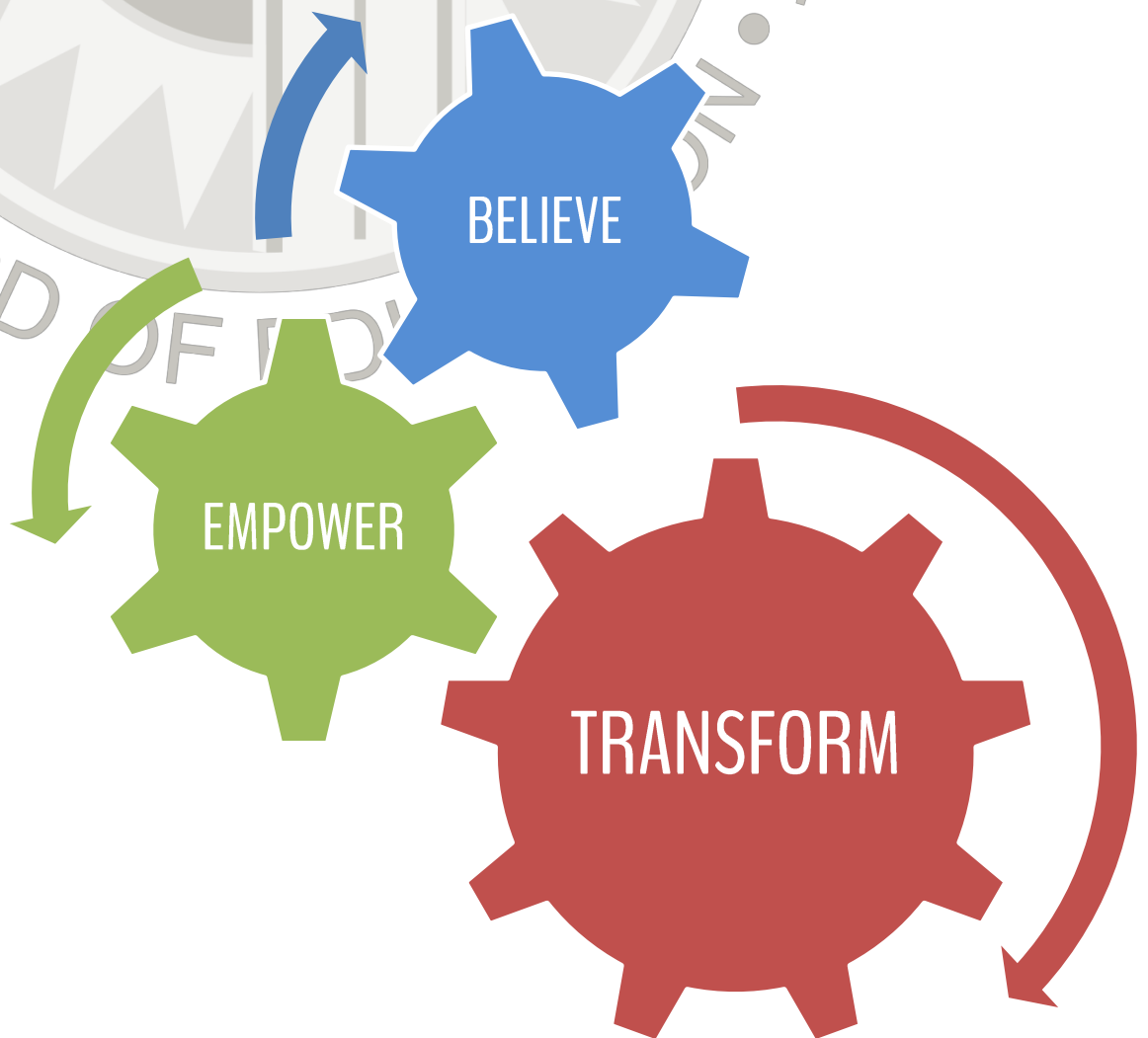


LOS ANGELES UNIFIED SCHOOL DISTRICT

NEW **TEACHER** **RESOURCE** **GUIDE**



HUMAN RESOURCES DIVISION

LAUSD HR TEACHER SUPPORT AND DEVELOPMENT BRANCH

333 SOUTH BEAUDRY AVENUE, 15TH FLOOR, LOS ANGELES, CALIFORNIA 90017

TEL. (213) 241-5100 | FAX. (213) 241-8410

Updated 2/16/16

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Acknowledgements

MEMBERS OF THE BOARD

DR. RICHARD A. VLADOVIC, PRESIDENT
TAMAR GALATZAN
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MÓNICA RATLIFF
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LOS ANGELES UNIFIED SCHOOL DISTRICT

Administrative Office
333 South Beaudry Avenue, 24th Floor
Los Angeles, California 90017
Telephone: (213) 241-7000
Fax: (213) 241-8442

RAMON C. CORTINES
SUPERINTENDENT OF SCHOOLS

June 5, 2015

Dear LAUSD Teacher:

I would like to take this opportunity to welcome you to the Los Angeles Unified School District. I hope this is the beginning of a long and fruitful journey as an educator.

As professionals, we strive to provide a strong foundation for our students by serving as positive role models and mentors. You are embarking on a journey to lead a new generation of students, as they become lifelong learners. We do this together--the LAUSD community, staff, parents, students, and you, our dedicated teachers--so that we can share our strengths in shaping and inspiring the next generation.

I welcome you to the profession that has brought me much joy in my career. I hope that you find the same passion and satisfaction of service that I have had the pleasure to enjoy for many years. Education was, and is, the only profession that challenges, demands and rewards in such a satisfying way.

Becoming a teacher is a journey of learning, so always be a learner. Teaching is unpredictable, so learn to remain flexible. Teaching is collaboration, so learn the art of compromise with integrity. Teaching is leadership, so lead your students toward excellence, and embrace opportunities that will come your way to be a leader in your school and your community.

At your school site and throughout the District, you will find educators who want to help you grow and thrive in this profession. These are educators who themselves are constantly seeking better ways to teach. These are educators who believe in their students and are proud to be teachers. These are your champions and role models. Do not hesitate to seek their help.

On behalf of the entire Los Angeles Unified School District family, I wish you well as you begin this exciting and rewarding journey.

Sincerely,


Ramon C. Cortines
Superintendent of Schools



LETTER FROM A BEGINNING TEACHER

Dear New LAUSD Teacher –

Welcome to the district! A year ago I stood in your shoes: overwhelmed, apprehensive and unsure where to even begin amidst the e-mails, signatures, and rumors that filled my head. LAUSD can be a big and confusing place. But over time, with help from many colleagues and friends, I have found ways to make working for the district feel smaller, more manageable, and above all – enjoyable!

My first piece of advice to you is to reach out within your school site to find a mentor. Your mentor should be someone who has worked in the school a long time, and remains committed to the profession and their students. Although I am in a credentialing program that offers me several support resources, the person I found to be most helpful was the chair my department, who guided me through the realities and difficulties of my own particular school while keeping me focused on what I needed to do every day for my students.

Next, be open to making friends with other teachers. I realize that this advice may seem overly simplistic or even silly, but I have found tremendous benefits in having people who can understand my frustrations and the days when I might feel like running away. I enjoy my time with fellow teachers together at school basketball games, grabbing meals before parent-teacher conferences, or just chatting in the hallway. Don't lock yourself away; having co-workers who support you will help work feel less like "work," and their presence will be invaluable in the tough times.


And there WILL be tough times. There will be days when none of the copiers work, the Internet is down, and every child ate a bowl of sugar for breakfast. You will want to yell. You will want to throw things. You will want to cry and give up because you don't see yourself becoming the teacher you've always wanted to be. But even after a few short months of teaching full-time, I have come to recognize how much I have grown through the challenges. I am more patient. I let certain things go. I am more confident with my voice, my abilities, and my general strengths as a human being. Let your bad days make you better – as a teacher and as a human being.

Lastly, remain positive. You will get out of this year what you put forth in time, effort and enthusiasm. Smile when you see a student, a teacher, an administrator. Become known for your optimism, because that reputation will come to find you when you need it most. Avoid blame. Avoid hopelessness. Avoid despair. Our students lead turbulent lives filled with questions about their futures and the value of educations. Your positivity goes a long way to show them how much you believe in them. Take the time to listen to their dreams, their stories, and their doubts and fears. When you put your heart into your job, you are more than a teacher. You are a coach, a counselor, and a mentor. Over time, you will see the child who you had nearly given up on pick up a pencil and begin to write. You will overhear the child who never speaks tell someone that you are their favorite teacher because you care. You will find notes on your desk telling you that you are, in fact, the teacher you always wanted to be.

Best of luck,

Maya Suzuki Daniels

Washington Prep High School

A large, light gray circular logo in the background. The outer ring contains the text "Believe · Empower · Transform" at the top and "LAUSD TEACHER SUPPORT" at the bottom. The center features a stylized graphic of a person with arms raised, surrounded by several hands reaching towards the center.

CHAPTER 1:

WELCOME TO THE

LOS ANGELES

UNIFIED SCHOOL

DISTRICT (LAUSD)

ABOUT LAUSD

OUR MISSION, VISION AND GOALS

LAUSD BOARD OF EDUCATION

LAUSD DISTRICT SUPERINTENDENTS

USEFUL CONTACTS

VISITING LAUSD HEADQUARTERS

INSTRUCTIONAL CALENDAR 2015-2016

DISTRICT MAP OF LOCAL DISTRICTS

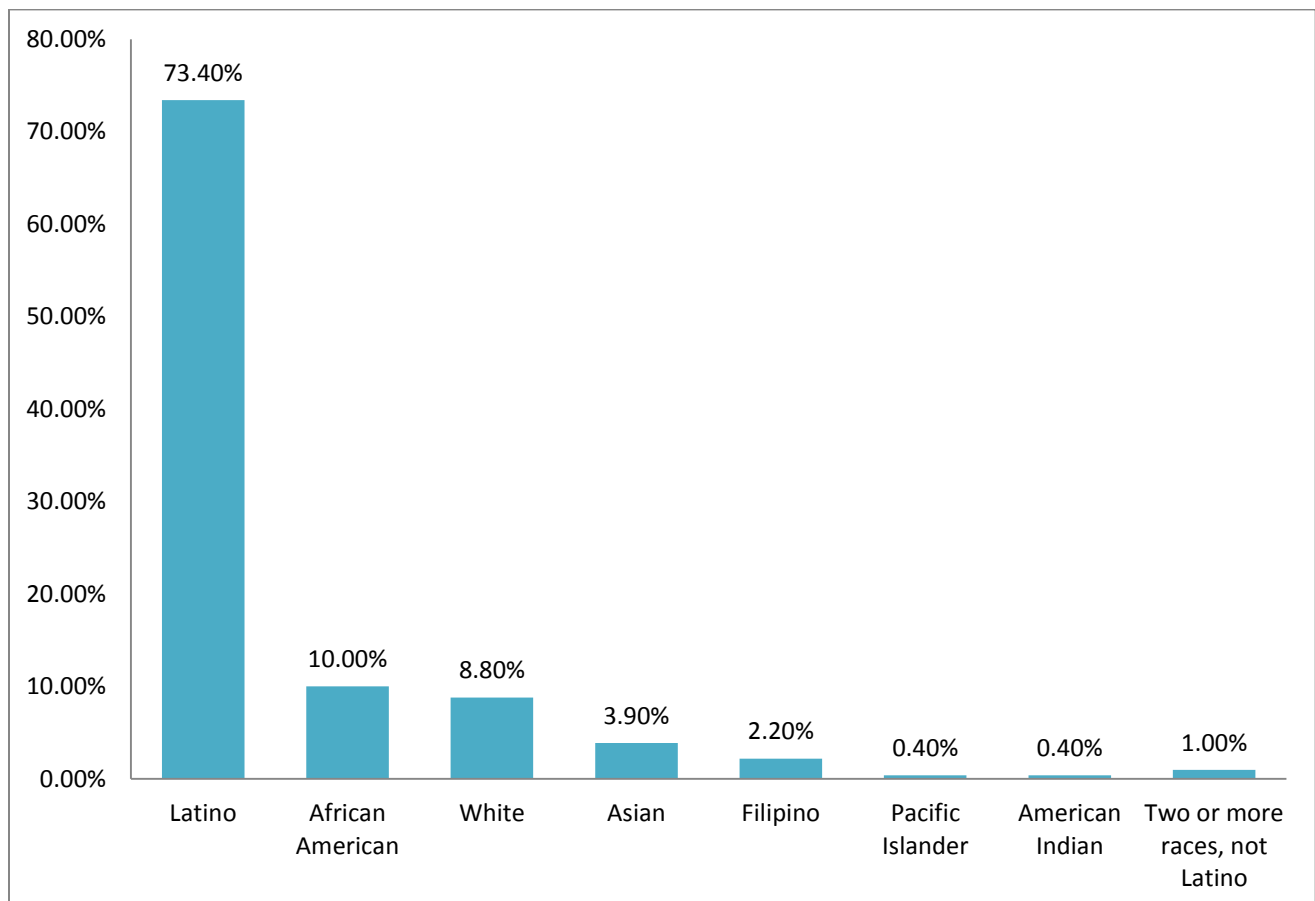
ABOUT LAUSD

The second largest school district in the nation, the Los Angeles Unified School District (LAUSD) was founded in 1853, and now enrolls over 540,000 students in grades K-12. In addition to offering the highest quality education to elementary, middle, and senior high school students, LAUSD provides Early Childhood Education Centers, comprehensive programs for our special needs students, and numerous learning opportunities and employment training for adults. All in all, LAUSD consists of over one thousand schools, Pre-K to Adult.

The LAUSD boundary spreads over 720 square miles and includes the greater metropolitan Los Angeles area as well as dozens of smaller municipalities and neighborhoods within the greater Los Angeles area. The LAUSD boundaries stretch from the southern harbor of San Pedro to the rocky high desert of Chatsworth and from the iconic bustle of Hollywood and Highland to the quiet horse trails of Tujunga.

About 4.8 million people live within the District's boundaries, and the LAUSD student population reflects the scope and diversity of this metropolis.

LAUSD STUDENT/FAMILY DEMOGRAPHICS





Los Angeles is home to residents from 140 different countries, speaking 93 different languages. Los Angeles boasts the largest Hispanic community outside Mexico City. Considered the cultural center of the Pacific Rim, Los Angeles has the largest Asian/Pacific Island population in the United States.

In all, 93 languages other than English are spoken by LAUSD students and families. The District has 160,000 students who are learning to speak English proficiently. The home language for the majority of LAUSD English learners is Spanish (93% of English learners), with other languages including Armenian (1.2%), Korean (1.1%), and Tagalog, Cantonese, Arabic, Vietnamese and Russian (> 1%).

In the 2014-2015 school year, certificated staff in LAUSD included over 27,000 teachers, 3,700 support personnel, and 2,200 administrators. In addition, LAUSD schools and offices are staffed and supported by 26,000 classified employees.

All Youth Achieving, the mission of LAUSD, is reflected in continued double-digit growth on the state Academic Performance Index (API), the upward trend in the graduation rate, steady progress in the pass rate on the California High School Exit Exam (CAHSEE), and participation in Advanced Placement courses. LA schools boast more winners of the United States Academic Decathlon championships – 12 - than any other District in this country.



MISSION, VISION AND GOALS

LAUSD MISSION STATEMENT

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 VISION STATEMENT

At Los Angeles Unified School District, our focus is on student learning and achievement. Our job is to create conditions 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 every day. LAUSD will provide high-quality instruction and a rigorous curriculum in every classroom to facilitate student learning and achievement.

LAUSD GOALS

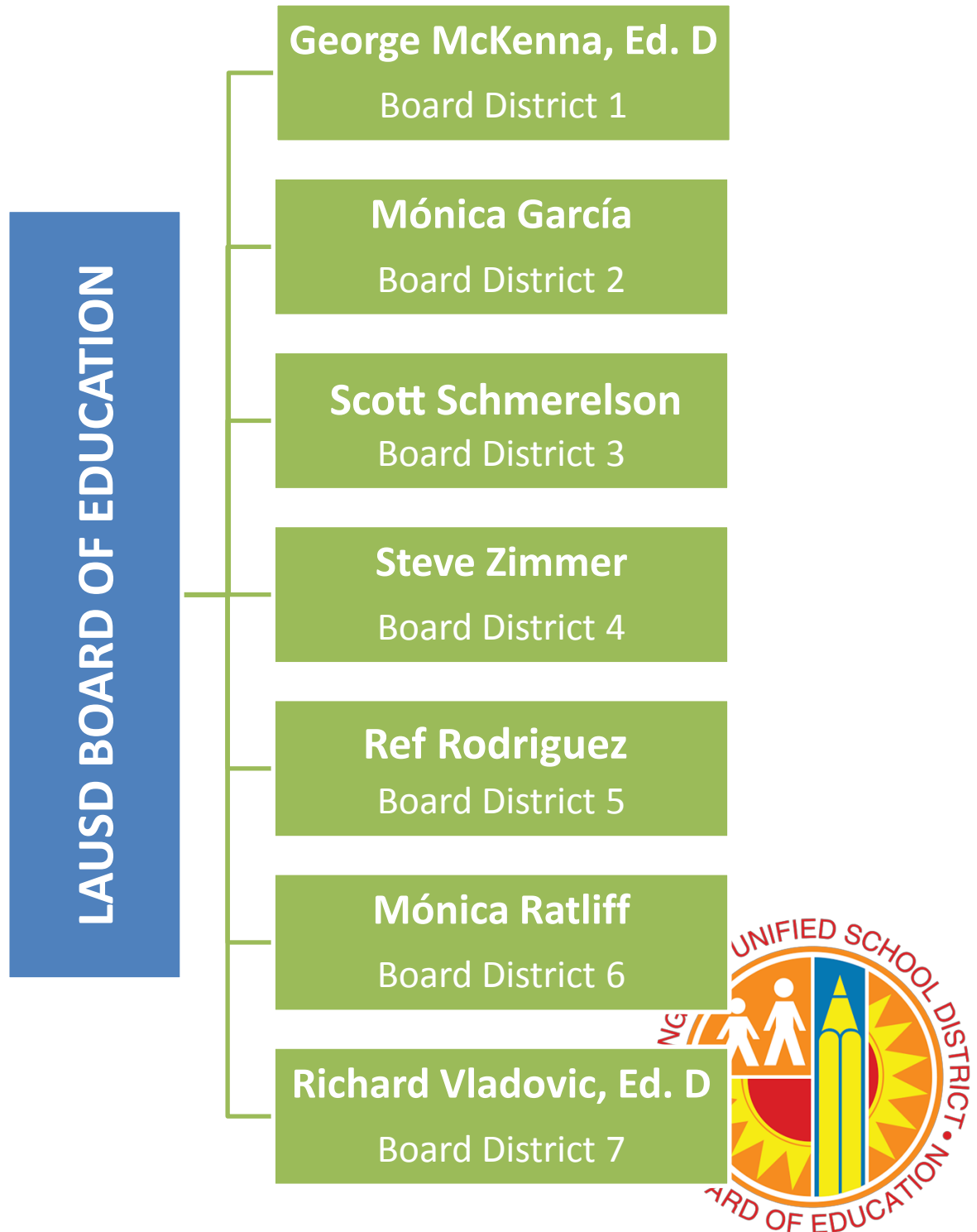
We have identified five goals to help us deliver on our promise that all youth graduate from LAUSD college-prepared and career-ready:

- 100% graduation
- Proficiency for all
- 100% attendance
- Parent and community engagement
- 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 BOARD OF EDUCATION

SUPERINTENDENT: RAMON C. CORTINES



LAUSD DISTRICT SUPERINTENDENTS

CENTRAL

- **Roberto A. Martinez, Superintendent**
 - 333 S. Beaudry Ave., Los Angeles, CA 90017
 - (213) 241-0100

EAST

- **José P. Huerta, Superintendent (Interim)**
 - 2151 N. Soto St., Los Angeles, CA 90032
 - (213) 224-3100

NORTHEAST

- **Byron Maltez, Superintendent**
 - 8401 Arleta Ave., Sun Valley, CA 91352
 - (818) 252-5400

NORTHWEST

- **Vivian Ekchian, Superintendent**
 - 6621 Balboa Blvd., Van Nuys, CA 91406
 - (818) 654-3600

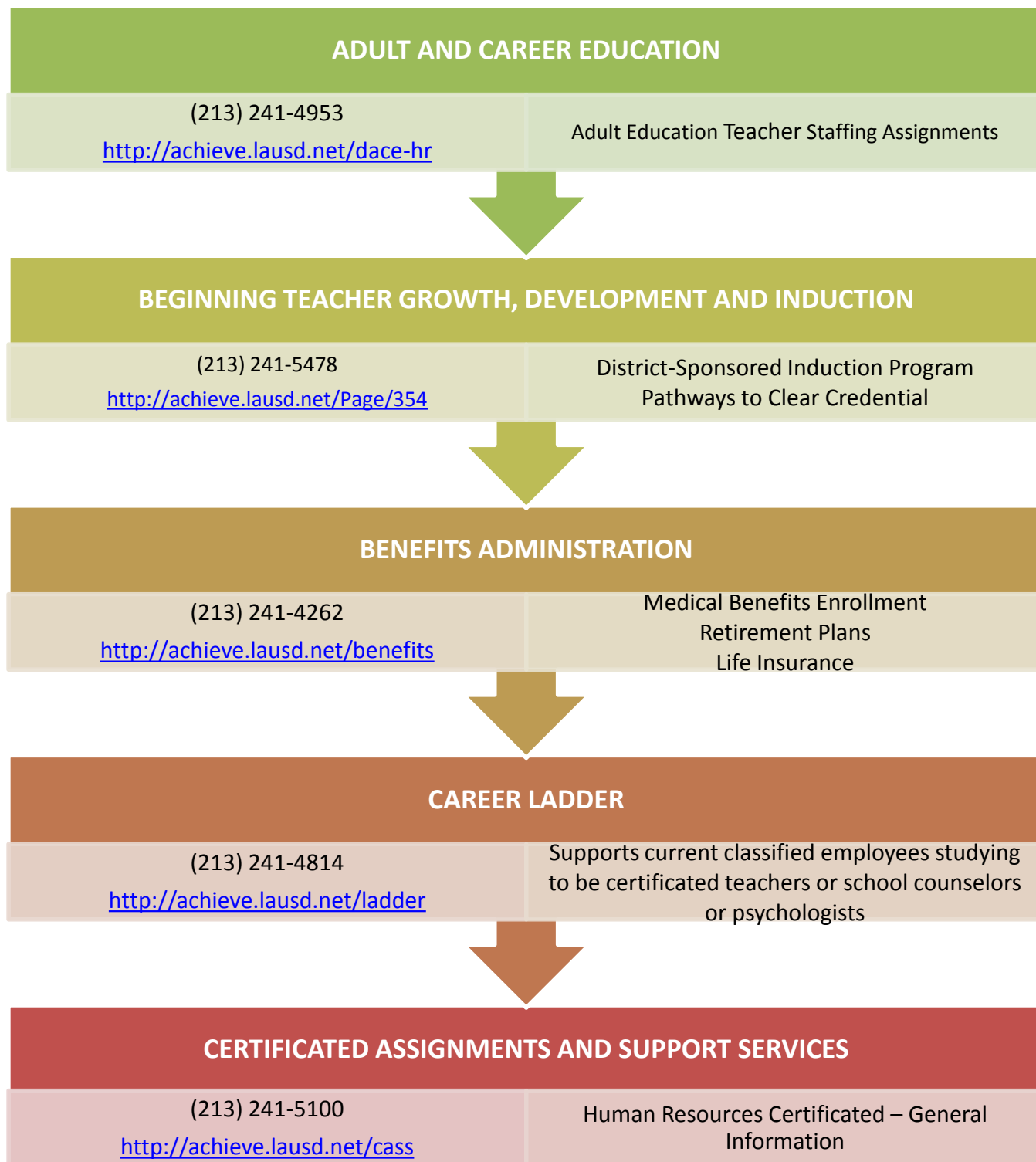
SOUTH

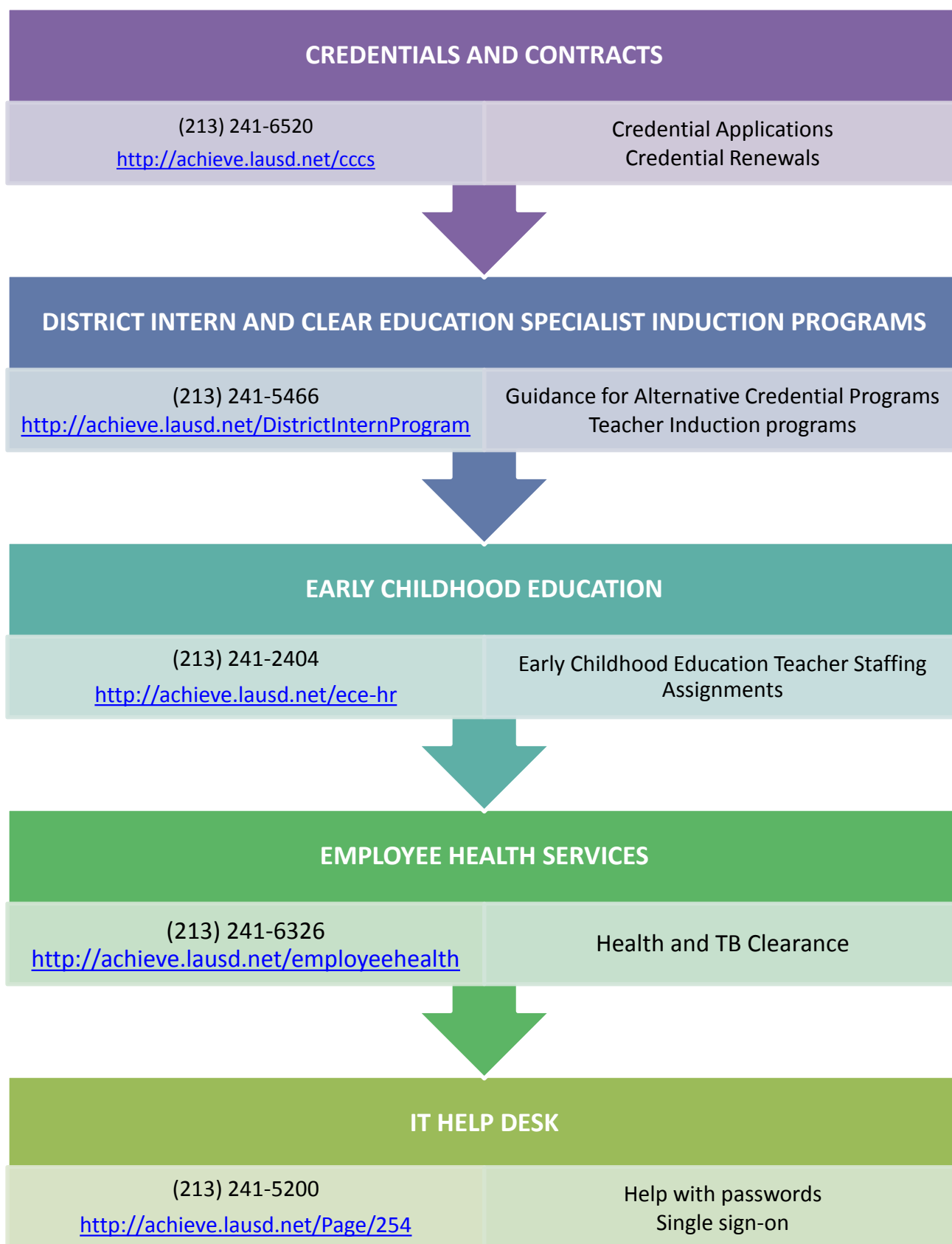
- **Christopher Downing, Superintendent**
 - 1208 Magnolia Ave., Gardena, CA 90247
 - (310) 354-3400

