

UPDATE

www.aalausd.com

Week of September 16, 2013

QUALITY PROFESSIONAL DEVELOPMENT IS THE KEY: SLOW DOWN AND GET IT RIGHT

A report issued by the National School Boards Association determines that the success of the Common Core State Standards rests solely upon effective teacher professional development. The report, *Teaching the Teachers: Effective Professional Development in an Era of High Stakes Accountability*, available at www.nsba.org, says that the standards require new teaching methods and techniques that are substantially different from practices that are in place today and absent proper training, the massive reform effort is doomed to failure. In addition to just learning about the standards, the steepest learning curve for teachers has to do with implementing the required new teaching techniques, something that takes time and consistent practice. According to this report, professional development related to the CCSS should: (1) be ongoing and carried out over time, rather than presented in one-day workshops; (2) be delivered in the context of the teacher's subject area; and (3) employ peer coaches and mentors when possible.

This report, along with the article on the following page on professional development, is particularly timely for LAUSD, as the Board is in the process of adopting the Common Core budget. The District is receiving over \$113 million for professional development, instructional materials and technology related to the implementation of the CCSS and must have a coherent plan that has been presented to the public for the use of these one-time funds. Although research has shown that workshop-based professional development is ineffective, given that the school year has already begun, the opportunities for training are probably going to be limited to these short, concentrated efforts. Looking at the budget submitted at a previous Board meeting and deferred to a special meeting on Tuesday, September 17, one sees the bulk of the expenditures being used to hire coordinators, advisers, specialists, administrators, assistants, managers and clerical support. Who will fill these positions? During the second month of the school year are we talking about moving teachers from classrooms to be advisers, specialists, coaches, etc.? What kind of disruption will this be for the students, parents and school faculties? Will current coordinators or administrators leave their schools to become the ESC-CCSS administrators? How long will all of this take? While this budget is itemized, where is the supporting plan? Statements of purpose for the use of the funds do not constitute a coherent plan. What are the plans for the ongoing support for teachers after the first two years?

About \$16 million of the allocation will be utilized to pay teachers, principals and support staff for professional development to be provided on nonschool days and after school. So, it appears that a pyramid approach to training will be utilized: someone will train someone, who will train some more people, who will then train some more folks who will eventually train the teachers who will try the skills in the classroom, supported by some more people who have been brought in to help. Oh my! Has any thought been given to the kind of professional development that teachers need to fully move to the Common Core? What is the fanatical hurry on the adoption of this budget? Isn't the goal an intelligent implementation of an instructional plan where students succeed? We know that the budget has to be explained at a public meeting, but is there any plan for parental/community input? When will the teachers have time to try the new techniques and what follow-up will they receive? Has anyone even

QUALITY (Cont.)

asked them what they need to be successful? How are the other CORE districts using their Common Core Budgets? Do they have articulated plans? How does this budget correlate with and augment the LCFF, NCLB/Title I waiver and the general fund? What are the specific outcomes and goals for student achievement? These are questions that Board Members should ask at the special meeting on Tuesday. They should also look at the disruption that will occur at school sites as the newly created positions are filled and take a hard look at the proposed calendar for implementation. If these efforts to implement the Common Core, move to new assessments and implement new technology (iPads for everyone!) are really necessary to bolster instruction and prepare students for the rapidly-changing world market, nothing is more crucial than quality teacher preparation, which can only be accomplished by appropriate training. We hope that LAUSD does not just jump on another train before fully exploring the route.

10 GOOD WAYS TO ENSURE BAD PROFESSIONAL LEARNING

As the Board discusses the Common Core Budget, the article below deserves a critical eye. It appeared in the August edition of *JSD*, a publication of Learning Forward, an education association committed to increasing student achievement through more effective professional learning. It is reprinted with permission. As you read, ask yourself if any of the below scenarios fit the current LAUSD world? We certainly hope that as the District continues to roll-out massive professional development for all of the major initiatives this year, that leadership will take note of the advice from **Laura Thomas**, Director, Antioch Center for School Renewal, Antioch University.

