyists, parents, students or others. 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.

10. **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.

11. **Maintain appropriate relationships with students.** We are committed to ensuring that employee-student relationships are positive, professional and non-exploitative. We will not tolerate improper employee-student relationships.

12. **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.

13. **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.

14. **Future employment.** In order to prevent conflicts of interest, District personnel are not permitted to discuss the possibility of future employment with a person or organization that might benefit from their official decisions. Contractors are required by the District to disclose all personnel, consultants and sub-contractors who were employees of the District in the previous three years. The District will not contract with a contractor who compensates a former District employee to influence an action on a matter pending with the District if that employee, within the last twelve (12) months, held a District position in which the employee personally and substantially participated in that matter. The District will not contract with a contractor that employs a former District employee who, while serving in a District position within the last two years, substantially participated in the development of the contract's RFP, requirements, specifications or in any other part of the contracting process. No former District official is permitted to lobby the District for one year after leaving the District. *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.*

15. **Uphold District interests in hiring and promotion.** We are committed to hiring and promoting District personnel based on their qualifications and the job-criteria of 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.

16. **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.

17. **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.

18. **Leadership of District personnel and use of District time.** We are committed to ensuring that District personnel are tasked to perform only District work on District working-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.

19. **Uphold confidentiality.** To achieve excellence, our District employees, parents and students must be able to discuss issues frankly, and when appropriate, in confidence. 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.

20. **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.

REFERENCES

These references can also provide additional information for sections 6-19. If you need further guidance, please contact the Ethics Office or check the resources on our website at: http://www.lausd.net/ethics.

1. Report improper conduct.
   • California Education Code 44110 (http://leginfo.ca.gov/)
2. Keep colleagues safe from retaliation.
   • LAUSD Whistleblower Policy
   • Education Code 44113 (http://leginfo.ca.gov/)
   • LAUSD Personnel Commission Rule PC 902
3. Conflicts of interest and outside income.
   • California Government Code Sections 87100, 87103, 87200, 1090, 1098, 1126 (http://leginfo.ca.gov/)
   • California Fair Political Practices Commission (http://www.fppc.ca.gov)
4. Decline gifts.
   • California Government Code Sections 89500, 89503
   • LAUSD Board Rule 1721
   • California Fair Political Practices Commission (http://www.fppc.ca.gov)
5. Improper influence of family members and associates.
   • California Government Code Sections 87100-87103 (http://leginfo.ca.gov/)
   • LAUSD Board Rule 1911
   • LAUSD Personnel Commission Rule PC 720
6. Maintain appropriate relationships with students.
   • California Education Code Section 44932
   • LAUSD Personnel Commission Rule PC 902
7. Keep procurement information confidential.
   • California Government Code Section 1098

- LAUSD Contractors and Consultants Code of Conduct Sections 11 and 12

8. Keep the contracting process objective.
   - California Government Code Section 1098 (http://leginfo.ca.gov/)
   - LAUSD Board Rule 1821
   - LAUSD Contractors and Consultants Code of Conduct Section 13a

9. Future employment.
   - LAUSD Contractors and Consultants Code of Conduct Section 15
   - California Business and Professions Code (http://leginfo.ca.gov/)

10. Uphold District interests in hiring and promotion.
    - LAUSD Board Rules 4200 and 4201(http://www.laspd.com/lausdboardrules.asp)
    - LAUSD Personnel Commission Rules Sections VI and VII

11. Uphold confidentiality.
    - California Government Code Section 1098 (http://leginfo.ca.gov/)
    - California Education Code Sections 49073-49079 (http://leginfo.ca.gov/)
    - LAUSD Board Rules 4200 and 4201 (http://www.laspd.com/lausdboardrules.asp)

NON-DISCRIMINATION STATEMENT
ADOPTED: 3/2013

The Los Angeles Unified School District is committed to providing a working and learning environment free from discrimination, harassment, intimidation and bullying. The District prohibits discrimination, harassment, intimidation and bullying based on the actual or perceived characteristics set forth in Penal Code § 422.5, Education Code § 220 and actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity it conducts or to which it provides significant assistance.