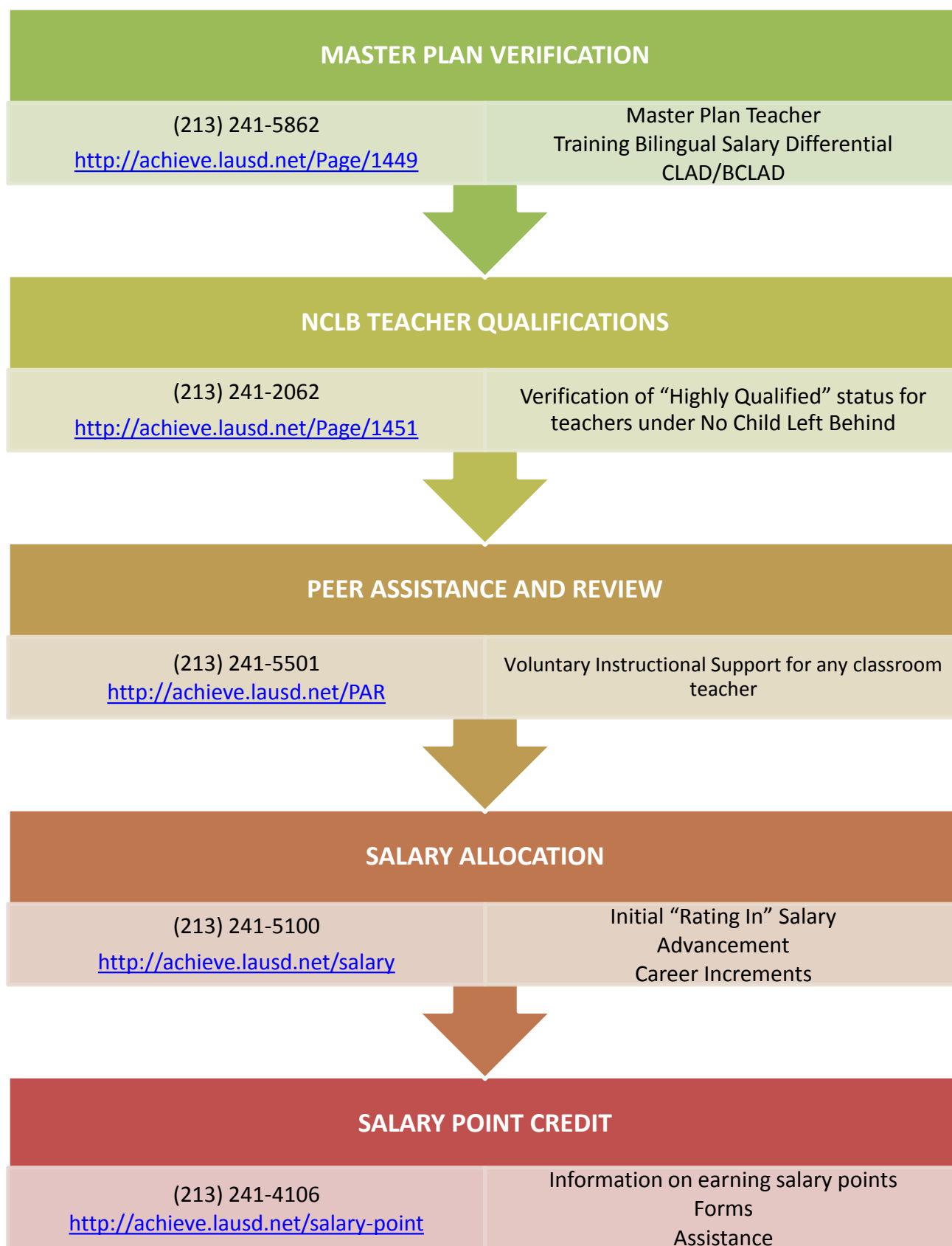
WEST

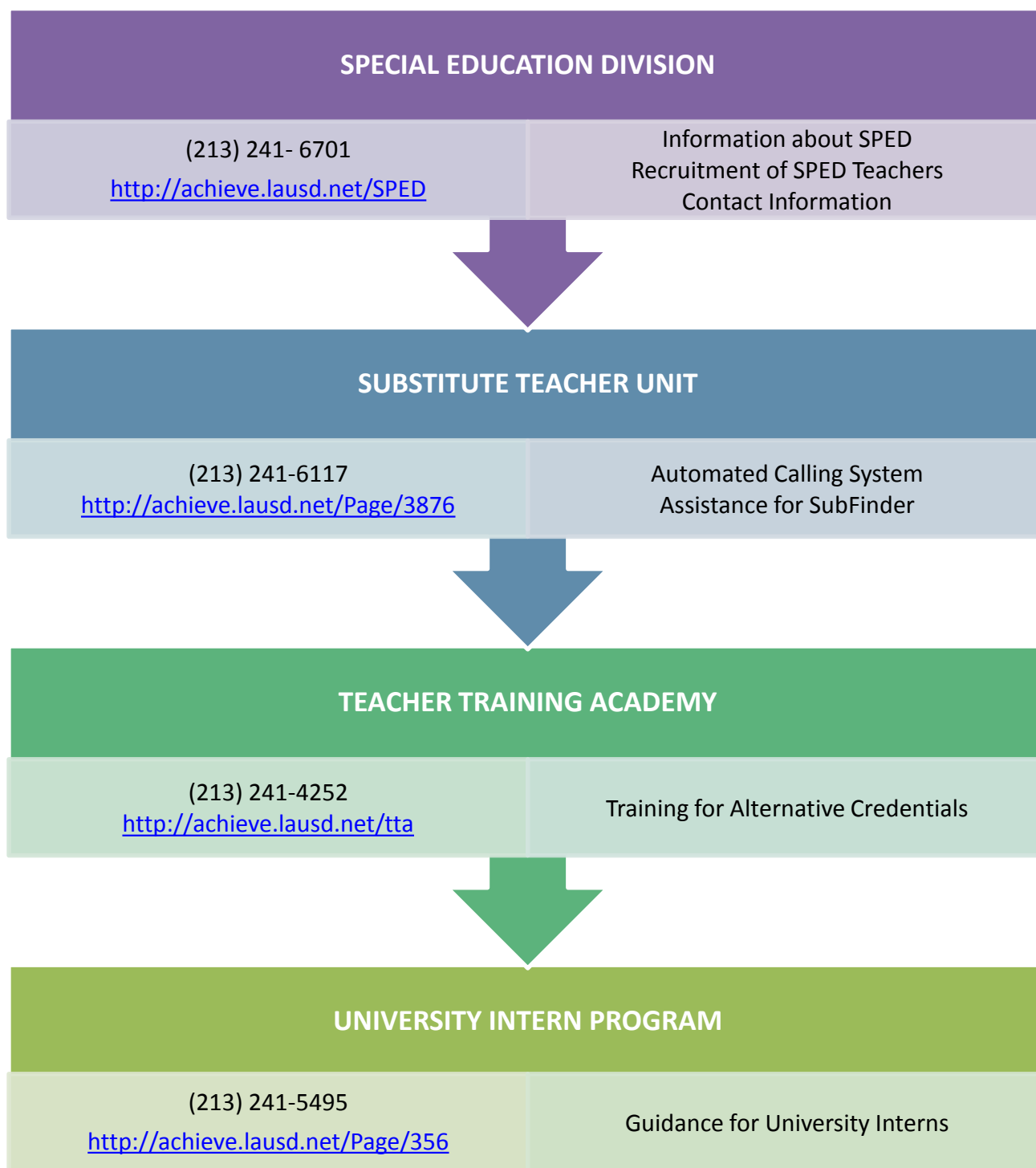
- **Cheryl Hildreth, Superintendent**
 - 11380 W. Graham Place, Los Angeles, CA 90064
 - (310) 914-2100

KEY CONTACTS









PERSONNEL SPECIALISTS<http://achieve.lausd.net/cass>

Teacher Staffing
Transfers and Leaves
Resignations

**NORTHEAST**

- **William Masis**
 - william.masis@lausd.net
 - (213) 241- 4552
- **Debra Dillard**
 - debra.dillard@lausd.net
 - (213) 241-4950

NORTHWEST

- **Miguel Garza**
 - miguel.garza@lausd.net
 - (213) 241-6102

SOUTH

- **Wade Hayashida**
 - wade.hayashida@lausd.net
 - (213) 241-4550
- **Darvina Bradley**
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 - (213) 241-2091

EAST

- **Rachel Saldana**
 - rls5446@lausd.net
 - (213) 241-4193
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 - exs3827@lausd.net
 - (213) 241-6328

WEST

- **Karen Castro**
 - karen.castro@lausd.net
 - (213) 241-5436
- **Brig Tratar**
 - brig.tratar@lausd.net
 - (213) 241-4547

CENTRAL

- **Carlos Madrigal**
 - carlos.madrigal@lausd.net
 - (213) 241-4580
- **Wing Fung**
 - wing.fung@lausd.net
 - (213) 241-4549

INVESTMENT, PARTNERSHIP, & PILOT SCHOOLS

- **Karol Mills-Marbury**
 - karol.marbury@lausd.net
 - (213) 241-6357

SPECIAL EDUCATION/ITINERANTS

- **Carol Shimizu**
 - cms6440@lausd.net
 - (213) 241-2505

SUPPORT SERVICES

- **Vanessa Franklin**
 - vanessa.franklin@lausd.net
 - (213) 241-6923

TEACHER QUALITY SPECIALISTS

(213) 241-5100

<http://achieve.lausd.net/TeacherQuality>

New Teacher Support

**LEAD SPECIALIST**

- **Shelley Williams**
 - shelley.williams@lausd.net
 - (213) 241-5100 Ext. 29072

NORTHEAST

- **Robin Share**
 - rshare@lausd.net
 - (213) 241-5100 Ext. 29223

NORTHWEST

- **Robin Share**
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 - (213) 241-5100 Ext. 29223

SOUTH

- **Tiffany Christian**
 - tmc6331@lausd.net
 - (213) 241-5100 Ext. 29329

EAST

- **Michael Thompson**
 - michael.a.thompson@lausd.net
 - (213) 241-5100 Ext. 14854

WEST

- **Cherika Braxton**
 - cdb4541@lausd.net
 - (213) 241-5100 Ext. 29199

CENTRAL

- **Lalaine Tan**
 - ltan3@lausd.net
 - (213) 241-5100 Ext. 29090

VISITING LAUSD HEADQUARTERS

The Los Angeles Unified School District headquarters is at 333 S. Beaudry Avenue, Los Angeles, CA 90017. Beaudry Avenue runs west and parallel to the 110 Freeway. The Beaudry Building is between 3rd Street and 4th Street.

The main visitor parking for LAUSD is in the Visconti Garage, 1221 West 3rd Street (immediately northwest of the Beaudry Building). Please note that although the address is on 3rd Street, the parking entrance is accessible from Miramar St. only.

Note: There is not validated LAUSD visitor parking in the Beaudry Building Parking Lot. If the Visconti Visitor Parking Lot is full, parking lot attendants at the garage will re-direct you to an overflow lot. Please do NOT park in any overflow lot unless directed – your validation may not be honored.



DRIVING DIRECTIONS

From the 110 North:

- 110 North towards Downtown Los Angeles
- Exit at 4th St. /3rd St.
- Pass 4th St. exit; exit at 3rd St. West exit onto W 3rd St.
- Continue across Beaudry; stay in right lane onto Miramar
- Continue across Huntley Dr.; turn left into the Visconti garage parking lot

From the 110 South:

- 3rd St. exit to Beaudry Ave.
- Left onto Beaudry Ave.
- Right on Miramar St.
- Continue across Huntley Dr.; left into the Visconti garage parking lot

From the 101 South:

- 101 South towards downtown Los Angeles
- Merge onto 110 South Harbor Frwy/San Pedro; stay in the right lane
- 3rd St. exit to Beaudry Ave.
- Left onto Beaudry Ave.
- Right on Miramar St.
- Continue across Huntley Dr.; left into the Visconti garage parking lot

ACCESS INTO LAUSD HEADQUARTERS

Access to the LAUSD Administrative Offices is through the main entrance of the Beaudry Building at 333 S. Beaudry Ave, Los Angeles 90017. Visitors may enter the building between 6:00 AM to 6:00 PM, Monday through Friday.

When visiting the LAUSD Headquarters, you will be required to check in at the Security desk located in the lobby and be given a Visitor pass. To expedite this process:

- Know the office you are visiting, or the name, time and location (floor and room number) of your meeting.
- For appointments, know the name and telephone number of the person(s) you are meeting.
- Have a Government-issued identification (state driver's license, state identification card, passport) to present when registering at the Visitor Desk.

PUBLIC TRANSPORTATION TO LAUSD HEADQUARTERS

District Shuttle

For the convenience of employees, there is a shuttle bus that travels back and forth between Union Station and the Beaudry Building, providing easy connections for those using the Metro system.

The shuttle pickup and drop off location at Union Station is curbside at Patsaouras Transit Plaza – east of the train tracks. The shuttles make their stops near the top of the escalators across the street from Bay #5 at the passenger loading zone.

The first morning shuttle of the day departs from Union Station at 5:30am, arriving at Beaudry approximately ten to fifteen minutes later. Shuttles run continuously from Union Station from 5:30am until the last morning shuttle departs Union Station at 9:10am.

In the afternoon, shuttles depart every fifteen minutes Beaudry to Union Station beginning at 3:00pm, with the last shuttle departure at 6:45pm.

There is no shuttle service between 9:10am and 3:00pm.

Public Transportation

To plan a trip to LAUSD Headquarters on the Metro system, you can use the convenient Metro planner feature: <http://www.metro.net/riding/>. Type in 333 S. Beaudry Ave, Los Angeles, 90017 as your destination.

INSTRUCTIONAL CALENDAR 2015-2016

On March 10, 2015, the Board of Education for the Los Angeles Unified School District approved the following instructional Calendar:

AUGUST 17, 2015

- FIRST SEMESTER (PUPIL-FREE DAY)

AUGUST 18, 2015

- FIRST DAY OF INSTRUCTION

SEPTEMBER 4, 2015

- ADMISSIONS DAY (HOLIDAY)

SEPTEMBER 7, 2015

- LABOR DAY (HOLIDAY)

SEPTEMBER 14, 2015

- UNASSIGNED DAY (NO SCHOOL)

SEPTEMBER 23, 2015

- UNASSIGNED DAY (NO SCHOOL)

NOVEMBER 11, 2015

- VETERAN'S DAY (HOLIDAY)

NOVEMBER 23 - 27, 2015

- THANKSGIVING HOLIDAY

DECEMBER 18, 2015

- LAST DAY OF FIRST SEMESTER

INSTRUCTIONAL CALENDAR 2015-2016

DECEMBER 21, 2015 - JANUARY 8, 2016

- WINTER BREAK

JANUARY 11, 2016

- SECOND SEMESTER

JANUARY 18, 2016

- MARTIN LUTHER KING, JR. DAY (HOLIDAY)

FEBRUARY 15, 2016

- PRESIDENTS' DAY (HOLIDAY)

MARCH 21 - 25, 2016

- SPRING BREAK

MARCH 28, 2016

- CESAR CHAVEZ BIRTHDAY (HOLIDAY)


MAY 30, 2016

- MEMORIAL DAY (HOLIDAY)

JUNE 13, 2016

- LAST DAY OF SECOND SEMESTER

INSTRUCTIONAL CALENDARS (SINGLE TRACK)



LOS ANGELES UNIFIED SCHOOL DISTRICT
DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES


Board Approved
3/10/2015

■ Pupil Free Day
Monday, August 17, 2015
Monday, June 13, 2016

*** If a school selects Monday, January 11, 2016 as a Pupil Free Day, then Monday, June 13, 2016 becomes an Instructional Day**

SINGLE TRACK INSTRUCTIONAL SCHOOL CALENDAR 2015-2016
CICLO UNICO CALENDARIO ESCOLAR DE INSTRUCCIÓN

HOLIDAY
DÍA DE FIESTA



JULY JULIO		AUGUST AGOSTO		SEPTEMBER SEPTIEMBRE		OCTOBER OCTUBRE		NOVEMBER NOVIEMBRE		DECEMBER DICIEMBRE																																																													
1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12												
[Instructional Days]												[Instructional Days]												[Instructional Days]												[Instructional Days]												[Instructional Days]												[Instructional Days]											

**JANUARY
ENERO**

**FEBRUARY
FEBRERO**

**MARCH
MARZO**

**APRIL
ABRIL**

**MAY
MAYO**

**JUNE
JUNIO**

1 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

[Instructional Days]


1 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

IMPORTANT DATES:

07-03-2015	Independence Day	11-26 & 11-27-2015	Thanksgiving Holiday	03-21 thru 03-25-2016	Spring Recess
08-17-2015	Pupil Free Day	12-21-2015 thru 01-08-2016	Winter Recess	03-28-2016	Cesar E. Chavez Birthday Observed
08-18-2015	First Day of Instruction	# 01-11-2016	Second Semester Begins	05-30-2016	Memorial Day
09-04-2015	Admissions Day	01-18-2016	Dr. Martin L. King, Jr.'s Birthday	* 06-10-2016	Last Day of Instruction
09-07-2015	Labor Day	02-15-2016	Presidents' Day		
11-11-2015	Veterans Day Observed				

U/A – Unassigned Day, no classes in session

[illegible]



CHAPTER 2:

FIRST THINGS FIRST: TAKING CARE OF BUSINESS

E-MAIL

BENEFITS

PAYROLL

PERSONAL TO-DO LIST

E-MAIL

Undoubtedly your mind is already swirling with thoughts about your new job: How will I set up my classroom? What is a great opening lesson? How will I get to know my students? What will my colleagues be like?

Before you leap into the adventure of teaching, there are things you should do first. What follows is a primer on LAUSD important tasks: activating your email and single sign-on, enrolling in your benefit plans, and insuring that your payroll information is correct.

ACTIVATE YOUR LAUSD EMAIL AND SINGLE SIGN-ON ACCOUNT

IT IS IMPERATIVE THAT YOU ACTIVATE YOUR LAUSD EMAIL/SINGLE SIGN-ON (SSO) ACCOUNT IMMEDIATELY.

Check your LAUSD email at least once a day. It is via your LAUSD email that important information from your school site administrators and the District is transmitted, and it is a key avenue of communication between you and your students' parents, and between you and colleagues.

IN ADDITION, YOU WILL NEED YOUR SINGLE SIGN-ON TO TAKE ATTENDANCE AND ACCESS KEY DISTRICT DOCUMENTS.

*Help With E-Mail/
Activation/Single Sign On*

IT HELPDESK CALL CENTER
(213) 241-5200

<http://achieve.lausd.net/Page/1095>

ACTIVATING YOUR LAUSD EMAIL ACCOUNT

District employees use a single username and password to access District email, take attendance and manage online tools. This is known as the employee single sign-on (SSO) account. Follow these steps to activate your account:

1. Start at the single sign-on landing page at <http://idmlogin.lausd.net/myprofile/>. You can use this page to activate a single sign-on account or change your account password (this must be done every 180 days).

2. Click on "[Activate your LAUSD account](#)".
3. You will see the terms of the District's Acceptable Use Policy, to which every employee must agree before using the District's computing environment. Select the Agree option to indicate that you agree to the terms of the policy.

Follow these steps:

1. Enter your eight-digit employee number (usually with one or two zeroes at the front, e.g., 01055335), your date of birth (follow the format MM/DD/YYYY), and the last four digits of your social security number. Press Next.
2. You will see a screen showing you the email address you have on file. Now, you can select a password. Be sure to follow the password guidelines listed below. Follow the directions to enter a new password, and enter again to confirm. Press Next.
3. You will see a screen that says your account was set up successfully. If you do not see this screen and are met with any error messages, try repeating the steps above paying careful attention to the password guidelines.

Password Guidelines:

- Your password must be between 8 and 20 characters long.
- Your password cannot be the same as your user ID.
- Your password must contain at least one alphabetic and at least one numeric character.
- Your password cannot contain three repeated characters in a row (e.g., "password1111" would be invalid).
- Passwords with common letter combinations (e.g., "abcde" or "12345") or dictionary words longer than six characters (e.g., "kitchen") will not be accepted.

BENEFITS

One of the most valuable aspects of employment with LAUSD is your employee benefits program, and LAUSD is proud to provide active employees with a choice of health insurance programs with no out-of-pocket premium cost required from the employee. In addition to medical, LAUSD employee benefits also include dental, vision, basic life insurance, and retirement.

Generally new employees select and enroll in their medical and other benefits programs at the time of employment processing, **but this is not automatic**. If you have not yet selected and enrolled in your benefit plans, you should do so as soon as possible.

Benefits coverage will begin the first day of the month following the date completed enrollment applications are received.

MEDICAL BENEFITS

Once enrolled, changing health plans is permissible only during the District's annual Open Enrollment period that typically takes place during the month of November. Any changes to existing selections made during the annual November Open Enrollment period will take effect in January of the following year.

Outside of the Open Enrollment period, plan changes can only be made because of a qualifying major life event, such as a birth, adoption, marriage, or death.

The LAUSD Benefit Guide and Health Benefits Enrollment Forms can be viewed and downloaded from Benefits Administration at: <http://achieve.lausd.net/Page/2141>. (Click on "Active Employees"). You can also reach Benefits Administration in person, by phone, or by mail:

Benefits Administration website

<http://achieve.lausd.net/Page/5244>

Benefits Administration - Physical Address

333 South Beaudry Avenue, 28th Floor
Los Angeles, CA 90017

Mailing Address

PO Box 513307
Los Angeles, CA 90051-1307

Email

benefits@lausd.net

Phone

(213) 241-4262

OTHER BENEFITS

In addition to medical, dental, vision and prescription benefits, LAUSD employees receive retirement benefits managed through [CalSTRS](#) (or [occasionally CalPERS, when applicable](#)). Retirement information, including informational workshops, beneficiary designation forms, and benefit calculators, are available at the [CalSTRS website](#) or by phoning (800) 228-5453.

Employees may choose to make additional contributions to their retirement savings through 403(b) and 457(b) voluntary deferred compensation plans. These plans allow for the investment of pre-tax earnings, through automatic payroll deductions, to save for retirement. In addition, any investment gains and/or losses are tax-deferred until withdrawn. Contributions also lower current income taxes. More information on these plans is available through the [Benefits Administration Branch](#). The 403(b) plan is administrated by [TSA Consulting](#) at (888) 796-3786. [TIAA CREF](#) administers the 457(b) plan at (888) 200-4073. For general questions or assistance with Benefits Administration, email questions to benefits@lausd.net or phone (213) 241-4262.

LAUSD employees also automatically received basic life insurance coverage of \$20,000 through [VOYA Financial](#). If you have not already done so, make sure you have designated a beneficiary for this policy. You can download this form from the [Benefits Administration – Life Insurance website](#). In addition, optional life insurance policies with higher limits and additional benefits, including coverage for eligible dependents, is available and can be paid through monthly automatic payroll deductions. Contact the [Benefits Administration Branch](#), or phone (877) 236-6564.

Flexible Spending Accounts (FSAs) are voluntary plans that enable active employees to save money by paying for certain dependent care and/or health care expenses using pre-taxed wages. Enrollment in the District's Dependent Care FSA and/or Health Care FSA is not automatic. Active employees must re-enroll each year during the Open Enrollment period. More information and forms for FSAs are available on the Benefits Administration website: <http://achieve.lausd.net/Page/2260>.

PAYROLL

Help insure that you receive your paycheck in an accurate and timely manner, by providing the Payroll Administration Branch with your current personal contact information, including your address, phone number, and emergency contact information. You can update all this information online through the Payroll division of the Employee Service Center website:

<http://achieve.lausd.net/payroll>.

Also make sure that your Federal and State tax exemptions are correct (your SAA can generally handle this at your school site). The forms for all of this information is available on the Payroll Administration website, <http://achieve.lausd.net/Page/440>, or by phone between 8am and 5pm at 213-241-6670.

The LAUSD Employee Service Center is your first resource for addressing a variety of payroll and other employee-related issues. If you have a payroll or benefit question, need assistance with employment resources, or if you need financial or legal services, an [Employee Service Center](#) representative can help you find the answer or refer you to an expert in the field. The Employee Service Center can be contacted by phone or via email. Forms and information are also available on the website: <http://achieve.lausd.net/payroll>

Employee Service Center:
Monday – Friday, 8am – 5pm
333 South Beaudry Ave., 1st Floor
Los Angeles, CA 90017

Telephone Service Request:
(213) 241-6670
Fax: (866) 761-7413

Email Service Request:
employeeservices@lausd.net

PAYDAY

Payday for regular certificated employees is the fifth of the month. If you are enrolled in Direct Deposit, your paycheck is deposited into your specified account on the fifth of the month. For those not using direct deposit, paychecks are distributed at your school site. If the fifth of the month falls on a weekend, paychecks are issued on the Friday before the fifth. Paychecks for paydays falling during holidays are mailed to your home address.

Paydays for 2015-2016

Wednesday, August 5, 2015

Friday, September 4, 2015

Monday, September 5, 2015
Monday, October 5, 2015
Thursday, November 5, 2015
Friday, December 4, 2015
Tuesday, January 5, 2016
Friday, February 5, 2016
Friday, March 4, 2016
Tuesday, April 5, 2016
Thursday, May 5, 2016
Friday, June 3, 2016
Tuesday, July 5, 2016

LAUSD MyPay is a District initiative to ensure that paychecks are accurate, efficient, and environmentally friendly. All employees have convenient, secure web-based access to view, save and print their pay stub and other payroll information by logging onto the LAUSD Employee Self Service (ESS) website. With this feature, employees are encouraged to Go Green by taking advantage of these MyPay features. Information about LAUSD MyPay is available here: <http://achieve.lausd.net/Page/4662>.

Employment Verification

The District utilizes [The Work Number \(TALX\)](#), an automated service, to enable employees to quickly request and provide employment verification to third parties (e.g. mortgage lenders, rental agencies, social service agencies, etc). Employment verification can include job title, date of hire, and current salary. The Work Number website (<http://achieve.lausd.net/Page/4298>) can be accessed 24/7, or by phone at (800) 367-2884.



PERSONAL TO-DO LIST

Your planning for the upcoming school year is probably front and center on your mind. But this is also a good time to get your personal life in order before the school year takes off and your free time becomes scarce. Here is a personal to-do list to help you plan for a great start to the school year:

Make appointments to take care of any medical or dental concerns you may have been putting off. Get your regular prescriptions filled, see your eye doctor to double-check your glasses, and go have that check-up you have been meaning to schedule. A teeth cleaning may seem like a small thing, but take care of it now and you can check it off your to-do list. If you have children, this is a good time to make their check-up appointments too. You may not do everything before school starts, but call now and secure one of those coveted late-afternoon appointments.

Make some plans for what you will eat during the work day. Decide what snacks and lunches you will take each day, and make yourself a shopping list so you are prepared from week to week. Keep a regular supply of healthy morning grab-and-go items, so you are not racing to snag a coffee on the way to work (or tempted to skip meals altogether.) Get a good water bottle to stay hydrated during the day, and coffee drinkers might save time in the morning with a sturdy travel mug.

Plan your transportation. If you are using public transportation, figure out your best bus or Metro route and your timetable. If you will be driving, get your car serviced. Knowing your transportation is reliable will save you worry, and trying to work in a service appointment after school hours – even for a simple oil change – can be challenging for most teachers. Transportation problems, like health problems, are not always predictable, but being proactive may head off some unpleasant surprises.

A tidy and professional wardrobe, including comfortable shoes, can make you feel at ease and confident. Take some time to organize your work wardrobe so you have a selection of outfits ready to go. Consider purchasing a few sets of those items that make you feel most professional and comfortable to mix and match.

Connect with friends and family. Share your hopes and excitement about the coming adventure. Have a barbeque, take in a concert, or just talk over coffee. Treat yourself with a massage or short getaway. It is important to put time into planning for your new adventure, but starting your new teaching job rested and rejuvenated will also go a long way to keeping you energized during the year.



CHAPTER 3: PREPARING FOR THE FIRST WEEKS

PREPARING FOR THE FIRST DAY

A CHECKLIST OF WHAT YOU NEED TO KNOW

SETTING UP YOUR CLASSROOM

ON THE FIRST DAY

SUBSTITUTE PLANNING

PREPARING FOR THE FIRST DAY

VISIT YOUR SCHOOL SITE

There is so much to do to prepare for your first day! Of course you'll be eager to get into your classroom, so try to arrange at least a day or two at your school site. But before you roll up your sleeves and get busy in your room, take time to talk with the key people who can answer many questions and will help you settle in:

Principal

Your principal is the instructional and administrative leader of the school. The principal:

- Sets and reinforces expectations for student and staff behavior
- Supports and guides the faculty toward excellence
- Arbitrates student conflicts
- Communicates and works with parents
- Coordinates collaboration among staff
- Manages emergencies and challenging situations within the school.

The principal also guides the development of new teachers from emerging to effective educators. It is important that you create and maintain a strong line of communication with your principal, and that you strive to meet the specific expectations that the principal has established for your school staff.

School Administrative Assistant (SAA)

Your SAA is the direct administrative assistant to the principal and handles communication with the principal as well as managing the principal's clerical tasks. In addition, the SAA is a key person who keeps the school running, and the one who can generally field most of your day-to-day questions. The SAA is generally the best person to instruct you on:

- Signing in and out each day (required)
- Locating your school mailbox
- Understanding school procedures
- Reporting student attendance
- Informing the school when you will be absent

The SAA also manages payroll, keeps track of faculty absences and substitute requests, stores and locates supplies, relays phone messages, is the first contact for parents, and generally knows who does what on campus.

