





NEW TEACHER RESOURCE HANDBOOK

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WELCOME TO THE LOS ANGELES UNIFIED SCHOOL DISTRICT

Welcome to the Los Angeles Unified family!

On behalf of the entire Human Resources Division, I am thrilled to welcome you to our District. We are honored that you have chosen to bring your talents, passion, and dedication to our students, families, and school communities.

As educators, you are at the heart of our mission to create learning environments where **all** students thrive and achieve academic success. The work you do in the classroom has a profound and lasting impact, and we are here to empower and support you every step of the way.

Our District is grounded in the values of **equity, collaboration, and excellence**. Whether you are a seasoned professional or just beginning your teaching journey, we are committed to providing you the resources, mentorship, and professional development opportunities you need to succeed. You are not alone in this work — your colleagues, school leaders, and our Human Resources team are all here to ensure you feel supported, valued, and connected from day one.

Thank you for choosing to be part of our team. We look forward to the incredible impact you will have in the lives of our students, helping to ensure they graduate ready for the world!

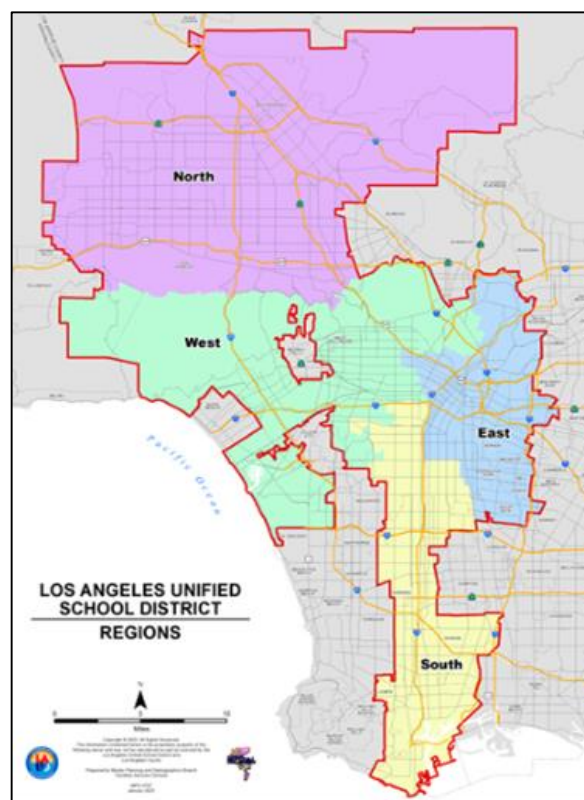
With appreciation,

Dr. Francisco J. Serrato
Chief Human Resources Officer

LOS ANGELES UNIFIED SCHOOL DISTRICT OVERVIEW

Since the first public school in Los Angeles was founded in 1855, the Los Angeles Unified School District has grown to encompass 720 square miles and about 900 school campuses. Today, the Los Angeles Unified School District (LAUSD) is the second largest school district in the nation, with approximately 420,000 students enrolled in grades Pre-K-12. The LAUSD boundary stretches from the bustling southern harbor of San Pedro to the rocky high desert of Chatsworth, and from the vibrant communities of downtown Los Angeles 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.

In the 2024-2025 school year, LAUSD employed approximately 24,000 K-12 teachers. Approximately 10% of these are teachers in their first years of teaching. LAUSD is strongly committed to developing and supporting new teachers in their career journeys. The educators in the Los Angeles Unified School District reflect the vibrancy, diversity, and energy of Los Angeles itself, and we welcome you to this dynamic and forward-looking community. We hope that this New Teacher Resource Handbook will provide you with useful information and tools to assist you through your first year.



We wish you well on this exciting journey!



Mission

Realizing excellence for all students by providing the unique, rigorous, and culturally relevant education that each and every student deserves.

Vision

Los Angeles Unified will be the premier public school district by eliminating educational inequities to graduate ALL students ready for the world – to thrive in college, career, and life.

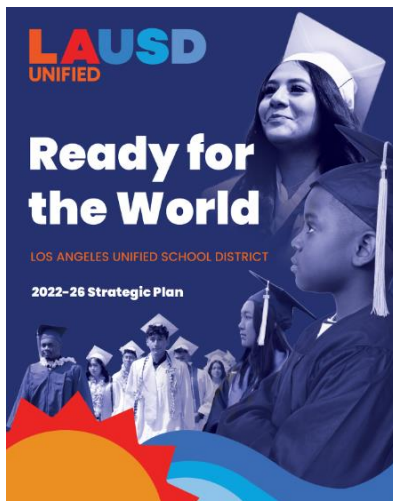
LOS ANGELES STRATEGIC PLAN

Ready for the World!

Los Angeles Unified is focussed on a singular goal: to ensure ALL our students graduate **READY FOR THE WORLD** – to thrive in college, career, and life. The District’s Strategic Plan represents a promise to our entire Los Angeles Unified community that we will achieve this goal. With this plan, we are establishing a new, inspiring vision on how we can improve student achievement and close opportunity gaps. We believe that by outlining a singular goal, and a vision for achieving this goal, we can ensure that everyone who is a part of Los Angeles Unified will be able to support and uplift our district together.

Our Singular Goal

Ensure ALL our students graduate **READY FOR THE WORLD** – to thrive in college, career, and life. Being ready for the world means our students will graduate with the skills and knowledge they need to live out their dreams.



“Embracing our diversity to educate L.A.’s youth, ensure academic achievement and empower tomorrow’s leaders. We are Los Angeles Unified.”

[Los Angeles Unified 2022-2026 Strategic Plan](#)



CONNECTING TO THE STRATEGIC PLAN

Pillar 1: Academic Excellence

High Quality Instruction

Enriching Experiences

Eliminating Opportunity Gaps

College and Career Readiness

Pillar 2: Joy and Wellness

Welcoming Learning Environments

Whole-Child Well-Being

Strong Social-Emotional Skills

Outstanding Attendance

Pillar 3: Engagement and Collaboration

Strong Relationships

Accessible Information

Leading for Impact

Honoring Perspectives

Pillar 4: Operational Effectiveness

Data-Driven Decision-Making

Modernizing Infrastructure

Sustainable Budgeting

District of Choice

Pillar 5: Investing in Staff

Diverse Workforce

Professional Learning

Staff Wellness

High Performance Standards

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CHAPTER 1:

WELCOME TO THE LOS ANGELES UNIFIED SCHOOL DISTRICT

STRATEGIC PLAN: PILLAR 5, INVESTING IN STAFF

The most important factor in ensuring our students thrive and are ready for the world is having knowledgeable, caring, and courageous educators, school leaders, and support staff to guide them on their journey through Los Angeles Unified.

- SUPERINTENDENT AND BOARD OF EDUCATION
- REGION SUPERINTENDENTS
- HUMAN RESOURCES KEY CONTACTS
- HUMAN RESOURCES PERSONNEL SPECIALISTS
- ADDITIONAL KEY DISTRICT CONTACTS
- VISITING LAUSD HEADQUARTERS
- 2025-2026 INSTRUCTIONAL CALENDAR
- LAUSD SINGLE SIGN-ON AND E-MAIL
- BENEFITS
- PAYROLL, SALARY, AND EMPLOYMENT VERIFICATION



SUPERINTENDENT AND BOARD OF EDUCATION



Alberto M. Carvalho
Superintendent



Scott Schmerelson
Board President
Board District 3



Sherlett Hendy Newbill
Board District 1



Dr. Rocio Rivas
Board Vice President
Board District 2



Nick Melvoin
Board District 4



Karla Griego
Board District 5



Kelly Gonez
Board District 6



Tanya Franklin Ortiz
Board District 7

REGION SUPERINTENDENTS

Region East

- Dr. Lourdes Ramirez-Ortiz, Superintendent
- 2151 N. Soto Street, Los Angeles CA 90032
- (323) 224-3100

Region North

- Dr. David Baca, Superintendent
- 6621 Balboa Boulevard, Lake Balboa, CA 91406
- (818) 654-3600

Region South

- Andre Spicer, Superintendent
- 1208 Magnolia Avenue, Gardena, CA 90247
- (310) 354-3400

Region West

- Dr. Denise Collier, Superintendent
- 11380 W. Graham Place, Los Angeles, CA 90064
- (310) 914-2100

HUMAN RESOURCES KEY CONTACTS

DEPARTMENT	CONTACT INFORMATION	DEPARTMENT FUNCTION
CERTIFICATED EMPLOYMENT	<p>BLACK STUDENT ACHIEVEMENT PLAN - Director, Recruitment, Selection, and Retention, Jacob Guthrie</p> <p>PRIORITY SCHOOL STAFFING - Interim Administrative Coordinator, David L. Nguyen</p> <p>REGION EAST-Director, Rachel Saldana REGION NORTH-Interim Director, Miguel Garza REGION SOUTH-Director, Luz Ortega REGION WEST-Director, Leanne Hannah</p> <ul style="list-style-type: none"> • (213) 241-5300 • https://www.lausd.org/cass 	<ul style="list-style-type: none"> • HR Certificated General Information • Forms, Maps, HR Updates
	<p>Credentials, Contracts, and Compliance Services</p> <ul style="list-style-type: none"> • (213) 241-5300 • https://www.lausd.org/cccs 	<ul style="list-style-type: none"> • Credential applications • Credential renewals • Credential recommendations • Updates to credential information • Changing contract status • Contract renewal • Adding authorizations • Assignment Monitoring Inquiries (appropriate assignment of teachers)
	<p>Early Childhood Education (ECE)</p> <ul style="list-style-type: none"> • (213) 241-2404 • https://www.lausd.org/ece-hr 	<ul style="list-style-type: none"> • ECE teacher staffing assignments
	<p>Master Plan for English Learners Verification</p> <ul style="list-style-type: none"> • (213) 241-5862 • https://www.lausd.org/page/1449 	<ul style="list-style-type: none"> • Differentials and incentive stipends • California Teacher of English Learners (CTEL) and California Educator Credentialing Examinations (CSET): Languages Other Than English Equivalency Exam (LOTE) • Preparation classes and vouchers
	<p>Personnel Specialists</p> <ul style="list-style-type: none"> • (213) 241-5300 • https://www.lausd.org/Page/3446 	<ul style="list-style-type: none"> • Teacher staffing, transfers, leaves, resignation, retirement

DEPARTMENT	CONTACT INFORMATION	DEPARTMENT FUNCTION
CERTIFICATED EMPLOYMENT	<p>Salary Allocation</p> <ul style="list-style-type: none"> • (213) 241-6121 • https://www.lausd.org/salary • HRSalary@lausd.net 	<ul style="list-style-type: none"> • Initial “rating-in” salary evaluation • Verification and processing of salary points • Advancement on salary table; career increments
EDUCATOR DEVELOPMENT AND SUPPORT: TEACHERS (EDST)	<ul style="list-style-type: none"> • (213) 241-3444 • mypgs@lausd.net • https://lausd.truenorthlogic.com 	<ul style="list-style-type: none"> • Online platform guiding professional growth and evaluation • Resources for EDST cycle
EMPLOYEE RELATIONS	<ul style="list-style-type: none"> • (213) 241-6591 • https://www.lausd.org/employeerelations • EmployeeRelations@lausd.net • EmployeeVerify@lausd.net • theworknumber.com 	<ul style="list-style-type: none"> • Verification for public loan forgiveness • Employment verification for lenders, loans, etc.
INTERN, CREDENTIALING, AND ADDED AUTHORIZATION PROGRAM (ICAAP)	<ul style="list-style-type: none"> • (213) 241-5466 (Current District Interns) • (213) 241-5581 (Enrollment Questions) • https://www.lausd.org/DistrictInternProgram 	<ul style="list-style-type: none"> • CTC-accredited programs for new teachers earning their credentials • CTC-accredited programs for credentialed teachers earning added authorizations
MY PROFESSIONAL LEARNING NETWORK (MyPLN)	<ul style="list-style-type: none"> • (213) 241-3444 • https://www.lausd.org/TeacherDevelopment#spn-content 	<ul style="list-style-type: none"> • Employee learning management system • Offers employees a wide array of diverse learning opportunities
PEER ASSISTANCE AND REVIEW (PAR)	<ul style="list-style-type: none"> • (213) 241-5501 • peerassistance@lausd.net • https://www.lausd.org/par 	<ul style="list-style-type: none"> • Professional development workshops • Instructional coaching support to classroom teachers

DEPARTMENT	CONTACT INFORMATION	DEPARTMENT FUNCTION
SUBSTITUTE TEACHER UNIT	<ul style="list-style-type: none"> • (213) 241-6117 • subdesk@lausd.net • https://www.lausd.org/sub 	<ul style="list-style-type: none"> • Processing of new substitute teachers • Automated calling system assistance
TEACHER DEVELOPMENT AND SUPPORT	<ul style="list-style-type: none"> • (213) 241-5495 • TDAS@lausd.net • https://www.lausd.org/domain/564 	<ul style="list-style-type: none"> • New hire support for teachers • Supports for Provisional Permit Teachers and University Interns • National Board Certified Teacher Program
TEACHER GROWTH AND INDUCTION (TGI)	<ul style="list-style-type: none"> • (213) 241-4252 • https://www.lausd.org/Page/354 	<ul style="list-style-type: none"> • District-sponsored induction program • Pathways to clear credential

REGION	PERSONNEL SPECIALIST	E-MAIL ADDRESS
EAST	WILLIAM MASIS	william.masis@lausd.net
	EDWARD SALAZAR	exs3827@lausd.net
NORTH	ELISE CHO	esc8642@lausd.net
	OSCAR HERNANDEZ	oherna2@lausd.net
SOUTH	KAREN CASTRO	karen.castro@lausd.net
	MICHAEL THOMPSON	michael.a.thompson@lausd.net
WEST	PATRICIA CAMACHO	patricia.camacho@lausd.net
	THOMAS RAMIREZ	thomas.ramirez@lausd.net
SUPPORT SERVICES/PSA/SPECIAL EDUCATION/ITINERANTS	ANDRESEQUIHUA	andres.equihua@lausd.net
	SUZY KIM	suzy.kim1@lausd.net
EARLY EDUCATION	JASON ROSALES	jxr1665@lausd.net

ADDITIONAL KEY DISTRICT CONTACTS

DEPARTMENT	CONTACT INFORMATION	DEPARTMENT FUNCTION
BENEFITS ADMINISTRATION	<ul style="list-style-type: none"> • (213) 241-4262 • https://www.lausd.org/benefits 	<ul style="list-style-type: none"> • Medical Benefits/Enrollment • Retirement Plans • Life Insurance
EMPLOYEE HEALTH SERVICES	<ul style="list-style-type: none"> • (213) 241-6326 • https://www.lausd.org/employeehealth 	<ul style="list-style-type: none"> • Health and TB Clearance
ITS HELP DESK	<ul style="list-style-type: none"> • (213) 241-5200 • https://www.lausd.org/ITD 	<ul style="list-style-type: none"> • Single Sign-On, Passwords, Activating account • Technology assistance, troubleshooting
PAYROLL ADMINISTRATION	<ul style="list-style-type: none"> • (213) 241-2570 • payrollsupport@lausd.net • https://www.lausd.org/payroll 	<ul style="list-style-type: none"> • Direct Deposit • Paystubs • W-2s
SCHOOL MENTAL HEALTH	<ul style="list-style-type: none"> • (213) 241-3841 • https://www.lausd.org/smh 	<ul style="list-style-type: none"> • Services for District students, families and employees
SPECIAL EDUCATION DIVISION	<ul style="list-style-type: none"> • (213) 241- 6701 • https://www.lausd.org/sped 	<ul style="list-style-type: none"> • Information for families and employees • Teaching Resources • Positive Behavior Support • Contact information and links

Looking for something else?

