



LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM

TITLE: Aspiring Assistant Principals Program 2023-2024

NUMBER: MEM-053501.5

ISSUER: Ileana M. Dávalos
Chief Human Resources Officer
Human Resources Division

DATE: June 30, 2023

PURPOSE: The purpose of this Memorandum is to outline the procedures necessary for qualified candidates to apply for the Aspiring Assistant Principals Program (AAPP): Cohort VII.

MAJOR CHANGES: This Memorandum replaces Human Resources Division MEM-053501.4 of the same subject issued June 6, 2022. The content has been revised to reflect the current cohort.

BACKGROUND: The Los Angeles Unified primary promotional pathway for assistant principal positions is through the successful completion of the AAPP. The AAPP: Cohort VII is a targeted professional development program aligned to the Los Angeles Unified *School Leadership Framework* (SLF) and the Los Angeles Unified *2022-26 Strategic Plan* in the areas of data-driven instructional and operational leadership. The program is grounded in the SLF professional learning standards, including Leadership and Professional Growth, Change Management, Instruction, Culture of Learning and Positive Behavior, Family and Community Engagement, and Systems and Operations. Highly qualified, equity driven leaders are essential to accelerating student achievement. This comprehensive program focuses on developing transformational school leaders prepared to meet the challenge of improving outcomes for all students.

To be placed in the L.A. Unified three-year eligibility pool for assistant principal positions, candidates must successfully complete the AAPP by attending all sessions, completing assignments, and passing the In-Basket Examination. The In-Basket Examination is a comprehensive assessment that evaluates a candidate’s ability to apply the learnings from the program in the areas of instructional and operational leadership. Qualified candidates who are endorsed and interested in an assistant principal position for the 2024-2025 school year should consider applying to the program. Note that participation in this program does not waive minimum District requirements for assistant principal positions.

ROUTING
All Certificated
Employees
All Schools



INSTRUCTIONS: I. PROGRAM DETAILS

The AAPP is a 40-hour cohort-based program for District employees who aspire to assume the role of assistant principal. Participants will experience learning in a Hybrid Model consisting of Synchronous (two hours bi-weekly via Zoom or Face-to-Face) and Asynchronous (two hours bi-weekly) work via the My Professional Learning Network (MyPLN) platform. AAPP participants build their leadership capacity through self-reflection, group discussions, and extensive practice with real-life scenarios. During each session, the content is presented by practitioners in the field who are familiar with the role of the assistant principal in supporting the work. After each Synchronous session, participants will complete Asynchronous assignments.

Synchronous Schedule (Dates, times and location are subject to change):

Time/Location: 5:00 p.m. – 7:00 p.m.
Via Zoom or Face-to-Face (at a central location)

DATE	STRATEGIC PLAN	TOPIC
October 12, 2023	Strategic Plan Pillar 5: Investing in Staff Priority 5D: High Performance Standards	SLF- Standard 1- <i>Leadership and Professional Growth</i> Topic <ul style="list-style-type: none"> Leadership Qualities and Dispositions of Effective Assistant Principals
October 26, 2023	Strategic Plan Pillar 3: Engagement and Collaboration Priority 3D: Honoring Perspectives	SLF- Standard 2- <i>Change Management</i> Topic <ul style="list-style-type: none"> Supporting and Sustaining a Vision for Student Success
November 9, 2023	Strategic Plan Pillar 2: Joy and Wellness Priority 2A: Welcoming Learning Environments	SLF- Standard 4- <i>Culture of Learning and Positive Behavior</i> Topic <ul style="list-style-type: none"> Understanding the Fundamentals of School Site Operations
November 30, 2023	Strategic Plan Pillar 1: Academic Excellence Priority 1A: High-Quality Instruction	SLF- Standard 3- <i>Instruction</i> Topic <ul style="list-style-type: none"> Understanding Rigorous and Relevant Professional Development to Support Effective Teaching Practices



