

UPDATE

www.aala.us

Week of November 19, 2012

RESTORATION OF THE FULL SCHOOL YEAR AND FURLOUGH DAYS— NOW WHAT?

We are certain that active AALA members have heard that due to the passage of Proposition 30, **Dr. John Deasy**, Superintendent, recommended to the Board of Education that the District restore the full school year by adding five more instructional days and eliminating the ten furlough days imposed on employees. Board Members were unanimous in support of his motion, and recognizing that AALA members were feeling the brunt of the cuts to all of the bargaining units, we appreciate their rapid action. By AALA's estimates, Proposition 30 will bring approximately \$150 million to LAUSD for the 2011-2012 school year's budget. In addition, increased lottery revenue this year will add another \$18 million and the language in Proposition 39 says that half of the funds raised will go to schools. We estimate that to be in the neighborhood of \$50 million. There may also be some additional revenues coming in from redevelopment funds. If congress resolves the current budget stalemate, it will avoid federal cuts to the District. These are all potential dollars that will most likely come to the District this year and will potentially restore it to the funding levels of 2007-2008.

Given these potential financial resources, we must ask the Superintendent and the Board to take action to show the public that LAUSD is acting to provide tangible resources to schools. We are asking for full disclosure of the actual dollar amounts that the District receives from all sources. Complete funding should be provided to after-school programs, Early Education Centers, Adult Schools, the arts and most definitely to enhance the health and safety of students and staff on campus (supervision, counselors and plant managers). But, the new budget should do more than return to the status quo. Why not show some creative thinking and honor the public's wishes and fix the schools by focusing on students? Instead of speaking of structural deficits (new jargon meaning planning for declining enrollment and increased costs), why not do some creative thinking and provide quantifiable fixes the public can see? Can we please restore the full custodial team at every school? What about extending the school year for 10 days? How about rehiring nurses for every school? Why not reduce class sizes in the primary grades? How about assigning an assistant principal to every school? Has anyone considered the need for more math, science and language teachers to accommodate the A-G requirements? Reinstate the full-time work experience coordinator/career counselor to facilitate linked learning? AALA members work hard and continue to have hope that adequate resources will funnel to the school.

PRINCIPAL EVALUATION

Research has clearly shown that school leadership is key to student success and second only to teaching in their achievement. But research on how to evaluate the principal is limited and varies widely in purpose, topic and methodology. As a result of School Improvement Grants and Race to the Top, the national policy focus on principal evaluation mandated an inclusion of student achievement into the evaluation

PRINCIPAL EVALUATION (Cont.)

process and more than 30 states now have legislation requiring that student test scores be a significant part of the evaluation process. School districts, state boards of education and administrative organizations have been developing new systems and offering opinions as to what a valid evaluation tool should look like, but many of them lack clear performance standards and research-based practices that accurately identify the characteristics of a high-performing principal. Our article last week pointed out some discrepancies in the validity and reliability of certain student achievement scores from a local perspective. This week we are providing information from two key national education administrators' organizations: The National Association of Elementary School Principals (NAESP) and the National Association of Secondary School Principals (NASSP). In our next issue we will review LAUSD's *School Leadership Framework* and the California Professional Standards for Educational Leaders.

The NAESP and the NASSP formed a joint committee of active principals and leading researchers from Johns Hopkins University and the American Institute for Research that worked for over a year and produced *Rethinking Principal Evaluation*, which they say is a research-based framework for a *fair, flexible and formative* principal evaluation. This tool can be used as a guide for improving professional practice that leads to increased learning. The basic philosophy underlying the *Rethinking Principal Evaluation* is that the evaluation should be perceived by both the principal and the supervisor as a collaborative school improvement tool to promote the principal's professional growth, not as punishment.

The report identifies six domains that are within the principal's control and should be incorporated into the evaluation system. They are: (1) professional growth and learning; (2) student growth and achievement; (3) school planning and progress; (4) school culture; (5) stakeholder support and engagement; and (6) professional qualities and practices. Each of these areas includes performance indicators as key reference points in the evaluation. Interestingly, the domains identified in this study are more clearly correlated to the California Professional Standards for Educational Leaders than to the LAUSD School Leadership Framework. The presidents of NAESP and NASSP, **Gail Connelly** and **JoAnn Bartoletti**, say that, "Building principal capacity in each of these domains—not reliance on a single policy lever—holds the key to genuine school improvement." They believe that an effective evaluation is only useful when it is part of a comprehensive support system that includes professional development, mentoring and recognition of high performance. To obtain more in-depth information about each of the domains or to read the entire study, please visit <http://www.naesp.org/rethinking-principal-evaluation>.