The directory of Los Angeles Unified offices with links and phone numbers is located here:

<https://www.lausd.org/domain/53>

VISITING LAUSD HEADQUARTERS

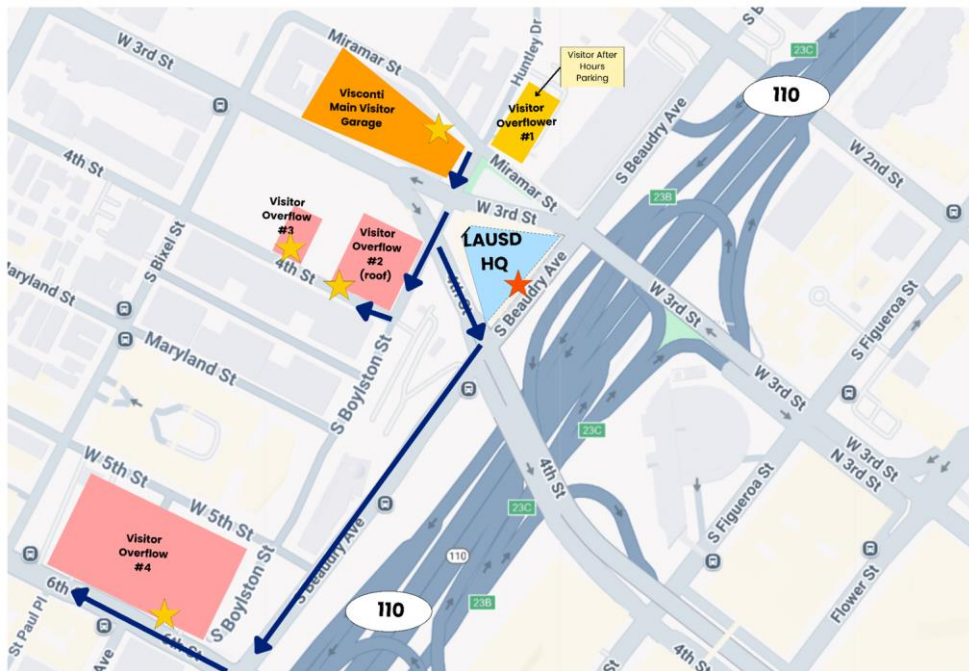
Access to Los Angeles Unified Headquarters

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 Visitor 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.

Visitor Parking Lots Los Angeles Unified Administrative Headquarters



★ = LAUSD Administrative Headquarters – Main pedestrian entrance

★ = Garage or lot entrance

■ = Visconti Garage – Main visitor garage for Headquarters. Free to visitors on District business with proper department-provided validations

■ = First visitor overflow lot (when Visconti is full). **Also may be used after 5:00 PM and on weekends for visitor parking with PRIOR ARRANGEMENT through the Office of the Building (213-241-1320 or OfficeoftheBuilding@lausd.net)**

➡ = Driving routes to visitor overflow lots – when directed.

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

Do NOT park in any overflow lot unless directed – your validation will not be honored.

2025-2026 INSTRUCTIONAL CALENDAR



Los Angeles Unified School District INSTRUCTIONAL
SCHOOL CALENDAR 2025-2026

Board Approved
3/11/2025

JULY

MO	TU	WE	TH	FR
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

AUGUST

MO	TU	WE	TH	FR
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

SEPTEMBER

MO	TU	WE	TH	FR
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

OCTOBER

MO	TU	WE	TH	FR
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

NOVEMBER

MO	TU	WE	TH	FR
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

DECEMBER

MO	TU	WE	TH	FR
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

JANUARY

MO	TU	WE	TH	FR
				1
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

FEBRUARY

MO	TU	WE	TH	FR
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

MARCH

MO	TU	WE	TH	FR
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

APRIL

MO	TU	WE	TH	FR
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

MAY

MO	TU	WE	TH	FR
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

JUNE

MO	TU	WE	TH	FR
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

07/04/25	Independence Day	01/19/26	Dr. Martin L. King Jr. Birthday
08/14/25	First Day of Instruction	02/16/26	Presidents' Day
08/29/25	Admission Day	03/27/26	Cesar E. Chavez Birthday Observed
09/01/25	Labor Day	03/30 - 04/03/26	Spring Recess
11/11/25	Veterans' Day	04/24/26	Armenian Genocide Remembrance Day
11/27 - 11/28/25	Thanksgiving Holiday	05/25/26	Memorial Day
12/22/25 - 01/09/26	Winter Recess	06/10/26	Last Day of Instruction
01/12/26	Second Semester Begins	06/19/26	Juneteenth Holiday

LEGEND:

- First Day/Last Day of Instruction
- Legal/Local Holidays
- School Recess
- Unassigned Day (No School)
- Pupil Free Days *
- Second Semester Begins
- Instructional Days

Instructional Days

Fall Semester	82
Spring Semester	98
Total	180

Pupil Free Days are Wednesday, August 13, 2025, and Thursday, June 11, 2026.

* If a school selects Monday, January 12, 2026, as a Pupil Free Day, then Thursday, June 11, 2026, becomes an Instructional Day.

**The Board's adoption of these Instructional Calendars is tentative and conditioned on and subject to the outcome of negotiations with the unions regarding their members' work year calendars.

LAUSD SINGLE SIGN-ON (SSO) AND E-MAIL

Activating Single Sign-On

The District provides each employee with an account that can be used to receive and send District e-mail as well as take attendance and access other key District information, documents, and resources. This is known as the employee single sign-on (SSO) account.

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

To activate your SSO, start at the single sign-on landing page: <http://MyLogin.lausd.net>.

From here, follow the instructions. In addition to activating your single sign-on account here, you can also select or change your password and update information about yourself in the District's global online directory.

PASSWORD GUIDELINES:

- Between 8 and 20 characters long
- Cannot be the same as user ID
- Must contain at least one alphabetic and one numeric character
- Cannot contain three repeated characters in a row
- Common letter combinations ("abcde" or "12345") or dictionary words longer than six characters ("kitchen" or "teachers") will not be accepted.



If you have questions or need assistance with this process, contact the IT Help Desk:

- <https://www.lausd.org/Page/11176>
- (213) 241-5200: 7:30 AM– 4:45 PM, Monday – Friday

E-Mail

Once your SSO is activated, using Outlook to access your LAUSD Exchange e-mail account is generally easy to do. The steps vary depending on your type of computer and the version of Outlook you use.

Specific information regarding Outlook mail is here: <https://www.lausd.org/Page/2127>.

You can also access your e-mail through Outlook online: <https://outlook.office.com>.

Once the SSO and e-mail account are set up, teachers should check their LAUSD e-mail regularly. This is the primary communication channel between teachers and their administrators, school community, parents and the District, so it is important to make checking District e-mail a habit.

BENEFITS

One of the most valuable aspects of employment with Los Angeles Unified is your employee benefits program. Los Angeles Unified is proud to provide active employees with a choice of health insurance programs with no out-of-pocket premium costs required from the employee. In addition to medical coverage, Los Angeles Unified employee benefits include dental and vision for both employees and their dependents, as well as 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.

Health Benefits (Medical, Dental, and Vision)

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. During the Open Enrollment period, you may choose different insurance providers and coverage plans for your medical, dental and vision care for yourself and your dependents. Any changes to existing selections made during the annual November Open Enrollment period will take place 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:
<https://www.lausd.org/Page/5244> (Click on "Employees").

You can also reach Benefits Administration in person, by phone, or by mail:

Benefits Administration - Physical Address
333 South Beaudry Avenue, 28th Floor Los Angeles, CA 90017

Benefits Administration - Mailing Address
PO Box 513307
Los Angeles, CA 90051-1307

benefits@lausd.net
(213) 241-4262



Other Benefits

In addition to health benefits, employees automatically receive basic life insurance coverage of \$20,000 through Voya Financial (<http://www.voya.com>). Additional optional life insurance with higher limits and additional benefits, including coverage for eligible dependents, is available and can be paid for through monthly automatic payroll deductions.

The 403(b) and 457(b) voluntary deferred compensation plans are available to active employees. They allow for the investment of pre-tax earnings, through automatic payroll deductions, to save for retirement. Active employees are eligible to enroll in either or both plans. Individuals under age 50 may contribute up to \$23,000 per plan per year (www.lausd.org/Page/19764).

Any investment gains/losses are tax-deferred until withdrawn. Contributions may also lower current income taxes.

The LAUSD Benefits Administration website provides detailed information regarding your benefits: <http://achieve.lausd.net/benefits>.

Benefits Administration may be contacted by e-mail: benefits@lausd.net, or by phone: (213) 241-4262.



PAYROLL, SALARY, AND EMPLOYMENT VERIFICATION

The **Payroll Administration Branch** oversees and manages all employee compensation processes. Payday for regular certificated employees is the fifth of each 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 via US Mail to your address on file. If the fifth of the month falls on a weekend, paychecks (and Direct Deposits) are issued on the Friday before the fifth. Paystubs for those enrolled in Direct Deposit are available via the Employee Self Service (ESS) Platform: <https://ess.lausd.net>.

Providing the Payroll Administration branch with your current personal contact information, including your address, phone number, and emergency contacts, will ensure that you receive your paycheck in an accurate and timely manner. Changes to this information, as well as changes to your W-4/DE4 forms, including Federal and State tax exemptions, can be made via the ESS Platform, or through the Payroll Branch. Payroll forms, including Direct Deposit forms, are available through the Payroll Branch: <https://www.lausd.org/Page/440>. If you have questions or concerns about discrepancies in your paycheck, your school SAA is the best place to start. You can also contact the Payroll Branch directly Monday – Friday between 8:00 AM and 4:00 PM at: (213) 241-2570 or payrollsupport@lausd.net.



Salary Tables for Teachers

The **Salary Allocation Unit** in the Division of Human Resources evaluates and processes required official documents that verify training (transcripts) and experience (employment verification) to determine placement and advancement on the Teacher Preparation Table. During the contracting process, prior training and experience is evaluated through “rating in,” to determine beginning placement on the salary table. From initial rating in, the salary will increase (horizontally on the salary table) for every year of service through Year 10. See Salary Tables using the following link: <https://www.lausd.org/Page/4045>.

Employment Verification

The **Office of Employee Relations** in the Division of Human Resources provides employment verification to third parties (i.e. mortgage lenders, rental agencies, social services, other employers, etc.) upon request. LAUSD utilizes a fast and reputable system called The Work Number to enable employees to provide specified third parties with the requested information. Instructions for utilizing The Work Number and more can be found 24/7 on the Employment Verification Services website: <https://www.lausd.org/Page/3640>.

Understanding the Pay Scale

As part of the UTLA/LAUSD contract, teachers can also increase their annual salary by taking classes to improve their effectiveness as educators. For every 14 salary points earned, teachers move vertically to the next box, or “schedule,” on the salary table. To maximize salaries, teachers are encouraged to earn their 98-maximum number of salary points.

Earning salary points can be done in many ways. For university and college units earned, semester units are equal to one salary point, and quarter units are equal to two-thirds of a salary point. Coursework must be related to courses which are commonly taught in K-12 classrooms in Los Angeles Unified. (Coursework does not have to be directly related to a teacher’s current assignment.)

Many professional development courses given by the District, as well as outside providers, offer salary point credit. Teachers cannot earn credit for professional development taken during the workday, nor training for which they are paid. District-sponsored professional development opportunities can be found through My Professional Learning Network ([MyPLN](#)). The Salary Allocation website also has a list of approved professional development opportunities:

<https://www.lausd.org/Page/5568>.

Travel related to a teaching subject can be awarded salary points. Travel points need to be planned, submitted on a specific form, and completed at least two weeks prior to the trip. Contact the Salary Point unit for information on additional requirements: <https://www.lausd.org/Page/5568> or (213) 241-5495.

Multicultural Salary Points

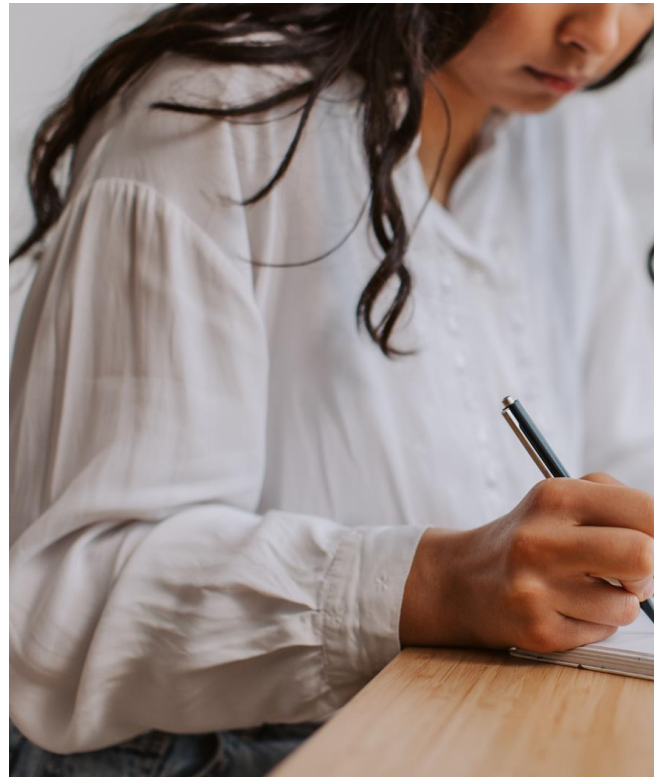
For teachers to move past the third step on the pay scale, they must complete four multicultural salary points. Multicultural points can be earned through various courses and providers, including several offered on [MyPLN](#). Most teachers working on a CLAD or BCLAD will automatically meet the multicultural requirement, as do District Interns as part of their program.

Checking Earned Salary Points

Points that have been entered into the system can be viewed online, using employee number and birthdate:

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

If you have concerns or questions, **SALARY ALLOCATION** can be reached by e-mailing HRSalary@lausd.net or calling (213) 241-6121.



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CHAPTER 2: TEACHER CREDENTIALING AND SUPPORT

STRATEGIC PLAN : PILLAR 5, INVESTING IN STAFF

Los Angeles Unified is dedicated to setting and upholding clear, consistent, and high performance standards for all staff. By clearly defining what successful teaching and professional conduct looks like, we create a shared vision that supports both student achievement and meaningful opportunities for staff growth and development.

- **PATH TO PERMANENCY**
- **CREDENTIALS AND CONTRACTS**
- **EDUCATOR DEVELOPMENT AND SUPPORT:
TEACHER (EDST) EVALUATION PROCESS**
- **RECOMMENDED RESOURCES**

THE PATH TO PERMANENCY

The goal of Los Angeles Unified is that every new teacher advances successfully from entry-level status to permanency in the District. Since teachers enter with a variety of credential types, it is important for new hires to be familiar with the types of credentials available to plan next steps.

In addition, new hires are contracted at different levels, and it is necessary to understand these requirements to move forward. Finally, new teachers should know the processes by which they are evaluated every year, to plan to effectively, demonstrate teaching competency and professional growth. The following chapter provides an overview of the credentialing, contracting and evaluation processes.

CREDENTIALS AND CONTRACTS

Earning a teaching certification in California occurs through a two-level credentialing process. Candidates first complete the requirements for a Preliminary Teaching (Level I) Credential. With a Preliminary Credential, teachers have five years to complete a state-approved Induction program in order to obtain a Professional Clear Teaching (Level II) Credential.