Discrimination is different treatment on the basis of a protected category in the context of an educational program or activity without a legitimate nondiscriminatory reason and interferes with or limits the individual's ability to participate in or benefit from the services, activities, or privileges provided by the District.

Harassment occurs when: (1) the target is subjected to unwelcome conduct related to a protected category; (2) the harassment is both subjectively offensive to the target and would be offensive to a reasonable person of the same age and characteristics under the same circumstances; and (3) the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit an individual's ability to participate in or benefit from the services, activities, or opportunities offered by the District.

Upon witnessing an act of discrimination, harassment, intimidation and/or bullying based on actual or perceived characteristics of a protected category (as enumerated above), school personnel are required to take immediate steps to intervene when it is safe to do so. Once a school or office has notice of discriminatory, harassing, intimidating or bullying conduct, whether carried out by employees, students, or third parties, it should take immediate and appropriate steps to investigate or otherwise determine what occurred and take prompt and effective steps reasonably calculated to end the conduct, eliminate a hostile environment, if one has been created and prevent the conduct from occurring again. These steps should be taken whether or not an individual makes a complaint or asks the school or office to take action.

This nondiscrimination policy applies to all acts related to school activity or school attendance within any school or office under the jurisdiction of the Superintendent of the Los Angeles Unified School District.

For inquiries or complaints related to discrimination, harassment, intimidation and bullying of students based on the actual or perceived characteristics listed above, contact your school's administrator, the school's Title IX /Bullying Complaint Manager or:

Educational Equity Compliance Office E. Kevin O'Connell
District Section 504 and Title IX Coordinator
(213) 241-7682
 For inquiries or complaints related to employee-to-employee, student-to-employee, or work/employment related discrimination, harassment, or intimidation, contact your school administrator or:

Equal Employment Opportunity Section
(213) 241-7685

 Both Offices located at:

 Los Angeles Unified School District
333 South Beaudry Avenue – 20th Floor
Los Angeles, CA 90017

RESPECTFUL TREATMENT OF OTHERS
ADOPTED: 10/1988

TO ENFORCE THE RESPECTFUL TREATMENT OF ALL PERSONS
Motion Presented by Board President, Jackie Goldberg

MOTION:

Whereas, Good human relations are essential to the goal of achieving a democratic society;

Whereas, The number of hostile acts against various groups of people have dramatically increased in recent years;

Whereas, Students learn from what they hear from peers and adults on the playground and in school; and

Whereas, Reducing tensions among students and school personnel is highly desirable, therefore, be it

Resolved, That the Los Angeles Unified School District reaffirm its policy that students and adults in both schools and offices should treat all persons equally and respectfully and refrain from the willful or negligent use of slurs against any person on the basis or race, language spoken, color, sex, religion, handicap, national origin, immigration status, age, sexual orientation, or political belief; and be it further

Resolved, That the District further ask that a school-wide code of discipline regarding name-calling be developed at each school, and enforced by teachers, administrators, and other staff members; and be it further

Resolved, That District administrators bring this policy to the attention of all employees and students, and to constructively administer its enforcement.

PEER ASSISTANCE & REVIEW

The Los Angeles Unified School District PAR (Peer Assistance and Review) Program was created in response to California State Assembly Bill 1X and is a collaborative effort of LAUSD and UTLA. PAR's purpose is to support and renew quality teaching in classrooms throughout the District. PAR provides instructional support to below standard teachers, beginning teachers and teachers who volunteer for assistance (see Request for Service form on the "Publications" page). Teachers issued below standard evaluations are mandated to participate.