LAUSD POLICY ON DISTRICT COMMUNICATIONS

Thank you, **Deputy Superintendent Michelle King**, for issuing Bulletin-001.6, *Policy on District Communications*, November 13, 2012! For months, AALA members have been inundated with requests for information, required documents, plans, notices and mandates from multiple offices and frequently, with impossible timelines. We have regularly brought this to **Superintendent Deasy's** attention and we appreciate this initial effort to streamline and clarify the District's communication process. This policy bulletin mandates at least twenty working days for required reports and other action items. It also addresses clarity and completeness, requests for data or action, restraint, format and distribution of communications to school sites. Hopefully, this will begin to reduce the number of e-mails that our site administrators receive on a daily basis.

HEALTH BENEFITS FAQ

Topic: For Medicare Retirees Only –Notice of Medicare Part D Creditable Coverage

We have had many questions from members about Medicare’s prescription coverage, Part D. Recently, the District sent out a letter titled *Notice of Creditable Coverage – Your District-Sponsored Prescription Drug Coverage and Medicare Part D*. This FAQ addresses questions about that letter, as well as other concerns related to Medicare Part D.

I am a Medicare retiree and received the *Creditable Coverage* letter from the District. What is this about?

You received this notice because the District provides drug coverage for Medicare retirees and their Medicare-eligible spouses and/or dependents. The Medicare Modernization Act (MMA) requires written notification of “Creditable Coverage” for all Medicare-eligible individuals if they are provided drug coverage that is as good as Medicare’s drug coverage. Your District-provided drug coverage *exceeds* the coverage provided under Medicare Part D plans as there is no coverage gap, referred to as the “Donut Hole.”

Why should I keep the notice of *Creditable Coverage*?

If Medicare retirees or their Medicare-eligible dependent lose their District health benefits or decide to enroll in Part D, then they will need to show “creditable coverage” to avoid penalties. This letter provides the documentation needed.

Why will the District terminate my benefits if I apply for Medicare Part D prescription coverage?

LAUSD Medicare retirees **may not** enroll in Medicare Part D coverage because the District receives a Retiree Drug Subsidy (RDS). This subsidy allows employers to provide drug coverage that is as affordable as and better than Medicare’s prescription coverage. With the subsidy, taxpayer dollars are saved because retirees do not enroll in Part D. Per District guidelines, a retiree who enrolls in Medicare Part D or another Part D plan **will lose their District-paid medical and drug coverage.**

What if I made a mistake and enrolled in Medicare Part D?

If you erroneously enrolled in Part D, you may drop Part D coverage during the Medicare Open Enrollment period which began October 15, 2012, and ends December 7, 2012.

Why are Medicare retirees in Medicare Advantage plans billed for an income-based premium for Part D?

Even though LAUSD retirees do not enroll in Medicare Part D, Part D prescription coverage is included in Medicare Advantage Plans (Kaiser Senior Advantage, Health Net Seniority Plus, UnitedHealthcare® Group). Retirees in these plans with modified adjusted gross income levels above \$85,000 receive an invoice for a monthly premium adjustment for Medicare Part D from the federal government. The amount is based on a sliding scale and is indexed for inflation in future years. **Retirees must pay the designated amount**, despite not having enrolled in Part D. Failure to pay the income-based Medicare Part D premium included in your Medicare invoice will result in the loss of Medicare D benefits if you are enrolled in Kaiser Senior Advantage, United Healthcare or HealthNet and cancellation of District-paid medical and drug coverage under those plans, as mandated by federal law.

- Please note that Medicare retirees in the Anthem Blue Cross EPO plan are not subject to the premium adjustment.

Additional information on *Creditable Coverage* is available at: [http://www.cms.gov/Medicare/ Prescription-Drug-Coverage/CreditableCoverage/index.html?redirect=/CreditableCoverage/](http://www.cms.gov/Medicare/Prescription-Drug-Coverage/CreditableCoverage/index.html?redirect=/CreditableCoverage/).