*School change is my work. I started as a teacher with an interest in adult learning, and now I try to change the world as an external school coach and faculty member at **Antioch University New England**. My primary work usually happens through the professional development channels of schools and districts, so I spend a lot of time thinking about good professional learning vs. typical professional development. Based on my 20-plus years of experience...let me share with you the best possible ways to waste your professional development time and money.*

- 1. Worry more about the time than outcomes.** *Start all professional learning conversations with questions like "how many days do we have?" rather than "what learning outcomes are we trying to achieve?"*
- 2. Bring in a bevy of consultants.** *Don't tell them about each other, assign each a specific project, and under no circumstances ask them to collaborate or coordinate. Require every teacher to work with each consultant separately, regardless of role, need, or timing.*
- 3. Start something new every year without considering progress on or commitment to the previous years' goals.** *Your teachers will find all that innovation energizing, not exhausting. They'll love the constant surprise of discovering which goal matters on any given day.*
- 4. Assume the professional learning specialists you hire are out to get you.** *Offer as little information as possible regarding the situation in your school, gloss over the real issues at play, and never share candidly.*
- 5. Judge quality by the price tag.** *Go with this simple rule of thumb: If it's expensive and comes advertised in a full-color glossy brochure, it must be better quality. So anything locally developed, free, in-house, or offered at a discounted rate must be suspect.*

10 WAYS (Cont.)

6. Never listen to your teachers when they tell you what they need. Collect survey data about their goals, but ignore the results. They don't know what they need. Either make all the decisions yourself or make none until the last possible second. *Laissez-faire* is a great approach to planning professional learning.

7. Don't participate in the activities you require teachers to attend. Wander through once or twice, but always excuse yourself for something "more important" so teachers get the clear message that you don't need to understand what you're expecting them to implement.

8. Get the most for your money and time. Herd the whole faculty into the gym for a three-hour presentation by a speaker with no costly follow-up, coaching, or small-group discussion over time. Teachers will be inspired by the expert's high-quality slide presentation. Assume that teachers will be able to implement new strategies and methods based on a single, expert-driven learning experience.

9. Take an all-or-nothing approach to conferences and workshops. They're either universally good (and should be the sole focus of our time, energy, and budget) or bad (and no one should ever be allowed to attend any of them).

10. Keep an eye open for the next big thing. Jump on every next big thing you read about in a journal, see at a conference and hear about from a colleague. If it worked anywhere else, it should work in your school, too.

REMINDER TO CERTIFY DAILY DRINKING WATER FLUSHING

AALA thanks **Carlos Torres**, Environmental Health Manager, for providing this information.

Principals are reminded that all drinking water fixtures and fountains that may be used for consumption of water or used for food preparation shall be flushed for a minimum of 30 seconds prior to the first use of the day as outlined in [REF-3930.4, Daily Flushing Requirements for Drinking Fountains and Faucets](#). By the 15th of each month, principals must certify electronically that all applicable fixtures have been flushed and the log for the previous month has been completed. A copy of the log is provided in the Reference Guide. To certify, principals may log onto *Inside LAUSD*. The link for the "Drinking Water Flushing Certification" is located under the "Resources & Applications" heading on the right side of the page. This is required of all schools.

If you have any questions regarding the flushing requirements, please contact the Office of Environmental Health and Safety at 213.241.3199 or www.lausd-oehs.org.

CALSTRS MEMBERS

In October, CalSTRS will be mailing statements (Progress Reports) to all active members. The reports can also be checked electronically at www.calstrs.com. LAUSD employees should examine their records carefully to be sure that the service credit is accurate. Questions or discrepancies should be reported to the District in a timely manner. Employees may complete a service center request to have their records reviewed and corrected, if applicable. Requests may be made by calling 213.241.6670, by faxing to 866.761.7413 or by e-mailing employeeservices@lausd.net. It is recommended that all statements be maintained for future reference.

HEALTH BENEFITS FAQ

TOPIC: MISCELLANEOUS QUESTIONS

Have there been any updates regarding new IRS guidelines on the Supreme Court's DOMA decision on same-sex marriages?

Yes, on August 29, 2013, the U.S. Department of the Treasury and the IRS provided three important rulings, cited below. Other guidelines are still forthcoming.