Support is based on the California Standards for the Teaching Profession (CSTP) and is provided by Consulting Teachers (CT) who are selected through a rigorous interview process and receive ongoing professional development in how to best serve Participating Teachers.
The LAUSD/UTLA PAR program emphasizes teacher professionalism and recognizes that teacher quality positively affects student outcomes.

 The Peer Assistance & Review (PAR) program is based on a professional system of accountability explicitly tied to the California Standards for the Teaching Profession. It is a model program of teachers assisting teachers. Together with the administrator and participating teacher, the Consulting Teacher establishes an assistance plan based on performance goals guided by the California Standards for the Teaching Profession. Utilizing the coaching/observation cycle (plan, teach, reflect, apply), the PAR model provides job embedded learning. In addition, professional development opportunities, instructional resources, video and audio taping, and "model teacher" observations are offered to participants.

- PAR's purpose is to improve teacher performance in the classroom.
- PAR provides instructional support to below standard teachers, beginning teachers and teachers who volunteer for assistance (see Request for Service form on the "Publications" page). Teachers issued below standard evaluations are mandated to participate.
- The PAR program is jointly governed by a panel of teachers and administrators. One of the main functions of the Panel is to determine and share findings with the Board of Education regarding the participation of mandated participants.
- Successful teachers are hired through a rigorous interview process as Consulting Teachers to provide intensive one-on-one assistance to teacher participants.
- To date, the LAUSD/UTLA PAR Program has provided assistance to over 10,000 classroom teachers.

If you have any questions about the PAR Program please call (213) 241-5501.

SALARY TABLE FOR TEACHERS

Los Angeles Unified School District

2012-2013 PREPARATION SALARY (T) TABLE

Preparation Salary (T) Table (Regular Credentials): 2012-2013 rates continue the 2011-2012 rates. Approximate annual salaries in parentheses reflect 10 unpaid furlough days (194 paid days for C basis) as agreed by UTLA and the District. The number of furlough days may be reduced due to passage of Proposition 30. This table applies only to employees holding regular credentials (i.e., non-emergency, non-intern) and a Bachelor's Degree, or possession of certain vocational or industrial arts credentials.

PAY SCALE GROUP

Points*		PAY SCALE LEVEL 1	2	3	4	5	6	7	8	9	10
20 (Minimum)	C Basis	$45,637 (43,400)	45,692 (43,452)	46,178 (43,914)	46,665 (44,378)	46,719 (44,429)	46,794 (44,500)	48,135 (45,775)	49,260 (46,845)	50,957 (48,459)	52,406 (49,837)
21 (+14 points)	C Basis	45,692 (43,452)	46,178 (43,914)	46,665 (44,378)	46,719 (44,429)	46,794 (44,500)	48,600 (46,218)	49,260 (46,845)	51,465 (48,942)	52,946 (50,351)	54,709 (52,027)
22 (+28 points)	C Basis	46,178 (43,914)	46,232 (43,966)	46,719 (44,429)	46,794 (44,500)	48,384 (46,012)	50,265 (47,801)	51,963 (49,416)	53,476 (50,855)	55,011 (52,314)	57,552 (54,731)
23 (+42 points)	C Basis	46,232 (43,966)	46,719 (44,429)	46,794 (44,500)	48,384 (46,012)	50,049 (47,596)	51,995 (49,446)	53,995 (51,348)	55,541 (52,818)	57,163 (54,361)	60,601 (57,630)
24 (+56 points)	C Basis	46,719 (44,429)	46,794 (44,500)	48,384 (46,012)	50,049 (47,596)	51,995 (49,446)	54,028 (51,380)	56,103 (53,353)	57,714 (54,885)	59,693 (56,767)	63,553 (60,438)
25 (+70 points)	C Basis	46,794 (44,500)	48,384 (46,012)	49,768 (47,328)	52,622 (50,042)	54,666 (51,986)	56,806 (54,021)	58,277 (55,420)	60,082 (57,137)	62,418 (59,358)	66,570 (63,307)
26 (+84 points)	C Basis	48,600 (46,218)	50,006 (47,555)	51,465 (48,942)	54,720 (52,038)	56,850 (54,063)	59,077 (56,181)	60,558 (57,589)	62,666 (59,594)	65,153 (61,959)	69,521 (66,113)
27^ (+98 points)	C Basis	49,681 (47,246)	51,984 (49,436)	53,498 (50,876)	56,914 (54,124)	59,131 (56,232)	61,445 (58,433)	62,915 (59,831)	65,294 (62,093)	67,878 (64,551)	72,592 (69,034)