The requirements for a K-12 Teaching Credential in the state of California are as follows:

1. Complete a baccalaureate or higher degree at an accredited university or college (this degree also satisfies the basic skills requirement in California).
2. Verification of subject matter competence, via qualifying major in the credential area being pursued, the California Subject Exam for Teachers (CSET) for the appropriate subject(s), or through a coursework evaluation, resulting in a subject-matter waiver/equivalency letter, conducted by a Commission on Teacher Credentialing approved teacher preparation program.
3. Successful participation in a Commission-approved Credential Program, which includes formal recommendation upon completion of student teaching and teacher performance assessments. This could be through a traditional credentialing program; through a blended program where the credential is earned simultaneously with the Bachelor's degree; or via successful completion of an Alternative Certification program, either as a District Intern or a University Intern.
4. Reading Instruction Competence (RICA) or equivalent, for Multiple Subject and Education Specialists only.



In addition, the following requirements must be met (they are typically included in the credential program if completed at a California university):

6. English Learner (EL) Authorization.
7. Completion of a course (two semester units or three-quarter units) in the provisions and principles of the U.S. Constitution, or by passing an equivalent examination or course.
8. Completion of a foundational computer technology course that includes general and specialized skills in the use of computers in educational settings.

ALTERNATIVE CERTIFICATION (INTERN) PROGRAMS

Alternative credential programs are options for individuals who have completed components 1-2 above. This program allows them to begin teaching and earning a salary while completing the other requirements of the credential program. In addition to required course work, the time teaching during an Alternative Certification program serves as the equivalent of student teaching in traditional programs. Any candidates entering the teaching workforce under a Provisional Internship Permit or a Short Term Staff Permit (see Provisional Authorizations section for more information) should immediately start looking into the requirements to enroll in an intern program in order to ensure credentialing options to continue employment beyond the permit.

There are two options for Alternative Certification Intern programs: The District Intern program is available for credentials in areas of high need. District Interns receive instruction from veteran teachers in the District, and there are no tuition costs or fees. Participants must complete a six-week unpaid orientation/training session the summer prior to the beginning of school in order to participate in the program. Those in the University Intern program enroll in a local university which has an arrangement with the District. Interns must meet eligibility requirements for their particular program.

To learn more about Los Angeles Unified's District Intern program, please visit:

<https://www.lausd.org/districtinternprogram>

To view other Commission on Teacher Credentialing approved programs throughout the state, please visit:

<https://www.ctc.ca.gov/commission/reports/data/approved-institutions-and-programs>

Los Angeles Unified is committed to encouraging and assisting paraprofessionals and teaching assistants to meet the requirements to enter the teaching workforce. Those interested should contact the Career Ladder Branch at ladder@lausd.net or (213) 241-4571.



PROVISIONAL AUTHORIZATIONS

Provisional teaching authorization is given to teachers in high-need areas who have not yet satisfied some of the requirements to enter the Alternative Certification program. Provisional authorization is generally given for one year. Teachers hired to teach on a Provisional Intern Permit (PIP) or a Short-Term Staff Permit (STSP) must:

- Attend Provisional meetings during the year.
- Work with a District-assigned mentor teacher.
- Perform satisfactorily at their school site.
- Pass subject matter competency via (CSET) and/or coursework.

Once the subject matter competency and/or other requirements are met, Provisional teachers can apply and be accepted into either the District or University Intern Program.


TYPES OF TEACHING CREDENTIALS

CREDENTIAL	TYPICAL SUBJECTS/COURSES TAUGHT OR POSITION HELD
MULTIPLE SUBJECT TEACHING CREDENTIAL	Kindergarten – 5 th grade; 6-8 th grade/Middle School Cored classes
SINGLE SUBJECT TEACHING CREDENTIAL	Middle School / High School courses within the credential area (can also teach K-5 in the credentialed subject)
EDUCATION SPECIALIST: MILD TO MODERATE	Special Education courses for students following the general education, or <i>core curriculum (eligibility areas must align with the credential)</i>
EDUCATION SPECIALIST: MODERATE TO SEVERE	Special Education courses for students following a modified, or <i>alternate curriculum plan (eligibility areas must align with the credential)</i>
EDUCATION SPECIALIST: EARLY CHILDHOOD	Preschool Special Education or through K/UTK (if the new Early Childhood Special Education credential through K is earned)
PUPIL PERSONNEL SERVICES	School Counselor, School Psychologist, School Social Work, Child Welfare and Attendance
EARLY CHILDHOOD TEACHER PERMIT	Early Childhood Education / Preschool
ADMINISTRATIVE SERVICES CREDENTIAL (REQUIRES A BASE TEACHING CREDENTIAL)	School site or District Administrator

CLEAR (LEVEL II) TEACHING CREDENTIALS

The preliminary (Level I) credential is issued for a maximum of five years, by which time teachers must earn a clear (Level II) credential. If requirements for the clear credential are not completed before the expiration of the preliminary, the holder will be unable to teach in a California public schools until those requirements are met and the document renewed. A clear (Level II) credential indicates that all education and program requirements for the credential have been met. Clear (Level II) credentials are renewable online.

In California, there are generally three options for clearing a preliminary credential:



Enroll in and complete an induction program sponsored by the employing District. In LAUSD, the Teacher Growth & Induction program (TGI) is the pathway most preliminary General Education teachers take to clear their credentials, while the Clear Education Specialist Induction Program (CESIP) is the LAUSD pathway for most Special Education teachers.

Enroll in and complete an induction program that is offered by a college or university.

Teachers who successfully achieve National Board Certification (NBC) in Childhood Generalist or Middle Childhood Generalist before clearing the preliminary credential can be issued a Clear Multiple Subject Teaching Credential by applying to the State's Commission on Teacher Credentialing with copy of the National Board Certification.

LOS ANGELES UNIFIED INDUCTION PROGRAMS TO CLEAR CREDENTIALS


Teacher Growth & Induction (TGI), is a Commission on Teacher Credentialing (CTC)-accredited, job-embedded, teacher induction program, committed to supporting beginning general education teachers who hold a preliminary multiple or single subject credential, resulting in recommendation for a California clear teaching credential. TGI provides flexibility to candidates through individualized and differentiated mentoring, as candidates demonstrate mastery toward the California Standards for the Teaching Profession (CSTP).

Participating teachers in TGI are assigned a trained and experienced mentor who provides a combination of one-on-one and/or coordinated support throughout the academic year.

TGI is tuition-waived for current LAUSD teachers. Participants are eligible to earn up to 12 salary points over the course of the 2-year program. To learn more about the TGI program and eligibility requirements, please visit <https://www.lausd.org/TGI>

The **Clear Education Specialist Induction Program (CESIP)** prepares Special Education teachers with preliminary Education Specialist credentials to advance to clear credential status. The 24-month Clear Education Specialist program incorporates courses in current theory and practical application in Special Education, ongoing formative assessment requiring teacher inquiry and action research, individualized and self-directed professional development, and job embedded and authentic tasks.

The **CESIP collaborative cohort model** integrates one-on-one coaching conversations, small group interaction, workshops, seminars, and innovative technology such as interactive journals, collaborative best practice demonstrations, and effective teaching technique videos. CESIP participants are supported by like-credentialed mentors, highly qualified Instructional Facilitators, CESIP staff, and cohort members.



TGI is a tuition-waived program for current LAUSD teachers.

CESIP is a 24-month program and is **free** for current LAUSD teachers.

LOS ANGELES UNIFIED INDUCTION PROGRAMS TO CLEAR CREDENTIALS

All CTC-approved [college and university induction programs](#) must include these features:

- Two-year program
- Professional development based on teacher's self-identified needs
- Job-embedded mentoring
- Mentors with experience teaching in subject- or grade-alike classrooms
- Opportunities to connect with peers
- Ongoing feedback from mentor

Teachers considering an induction program through a university should ensure the program is CTC-approved. All Los Angeles Unified credential and induction programs are CTC-approved.



Maintaining valid credential status is important to ensure there are no changes in contracting, benefits, and pay. Teachers should notify the District of any changes in their credential status.

Contracts

There are several different types of contracts offered to new teachers joining Los Angeles Unified. These are the most common:

PROBATIONARY CONTRACT

An employee who holds a California Preliminary (Level I) or Professional Clear (Level II) Credential, and meets all District standards, is contracted as a Probationary 1 teacher (Prob 1). The District seniority date is established on the first day of paid service in Probationary status in a regular teaching assignment.

Teachers who successfully complete a full year at Probationary 1 status generally advance to Probationary 2 (Prob 2) status in their second year. At the successful completion of a full Probationary 2 year, teachers generally advance to Permanent Contract status.

DISTRICT INTERN CONTRACT / UNIVERSITY INTERN CONTRACT

These are contracts for employees completing credential requirements by participating in the District Intern Program or University Intern Program. District Intern and University Intern contracts in General Education are valid for two years.

District Intern contracts in Special Education are valid for three years. These contracts must be renewed each year after a satisfactory evaluation from the school administrator. Teachers successfully completing an Intern program are typically contracted as a Probationary teacher. The District seniority date is established on the first day of paid service in Intern status in a regular teaching assignment.

NON-TENURE EARNING PROBATIONARY CONTRACT

This is the contract for employees serving under a Provisional Internship Permit or a Short Term Staff Permit. Non-tenure earning probationary contracted teachers who successfully meet the District and state requirements (most commonly passing the CSET and other exams), who receive a satisfactory evaluation from the school administrator, and have a permanent assignment, typically advance to an Intern Contract.

TEMPORARY CONTRACT

This is a contract which ends on June 30th for an employee who holds a Preliminary or Professional Clear Credential.



EDUCATOR DEVELOPMENT AND SUPPORT: TEACHER (EDST) EVALUATION PROCESS

To ensure all students have access to effective instruction, the District's performance evaluation process, Educator Development and Support: Teachers (EDST), supports the development of high-quality teaching and learning practices. The EDST process is part of a comprehensive system that includes observations, conferencing, professional goal setting, and reflection activities throughout the year to enhance teaching practice.

Non-permanent teachers (probationary, intern, provisional, and temporary contracts) are evaluated yearly at their school site by their principal or designated evaluating administrator using the Educator Development and Support: Teachers (EDST) process. EDST is designed to gather evidence of teaching practice through multiple measures to support teachers in improving their practice, with the goal of supporting teachers as they grow in the following areas:

- Design and delivery of instruction
- Effective classroom environment
- Progress toward Initial Planning Sheet (IPS) objectives
- Contributions to student outcomes
- Additional professional responsibilities

Teaching and Learning Framework (TLF)

EDST is anchored in the LAUSD [Teaching and Learning Framework](#) (TLF). The TLF describes clear expectations for effective teaching, identifying highly effective practices with a focus on consistent implementation of high-quality instruction to improve student outcomes. The TLF highlights the research-based strategies that have been proven to be effective in meeting the needs of the District's culturally, linguistically, economically, and academically diverse learners. The TLF recognizes that students come from diverse cultural, linguistic, and ethnic backgrounds and possess a range of skills, abilities, interests, and levels of language proficiency that must be met through responsive, high-quality instruction.

EDST PROCESS

The My Professional Growth System (MyPGS) is an online platform used by the District for the EDST process. On MyPGS, teachers and administrators complete and submit the different activities of the EDST cycle and access useful teacher resources, general information, and videos.

Access the MyPGS platform at:
<https://lausd.truenorthlogic.com>.



THE INITIAL PLANNING ACTIVITIES

At the beginning of the school year, teachers complete a self-assessment of their practice aligned with the Teaching and Learning Framework elements. Teachers use the Initial Planning Sheet (IPS) to identify areas of focus and develop strategies to advance their practice. These are the teacher's long-term objectives. In creating the IPS, the teacher identifies one Instructional Growth Objective, one Professional Growth Objective, and one Data-Based Objective. The Instructional Growth Objective is selected from Focus Elements in Standards 1, 2, or 3 from the LAUSD Teaching and Learning Framework; the Professional Growth Objective is selected from any element in TLF Standards 4 or 5.

Multiple measures of student achievement and progress are considered when developing the Data-Based Objective.

During the Initial Planning Conference, the IPS objectives are discussed and finalized by the teacher and evaluating administrator. Teachers and administrators revisit these focus elements throughout the year to monitor and support the teacher's professional growth and development.

FORMAL OBSERVATION CYCLE

The purpose of the Formal Observation Cycle is for the teacher to receive feedback and ratings on the seven Teaching and Learning Framework focus elements. Of these seven focus elements, three are District Unified elements (all teachers use these elements), three are Teacher Selected, and one is cooperatively selected by the teacher and the principal or evaluating administrator. During a pre-observation conference, the teacher and administrator may discuss the lesson plan and schedule the Formal Observation. Following the Formal Observation, the teacher will receive evidence-based feedback and ratings on the seven TLF Focus Elements being evaluated.



EDST Process Continued

GROWTH PLAN VISIT

As part of the evaluation process, the evaluating administrator will conduct a Growth Plan Visit. The Growth Plan Visit is not rated and may be scheduled or unscheduled. Following the Growth Plan Visit, the teacher will receive feedback on the Instructional Growth Objectives identified in the Initial Planning Sheet. The administrator and/or the teacher may initiate additional Supplemental Observations to add to Formal Observation evidence and ratings.



FINAL EVALUATION

As part of the EDST process, teaching and professional practice is observed throughout the year by trained administrators at the school site and in the District. Observations are made during the Formal Observation and Growth Plan Visits, as well as other classroom visits conducted throughout the year. In addition, teachers are observed in terms of contributions to student outcomes, contributions to the school community and additional professional responsibilities.

The TLF anchors the District's instructional vision and the TLF rubrics provide guidance to administrators in evaluating teacher practice. In their Final Evaluation Report, a teacher can receive one of three possible performance ratings:

- Exceeds Standard Performance
- Meets Standard Performance
- Below Standard Performance

In determining a teacher's final evaluation rating, administrators consider all four parts of the final evaluation:

Observation of Practice

1. Ratings from Formal Observation
2. Assessment of practice from other classroom observations

Contributions to Student Outcomes

1. Demonstration of progress toward meeting the Data-Based Objective
2. Demonstrated progress toward implementing strategies outlined in the Initial Planning Sheet
3. Demonstration that teaching practice improved student outcomes

EDST Process Continued

Demonstrated Progress Toward Initial Planning Sheet Objectives

1. Demonstrated progress toward implementing strategies outlined in the **Instructional Growth Objectives**
2. Demonstrated progress toward implementing strategies outlined in the **Professional Growth Objectives**



Additional Professional Responsibilities

1. Arrives on time, starts class on schedule
2. Regularly in attendance for total contract day
3. Attends all school meetings and staff development programs
4. Provides supervision and control of students both within and outside classroom settings
5. Engages families in the instructional program through participation in Open House, community and parent activities
6. Communicates and interacts professionally with students, parents, colleagues, administrators and staff
7. Collaborates with colleagues to improve teaching and learning
8. Engages in ethical conduct and complies with school, District and State rules, policies, and standards
9. Reviews and evaluates the work of pupils
10. Regularly prepares appropriate lesson plans
11. Maintains accurate and timely records
12. Assumes reasonable responsibility for the proper use and control of District property, equipment, materials and supplies



Human Resources Division – Educator Development and Support
333 South Beaudry Avenue, 14th Floor
Los Angeles, CA 90017
Telephone (213) 241-3444

LAUSD TEACHING AND LEARNING FRAMEWORK

Focus Elements for Classroom Teachers (EDST)

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. <i>Knowledge of Content-Related Pedagogy</i> <p>b. Demonstrating Knowledge of Students</p> <ol style="list-style-type: none"> 1. <i>Awareness of Students' Skills, Knowledge, and Language Proficiency</i> 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. <i>Standards-Based Learning Activities</i> 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. <i>Planning Assessment Criteria</i> 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. <i>Academic Climate</i> <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. <i>Management of Routines, Procedures, and Transitions</i> 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. <i>Monitoring and Responding to Student Behavior</i>
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. <i>Use of Reflection to Inform Future Instruction</i> 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. Relationships with Colleagues 2. <i>Promotes a Culture of Professional Inquiry and Collaboration*</i> 	<p>a. Communicating with Students</p> <ol style="list-style-type: none"> 1. <i>Communicating the Purpose of the Lesson</i> 2. Directions and Procedures 3. Delivery of Content 4. <i>Use of Academic Language</i> <p>b. Using Questioning and Discussion Techniques</p> <ol style="list-style-type: none"> 1. <i>Quality and Purpose of Questions</i> 2. <i>Discussion Techniques and Student Participation</i> <p>c. Structures to Engage Students in Learning</p> <ol style="list-style-type: none"> 1. <i>Standards-Based Projects, Activities, and Assignments</i> 2. <i>Purposeful and Productive Instructional Groups</i> 3. Selection and 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. <i>Feedback to Students</i> 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: ADDITIONAL 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. <i>Engagement of Families in the Instructional Program*</i> <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 	

Highlighted elements are identified as the Focus Elements for the EDST process.