- IRS benefits do not apply to registered domestic partners, civil unions or other similar relationships recognized under state law but *not* denominated as marriage under that state's law.
- Legally married same-sex couples will be treated as married for federal tax purposes, *regardless of whether the couple lives in a jurisdiction that does not recognize same-sex marriage.*
- Same-sex spouses may claim refunds for "open tax years" for income taxes they paid on imputed income on the value of health coverage. An "open tax year" refers to any tax year that a taxpayer filed a tax return which can still be questioned by federal or state income tax authorities, generally 3 years (statute of limitations) from the date of filing.

I will be retiring and am eligible for lifetime health benefits. Will my spouse and dependent children under age 26 continue being eligible for benefits as well?

Yes, your dependents are eligible for benefits. At age 65, you or your spouse must show Medicare Part A and B coverage to continue benefits. Any dependent child must follow requirements of your plan, which may involve evidence of student status; the rules differ for under age 65 retirees or over 65 Medicare retirees. If you are close to retirement, check your health plan for retiree benefits. Additional information is available on the official Medicare website: <http://www.medicare.gov/sign-up-change-plans/get-parts-a-and-b/when-sign-up-parts-a-and-b/when-sign-up-parts-a-and-b.html>. Your dependents lose their eligibility for benefits upon your death.

I am an active employee approaching age 65. I don't plan to retire for a few more years. Should I apply for Medicare?

Medicare allows you to apply even if you are still working; however, you may hold off applying for Medicare until you actually retire. At retirement, you will apply for Medicare Parts A and B. If you decide to apply for Medicare while still working, do **not** enroll in Part B because you will have to pay premiums.

My daughter turns age 26 in February 2014 and will no longer be eligible for coverage under my plan. I know she'll be offered COBRA coverage, but won't premiums be less costly on the *Covered California* health exchange marketplace?

COBRA coverage information, by law, will include information regarding health coverage alternatives offered through the marketplace. Your age 26 dependent should be able to make informed decisions about her healthcare options based on reviewing the District's COBRA coverage and coverage available through *Covered California*.

If you have questions you'd like addressed in a general FAQ, contact info@aala.us.

Legal Brief

REQUESTS FOR INTERVIEWS ON CAMPUS

NOTE: In general, if a school cannot disclose pupil record information to a person, a school cannot confirm or deny a student’s attendance to that person. In emergency situations (as determined by the school), the school can share information with appropriate persons in connection with an emergency if the knowledge of the information is necessary to protect the health or safety of a pupil or other persons (EC section 49076 (b) (1)). Necessary information might include confirmation the student is in attendance, parent/guardian contact information and/or medical information if the child is being taken into custody. If a child is being interviewed as part of a suspected child abuse investigation, Penal Code section 11174.3 provides that the **child shall be afforded the option of being interviewed in private or selecting any adult who is a member of the staff of the school, including any certificated or classified employee or volunteer aide, to be present at the interview. The investigating Child Protective Services representative shall inform the child of that right prior to the interview.**

Law enforcement can interview anyone regarding suspected child abuse/neglect investigation. Other interviews are permissible if investigating a crime and the disruption to instruction is minimized. In general, for suspected in-home child abuse/neglect or abduction/kidnapping cases, the school should not contact the parent regarding the interview. However, the school should obtain the officer’s name and contact information should the parent later contact the school about an interview. If a student is released from school to law enforcement, the school should take immediate steps to notify the parent unless the case is suspected child abuse/neglect or kidnapping/abducting (Education Code section 48906).

DCFS can interview anyone regarding suspected child abuse/neglect investigation. Other interviews are permissible if some documentation of link to child (e.g., minute order with worker and child’s name) and the disruption to instruction is minimized.

Probation officers—interviews are permissible if some documentation of link to child (e.g., minute order with officer and child’s name) and the disruption to instruction is minimized.

District Attorney/Public Defender Investigators—permissible with a subpoena or parent/guardian consent or consent of adult employee and disruption to instruction/work is minimized.

Private investigators—permissible with a subpoena or parent/guardian consent or consent of adult employee and disruption to instruction/work is minimized.