JOB STRESS AND COPING STRATEGIES

Dr. Lori Boyland, a professor at Ball State University, conducted a study on job stress and coping strategies of elementary principals in Indiana that was published in *Current Issues in Education* last year. Dr. Boyland was a principal for 16 years before joining the university staff. Her research confirmed what we, at AALA, have been expressing for some time. The job of the principal has changed dramatically with the budget cuts, increased workload, NCLB and intense focus on AYP the past 5 years, bringing with it increased job stress and time demands. We know that the principalship is a challenging position that innately tends to require long hours and multiple responsibilities which can lead to stress. We recognize that some stress is a normal part of the job, but excessive, unmanaged stress can lead to physical and mental health problems. The medical field has called stress that continues for months or years *chronic stress* and have linked it to many health issues, such as muscle tension and pain, memory loss, decreased energy and disrupted sleep which can impact job performance and the ability to effectively lead the school. As far back as 2003, research was showing that the long hours and high stress were putting principals at greater risk for exhaustion and major health issues. Even though it has been found that the majority of principals still find their jobs rewarding, chronic stress can make the position unmanageable and ultimately undesirable. Despite the fact that principals are generally high-achieving, well-educated individuals with effective coping skills, changes in recent years have brought many more tasks to the position, challenging their coping abilities.

With 193 principals from 79 counties in Indiana responding, the majority was found to be experiencing moderate to high levels of job stress and that it was increasing over time. Those in the urban areas indicated the highest levels of job stress and generally stated that it was due to *task overload*—a state in which they found themselves almost continually. They attributed it to the myriad meetings, paperwork, deadlines, reports, plans, testing and continual budget cuts. The principals in this study reported that they were responsible for an unrealistically large number of duties, increasing the pace and complexity of the job over time, leading to frustration and chronic stress.

Dr. Boylan's research suggests that principals need to be provided with some structured support, such as reducing paperwork, adding assistant principals, providing release time for teachers to assist with some tasks, mentoring, more meaningful evaluation procedures and professional development on time management, communication, problem-solving and stress management. While her study focused on elementary principals, her findings can certainly be ascribed to those in all management levels in secondary, early childhood, adult and central office, as well.

As most school-based AALA members move into a five-day (forced, but now funded) vacation, plan to include the strategies listed below into the daily routine upon the return to work. They are 20 of the most common techniques cited by the Indiana principals as helpful in managing their stress and are taken directly from the article in *Current Issues in Education* (December 7, 2011).

1. Regular exercise—even a brisk walk in or outside of the school.
2. Try to leave work at work—try to get out of the habit of taking it home with you.
3. Take time to eat during the day—take a break and always keep healthy snacks available and drink plenty of water.
4. Don't dwell on your mistakes—learn from them and move on.

JOB STRESS (Cont.)

5. Journaling—aids in reflection and perspective.
6. Get out of the office and go be with the kids.
7. Network with others—build a support system of other administrators with whom you can talk.
8. Play relaxing or inspirational music in your office.
9. Increase your levels of communication with staff and parents—more communication means fewer problems.
10. Write out tomorrow’s “to do” list before you leave each day.
11. Look at the big picture—take one day at a time.
12. Don’t make snap decisions—slow down your reaction to an emotional situation.
13. Don’t take it personally—it is usually the position, not you, that people are reacting to.
14. Keep your sense of humor.
15. Be optimistic—keep a positive attitude.
16. Hire good staff.
17. Balance your life—family, friends, recreation.
18. Identify something you really enjoy that is healthy and positive for you and do it regularly.
19. Take some deep breaths.
20. Get organized.

SUPPORT FOR ADMINISTRATORS WITH UNDERPERFORMING EMPLOYEES

Consistent with the District’s focus on the development of teacher quality, the Human Resources (HR) Division is continuing to provide support this year for principals and site-based administrators with employees who have been issued one or more final below standard evaluation(s). The Certificated Performance Evaluation Support (CPES) Unit works collaboratively with the Educational Service Centers, Staff Relations Field Directors and principals/site-based administrators to develop specific action plans to support underperforming employees at their schools. In addition, Staff Relations Field Directors are ready to provide ongoing assistance and trainings throughout the year to meet the specific support needs of site-based administrators within their respective Educational Service Center. During the 2012-2013 school year, the HR Certificated Performance Evaluation Support team projects assisting 180 teachers and 125 principals to ensure that this key work is accomplished. If you have any questions or would like more information, please feel free to contact **Donna Gilliland**, Director, Certificated Performance Evaluation Support, at 213.241.5484.