Framed elements are the district unified Focus Elements for the EDST process.

* Evidence of teacher practice for these elements may be collected for Contributions to School Community.

RECOMMENDED RESOURCES

For Credentials

LAUSD Career Ladder

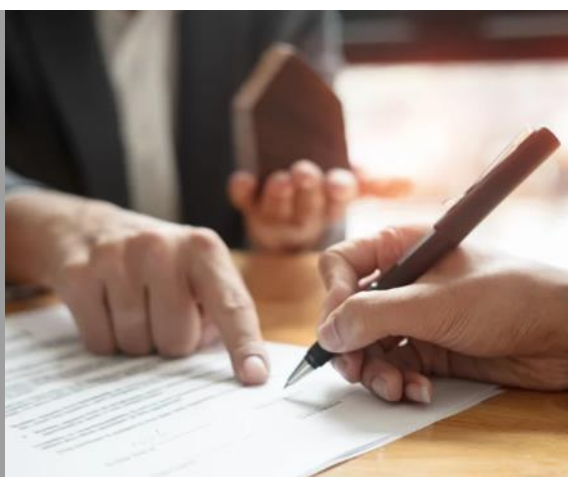
<https://www.lausd.org/Page/9472>

Links to information about credentials, CBEST, CSET, RICA and other requirements:

<https://achieve.lausd.net/Page/4755>

LAUSD Intern, Credentialing, and Added Authorization Program (iCAAP) information

<https://www.lausd.org/Page/356#calendar57405/20221004/month>



For Clearing Credentials

LAUSD Teacher Growth & Induction (TGI) for General Education Teachers

<https://achieve.lausd.net/Page/354>

LAUSD for Special Education Teachers (CESIP)

<https://achieve.lausd.net/Page/7720>

California Commission on Teacher Credentialing: Clearing Your Credential

<https://www.ctc.ca.gov/credentials/clear-credential>

For Contracts

LAUSD Certificated Credential and Contracts

<https://achieve.lausd.net/cccs>

For Educator Development and Support Evaluation Process

LAUSD Educator Development and Support: Teachers (EDST)

<https://achieve.lausd.net/EDST>

My Professional Growth System (MyPGS) to access the EDST platform

<https://lausd.truenorthlogic.com>



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CHAPTER 3: START SMART

TLF STANDARD 2: CLASSROOM ENVIRONMENT

A “culture of learning” creates a classroom environment where both students and teachers value the work being done, set high expectations, and engage in intellectually stimulating activities. It promotes a growth mindset, self-efficacy, and pride in learning, encouraging students to share their work and take ownership of their learning.

- KEY SCHOOL STAFF
- NEED TO KNOW CHECKLIST
- SET UP YOUR CLASSROOM
- CLASSROOM SAFETY CHECKLIST
- GENERAL TIPS FOR SAFETY
- ON THE FIRST DAY
- SUBSTITUTE TEACHER PLANNING

KEY SCHOOL STAFF

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 get access to your classroom a day or two before school begins. Before you roll up your sleeves and get busy in your classroom, take time to talk with the key people who can answer your questions and help you settle in.

The **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.

The **School Administrative Assistant (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 address most of your day-to-day questions.

The SAA is generally the best person to support you with:

- signing in and out each day (required).
- locating your school mailbox.
- understanding school procedures.
- assignment of classroom key.
- 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, is the first contact for parents, and manages the school office.

The SAA keeps emergency information regarding staff members, 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).



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 repairs. The Plant Manager also oversees the school groundskeeping, supervises custodial services, mail and shipments. Many schools have a specific form or protocol for communicating with the plant manager regarding needed repairs and other concerns; check with the SAA or administrator for this information.

Assistant Principals and Deans share a variety of duties with the principal. These administrators or school leaders may assist the principal in all aspects of the school, or may focus specifically on instruction and professional development, student behavior and discipline, 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 specific programs such as Title 1, Magnet, Dual Language/Bilingual, Special Education and Testing. Program Coordinators can often assist teachers in accessing supplies and instructional materials, understanding school/District policies, providing information on testing procedures, and managing paraprofessionals/teacher assistants.

Grade Level Chairs and Department Chairs are experienced teachers who help coordinate the collaborative work of grade-alike or subject-alike faculty within a school. These school leaders coordinate department or grade-level meetings, share information, and maintain records and curricular resources. These colleagues can provide new teachers with valuable information about curriculum, school wide instructional programs, and general guidance.

National Board Certified (NBC) 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 at your school are helpful in providing information about the school site, curriculum planning, classroom management, and other topics of interest.



NEED TO KNOW CHECKLIST



- ☐ 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 restrooms (especially note the one nearest your classroom!), staff lunchroom/ lounge, library, media center, auditorium, computer lab, cafeteria, multipurpose room (MPR), and supply room
- ☐ School bell schedule
- ☐ Teacher start and end times
- ☐ Map of the school
- ☐ How to report an absence; whether your school has a preferred substitute list and protocols for maintaining substitute folders
- ☐ Who to contact if you are running late in the morning
- ☐ How to use the classroom phone; how to call the Main Office
- ☐ Copy machine locations and copying policies
- ☐ Policy for receiving class materials
- ☐ Procedures for issuing textbooks, lockers, one-to-one devices
- ☐ How to take attendance (new teachers must apply for [MiSiS access](#))
- ☐ 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

SET UP YOUR CLASSROOM

The right classroom set-up is key to creating a welcoming environment. The physical layout of your classroom, including desk grouping, supply placement, and work group areas, can influence student creativity, collaboration, and learning opportunities. 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.

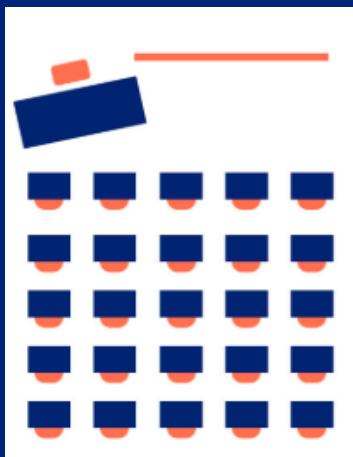
Teacher's desk setup: It is generally a good idea to position your work desk in a less trafficked location where you can lock up your phone and other valuables. Keep your desk neat and tidy.

Student desk setup: 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.

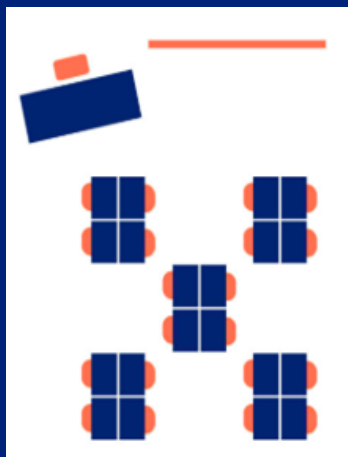
Classic Rows:

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



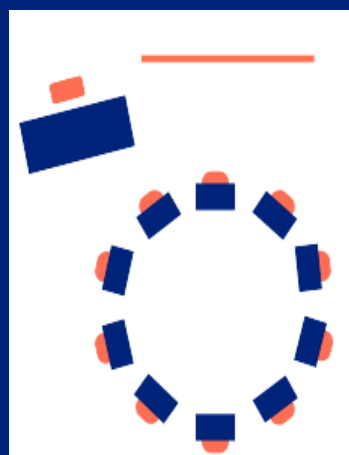
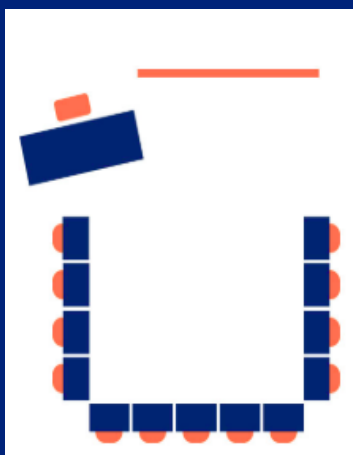
Cooperative Clusters:

Many elementary teachers, and some secondary teachers, 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 and objectives: Designate a spot visible to all students for your daily agenda and instructional objectives, and get in the habit of posting it every morning and reviewing it with the students. This helps students to know what they are expected to learn by the end of each lesson, and also allows them to prepare for the activities and lessons that are planned for the 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.

Student artwork: Plan 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.

Print-rich environment: Post various forms of printed materials that encourage interaction with and engagement in literacy. Decorate walls with a wide array of printed materials like books, posters, famous quotes, charts, word walls, labels, or newspaper clippings.

Remember to keep things fluid, if you find a set-up is not working you, make a change!

CLASSROOM SAFETY CHECKLIST



When setting up your classroom, safety should be your top priority. Use this safety checklist to help create a secure learning environment:

- ☐ Are all student desks and tables visible to you at all times?
- ☐ 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, emergency exits, and ceiling fire sprinklers unobstructed?
- ☐ Are rugs and cords fastened down, so no one trips?
- ☐ Are the tops of cabinets and shelves clear of all items that could fall and cause injuries?
- ☐ Are hazardous materials, including cleaning products and chemicals used for instruction, stored in approved secure locations and always kept out of reach of children?
- ☐ 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 be easily seen?

SCHOOL STAFF SECURITY TIPS AND RULES

- Park and lock your car in well-lit areas if possible.
- Do not wear expensive jewelry, or carry large amounts of money to work.
- Secure purses and all other valuables in a locked cabinet or desk while on campus.
- Monitor hallways and grounds during passing periods.
- Notify the administration or school police immediately when you observe what appear to be trespassers on campus. Notify the administration or school police of any unusual activity or potential confrontations.
- Make sure you know how to use the office phone and how contact the main office in an emergency.
- Lock all doors and windows before leaving the classroom.
- Do not return to campus during non-school hours without permission of the principal and making required notifications.
- Make every attempt to leave campus prior to the main office closing for the day. Consult your principal about policies for remaining on campus after the main office closes.
- Notify the administration if you will be remaining on campus with students after class hours.
- Be aware of traffic patterns and potential safety problems in the area surrounding your school.
- Avoid being alone with a student in a classroom or closed area.
- Classroom and school keys are never to be given to students. Keys should not be left accessible to students at any time.
- Personal possessions and all classroom valuables should be taken home or locked securely during holidays.
- Keep some emergency supplies in the classroom, including: water, snacks, a portable phone charger, and a sweater or blanket
- ***Call 911 in any situation that poses an immediate threat to life, health, or safety. Once emergency services have been contacted, notify the main office and the site administrator(s).***



GENERAL TIPS FOR TEACHERS

Starting 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 objectives 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.
- Circulate. 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 a brain teaser or intriguing question relating to the lesson of the day on the board.



ON THE FIRST DAY

- ❑ **Arrive 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.
- ❑ **Dress for success** by planning your first-day attire to make a great first impression on your students. Whether you want to look scholarly, artsy or spirited, you always want to communicate professionalism. Plan your attire thoughtfully.
- ❑ **Have all learning materials ready** by planning ahead and making copies in advance. Do not assume you will be able to make copies at school in the morning. Prepare extra materials in case new students are added on the first day.
- ❑ **Basic materials and learning tools** should be ready for student use. These might include books, paper, pencils, rulers, glue, felt pens, staplers, tape, crayons, construction paper, calculators, manipulatives and folders. Have a plan for where these items will be stored, and how they will be distributed and collected.
- ❑ **Timers and bells (and other attention-getters)** should be positioned where you can access them readily. If you're going to use popsicle sticks or other devices for calling on or grouping students, arrange those and place in an accessible spot. Start off consistently to maintain your classroom organization.
- ❑ **Have a pre arranged seating chart** and help students find their assigned seats. You may change your initial plan once you get to know your students, but a first-day seating chart will put students at ease and assist you in learning names and becoming familiar with students.
- ❑ **Be over prepared** by creating detailed lesson plans. You may want to create extra lesson plans to have on hand as you learn your students' pace and learning speed. Establish your learning goals for the week and adjust as needed.



☐ **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 roll for the first time, remember and use students' names as often as you can, and endeavor to learn them as soon as possible. This is a great time to teach a get-to-know-you activity.

☐ **Use a first day icebreaker** or get-acquainted activity to engage students and provide opportunities for them to share a little about themselves as they learn about each other. The *Education World* website has many ice-breakers and get-acquainted activities for the first day of school:
<http://www.tinyurl.com/ice-breakers-for-kids>.

☐ **Teach classroom 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!



Additional excellent resources to help new teachers plan for a strong first day are available on many websites including:

- Edutopia (<http://www.edutopia.org>)
- The Teaching Channel (<https://www.teachingchannel.com/free-videos/>)
- Education World (<http://www.educationworld.com>)

Books to assist new teachers

are plentiful. These three are highly recommended and perennial favorites of new teachers, and include a wealth of useful tips and information to make your first day, and your first years,



The First Days of School

by Harry K. Wong and Rosemary T. Wong

The First-Year Teacher's Survival Guide

by Julia G. Thompson

Your First Year: How to Survive and Thrive as a New Teacher

by Todd Whitaker and Madeline Whitaker

SUBSTITUTE TEACHER PLANNING

Substitute teachers play an essential role in maintaining continuity of instruction in the absence of a classroom teacher, ensuring that learning continues without interruption. Los Angeles Unified has designated procedures for teachers reporting absences and requesting substitutes. It is the teacher's responsibility to call and request a substitute teacher for an absence using the District's automated substitute system known as *SmartFindExpress*.

If you are ill, notify the school by 7:00 AM on the day of absence **OR** if you know you will be out, e-mail the SAA and your administrator at least 24 hours in advance of your absence. Your e-mail to your school site should include lesson plans or information on where your substitute folder is located in your classroom and the substitute request confirmation number obtained through SmartFindExpress.

Prepare in advance for those occasions when you must be out. To be prepared for an absence you must:

- Set up your LAUSD substitute system account in [SmartFindExpress](#)
- Compile your substitute folder, including:
 - lesson plans for planned absences
 - emergency lesson plans for unplanned absences

Requesting Substitute Coverage on SmartFindExpress

[SmartFindExpress](#) is a telephone and web-based system that manages LAUSD employee absences and substitute job assignments. As an employee, you can use *SmartFindExpress* to create absences and review or cancel absences 24/7. Information about using the *SmartFindExpress* system can be found at: <https://lausd.eschoolsolutions.com/> or by calling (877) 528-7378.