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DATE	STRATEGIC PLAN	TOPIC
January 11, 2024	Strategic Plan Pillar 5: Investing in Staff Priority 5D: High Performance Standards	SLF- Standard 2- <i>Change Management</i> Topic <ul style="list-style-type: none"> Understanding the Performance Management Process for Teachers
January 25, 2024	Strategic Plan Pillar 4: Operational Effectiveness Priority 4C: Sustainable Budgeting	SLF- Standard 6- <i>Systems and Operations</i> Topic <ul style="list-style-type: none"> Analyzing Data to Budget for Student Success
February 8, 2024	Strategic Plan Pillar 3: Engagement and Collaboration Priority 3A: Strong Relationships	SLF- Standard 5- <i>Family and Community Engagement</i> Topic <ul style="list-style-type: none"> Partnering with Family and Community Members
February 22, 2024	Strategic Plan Pillar 2: Joy and Wellness Priority 2C: Strong Social-Emotional Skills	SLF- Standard 1- <i>Leadership and Professional Growth</i> Topic <ul style="list-style-type: none"> Promoting Welcoming, Safe, Affirming, and Inclusive Learning Environments
March 7, 2024	Strategic Plan Pillar 5: Investing in Staff Priority 5A: Diverse Workforce	SLF- Standard 6- <i>Systems and Operations</i> Topic <ul style="list-style-type: none"> Developing an Awareness of the Recruitment and Retention Process
March 14, 2024	Strategic Plan Pillar 1: Academic Excellence Priority 1C: Eliminating Opportunity Gaps	SLF- Standard 4- <i>Culture of Learning and Positive Behavior</i> Topic <ul style="list-style-type: none"> Fostering a Culture of Shared Responsibility for Student Success

Other Dates: October 10, 2023, Introductory Meeting
Week of April 1, 2024, In-Basket Examination
May 16, 2024, Closing Ceremonies

II. ELIGIBILITY

To be eligible to apply, applicants must meet the following requirements:

- Five years of successful full-time certificated service in a public school

- One year of full-time experience in a non-classroom leadership position (e.g. coordinator, instructional coach, dean, lead teacher in a Pilot School, etc.) by June 30, 2024
- At least three years as a teacher in a PreK-12 program or Early Education Center; or (for Adult School aspiring assistant principals) at least two years as a teacher or counselor at a secondary school or adult school
- A Master's degree from an accredited college or university
- A valid California Administrative Services Credential (posted on the CTC website)
- A valid California Teaching Credential

All minimum requirements must be met before the AAPP application filing deadline. For questions regarding your eligibility, please contact Aida Rodriguez at (213) 241-6886.

III. APPLICATION PROCESS

To be considered for this program, submit the following:

- A current résumé (2 pages maximum)
- A letter of intent (1 page maximum) describing leadership experiences with the following:
 - Ensuring equity for all students
 - Supporting high quality professional development
 - Supporting families and community as partners

Please download the following Word formatted attachments from the LAUSD e-library:

- The AAPP Self-Assessment for Determination of Readiness and Scenarios (Attachment A).
- The Determination of Readiness Supervisor's Endorsement (Attachment B).

All materials (letter of intent, résumé, Attachments A and B) must be submitted via the following link: <https://bit.ly/23AAPPApp> **no later than 3:00 p.m. on Friday, August 25, 2023.**

PLEASE NOTE: Applications that are incomplete or are received after the deadline will not be considered.



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ATTACHMENTS: Attachment A: Self-Assessment for Determination of Readiness and Scenarios
Attachment B: Determination of Readiness Supervisor's Endorsement

ASSISTANCE: For further information, please contact Alexandra Wagner (amw0437@lausd.net),
Administrative Coordinator, Educator Development and Support.

**FREQUENTLY
ASKED
QUESTIONS:** To view responses to questions regarding the application process, go to
<https://bit.ly/23AAPPFAQs>.

DUE DATE:
Friday, August 25, 2023
by 3:00 p.m.

Submit all materials via
<https://bit.ly/23AAPPApp>

ASPIRING ASSISTANT PRINCIPALS PROGRAM
APPLICANT'S SELF-ASSESSMENT
FOR DETERMINATION OF READINESS (DoR) AND SCENARIOS INSTRUCTIONS

Purpose

The Self-Assessment for Determination of Readiness and Scenarios are intended to be used as a reflection tool to guide the applicant in assessing their readiness for the assistant principal position.

Directions

- Self-Assessment for Determination of Readiness (DoR):
 - Respond to **four of the six** prompts by writing specific descriptions of situations you encountered, tasks you were assigned or volunteered for, actions you took, and the results that were achieved.
 - For the four prompts you selected, rate your level of proficiency based on your experience using the rubric descriptors in the School Leadership Framework (SLF).
 - Respond in **200 words or less** using an 11-point font.
- Scenarios:
 - Respond to **both** scenarios ensuring you address all parts of the prompt.
 - Respond in **250 words or less** using an 11-point font.