The SAA keeps emergency information regarding staff members, and it is important that you provide the SAA with these names and phone numbers (emergency contacts, physician name and number, and alternative phone numbers where you can be reached).

Plant Manager

The Plant Manager is responsible for the maintenance, safety and cleanliness of the school facility. The Plant Manager can assist you with your classroom furniture, projectors and screens, trash collection and recycling, and arrange for repairs. The Plant Manager also oversees the school grounds keeping, supervises custodial services, and usually knows where the handcarts are when you need to move boxes from your car.

OTHER ADMINISTRATORS AND COORDINATORS

Assistant Principals and **Instructional Specialists** share administrative duties with the principal, often focusing on instruction and professional development, intervention for targeted student populations, security and operations, and/or counseling.

Assistant Principal, Elementary Instructional Specialists (APEIS) are administrators who coordinate ongoing collaboration between Special Education and General Education staff, and monitor the implementation of District procedures regarding students with special needs and Special Education programs.

Program Coordinators work with special programs including Title 1, Magnet, Bilingual, Special Education and Testing. Program coordinators are on-site, and can often assist teachers with schedules, supplies, instructional materials, school policies, testing procedures, teacher's assistants and paraprofessionals

Other School Staff

There are many staff members on campus who work hard to support students and teachers. As you make your way around campus, keep in mind that these individuals are also resources:

- Cafeteria personnel
- Library-media teacher and/or clerk
- Security staff
- Nurse
- Paraprofessionals and classroom aides
- Bus drivers
- Regular parent volunteers

OTHER NEW TEACHER SUPPORTS

Here is a list of other educators and programs on school sites and in the District who are available to provide support for new teachers. If you need help, seek support from one of these sources.

Mentor Teachers

New teachers can be assigned a specially trained veteran teacher to serve as a mentor. Mentors can work at the same school or come from outside, and are assigned through the District Intern program, BTGDI Induction program, Special Education division, or universities. Mentors observe new teachers, provide best practice strategies, and offer opportunities for reflection and support. Generally mentor teachers are assigned early in the year and remain with their mentees until June.

NBC Teachers

National Board Certified teachers have undergone extensive study and practice to earn their certification. NBC teachers provide support at their local schools by presenting professional development, serving in leadership roles, and mentoring teachers. Whether assigned formally as a mentor, or as an informal resource, NBC teachers are helpful in providing information about the school site, curriculum planning, classroom management and other topics of concern to teachers.

Buddy or Neighbor Teachers

A buddy is an experienced teacher who might be formally assigned to assist a new teacher, or is simply a friendly, helpful teacher in the building who can provide resources, suggestions and support. In core middle school programs, a new teacher is often partnered with a seasoned teacher with whom to share common students and a curricular focus. In elementary school, common grade level partners often become buddies, and in secondary, department colleagues may serve that role.

Teacher Quality Specialist

The Teacher Support and Development Branch of Human Resources provides Teacher Quality Specialists (TQS) to assist new teachers through new teacher meetings, newsletters, phone and email problem-solving, and one-on-one conferencing. While Teacher Quality Specialists focus on new teachers without other ongoing mentoring, all new teachers can benefit from the communications and professional growth opportunities provided by the TQS program.

PAR (Peer Assistance and Review)

The Peer Assistance and Review program provides professional development opportunities and visiting mentors to support any educator in the District who requests assistance in improving their teaching practice. PAR services include mentors who are experienced, accomplished consulting teachers, and professional development courses including Classroom Management, Writing Instructional Goals, and Student Engagement. PAR information and services can be accessed through the <http://achieve.lausd.net/Page/5156>, by emailing peerassistance@lausd.net or by phoning (213) 241-5501.

A CHECKLIST OF WHAT YOU NEED TO KNOW

- ☐ Your employee number (memorize it!)
- ☐ Staff parking lot location (do you need to display a parking permit?)
- ☐ Where and how to sign in each morning; location of your school mailbox
- ☐ Staff restroom locations (especially note the one nearest your classroom!)
- ☐ Staff lunchroom
- ☐ School bell schedule
- ☐ Teacher start and end times
- ☐ Map of the school
- ☐ How to report an absence; school preferred substitute list
- ☐ What to do if you are running late in the morning
- ☐ How to use the Brown (or classroom phone); how to call the Main Office
- ☐ Copy machine locations and copying policies
- ☐ Location of library, media center, auditorium, computer lab, cafeteria
- ☐ Procedures for issuing textbooks, lockers, one-to-one devices
- ☐ How to take attendance
- ☐ Dates for Back-to-School Night, Open House, other school events
- ☐ School policies for: Visitors, Positive Behavior, Hall Passes
- ☐ Student cell phone policy
- ☐ Any school guidelines for classroom doors (locked, unlocked, open, closed), covering door windows, hallway artwork/murals, classroom bulletin boards
- ☐ Escorting students to and from buses
- ☐ Breakfast in the classroom procedures

SETTING UP YOUR CLASSROOM

The right classroom set-up can create a welcoming environment. The physical layout of your classroom will also affect the ease of movement around the room, so desk groupings are the first consideration, along with the placement of supplies and proximity to doors and group work areas. Here are some specifics to consider:

Whiteboard and overhead projector and screen: All your students must be able to see the board and the screen easily. Try sitting in different students' seats to find out if they can see the board.

Projection technology: If you regularly use an LCD projector and/or document reader, position your cart or stand in a stable, central spot, and then design your student seating arrangement around it. Tape all cords down securely. Make sure to include a handy spot for necessary items such as remote clickers, pointers, a clipboard and pens.

Supplies and materials: Designate places where students can directly access necessary supplemental materials and supplies. Try to keep pencil sharpeners and trash cans away from student desks, so as to prevent noisy disruptions.

Teacher's desk: It is generally a good idea to position your work desk in a less trafficked location where you can lock up your phone and other valuables. Keep your desk neat and tidy.

Classroom Safety: As you plan your classroom set-up, use this safety checklist:

- ☐ Are all student desks and tables visible?
- ☐ Are all sharp or potentially dangerous materials stored safely?
- ☐ Do all students have adequate space to store their belongings? Can backpacks be stored so that straps are not in aisles creating safety hazards?
- ☐ Are electrical outlets unobstructed? Are all electrical cords in good working order?
- ☐ Are windows, door exits and ceiling fire sprinklers unobstructed?
- ☐ Are rugs and cords fastened down so no one trips?
- ☐ Are emergency fire drill procedures and exit routes posted by the door?
- ☐ Is the teacher's name, class and room number posted on or next to the outside classroom door, where it can easily be seen?

ARRANGEMENTS OF STUDENTS' DESKS

Your seating plan communicates to students what kind of learning you value and what kind of interactions you expect to take place. Below are some common seating arrangements.

As you plan, remember to include aisles! No matter how you choose to arrange your students' desks, remember to build in aisles for easy movement around the classroom. Not only do you need to allow students space to move, effective teachers are always walking around the classroom to manage behavior and help students as they need assistance

Classic Rows:

This is the most traditional arrangement, with rows of desks, "theatre style," facing the front of the room. This set-up allows students to focus on the teacher and his/her instruction.

Cooperative Clusters:

Many elementary teachers, and some secondary, utilize seating groups or clusters. These "pods" of four, five, or six favor cooperative learning, as students don't have to take time to rearrange desks or form new groups every day. One drawback is that some students are more easily distracted when not directly facing the teacher.

Horseshoe or U-shape:

If the room and class size allow, arranging desks in a wide horseshoe shape facilitates whole group discussions while still allowing students to face forward for teacher-directed instruction.

Full Circle:

It is unlikely that you will want your students to sit in a full circle all day every day. However, you may want to have your students move their desks into a closed circle for class meetings, writer's workshop or Socratic seminar. This is a good way to allow students to share their work and offer each other feedback.

Daily Agenda: Designate a spot for your daily agenda, and get in the habit of posting every morning. Students want to know what to expect, so help them get ready for the activities and lessons that are coming by listing them on the board in the same spot every day.

Bulletin boards and displays: Use your wall space strategically. Decide where you are going to place posters and reminder charts that may stay put for a while, and where you are going to post assignments, lessons, and student work. Designate one bulletin board for school information and announcements, including bell schedules, school wide learning goals and behavior expectations, and upcoming events.

- Do a colorful project with your students during the first week of school, then display the work on your walls. This allows students to get acquainted and to feel as though they are contributing members of the learning community.
- Put up quotations by famous thinkers, writers, scientists, historical figures. Use their words to inspire students to higher levels of achievement.

- Use comic strips and/or political cartoons related to your curriculum. Or display newspaper editorials pertaining to your curriculum. This will encourage students to think critically about controversial issues related to the content of your course.

Final Tip: Keep It Fluid

It may be tempting to set up your classroom once and keep it that way all year. But if you find a set-up is not working for you, make a change. Remember to move your students around, too - not just their desks. This allows students to experience different social interactions.

ON THE FIRST DAY

☐ **Arrive Early**

Arrive at school early, and give yourself plenty of time to sign in, double-check your materials for the day, and have a few minutes to organize your thoughts. Breathe.

☐ **Lesson Plan well for the first week**

Start off strong by planning carefully and purposefully. Later on you will have a better sense of how long things take, but at the beginning you will probably need to over plan. Establish your learning goals for the week, keep these front and center, and focus lessons on these. Write your plans out and review them beforehand.

☐ **Have all materials ready**

Plan ahead of time what copies you need for the first day and have them made in advance. Do not assume you will be able to make copies at school in the morning.

☐ **Greet each student warmly**

Stand at the door and greet each student with a warm smile as they enter. Try to learn names. If parents accompany their children to the door, give them the same warm welcome. Thank them for leaving their children in your care. Assure them confidently that their child will have a wonderful day. Smile.

☐ **Start class with names**

When calling role for the first time, remember and use names as often as you can, and endeavor to learn the rest as soon as possible. This is a great time to teach a get-to-know-you activity.

☐ **Teach class expectations and procedures**

Start the class with the most common routines and procedures the class will be using all year. Teach one or two of these, and practice them several times. If you are going to use an attention-getter, teach and practice this as well.

☐ **Start student learning right away**

While it makes sense to begin the year by establishing class routines and procedures, make sure that learning takes place too. This day will set the tone that your class is one where important learning takes place every day.

☐ **Have lunch with colleagues**

As exhausted as you might feel, joining your faculty in the lunchroom can give you a much-needed break and an opportunity to share collegial ideas and insights.

☐ **Pat yourself on the back**

You have made it through Day One of a most exciting and challenging adventure!

SUBSTITUTE PLANNING

Preparing in advance for those occasions when you must request a substitute will keep you from feeling overly stressed. In order to be prepared, you must register with SubFinder, the District's automated teacher absence system, and you must organize materials and plans for the substitute who will be taking over your class. The following information should help you manage these tasks.

USING SUBFINDER

SubFinder is an employee absence management and substitute placement system used by LAUSD. Using SubFinder, you can report an absence and request a substitute. The SubFinder system is available 24/7 via telephone and internet, so you can access the service at any time. You can use SubFinder to create, review and cancel absences and jobs.

Registering with SubFinder

You must register with SubFinder prior to using the features of the system. Registration must be done by phone. You can register with SubFinder as soon as you are employed. Do not wait until you need a substitute.

The instructions to register for SubFinder are below. There is also an online tutorial on setting up SubFinder: <http://www.crsadvancedtechnology.com/lausdemp/> and a comprehensive SubFinder Users Guide is available here: <http://tinyurl.com/kxz36v8>

General SubFinder Information

- Help Desk phone: (213) 241-6117 (213) 241-6151
- Email: subdesk@lausd.net
- SubFinder WebConnect: <http://subfinder.lausd.net>
- SubFinder access: (877) 528-7378 (877) LAUSD SUB

Follow these instructions to register:

1. Call SubFinder at (877) 528-7378.
2. SubFinder will ask you to enter your PIN followed by the # key. Your PIN is your employee number.
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 heard by other people using the system. When you are done, 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.
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.

Once you have registered with SubFinder, you can access the system by phone, or by logging in via the internet.

REPORTING AN ABSENCE

When you are going to be absent from work, you must report your absence and request a substitute by logging into SubFinder online, or by using the SubFinder telephone reporting system.

In addition, you should let your school know that you will be absent. Find out from your SAA or site administrator what the procedure is for reporting an absence. Generally schools will ask you either to call the school and leave a voicemail, or to email the SAA indicating the absence. Report your absence through SubFinder first, noting the job number, and then include that information when informing your school site of your absence. (**Tip:** Schools often have a list of preferred substitutes who are familiar with the school, students and procedures. Ask your SAA or administrator for the preferred substitute list. Make two copies, to keep one at home and one at school.)

Logging into SubFinder to Report an Absence (online)

SubFinder can be accessed from your home or school computer, or any computer that has an internet connection. Simply enter the LAUSD SubFinder web address into your browser:

<https://subfinder.lausd.net/>

Enter your Single Sign-On (email username) and Password and click Submit to Log In. Do not add domain name (e.g. msmith@~~lausd.net~~, **not** msmith@lausd.net).

Upon successful login, the Welcome screen will appear. 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.
2. Enter the **Start** and **End** dates for your absence. The start and end times are entered automatically. If the times differ from your normal work times, enter the specific times.
3. Select an absence Reason from the drop down menu.
4. Choose a Job Type:
 - a. Substitute Required – The Sub unit will assign an available sub
 - b. No Substitute Required
 - c. Requested Substitute – You would like to request a specific substitute. You will be given a search dialogue box to request a specific sub. It is helpful to have the preferred substitute's employee ID number, but lookup is also possible by name.

5. Specific instructions for the sub can be added as a text-based message or as an attachment by uploading a file from your computer.
6. Confirm that all of the information you have entered is correct, then click **Save Job**.
7. After clicking **Save Job**, the job number will be displayed at the top of the screen. **Write** the job number down for future reference. In particular, your school SAA may request this number. If this is a pre-arranged job, you will want to provide the substitute with the job number as well. You will be issued a new job number for every new absence.
8. You can review, edit or cancel an absence by clicking the Review Absence button.

Instructions for Reporting an Absence by phone

(Note: SubFinder ONLY works with touchtone phones)

1. Call SubFinder at (877) 528-7378 and enter your PIN. Select from these options:

a. To Report an Absence	Press 1
b. To Review an Absence	Press 2
c. To Cancel an Absence	Press 3
d. To Review Personal Information	Press 4
e. To Leave the SubFinder System	Press 9
2. Press 1 to Report an Absence
3. Enter the absence start/end dates. Follow the instructions to specify if your start and end times differ from the default times indicated.
4. You will be prompted with a menu or reasons for absence. Enter the reason.
5. If you are requesting a specific substitute, enter the substitute's employee number.
6. You may record a short message with instructions for the substitute.
7. When finished, 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. Make sure to note the Job Number.

You may cancel an absence by repeating the first step above and pressing 3. If the menu does not allow this command, it is too late to cancel this request.

SubFinder Definition of Terms

- **Filled:** Job has been covered with the substitute indicated.
- **Unfilled:** SubFinder is still in the process of searching the pool of available substitute teachers for an assignment match.
- **Failed:** If SubFinder is not able to find a match for the job, it will list as failed for the day. If a multiple-day request fails to fill on the first day, SubFinder will automatically rewrite if for the remainder of the assignment.
- **Hold Over:** Extending a substitute beyond the original end date of the assignment. A hold-over 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 system, but the system does not call the substitute. Substitute is informed directly at the school site before leaving the school, and reports directly to the school the next day.
(Generally, if you call your school before the end of the school day and let them know, they can talk to the sub before he/she leaves, and request the hold over for

the next day.)

- **Preferred Request:** Job is recorded and SubFinder does call substitute to offer job. Use this option if the Substitute was not informed that he/she has been held over.

SUBSTITUTE PLANNING

When a substitute checks in at the Main Office, he/she is often given a standard folder containing basic school information: map, bell schedule, school rules and procedures, and general information about your particular class, room # and schedule of courses (for secondary). If this is not done in your school, you can prepare this yourself. You should also indicate where a more complete sub folder and current lesson plans can be found in your classroom.

The more complete your information and instructions are for the substitute teacher, the better success he/she will have in maintaining the instructional momentum of your classroom.

You should also prepare your students in advance for the eventuality of a “sub day,” by reviewing your expectations for their behavior and learning in the classroom whether or not you are present. Assure young students that you will return. Let older students know that you will be informed of their behavior and progress during your absence.

Include in your Sub Folder:

- Welcome and thank you for your assistance today note
- Schedule of classes / subjects and order taught
- Special schedules for PD days and other irregular schedules
- Seating charts
- Class rosters
- Classroom rules and procedures
- Breakfast in the classroom procedures
- Discipline policy
- Hall pass policy
- Emergency maps, routes and procedures
- Students who receive special attention (medications, pull-out programs, accommodations)
- Names and notes about classroom aides, volunteers and/or student T.A.s
- Key helpful students who can assist
- Where supplies are kept
- For elementary, any pick-up or drop-off information or procedures
- Office referral forms
- Names of nearby helpful colleagues
- Where faculty restrooms are located
- Extra paper for the substitute to leave notes for you

Substitute Lesson Plans

If you know that you will be absent, leave prepared lessons for the substitute in your Sub Folder or easily accessible in or on your desk. It is also a good idea to write the day's agenda on the board. This will give the substitute and students something to refer to during the class and will help cut down on confusion.

In writing effective lesson plans, determine one or two objectives that you want students to take away from the substitute's lesson. If possible, write these objectives on the board before you leave or have the substitute write them at the beginning of class to reinforce their importance.

Typically, the best assignments are those that require students to utilize text or information with which they already have some familiarity. Answering thoughtful questions or completing some type of written assignment are good tasks for substitutes to manage.

As you create these assignments, you need to keep in mind how much students will complete in class. Again, it is better to over plan than to under plan. Leaving students without any activities to do for a long period of time creates a challenging situation for substitutes.

Even if students don't complete all of their work in class, you should require them to turn in what they have done to the substitute. This way there is some accountability for the students and the substitute.

On the next page there are basic structures for Substitute Lesson Plans. There is also a very handy substitute lesson template on the Teach-Nology website where you can type in your instructions on line, and the web tool will format printable, customized lesson plans. Find that here: www.teach-nology.com/web_tools/materials/substitute/daily_plan/.

Emergency Lesson Plans

It is a good idea to have a set of emergency plans for those rare times when an absence catches you completely off guard. Because you do not know when you will use them, emergency lesson plans will obviously not relate directly to what you are teaching at the time you will be out. Here are a few ideas for some emergency lesson plans:

- Question related to a chapter or story that you are not planning to cover
- Worksheets that are self-contained
- Activity using general academic vocabulary
- Outside readings/article with questions

Here are some websites where other teachers have shared their ideas for all-purpose emergency sub plans:

<http://tinyurl.com/o82q3vo>

<http://tinyurl.com/ojysi6l>

<http://tinyurl.com/k4ljd8>

When you return from an absence, take note of the substitute's name and employee number. This will enable you to request that substitute in the future, should you so desire.

ELEMENTARY SUBSTITUTE LESSON PLAN

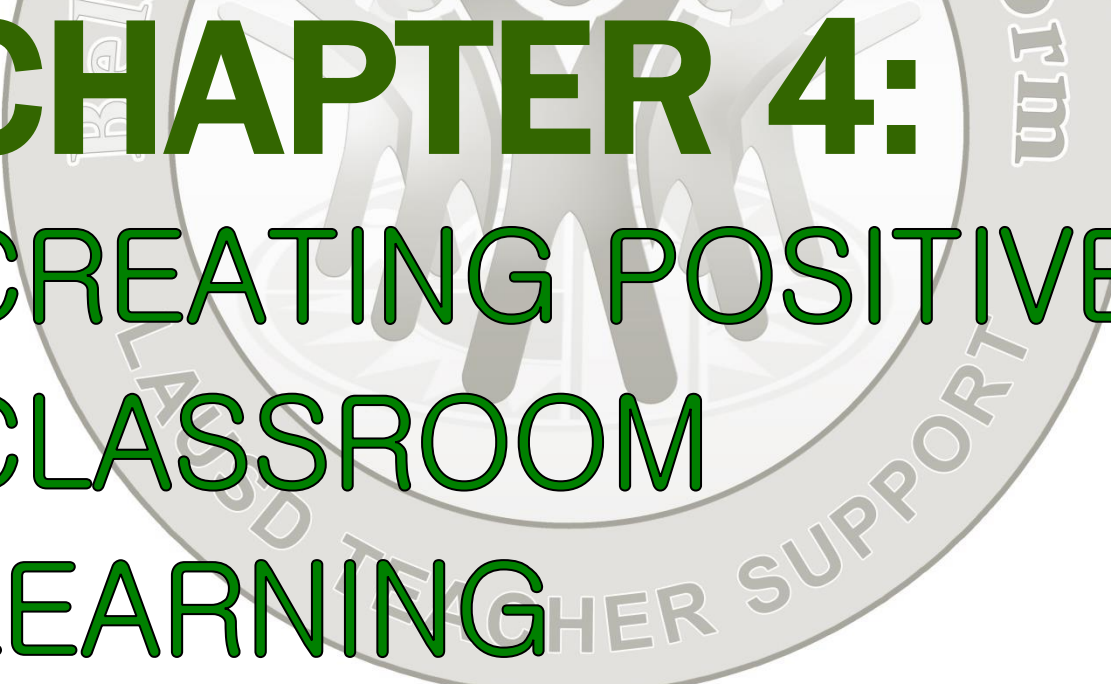
TEACHER (LAST, FIRST)				DATE		
ROOM NO.				GRADE		
RECESS		LUNCH		ENDING BELL		
OTHER GENERAL CLASS INFORMATION						
STUDENTS TO CALL FOR ASSISTANCE				COLLEAGUES WHO CAN ASSIST		
TIME		SUBJECT		LESSON TOPIC		
INSTRUCTIONS TO STUDENTS						
KEY VOCABULARY AND/OR CONCEPTS						
ASSIGNMENT FOR CLASS						
COLLECT WORK AND PLACE						
TIME		SUBJECT		LESSON TOPIC		
INSTRUCTIONS TO STUDENTS						
KEY VOCABULARY AND/OR CONCEPTS						
ASSIGNMENT FOR CLASS						
COLLECT WORK AND PLACE						

TIME		SUBJECT		LESSON TOPIC	
INSTRUCTIONS TO STUDENTS					
KEY VOCABULARY AND/OR CONCEPTS					
ASSIGNMENT FOR CLASS					
COLLECT WORK AND PLACE					
TIME		SUBJECT		LESSON TOPIC	
INSTRUCTIONS TO STUDENTS					
KEY VOCABULARY AND/OR CONCEPTS					
ASSIGNMENT FOR CLASS					
COLLECT WORK AND PLACE					
END OF SCHOOL PROCEDURES					
SUBSTITUTE (LAST, FIRST)				EMPLOYEE NO.	

SECONDARY SUBSTITUTE LESSON PLAN					
TEACHER (LAST, FIRST)				DATE	
ROOM NO.				GRADE	
NUTRITION		LUNCH		ENDING BELL	
COLLEAGUES WHO CAN ASSIST					
OTHER GENERAL INFORMATION					
PERIOD 1					
SUBJECT		STUDENTS TO CALL ON FOR ASSISTANCE			
LESSON TOPIC					
INSTRUCTIONS TO STUDENTS					
KEY VOCABULARY AND/OR CONCEPTS					
ASSIGNMENT FOR CLASS					
COLLECT WORK AND PLACE					
PERIOD 2					
SUBJECT		STUDENTS TO CALL ON FOR ASSISTANCE			
LESSON TOPIC					
INSTRUCTIONS TO STUDENTS					
KEY VOCABULARY AND/OR CONCEPTS					
ASSIGNMENT FOR CLASS					
COLLECT WORK AND PLACE					

PERIOD 3			
SUBJECT		STUDENTS TO CALL ON FOR ASSISTANCE	
LESSON TOPIC			
INSTRUCTIONS TO STUDENTS			
KEY VOCABULARY AND/OR CONCEPTS			
ASSIGNMENT FOR CLASS			
COLLECT WORK AND PLACE			
PERIOD 4			
SUBJECT		STUDENTS TO CALL ON FOR ASSISTANCE	
LESSON TOPIC			
INSTRUCTIONS TO STUDENTS			
KEY VOCABULARY AND/OR CONCEPTS			
ASSIGNMENT FOR CLASS			
COLLECT WORK AND PLACE			
PERIOD 5			
SUBJECT		STUDENTS TO CALL ON FOR ASSISTANCE	
LESSON TOPIC			
INSTRUCTIONS TO STUDENTS			
KEY VOCABULARY AND/OR CONCEPTS			
ASSIGNMENT FOR CLASS			
COLLECT WORK AND PLACE			

PERIOD 6			
SUBJECT		STUDENTS TO CALL ON FOR ASSISTANCE	
LESSON TOPIC			
INSTRUCTIONS TO STUDENTS			
KEY VOCABULARY AND/OR CONCEPTS			
ASSIGNMENT FOR CLASS			
COLLECT WORK AND PLACE			
END OF SCHOOL PROCEDURES			
SUBSTITUTE (LAST, FIRST)		EMPLOYEE NO.	



CHAPTER 4:

CREATING POSITIVE

CLASSROOM

LEARNING

ENVIRONMENTS

ABOUT CLASSROOM MANAGEMENT

GENERAL TIPS FOR TEACHERS

ROUTINES, PROCEDURES AND TRANSITIONS

DETAILED MODELING

PLANNING FOR SUCCESS

THE EASIEST WAY TO IMPROVE BEHAVIOR

MAINTAINING A POSITIVE CLASSROOM ENVIRONMENT

PRAISE, ENCOURAGEMENT AND FEEDBACK

ABOUT CLASSROOM MANAGEMENT

When asked, early-career teachers consistently cite classroom management as the most challenging aspect of teaching. What exactly is classroom management?

As leading educator and co-author of *The First Days of School* Harry Wong said in an [Education World](#) interview: “Classroom management is *not* discipline. You don’t discipline a classroom. You manage a classroom. Classroom management is the practices and procedures that allow teachers to teach and students to learn.”

Classroom management strategies fall into two general categories: those that are designed to prevent problems and those responses when problems do occur. **Preventative** strategies include procedures and routines, strong instructional planning, engaging activities, and constructive feedback. **Responsive** strategies include a positive behavior plan and effective behavioral interventions. Together, these are the actions teachers employ to create positive classrooms where learning can happen smoothly, productively and safely, and where disruptions are minimized.

Below and on the following pages are brief descriptions of these key elements in creating positive classrooms. Following this are links to resources from leading educators and institutions. Finally, on the next pages are some specific tips and strategies that may be helpful in creating your own positive classroom.

PROCEDURES, ROUTINES AND TRANSITIONS

According to most successful educators, establishing and teaching clear procedures and routines that students practice consistently is the foundation for creating a classroom that runs smoothly and positively. From routines for students to enter the classroom and settle down to learn, to the ways students and teachers communicate during lessons, through transitions for moving from one activity to another, to procedures for packing up at the end of the day, procedures, routines and transitions can be key to minimizing conflicts and confusion and maximizing quality learning time.

PLAN, PLAN, PLAN

Even the most carefully implemented procedures and routines will only remain effective when students are also well engaged in the learning activities. How do effective teachers keep students engaged? Planning is the key. Students want to know the purpose of what they’re learning, to understand what is expected of them and to feel at once challenged and capable of meeting the challenge. To create engaging lessons that accomplish these goals requires planning. As K.J. Wagner, author of *The Four “P’s” of Lesson Planning* at educationoasis.com, explains, “A sure ingredient in a recipe for disaster is ‘winging it.’ Good classroom managers *plan* the lesson, *procure* the products needed, list the *procedures* to follow, and *prepare* for potential problems.” Adds elementary teacher Colleen Gallagher of [Teaching Heart](#): “I write out the first few days of school as

if I am writing a script, rehearse ahead of time, and always over plan so my students are always actively engaged and are never left with unproductive time.”

COMMUNICATE COMPASSION AND CONVICTION

The messages teachers convey to students from the first day define the classroom climate. First and foremost, effective teachers communicate the unwavering convictions that **learning is valuable** and that **all students can learn**. Teachers who show genuine interest and compassion for students, and who model and expect a culture of encouragement and respect in the classroom community, will create a climate where students feel valued, safe and excited to learn. In order to create such a classroom environment, suggests [Dr. Ronald Ferguson, professor of Public Policy at Harvard University](#), teachers must clearly and consistently communicate:

1. This is a place of mutual support (establishing caring and trust);
2. We are going to have order here (balancing of student autonomy and teacher control);
3. We are going to have very high goals (communicating high expectations);
4. Sometimes this is going to be challenging (setting conditions for student persistence);
5. By the end of the year, we will all have come a long way (demonstrating faith in students' abilities).