Register to use SmartFindExpress. This can be done any time, and it is advisable to register before you need to request a substitute. You must register initially with the system by telephone only by calling (877) 528-7378. From there, you will follow the prompts to input your **ACCESS ID (YOUR EMPLOYEE NUMBER), and your PIN (YOUR DATE OF BIRTH: MM/DD/YY)**. You will be asked to record your name. When you finish recording, press the star (*) key. You are now registered with *SmartFindExpress*.

To access the *SmartFindExpress* web system for the first time, open your Internet browser and access the SmartFindExpress site: <https://lausd.eschoolsolutions.com/logOnInitAction.do>.

- Use your Single Sign-On to log into the system.
- Upon successful login, your home page is displayed. Please review your contact information under the Profile menu. You can also elect to change your PIN number.
- Watch instructional videos from the login page once logged in, and/or download the User Guide from the Help menu.


IMPORTANT: When reporting an absence, always wait for the Job Number before disconnecting or the absence may not be recorded.

For questions related to your substitute assignment or the *SmartFindExpress* system, call the Substitute Unit at (213) 241-6117. If you need assistance with your Single Sign-On, contact the IT Help Desk at (213) 241-5200 or <http://achieve.lausd.net/helpdesk>.

Substitute Folder and Lessons

It is common practice for principals to request their teachers prepare a substitute folder that may be kept in the main office or in the classroom. Upon a substitute teacher's arrival, the substitute is to check in at the Main Office. The Main Office will often provide the substitute teacher basic school information: map, bell schedule, school rules and procedures and general information about the assignment, such as the room number, schedule of courses (for secondary), and where to find the substitute folder, including lesson plans left by the classroom teacher.

The contents of the substitute folder may vary from school to school. The more complete the information and instructions are for the substitute teacher, the better it will be for maintaining the instructional momentum of your classroom. Information you might want to include in your substitute folder:

- 
- Welcome and thank you for your assistance note
 - Schedule of classes / subjects and order taught
 - Seating charts
 - Printed class rosters (substitutes have access to MiSiS for taking attendance, but paper rosters are also useful)
 - Names of nearby colleagues
 - Where nearest faculty restroom is located
 - Classroom rules and procedures, and specific behavior policies
 - Breakfast in the Classroom (BIC) procedures
 - Hall pass and leaving class policies
 - Emergency maps, routes, and procedures
 - Students who receive special attention (medications, pull-out programs, accommodations)
 - Names and notes about classroom aides and volunteers
 - Key helpful students who can assist
 - Where supplies are kept
 - For elementary, any pick-up or drop-off information or procedures
 - Office referral forms
 - Paper for the substitute to leave you notes

Lesson plans for planned absences should be easily accessed in your substitute folder or on your desk. If possible, it is also a good idea to write the day's agenda on the board. This will give the substitute and students information to refer to during the day and will help maintain daily routines.

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, keep in mind how much students will complete in class. 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 a substitute. Even if students don't complete all 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.

Emergency lesson plans for unplanned absences are for those last-minute absences where there is no time to leave plans. Because you do not know when you will use them, emergency lesson plans may not relate directly to what you are teaching at that time, so planning is a little tricky. Here are a few ideas for some emergency lesson plans:

- Questions related to a chapter or story in a classroom text that you are not planning to teach
- Worksheets that are self-contained
- Activity using general academic vocabulary
- Outside reading/article with questions
- Textbook supplemental lessons or activities

Here are some websites that share ideas for all-purpose emergency substitute plans and stand-alone classroom assignments:

- <https://www.studenthandouts.com/subfolder/classroom-teachers.htm>
- <https://www.education.com/worksheets>

CHAPTER 4: ESTABLISH A POSITIVE CLASSROOM ENVIRONMENT

TLF STANDARD 2: CLASSROOM ENVIRONMENT

A well-organized classroom is key to great teaching! Teachers need to set clear routines to keep everything running smoothly and make the best use of time. Successful teachers spend time early in the school year setting up these routines, which helps everything flow better. They also manage transitions efficiently and quickly handle tasks like attendance, homework, and passes. Plus, they're ready to handle emergency procedures when needed.

- CLASSROOM ENVIRONMENT AND MANAGEMENT
- COMMUNICATE COMPASSION AND CONVICTION
- DEVELOP CLASSROOM ROUTINES, PROCEDURES, AND TRANSITIONS
- IMPLEMENT A POSITIVE BEHAVIOR MANAGEMENT SYSTEM
- CREATE A SAFE CLASSROOM ENVIRONMENT
- RECOMMENDED RESOURCES

CLASSROOM ENVIRONMENT AND MANAGEMENT:

FOUR KEY TEACHER MOVES

Establishing a positive classroom environment and a clear management system is essential for creating a space where students feel safe, respected, and ready to learn. A well-organized classroom with consistent expectations fosters mutual trust, reduces behavioral issues, and supports academic engagement. By setting the tone early and reinforcing positive behavior, educators can build a supportive learning community that promotes student success and well-being throughout the year. Below are four key teacher moves that support the classroom.

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 conviction that learning is valuable and that all students can learn. When teachers communicate that learning is important, and project enthusiasm for learning, they will create a climate where all students are excited to learn. Teachers who show genuine interest and compassion for students, and who model and expect a culture of encouragement and respect in the classroom, will create a learning environment where students feel valued and safe.

CLASSROOM ROUTINES, PROCEDURES, AND TRANSITIONS

Clear and positive communication from the teacher plays a crucial role in setting the tone for a supportive and productive classroom culture. Early in the school year, it is especially important for students to learn classroom routines and procedures, as these structures provide the foundation for day-to-day learning. When teachers communicate expectations clearly and positively, students gain a solid understanding of what is expected of them and how to navigate the classroom environment. This not only helps them internalize routines but also gives them the tools and confidence needed to succeed. As a result, students feel more empowered, secure, and motivated to contribute to a respectful and collaborative learning community.

IMPLEMENT A POSITIVE BEHAVIOR MANAGEMENT SYSTEM

Even with thorough planning and classroom organization, there is still a need for classroom rules, and there will still be occasions when disruptive behaviors arise. Clear and consistent rules and a positive classroom behavior plan can head off or defuse disruptive behaviors and provide an organized system for managing challenging situations. From positive incentive plans to clear and consistent consequences, teachers can acquire the tools to minimize disruptions and maximize quality learning.

CREATE A SAFE CLASSROOM ENVIRONMENT

Many of our students enter our classrooms from homes in situations that are far from ideal. For many, the challenges they face outside of school are overwhelming. Some have experienced deep trauma, while others have witnessed their peers and communities endure hardships. Whether they express their pain through disruptive behaviors or quietly mask their struggles, each of these students brings with them unique emotional burdens.

COMMUNICATE COMPASSION AND CONVICTION

The messages teachers send from day one have a profound impact on shaping students' perceptions of themselves and the classroom environment. When students feel valued and see that their teacher genuinely cares about them, they are more likely to engage, take risks in their learning, and contribute positively to the class.

The quote, "Students don't care how much you know, until they know how much you care," captures the essence of building strong relationships and a positive classroom culture. Establishing trust and respect is the foundation of a thriving learning community.

Here are some key ways teachers can create a welcoming, energized, and inclusive classroom community:

Be at the door and greet students by name. Smile at students as they enter. Personalize greetings, when possible, by engaging students in friendly conversations. Getting to know students' interests and outside activities will enable you to connect with them in amiable ways and foster trust in the classroom. Celebrate student accomplishments and milestones, large and small, and express appreciation for the people they are, outside of the classroom as well as in your class.

Learn your students' names and use them often. Pronounce names correctly, even if it takes some practice. Ask students to use one another's names in academic conversation, and when referring to one another.

Let your students know you. Some things you might share:

- Where you grew up
- Where you went to college and what you studied
- Favorite hobbies and activities
- Favorite subjects while you were in school
- Positive things you have heard about the school / this class
- Your reason for choosing a career in teaching
- Why you are looking forward to working with them this year



Begin class every day on time and in a lively manner. This conveys your respect for students' time and the importance of learning. Have the agenda posted and jump in with intention. Communicate the purpose of each lesson so students grasp what the learning goals are, and how this connects with prior and future concepts. Helping students to understand the big learning goals will enable them to map, and celebrate, their progress. Treat students as participants in their learning and give them agency in managing their learning time and approach.

Pay attention when your students talk to you. Listen to your students without interrupting. Encourage them to share their ideas and opinions. Remember that while you may be eager to begin an instructional lesson, students' minds may be engaged with other concerns or thoughts not related to the class. Sometimes taking a few minutes to check in with students, either in class or individually, can change the mood of a class and facilitate a gentler transition into the learning activity. Informal conferencing with students can also shift the dynamics of a class from teacher-centered to student-centered. Plan regular time for students to be independently engaged so you can move about the room and talk with students one-on-one.

Show that you value and celebrate the diversity in your classroom. Encourage your students to do the same. Find ways to connect learning with students' personal experiences and invite students to share their insights and perceptions with the class and through their work. Find ways to make learning activities relevant and empowering. Embrace the diversity of perspectives and experiences as building blocks of a strong classroom community.

Express belief in students' abilities. Set high expectations, and communicate the conviction that students can meet and exceed these goals. When students feel your confidence in them, they are more likely to push themselves, take academic risks, and embrace the learning challenges. Project a growth mindset in yourself, and cultivate a growth mindset in your students. When challenges seem daunting, show students how to break down big objectives into smaller, manageable tasks. Give specific, meaningful feedback that enables students to revise and improve. Demonstrate enthusiasm for tackling hard work, and convey joy in learning.

Use and model good manners. Please, thank-you and excuse me should be a regular part of your class culture. Set the tone yourself, and let students role-play and practice talking politely. Catch students in the act of demonstrating good manners in and out of the classroom, and acknowledge them. Teach students how to greet visitors to the classroom and how to answer the classroom phone. Write class thank-you notes to helpers and hold your class to a high standard of polite behavior at assemblies.



Make the classroom safe and fair. Fear of embarrassment shuts down learning and increases disruptive behaviors. Create a classroom climate where students support and encourage each other by modeling positive and supportive interactions, by practicing with students how to talk kindly to one another, and by developing classroom routines and rituals where students celebrate each other's victories, small and large. Morning circles, class council and advisory time are all ways that teachers can build positive class climates. Treat all students as equal and important members of the class community. Make fairness a value that you and your students embrace in word and action.



Create a Culturally Responsive Classroom

Get to know your students as individuals. Students have unique skills and experiences that can enrich your classroom culture. Take the time to understand what students value as well as their strengths and needs. Engage in conversations. Give student surveys or ask questions on exit slips. Make home visits and phone calls and create opportunities to celebrate their family traditions, encouraging them to value their home cultures and languages. Be aware of different worldviews, and endeavor to understand each student as a unique and complex individual, beyond cultural identity.

Flood your classroom. Fill your class with sounds, words and images that are culturally diverse and reflect your students and the world at large. This includes posters and photographs of figures from the fields of science and technology, the humanities and arts, and history and politics. Play music to infuse the classroom with global and cultural richness. Invite students to share music with the class through recordings or performances relating to a lesson or play short videos or music clips during warm-ups or transitions between activities. Display prints of artwork by diverse artists. Movies and films can illustrate and document the cultural history and experiences of your students and serve as a foundation for writing, history and science lessons.

Build on your students' life experiences. Create engaging lessons that connect to students' identities. Current, real-world examples help students relate to the curriculum, allow for deeper engagement, help students make connections with their individual, community, national, and global identities, and bridge cultural barriers. The classroom can be a place to explore and develop students' social and political awareness. Provide your students with a range of academic, artistic and social learning experiences that explore and celebrate diversity, so that the learning throughout the year is infused authentically with the cultures of all your students



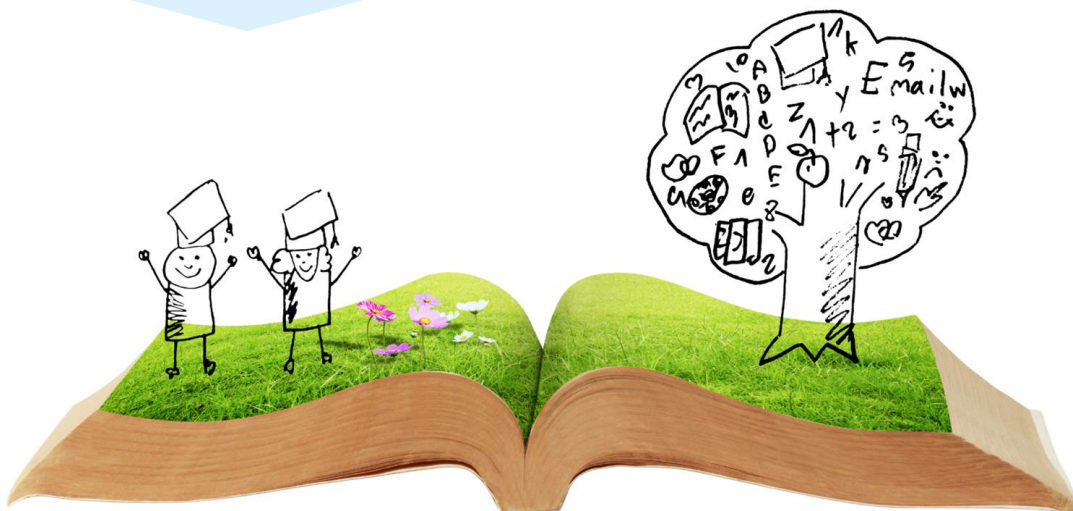
Make sure students have the choice to create authentic work. When students have a choice, they feel validated and empowered to create.

Build a caring classroom community. Spend time on community-building activities, including icebreakers, group conversations and classroom circles. Create a set of classroom norms (rules) that all students understand and agree to abide by. A key principle of culturally responsive classroom management is explicit instruction about rules in a caring way. If students fail to adhere to a rule, contact is initiated in a caring fashion. The instructor should consider that children do things for a reason and that it is the instructor's job to figure out what that reason is. Is it due to a culture clash? Is it a reaction to a perceived power differential or social injustice? If so, the rule itself may need to be revisited. Build in opportunities for class discussion and talk to students one-on-one about disruptive behavior.

Seek input and support from community members. Look around your school and community. Are there teachers or parents/guardians who would make great collaborators? Tap into the expertise of other members of your learning community to help you meet the needs of your diverse student population. For example, is there a parent who would make a great guest speaker? Do you know a teacher who has lived in another country or profoundly understands the culture your class is studying? Ask them to share what they know with your students. These experiences will provide your students with more profound and more authentic learning than you may be able to provide yourself.

Allow students to use their own stories and experiences to make work that expresses their uniqueness. This will create the opportunity for your lessons to transcend cultural barriers. As teachers, we can play a key role in teaching our students cultural tolerance and understanding.

When students are given the freedom to share their own perspectives, cultural barriers are broken, and lines of communication are opened.



Praise, Encouragement, and Feedback

Effective praise can be informative as well as reinforcing. It can provide encouragement and support, and can help teachers establish friendly relationships with students.

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 must 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."