Points*		11	12	13	14
27 (continued) (+98 points)	C Basis	72,938 (69,363)	73,251 (69,660)	73,587 (69,980)	73,900 (70,277)

Additional Pay Scale Levels

	First CI (C1)	Second CI (C2)	Third CI (C3)	Fourth CI (C4)
	$75,024 (71,346)	$75,597 (71,891)	$77,598 (73,794)	$78,906 (75,038)
+ MA	75,608 (71,902)	76,181 (72,446)	78,182 (74,349)	79,490 (75,593)
+ DR	76,192 (72,457)	76,765 (73,002)	78,766 (74,905)	80,074 (76,149)

SALARIES FOR TEACHERS WITH REGULAR CREDENTIALS (T)

This table provides teachers with annual salaries from the Preparation (T) Salary Table, which applies to employees holding regular credentials and a Bachelor's Degree, or possession of certain vocational or industrial arts credentials (minimum requirement).

CAREER INCREMENT(S) (CI):	Employees paid on this table can earn a career increment for longevity of service with LAUSD. To qualify for the first career increment, the teacher must have been paid on the maximum PSG (27) and PSL (10-14) for five qualifying years. The two semester unit "recency" requirement is eliminated pursuant to the Memorandum of Understanding with UTLA adopted by the Board of Education on April 26, 2005.
MULTICULTURE REQUIREMENT:	Subsequent to being initially placed on the salary schedule (rating-in), an employee must complete a minimum of two semester units or equivalent study to qualify for schedule advancement (Educational Code Sections 44560-44562).
BILINGUAL DIFFERENTIAL:	New employees may be eligible for up to $3,000 depending on the employee's qualifications, type of school assignment, services provided, and certification held.
NATIONAL BOARD CERTIFICATION:	The District pays probationary and permanent classroom teachers who hold National Board Certification an additional 15% salary compensation: 7½ % in recognition of their certification and 7½ % upon completion of 92 hours of professional duties outside the normal duties and hours.
SALARY POINT:	A salary point is a unit of measure used by the District to determine placement/advancement on the salary table. A salary point is equivalent to one semester unit or 1.5 quarter units. A semester unit, as determined by the University of California, requires a minimum of 15 contact hours with an instructor and 30 hours of outside preparation.
MASTER'S DEGREE:	$584 annually. Degree must have been awarded by a regionally accredited university.
DOCTORATE DEGREE:	$1,168 annually. An employee with a master's degree and a doctor's or equivalent degree shall receive the doctor's differential only. Degree must have been awarded by a regionally accredited university.

The annual rates shown, including degree differentials and career increments, are for full-time annual assignments (6 hours or 8 hours).

For the official Preparation Salary Tables, visit: http://www.teachinla.com/research/salary_tables.html or call (213) 241-6356. Refer to the District-UTLA Collective Bargaining Agreement, Articles XIV, XV, and Appendix E for rules and requirements regarding salary, including, but not limited to: rating-in, step/schedule placement and advancement, salary point credit, differentials, staff development, career increments, employee filing of required documents, etc.

E-MAIL ACTIVATION

Employees may use the following website to activate their LAUSD Email accounts, reset their email password, review information about themselves, or set/change password hint question.

LAUSD SINGLE SIGN-ON SELF SERVICE CONSOLE