Regarding the messages that teachers communicate to their students, long time educator Rita Pierson advocates for educators to believe in their students, and to connect and communicate with them on a real, human and personal level. Visit the TEDTalk website to view Rita Pierson's inspiring talk, "Every Kid Needs a Champion."

CLASSROOM DISCIPLINE

Even with thorough planning and classroom organization, there will be occasions when individual or small groups of students behave disruptively. As Dr. Fred Jones, clinical psychologist and author/founder of the landmark [Tools for Teaching](#), explains, "Successful teaching is neither 'magic' nor a 'bag of tricks.' Rather, successful teaching is built around a handful of core competencies that are expressed in everything the teacher does." To prevent disruptions from erupting and escalating Dr. Jones advocates these competencies: physically structuring the classroom to discourage misbehavior; using signs, body language and proximity to halt disruptive behavior; implementing a clear and consistent series of consequences for misbehavior; and employing positive incentives.

In dealing with the occasional discipline issue, here are some positive things that a teacher can do to diffuse the situation:

1. **Make eye contact with the student** - Let the student know his/her behavior is being observed.
2. **Using non-verbal cues** - Point at the work the student should be completing.

3. **Move toward the student** - Proximity is a great deterrent.
4. **Give a verbal hint** - During a lecture when a student is goofing off, ask that student a question.
5. **Remind your students about the rules** - Direct this to the whole class.
6. **Be clear and calm when asking the student to stop a certain behavior.**

The Peer Assistance and Review program (PAR), a collaborative effort of LAUSD and UTLA, offers professional development free of charge for LAUSD teachers throughout the year. PAR professional development courses include Fred Jones' Tools for Teaching techniques (Classroom Management and Classroom Management Plus), other classroom management techniques (The Power of Presence, Building Strong Connections) and many other planning and engagement topics that teachers find extremely useful.

POSITIVE BEHAVIOR PLAN

A positive behavior plan is a set of rules, backed by a corresponding set of incentives and consequences, which address disruptive student behaviors. The foundations of an effective behavior plan are a small number of clearly written rules, stated in positive terms, which address multiple situations, and are age-appropriate. Positive incentives, such as tokens or rewards, correlate with rules followed consistently by individual students or the class as a whole. When positive rewards and incentives are not successful, teachers may employ a tiered system of clearly outlined and consequences.

[Dr. Randy Sprick](#), a leading educator-consultant in the area of classroom management, explains that teachers utilizing a *positive behavior plan* model “establish classrooms that encourage student responsibility and motivation, while humanely and effectively help misbehaving students learn to behave in more responsible ways.”

The LAUSD Learning Zone offers a three-course sequence of online professional development based on the work of Dr. Randy Sprick: Fundamentals of CHAMPs and Discipline in the Secondary Classroom, CHAMPs Course 2: Vision, Organization, and Expectations; and CHAMPs Course 3: Motivation, Correction Procedures, and Class wide Motivation Systems. These courses are offered free of cost to LAUSD teachers, and are self-paced. Additionally, to accompany this coursework, teachers can request a free copy of the CHAMPs book through the Learning Zone.

PROCEDURES, ROUTINES AND TRANSITIONS

MICHAEL LINSIN - SMART CLASSROOM MANAGEMENT

[Smart Classroom Management](#) website and free resources

[The Classroom Management Secret And 45 Other Keys to a Well-Behaved Class](#)

HARRY K. WONG AND ROSEMARY T. WONG

[Teachers Net Gazette website](#) monthly newsletter

[The First Days of School: How to Be an Effective Teacher, 4th Edition](#)

[The Classroom Management Book](#) ([view free, helpful excerpts here](#))

JEN SAUL, ELEMENTARY TEACHER – TEACHING CHANNEL

[Choreography Transitions and Classroom Flow](#)

[Creating a Positive Classroom Culture](#)

RICK MORRIS – NEW MANAGEMENT

[New Management](#) website and free resources

[Using Music for Transitions](#) [Helpful Classroom Tips](#)

[New Management Books](#)

PLAN, PLAN, PLAN

K.J. WAGNER – EDUCATION OASIS

[Learning Objectives: Stems and Samples](#)

KEAN UNIVERSITY COLLEGE OF EDUCATION

[Effective Lesson Planning, Delivery Techniques and Classroom Management Suggestions for First Year Teachers](#)

EFFECTIVE TEACHING – HARRY WONG

[First Day of School Scripts](#)

COMMUNICATE COMPASSION AND CONVICTION

WISCONSIN EDUCATION ASSOCIATION COUNCIL

[Strategies for Classroom Management](#)

SECONDARY TEACHER-BLOGGER TYLER HESTER @ EDUTOPIA

[7 Tips for Better Classroom Management](#)

POSITIVE CLASSROOM DISCIPLINE

FRED JONES TOOLS FOR TEACHING

FRED JONES' CLASSROOM MANAGEMENT PROFESSIONAL DEVELOPMENT

([offered by Peer Assistance and Review – PAR – through the Learning Zone](#))

[Fred Jones Resources](#)

[Tools for Teaching books and videos](#)

POSITIVE BEHAVIOR PLAN

LAUSD POSITIVE BEHAVIOR SUPPORT UNIT

[Multi-Tiered Tips and Strategies](#)

[Classroom Motivation Systems](#)

[Professional Development](#)

GENERAL TIPS FOR TEACHERS

START OFF STRONG

- Learn your students' names as quickly as possible, and use them often.
- Greet students at the door. Be friendly, courteous, and happy to see them.
- Try to personalize greetings when possible by engaging students in friendly conversation.
- Begin class on time and in a lively manner. Have routines to follow, teach them purposefully, and reinforce them until they become automatic.
- Have the day's agenda and goals visible.
- Communicate respect for the students and enthusiasm for the subject(s).
- Communicate the unwavering expectation that all students can and will learn.
- Start each day with a clean slate.

DURING INSTRUCTION

- 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.
- Accentuate the positive in every student.
- Be serious about accomplishing work, but add humor and fun to each class.
- Talk to and interact with as many students as possible, not just your favorite students.
- Communicate respect for the students and enthusiasm for the subject(s).

CONDUCTING CLASS EFFICIENTLY

- Set long-term goals and keep them in mind as you do your daily planning.
- 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.
- 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. Avoid using threats to control the class.

CREATING A PRODUCTIVE LEARNING ENVIRONMENT

- Praise students appropriately and purposefully for real effort and achievement.
- Find an effective means of quieting students. Instead of saying "Shhh," consider using a subtle strategy such as dimming the lights, playing classical music, or putting on the board a brainteaser or intriguing question relating to the lesson of the day.



- Whenever possible, reprimand a student privately, one-on-one instead of across the room, in front of the whole class.
- Don't threaten or use sarcasm. Never humiliate a child.
- Avoid arguing with students.
- Be mobile. Move around the room as students work.
- Minimize administrative referrals. Establish your own classroom management plan.

ROUTINES, PROCEDURES, AND TRANSITIONS

Establishing clear, consistent classroom routines and procedures from the outset of the school year will be a time-saver as well as creating a classroom climate of calm and focused productivity. Once procedures are explained and practiced consistently, they become habitual, creating an environment that is less stressful for everyone, removing many sources of potential conflict, and helping teachers and students alike focus on the work at hand.

Some teachers establish a great number of routines and procedures, from returning colored markers to their proper boxes, to how to organize materials inside the desk. Others focus on only a few important behaviors, such as entering the room and getting to work quietly, passing work forward in an orderly fashion, or coming to silent attention when requested. As long as teacher and students are comfortable and secure that the classroom is a calm and productive environment for learning, the goal has been met.

Planning and implementing procedures with your students also requires time on your part. For example, if your beginning of class procedure starts with a daily “Do Now” activity, then you must conscientiously prepare and post these assignments, and plan for managing the assignments (how they are collected, reviewed, recorded and returned). If you ask students to independently manage their materials and papers in the classroom, then you must set up your room in advance with clearly identified locations for students to access resources and deposit different types of work. If you move about the room during the first five minutes to check students’ notebooks and indicate with a stamp when you have reviewed their work, then you must have these stamps handy, and must build a time and independent learning activities into your agenda so you are free to do this. If you expect students to refer to a daily agenda in order to manage their materials and time, then you must create and post this agenda daily.

What is most important in teaching your class procedures and routines is that you communicate them clearly, practice them with students until they can demonstrate them correctly and consistently, and continue to reinforce these practices until they become habitual.

Dr. Harry and Rosemary Wong, in their newsletter, *Successful Teaching*, outlines a three-step process for teaching classroom procedures:

1. **Teach:** State, explain, demonstrate, and model the procedure.
2. **Rehearse:** Practice the procedure under your supervision.
3. **Reinforce:** Reteach, rehearse, practice, and reinforce the classroom procedure until becomes a student habit or routine.

Educator Michael Linsin, on his website [Smart Classroom Management](#), suggests this additional step in teaching procedures and routines: modeling what *not* to do:

Use the [how-not strategy](#) to demonstrate the most common rule-breaking behaviors students engage in. Sit at a student's desk and show them how not to get your attention, how not to ask a question, or how not to behave during lessons. They must see and experience what isn't okay in order to fully understand what is.

Educator Rick Morris suggests on his website [New Management](#) using music to aid classroom management. All types of songs, from TV jingles to baroque symphonies can be used quite effectively to initiate a procedure, time a transition or underscore an activity.

In fact, there are a myriad of blogs and websites where teachers share their ideas for effective classroom procedures and routines, and a quick search will produce dozens of plans and suggestions, many including videos of classes in action. On the [Teacher Net website](#), Harry and Rosemary Wong highlight teachers every month who generously share their highly successful classroom procedures.

In her excellent resource, [The First-Year Teacher's Checklist](#), Julia G. Thompson suggests these procedures as ones all students should know and practice consistently. These are a good jumping off point to help you get started:

- Start-of-class routines
- Manage book bags and other personal belongings
- Manage cell phones
- Breakfast in the classroom
- Handle tardiness
- Obtain materials and supplies
- Sharpen pencils
- Signal for teacher's attention
- Respond when the teacher signals for attention
- Manage acceptable talk during seatwork
- Control noise levels
- Organize their notebooks
- Distribute handouts
- Head papers with the appropriate information
- Turn in papers
- Record homework correctly
- Complete makeup work
- Retrieve assignments when absent
- Turn in late work
- Discuss concerns about a grade
- Correct their papers
- Move into groups
- Behave during small-group discussion
- Behave during a whole-group discussion
- Use computers appropriately
- View videos
- Ask classmates for help

- Ask the teacher for help
- Behave when there is a guest
- Behave during a fire or emergency drill
- Ask to leave the room before the end of class
- Complete end-of-class routines

Other procedures for special circumstances:

- Assemblies
- Guest speakers
- Classroom visitors
- Substitute teachers
- Field trips
- Class parties
- Shared activities with another class
- Teacher leaving the room
- Substitute teachers

DETAILED MODELING

For classroom management-related instruction, the most effective teachers rely on modeling more than any other strategy. Because *showing* students what you expect is infinitely more powerful, more meaningful, and more memorable than voice instruction will ever be—by a long shot.

Do it well and the results can be stunning, like having a whole new class. But modeling is also fraught with danger. Done incorrectly, it can result in confusion, poor execution of routines and procedures, and bundles of lost time. Follow the guidelines below, however, and you'll have your students doing whatever you ask of them with skill and confidence.

Making you a great teacher.

MODEL EVERY ROUTINE.

Anything and everything your students do repeatedly—lining up for lunch, turning in homework, working in small groups—should be modeled and standardized into a routine. Routines are key to effective classroom management. They save gobs of time, improve behavior dramatically, and keep your students focused on learning.

KNOW WHAT YOU WANT.

For modeling to be effective, you must know exactly what you want from your students. Before starting any modeling session, create in your mind's eye the perfect scenario for collecting science materials, for example, or using learning centers. You may even want to do a walk through by yourself before school. A clear picture translates to successful modeling.

BE ONE OF THEM.

When you model, don't stand in the front of your classroom trying to mimic what you want your students to do. Instead, show them what you expect by actually doing it—as if you're one of them. Borrow a desk or sit in a table group and go through the precise steps you want your students to take. Be sure to include proper behaviors, attitudes, and conduct along the way.

MAKE IT HIGHLY DETAILED.

Most teachers don't break down their modeling enough. They leave gaps in their instruction that lead to confusion and indecisiveness. Effective modeling must be highly detailed. Every bridge and transition from one small step to the next must be expressly, richly, modeled. Think in terms of creating a visual map for your students, one that winds seamlessly from start to finish.

ADD INSIGNIFICANT DETAILS.

Not only do you need to be highly detailed, but to be most effective you must add *extra* details. These extra details, which can be as simple and insignificant as tapping a poster on the way into the classroom or as silly as dancing a jig after turning in work, act as anchors along the memory map you're constructing for your students. With a little creativity, these details can also be a lot of fun.

SPEAK SPARINGLY.

Although it's smart to accompany your modeling with verbal instruction, it's best not to be overly explanatory. Your physical movements and actions should do most of the talking for you. Instructions only support your modeling. Your students will indeed hear your words, but it's their imaginations—picturing themselves in your shoes—that will give them perfect recall.

MAKE IT LONGER.

Most teachers model only one thing at a time—like how to line up before school—but students remember best when you include several segments, linking them together into one long routine—how to line up before school, how to walk into class, how to put away backpacks, and how to turn in homework. The *more* you ask them to do, within reason, the better they'll do.

HAVE THEM FOLLOW YOU.

When you model in this highly detailed, ultra-realistic way, you'll find yourself sitting at a student's desk, wearing a backpack, choosing a library book, sitting in time-out, and even reading silently. Have your students follow you as you model these activities and procedures. In other words, they must be gathered around and moving with you as you show them how to do this or perform that.

UTILIZE HELPERS.

You may have to choose students to model or role-play alongside you. For example, if you're showing your students how to work in literature circle groups, you'll want to model it at a table with several students acting as group members. Another common modeling situation may find you sitting at a student's desk while another student plays the role of the teacher.

LET THEM PRACTICE.

After finishing your modeling session, and after taking questions, give your "Go" signal and let your students practice whatever it is you modeled. You can have just one student or one group of students do it first if you wish, but before performing "live," your whole class must prove they can do it correctly. Remember, repetition isn't a bad word.

OBSERVE AND VERIFY.

Good teachers do a lot of observing—because whenever you ask something of your students, you must verify they do it correctly. Watch closely as they go through the steps, the procedures, the routines—everything you’ve taught and modeled for them. And if ever they fail to give you what you want, stop them in their tracks and send them back to do it again.

ASK A LOT TO GET A LOT

Asking your students for the moon and then modeling for them exactly—precisely—how to get it, is a recipe for not only excellent classroom management, but for great teaching as well.

Show them.

Model for them what you want. Give them the tools they need to be successful, and then walk them step-by-step through how to use them.

Be the great teacher your students want to follow.

And follow you they will.

By Michael Linsin

Reprinted by permission from [Smart Classroom Management](#)

Michael Linsin is the founder of [Smart Classroom Management](#), the top classroom management blog with more than 120,000 monthly readers. He has taught every grade level from kindergarten to eighth grade over the past 24 years, and is the author of three books about classroom management. Subscribe to Michael’s newsletter on the Smart Classroom Management website: www.smartclassroommanagement.com

PLANNING FOR SUCCESS

Good lesson planning is essential to the process of teaching and learning. A teacher who is prepared is well on his/her way to a successful instructional experience.

ESTABLISH A POSITIVE CLASSROOM ENVIRONMENT

- Make the classroom a pleasant, friendly place
- Accept individual differences
- Learning activities should be cooperative and supportive
- Create a non-threatening learning environment
- Organize physical space; eliminate situations that may be dangerous or disruptive
- Establish classroom rules and procedures and consistently reinforce them

BEGIN LESSONS BY GIVING CLEAR INSTRUCTIONS

- State desired quality of work
- Have students paraphrase directions
- Ensure that everyone is paying attention
- Ensure that all distractions have been removed
- Describe expectations, activities and evaluation procedures
- Start with a highly motivating activity
- Build lesson upon prior student knowledge

MAINTAIN STUDENT ATTENTION

- Use random selection in calling upon students
- Vary who you call on and how you call on them
- After posing a question, wait at least five seconds for a response
- Be animated; show enthusiasm and interest
- Reinforce student efforts with praise
- Vary instructional methods
- Provide work of appropriate difficulty
- Demonstrate and model the types of responses or tasks you want students to perform
- Provide guided practice for students; monitor responses and deliver immediate corrective feedback

USE APPROPRIATE PACING

- Be aware of your teaching tempo
- Watch for cues that students are becoming confused, bored or restless; use cues to shorten or adjust lessons

PROVIDE SUITABLE INDIVIDUAL, INDEPENDENT STUDENT WORK

- Individual, independent work should be purposefully assigned

- Develop procedures for seeking assistance; have a “help” signal
- Develop procedures for what to do when finished
- Move around to monitor seatwork
- Vary types of products and learning students are

ALLOW A VARIETY OF GROUP AND COLLABORATIVE OPPORTUNITIES

- Structure group work so all understand the task
- Group students thoughtfully and purposely
- Monitor group activity; move around to check on progress
- Make groups accountable for products and sharing with class
- Allow students to reflect individually on group process

EVALUATE WHAT HAS TAKEN PLACE IN YOUR LESSON

- Summarize the lesson and focus on positive gains made by students;
- Determine if the lesson was successful; were goals accomplished?
- Use evaluation information to inform instruction

MAKE A SMOOTH TRANSITION INTO NEXT SUBJECT

- Have materials ready for next lesson
- Maintain attention of students until you have given clear instructions for the next activity
- Do not do tasks that can be done by students (i.e. passing out paper or collecting assignments); use monitors
- Move around and attend to individual needs
- Provide simple, step-by-step instructions
- Utilize a freeze and listen signal, when necessary

DEVELOP POSITIVE TEACHER/STUDENT RELATIONSHIPS

- Set a good example; be a positive role model
- Acknowledge effective procedures and behaviors
- Correct misbehaviors; have consequences of disruptive behavior; communicate them to children; be consistent
- Never embarrass or use sarcasm
- Handling disruptions
 - Keep is short and simple (KISS)
 - Use a warning system
 - Defer disruptive behavior proactively (eye contact, close space between you and student, use head/hand gestures)
 - Help students be successful
 - Conference privately with disruptive students

From [Kean University College of Education](#)

THE EASIEST WAY TO IMPROVE BEHAVIOR

The easiest way to improve classroom behavior is one few teachers ever consider. It's at once blatantly obvious and far off the grid. You won't find it in modern professional books and are unlikely to hear about it at conferences.

Yet, it's as plain as day and works every time.

It doesn't entail making drastic changes. It doesn't entail extra planning or specialized training. It doesn't entail selling, persuading, or convincing your students of anything. In fact, they'll be all for it. For it is both a universal truth and a welcome balm to any human interaction.

So what is this miracle strategy?

It's politeness.

Walk into any polite classroom anywhere in the world and there you will find well-behaved students. You'll find happiness and harmony, smiles and friendship, community and contentment.

So how do you bring more politeness into your classroom?

You teach it. You model what it looks like. You practice and encourage it until it becomes part of the fabric of your classroom.

Teachers who focus on this one oft-neglected strategy have far fewer problems with classroom management. They have fewer problems with disrespect, bullying, bickering, and the like.

If you've never taught politeness before, the most effective approach is to focus on just three foundational areas.

- 1. Please and thank you.**
- 2. Hello and goodbye.**
- 3. Excuse me and after you.**

These three alone will change the tone of your classroom, inspire more profound acts of kindness, and result in better overall classroom behavior.

The first step in teaching them is to model what they look like:

Ask for volunteers to help you as you act out how to greet a classmate, how to accept a helping hand, or how to pause and allow someone to pass in front of you. Use everyday examples from the classroom while emphasizing the importance of tone, body language, and eye contact.

Once you've covered each foundational area, break your students into groups and let them practice on their own. Pose common situations and then give them a few minutes to role-play each one:

A tablemate is leaving for the day.

Two students approach the pencil sharpener at the same time.

A classmate helps you on an assignment.

You accidentally bump into someone while lining up for lunch.

Periodic refreshers throughout the year are a good idea, but gentle reminders keep it going. Good teachers are in the habit of stage-whispering cues whenever a student forgets:

"Please."

"Good morning."

"Excuse me."

These simple words, conveyed with a smile just a few times a week, will sustain and nurture the kind, considerate, and well-behaved learning environment you're after.

But you must be the leader, the chief role model, the pillar of politeness. Every day. Sarcasm, impatience, and grouchiness will undo any good vibrations you've created.

Teaching politeness is a simple little thing that has been easily disregarded, quickly forgotten, and thought too 1950s for today's educational complexities.

But in the hands of a teacher willing to make it a priority, it's powerful stuff.

It transforms and uplifts.

It endures and inspires.

It leaves a mark that never fades away.

By Michael Linsin

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Michael Linsin is the founder of [Smart Classroom Management](#), the top classroom management blog with more than 120,000 monthly readers. He has taught every grade level from kindergarten to eighth grade over the past 24 years, and is the author of three books about classroom management. Subscribe to the Smart Classroom Management newsletter, [click here](#).

MAINTAINING A POSITIVE CLASSROOM ENVIRONMENT

The following proven classroom practices and strategies, from the [LAUSD School Wide Positive Behavior Intervention and Support Team](#), can be employed by teachers in all types of classrooms to prevent and minimize disruptive behaviors while maintaining a positive classroom environment:

1. Greet every student as they come in the door.
2. Clearly explain class procedures and routines, re-teach and practice regularly.
3. Clearly communicate and display behavior expectations. Keep expectations simple and specific. For example:
 - Stay seated during classroom activities and event
 - Raise your hand before speaking
 - Only touch other students' property with permission
 - Wait to be dismissed
 - Be prepared with your notebook, pencil and book
 - Listen when the teacher or other students are talking
4. Offer all students leadership opportunities through classroom jobs or by serving as a group leader.
5. Encourage all students to respond to questions and to participate in class discussions. Use equity sticks or other strategies for insuring that all students are included in activities and discussions.
6. Clearly express expectations for learning tasks and activities before assigning.
7. Positively reinforce students with praise for following classroom rules and learning assignments. Use praise statements that describe the specific behavior you observed:
 - Thanks for waiting so quietly.
 - Great job getting started so quickly.
 - Terrific job getting your first draft completed on time.
 - Thank you for trying on your own for five minutes before asking for help.
 - Good work completing ten sentences.
 - Great job being prepared to work before the bell rang.
8. There should be a ratio of four positive interactions for every one negative. Positive interactions are characterized by one or more of the following:
 - Praise
 - Greeting
 - Compliment
 - Holding a friendly conversation or interaction with the student.
9. There are also several non-confrontational practices teachers can use to manage challenging student behavior:
 - Teacher-student proximity
 - Offering choices
 - Redirection
 - Private talks

- Praising other students who are exhibiting the appropriate behavior
 - Giving more recognition to what student is doing correctly
10. Reinforce behavior through positive rewards such as tickets for prizes. Prizes can be inexpensive or free, such as:
- Sit with a friend
 - Lunch with the teacher
 - Use the teacher's chair for an hour
 - Use a gel pen for writing an assignment
11. Create menu of reinforcers (see below). You can also make a reinforcement "die" and let students roll it. Or keep reinforcement coupons in a prize jar:

REINFORCEMENT MENU

- Run errands
- Water the plants
- Do half of an assignment
- Take home a good note
- Have talk time with friends
- Get extended recess or break time for the whole class
- Grab something from the grab bag
- Get a treat at the end of the day
- Use the computer for extra time
- Borrow a book from the teacher's library
- Select a song for the class to listen to

STRATEGIES TO MANAGE ATTENTION SPAN BEHAVIOR

- Have students call back facts or other parts of the lesson being taught
- Have students stand and stretch
- Have students spend two minutes doing yoga at their desks
- Instruct students to stand up, find a partner with the same shoes (shirt, eyes, hair, height, etc.) and discuss something from the lesson
- Put on music and have students dance at their desks for two minutes.
- Have students turn to a neighbor and repeat back a fact from the lesson
- Instruct at a quick pace
- Reduce length of assignments or break down assignments into "chunks"
- Employ students in class decision making and organizing
- Provide non-disruptive activity options
- Utilize a variety of media (photography, music, magazines) to communicate concepts

PRAISE, ENCOURAGEMENT, AND FEEDBACK

Teachers are often told to praise early and praise often, but as educational psychologist Elizabeth Hartley-Brewer explains in [Scholastic Teacher](#): there's good praise, and there's bad praise. "Praising well is a subtle art," says the author of [Talking to Tweens](#). "How you phrase it can make a huge difference in whether a child feels freed and encouraged by your comments or, despite your good intentions, becomes anxious or even angry." Here Hartley-Brewer shares some tips on the best ways to praise students.

Increase your vocabulary. When it comes to ensuring that praise is effective, the word 'good' is inadequate; it says little. Instead, try using description—a "well-argued" paper, an "insightful" poem, or a "beautifully drawn" map. If you stick to this rule in your class, you'll start to notice that your students pick up on it, too, and become better at handing out their own compliments. Raise the bar.

Fit praise to students' grade level. Until about second grade, children see the world in black and white terms, says Hartley-Brewer, which also means that they see themselves in the same simple terms, as either a good kid or a bad kid. Consider instituting a balance sheet rule: three pieces of praise for every criticism. With older children, Hartley-Brewer advises us to save celebrations for the notable successes, and in the meantime, focus on affirmation.

Give high fives. Some of the best praise is non-verbal. Add some high-fives and handshakes to your repertoire, says Hartley-Brewer. Plus "stickers, kind comments written on homework pages, and simply a warm tone of voice" convey approval and support.

Don't wait for them to cross the finish line. Success is a process. A good science project, for instance, is the result of many separate right choices and hard work. Instead of waiting until the final grading, use praise during the process to keep your students on track, help them pick up the pace if necessary, and gain confidence in their work, not just their product.

Get specific. Praise should include information about what exactly good work is. Only when they know what they did well can students make sure to repeat their success. Specific praise fulfills the exact function of constructive criticism (only it's more fun to receive!).

Don't be wowed by neatness. Often teachers get a special thrill from super-neat homework. Although neatness shows diligence and care, it can also be a diversion from content. Remember that when you praise and encourage neatness, it's not the same thing as praising and encouraging good thinking.

Don't gush. Too much fervor can not only sound fake but also creates tension around rising expectations to earn accolades. If praise is about appreciation, match the applause to the achievement. Save "wows" and "amazings!" for truly impressive work. Sometimes, a simple "Nice, you finished it on time," will do.

Praise en masse. Genuine praise to the class at large can often be as encouraging as one-on-one praise. Plus, praise of your entire class can engender esprit de corps among the students.

Don't ignore failure. When teachers talk up students' achievements, but become silent in the face of failure, the message is: Failure is too shameful to talk about. Pointing out where work is not up to par provides factual and neutral information on what went wrong, what has not been understood fully, and on what needs to be changed.

Do remember to accept praise for yourself, too. People who don't receive or give themselves pats on the back are much less likely to give praise to others. So get used to getting praise, even if you have to ask for it—it will make you a more supportive teacher! Learning to praise ourselves, says Hartley-Brewer, “will act as a boost and help us to be positive and encouraging.”

Reprinted from [Scholastic Teachers](#) www.scholastic.com

EFFECTIVE PRAISE, ENCOURAGEMENT AND FEEDBACK

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 the 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.

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	patient	responsible
courageous	focused	perseverance	trustworthy
creative	friendly	persistent	enterprising
curious	generous	positive	thoughtful
insightful	inclusive	innovative	kind



CHAPTER 5: **TEACHING AND** **ENGAGEMENT**

LESSON PLANNING

ENGAGEMENT AND RIGOR

PROTOCOLS FOR DISCUSSIONS AND TEAMWORK

CHECKING FOR UNDERSTANDING

ENGLISH LEARNERS IN THE CLASSROOM

WEBSITES AND APPS

LESSON PLANNING

The most successful lessons begin with the end in mind. As Stephen R. Covey, author of [*The Seven Habits of Highly Effective People*](#) explains, “To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you’re going so that you better understand where you are now, so that the steps you take are always in the right direction.”