THE JOSEPHINE JIMENEZ FUND

The Josephine Jimenez Fund has been established at the Coalition for Humane Immigrant Rights of Los Angeles. Funds collected will go toward CHIRLA’s College Access Program, a program to help low-income immigrant students in Los Angeles high schools. For more information about the fund and how to contribute, go to the following link: http://chirla.org/The_Josephine_Jimenez_Fund. Additional information can be obtained from **Dr. Beth Rayfield**, Director of Development, CHIRLA, at 213.353.1338.

CHOOSING TO LIVE A LIFE THAT MATTERS

WHAT WILL MATTER

By Michael Josephson

Ready or not, some day it will all come to an end.
There will be no more sunrises, no minutes, hours or days.
All the things you collected, whether treasured or forgotten, will pass to someone else.
Your wealth, fame and temporal power will shrivel to irrelevance.
It will not matter what you owned or what you were owed.
Your grudges, resentments, frustrations and jealousies will finally disappear.
So too, your hopes, ambitions, plans and to-do lists will expire.
The wins and losses that once seemed so important will fade away.
It won't matter where you came from or what side of the tracks you lived on at the end.
It won't matter whether you were beautiful or brilliant.
Even your gender and skin color will be irrelevant.
So what will matter? How will the value of your days be measured?
What will matter is not what you bought but what you built, not what you got but what you gave.
What will matter is not your success but your significance.
What will matter is not what you learned but what you taught.
What will matter is every act of integrity, compassion, courage or sacrifice that enriched, empowered or encouraged others to emulate your example.
What will matter is not your competence but your character.
What will matter is not how many people you knew, but how many will feel a lasting loss when you're gone.
What will matter is not your memories but the memories of those who loved you.
What will matter is how long you will be remembered, by whom and for what.
Living a life that matters doesn't happen by accident.
It's not a matter of circumstance but of choice.
Choose to live a life that matters.

©2003

**THANK YOU AALA MEMBERS, FOR CHOOSING TO MAKE A
DIFFERENCE IN THE LIVES OF THE CHILDREN
AND PARENTS OF LAUSD!**



Associated Administrators of Los Angeles

CALENDAR

EVENT	DATE	CONTACT
AAALA Office Closed	November 19 – 23, 2012	
Schools Closed	November 19 – 21, 2012	
Thanksgiving Holidays	November 22-23, 2012	
COBA Meeting at Crenshaw HS	November 28, 2012 5:30 p.m.	Josephine Ruffin, josephineruffin@sbcglobal.net
SHSOPO Meeting at Bernstein HS	November 29, 2012 8:00 a.m.	Jason Garrison, jason.garrison@lausd.net
ASAPO Meeting at Friedman OC	November 30, 2012 8:00 a.m.	Denise Becker, dsb2186@lausd.net
AAPA Conference	November 30 – December 2, 2012	Jina Kim-Qvale, jxk5501@lausd.net
COBA Winter Holiday Celebration at Embassy Suites	December 1, 2012 7:00 p.m.	Josephine Ruffin, josephineruffin@sbcglobal.net
CalSTRS Pre-Retirement Workshop at Polytechnic HS Cafetorium/MPR	December 6, 2012 4:00 p.m.	Maria Voigt, 213.241.6365
APACS Meeting at Friedman OC	December 7, 2012 8:00 a.m.	Cynthia Oliva, coliva@lausd.net
CMAA Winter Social and Dance at Luminarias	December 7, 2012 6:00 p.m.	Anthony Aguilar, aaguil@lausd.net
SEPO Meeting at Beaudry, 17 th Floor	December 12, 2012 8:00 a.m.	Michael Terry, mterry@lausd.net
CalSTRS Pre-Retirement Workshop at Ramona ES Auditorium	December 12, 2012 4:00 p.m.	Maria Voigt, 213.241.6365
ASPO Meeting at Beaudry, 18 th Floor, Room 124	December 12, 2012 8:00 a.m.	Donna Brashear, donna.brashear@lausd.net
ACSA-R Winter Luncheon at Taix Restaurant	December 13, 2012 11:30 a.m.	Michael Perez, mperez@aala.us or AAALA Office, 213.484.2226
Winter Recess	December 17, 2012 — January 4, 2013	
Tracks A, B, C, D School-Based Classified Furlough Day	December 20, 2012	
ECE Certificated A Basis Furlough Day	December 24, 2012	
AAALA Office Closed	December 24, 2012 — January 1, 2013	

Update will not be published next week due to the Thanksgiving recess. The next issue will be December 3, 2012, released online on November 29, 2012.