Board Rule 1204 INTERVIEWING OF STUDENTS

Rule Text: Upon presentation of proper identification, duly authorized representatives of law enforcement agencies having jurisdiction over the region in which the school concerned is located shall be allowed to interview students in the presence of the principal or a teacher. Police Officers of the City of Los Angeles and of other jurisdictions within the Los Angeles Unified School District, Los Angeles County Sheriff’s Deputies, Los Angeles County Probation Officers, California State Police, Investigators for the Domestic Relations Court, agents of the California Youth Authority and the Federal Bureau of Investigation will produce official identification cards. Special and honorary officers, honorary deputy sheriffs, etc., and members of the press, although carrying identification cards issued by law enforcement agencies, shall not be permitted to interview students at school; provided, however, that students may be interviewed by members of the press in connection with school activities, in the presence of and with the approval of the school principal or the Director of Public Information. Information regarding the identification of persons other than those mentioned above may be secured from the Student Attendance and Adjustment Services Branch. (See Board Rule 1421) (Adopted 2-11-57)

This LAUSD Legal Brief is for information only and does not constitute legal advice. Please contact the Office of the General Counsel to determine how this information may apply to your school’s specific facts and circumstances.

FRIENDS OF AALA — THE MISSION CONTINUES

The commitment of Friends of AALA, our 501(c)(3) nonprofit corporation, to raise funds for scholarships for LAUSD students is stronger than ever. As a result of last year's generous support by AALA active and alumni members, their friends and the corporate community, twenty-three (23) LAUSD students were awarded scholarships. Since the banquet, we have received heartwarming thank-you letters from the scholarship recipients. Not only are the students grateful for the financial support they received, but also for the confidence the award has given them in their ability to succeed. The letters received only strengthen our resolve to continue to raise funds for LAUSD student scholars. They are our future and they need our help now. The Friends of AALA's goal this year is to increase the number of awards to twenty-five (25). With your help, we can achieve this goal.

The 2014 Friends of AALA fundraising campaign will begin at the AALA Fall Reception on September 18 at The Center at Cathedral Plaza. The Board of Directors will be available to answer any questions you may have about the campaign. Two new Board members were welcomed in July, **Antonio Camacho** and **Henry Ronquillo**, and they, like the other Board members, are passionately committed to our important mission. Come by the Friends of AALA table at the reception and say "hello" to the Board members. They are:

President:	Dr. Eve Sherman	evesherman25@gmail.com
Vice President:	Dr. Angie Stockwell	laangierifa@sbcglobal.net
Secretary:	Jane Pollock	janepollock123@gmail.com
Treasurer:	Neal Kleiner	nealb1051@aol.com
Members:	Antonio Camacho	acamacho1950@sbcgobal.net
	Dan Isaacs	disaacs@aala.us
	Dr. Judith Perez	jperez@lausd.net
	Henry Ronquillo	hronq76@aol.com
	Carol Truscott	karol28@roadrunner.com

USC CHAPTER OF PHI DELTA KAPPA - SEPTEMBER DINNER MEETING

Please join your LAUSD colleagues and education leaders from across Southern California for the next dinner meeting of the USC Chapter of Phi Delta Kappa. Phi Delta Kappa is the largest nonprofit organization of education leaders in the world and its annual PDK/Gallup Poll of the *Public's Attitudes Toward the Public Schools* is the most widely disseminated survey of current topics in public education. The speaker at this September's dinner will be **Carol Fox**, distinguished early education and literacy educator, administrator and consultant for the Los Angeles County Office of Education and member of the USC Board of Trustees.

The dinner will be held Friday, September 20, 2013, at 5:30 p.m. at the USC Davidson Conference Center. To reserve your space at the dinner (cost \$36 per person), please contact **Dr. Lisa Regan** by Tuesday, September 17, at lisa.regan@lausd.net.