This principle is the basis for the backward planning model for lesson planning, as outlined by prominent educators Grant Wiggins and Jay McTighe in their landmark book, [*Understanding by Design*](#). In this model, teachers begin lesson planning by defining the specific learning goal. Generally this decision is informed by the content standards and the curricular plan of the school. Once this learning goal is established teachers then design the culminating assessment that is tied to the learning goal. Creating and understanding the tasks students will be expected to perform at the conclusion of the lesson unit, helps the teacher focus on the instructional steps that will lead to this culmination.

This simple set of steps are helpful in designing lessons for most content areas and grade levels:

1. **Define the lesson’s objectives and goals.** Make sure these are in line with appropriate standards and school curricular plans.
2. **Plan an “into” or anticipatory activity** to tap students’ prior knowledge and pique students’ interest in what is to come.
3. **Deliver a direct instructional lesson**, which can include lecture, texts, other materials, discussion and modeling of the thinking or skills. Include key vocabulary and concepts.
4. **Lead guided practice** to give students an opportunity to develop their understanding of the topic through active interaction with the content. Cooperative learning groups are useful here to collaborate and exchange ideas.
5. **Review and reteach** as necessary by bringing the students back together to clarify the learning goals and check for understanding.
6. **Independent work** is an opportunity for students individually to demonstrate the skills or concepts they have learned.
7. **Assessment** to determine mastery of skills and/or understanding of concepts. Student performance can inform future lessons by signaling the need to review and reteach, or suggesting a faster movement forward.

ENGAGEMENT AND RIGOR

When students are engaged in their learning, they are willingly and actively involved in the work. When students are engaged, not only are they on-task, but they approach the task with enthusiasm and persistence. More than attentive, engaged students are genuinely curious about the topic and can make spontaneous intellectual connections between the subject, other information they have learned, and their own life experiences.

In the very best situations, students who are authentically engaged in their learning find the process of intellectual investigation so stimulating that they cease to think of the schoolwork as *work*. In this way, teachers who can artfully engage their students are not only strengthening their students' learning at that time, they are helping to create students who find learning joyful, and therefore become lifelong learners.

What are the common components of engaging learning activities? Engaging learning:

- activates prior knowledge
- sparks curiosity
- poses real life questions or problems
- fosters active investigation
- promotes group interaction
- encourages collaboration
- inspires lively group discussion
- allows for choice
- uses games and humor
- taps into individual resources and experiences
- nurtures independent thinking
- involves all participants simultaneously

There are several prominent educators who have designed strategies and approaches to assist teachers in creating highly engaging instructional programs. Dr. Spencer Kagan has developed a comprehensive engagement program built around a series of activity protocols, called “structures,” that teachers employ to create learning opportunities for students that are extremely interactive, collaborative and involve all students at a high level of engagement. [Kagan structures](#) can be used to heighten the rigor of discussions, to build community and teamwork, to focus and organize groups for project-based learning, and to assess learning. The Kagan materials are available for purchase, videos of teachers demonstrating the structures are readily available on YouTube, and the [Kagan organization](#) offers professional development throughout the year in locations around the country.

[Whole Brain Teachers](#) is an organization started by three California teachers in 1999, and has since expanded to thousands of teacher who employ the Whole Brain strategies to great success. Whole Brain Teaching rests upon the principle that students learn the most when they are having fun. Whole Brain classrooms are task-focused but filled with laughter. As Chris Biffle, one of the founders explains, “At the root of Whole Brain Teaching is a large amount of highly

structured, educational tomfoolery.” Whole Brain classrooms are highly disciplined and tightly organize, but use humor and games to increase the number of times students repeat core information and practice basic skills. [The Whole Brain website](#) has dozens of videos and resources available to teachers.

IDEAS FOR ENGAGEMENT STRATEGIES

Kagan Online – Dr. Spencer Kagan, Educator-Founder of Kagan Cooperative Learning

http://www.kaganonline.com/online_magazine/

Whole Brain Teachers

<http://www.wholebrainteaching.com>

Edutopia – Rob Olazagasti, 6th grade Science teacher

<http://www.edutopia.org/stw-assessment-authentic-student-engagement>

Marzano Center – Dr. Robert J. Marzano, author, *The Highly Engaged Classroom*

<http://www.marzanocenter.com/blog/article/5-ways-to-get-and-keep-your-students-attention/>

Edutopia – Joshua Block, Humanities Teacher:

[Planning for Engagement: 6 Strategies for the Year](#)

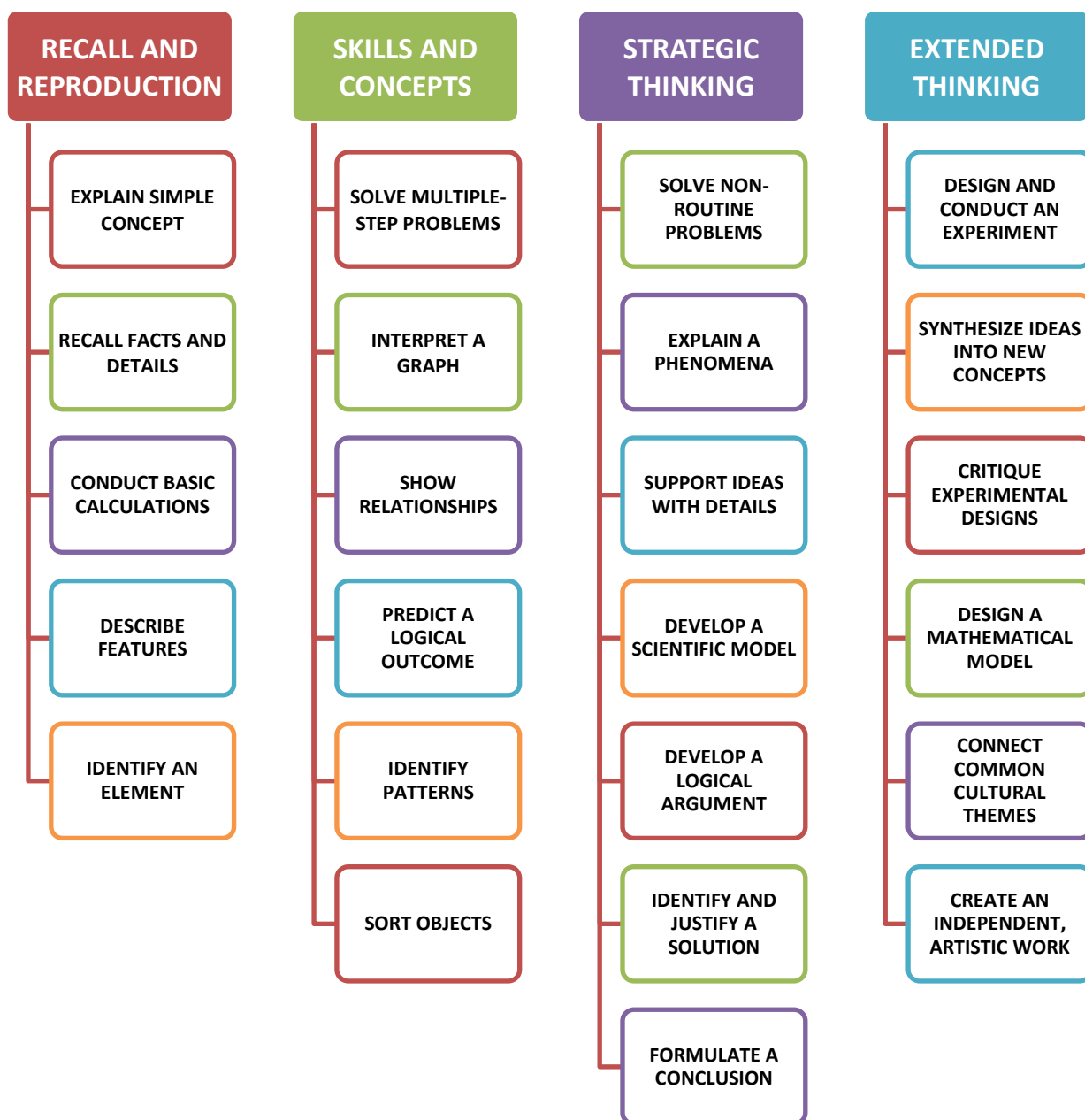
New Management – Rick Morris, Educator

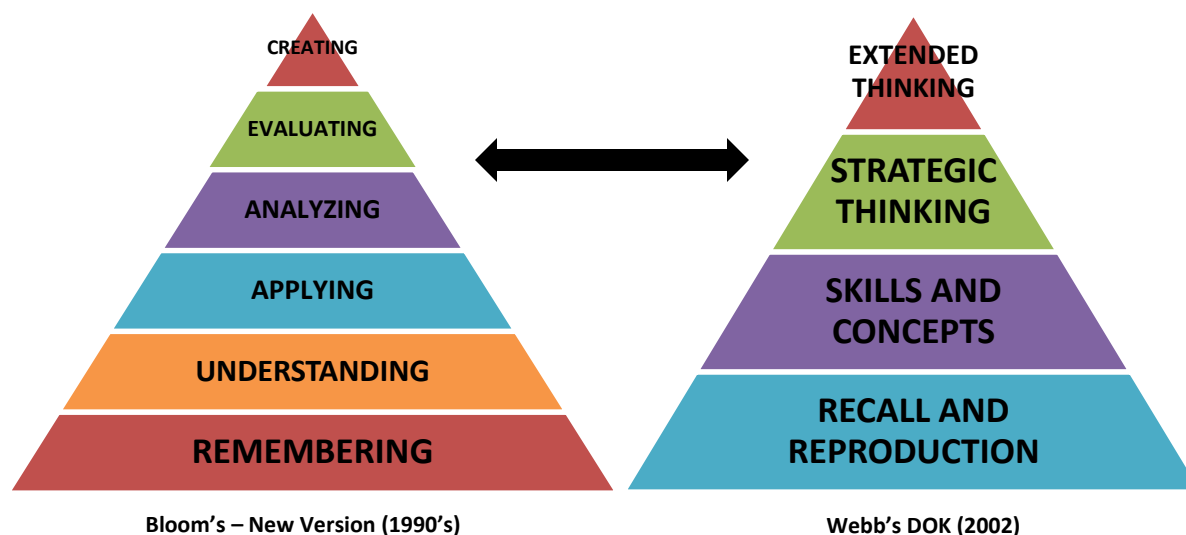
[Engaging students with music](#) and [Bell Work](#)

BLOOM'S TAXONOMY and WEBB'S DEPTH OF KNOWLEDGE (DOK)

In planning lessons that are engaging and rigorous, teachers often refer to *Bloom's Taxonomy* and/or *Webb's Depth of Knowledge* (DOK). These two paradigms can help teachers plan lessons that extend student learning and require deeper and more complex thinking from students. Current LAUSD lesson planning and training around the Common Core focus on Webb's Depth of Knowledge, as the DOK model is foundational for the Common Core State Standards. Dr. Karen Hess of the Common Core Institute has created a [Guide for Using Webb's Depth of Knowledge with Common Core State Standards](#).

The Depth of Knowledge (DOK) schema provides a model for planning instruction that asks students to grapple with increasingly more rigorous thinking:





DEPTH OF KNOWLEDGE KEY WORDS, STEMS AND ACTIVITIES

LEVEL 1. RECALL and REPRODUCTION – Recall a fact, information, or procedure.

Arrange	Illustrate	Memorize	Recognize	What
Calculate	Label	Name	State	When
Define	List	Quote	Tabulate	Where
Draw	Match	Recall	Tell	Who
Identify	Measure	Recite	Use	Why

LEVEL 1 QUESTION STEMS:

- Can you recall ____?
- When did ____ happen?
- Who was ____?
- How can you recognize ____?
- What is ____?
- How can you find the meaning of ____?
- Can you recall ____?
- Can you select ____?
- How would you write ____?
- What might you include on a list about ____?
- Who discovered ____?
- What is the formula for ____?
- Can you identify ____?
- How would you describe ____?

LEVEL 1 ACTIVITIES:

- Recall elements and details of story structure, such as sequence of events, character, plot and setting.
- Conduct basic mathematical calculations.
- Label locations on a map.
- Represent in words or diagrams a scientific concept or relationship.
- Perform routine procedures like measuring length or using punctuation marks correctly.
- Describe the features of a place or people.

LEVEL 2. SKILLS and CONCEPTS – Engages mental process beyond habitual response using information or conceptual knowledge. Requires two or more steps.

Apply	Compare	Identify Patterns	Organize	Sketch
Categorize	Determine	Infer	Predict	Solve
Cause and Effect	Distinguish	Interpret	Relate	Summarize
Classify	Estimate	Make Observations	Separate	Use Context Clues
Collect and Display	Graph	Modify	Show	

LEVEL 2 QUESTION STEMS:

- Can you explain how ____ affected ____?
- How would you compare ____?
- How would you contrast ____?
- How would you classify ____?
- How are ____ alike?
- How are ____ different?
- What can you say about ____?
- How would you summarize ____?
- What steps are needed to edit ____?
- When would you use an outline to ____?
- How would you use an outline to ____?
- How would you estimate ____?
- How could you organize ____?
- How would you apply what you learned to develop ____?

LEVEL 2 ACTIVITIES:

- Identify and summarize the major events in a narrative.
- Use context cues to identify the meaning of unfamiliar words.
- Solve routine multiple-step problems.
- Describe the cause/effect of a particular event.

- Identify patterns in events or behavior.
- Formulate a routine problem given data and conditions.
- Organize, represent and interpret data.

LEVEL 3 STRATEGIC THINKING: Requires reasoning, developing a plan or a sequence of steps, some complexity, more than one possible answer, higher level of thinking than previous 2 levels.

Apprise	Compare	Develop a Logical Argument	Explain Phenomena in Terms of Concepts	Investigate
Assess	Construct	Differentiate	Formulate	Revise
Cite Evidence	Critique	Draw Conclusions	Hypothesize	Use Concepts to Solve Non-Routine Problems

LEVEL 3 QUESTION STEMS:

- What is the best answer? Why?
- What is your interpretation of the text?
- How is ___ related to ___?
- What conclusions can you draw ___?
- How would you test ___?
- Can you predict the outcome if ___?
- How would you describe the sequence of ___?
- What facts would you select to support ___?
- Can you elaborate on the reason ___?
- What would happen if ___?
- Can you formulate a theory for ___?
- How would you test ___?
- How would you adapt ___ to create a different ___?

LEVEL 3 ACTIVITIES:

- Support ideas with details and examples.
- Use voice appropriate to the purpose and audience.
- Identify research questions and design investigations for a scientific problem.
- Develop a scientific model for a complex situation.
- Determine the author's purpose and describe how it affects the interpretation of a reading selection.
- Apply a concept in other contexts.

LEVEL 4 EXTENDED THINKING: Requires investigation, complex reasoning, planning, developing, and thinking-probably over an extended period of time.

Analyze	Connect	Defend	Judge	Support
Apply Concepts	Create	Design	Propose	Synthesize
Compose	Critique	Evaluate	Prove	

LEVEL 4 QUESTION STEMS:

- What information can you gather to support your idea about ____?
- Write a thesis, drawing conclusion from multiple sources.
- Design and conduct an experiment.
- Gather information to develop alternative explanations for the results of the experiment.
- Write a research paper on a topic.
- Apply information from one text to another text to develop a persuasive argument.

LEVEL 4 ACTIVITIES:

- Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.
- Apply mathematical model to illuminate a problem or situation.
- Analyze and synthesize information from multiple sources.
- Describe and illustrate how common themes are found across texts from different cultures.
- Design a mathematical model to inform and solve a practical or abstract situation.

PROTOCOLS FOR DISCUSSION AND TEAMWORK

Engaging discussion protocols provide purposeful, fun and varied structures for students to discuss and process their learning. These protocols are successful, in part, because they allow all students in a class to be fully engaged at the same time. Additionally, they provide a platform for students to share their ideas and insights in an environment that is lively and equitable.

The protocols offered here are from Dr. Spencer Kagan's *Cooperative Learning Structures* adapted by Amy Coventry for the Center for *Culturally Responsive Teaching and Learning*. These discussion protocols are neither content nor grade level specific. Instead, they provide a variety of structures from which teachers can choose to engage students with the content at hand through whole class, small group and pair discussions.

SMALL GROUP

Numbered Heads Together

Students are put in groups of 4 to 6 and numbered. When asked a question, students work together to find the best answer. When called together again, the teacher rolls a die and asks the students from each group with the number rolled to stand, i.e. "All 3's from each group please stand." Each student then represents the group and reports the group's answer.

Roll 'Em

Students need to be seated in groups of 4-6. Students think about a posed question as the teacher rolls two dice. One die represents the table/group number and the other die represents the seat number. The student sitting in the seat represented by the rolled dice answers the question. Rolling of the dice can continue until a sufficient number of answers are heard.

Think-Pair-Share

This involves a three step cooperative structure. During the first step, students think silently about a question posed by the teacher. Individuals then pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs or the entire group. It is a usually a good idea to have the individuals asked to share whole group to explain what their partner said in order to promote good listening skills.

Merry-Go-Round

Each student takes a very quick turn sharing with the team a thought or reaction to something posed by the teacher. Responses should be quick 1-5 word phrases in order to keep it going quickly and keep thoughts concise.

Give One, Get One

After thinking or journaling about a topic, students are asked to get up and find someone across the room with whom to share their thoughts or answers. Students are then receiving an idea in exchange for giving one.

Put Your Two Cents In

Each student has two tokens to use as talking pieces. In groups of four, each student takes a turn by putting one token in the center of the table and sharing his/her idea. Once everyone has shared once, each student then puts one more token in at a time and responds to what someone else in the group has shared, i.e. “I agree with _____ because...”, or “I don’t agree with _____ because...”, etc.

Three Step Interview

Each member of a team chooses another member to be a partner. During the first step, individuals interview their partners by *asking clarifying or interview questions*. During the second step, partners reverse the roles. For the final step, members share their partner’s response with the team.

Jigsaw

Small group are established. Each group member is assigned some unique material to learn and then teach to his group members. To help in the learning, students across the class focusing on the same material get together to decide what is important and how to teach it. After practice in these “expert” groups, the original groups reform and students teach each other.

Team–Pair–Solo

Students do problems first as a team, then with a partner, and finally on their own. It is designed to motivate students to tackle and succeed at problems which are initially beyond their ability. It is based on a simple notion of mediated learning, or scaffolding. Students can do more things with help (mediation) than they can do alone. By allowing them to work on problems they could not do alone, first as a team, and then with a partner, they progress to a point they can do alone that which at first they could do only with help.

Corners

Each student moves to a corner of the room representing a teacher-determined alternative or point on a scale. Students discuss their choices in their own corners then listen to and paraphrase or debate ideas and opinions from other corners.

Roundtable

Each team uses a single sheet of paper and pencil, and, in turn, responds to a question or problem by stating their ideas aloud as they write them on the paper. The paper keeps being passed around the table this way until time is called. It is important that the ideas be vocalized as they are being written so that other team members can hear and reflect on the proffered thoughts, and so teammates know what not to repeat. Team members are encouraged not to skip turns, but if their thoughts are at a standstill, they are allowed to say “Pass” rather than to turn the brainstorm into a brain drizzle.

Inner Outer Circle

Have students stand in a big circle. Every other person should take one giant step inside the circle and turn around facing those in the outer circle so that the outer and inner circle people are face-to-face. Students in the outer circle begin by asking the student facing them on the inner circle a question. This question may be prepared by either the students themselves or the teacher. Once

the inner circle student has had an opportunity to answer, either the outer or inner circle rotates and the process is repeated until a full rotation is made. Then, the inner circle has the opportunity to ask questions as the outer circle responds, and so forth.

WHOLE GROUP

Give a Shout Out

Students softly shout out responses at the same time; teacher records their “shout outs” on the board. Posed questions can require either one correct answer or a variety of short answers.

Example:

“In using the trade-first method in subtraction, in which place value should be start? Give me a shout-out.” “The Ones!” “Excellent!” Okay, let’s start with the ones then.” This can then continue throughout the subtraction problem as the teacher walks the students through it, step-by-step.

Train or Pass It On

Students call on each other to answer and/or ask questions. Students should not raise hands to be called on and should be encouraged to call on a variety of people in the classroom. Students can also “pass” on a question they do not want to answer by calling on another student for help. This is called “Pass It On”. This can also be done with the use of a small soft object that students can toss to one another in order to “pass it on.” Examples:

“Let’s see how many states we can name together. Let’s use the protocol of Train...Maria, you start and I’ll record our answers on the board.” Maria either provides one state and calls on another student or says, “pass” and calls on another student.

Whip Around

Each student in the room takes a turn responding to a posed question with QUICK answers. The order should be apparent based on seating in order for the teacher to avoid having to constantly facilitate the direction of the students answering. After several practices, students should mostly be able to self-direct this activity. If students are having difficulty with this, the teacher can ask students to point to the next person in order after they have given their answers in order cue them. This should go very quickly around the room so the question needs to be appropriately precise, as well. Example:

After reading a piece of literature, the teacher asks students to provide their first response to the book, i.e. favorite character or part, how it made them feel, what it made them think about, etc. It could be anything they want to say about the book but must be shared in under five seconds per students.

Pick-A-Stick (Non-volunteerism)

After the facilitator poses a question, students think about the answer silently (students may also put finger to head indicating “thinking”). After sufficient thought time, the facilitator picks from a group of sticks that represent each student. The chosen student answers the question. Stick selection can continue until a sufficient number of answers are heard.

CHECKING FOR UNDERSTANDING

In many instances, the purpose of looking over student work is not to evaluate for grade, but simply to check for understanding so that adjustments can be made in upcoming lessons to accelerate the pace, reteach a concept or skill, or enrich the content. Having several methods of checking for understanding in your teacher toolbox is very valuable, and will save you both time and tedium.

- **Have students sign or signal answers.** A simple head shake, raised hand, or hand signal can indicate answers to your questions. Deviant signals stand out. If you suspect students are following their classmates' signals, ask them to close their eyes and signal their answers.
- **Solicit verbal responses, individual or in chorus, to check learning.** Student-to-student methods of response give each student the chance to respond, and a peer will usually correct wrong responses.
- **Use entrance or exit tickets** for students to indicate quickly their understanding of a newly learned concept. Share some aloud as a review or to re-teach challenging concepts.
- **Before a quiz,** check for understanding by placing questions and answers on separate flash cards. Hand out all the card and have students move about the room until they find their “partner.” The students must match the question and answer. When the teacher then asks the question both partners (question and answer) stand up and presents their information.
- **Instead of correcting each and every homework assignment, give quick, random quizzes to assess what's been learned.** Collect and grade them on some days and on others, give students the answers to evaluate their own quizzes. That way they will always be motivated to learn from the homework you assign.
- **The teacher passes out all 52 cards in the deck** (Some students will receive more than one card). The teacher then picks a card from another deck and asks a question. Whoever has the matching card must answer the question.
- **Get help from your students.** Instead of developing and duplicating practice pages, have your students make their own practice problems. To gauge their comprehension, for example, have students make up five questions that could be used to test whether their classmates understood the chapter. Have them star the question they think is best. Examine that one question. If you doubt the student's understanding, then check the rest. Choose several of the best questions to discuss as a class or answer individually.

CHECKING FOR UNDERSTANDING: HOMEWORK AND CLASSWORK

- **Mark a circle near each problem a student answers incorrectly** on worksheets or questions. When the students correct the mistakes, simply add a K beside the original circle to show it's OK now.
- **Use rubrics** for students to self-evaluate before (or without) your feedback.
- **Use an all-purpose chart** to keep track of completed assignments on a daily basis.
- **Have students mark each other's papers** and then explain to their partners what the error is and how to fix it.

- **In grading, only focus feedback on one skill, concept or standard.** Identify which concepts and skills are most important, and focus on those. This will make a greater impact on students.
- **Use a pen of one color to record work that is handed in on time and another for work that comes in late.** Avoid using red to mark anything because it is considered a negative color.
- **Rotate students to whom you give in-depth feedback.** Others can receive completion credit, knowing at the next assignment their work may be under the microscope.
- **Comment, rather than correct.** Avoid editing and “fixing” student work. Provide enough feedback so the student understands the area that needs improvement, but leave the corrections to the student.

Put more time into initial work, rough drafts, and early stages. Spend less correction time on final, culminating tasks which the student will not be asked to resubmit.

GREAT TIME-SAVING TIP:

At the beginning of the school year, give each student a number corresponding to his/her number in your roll book. Instruct students to put this number on the top corner of every piece of work they turn in, and reinforce this heading habit until it is followed consistently. (Secondary teachers may want to have students put the class period number followed by a dash before the student number.)

Now when recording and crediting students for their work, it is a simple matter to have a student put the work in numerical order so entering grades into the rollbook goes quickly.

Numbers also allow for fast checking of other information: books covered, trip slips turned in, project group members, etc.

ENGLISH LEARNERS IN THE CLASSROOM

As the largest enrolling district of English Learners (ELs) in the United States, the Los Angeles Unified School District is committed to providing our English Learners with the highest quality educational programs and services, soundly based in current research. ELs are guaranteed access to rigorous curriculum and effective instruction in order to become fluent in English and prepared for 21st century college and careers. Regardless of grade level or content area, here are practices all teachers can employ to support our English Learners and all our students:

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—Some students may 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.
11. **Use graphic organizer** to provide visuals cues and templates for illustrating and developing thinking. Graphic organizers can aid comprehension, support writing organization and planning, and help students understand vocabulary and concepts.
12. **Cooperative learning** provides English Learners with opportunities to practice verbal

skills, interact socially and intellectually with classmates, and hear fluent conversation.

13. **Academic vocabulary** is specialized vocabulary specific to a discipline or used in often in academic writing and discourse. All students need ongoing exposure to academic language, and opportunities reinforce learning by reading, hearing and using academic vocabulary frequently.

ENGLISH LANGUAGE DEVELOPMENT PROGRESSION IN LAUSD

EMERGING

Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language. At exit from the Emerging level, students have basic English communication skills in social and academic contexts.

EXPANDING

Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways. At exit from the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas.

BRIDGING

Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. At exit from the Bridging level, students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.

TEACH CONSTRUCTIVE CONVERSATION SKILLS

A powerful way to develop ELs abilities to communicate complex ideas is through many and varied authentic interactions with other students. These student-to-student interactions allow English Learners to build new knowledge. As this new knowledge allows EL students to participate in classroom conversations in which they can connect their ideas to others' ideas and contribute to the purpose of the conversation.

A highly effective strategy to teach constructive conversation skills is to use focused conversation prompts, models and non-models. EL students need lessons and activities in which their original ideas are encouraged and valued

Constructive Conversation Skills Poster

Create

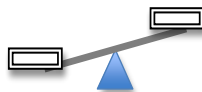


Prompt starters:
 What is your idea?
 How can we combine these ideas?
 What do we need to do?
 What are other points of view?
 What do you think about...?
 Why...How...I wonder...

Response starters:
 One idea could be ...
 My hypothesis is...
 That reminds me of...
 I noticed the pattern of...
 I think it depends on...

Goal: Students independently build up ideas (knowledge, agreement, solution) using these skills.

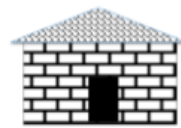
Negotiate



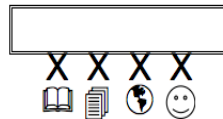
Prompt starters:
 What is your opinion?
 Where do you disagree?
 How might we take the best from both ideas?
 How can we decide which is the more ___ idea?
 How does evidence for your argument compare to mine?
 How do the two ideas similar and different?
 Which has the strongest evidence?

Response starters:
 I see it a different way,
 On the other hand, ...
 A point of disagreement that I have is...
 Even though it seems that ..., That is a valid point, but...
 I think the negatives of... outweigh the positives of ...

BUILD IDEA



Fortify



Prompt starters:
 Can you give an example from the text?
 Where does it say that?
 What are examples from other texts?
 What is a real world example?
 Are there any cases of that in real life?
 Can you give an example from your life?
 What is the strongest support for...?

Response starters:
 For example,
 In the text it said that...
 Remember in the other story we read that...
 An example from my life is
 One case that illustrates this is...
 Strong supporting evidence is

Clarify



Prompt starters:
 Can you elaborate on the...?
 What does that mean?
 What do you mean by...?
 Can you clarify the part about...?
 Say more about...
 Why.. How... What... When...
 How is that important?
 How does it support your point that...
 I understand the part about..., but I want to know...
 Can you be more specific?
 Is what I just said clear?
 Does that make sense?
 Do you know what I mean?
 What do you think?
 I'm not sure if I was clear.