Resources

- Link to the [AAPP Application Rubrics](#) (résumé, letter of intent, Self-Assessment for Determination of Readiness, and Scenarios)
- Link to the [LAUSD School Leadership Framework](#)

Supervisor's Endorsement

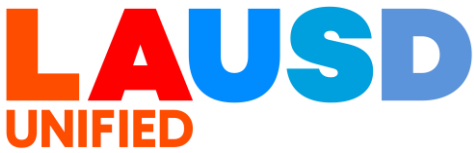
- Schedule an informal meeting with your immediate supervisor to discuss the following:
 - Their observations and assessments of your experiences,
 - Your readiness to effectively carry out the duties of the position of assistant principal as measured by the SLF, and
 - Their willingness to endorse you for this program.
- If your immediate supervisor is willing to endorse you for the program, share your responses to the Self-Assessment for Determination of Readiness and Scenarios (Attachment A) with your supervisor for review. Additionally, upload the Determination of Readiness Supervisor's Endorsement (Attachment B) with your supervisor's signature to the following link <https://bit.ly/23AAPPApp>.



ASPIRING ASSISTANT PRINCIPALS PROGRAM
APPLICANT’S SELF-ASSESSMENT FOR DETERMINATION OF READINESS (DoR) AND
SCENARIOS

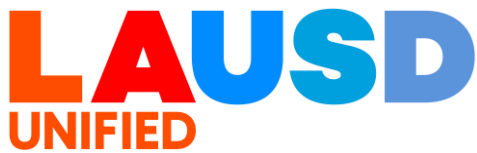
As you complete the *AAPP Applicant’s Self-Assessment for Determination of Readiness* (1) respond to **four of the six** prompts candidly and accurately describing experiences you have had so far in your career, (2) for the four prompts you selected, rate your level of proficiency based on your experience using the rubric descriptors in the School Leadership Framework (SLF), and (3) respond in **200 words or less**, using an 11-point font. The *SLF* can be accessed by clicking [here](#).

Element 1A1: Demonstrates personal and professional ethics, integrity, and judgment.	Limited to No Experience Yet	Developing	Effective	Highly Effective
Describe a specific time when you modeled ethical behavior and integrity in interactions within and outside the school and administered school policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please download the Word-formatted Attachment A from the LAUSD eLibrary and type your response in the attachment.				
Element 2C1: Uses data to determine school-wide priorities and goals.	Limited to No Experience Yet	Developing	Effective	Highly Effective
Describe a specific time when you used classroom-level and/or school-wide data to determine goals aligned to the school’s vision of high expectations. This could include how you collaborated with a team to use data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please download the Word-formatted Attachment A from the LAUSD eLibrary and type your response in the attachment.				
Element 3A2: Ensures high-quality professional development that results in implementation of effective pedagogy.	Limited to No Experience Yet	Developing	Effective	Highly Effective
Describe a specific time when you provided high-quality professional development and resources to support teachers in modifying their pedagogy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please download the Word-formatted Attachment A from the LAUSD eLibrary and type your response in the attachment.				



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APPLICANT’S SELF-ASSESSMENT FOR DETERMINATION OF READINESS (DoR) AND
SCENARIOS

Element 4A2: Manages respectful conflict resolution in the school community.	Limited to No Experience Yet	Developing	Effective	Highly Effective
Describe a time when you created or maintained a professional environment where most staff and family members communicated differences of opinion in a respectful manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please download the Word-formatted Attachment A from the LAUSD eLibrary and type your response in the attachment.				
Element 5A1: Engages community and family members and involves them in leadership opportunities.	Limited to No Experience Yet	Developing	Effective	Highly Effective
Describe an example in which you provided opportunities for parents to participate/assume leadership opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please download the Word-formatted Attachment A from the LAUSD eLibrary and type your response in the attachment.				
Element 6C2: Ensures that school decisions adhere to relevant District policies and comply with legal requirements.	Limited to No Experience Yet	Developing	Effective	Highly Effective
Describe a time when you had to review District policies and legal requirements to guide an important decision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please download the Word-formatted Attachment A from the LAUSD eLibrary and type your response in the attachment.				



ASPIRING ASSISTANT PRINCIPALS PROGRAM
APPLICANT'S SELF-ASSESSMENT FOR DETERMINATION OF READINESS (DoR) AND
SCENARIOS

As you complete the *AAPP Applicant's Scenarios*: (1) respond to **both** scenarios ensuring your address all parts of the prompt, and (2) respond using **250 words or less** using an 11-point font. For your reference, the *SLF* can be accessed by clicking [here](#).

Scenario 1

Element 4b1: Promotes and implements systems to foster positive student behavior.

As the new Assistant Principal of Western Middle School responsible for school-wide positive behavior support, you have consistently observed the campus during your morning, recess, lunch, and after school supervision. You noticed that school-wide positive behavior expectations are posted throughout the campus. However, they are not regularly followed by the students or enforced by the staff.