Be wary of conferring ineffective or unfair praise which:

- Is nonspecific or is blanket praise for all
- Is given randomly or to reward favorites
- Is given without attention to the effort exerted
- Compares one student's performance to another
- Is doled out by the teacher as a reward for obedience

Develop a list of positive encouragement words and phrases. Below are some useful words to use in providing descriptive praise, encouragement and feedback to students:

alert	artistic	candid	caring	clear
consistent	cooperative	collaborative	courageous	creative
curious	determined	efficient	effective	enterprising
enthusiastic	flexible	focused	friendly	generous
inclusive	gracious	helpful	honest	integrity
initiative	innovative	insightful	kind	observant
patient	punctual	respectful	responsible	well-organized

DEVELOP CLASSROOM ROUTINES, PROCEDURES, AND TRANSITIONS

According to most successful educators, consistent routines are the foundation for creating smooth and productive classrooms. From procedures for starting and ending the day to distributing supplies, attending assemblies, and working on group projects, procedures, and routines can be key to minimizing conflicts and confusion and maximizing learning time. Once routines and procedures are explained and practiced consistently, they become habitual, creating a less stressful environment and removing many sources of potential conflict so that teachers and students can focus on the work.

Some teachers establish several procedures, while others focus on only a few essential daily routines. If the teacher and students are comfortable and secure that the classroom is a calm and productive environment for learning, the goal has been met.

To decide what routines and procedures will be necessary for the smooth functioning of your classroom, you need to identify recurring and predictable classroom events. In general, all teachers will need to establish procedures for:

- The start of the period or day
- Dismissal at the end of the period or day
- Quieting the class
- Students seeking help
- The movement of students
- Accessing supplies

Remember to re-teach and review your class routines and procedures all year, not just at the beginning of the school year when you first establish and teach them. Just as employees in most workplaces have periodic refreshers, so do your students need brush-ups.

In planning the routines and procedures for your year, this checklist, provided by Julia G. Thompson in her book, *The First-Year Teacher's Checklist*, suggests a series of questions to serve as a jumping-off point:

Managing Paperwork and Grades

- What are the procedures for students turning in work?
- How is homework collected? Graded?
- What are the policies and procedures for students to complete makeup work?
- What are the policies and procedures for students to turn in late work?
- How can a student discuss concerns about a grade?
- What is the procedure for students correcting their or classmates' papers?

Procedures for Other Circumstances

- What are the routines for viewing videos?
- How are classroom visitors greeted?
- How is the classroom phone answered?
- What is the acceptable behavior when there is a substitute?
- What are the procedures for attending assemblies?
- What are the routines for field trips?
- How do students behave during shared activities with another class?
- How do students behave when there is a guest speaker?
- Are there procedures for class parties and celebrations?



Tips for Effective Routines and Procedures

PLAN ROUTINES AND PROCEDURES

Implementing routines and procedures with your students requires planning and specific preparation. For example, begin class procedure each day with a “Do Now” activity. You must consistently prepare and post these assignments and plan to handle them (how they are collected, reviewed, recorded, and returned). If you ask students to manage their materials and papers in the classroom independently, you must set up your room in advance with clearly identified locations for students to access resources and deposit different types of work.

IMPLEMENT PROCEDURES FOR ENTERING AND LEAVING THE CLASSROOM

Plan and teach procedures for entering and leaving the classroom, and practice until they are consistent. Be specific in how students are to enter, where they put their possessions, where they sit, and what they do first. Be precise about belongings: backpacks in the closet must be hung on the proper hook; for secondary, backpacks need to be stowed so they are out of the way of others walking by. For your part, make sure you are ready at the beginning of class. Ensure the daily assignment is on the board, entering music (if you use that) is playing, and you are ready at the door to greet students.

BEGIN CLASS PROMPTLY

Beginning class on time sets a positive and productive tone for the entire session. It establishes clear expectations for student punctuality and respect for learning time.

INCORPORATE PACK-UP AND CLEAN-UP TIME INTO THE END OF THE PERIOD OR DAY

Be specific in what you expect, organizing their materials to take home, stacking their chairs, assigning student jobs, or rotating assignments by table or row to do classroom clean-up (sweeping, picking up trash, pencil sharpening, library tidying). Do not allow this time to become unstructured free time. Keep the allocated time short and use a music cue or a timer to use the time efficiently.

BUILD IN A SHORT PERIOD OF STILLNESS BEFORE STUDENTS LEAVE FOR THE DAY

After students have packed up, use music or breathing to slow down the pace. You can use this quiet time to praise the class for positive learning during the day and remind them about the upcoming activities

USE HAND SIGNALS

Many teachers use hand signals as a silent and efficient way to communicate with students, minimize disruptions and promote engagement. Once the signals are learned, teachers can signal students to get their attention, move from one activity to another, remind individual students of the time, or offer a commendation. In turn, students can use hand signals to request materials and assistance, answer questions, or ask for permission to leave the room.

PLAN FOR RETURNING ABSENTEES

Keep a folder for materials and have a student monitor assigned to communicate the prior day(s) activities.

PLAN FOR STUDENTS WHO LEAVE THE ROOM FOR THE NURSE, RESTROOM, OR OFFICE

Premade passes, or classroom hall passes can help with this. For upper elementary and secondary, consider issuing restroom “tickets” at the beginning of the semester, which students must choose to use carefully. Make sure you follow school procedures.

POST A DAILY AGENDA

Having a posted schedule helps orient students to what they will be doing and streamlines entry into learning. Students know the expectations for the day at once, and it helps bring those who have been absent up to speed quickly. The schedule is also a visual cue for transitions and a consistent marker for students to access the classwork and homework assignments. Your daily agenda can and should change as you work on your lesson planning for the day, week, and month. In this way, it accurately visualizes what is happening in the classroom.



STREAMLINE ATTENDANCE-TAKING

Here are some ideas for expediting roll-taking.

- Use an “In” and “Out” magnetic board with each student’s name indicated. Students move their magnets to “In” when they enter and “Out” at the end of the day. The teacher has a quick visual of who is present.
- Each student has a clothespin with their name on it. The front door hangs two clotheslines labeled “here” and “away.” When students enter at the beginning of the day, they move their clothespins to the “here” clothesline, allowing the teacher to spot who is absent easily. At the end of the period or day, students move their clothespins back to “away” before leaving.
- Each student has a file folder with their name on it. Students collect their folders when they enter and return them to the file before leaving. This is also a helpful place for handing back-and-forth work. For secondary, each period can have a different-colored file folder for roll sheets.
- Use roll call to interact with individual students while building community. Rather than students simply saying “here” when called, have a sentence started posted on the board: “I’m feeling energized today because.” Then, when you call, “Lucy?” Lucy can answer, “Here, and I’m energized because we have a soccer game after school today.” This same strategy could be used to review a concept or vocabulary word or connect with a classroom activity.



Attention-Getters, Quiet Cues, and Transition Timers

Effective teachers have a variety of ways to signal students to come to attention, regulate noise levels, and manage smooth transitions from one activity to the next. Timers, volume regulators, sounds and noisemakers, and non-verbal and verbal attention-getters are all part of the toolkit that teachers use to manage their classes efficiently. Of these, attention-getters, probably the most common strategies that teachers employ.

Be mindful however, before you begin implementing attention-getters, that you identify those situations in which an attention-getter is actually needed to bring the class back to silent focus. In general, there are three occasions to use attention-getters:

- To pause the learning activity for clarification, re-teaching or further instruction
- To initiate a transition from one activity to another
- To bring the lesson, activity or class time to a close

When thinking about attention-getters, ask yourself these questions:

Is your class consistently following established routines and procedures? If so, there should be minimal need to call the class to attention. Focus on clarifying your initial instructions, rather than stopping the class repeatedly to redirect their actions. You may also find that visual timekeepers and sound cues (bells, chimes, music) are sufficient to indicate to students what is expected next.

Are your students genuinely engaged in learning activities but noisy? If the answer is yes, then control the volume level by implementing some quiet cues to reduce the class noise without stopping the flow of learning. Volume meters give a visual to students to let them know when the noise level is too high. The *Too Noisy* app, for example, pairs a colorful graphic with a digital noise meter. There are also classroom devices, such as the *Yacker Tracker* and the *Hourglass Timer & Noise Meter* that are teacher favorites.

Are you abruptly stopping students and requesting attention many times during a lesson? Repeatedly stopping and started learning undermines concentration and can frustrate students. Employ a visual or use a gentle countdown device that has winding-down time built in, to cue students to finish up while communicating respect for them and their work.

During direct instruction, are you repeatedly employing attention-getters to regain student engagement? If so, reflect on the instruction itself. It may be that students are not following or understanding the instruction, or that the lesson is a repetition of earlier learning. While it is important that you reinforce the importance of following instructions, it is equally important that you try to discover why students are inattentive so you can address those challenges.

If your students find that you are asking them repeatedly during the day to freeze and be silent, yet there is no purpose or new information following these pauses in activity, they will begin to resent or disregard the attention requests.

Once you have answered these questions, and know the types of attention-getters you would like to employ, there are many favorites that teachers find effective:

Non-Verbal Attention-Getters

These work well to gently regain the class's attention in a calm, non-intrusive manner. Some are also perfect for field trips, school assemblies, or any time you want students' attention without making noise:



Raise your hand in the air.

Use sign language or hand signals. For example, use the sign for "listen"—hand cupped around ear.

Don a pair of "magic glasses" or a "quiet hat." Teach students that when they see this, they must finish or pause what they are doing and come to quiet attention. You can also select one spot in the classroom where you stand only when you need class attention and teach students that there should be eyes on you when you stand in that spot.

Turn the lights off and on and teach the students that this means come to quiet attention.

Project a still or animated picture on the computer.

Use technology to provide a visual noise indicator or timer to cue students.



Verbal Attention-Getters

Many teachers favor verbal attention-getters. Here are some popular ones:

TEACHER	STUDENTS
"One, two, three. Eyes on me," and points to him/herself.	"One, two. Eyes on you," and points to the teacher.
Macaroni and cheese	Everybody freeze
All set?	You bet!
Ready to rock.	Ready to roll.
"Class, class?"	<p>"Yes, yes?"</p> <p>This very popular "Class, Yes," call-and-response is from <i>Whole Brain Teaching</i>. In "Class, Yes," the teacher says "Class, class" in different ways: slow, fast, high, low, three times, word changes (i.e. "classity, class"), and the class responds back with "Yes, yes," using the same pattern and inflections. It is fun and effective, with lots of variations. For a full description and video examples, go to http://www.wholebrainteaching.com.</p>
"Hocus Pocus."	"Everybody Focus."



IMPLEMENT A POSITIVE BEHAVIOR MANAGEMENT SYSTEM

Class Rules and Strategies for Positive Behavior

Class rules are necessary, even when routines and procedures are firmly in place. Rules describe the behavior expectations for students, and provide guidelines on how to behave so that the learning environment is safe, productive, respectful and inclusive for all learners.

1. CREATE A SET OF CLASSROOM BEHAVIOR RULES.

Many teachers find that starting off the year by brainstorming with students to create behavior rules is very beneficial. Having input in establishing class rules can give students ownership of the rules and a sense belonging and security in the class. You can begin by sharing with students your hopes and dreams for the school year, and then invite them to share theirs. From there, ask students to brainstorm the rules that they think would support this kind of classroom. List their ideas. During the brainstorming, you might look for clusters and suggest grouping these together into broader rules.

For example, “No poking someone with a pencil,” “No kicking in line,” “No touching someone else’s property,” and “No pinching your neighbor,” might all be combined into one rule as “Keep your hands, feet and objects to yourself.”

Using the class suggestions, you can then develop a set of rules that work for you, and for the age and type of class you are teaching. Here are some general guidelines that you may find helpful in creating classroom rules:

- Most experts agree that less is more - three to five rules are generally recommended.
- State the rules in positive terms. (Instead of “No talking,” try “Raise your hand before speaking.”)
- These are positive expectations for student behavior.
- Use age-appropriate language.
- Simplify. Keep your rule list easy to say and easy to remember.
- Make sure the rules can be consistently enforced; rules with “always” or “never” will not leave you flexibility in accommodating students’ situations when the need arises.
- Insure that your class rules fit within school and District behavior policies.

The National Education Association (NEA) website offers suggestions for effective classroom rules for all grade levels: <http://www.nea.org/tools/establishing-classroom-rules.html>.

2. INTRODUCE THE BEHAVIOR RULES TO THE CLASS.

Take time to discuss and teach the rules, and provide ample opportunities for review and practice. Julia G. Thompson, author of *The First-Year Teacher's Survival Guide*, offers these suggestions:

- Post the rules prominently.
- Ask students to explain the rules in their own words.
- Model the rules, and give students an opportunity to role play behaviors that do – and do not – follow the rules.
- Divide students into groups and have each present a skit illustrating one of the rules.
- Have students write the class rules in their notebooks.
- Send a letter stating your class rules home with students to share with families.
- Continue to remind and reinforce class rules during the first few weeks of school.
- Enforce classroom rules consistently and fairly.

3. DECIDE ON CONSEQUENCES FOR RULE-BREAKING.

Teachers take different approaches to selecting consequences. Many establish a hierarchy of consequences which are explained while the rules are introduced. Consequences can include:

- Verbal warning
- Written warning
- Quiet space or time out chair
- Loss of computer or tablet time
- Move seat
- Private conference with teacher
- Loss of recess or lunch time
- Phone call home
- Referral to administrator

Another approach favored by many teachers is to establish logical consequences for rule-breaking. Having consequences that are logically connected to the behaviors can be impactful for students as they can reinforce to students the benefits of good decision-making, and the consequences, both to themselves and others, of making poor decisions. For example:

- If a student breaks a rule because they became excited, agitated or frustrated, a “Time-Out” or “Take a Break” consequence gives the student an opportunity to regain self-control and think over what just occurred.
- If a student’s misbehavior results in hurting another student’s property or feelings, whether accidentally or intentionally, the consequence is that the student must take responsibility for fixing the damage. The offending student can, for example, tape back together a classmate’s paper that was ripped, or repair hurt feelings with an apology.



- When a student does not follow the rules that have been clearly established for a particular activity, the consequence is that the privilege of participating in that activity is lost for a brief time. For example, a student who is talking over others or not listening to teammates during a group project can be removed from the group activity. The concept of logical consequences is that the consequence must be directly related to the misbehavior.

4. ENFORCE THE BEHAVIOR RULES.

This can sometimes pose challenges, as you need to be at once encouraging, fair and consistent. Keep in mind that acknowledging and praising positive behaviors will help your students understand that their behavior choices can warrant either positive or negative consequences. Once you have established your policy for rules and consequences, be calm, consistent and firm with misbehaviors. Remind students of the expectations that the class agreed to. Avoid engaging in debates and arguments with students.

For students who are heatedly objecting, acknowledge the student's distress, and schedule a later time to discuss the situation.



5. REMEMBER THAT POSITIVE REWARDS ARE OFTEN MORE IMPACTFUL THAN NEGATIVE CONSEQUENCES.

Encourage positive behaviors by acknowledging and praising those behaviors, awarding small incentives such as stickers, and by offering thank-you's to express appreciation for cooperative behavior. Use praise statements that describe the specific behavior you observed:

- "Thanks for waiting so quietly."
- "Great job getting started right away."
- "Terrific job lining up for the assembly."
- "Thank you for listening respectfully to each other."
- "Great job returning the supplies neatly."
- "Thanks for silencing and stowing your cell phone."