Response starters:
 I think it means...
 In other words,
 More specifically, it is ... because...
 An analogy might be...
 It is important because...
 Let me see if I heard you right...
 To paraphrase what you just said, you...
 In other words, you are saying that...
 What I understood was...
 It sounds like you think that...
 It all boils down to...
 A different way to say it..

© Zwiers, O'Hara, & Pritchard (2014)
 Common Core Standards in diverse classrooms:
 Essential practices for developing academic
 language and disciplinary literacy.
 Stenhouse Publishers | ALDNetwork.org

WEBSITES AND APPS

It seems almost every day new teacher-friendly internet and digital resources are popping up. Here are several that have received high marks:

WEBSITES:

Teaching Channel www.teachingchannel.org is an online video channel containing thousands of videos on educational strategies, lessons, and pedagogy, all featuring real teachers in real classrooms. Categories include: Classroom Management, Lesson Ideas for Common Core, New Teacher Survival Guide, Differentiation, Teaching STEM, Inspiration and much, much more. Videos can be selected by grade, subject and topic, and are often accompanied by supporting downloadable resources.

PBS Learning Media (<http://www.pbslearningmedia.org>) is a collection of online resources for teachers to enrich their lessons. Tools include *Lesson Builder* and *Quiz Maker*, and a Storyboard app that lets teachers and students create dynamic presentations incorporating PBS videos, graphics and texts. Teachers browse by subject, grade level or media, to access an astonishing wealth of video, audio and text resources on topics ranging from history, literature, science to the arts and contemporary society.

Crash Course <http://www.youtube.com/user/crashcourse> is a YouTube channel made up of short 15-20 minute courses on a range of topics from Science to Literature to History to Mathematics. Brothers Hank and John Green present funny, smart and thought-provoking snippet of fascinating learning. Great for students and adults.

About.com/Education www.about.com/education is an online resource that provides short, clear explanations and step-by-step instructions for hundreds of teaching tasks and topics. Extremely user friendly, the resources are all written by successful classroom teachers in a very succinct and user-friendly way. Topics range from Setting Up your Classroom and Writing Substitute Lesson Plans, to Italian and Archaeology.

Edutopia www.edutopia.org was created and is supported by the George Lucas Foundation with the purpose of showcasing what works in education through online videos and resources. In addition to offering examples and ideas for best practices, the website highlights innovation in educational settings.

TED Education <http://ed.ted.com>

Smithsonian Education <http://www.smithsonianeducation.org>)

Discovery Education <http://www.discoveryeducation.com/teachers/>

Khan Academy <http://www.khanacademy.org>

Annenberg Learner www.learner.org/resources

Teachers Pay Teachers: <http://www.teacherspayteachers.com>

Education World www.educationworld.com

Teachers.Net: www.teachers.net

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

Teacher Lesson Plans <http://www.lessonplanet.com>

Creative Lesson Plans <http://creativity.denverartmuseum.org/>

Teachers First <http://www.teachersfirst.com>

Teaching Resources and Lesson Plans from the Federal Government <http://free.ed.gov/>

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

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

Lesson Plans/National Education Association: <http://www.nea.org/tools/LessonPlans.html>

SACRAMENTO STATE UNIVERSITY LIBRARY EDUCATION DIVISION:

Mega E-Resource Listing for K-12 Teachers:

<http://library.csus.edu/guides/rogenmoserd/educ/lesson.htm>

Scholastic 25 Best Websites for Teachers:

www.scholastic.com/teachers/article/25-best-websites-teachers

APPS:

ClassDojo (<http://www.classdojo.com>) is a smart phone app that allows teachers to enter real-time data about student positive behavior. Students are awarded points, which are tracked online, for teamwork, creativity, helping others, curiosity and any number of categories built into the app or established by the teacher. Students can follow their progress too by receiving instant feedback and tracking their own avatars. ClassDojo is also a simple way for teachers to communicate with parents, and help students see their own progress.

Remind 101 www.remind.com is a free, safe and easy-to-use communication app that allows teachers to connect instantly with students and/or parents. Remind 101 uses the technology of texting while protecting the privacy of all users.

Edmodo www.edmodo.com is a social media platform that facilitates communication between teachers and students. Edmodo can be used to hold discussions, submit assignments, post messages, give exams and communicate announcements.

Too Noisy Pro (<http://www.toonoisyapp.com>) gives teachers who are seeking a way to teach students to use their “inside voices.” This app, available for iPhones for \$1.99, allows the teacher to set the app to the maximum acceptable noise level for the classroom. When the noise is exceeded, the app will respond with an alarm.

Duolingo (<http://www.duolingo.com>) is a language-learning application available for iPhones, iPads and Androids. Duolingo uses pictures, the smartphone's microphone, and video clips to help the learner master new words, recite them, and write them out as well. Duolingo is a completely free app, and offers over a dozen languages including Spanish, French, German, Italian, English and Portuguese. Open the app, and it's like a game, moving faster or slower according to your learning speed.

Word Lens, now part of Google Translate App, is a language translation app for iPhones, iPads and Androids. Word Lens (<https://play.google.com/store/apps>) uses a smart phone's built-in camera to quickly scan, identify and translate foreign text, and display it on the device in real-time. The words are displayed in original context, so a street sign appears in the same font, with the same colors and layout.



CHAPTER 6: SPECIAL EDUCATION

(SPED)

UNDERSTANDING SPECIAL EDUCATION POLICIES

THE SPECIAL EDUCATION PROCESS

SPECIAL EDUCATION TEACHER RESPONSIBILITIES

SPECIAL EDUCATION CREDENTIALING AND ADDED

AUTHORIZATION PROGRAM

UNDERSTANDING SPECIAL EDUCATION POLICIES AND PROCEDURES

The [Individuals with Disabilities Education Act \(IDEA\)](#) defines Special Education as: "Specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability." This is a federally funded program that ensures a Free and Appropriate Public Education (FAPE) to all students regardless of ability. Special education ensures that the unique needs of students with disabilities are met through additional services, supports, programs, specialized placements, or environments.

ELEMENTS OF SPECIAL EDUCATION

Special Education focuses on serving those students whose unique educational needs necessitate tailor-made programs of instruction. A primary objective of LAUSD's current Special Education reform is to increase access to high quality, rigorous instruction in the core curriculum, to insure that students with disabilities are actively engaged in learning the content and skills that characterize the general education curriculum in a general education setting, as appropriate.

Special education provides the student with disabilities purposeful, targeted intervention that is designed to help mitigate obstacles that may prohibit an individual from learning and actively participating in school and society. There are three basic elements of special education intervention: (1) preventive, (2) remedial, and (3) compensatory.

The Division of Special Education also provides a range of programs and services to assist students, including: Adaptive Physical Education, Assistive Technology, Audiological Services, Deaf and Hard of Hearing Programs, Occupational Therapy, Speech and Language, Visual Impairment Support, and Transition Services. This can occur in all classrooms, either through push-in or pull-out models.

Who is eligible for Special Education services?

- Students who have been referred, assessed and qualified for Special Education services as determined by an Individualized Education Program (IEP).
- Students' disability requires SPED Individualized Instructional and related services
- The range of services provided for infants and students up to the age of 22.

What disabilities are included?

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
- 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

What are related services?

Related services may include 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, including: audiology, counseling, speech, occupational therapy, mobility, physical therapy and rehabilitation.

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

Federal (IDEA) 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, including resource services
- Special Day Program Classes (SDP)
- Special Education Centers
- Career and Transition Centers
- Home-Based Services and Hospitals
- Residential Treatment Centers (RTC)
- Nonpublic Schools

What is Least Restrictive Environment?

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.”

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 as determined by the IEP team.



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 Free Appropriate Public Education (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

SPECIAL EDUCATION TEACHER RESPONSIBILITIES

TEACHING AND LEARNING

1. Design age- and ability-appropriate standards-based lessons
2. Deliver whole class instruction
3. Instruct individual students
4. Facilitate small group learning
5. Oversee student learning interactions
6. Access and adapt appropriate learning materials and resources

ASSESSMENT

1. Utilize multiple measures to assess student understanding
2. Provide multiple methods for students to demonstrate learning
3. Develop opportunities for students to display work
4. Administer appropriate District-mandated assessments
5. Maintain accurate and measurable records of student progress

LIAISON

1. Coordinate individual students' support providers (behaviorists, medical support, intervention specialists, enrichment teachers, tutors)
2. Supervise and direct classroom aides
3. Maintain ongoing communication with parents
4. Communicate regularly with SPED and GenEd administration and counselors
5. Participate in community meetings
6. Provide information to families about SPED program

IEPS

1. Maintain accurate and current records of student progress
2. Develop and maintain currency of students' IEPs
3. Maintain record of accommodations, incidents, other information to inform IEPs

SPECIAL EDUCATION CREDENTIALING AND ADDED AUTHORIZATION PROGRAM

DI CESIP ASDAA ECSEAA

The Credentialing and Added Authorization Program (CAAP) unit provides teachers in LAUSD an opportunity to earn a credential or added authorization tuition free. All programs are State accredited by the California Commission on Teacher Credentialing and aligned to LAUSD's initiatives. Key to CAAP work is providing all employees with high-quality, personalized learning opportunities aimed at improving their professional practice with the intent to obtain a credential or added authorization.

For more information email DistrictInternProgram@lausd.net or call (213) 241-5466.

PRELIMINARY CREDENTIALS:

- **PRELIMINARY EDUCATION SPECIALIST CREDENTIAL, MILD/MODERATE DISABILITIES (MMD) OR MODERATE/SEVERE DISABILITIES (MSD) PROGRAM:**
 - The District Intern Program offers opportunities for LAUSD teachers to earn their Preliminary Education Specialist credentials to serve students with mild/moderate and moderate/severe disabilities. For more information email DistrictInternProgram@lausd.net or call (213) 241-5466.
- **PRELIMINARY GENERAL EDUCATION SINGLE SUBJECT (SS) CREDENTIAL PROGRAM:**
 - The District Intern Program offers opportunities for LAUSD teachers to earn their Preliminary Education Specialist credentials to serve students with mild/moderate and moderate/severe disabilities. For more information email DistrictInternProgram@lausd.net or call (213) 241-5466.
- **DISTRICT INTERN CLEAR MULTIPLE SUBJECT AND SINGLE SUBJECT PROGRAM:**
 - The Clear Multiple Subject and Single Subject program prepares teachers who have matriculated through the District Intern Program for the California Clear Credential. For more information email DistrictInternProgram@lausd.net or call (213) 241-5466.
- **CLEAR EDUCATION SPECIALIST INDUCTION PROGRAM (CESIP):**
 - The Clear Education Specialist Induction Program (CESIP) prepares Education Specialists for the California Clear Credential. The 24-month CESIP is for Education Specialists who do not hold a Clear Single Subject or Clear Multiple Subject credential. Education Specialists who hold a Clear Single Subject or Multiple Subject credential complete a modified 12-month Clear Education Specialist Induction Program. For more information email DistrictInternProgram@lausd.net or call (213) 241-5466.

ADDED AUTHORIZATIONS:

- **EARLY CHILDHOOD SPECIAL EDUCATION ADDED AUTHORIZATION (ECSE-AA):**
 - The Early Childhood Special Education Added Authorization program prepares credentialed LAUSD special education teachers to support the healthy growth and learning of young children with developmental delays and disabilities (birth through age 5). For more information email DistrictInternProgram@lausd.net or call (213) 241-5466.
- **AUTISM SPECTRUM DISORDER ADDED AUTHORIZATION (ASD-AA)**
 - The Autism Spectrum Disorder Added Authorization (ASDAA) program prepares LAUSD teachers who hold a Level I Education Specialist Instruction Credential with the following specialty area: Mild/Moderate, Deaf-and-hard-of-hearing, Physical and Health Impairments, and/or Visual Impairments credential to support students with autism. For more information email DistrictInternProgram@lausd.net or call (213) 241-5466.



CHAPTER 7: THE PROFESSIONAL TEACHER

THE PROFESSIONAL TEACHER

PARENTS AS PARTNERS

SPANISH-ENGLISH PHRASES

TEACHER SELF-CARE

PROFESSIONAL ORGANIZATIONS

TEACHING AND LEARNING FRAMEWORK

EDUCATOR DEVELOPMENT AND SUPPORT: TEACHER CYCLE

EDUCATOR GROWTH AND DEVELOPMENT CYCLE

BEGINNING TEACHER GROWTH AND DEVELOPMENT PROGRAM

MOVING UP THE SALARY TABLE

SALARY TABLES FOR TEACHERS

GLOSSARY OF TERMS

THE PROFESSIONAL TEACHER

Will you be a Professional Teacher? A professional teacher:

- Comes to school on time and prepared
- Follows the school protocols and procedures
- Dresses in a clean and tasteful manner
- Is in control of his/her classroom and maintains a safe and calm environment
- Is able to simplify complicated ideas and explain concepts clearly
- Respects students as valuable individuals
- Takes responsibility for student engagement and learning
- Prepares lessons carefully and thoughtfully
- Observes deadlines and teaching requirements
- Attends all staff meetings and professional development
- Treats colleagues, staff and administrators with respect
- Is a productive collaborator
- Is mindful of classroom and school safety
- Behaves professionally in public
- Treats parents with respect
- Keeps informed of education policies and changes
- Reflects on his/her practice and always endeavors to improve
- Aspires to excellence

PROFESSIONAL RECORDS AND FILES

Take control of your employment records by creating your own file. Being able to verify and document your achievements and interactions will assist you in tracking your progress.

Recommended list of personal documents to keep:

- A signed copy of your employment contract
- Supplemental contracts (if applicable)
- Current resume
- Transcripts of all undergraduate and graduate degrees and credits
- Copies of letters of recommendations from your supervisors
- Teaching credential(s) and other credentials and certifications
- Record of formal observations and evaluations from administrators
- Record of commendations, awards and honors
- Copies of work/teaching schedules from previous years

Recommended list of teaching-related documents to keep:

- Communication with parents (written)
- Records of incidents involving discipline or referral of students
- Records of child abuse or other state-mandated reporting
- Copies of all correspondence from your administrator(s)
- Verification of hours and/or credits for in-services and trainings

PARENTS AS PARTNERS

LAUSD is committed to engaging parents in their child's education. Over 30 years of research confirms the important role of parent involvement in student achievement. Parents are their child's first and life-long teachers and can influence their child's educational outcomes in powerful and long-lasting ways. In 2010, LAUSD passed the Parents as Equal Partners in the Education of their Children Resolution to further emphasize the importance of parents and schools working together.

While working with parents is not what teachers generally focus on, it is important to keep in mind that communicating with parents is one of the most important things teachers do. Good partnerships with parents can often help students feel comfortable, supported and understood.

COMMUNICATING WITH PARENTS

There are many ways to communicate with parents. In most instances, your first communication with parents will be via a newsletter, email or letter sent home in the first week or two of school. In this letter you will introduce yourself, provide an overview of the coming term, communicate expectations for students and parents, and offer ways for parents to contact you.

While many parents do use email on an ongoing basis, many parents do not. So it may be necessary for you to find other ways to contact parents, both individually and for class communication. Sending letters and communication home with students is still a common method of communication. Many parents, even those without regular email access, have cell phones and can receive texts. Group text services, such as Remind (<http://www.remind.com>), allow teachers a free, safe communication tool to connect instantly with parents and students (without revealing personal cell phone numbers).

CONFERENCING WITH PARENTS

Elementary teachers may find themselves in contact with parents early on, as parents leave and pick up their students and volunteer around the school. Secondary teachers will generally have their first conversations with parents at Back-to-School night, an opportunity to tell parents about the school year ahead, and what expectations are.

Meetings with parents, whether at planned group events such as Back-to-School-Night, by phone or email, or by prearranged conferencing, can sometimes feel intimidating, especially to new teachers. Here are some tips for successful and productive parent-teacher conferences:

1. **Dress professionally.** Set a tone with your attire that you are businesslike and take your job seriously. You need not be fancy or "dressed up," but do look tasteful and neat.
2. **Start the conference on time.** Communicate that you value the parent's time, as they do yours.

3. **Plan ahead.** You may find it helpful to create a checklist to guide the conversation. Gather key work samples, assessment records and assignments, and make notes of specific strengths and concerns you want to discuss. Most parents genuinely want to gain a better understanding of their child's progress and learning, so plan with that goal in mind.
4. **Greet parents cordially.** A smile, a handshake and a thank-you for coming will set a positive tone. Keep in mind that parents can often feel nervous too. Try smiling and presenting a calm, relaxed demeanor. Rather than sitting behind your desk, across from parents, create a seating arrangement around a table that allows friendly, open discussion.
5. **Don't assume anything.** Don't assume that Terry Castro's mother is Mrs. Castro. If the parents do not introduce themselves and indicate their surname, go ahead and ask. This is preferable to blundering into an incorrect assumption.
6. **Begin positively.** Start with an anecdote or observation highlighting a positive ability, quality or improvement you have noted in the student. You might also invite the parents to share their impressions of how the year is going.
7. **Be sensitive to parent's concerns and hear them out.** They may be more aware than you of the challenges facing their child. Stay cool under fire. Allow an upset or angry parent to express those concerns before proceeding. Outline the parents' concerns as you talk. Taking notes will keep you focused. Validate their comments by paraphrasing back to them what you heard them say. Ask the parents if there is anything else they want you to know.
8. **Discuss specifics.** Briefly discuss the student's progress academically, as well as behaviorally. Show examples of work and explain what these documents mean in terms of the student's current grade(s). Let the parents see first-hand their child's work samples.
9. **Do not compare this student to others,** either in terms of academics or behavior. Avoid making comments about the class composition in general.
10. **Forget the jargon and acronyms.** Lose education phrases like "performance-based assessment" and "least restrictive environment." Use plain language and explain the student's academic and behavioral performance in everyday language.
11. **Stress collaboration.** Let parents know you want to work together in the best interest of the child. Describe specific strategies you use in class to assist students in mastering skills and concepts. Solicit parents' help in meeting these goals. Offer suggestions for activities and strategies families can use at home to help their child learn.

12. **Focus on solutions.** Describe the upcoming instructional goals, and focus on those areas that the student may find particularly challenging. Use a checklist to keep a record of student assessment and instructional goals for both parents and teacher reference.
13. **Make a plan.** Finish your conference by summarizing the discussion and what actions you, the student and the parents will take. Provide the parents with handouts or resources they can use to assist their child. Describe how you will communicate any follow-up information with the parents and how they can best way contact you. Reiterate your appreciation for their efforts to work together with you to support their child.
14. **End on a positive note.** When you can, save at least one encouraging comment for the end of the conversation.
15. **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. A follow up email to the parent thank him/her for their time and confirming the basic points and decisions made can serve double-duty. Otherwise, just jot down some notes for later reference.
16. **Always hold the conference in school,** during hours when other staff is in the building. If you anticipate a very heated exchange, you may want to meet in a more public area of your school than your classroom.

SPANISH-ENGLISH PHRASES

NUEVA GUÍA DE RECURSOS

PARA MAESTROS

ACADEMICS/ACADEMICOS

ENGLISH	ESPAÑOL
___ is reading at grade level.	___ está leyendo en el nivel del grado al que asiste.
Does not know the alphabet and the sound of the letters.	No sabe el abecedario ni los sonidos de las letras.
___ is less shy and is making friends in class.	___ es menos introvertido y se está haciendo amigos en clase.
Has not learned the number 1-10.	No ha aprendido los números del 1 al 10.
Has to improve in the following subject area(s)...Language/ Reading/ Art/ Spelling/	Debe mejorar en las siguientes áreas: Lenguaje / Lectura / Arte / Ortografía / Matemáticas / Inglés
He/she must memorize the multiplication tables.	Debe memorizar las tablas de multiplicar.
He/she needs help focusing in class and in doing his/her work.	Necesita ayuda para enfocarse en clase y hacer su trabajo.
Reverses numbers and letters.	Invierte los números y las letras.
Should study at home.	Debería estudiar en casa.
Student is at grade level in all academic subjects.	El estudiante está en el nivel del grado al que asiste en todas las materias académicas.
He/she is interested in school work.	Le interesa el trabajo escolar.
Expresses him/herself well in art.	Se expresa bien a través del arte.
His/her joy in learning makes me happy to be his/her teacher.	Su alegría al aprender me hace feliz de ser su maestra(o).
Oral reading is at grade level.	La lectura oral está en el nivel del grado al que asiste.

BEHAVIOR / COMPORTAMIENTO

ENGLISH	ESPAÑOL
Conforms to the standards set up by the members of the group, the children and teacher.	Se adapta a las normas que establecen los miembros del grupo, los niños y el maestro.
Arrives late to school.	Llega tarde a la escuela.
Has poor work habits.	Tiene escasos hábitos de estudio.
Enjoy helping others.	Disfruta al ayudar a los demás.
Does not play with the children at recess or P.E.	No juega con los otros niños en el recreo o en Educación Física.
He/she is alert and independent in studies.	Es alerta e independiente en sus estudios.
Has good work habits.	Tiene buenos hábitos de trabajo.
He/she is very attentive and industrious.	Es muy atento(a) y trabajador(a).
Encourage your child to do everything possible for himself before asking anyone's help.	Fomente a su hijo que haga todo lo que pueda hacer por su cuenta antes de pedir ayuda a los demás.
Very restless, needs individual supervision to complete assignments.	Muy inquieto, necesita supervisión individual para completar los trabajos.
He/she takes his/her responsibilities seriously.	Toma con seriedad sus responsabilidades.
Improved attendance will improve his/her skills in all subjects.	Mejorar la asistencia mejorará sus aptitudes en todas las materias.
Is a good helper.	Es un buen ayudante.
Is on grade level.	Se encuentra en el nivel del grado al que asiste.
Is below grade level.	Su nivel es inferior del grado al que asiste.
Is enthusiastic to learn.	Tiene entusiasmo por aprender.
Is not working to his/her potential.	No trabaja a todo su potencial.
Is not working up to his/her capability or ability.	No está trabajando al máximo de su capacidad.

ENGLISH	ESPAÑOL
Is very cooperative.	Coopera mucho.
Is very shy.	Es muy tímido.
Is very talkative.	Habla mucho.
Is very liked by peers.	Le agrada mucho a los compañeros.
Lacks motivation.	Le falta motivación.
Lacks self-control.	Le falta tener control de sí mismo.
Needs to improve written activities.	Necesita mejorar en las actividades escritas.
Needs to join in discussion more.	Necesita participar más en las discusiones.
Needs to pay more attention in class.	Necesita prestar más atención en clase.
Needs to try harder on his/her work.	Necesita esforzarse más en su trabajo.

PRAISES/CUMPLIDOS

ENGLISH	ESPAÑOL
Responds well to instruction.	Responde bien ante las instrucciones.
Very studious, with many interests.	Muy estudioso, con muchos intereses.
Works diligently.	Trabaja diligentemente.
You should be very proud of...	Debería estar muy orgulloso porque...
The child shows curiosity and appreciation for his environment and school activities.	El niño muestra curiosidad y apreciación por su ambiente y las actividades escolares.
Tries to do good work.	Trata de hacer buen trabajo.
Very polite and helpful.	Muy respetuoso y de gran ayuda.

TEACHER SELF-CARE

The process of becoming a professional, highly effective teacher is not a sprint. Nor is it a marathon. It is a cross country, long distance run over rugged terrain that lasts about a year.

To weather the ups and downs of the sometimes daunting, often exhausting, but in the end a wonderful career, teachers need to find ways to take care of themselves, to rejuvenate and restore, and to find a balance between work-life and home-life.

Here are self-care some tips from experts:

- Find and maintain a support system. Friends can pick you up when you are glum, provide insights when you are feeling lost, and help you have fun when you need to blow off steam. Along with friends and family outside of school, find a colleague or two at your school site who can be a positive ally.
- Monitor your own reactions, emotions and needs. Keeping your emotions bottled up is never healthy, and can often lead to a blow-up later on. Try journaling or think aloud to a sympathetic friend to identify your feelings so you can better understand them.
- Network, network, network. Find colleagues online, at conferences and meetings, and right at your work site.
- Use positive coping strategies to manage emotions and distress: Try a deep breathing technique, muscle relaxation, yoga or simply taking a walk.
- Get enough sleep. Sleep is very important for your emotional and physical well being. Lack of sleep can negatively impact your ability to handle stress, be productive and function properly in the classroom.
- Along with getting enough sleep, maintain a healthy lifestyle, including eating regular healthy meals, getting some regular exercise and staying hydrated.
- Maintain a structured classroom environment. This is a good thing for both you and your students.
- Make time for yourself, family and friends. This should be an expendable item. Those personal bonds are the ones that keep us going.
- Keep a list (real or mental) of the ah-ha moments that happen during the day. Write down funny things students say, keep the notes they write to you, cherish the hard-won successes your students have. Keep those moments of success in mind.
- Keep those lessons that worked really well. You'll want them again.
- Take at least part of every weekend to do something totally unrelated to school. Push all thoughts of work from your mind.
- Seek help if you feel overwhelmed. Symptoms such as increased irritability with students, feeling numb or detached, or problems planning lessons or maintaining classroom routines are all signs of serious distress requiring help. If your signs persist for longer than two to three weeks, it might be a good idea to seek assistance from a health care professional.

PROFESSIONAL ORGANIZATIONS

Teachers require support from multiple areas in order to effectively grow and perform to the best of their abilities. Consider joining a professional educational association. It is a great way to be connected with colleagues and can provide additional resources to help you as you enter this wonderful profession. Many organizations strongly influence educational practice and policy at the state and national level, and membership in one of these organizations puts you on the ground floor of innovative and proven idea.

Membership generally includes benefits such as journals, newsletters and books aligned to current research and best practices. These organizations are the ideal place to find out what is happening in the field, and to keep up to day on the important issues and trends. Most professional organizations also sponsor conventions and conferences, and provide opportunities for professional development and networking. Below is a partial list of professional organizations that may interest you.

ART

[National Art Education Association \(NAEA\)](#)

A non-profit organization promoting art education through professional development, service, advancement of knowledge, and leadership.

URL: <http://www.naea-reston.org>

[California Art Education Association \(CAEA\)](#)

The professional educational organization for pre-K through university educators working in all areas of the visual arts, such as drawing, painting, digital media, weaving and fabrics, ceramics, glass, sculpture, and mixed media

URL: <http://www.caea-arteducation.org>

COUNSELING

[American Counseling Association \(ACA\)](#)

Dedicated to the growth and development of counseling profession and those who are served.

URL: <http://www.counseling.org>

[American School Counselors Association \(ASCA\)](#)

Nonprofit organization that supports school counselors' efforts to help students focus on academic, personal/social and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society.

URL: <http://www.schoolcounselor.org>

EARLY CHILDHOOD

[National Association for the Education of Young Children \(NAEYC\)](#)

The nation's largest organization of early childhood professionals.

URL: <http://www.naeyc.org>

ELEMENTARY EDUCATION

[California League of Elementary Schools \(CLES\)](#)

Schools, CLES is a grade-level professional learning community for teachers, administrators and support professionals working in grades K-5. Members of CLES enjoy:

- Discounts for attending any or all of the conferences held each year throughout California
- Elementary-focused sessions at all conferences on useful, applicable strategies and programs
- Participation in the League Learning Network's Elementary School Group (social media community)
- Newsletter articles and blog posts on K-5 issues, tech, literacy, math and more

URL: <http://www.leagueofschools.org/cles.htm>

ENGLISH/READING

[American Library Association](#)

The ALA is the oldest and largest library association in the world.

URL: <http://www.ala.org>

[International Reading Association \(IRA\)](#)

A membership organization of literacy professionals.

URL: <http://www.reading.org>

[National Council of Teachers of English \(NCTE\)](#)

A professional association of of educators in English Studies, Literacy, and Language Arts

URL: <http://www.ncte.org>

FOREIGN LANGUAGES/ESOL

[American Council on the Teaching of Foreign Languages \(ACTFL\)](#)

Dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction throughout the U.S.

URL: <http://www.actfl.org>

[Teachers of English to Speakers of Other Languages, Inc. \(TESOL\)](#)

A global professional association for English language educators involved in the teaching English as a second, foreign, or other language.

URL: <http://www.tesol.org>

GIFTED

[Council for Exceptional Education \(CEC\)](#)

The largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted.

URL: <http://www.cec.sped.org>

[National Association for Gifted Children \(NAGC\)](#)

A non-profit membership organization for gifted and talented education resources.

URL: <http://www.nagc.org>

MATHEMATICS

[National Council of Teachers of Mathematics \(NCTM\)](#)

Serves math teachers, math educators, and administrators by providing math resources and professional development opportunities.