Associated Administrators of Los Angeles

CALENDAR

EVENT	DATE	CONTACT
CalPERS Retirement Planning Fair at Westin Long Beach Hotel	September 13-14, 2013 8:30 a.m. – 4:00 p.m.	www.calpers.ca.gov
Retirement Celebration for Maylin Ramirez at the Castaway Restaurant	September 14, 2013 11:00 a.m.	Scarlett Holguin , 323.997.0888
AALA Fall Reception at The Center at Cathedral Plaza	September 18, 2013 4:30 p.m. – 7:00 p.m.	Gema Pivaral , 213.484.2226 or gpivaral@aala.us
APSCSO Meeting at Northridge MS	September 19, 2013 8:00 a.m.	Lilia Postell , 818.678.5100 or lp9321@lausd.net
OMA Meeting at Beaudry, Board Room	September 25, 2013 8:00 a.m.	Ted Johnson , 213.241.2690 or ted.johnson@lausd.net
MSAPO and SHAPO Meeting at Phillips Institute in Chatsworth	September 25, 2013 7:30 a.m.	Felicia Drew , fdrew@lausd.net Juanita White-Holloman , jd9998@lausd.net
AAPA Fall Social at Golden Dragon Restaurant	September 25, 2013 5:00 p.m. – 7:00 p.m.	Donna Hirota , dnh8944@lausd.net
COBA Meeting at the Crenshaw HS Library	September 25, 2013 5:30 p.m.	Josephine Ruffin , josephineruffin@sbcglobal.net
SHSOPO Meeting at Bernstein HS	September 26, 2013 8:00 a.m.	Jason Garrison , 818.345.0203 or jason.garrison@lausd.net
CMAA Fall Social	September 26, 2013	Ileana Davalos , idavalos@lausd.net
ACSA Region XVI Representative Council Meeting at the Smokehouse Restaurant in Burbank	September 26, 2013	Dr. Victor Gonzalez , victor.gonzalez@lausd.net
Dr. Diane Ravitch Speaks at Thorne Hall, Occidental College	October 1, 2013 7:00 p.m.	
SHPO and MSPO Meeting	October 2, 2013 8:00 a.m.	Ed Trimis , etrimis@lausd.net Deborah Acosta , dacosta@lausd.net
SEPO Meeting at Beaudry, 17 th Floor, Room 105	October 2, 2013 8:00 a.m.	Christina Cisneros , 213.749.8310 or conc0506@lausd.net
ACSA-R Mixer for New Retirees at Taix Restaurant	October 3, 2013 2:00 p.m.	Charlotte Lerchenmuller , clerch@aala.us
ASPO Meeting at Beaudry Bldg., 18 th Floor, Room 124	October 9, 2013 8:00 a.m.	Donna Brashear , 323.224.5970 or donna.brashear@lausd.net
AALA Representative Assembly Meeting at AALA Offices	October 10, 2013 4:30 p.m.	Gema Pivaral , 213.484.2226 or gpivaral@aala.us
National Coming Out Day	October 11, 2013	Dr. Judy Chiasson , 213.241.5337
AALA Alumni Luncheon at The Center at Cathedral Plaza	October 16, 2013 11:30 a.m.	Gema Pivaral , 213.484.2226 or gpivaral@aala.us
ACSA Region XVI General Membership Meeting at ????	October 17, 2013 5:30 p.m.	Dr. Victor Gonzalez , victor.gonzalez@lausd.net

**UCLA DOCTORATE OF EDUCATION (ED.D.)
IN EDUCATIONAL LEADERSHIP**

UCLA is accepting applications for our Fall 2014 Ed.D. cohort. We are seeking educators who are committed to improving education within the context of a K-16 doctoral program. Each cohort embarks on a practitioner-oriented three-year experience in a supportive environment with outstanding faculty and expert educational practitioners. Established in 1993, UCLA's small, student-focused Ed.D. program is committed to preparing educators to advance educational organizations and improve educational outcomes for children, youth and adults.

For further information or to RSVP for an information session, please e-mail eddinfo@gseis.ucla.edu, call 310.206.1673 or visit: www.edd.gseis.ucla.edu. The application deadline is February 1, 2014.