ANNOUNCING NEW ONLINE M.E. IN SCHOOL LEADERSHIP DEGREE

Administrators may be interested in sharing this information with teachers at their schools. USC Rossier School of Education is offering a new online Master of Education (M.E.) in School Leadership degree. This new program will prepare K-12 educational leaders and Preliminary Administrative Services Credential candidates with the knowledge, skills and dispositions that reflect training at the forefront of the best research and practices in the field.

Spring classes begin on January 14, 2013, and applications are currently being accepted through **November 30, 2012**. The M.E. in School Leadership program is 13 courses in length and can be completed in 15 months. Applications are also being accepted for those wishing to begin in August 2013. The following links provide more information about the online M.E. in School Leadership program:

- <http://rossier.usc.edu/academic/masters/school-leadership/>
- <http://vimeo.com/user7858084/review/50510032/e8af2d05fa>
- <http://rossier.usc.edu/>
- <http://www.aala.us/docs/2012/11/USC-MESchoolLeadership-.pdf>

An online webinar will be held on December 12, 2012, from 4:00 – 5:00 p.m. Those interested may register at <http://tinyurl.com/usc-12-12-12>. For additional information, please contact Job Springer at 213.740.0224 or job.springer@usc.edu.

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 go to http://www.teachinla.com/admin_vacancies/ for more detailed requirements for positions and employment updates.

CERTIFICATED

PRINCIPAL, SCHOOL FOR THE DEAF AND HARD OF HEARING

Marlton School, (ESC West), MST 42G, E Basis. For information and application procedures contact **Sharyn Howell**, Executive Director, at 213.241.6701. Filing deadline is Friday, November 30, 2012.

PRINCIPAL, ELEMENTARY

Graham Elementary School (ESC South), MST 41G, E Basis. For information and application procedures contact **Christopher Downing**, Instructional Director, at 310.354.3400. Filing deadline is Monday, November 26, 2012.

INSTRUCTIONAL SPECIALIST

Fremont High School (ISIC), MST 40G, Temporary Adviser, B Basis. For information and application procedures contact **Diane Lujan**, Secretary, at 213.241.0132. Filing deadline is Friday, November 30, 2012.

Associated Administrators of Los Angeles

SPECIALIST, DATA MANAGEMENT AND REPORTING

Division of Special Education, MST 37G, Temporary Adviser, B Basis. For information and application procedures contact **Veronica Smith**, Director, at 213.241.6701. Filing deadline is Friday, November 30, 2012.

CLASSIFIED

DIRECTOR OF FINANCE AND POLICY

Accounting and Disbursements Division, \$133,836 - \$166,728, A Basis. For information and application procedures visit www.lausdjobs.org. Position is open until filled.

PREVIOUSLY ANNOUNCED POSITIONS

CERTIFICATED POSITIONS	LOCATION	CONTACT	DEADLINE
<i>PRINCIPAL, SECONDARY</i> MST 40G, E Basis	Middle College High School (ESC West)	LaVerne Brunt , Instructional Director, 310.914.2100	5:00 p.m. Friday November 16, 2012
<i>ASSISTANT PRINCIPAL, SECONDARY COUNSELING SERVICES</i> MST 40G, B Basis	San Fernando High School (ISIC)	Timothy Lino , Instructional Director, 213.241.0193	<u>EXTENDED</u> 5:00 p.m. Friday November 30, 2012
<i>INSTRUCTIONAL SPECIALIST, MATH</i> MST 40G, B Basis	Sylmar High School (ISIC)	Timothy Lino , Instructional Director, 213.241.0193	5:00 p.m. Friday November 16, 2012
<i>INSTRUCTIONAL SPECIALIST</i> MST 37G, B Basis	Bradley Environmental Global Awareness Magnet (ESC West)	Devin Dillon , Instructional Director, 310.914.2100	5:00 p.m. Monday November 19, 2012
<i>INSTRUCTIONAL SPECIALIST</i> \$75,502 - \$94,043, 221 days	Hollenbeck Middle School (Partnership LA)	213.201.2000, ext. 238 or <a href="http://www.partnershipla.org/car
eers">www.partnershipla.org/car eers	Tuesday November 20, 2012
<i>SPECIALIST</i> MST 39G, E Basis	Charter Schools Division	Human Resources, 213.241.6886	Wednesday, November 21, 2012 or until filled
<i>SPECIALIST, PSYCHOLOGICAL SERVICES</i> MST 37G, B Basis	Division of Special Education	Beth Kauffman , Director, 213.241.8303	<u>EXTENDED</u> 5:00 p.m. Tuesday November 27, 2012