- What are your immediate actions?
- What systems would you recommend to your principal to ensure a positive school culture?

Please download the Word-formatted Attachment A from the LAUSD eLibrary and type your response in the attachment.

Scenario 2

Element 3a2: Ensures high-quality professional development that results in implementation of effective pedagogy.

Your principal has tasked you to design a high-quality professional development (PD) on Culturally and Linguistically Responsive Pedagogy Strategies for the next Banked Tuesday session that supports the implementation of the strategies.

- What are your immediate actions as you plan to prepare for the PD?
- Which stakeholders will you bring together to assist with the planning and execution of the PD?
- How will you ensure that teachers modify their instruction to include the strategies in the long-term?

Please download the Word-formatted Attachment A from the LAUSD eLibrary and type your response in the attachment.

DUE DATE:
Friday, August 25, 2023
by 3:00 p.m.

Submit all materials via
<https://bit.ly/23AAPPApp>

ASPIRING ASSISTANT PRINCIPALS PROGRAM
SUPERVISOR'S GUIDE
TO MANAGING THE DETERMINATION OF READINESS (DoR) PROCESS

Your role in the *Determination of Readiness (DoR)* process is to support the development of future leaders who possess the knowledge, skills, abilities, and judgment to be considered for the position of assistant principal. Your determination should be made based on your observation and assessment of the individual's work performance as described by the L.A. Unified *School Leadership Framework (SLF)*.

1. Review each *SLF* element of the candidate's *AAPP Applicant's Self-Assessment for Determination of Readiness and Scenarios* and determine whether the applicant's descriptions of experiences accurately reflect his/her readiness to further influence student outcomes and achievements in an assistant principal position. When reflecting on the applicant's aptitude for performing effectively as an assistant principal in the 2022-2023 school year, consider your personal observation of the quality of his/her work, job-related judgment, and the experiences the applicant described in his/her responses.
2. Complete Attachment B, *Determination of Readiness Supervisor's Endorsement* indicating your decision on whether to provide your endorsement. Applicants who do not demonstrate readiness, as described by the *SLF*, should not be endorsed at this time.
3. Once you have made your determination of the applicant's readiness, meet with the applicant to discuss your determination to endorse or not to endorse.
 - If endorsing the applicant, return the completed and signed *DoR Supervisor's Endorsement Page* and the *AAPP Applicant's Self-Assessment for Determination of Readiness and Scenarios* to him/her. Begin discussion about areas of school leadership where more experiences and exposure might best prepare the applicant for future success as an assistant principal.
 - If the applicant is not endorsed, discuss areas that need further development and collaboratively consider a growth strategy that will provide the applicant with the appropriate professional experience to be able to develop competencies in those areas.

Individuals who receive an endorsement from their supervisor **and** who are successful in the paper screening process will be invited to participate in an interview. Those individuals who are successful in the interview will have the opportunity to participate in the AAPP: Cohort VII. Candidates who successfully complete AAPP by attending all sessions, finishing all assignments and related assessments, and passing the culminating In-Basket Examination will be placed in the L.A. Unified three-year eligibility pool for assistant principals.



ASPIRING ASSISTANT PRINCIPALS PROGRAM

DETERMINATION OF READINESS (DoR)

SUPERVISOR’S ENDORSEMENT PAGE

APPLICANT’S NAME: Click or tap here to enter text.

CURRENT POSITION: Click or tap here to enter text.

CURRENT SUPERVISOR

Name: <u>Click or tap here to enter text.</u>	Phone: <u>Click or tap here to enter text.</u>
Title: <u>Click or tap here to enter text.</u>	Location: <u>Click or tap here to enter text.</u>
Email: <u>Click or tap here to enter text.</u>	

THIS INDIVIDUAL HAS MY FINAL ENDORSEMENT

I, as the supervisor of the applicant listed above, **unequivocally support** this applicant’s readiness based on the applicant’s aptitude for assuming the responsibilities of the assistant principal position. Also, I will serve as a mentor by providing access to critical (non-confidential) information for the applicant to review, reflect upon, and refine in preparation for serving as assistant principal (e.g., budget, master program, classroom observations, job shadowing, etc.)

The decision to endorse this applicant has been made based on my observations and assessment of the applicant’s job performance and my review of his/her *AAPP Applicant’s Self-Assessment for Determination of Readiness and Scenarios*. I reviewed the *School Leadership Framework* to substantiate my decision. I certify that I have met with the applicant and discussed my determination to endorse.

SUPERVISOR’S SIGNATURE: _____ DATE: Click or tap to enter a date.