POSITIONS AVAILABLE

Minimum Qualifications: *Candidates are responsible for making sure all the District requirements have been met. Please do not contact AALA for information regarding positions; use the contact phone number provided in the announcement or visit http://teachinla.com/admin_vacancies/ (certificated) and <http://www.lausdjobs.org> (classified) for detailed requirements for positions and employment updates.*

CERTIFICATED

COORDINATOR, CHARTER SCHOOLS

Division of Special Education, MST 42G, Temporary Adviser, B Basis. For information and application procedures please contact **Sydney Quon**, Director, at 213.241.6701. Application deadline is 5:00 p.m., Monday, September 23, 2013.

PRINCIPAL, ELEMENTARY

Elysian Heights Elementary School, ESC East, MST 40G, E Basis. For information and application procedures please contact **Al Vega**, Instructional Director, at 323.224.3356 or avegal@lausd.net. Application deadline is Wednesday, September 25, 2013.

INSTRUCTIONAL SPECIALIST

Polytechnic High School, ESC North, MST 41G, Temporary Adviser, B Basis. For information and application procedures please contact **Ari Bennett**, Principal, at 818.394.3600. Application deadline is Friday, September 27, 2013.

INSTRUCTIONAL SPECIALIST

STEAM and VAPA High Schools at the Legacy High School Complex, ESC South, MST 38G, Temporary Adviser, B Basis. For information and application procedures please contact **Terry Ball**, Instructional Director, at 310.354.3400. Application deadline is 4:30 p.m., Monday, September 23, 2013.

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CLASSIFIED

DIRECTOR OF EMPLOYEE RELATIONS

Human Resources Division, \$104,100 - \$128,900, A Basis. For information and application procedures please click [here](#). Application deadline is Thursday, September 19, 2013.

DESIGN NETWORK ENGINEER

Information Technology Division, \$81,900 - \$116,900, A Basis. For information and application procedures please click [here](#). Application deadline is Monday, October 14, 2013.

PREVIOUSLY ANNOUNCED POSITIONS

CERTIFICATED POSITIONS	LOCATION	CONTACT	DEADLINE
<i>PRINCIPAL</i> MST 42G, E Basis	James McBride School, Division of Special Education	Sharyn Howell, Executive Director, 213.241.6701	5:00 p.m. Friday September 13, 2013
<i>COORDINATOR, CERTIFICATED PERFORMANCE EVALUATION SUPPORT</i> MST 43G, A Basis	Human Resources Division	Dr. Donna Gilliland, Director, 213.241.5484 or dgilland@lausd.net	5:00 p.m. Tuesday September 17, 2013
<i>ASSISTANT PRINCIPAL, SCS</i> MST 40G, B Basis	Sutter Middle School, ESC North	Lynda Schwarz, Instructional Director, 818.654.3600 or lschwarz@lausd.net	Wednesday September 18, 2013
<i>INSTRUCTIONAL SPECIALIST</i> MST 41G, B Basis, 2 positions	West Adams Prep High School, L.A.'s Promise	Liliana Vasquez, Director of Operations, 213.745.4928	Thursday September 19, 2013
<i>COORDINATOR, ADVANCE- MENT VIA INDIVIDUAL DETERMINATION (AVID)</i> MST 41G, E Basis (2 positions)	Office of Curriculum, Instructional and School Support	Please visit http://teachinla.com/admin_vacancies/ .	<u>EXTENDED</u> 5:00 p.m. Monday September 23, 2013
CLASSIFIED POSITIONS	LOCATION	CONTACT	DEADLINE
<i>CHIEF OF STAFF, EXTERNAL AFFAIRS</i> \$123,700 - \$154,100, A Basis	Office of Legislative Affairs and Government Relations	Steve Lahamjian, steve.lahamjian@lausd.net or 213.241.5452	Monday September 16, 2013
<i>PROGRAM AND POLICY DEVELOPMENT COORDINATOR</i> \$88,900 - \$110,100, A Basis	Talent Management Division	For information and application procedures please click here .	Tuesday September 17, 2013
<i>IT WAREHOUSE MANAGER</i> \$86,026 - \$106,605, A Basis	Information Technology Division, Soto Street Facility	For information and application procedures please click here .	Thursday September 19, 2013
<i>DIRECTOR OF IT, NETWORK OPERATION</i> \$104,100 - \$128,900, A Basis	Information Technology Division	For information and application procedures please click here .	Until Filled