URL: <http://www.nctm.org>

MIDDLE SCHOOL

[California League of Middle Schools \(CLMS\)](#)

California League of Schools is a nonprofit educators' association dedicated to helping K-12 educators improve student learning through useful, evidence-based professional development and other resources.

URL: <http://www.leagueofschools.org>

PERFORMING ARTS

[Music Teachers National Association \(MTNA\)](#)

The mission of MTNA is to advance the value of music study and music making to society and to support the professionalism of music educators.

URL: <http://www.mtna.org>

[Music Teachers' Association of California \(MTAC\)](#)

The MTAC, incorporated in 1897, is a professional organization dedicated to the pursuit of excellence in music education.

URL: <http://www.mtac.org>

[National Dance Education Organization \(NDEO\)](#)

The NDEO is a non-profit organization dedicated to the advancement and promotion of high quality education in the art of dance. NDEO provides the dance educator a network of resources and support, a base for advocacy, and access to professional programs. URL: www.nedo.org

[Educational Theatre Association \(ETA\)](#)

EdTA is a national nonprofit organization whose mission is to shape lives through theatre education by supporting teachers by providing professional development, networking opportunities, resources, and recognition; and influencing public opinion that theatre education is essential and builds life skills.

URL: <http://www.schooltheatre.org>

SCIENCE

[American Association of Physics Teachers \(AAPT\)](#)

Enhancing the understanding and appreciation of physics through teaching.

URL: <http://www.aapt.org>

[National Association of Biology Teachers \(NABT\)](#)

Empowers educators to provide the best possible biology and life science education for all students.

URL: <http://www.nabt.org>

National Science Teachers Association (NSTA)

To promote excellence and innovation in science teaching and learning for all.

URL: <http://www.nsta.org>

SOCIAL STUDIES

National Council for the Social Studies (NCSS)

The largest association in the country devoted solely to social studies education.

URL: <http://www.socialstudies.org>

SPECIAL EDUCATION

Council for Exceptional Education (CEC)

The largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted.

URL: <http://www.cec.sped.org>

PHYSICAL EDUCATION/HEALTH

National Association for Sport and Physical Education (NASPE)

Seeks to enhance knowledge and professional practice in sport and physical activity through scientific study and dissemination of research-based and experiential knowledge to members and the public.

URL: <http://www.aahperd.org/naspe>

TECHNOLOGY

Association for Educational Communications and Technology (AECT)

Provide leadership in educational communications and technology by linking professionals.

URL: <http://www.aect.org>

UNIONS

United Teachers of Los Angeles (UTLA)

Since 1970, UTLA's mission has been to improve the quality of L.A. public schools and to enhance the professional lives of its members. UTLA is the second largest teachers union in the nation.

URL: www.utla.net

American Federation of Teachers (AFT)

Founded in 1916 to represent the economic, social, and professional interests of classroom teachers. It is an affiliated international union of the AFL-CIO.

URL: <http://www.aft.org>

National Education Association (NEA)

Committed to advancing the cause of public education.

URL: <http://www.nea.org>

California Teachers Association

The California Teachers Association represents and serves more than 300,000 members in the state, represents teachers and educators, and advocates with legislators for Education in California. CTA publishes the prestigious California Educator magazine.

URL: <http://www.cta.org>

MISCELLANEOUS

Association for Childhood Education International (ACEI)

ACEI's mission is to promote and support in the global community the optimal education and development of children, from birth through early adolescence, and to influence the professional growth of educators and the efforts of others who are committed to the needs of children in a changing society.

URL: <http://www.acei.org>

Association for Supervision and Curriculum Development (ASCD)

URL: <http://www.ascd.org>

Learning Forward

Leaning Forward is the largest not-for-profit education association focused solely on the issues of school improvement and professional development. Leaning Forward's purpose is to engage every educator in effective professional learning every day so every student learns.

URL: <http://www.learningforward.org>

National Middle School Association (NMSA)

A voice for those committed to the educational and developmental needs of young adolescents. NMSA is the only national education association dedicated exclusively to the growth of middle level education.

URL: <http://www.nmsa.org>

National PTA (PTA)

A not-for-profit association of parents, educators, students, and other citizens active in their schools and communities.

URL: <http://www.pta.org>

National School Boards Association (NSBA)

A federation of state school boards associations.

URL: <http://www.nsba.org>

National Staff Development Council (NSDC)

The largest non-profit professional association committed to ensuring success for all students through staff development and school improvement.

URL: <http://www.nsd.org>

TEACHING AND LEARNING FRAMEWORK (TLF)

STANDARD 1: PLANNING AND PREPARATION	STANDARD 2: CLASSROOM ENVIRONMENT
<p>a. Demonstrating Knowledge of Content and Pedagogy</p> <ol style="list-style-type: none"> 1. Knowledge of Content and the Structure of the Discipline 2. Knowledge of Content-Related Pedagogy <p>b. Demonstrating Knowledge of Students</p> <ol style="list-style-type: none"> 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 <p>c. Establishing Instructional Outcomes</p> <ol style="list-style-type: none"> 1. Value, Sequence, Alignment, and Clarity 2. Suitability for Diverse Learners <p>d. Designing Coherent Instruction</p> <ol style="list-style-type: none"> 1. Standards-Based Learning Activities 2. Instructional Materials, Technology, and Resources 3. Purposeful Instructional Groups 4. Lesson and Unit Structure <p>e. Designing Student Assessment</p> <ol style="list-style-type: none"> 1. Aligns with Instructional Outcomes 2. Planning Assessment Criteria 3. Design of Formative Assessments 4. Analysis and Use of Assessment Data for Planning 	<p>a. Creating an Environment of Respect and Rapport</p> <ol style="list-style-type: none"> 1. Teacher Interaction with Students 2. Student Interactions with One Another 3. Classroom Climate <p>b. Establishing a Culture for Learning</p> <ol style="list-style-type: none"> 1. Importance of the Content 2. Expectations for Learning and Achievement 3. Student Ownership of their Work 4. Physical Environment <p>c. Managing Classroom Procedures</p> <ol style="list-style-type: none"> 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 Paraprofessionals <p>d. Managing Student Behavior</p> <ol style="list-style-type: none"> 1. Expectations for Behavior 2. Monitoring and Responding to Student Behavior
STANDARD 5: PROFESSIONAL GROWTH	STANDARD 3: DELIVERY OF INSTRUCTION
<p>a. Reflecting on Practice</p> <ol style="list-style-type: none"> 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 <p>b. Participating in a Professional Community</p> <ol style="list-style-type: none"> 1. Collaboration with Colleagues 2. Promotes a Culture of Professional Inquiry and Collaboration 	<p>a. Communicating with Students</p> <ol style="list-style-type: none"> 1. Communicating the Purpose of the Lesson 2. Directions and Procedures 3. Delivery of Content 4. Use of Academic Language <p>b. Using Questioning and Discussion Techniques</p> <ol style="list-style-type: none"> 1. Quality and Purpose of Questions 2. Discussion Techniques and Student Participation <p>c. Structures to Engage Students in Learning</p> <ol style="list-style-type: none"> 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 <p>d. Using Assessment in Instruction to Advance Student Learning</p> <ol style="list-style-type: none"> 1. Assessment Criteria 2. Monitoring of Student Learning 3. Feedback to Students 4. Student Self-Assessment and Monitoring of Progress <p>e. Demonstrating Flexibility and Responsiveness</p> <ol style="list-style-type: none"> 1. Responds and Adjusts to Meet Student Needs 2. Persistence
STANDARD 4: PROFESSIONAL RESPONSIBILITIES	
<p>a. Maintaining Accurate Records</p> <ol style="list-style-type: none"> 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 <p>b. Communicating with Families</p> <ol style="list-style-type: none"> 1. Information About the Instructional Program 2. Information About Individual Students 3. Engagement of Families in the Instructional Program <p>c. Demonstrating Professionalism</p> <ol style="list-style-type: none"> 1. Ethical Conduct and Compliance with School, District, State, and Federal Regulations 2. Advocacy/Intervention for Students 3. Decision-Making 	

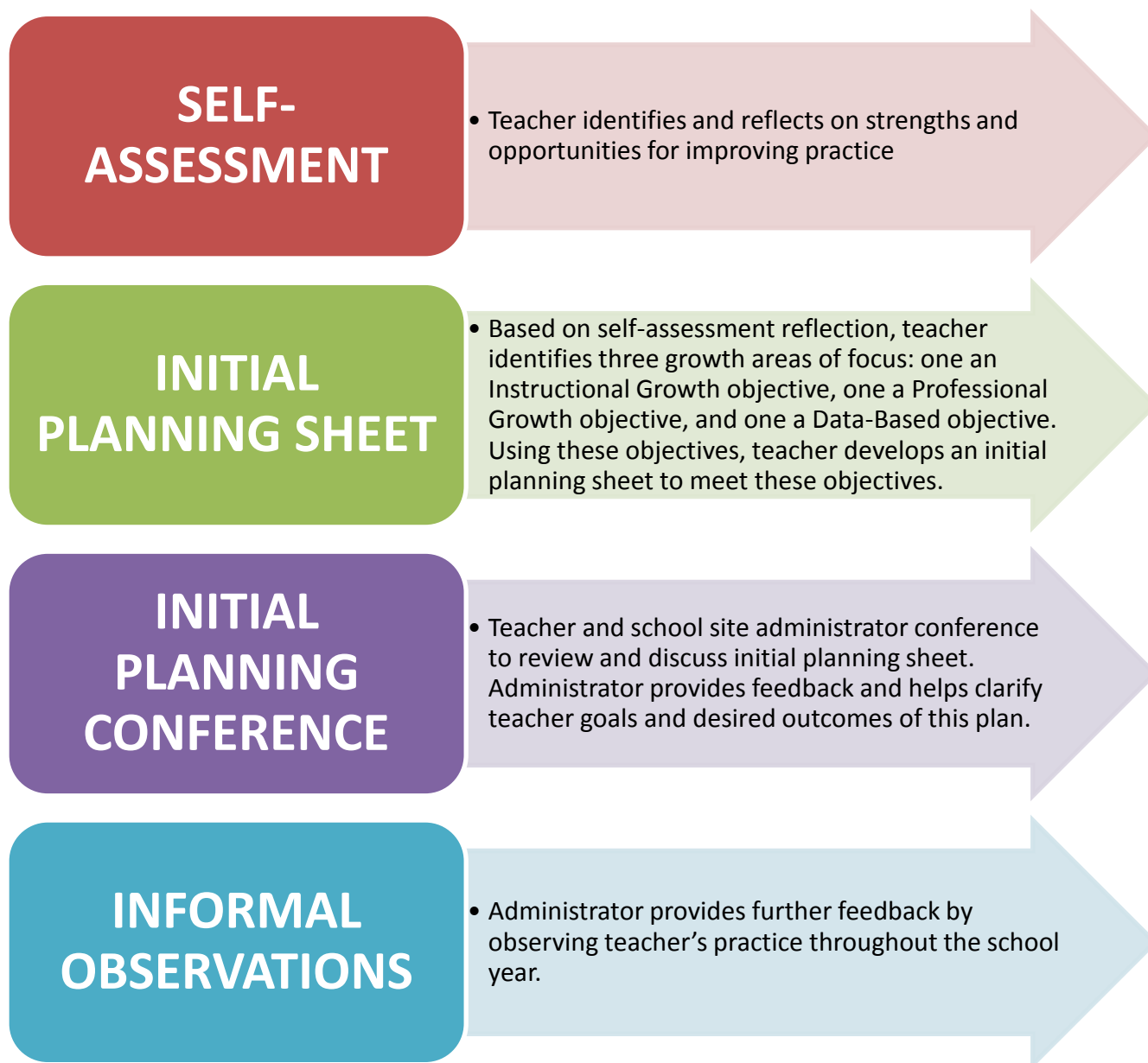
EDUCATOR DEVELOPMENT AND SUPPORT: TEACHER CYCLE

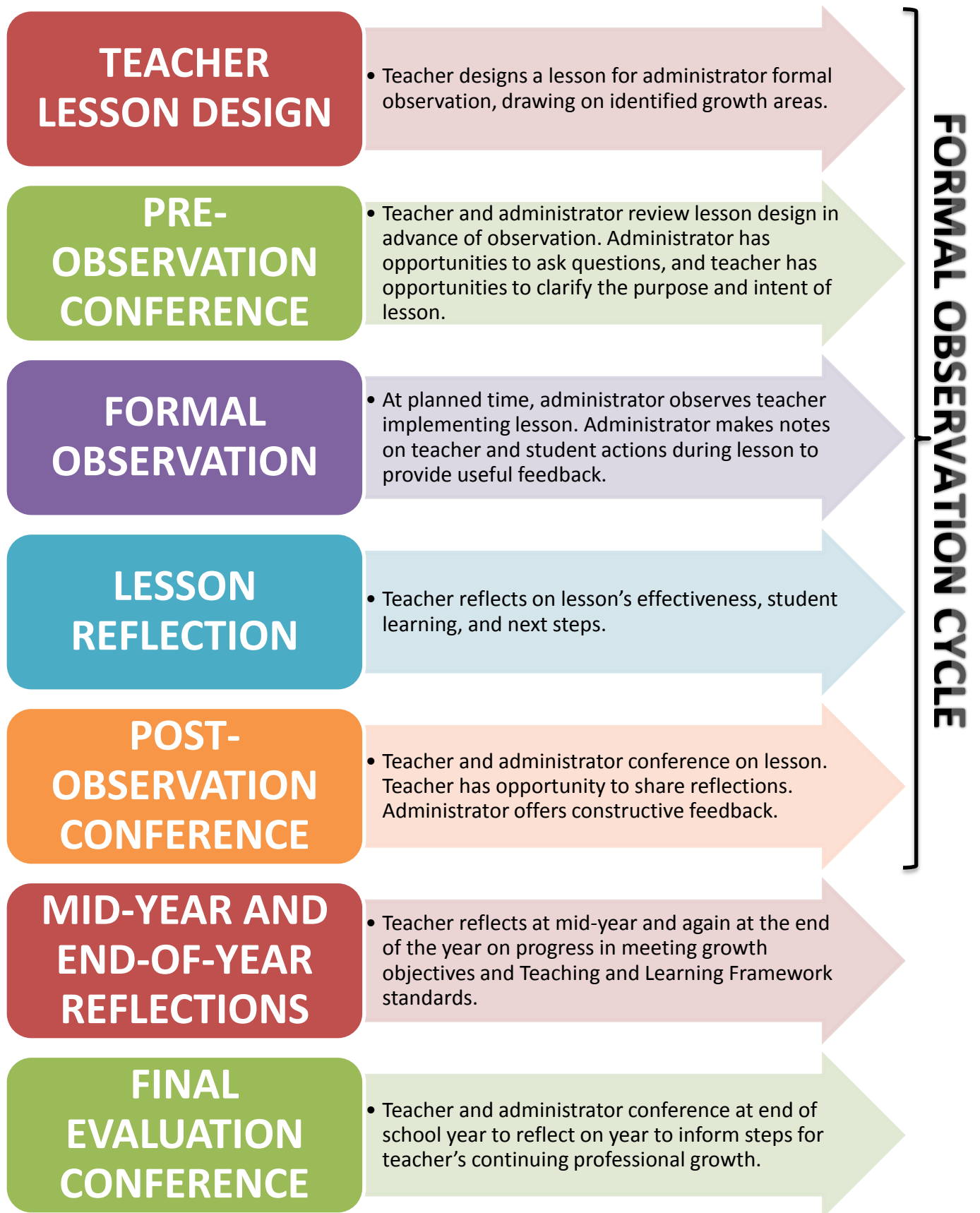


EDUCATOR GROWTH AND DEVELOPMENT CYCLE

The Educator Growth and Development Cycle is a series of reflection activities, formal and informal observations, conferencing opportunities, and professional goal setting prompts, all of which are aimed at helping to identify strengths and opportunities for improving teacher practice. This process is the foundation for productive conversations around instruction, and the cycle of steps outlined here reflect best practices in encouraging ongoing professional reflection and growth.

GENERAL SEQUENCE OF EVENTS





BEGINNING TEACHER GROWTH & DEVELOPMENT INDUCTION (BTGDI)

LAUSD Beginning Teacher Growth & Development Induction (BTGDI), formerly referred to as BTSA, is a two-year research based program with a strong emphasis on inquiry and application to classroom practice. The program is accredited with the Commission on Teacher Credentialing and leads to a clear single subject and/or multiple subject credential.

Key elements of BTGDI include:

- Full time release mentors
- Intensive individualized classroom instruction and content focused mentoring aligned to District goals, vision and initiatives
- Weekly mentor/participating teacher meetings are job embedded, individualized and usually held at the teacher's school site.
- Mentor/participating teacher small group sessions are also held as needed
- Earn up to 12 salary points
- Tuition Free

Eligibility requirements to participate in BTGDI

- Hold a valid California Preliminary credential in Multiple or Single Subject
- Teach in an LAUSD school or LAUSD-Affiliated Charter school
- Assigned and teaching in a PK/ K-12 general education placement in the subject(s) as authorized on the credential
- Contracted on a temporary, probationary or permanent basis

Application Process

Starting in July of 2015, when the 2015-2016 school year begins, the BTGDI electronic applications will become available. Applications may be requested by:

- Emailing lynne.parkhurst@lausd.net
- Calling or visiting the Teacher Training Academy office located on the 14th floor of the Beaudry building - Telephone (213) 241-4252

Early Completion Option (ECO)

An 18 month "Early Completion Option" is offered to qualifying participating teachers **already** enrolled in the regular full program.

Criteria for ECO application:

- Minimum of 2 years teaching experience as the teacher of record (2 years teaching experience in year-long substitute positions are accepted) **or** earned preliminary credential as a University or District Intern
- Have **not** previously enrolled in BTSA Induction

Application Process:

- Attend ECO informational meeting
- Complete application forms and submit by due date

MOVING UP THE SALARY LADDER

LAUSD teachers can increase their annual salary by taking classes to improve their effectiveness as teachers. For every 14 salary points you earn, you move to the next box, or “schedule” on the salary table (see table on next page). In order to maximize your salary – and your retirement – you should aim to have completed 98 salary points by the end of your tenth year of service, as you will not be able to move up on the pay scale beyond this point unless you have earned 98 points.

Earning Salary Points

University and college units earned after your Bachelor’s degree will count for salary points; a semester unit is equal to one salary point, and a quarter unit is equal to two-thirds of a semester unit. Coursework has to be related to courses which are commonly taught in K-12 in LAUSD, but do not have to be specifically related to your current assignment.

You can also earn salary points through professional development offered through a variety of providers and locations. Not all professional development courses will qualify for salary points. Check here for a listing of available courses and authorized providers:

(http://www.teachinla.com/salalloc/teacher_classes.htm),

You can find salary point offerings through LAUSD Learning Zone (<https://lz.lausd.net/lz/index.jsp>), MyPLN (<http://achieve.lausd.net/mypln>), and in the Grapevine section of United Teacher.

PD Hours Toward Points

Another way to earn salary points is by attending voluntary after-school-hours meetings and professional development sessions. For these meetings you will receive, or can request, verification of the hours you attended. When you accumulated 30 hours, you can receive one salary point.

Multicultural Salary Points

In order for teachers to move past the third step on the pay scale, they must complete four multicultural salary points. Multicultural points can be earned through many different courses and providers, included several offered by-teachers-for-teachers, which generally are low-cost or free. Most teachers working on a CLAD or BCLAD will meet automatically meet the multicultural requirement, and District interns will satisfy the multicultural requirements as part of their program.

For more information about Salary Points, go to Earning Salary Points

(http://notebook.lausd.net/portal/page?_pageid=33,963652&_dad=ptl&_schema=PTL_EP) or the Joint Salary Point Credit Committee page (<http://achieve.lausd.net/salary-point>).

WANT TO CHECK YOUR HOW MANY POINTS YOU HAVE?

All you need is your employee number and birthdate to check:

<http://search.lausd.k12.ca.us/cgi-bin/fccgi.exe?w3exec=salpnts0>

SALARY TABLES FOR TEACHERS

Salary Tables Terminology, Differentials and Career Increments

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 Pay Scale Group (27) and Pay Scale Level (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). Annual amounts are rounded to the nearest whole number. To obtain the actual annual amount multiply the respective basis monthly payment rate by 12.

* Initial placement (rating-in) on this salary table for teachers hired on an emergency permit or provisional intern certificate is limited to Pay Scale Group 22, Pay Scale Level 2. Teachers may advance 1 Pay Scale Level and 1 Pay Scale Group each subsequent school year.

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.



Los Angeles Unified School District

2015-2016 Salaries for Teachers with Regular Credentials (T) C Basis (2%)

Preparation Salary (T) Table (Regular Credentials): 2015-2016 rates reflect an increase of 2% (effective January 1, 2016 to June 30, 2016) over the 2% increase effective July 1, 2015. 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 (Req. Pts.)	Pay Scale Level									
	1	2	3	4	5	6	7	8	9	10
20 (Minimum)	\$50,368	\$50,428	\$50,965	\$51,502	\$51,561	\$51,645	\$53,124	\$54,366	\$56,239	\$57,838
21 (+ 14 points)	50,428	50,965	51,502	51,561	51,645	53,638	54,366	56,800	58,435	60,380
22 (+ 28 points)	50,965	51,024	51,561	51,645	53,399	55,475	57,349	59,019	60,714	63,518
23 (+ 42 points)	51,024	51,561	51,645	53,399	55,237	57,385	59,592	61,299	63,088	66,883
24 (+ 56 points)	51,561	51,645	53,399	55,237	57,385	59,628	61,919	63,697	65,881	70,141
25 (+ 70 points)	51,645	53,399	54,926	58,077	60,332	62,694	64,317	66,310	68,888	73,470
26 (+ 84 points)	53,638	55,189	56,800	60,392	62,742	65,200	66,835	69,162	71,907	76,727
27 (+ 98 points)	54,831	57,373	59,043	62,814	65,260	67,814	69,437	72,062	74,914	80,116

Additional Pay Scale Group	11	12	13	14
	80,498	80,844	81,214	81,560
(continued) 27 (+ 98 points)				



Los Angeles Unified School District

2015-2016 Salaries for Teachers with Regular Credentials (T) C Basis (2%)

Preparation Salary (T) Table (Regular Credentials): 2015-2016 rates reflect an increase of 2% (effective July 1, 2015 to December 31, 2015) over the Final 2014-2015 rates. This table applies only to employees holding regular credentials (i.e., non-emergency, non-interim) and a Bachelor's Degree, or possession of certain vocational or industrial arts credentials.

Pay Scale Group (Req. Pts.)	Pay Scale Level									
	1	2	3	4	5	6	7	8	9	10
20 (Minimum)	\$49,380	\$49,439	\$49,965	\$50,492	\$50,550	\$50,632	\$52,083	\$53,300	\$55,136	\$56,704
21 (+ 14 points)	49,439	49,965	50,492	50,550	50,632	52,586	53,300	55,686	57,289	59,196
22 (+ 28 points)	49,965	50,024	50,550	50,632	52,352	54,388	56,224	57,862	59,523	62,272
23 (+ 42 points)	50,024	50,550	50,632	52,352	54,154	56,259	58,423	60,097	61,851	65,571
24 (+ 56 points)	50,550	50,632	52,352	54,154	56,259	58,459	60,705	62,448	64,589	68,765
25 (+ 70 points)	50,632	52,352	53,849	56,938	59,149	61,465	63,056	65,010	67,537	72,029
26 (+ 84 points)	52,586	54,107	55,686	59,207	61,512	63,922	65,525	67,806	70,497	75,223
27 (+ 98 points)	53,756	56,248	57,885	61,582	63,980	66,484	68,075	70,649	73,445	78,545

Additional Pay Scale Group	11	12	13	14
	78,920	79,259	79,622	79,961
(continued) 27 (+ 98 points)				



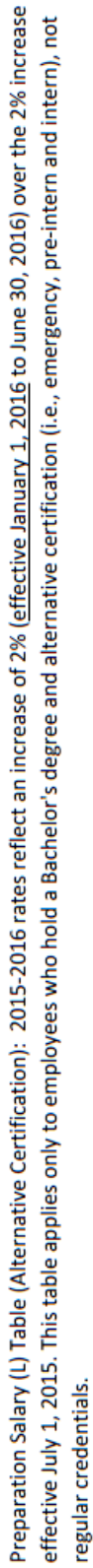
Los Angeles Unified School District

2015-2016 Salaries for Teachers with Alternative Certification (L) C Basis (2%)

Preparation Salary (L) Table (Alternative Certification): 2015-2016 rates reflect an increase of 2% (effective July 1, 2015 to December 31, 2015) over the Final 2014-2015 rates. This table applies only to employees who hold a Bachelor's degree and alternative certification (i.e., emergency, pre-intern and intern), not regular credentials.

Pay Scale Group (Req. Pts.)	* Pay Scale Level									
	1	2	3	4	5	6	7	8	9	10
20 (Minimum)	\$43,052	43,052	43,052	43,800	46,058	46,538	47,977	49,591	51,872	54,177
21 (+ 14 points)	43,052	43,052	43,426	45,134	46,924	48,667	50,515	52,340	54,130	56,552
22 (+ 28 points)	43,052	43,426	45,204	47,216	49,123	51,135	53,054	55,113	57,043	59,488
23 (+ 42 points)	43,426	45,169	47,216	49,263	51,463	53,580	55,686	57,768	59,886	62,647
24 (+ 56 points)	45,169	46,900	49,123	51,463	53,674	55,979	58,260	60,471	62,834	65,700
25 (+ 70 points)	46,737	48,702	51,182	53,580	55,990	58,435	60,880	63,243	65,688	68,812
26 (+ 84 points)	48,597	50,515	53,066	55,686	58,260	60,892	63,419	65,958	68,578	71,877
27 (+ 98 points)	50,012	52,340	55,113	57,768	60,494	63,279	65,969	68,718	71,444	75,048

Additional Pay Scale Group (continued) 27 (+ 98 points)	Career Increment (CI)			
	First CI (C1)	Second CI (C2)	Third CI (C3)	Fourth CI (C4)
	\$77,539	78,136	79,481	80,850
		+ MIA	78,123	80,065
		+ DR	78,707	80,649
				82,018



Additional Pay Scale Group	11	12	13	14
	76,906	77,241	77,575	77,921
(continued) 27 (+ 98 points)				

	Career Increment (CI)			
	First CI (C1)	Second CI (C2)	Third CI (C3)	Fourth CI (C4)
	\$79,090	79,699	81,071	82,467
+ MA	79,674	80,283	81,655	83,051
+ DR	80,258	80,867	82,239	83,635

GLOSSARY OF TERMS

ACADEMIC ENGLISH: the English used in academic settings and professional texts and academic texts. Academic English literacy is required for success in academic situations and characterized by the specific linguistic features, vocabulary and patterns associated with academic disciplines.

[Academic Language and Literacy website](#) has a wealth of resources for teachers.

ACADEMIC PERFORMANCE INDEX (API): the cornerstone of California's *Public Schools Accountability Act of 1999*, until 2012 the API measured the academic performance and growth of schools on a variety of academic measures. Information about the API is available at the [California Department of Education website](#).

ACCOMMODATIONS: modifications in the way classroom settings are configured, lessons are delivered, assessments are designed or administered, in response to the special needs of English language learners or students with disabilities.

ACTIVATING PRIOR KNOWLEDGE: the practice of introducing a lesson by beginning with material familiar to the students, thereby giving them a context into which they can connect the new information and learning. Activating prior knowledge can be done through a free write, pair-share, K-W-L chart, a photograph or music clip, or through a class discussion. [Find a list of excellent strategies here](#).

ADEQUATE YEARLY PROGRESS (AYP): A statewide accountability system mandated by the No Child Left Behind Act of 2001, which required state to measure progress toward achieving state academic standards. Information about the API is available at the [California Department of Education website](#).

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.

AVERAGE DAILY ATTENDANCE (ADA): the average number of students in attendance each day. The state of California funds school districts based on ADA.

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 STATE 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.

CULTURALLY RELEVANT AND RESPONSIVE EDUCATION: 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): a set of assessments used for universal screening and progress monitoring in grades K 6. They are standardized and extensively researched to 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.

RIGOR: describes instruction, schoolwork, learning experiences, and educational expectations that are academically, intellectually, and personally challenging. Rigorous learning experiences, for example, help students understand knowledge and concepts that are complex, ambiguous, or contentious, and they help students acquire skills that can be applied in a variety of educational, career, and civic contexts throughout their lives. NASSP.org has provides excellent strategies for raising the level of rigor in teaching.

SMARTER BALANCED: a state-led consortium working to develop next-generation assessments that accurately measure student progress toward college- and career readiness. Smarter Balanced is one of two multistate consortia awarded funding from the U.S. Department of Education in 2010 to develop an assessment system aligned to the Common Core State Standards (CCSS) by the 2014-15 school year.