By acknowledging students when they have followed the rules, especially students who struggle with self regulating behavior, you are building on success. There are many non-tangible rewards that you can offer students to encourage further positive behaviors:

- Running errands
- Watering the plants
- Sitting with a friend
- Doing half an assignment
- Sitting in the teacher's chair
- Playing music
- Mini-break for the student or whole class
- Read-aloud for the whole class
- Lunch with the teacher

6. SHARE A STUDENT'S SUCCESS WITH PARENTS.

Sending a note home or making a phone call to a parent or guardian can result in big gains. Educator Elena Aguilar, in her article, "*The Power of the Positive Phone Call Home*" in Edutopia.com, explains that early in her career she developed the habit of calling parents regularly. She would survey students at the beginning of the year and include the question, "Who would you like me to call when I have good news to share about how you are doing in my class?" As the year went on, she would note the students who were most challenging, and made a point to call those parents with the determination to share something positive.

7. TAKE ADVANTAGE OF TECHNOLOGY RESOURCES.

There are several apps that can be extremely useful in motivating and monitoring student behavior, documenting successes, and communicating with students and parents in innovative ways. Class Dojo (<https://www.classdojo.com>), a favorite of many teachers, is a classroom behavior management tool. Each student has a profile – complete with their own self-selected avatar – to which teachers can assign positive and negative points (or 'dojos') throughout the day. Parents also have logins so that they can view their child's achievements from home. Just as importantly, teachers can upload pictures and videos of class activities to share with parents, and let parents see the successes and activities of their children. As one teacher described it, "Class Dojo is like a Facebook group for the class!"

8. DEVELOP STUDENTS' SELF-ESTEEM AND RESPONSIBILITY THROUGH STUDENT JOBS.

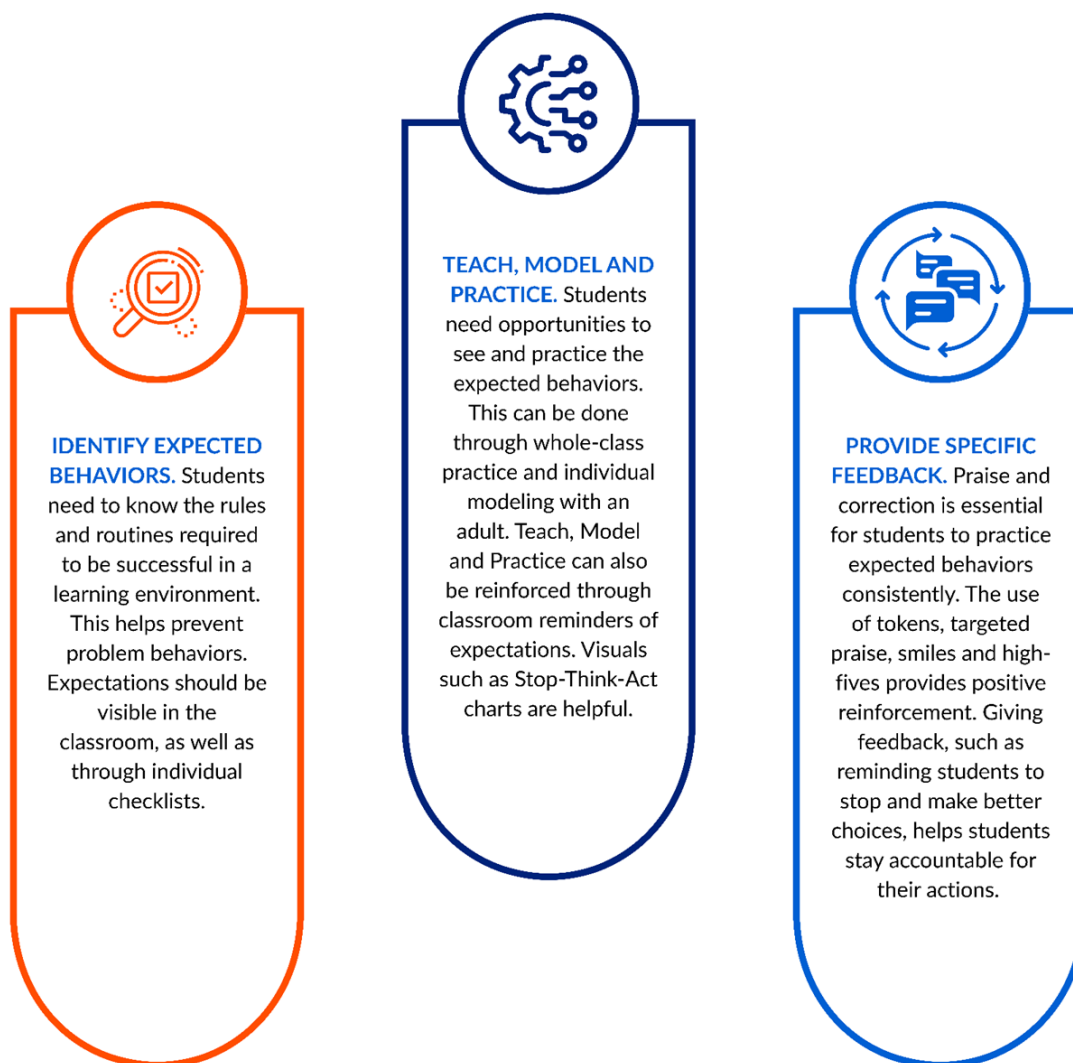
Enlist students' help in running a smooth and cooperative classroom by assigning jobs. Use a chart or rotation wheel to allow students varied opportunities to contribute to the running of the class.

Jobs may include:

- a) Light Monitor: Turns lights off when class leaves the room; also for viewing the screen.
- b) Materials Monitor: Passes out and collects papers and materials; replenishes supplies.
- c) Pencil Monitor: Sharpens pencils; replaces used pencils with new.
- d) Office Monitor: Delivers paperwork and messages to and from the main office.
- e) Greeter: Welcomes guests to the classroom and answers the classroom phone.
- f) Tech Support: Assists with computers, projectors, printers, tablet and laptop carts.
- g) Trash Patrol: Empties trash cans and supervises trash collection during BIC and throughout the day.
- h) Recycler: Gathers and oversees class recycling; conveys recyclables to destination.
- i) Line Leader: First in line; keeps line orderly and well-paced.
- j) Librarian: Keeps class library orderly and tidy.
- k) Board Cleaner: Keeps white boards clean.
- l) Sweeper: Keeps classroom floors swept.
- m) Sunshine Committee: Celebrates birthdays and other occasions; organizes class events.
- n) Music DJ: Manages and runs classroom music.

Defusing Disruptive Behaviors

In addition, respond effectively to escalating student behaviors by understanding of the stages of escalation, how to anticipate and interrupt escalations, and ways to effectively intervene to defuse disruptive behaviors. There are a series of strategies teachers can employ to defuse disruptive classroom behaviors. Los Angeles Unified School District endorses the Implementation of Positive Behavior Intervention and Support (PBIS), a research-based and proactive approach to developing positive student behavior. PBIS is proven to decrease disruptions, increase instructional time and improve academic outcomes, and through PBIS, students learn to be safe, respectful and responsible. Teachers can apply PBIS approaches in all classroom settings by practicing these strategies:



For more information and to access resources from the Office of Positive Behavior Interventions and Support/Restorative Practices visit: https://www.lausd.org/PBIS_RP.

9. MANY CLASSES ALSO BENEFIT FROM HAVING ELECTED CLASS OFFICERS.

Class officers can handle an array of duties to assist the teacher including reading general announcements, reminding classmates of rules and procedures, representing the class in schoolwide functions, and assisting the teacher in keeping the class running harmoniously.

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 it becomes a student habit or routine.

<u>Universal General Rules</u>	<u>Universal Specific Rules</u>
<ol style="list-style-type: none">1. Respect others.2. Take care of your school.3. Be polite and helpful.4. Keep the room clean.5. Behave in the library.	<ol style="list-style-type: none">1. Follow directions the first time they are given.2. Raise your hand and wait for permission to speak.3. Stay in your seat unless you have permission to do otherwise.4. Keep hands, feet, and objects to yourself.5. No cursing or teasing.

<u>Specific Rules for Elementary Grades</u>	<u>Specific Rules for Middle School</u>	<u>Specific Rules for High School</u>
<ol style="list-style-type: none">1. Wait for directions with no talking.2. Eyes front when the teacher is talking.3. Change tasks quickly and quietly.4. Complete the morning routine.5. Report directly to the assigned area.	<ol style="list-style-type: none">1. Be in class on time.2. Listen to instructions the first time they are given.3. Have all materials ready to use when the bell rings.4. Keep your hands, feet and objects to yourself.5. Do not use vulgar or offensive language.	<ol style="list-style-type: none">1. Be in your seat when the bell rings.2. Bring all books and materials to class.3. No personal grooming during class time.4. Sit in your assigned seat daily.5. Follow directions the first time they are given

Avoid classroom confrontations with students.

- Whenever possible, reprimand misbehaving students privately.
- Do not threaten, use sarcasm or humiliate a student.
- Minimize administrative referrals. Establish your own classroom management plan.
- Communicate respect for all students and the conviction that all can learn.
- Start each day with a clean slate.

Maximize instructional time and deliver instruction purposefully.

- Plan lessons with clear learning goals, and build lessons on prior learning.
- Think through directions before instructing students. Make sure to include all steps. Directions should be brief, clear and direct.
- Gain students' attention before beginning an activity. Do not talk over noise.
- Start with a highly motivating activity.
- Individual, independent work should be purposefully designed and assigned. Confirm that students understand assignments and task expectations.
- Monitor group activity; move around to check on progress.
- Avoid interrupting students while they are on task.
- Lessons should be rigorous and pacing vigorous. Students should never be disengaged. Students who finish work early should have something meaningful to do.
- Students should not be idle while waiting for the teacher.
- Review the lesson with students to determine if the lesson was successful.



Model a calm, positive, and focused presence. Through positive interactions with students and thoughtful organization of the classroom, teachers can create a calm, smoothly-run learning environments with these best practices:

- Greet students by name as they enter. Pronounce names correctly.
- Begin class on time and in a lively manner.
- Communicate the day's agenda and goals.
- Teach and reinforce class procedures and routines, class rules, and behavior expectations.
- Have students share responsibility for the operations and routines in the classroom.
- Encourage all students to participate in class learning. Use popsicle or equity sticks, or make use of mobile apps like Randomly or Stick Pick, to ensure that all students are included in activities and discussions.
- Aim for four positive interactions for every one negative. Positive interactions are characterized by one or more of the following:
 - Warm greeting
 - Praise
 - Encouragement
 - Friendly conversation

Adopt non-confrontational practices to avert challenging student behavior. A teacher's calm and focused presence in the classroom and in individual interactions with students can prevent or minimize many disruptive behaviors. Effective strategies include:

- Teacher-student proximity
- Direct eye contact
- Movement around the room
- Redirecting off-task behavior and offering choices
- Praise and/or reward to students who are exhibiting the appropriate behavior
- Employ students in class decision-making
- Provide short break opportunities, such as stand-and-stretch or two-minute-dance
- Provide non-disruptive alternative activity options
- Remove tempting objects from student's spaces
- Connect learning to students' personal experiences.
- Use a visual timer for students to self-monitor their time on task.





Develop a Toolkit of Strategies to Respond to Classroom Disruptions

Kagan Cooperative Learning (<http://www.kaganonline.com>) offers some very useful win-win discipline strategies including these:

Coupons

Issue students a limited number of coupons at the beginning of the year good for the most common misbehaviors such as emotional outbursts, or disrupting others while working. Then during a misbehavior, the student can be reminded to trade one of their coupons to cover the infraction. This approach helps the students monitor and limit their disruptive behaviors. The teacher responds, “Thank you for using your coupon wisely.”

Right now validation

The teacher acknowledges and validates the student’s position and then directs the student to a more positive action. The teacher explains, “Right now you are feeling That’s okay: What you need to do is ...”

Table the matter

The teacher acknowledges the need to meet and discuss the student’s concerns and behavior while allowing time for emotions to settle down, and also minimizing the disruptions to the class. The teacher suggests, “We need to talk about this, but not right now. Let’s table this discussion until ...”

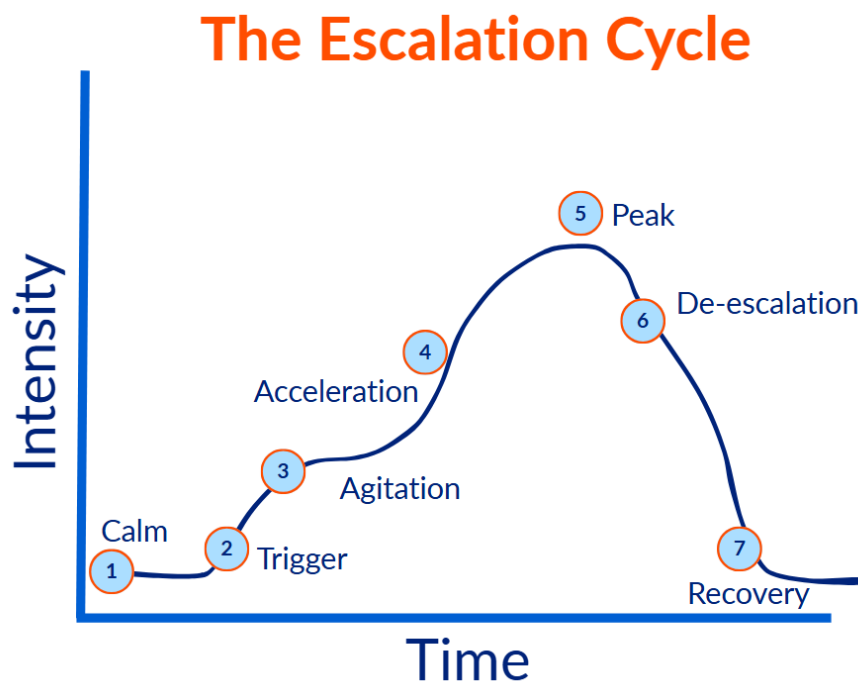
Picture it right

The teacher asks the disruptive student (or the class) to pause, close their eyes, and imagine responsible alternative behavior. The teacher asks, “If you were at your best right now, how would it look?” By picturing themselves doing the right thing, they take responsibility for their actions.

Understand the escalation cycle. There are situations where the escalating behaviors of a student threaten to significantly disrupt class learning. In these situations, it is necessary to understand the phases and behaviors of the Escalation Cycle, as well as the appropriate and recommended teacher interventions. This prepares teachers to:

- 1) respond calmly and deliberately to avoid further escalation
- 2) interrupt the behavior
- 3) ensure appropriate future behavior.

These are the stages of the Escalation Cycle of acting-out behaviors: Calm, Trigger, Agitation, Acceleration, Peak, De Escalation, and Recovery.



CREATE SAFE CLASSROOM ENVIRONMENTS

As educators, we have the privilege—and the responsibility—to be a source of stability in the students' lives. Our classrooms can become safe havens where students not only feel physically secure but also emotionally supported. We have the power to create an environment where each child, no matter their background, can find a sense of belonging and hope for the future. Through compassion, understanding, and structure, we can help these students navigate their difficulties, so they are empowered to thrive academically and personally. By fostering an atmosphere of care and respect, we offer more than just a lesson in math or science. We provide a foundation for healing, growth, and the belief that better days lie ahead.

Both within Los Angeles Unified and across the nation, an overwhelming number of students come to school every day with a myriad of adversities that compromise their ability to function successfully and achieve academically. It is estimated that more than 35% of American youth experience a serious traumatic event by their 16th birthday, and many children suffer multiple and repeated traumas including abuse, maltreatment and neglect; traumatic loss; serious injury; violence in neighborhoods or homes; medical trauma; accidents and fires; and natural disasters.