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.

21st CENTURY SKILLS: refers to a broad set of knowledge, skills, work habits, and character traits that are critically important to success in today's world, particularly in college and the contemporary workplace. Generally speaking, 21st century skills can be applied in all academic subject areas, and in all educational, career, and civic settings throughout a student's life. [The Partnership for 21st Century has valuable information.](#)

A circular seal for LAUSD Teacher Support. The outer ring contains the text "Believe · Empower · Transform" at the top and "LAUSD TEACHER SUPPORT" at the bottom. The center features a stylized graphic of three hands reaching upwards, with a central figure that resembles a person with arms raised.

CHAPTER 8:

SAFETY AND SECURITY

COMMON SAFETY VIOLATIONS IN CLASSROOMS

EMERGENCY DRILLS AND PROCEDURES

SCHOOL STAFF SECURITY TIPS AND RULES

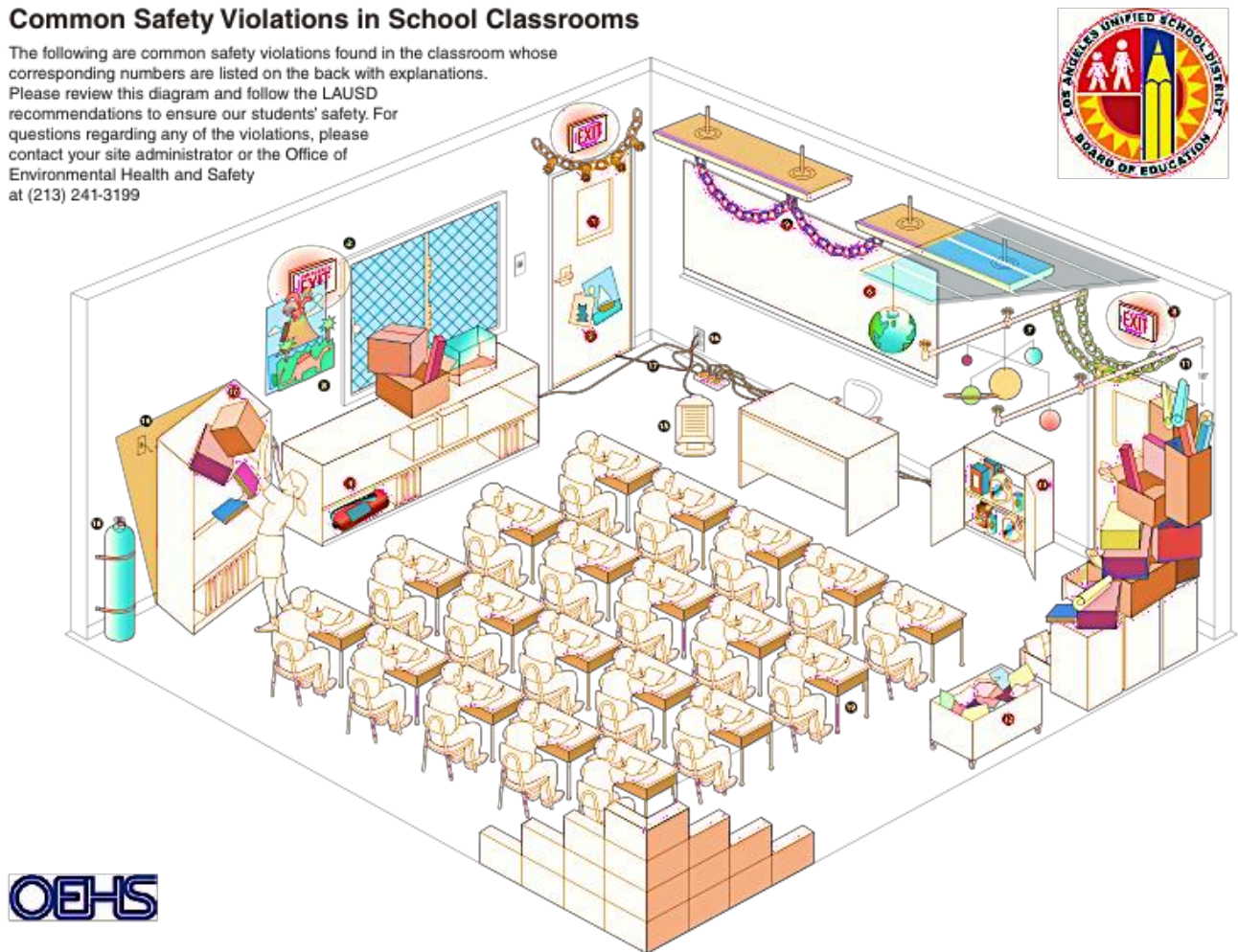
CONTRACTUAL OBLIGATIONS AND RIGHTS

LAUSD POLICY DOCUMENTS

COMMON SAFETY VIOLATIONS IN CLASSROOMS

Common Safety Violations in School Classrooms

The following are common safety violations found in the classroom whose corresponding numbers are listed on the back with explanations. Please review this diagram and follow the LAUSD recommendations to ensure our students' safety. For questions regarding any of the violations, please contact your site administrator or the Office of Environmental Health and Safety at (213) 241-3199



1. Classroom exits shall remain clear and not blocked by any obstructions, such as cabinets that open into the exit path.
2. Classroom emergency exit windows shall not be blocked by items stored under or in front of the windows.
3. Classroom fire extinguishers shall be mounted in plain view and not blocked or hidden.
4. Exit signs for emergency window exits shall be visible at all times. Illuminated exit signs, when provided, shall be illuminated at all times.
5. Classroom exit doors shall not have decorations on the door. Decorations or classroom materials that are suspended from ceilings shall be treated to be flame retardant and never impede an exit.
6. Suspending or hanging decorative items from fire sprinkler pipes is not allowed.

7. Flame retardant classroom wall decorations shall not extend out from the walls or cover exit signs.
8. Suspending decorative or instructional items from classroom ceiling lights is not allowed.
9. Material stored on top of shelves or cabinets may not be closer than 3 feet to the ceiling. This material shall also be secured so that, during an earthquake, it will not fall. Unfastened or unrestrained materials shall be removed.
10. Materials stored on top of shelves or cabinets may not be closer than 18" to automatic sprinkler heads.
11. Excess paper and other supplies, shall be stored in an orderly manner in approved storage closets and not in open classrooms.
12. Hazardous materials, such as cleaning products and chemicals used for instruction, shall be stored in approved secure locations and always kept out of reach of children. Science chemicals and very hazardous materials must be kept in hazardous materials cabinets.
13. All bookcases and cabinets shall be secured to walls.
14. Approved portable heaters shall be positioned so that they are not close to combustibles.
15. Do not plug more than one extension cord and one power strip into an electrical outlet. Extension cords shall be removed and stored at the end of the school day. Extension cords may not be put into permanent use. Extension cords and power strips may not be plugged in series.
16. Extension cords may not be extended from one classroom to another or create a tripping hazard.
17. All compressed gas cylinders shall be attached with restraints to prevent them from overturning.
18. Do not exceed the classroom occupancy load by putting too many students or desks in the room. (20 square feet per student.)

Most classrooms safety violations can be avoided by keeping classrooms clean, neat and well organized. Do not try and store more materials than your room was designed to safely handle. Do not obstruct the existing fire safety systems that are there to protect all occupants. Do not try and exceed the capacity of the room's electrical system with plug strips and extension cords. Always look out for conditions that have the potential to hurt students.

In addition to the illustrated classroom violations, there are fire/safety violations that occur outside of the classroom. If you notice any unsafe, please notify your site administrator.

Parking of vehicles on campus shall be limited to official parking stalls only. Do not park vehicles on school grounds in such a way as to block paths or egress and access or any fire lanes.

EMERGENCY DRILLS AND PROCEDURES

Each school site has an emergency plan that includes specific evacuation and assembly routes, bell and PA signals, and staff emergency duties. This information is generally reviewed with faculty and staff at the beginning of the school year and/or is included in a faculty handbook or other opening school materials. If you are unsure about your school's emergency procedures, check with your school SAA or administration before school begins, or as soon as possible after the opening of school.

Teachers should prepare an emergency folder containing class rosters, evacuation route and assembly maps, a pen/pencil, and other necessary information. The emergency folder should be visible and located within easy access of the teacher, as well as substitutes. Many teachers use a brightly colored folder with their name printed boldly on the outside. This can then be held up as a sign for students to locate their class during evacuation and assembly.

The District has an Emergency Procedures App available for all mobile devices which employees are encouraged to download: <http://achieve.lausd.net/emergencyapps>.

These are the standard emergency procedures for all LAUSD schools:

FIRE DRILL (Signal: 5 short bells rung in continuous cycle)

1. Students exit the classroom, walking in a quiet, orderly and swift manner.
2. Students evacuate the building by designated routes to the assigned assembly area.
3. Teachers:
 - a) Take emergency class roster.
 - b) Check that all students are out of the classroom.
 - c) Check that all exits are clear.
 - d) Close classroom door. Do not lock door. (Later entry may be required.)
 - e) Escort students to assembly area.
4. At the assembly area, teacher takes roll and accounts for all students. (Be prepared to report inconsistencies to emergency team leader.)
5. Teacher and students wait in designated area in quiet and orderly manner in the assembly area.
6. Other circumstances:
 - Students in classrooms other than their own at the time of the drill are to remain with that class until given permission to rejoin their own class.
 - Students out of a classroom at the time of the drill are to evacuate with the class nearest to them, and are to stay with that class until given permission to rejoin their own class.
 - Adult visitors are to evacuate with the class and remain in the assembly area until informed that it is safe to leave.
 - When a fire drill takes place outside of class time, elementary students are to walk to the designated assembly area to meet their regular teacher. Secondary students

are to walk to the designated assembly area of their homeroom teacher. *When reviewing these procedures with students before a drill, be sure to include this information.*

7. Dismissal from the fire drill is indicated by an all-clear signal (one long bell).

EARTHQUAKE PROCEDURES

1. Intense shaking occurs.
2. Teacher gives command to “DROP.”
3. Students drop to knees, facing away from windows. Take cover by getting under or below furniture (desk, chair, table, etc.)
4. Grasp the furniture legs with hands and hold on tightly.
5. Wait for shaking to stop. (Or when signal is given during drill).

Evacuate to emergency assembly area following same route and instructions as for fire drill, steps #3-7 above.

DROP/TAKE COVER DRILL

The emergency “Drop/Take Cover” procedure is used when blasts or explosions occur at or near the school site.

Drop/Take Cover procedures when inside the classroom:

1. Upon the command of “Drop/Take Cover,” drop to knees with back to a window, place head in lap and clasp hands behind the neck.
2. Wait quietly for further instructions.

Drop/Take Cover procedures when outside the classroom:

1. Seek any type of protection (curb, bench, gutter, etc.)
2. Drop to ground with back to hazard and clasp hands behind neck.
3. Remain in this position for a brief period, then seek more protective cover.

LOCKDOWN DRILL

A school Lockdown secures the school during police action, campus intrusions, or other incidents requiring school/classroom security. When a PA announcement or other announcement indicates a “Lockdown,” follow these procedures:

1. Immediately lock doors.
2. Close blinds and cover door windows, if necessary.
3. Move students away from windows.
4. Keep students quiet and still.
5. Remain in classroom until emergency is over, as announced by the site administrator.
6. Students and adults outside a classroom when a Lockdown is announced should proceed immediately to the closest classroom and follow the above procedures.

SHELTER-IN-PLACE

A Shelter-in-Place action is taken to protect students and adults from from airborne contaminants by sheltering inside, away from contaminated air. Unlike a Lockdown, students may move between classes and through hallways as long as they remain inside a closed building.

1. If outside, students will proceed to their classrooms, if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or other school buildings.
2. Teachers should secure individual classrooms, assisted by the Plant Manager and other staff, by shutting down heat and air conditioning, turning off fans, closing and sealing doors and windows using towels or duct tape, and turning off sources of ignition, such as pilot lights.
3. Teachers and students will remain inside until an official announcement is made that the Shelter-in-Place has ended and it is permissible to go outside.

Note that during any emergency, students shall remain on the school site until reunited with legal parent or guardian, and/or the administrator determines that the environment and time of day are safe to disperse students to their homes in the regular manner.

CLASSROOM EMERGENCY SUPPLIES

While not required, teachers often find it useful (and reassuring) to have the following items on hand in the classroom:

- Bottles of water
- Portable phone charger
- Flashlight and extra batteries
- Sunscreen and/or hat
- An extra sweatshirt or hoodie, and extra socks.
- Playing cards, coloring books, or other simple distractions

FINALLY, in the event of a disaster, all District employees may be designated “Disaster Service Workers,” and as such will need to remain at school. District employees, therefore, are strongly encouraged to have a complete home emergency plan and home emergency supplies in place so that they will know that their family is provided for in their absence.

SCHOOL STAFF SECURITY TIPS AND RULES

1. Park and lock your car in well-lit areas when possible.
2. Use buddy system (whenever possible) when entering and leaving campus.
3. Do not wear expensive jewelry, or carry large amounts of money to work.
4. Secure purses and other valuables in a locked cabinet or desk while on campus.
5. Monitor hallways and grounds during passing periods.
6. Notify the administration or school police immediately when you observe what appear to be trespassers on campus.
7. Notify the administration or school police of any unusual activity or potential confrontations.
8. Lock all doors before leaving the classroom.
9. Do not return to campus during non-school hours without permission of the principal and making required notifications.
10. Make every attempt to leave campus prior to main office closing for the day.
11. Notify other staff members when remaining on campus after class hours.
12. Be aware of traffic patterns and potential safety problems in the area surrounding your school.
13. Avoid being alone with a student in a classroom or closed area.
14. Classroom and school keys are never to be given to students. Keys should not be left accessible to students at any time.
15. Personal possessions and all classroom valuables should be taken home or locked securely during holidays.

CONTRACTUAL OBLIGATIONS AND RIGHTS

The following LAUSD policy documents are important to read, understand and keep on hand for reference:

- LAUSD and UTLA 2008 – 2011 Agreement
- LAUSD Employee Attendance Policy
- LAUSD Code of Conduct with Students
- Employee Code of Ethics
- Internet Media Literacy
- Drug-Free and Alcohol-Free Workplace
- Tobacco-Free Schools

LAUSD AND UTLA 2008 – 2011 AGREEMENT

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.

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 to, 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.

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

<http://ethics.lausd.net/>

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://ethics.lausd.net/>.

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.laschoolboard.org/sites/default/files/BoardRules06-14-11.pdf>)
 - 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.laschoolboard.org/sites/default/files/BoardRules06-14-11.pdf>)

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 good 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 and enforce school and district policies in your classroom, including the Dress
- Code, Code of Conduct, and the acceptable Use Policy

DRUG-FREE AND 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](#)

LAUSD POLICY DOCUMENTS

The following LAUSD policy documents are important to read, understand and keep on hand for reference:

- Bullying and Hazing
- Responsible Use Policy
- Social Media Policy for Employers
- Child Abuse Reporting Information
- Sexual Harassment Policy
- Non-Discrimination Statement

BULLYING AND HAZING

The Los Angeles Unified School District is committed to providing a safe and civil learning and working environment. The District takes a strong position against bullying, hazing, or any behavior that infringes on the safety or well-being of students, employees, or any other persons within the District's jurisdiction, or that interferes with learning or the ability to teach. The District prohibits retaliation against anyone who files a complaint or participates in the complaint investigation process.

District policy requires all schools and all personnel to promote mutual respect, tolerance, and acceptance among students and staff. "All students and staff of public primary, elementary, junior high and senior high have the inalienable right to attend campuses which are safe, secure and peaceful" [Article 1, Section 28 (c) of the California State Constitution]. Schools' compliance with the Bullying and Hazing Policy and the Discipline Foundation Policy is to be referenced in their Safe School Plan, Volume 1.

This policy shall encompass behaviors or actions that occur among students, District employees and associated adults. The policy is applicable in all areas of the District's jurisdiction, including school and District-related activities, events, programs, and traveling to and from school.

Bullying and hazing are part of a continuum of aggressive or violent behaviors. Some acts of bullying or hazing can and do constitute other categories of misconduct such as assault, battery, child abuse, hate-motivated incident, criminal activity or sexual harassment and, as such, violate other District policies. In such cases, District personnel are obligated to follow appropriate District reporting guidelines as detailed in the Related Resources section of this policy bulletin.

I. DEFINITIONS

- A. Bullying is any severe or pervasive physical or verbal act(s) or conduct, including electronic communications committed by a pupil(s) that has, or can be reasonably predicted to have, the effect of one or more of the following:
 - (1) Reasonable fear of harm to person or property.
 - (2) Substantially detrimental effect on physical or mental health.
 - (3) Substantial interference with academic performance.
 - (4) Substantial interference with the ability to participate in or benefit from school services, activities, or privileges.
- B. Hazing is a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury, personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. Hazing does not include athletic events or school-sanctioned events (Ed. Code §48900(q)).

II. TYPES OF BULLYING

All incidents must meet the impact criteria of bullying to be considered as such.

- A. Cyberbullying is bullying by electronic act, which includes transmission of a communication by text, sound, image, video, message, website post, social network

activity, or other form of communication sent by an electronic device (Ed. Code 32261(g)).

- B. Indirect bullying is the use of intimidation or peer pressure to cause harm to a third part(ies).
- C. Non-verbal bullying includes the use of threatening gestures, staring, stalking, graffiti or graphic images, and destruction of property to cause distress, intimidation, discomfort, pain or humiliation.
- D. Physical bullying includes intentional, unwelcome acts of beating, biting, fighting, hitting, kicking, poking, punching, pushing, shoving, spitting and tripping.
- E. Social or relational bullying includes spreading rumors, manipulating relationships, exclusion, blackmailing, isolating, rejecting, using peer pressure and ranking personal characteristics.
- F. Verbal bullying includes hurtful gossiping, making rude noises, name-calling, spreading rumors and teasing.

III. DISCRIMINATION

All pupils have the right to participate in the educational process free from discrimination and harassment. Discrimination is treatment of a student that interferes with the ability of the student to participate in or benefit from the services, activities or privileges provided by the District. Protected categories include an individual's actual or perceived age, ancestry, color, disability ethnic group identification, gender, gender identity, gender expression, marital status, national origin, race, religion, sex, pregnancy and sexual orientation, as well as their association with a person or group of these protected categories, or any other basis protected by federal, state, local law, ordinance, or regulation.

IV. SEXUAL HARASSMENT

Sexual harassment is unwanted or demeaning conduct or comments directed at or about an individual on the basis of actual or perceived gender, sex, sexual behavior, sexual orientation, or other related personal characteristics, with the impact or intent to humiliate (California Ed Code §201 (b-c).)

- A. Anti-gay and sexist epithets are forms of sexual harassment. Schools should investigate and respond to these incidents under the guidelines of the relevant policy (e.g., Sexual Harassment Policy, BUL-3349.0 or the Transgender and Gender Variant Students-Ensuring Equity and Nondiscrimination, REF-1557.1).
- B. Hostile Environment Harassment
 - Hostile Environment 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 a student's ability to participate in or benefit from the services, activities or opportunities offered by the school.

V. STAFF RESPONSIBILITIES:

- A. All school staff share responsibility for modeling appropriate behavior and creating an environment where mutual respect, tolerance, civility, and acceptance among students and

staff are promoted, and students understand that bullying and hazing are inappropriate, harmful and are taken seriously.

- B. Recognize the indicators of bullying and hazing.
- C. Discuss all aspects of the Bullying and Hazing Policy with students including strategies to prevent and respond to bullying and hazing.
- D. Encourage students to report any bullying or hazing they witness or are targets of to the Title IX/Bully Complaint Manager.
- E. Provide instruction to ensure that students are educated about appropriate on-line behavior, including cyberbullying awareness and response and how to interact with others on social networking websites and in chat rooms (See Acceptable Use Policy (AUP) for District Computer and Network Systems, BUL-999.4, dated August 14, 2012, issued by the Chief Information Officer).
- F. Intervene immediately and safely with any harassment, intimidation, hazing or bullying, or act of discrimination.

Report any complaints or incidents of bullying or hazing involving a District employee to the site administrator immediately.

VII. STUDENT RESPONSIBILITIES:

Students will take responsibility for helping to create a safe school environment:

- A. Do not engage in or contribute to bullying or hazing.
- B. Treat everyone with respect. Be sensitive as to how others might perceive your actions or words.
- C. Report bullying or hazing to a trusted District teacher or administrator.
- D. Never engage in retaliatory behavior or ask, encourage, or consent to anyone retaliating on your behalf.

VII. RESPONDING TO BULLYING AND HAZING INCIDENTS:

It is imperative that schools thoroughly investigate allegations of bullying and hazing to determine if the incident was an isolated event or part of a larger pattern of behaviors. If the bullying or harassment is based on the person's actual or perceived characteristics or association with any of the protected classes (age, ancestry, color, disability ethnic group identification, gender, gender identity, gender expression, marital status, national origin, race, religion, sex, pregnancy, sexual orientation), it may rise to the level of discrimination or hostile environment harassment, and must be investigated as such.

IX. CONFIDENTIALITY AND NON-RETALIATION:

Reports of bullying or hazing shall be handled confidentially to respect the privacy of all parties to the fullest extent possible. Every effort shall be made to limit the distribution of information to those persons who need to know within the confines of the District's reporting procedures and investigation process.

The District will not tolerate retaliation against anyone who reports suspected bullying or hazing, or participates in the investigation process. Confidentiality and non-retaliation requirements extend to all parties involved.

RESPONSIBLE USE POLICY (RUP) FOR DISTRICT COMPUTER AND NETWORK SYSTEMS

BUL- 999.11

Shahryar Khazei, Chief Information Officer
Information Technology Division

August 20, 2015

This revision replaces BUL-999.10, dated November 18, 2014, renaming the policy from "Responsible and Acceptable Use Policy" to "Responsible Use Policy" (RUP) and placing a greater emphasis on digital citizenship.

The purpose of the District's Responsible Use Policy ("RUP") 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 legislation including, but not limited to, the Children's Internet Protection Act (CIPA), Children's Online Privacy Protection Act (COPPA) and Family Educational Rights and Privacy Act (FERPA). Furthermore, the RUP clarifies the educational purpose of District technology. As used in this policy, "user" includes anyone using computers, Internet, email, and all other forms of electronic communication or equipment provided by the District (the "network") regardless of the physical location of the user. The RUP applies even when District-provided equipment (laptops, tablets, etc.) is used off District property. Additionally, the RUP applies when non-District devices access the District network.

The District uses technology protection measures to block or filter access, as much as reasonably possible, to visual and written depictions that are obscene, pornographic, or harmful to minors over the network. The District can and will monitor users' online activities and access, review, copy, and store or delete any communications or files and share them with adults as necessary. Users should have no expectation of privacy regarding their use of District equipment, network, and/or Internet access or files, including email.

The District will take all necessary measures to secure the network against potential cyber security threats. This may include blocking access to District applications, including, but not limited to, email, data management and reporting tools, and other web applications outside the United States and Canada.

The purpose of the District's Responsible Use Policy ("RUP") 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 legislation including, but not limited to, the Children's Internet Protection Act (CIPA), Children's Online Privacy Protection Act (COPPA) and Family Educational Rights and Privacy Act (FERPA). Furthermore, the RUP clarifies the educational purpose of District technology. As used in this policy, "user" includes anyone using computers, Internet, email, and all other forms of electronic communication or equipment provided by the District (the "network") regardless of the physical location of the user. The RUP applies even when District provided equipment (laptops, tablets, etc.) is used off District property. Additionally, the RUP applies when non-District devices access the District network.

The District uses technology protection measures to block or filter as much as reasonably possible, access to visual and written depictions that are obscene, pornographic, or otherwise inappropriate. The District reserves the right to monitor users' online activities and to access, review, copy, and store or delete any communications 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.

The District will take all necessary measures to secure the network against potential cyber security threats. This may include blocking access to District applications, including but not limited to email, data management and reporting tools, and other web applications outside the United States and Canada.

Employee Responsibility

If you are supervising students using technology, be vigilant in order to ensure students are meeting the provisions outlined in the RUP.

Digital Citizenship

- All employees are responsible for modeling and actively practicing positive digital citizenship.
- Employees using classroom technology are explicitly required to teach students about positive digital citizenship.
- What employees do and post online must not disrupt school activities or compromise school safety and security.

Privacy

- I will not share personal information about students and employees including, but not limited to, names, home addresses, birth dates, telephone numbers, student ID numbers, employee numbers, and visuals.
- Transfer of student information shall be only through approved District information systems and facsimile. Email and collaborative documents are not secure methods for transmitting student data.
- I will be aware of privacy settings on websites that I visit.
- I will abide by all laws, this Responsible Use Policy, and all District security policies.

Passwords

- Under no circumstances are District passwords to be shared with others, including other District staff and students.
- Log out of unattended equipment and accounts in order to maintain privacy and security.

Professional Language

- Use professional language in all work-related communications including email, social media posts, audio recordings, conferencing, and artistic works.

Cyberbullying

- Bullying in any form, including cyberbullying, is unacceptable both in and out of school.
- Report all cases of bullying to the site administrator or other authority.

Inappropriate Material

- Do not seek out, display, or circulate material that is hate speech, sexually explicit, or violent while at school or while identified as a District employee.
- Exceptions may be made in an appropriate educational context.
- The use of the District network for illegal, political, or commercial purposes is strictly forbidden.
- Transmitting large files that are unrelated to District business and disruptive to the District network is prohibited.

Security

- All users are responsible for respecting and maintaining the security of District electronic resources and networks.
- Do not use the District network or equipment to obtain unauthorized information, attempt to access information protected by privacy laws, or impersonate other users.
- Do not try to bypass security settings and filters, including through the use of proxy servers.
- Do not install or use illegal software or files, including unauthorized software or apps, on any District computers, tablets, smartphones, or new technologies.

Equipment and Network Safety

- Take all reasonable precautions when handling District equipment.
- Use caution when downloading files or opening emails as attachments could contain viruses or malware.
- Vandalism in any form is prohibited and must be reported to the appropriate administrator and/or technical personnel.

Copyright

- While there are fair use exemptions (<http://www.copyright.gov/fls/fl102.html>), all users must respect intellectual property.
- Follow all copyright guidelines (<http://copyright.gov/title17/>) when using the work of others.
- Do not download illegally obtained music, software, apps, and other works.

Consequences for Irresponsible Use

Misuse of District devices and networks may result in restricted access or account cancellation. Failure to uphold the responsibilities listed above is misuse. Such misuse may also lead to disciplinary and/or legal action against employees, including personnel action and/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 liable for any claims, losses, damages, costs, or other obligations arising from use of the network or District accounts. Users are responsible for any charges incurred while using District devices and/or network. The District also denies any liability for the accuracy or quality of the information obtained through user access. Any statement accessible online is understood to be the author's individual point of view and not that of the District, its affiliates, or employees.

Instructions:

After having read the above information, sign below and return to your administrator or other designated supervisory personnel.

I have read, understand, and agree to abide by the provisions of the Responsible Use Policy of the Los Angeles Unified School District.

School/Office: _____

Employee Name: _____ Employee Number: _____

Employee Signature: _____ Date: _____

Please return this form to your supervisor or administrator to be kept on file. It is required for all employees that will be using a computer network and/or Internet access.

NOTE: The complete RUP Bulletin can be downloaded at: <https://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/91/RUP%20-%20FINAL%20-%2008%2018%2015.pdf>

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 shared only 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 flash drive. 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-5212.1, 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

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.

- 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://schoolsafety.lausd.net/report_child_abuse or the Department of Children and Family Services website: <http://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**

ATTACHMENT D

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
Office of General Counsel

July 1, 2011

SCHOOL SAFETY CHILD ABUSE REPORTING AGENCIES

ALL DISTRICT EMPLOYEES ARE MANDATED REPORTERS OF SUSPECTED CHILD ABUSE.

- Certificated
- Health Practitioners
- School Police
- Employees of Child Care Centers
- Instructional aides and assistants
- Teachers' Aides and Assistants
- Special Education Aides and 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 and 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 and Grade Level
- Class and Present Location (if known)
- Parents' or Guardians' contact information
- Provide information that gave rise to reasonable suspicion of child abuse
- Names and 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.net/childabuse/training>

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

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 one of the following offices:

Educational Equity Compliance Office

Julie Hall, Director and District Title IX Coordinator
(213) 241-7682

When issues or complaints involve students or non-employees

Equal Opportunity Section

(213) 241-7685

When issues or complaints involve employees

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

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