As the nation's second largest school district, teachers and staff in Los Angeles Unified schools experience daily the effects of this level of trauma in our students. Youngsters who have or are experiencing these Adverse Childhood Experiences (ACEs) face a host of social, academic and behavioral challenges including: decreased literacy and numeracy functioning; low grades; high absenteeism; increased expulsions and suspensions; failing to understand directions; overreacting to comments from teachers and peers; misreading context; a lack of social filters; jumpiness; intrusive thoughts; interrupted sleep and nightmares; anger and moodiness; social withdrawal; and concentration and memory difficulties.

The Los Angeles Unified School Mental Health Branch (<https://www.lausd.org/smh>) supports all school communities in practicing a trauma-informed approach to promote safe and healthy schools and classrooms. By viewing a child's past experiences through a trauma lens, teachers can recognize that disruptive or non-productive behaviors may be a student's attempt to communicate an emotional need or to cope with symptoms of trauma. By shifting away from a blaming approach and offering a trauma-informed compassion response instead, a teacher can create an environment of support and caring. Evidence shows that this can play a key role in a student's ability to learn and achieve in school and in life.



Create a Trauma-Informed Learning Environment

Teachers who embrace the idea of creating a trauma-informed learning environment should be mindful that these actions can help to create classrooms that are safe havens for all students:

Maintain a clean, organized and physically safe classroom. Minimize clutter and create an orderly arrangement of supplies. Eliminate physical obstacles, cords, tripping hazards and top-heavy cabinets. Create a physical space that is cheerful and well-ordered.

Keep to consistent schedules, routines and procedures. Ensure that the daily patterns and ways of moving through activities are reliable and predictable. This will allow students to find comfort in consistency and thereby relax into the learning activities.

Preserve a peaceful learning environment. As Michael Linsin of *Smart Classroom Management* explains, “Few students do well in a tension-filled classroom, but those with difficult lives outside of a school have a particularly rough time – often shutting down, staring off into space, or engaging in serious misbehavior. A classroom is only as peaceful as the teacher in charge. The teacher sets the tone with a calm presence, even reactions, and pleasant attitude.” Building a community of trust in your classroom, through class meetings or councils, is a way to create a peaceful learning environment.

Help students feel they’re good at something and can be productive. Find opportunities that allow students to set and achieve goals so they can experience a sense of mastery and control. Assign them jobs in the classroom that they can do well or let them be a peer helper to someone else. Because trauma is such a sensory experience, kids need more than encouragement—they need to feel their worth through concrete tasks.



Be well prepared for emergencies. Plan ahead and practice every emergency drill with respect and attention. Plan ahead proactively for drills by pre-packing some supplies – water, snacks, simple games – to reduce the stress. During practice drills, require your students to follow all procedures with seriousness, while also assuring them that their well-being is the most important concern of all the school staff, and that the school is a safe place.

Be compassionate. Understand that youngsters who have experienced trauma aren't trying to push your buttons. Instead of reprimanding children for being late or forgetting homework, be affirming and accommodating by establishing a visual cue or verbal reminder to help that child. Treat your students with kindness and patience and continue to communicate your unwavering belief that they are worthy and can learn.

Emergency Drills and Procedures

For the safety of your students, as well as your own peace of mind, become familiar with the emergency safety procedures for your school and for Los Angeles Unified. Make sure you understand your role, have the necessary materials and information at hand, and adequately teach your students the appropriate behaviors for each type of emergency drill. For more information on school-wide monthly drills go to <https://www.lausd.org/drills>.

Each school site has an Integrated Safe School 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.



RECOMMENDED RESOURCES

Classroom Management Resources

- [Positive Behavior Interventions and Supports/Restorative Practices](#) Branch
- [KAGAN Articles](#)
- "The Classroom Management Secret and Smart Classroom Management" by Michael Linsin, www.smartclassroommanagement.com
- [Checklist for Classroom Procedures](#)
- [25 Attention Getters](#)
- [Collaborative Cultures: Routines](#)

Academic Climate Resources

- [Strategies for Building a Positive Learning Environment](#)
- [Strategies for Building Positive Classrooms](#)
- Teaching Effective Classroom Routines: Establish Structure in the Classroom To Foster Children's Learning, By: Deborah Diffily, Charlotte Sassman
- [Teaching with Love and Logic, By: Jim Fay and Charles Fay, Ph.D.](#)
- The First 100 Days of School: How to Be an Effective Teacher, By: Howard K. Wong, Rosemary T. Wong



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CHAPTER 5: PLANNING, PREPARATION, AND DELIVERY OF INSTRUCTION

TLF STANDARD 1: PLANNING AND PREPARATION

Teachers create engaging lessons that balance planning and flexibility, helping students collaborate, innovate, and solve problems using modern tools. They work together to improve their teaching and constantly seek new resources to enhance learning

TLF STANDARD 3: DELIVERY OF INSTRUCTION

Effective teaching involves intentional lesson design, clear communication, and diverse strategies to support all learners. Teachers promote critical thinking by clarifying lesson goals, modeling academic language, and guiding structured discussions. As lessons progress, students take increasing ownership through active dialogue and independent learning. Thoughtful use of activities, grouping, materials, technology, and pacing fosters engagement and mastery of standards.

- DEMONSTRATE KNOWLEDGE OF CONTENT AND PEDAGOGY
- INSTRUCTIONAL PLANNING AND PREPARATION
- AWARENESS OF STUDENTS AND SKILLS
- DESIGN COHERENT INSTRUCTION
- DIFFERENTIATE INSTRUCTION FOR ALL LEARNERS
- UNDERSTAND SPECIAL EDUCATION POLICIES AND PROCESSES
- PLAN FOR STUDENT ASSESSMENT
- INSTRUCTIONAL PLANNING RESOURCES

DEMONSTRATE KNOWLEDGE OF CONTENT AND PEDAGOGY

Teachers need a solid understanding of their subject to guide students effectively and also recognize how it connects to the bigger picture. Since each subject has its own teaching approach, teachers must adapt their methods to fit the content. Knowledge of both content and teaching strategies is always evolving, requiring continuous, collaborative learning to support 21st-century skills and students.

The [Division of Instruction](#) serves as a central hub for all things related to instruction and updates across Los Angeles Unified. Its purpose is to keep teachers, parents, and school administrators up-to-date on the latest initiatives in UTK-12 instruction.

INSTRUCTIONAL PLANNING AND PREPARATION

Lesson plans are roadmaps that guide a teacher's actions to facilitate student learning. Effective lesson plans, therefore, begin with the destination in mind. What should students know and be able to do at the end of this lesson? How will this learning be assessed? What are the lesson objectives and goals?

There are many different formats that teachers use for organizing lesson planning, including Backward Planning, Into-Through-Beyond, 5 Step Lesson Plan, Madeline Hunter's Direct Instruction, and the [Lesson Plan Template](#) used for formal observations in the District's teacher performance evaluation process, Educator Development and Support: Teachers (EDST). Regardless of which structure is used, all effective lesson plans address these foundational questions:

Does this lesson reflect knowledge of the content and how it fits into the larger context of the discipline?

Is this lesson aligned to the relevant State and District learning standards?

Is this lesson appropriate for the students' developmental levels, skills, prior knowledge and learning needs?

Does this lesson connect with prior learning and move students forward toward the essential learning goals?

Are there informal and formal assessments to evaluate student learning?

Developing effective lesson plans lays the foundation for strong instruction. Equally important is the delivery of engaging content that fosters student learning through:

1. Clear communication of learning goals
2. Dynamic presentation of content
3. Varied learning activities and purposeful groupings
4. Challenging independent work
5. Depth and complexity in ideas and tasks
6. Differentiation to engage all learners
7. Meaningful feedback

AWARENESS OF STUDENTS AND SKILLS

Understanding the background of your students at the beginning of the school year is crucial for effective instructional planning. This understanding allows teachers to differentiate instruction, address learning gaps, and create a more inclusive and supportive classroom environment. Los Angeles Unified provides several data platforms to help, including the My Integrated Student Information System (MiSiS), Focus, and Whole Child 2.0 which offer insights into students' prior academic performance, socio-economic status, cultural backgrounds, learning styles, and special needs. Teachers are encouraged to familiarize themselves with these resources and utilize the data to best support their students' learning.

The teacher will articulate knowledge of the class/group as a whole and disaggregates data for subgroups of learners or individuals in order to determine progress and to plan instruction and intervention.

Using these Los Angeles Unified platforms, the teacher tracks learners' skills, knowledge, language proficiency, and social emotional wellness.

Assessment Platforms to Track Student Data:

- **Amplify** (access through [Schoolology](#))
- **Focus**, a reporting system which generates reports on student attendance, graduation progress, and multilingual and multicultural education information.
- **iReady** (access through Clever or [Schoolology](#))
- **MiSiS** (My Integrated Student Information Systems) is Los Angeles Unified's central platform for managing student data, including attendance, grades, schedules, and support services. For teachers, it's the main tool used to take attendance, enter grades, and access student records. It streamlines daily tasks and ensures accurate, up-to-date information is available to support student success. To obtain access to MiSiS, sign in to <https://oneaccess.lausd.net> and place an access request.

- [MyData](#) is a web-based platform designed to provide Los Angeles Unified educators with access to essential student data, aimed at enhancing teaching and learning outcomes. The tool generates reports that include critical information such as state test scores, grades, attendance, A-G coursework details, periodic assessments, English Language Learner data, and behavior reports, which encompass discipline referrals and suspensions. MyData enables educators to tailor their instruction to meet each student's unique learning needs and fosters a district-wide culture of data-driven decision-making.
- [Whole Child 2.0](#) is available for teachers, counselors, out-of-classroom support staff, and principals. This platform provides educators with a complete picture of the whole child by integrating data from various sources of student information. Support resources and training information are available on the website: <https://www.lausd.org/wholechild>. To obtain access to Whole Child 2.0, sign in to <https://oneaccess.lausd.net> and place an access request.



DESIGN COHERENT INSTRUCTION

Lesson plans are roadmaps that guide a teacher's actions to facilitate student learning. Effective lesson plans, therefore, begin with the destination in mind. What should students know and be able to do at the end of this lesson? How will this learning be assessed? These are the lesson objectives and goals.

There are many different formats that teachers use for organizing lesson planning, including several outlined on the following pages. Regardless of which structure is used, all effective lesson plans address these foundational questions:

- Does this lesson reflect knowledge of the content and how it fits into the larger context of the discipline?
- Is this lesson aligned to the relevant state and District learning standards?
- Is this lesson appropriate for the students' developmental levels, skills, prior knowledge and learning needs?
- Does this lesson connect with prior learning and move students forward toward the essential learning goals?
- Are there informal and formal assessments to evaluate student learning?

Developing effective lesson plans is the first step to strong instruction. Delivering engaging lessons is also crucial for effective teaching. Engaged learning is fostered through:

1. Clear communication of learning goals
2. Dynamic presentation of content
3. Varied learning activities and purposeful groupings
4. Challenging independent work
5. Depth and complexity in ideas and tasks
6. Differentiation to engage all learners
7. Meaningful feedback



When students are engaged, they are actively involved in their learning. They approach learning tasks with curiosity, enthusiasm and persistence, and make intellectual connections between the subject, other information they have learned, and their own life experiences and ideas. Teachers who can artfully engage their students not only increase student content mastery, but create students who find joy in learning and are more likely to become lifelong learners. Activities are designed to engage students in cognitively challenging work that is aligned to the standards.

- Learning activities are aligned to the instructional standards
 - [California Common Core State Standards](#)
 - [ELD Standards](#)
 - [NGSS \(Science\) Standards](#)
- Learning activities represent [21st Century Skills](#) that refer to the following “super skills” as identified in the California State Standards:
 - Communication
 - Collaboration
 - Critical Thinking
 - Creativity
- Learning activities are differentiated as appropriate to incorporate the social emotional wellness of diverse student subgroups.
 - [LAUSD Social Emotional Learning Unit](#)
 - [Digital Learning Resources to Engage Students](#)
- Learning activities are integrated with the appropriate technology to extend and enhance student learning.
 - [Instructional Technology Initiative](#)
 - [Instructional Digital Tools](#)
 - [Classroom Resources for Artificial Intelligence Literacy](#)

Assessment of student learning is the final component of effective lesson design. Assessment advances student learning in several ways:

- Checking for understanding throughout a lesson allows the teacher to monitor student progress and adjust instruction as necessary to reteach, reinforce or enrich learning.
- Formative criteria-based assessments indicate students’ levels of mastery of a concept or skill, which in turn informs the teacher’s instruction moving forward.
- Summative assessments provide progress feedback to teachers and parents, as well as to students themselves, providing them with valuable information to manage their own learning.

DIFFERENTIATE INSTRUCTION FOR ALL LEARNERS

By recognizing that not all students enter a class with the same competencies, nor learn in the same ways, differentiated instruction addresses the needs of a wide range of learners by providing multiple pathways in the teaching and learning process. Differentiation ensures that:

- WHAT a student learns,
- HOW she/he learns it, and
- HOW the student DEMONSTRATES their learning is a match for that student's readiness level, learning styles and interests.

To differentiate instruction, teachers need to learn as much about their students as possible. In addition to information in student academic records, including IEPs, Gifted/Talented designation, English Learner designation, and other documentation, it is useful to know about each students' interests and learning styles. Surveying and talking with students at the beginning of the year and periodically throughout can provide useful insights.

In practical terms, teachers generally find it most productive to think about differentiation in terms of three instructional areas:

Content - What the students need to learn and how they will access the information.

Differentiating *content* might mean providing different levels of text for accessing the same content or providing audio or video supplements for written text. Using visuals to enhance lectures, and chunking or jig sawing reading assignments can aid in comprehension. Teachers can also utilize read-alouds, magazines and periodicals, graphic novels, literature circles, and vocabulary lists and word walls to enable all learners to acquire the content information.

Process – Learning activities that students undertake to learn and master content.

Differentiating *process* might mean using tiered activities where all students are working with the same content but with differing levels of support, scaffolding, challenge or complexity. Other ways to differentiate processes are varied groupings, interest centers, manipulatives, guided practice, writing to learn, graphic organizers and interactive games. Providing acceleration options and/or ongoing anchor projects can accommodate advanced learners.

Product – Culminating tasks in which students demonstrate understanding or skill mastery.

Differentiating *product* might mean giving students options in types of tasks undertaken, assigning tiered level of tasks, or using rubrics that match and extend students' abilities. Products can also be differentiated by allowing students choice in how they work (solo, pairs or groups), the format of the task (presentations, speeches, reports, plays, blogs, Prezi, pamphlets, research projects), or by encouraging students to propose their own final products.

Differentiation is particularly significant for those populations of students who have special needs: Students with disabilities, English Language Learners, Gifted/Talented students, and students with learning gaps. Strategies for scaffolding, working with English Learners, and adding depth and complexity for Gifted students can help teachers differentiate.

Scaffolding Strategies for English Learners (and Effective for All Learners)

As the largest enrolling district of English Learners (ELs) in the United States, LAUSD is committed to providing our English Learners with the highest quality educational programs and services. ELs are guaranteed access to rigorous curriculum and effective instruction to become fluent in English and prepared for 21st century colleges 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:

Develop and maintain routines. Use clear and consistent signals for classroom instructions. Use music or sounds to signal transitions.

Provide step-by-step instructions. Announce the lesson objectives and activities, and list instructions.

Enunciate clearly. Do not raise your voice. Add gestures, point directly to objects, or draw or show pictures when appropriate.

Write clearly, legibly, and in print. Some students may have difficulty reading cursive.

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 to show comprehension.

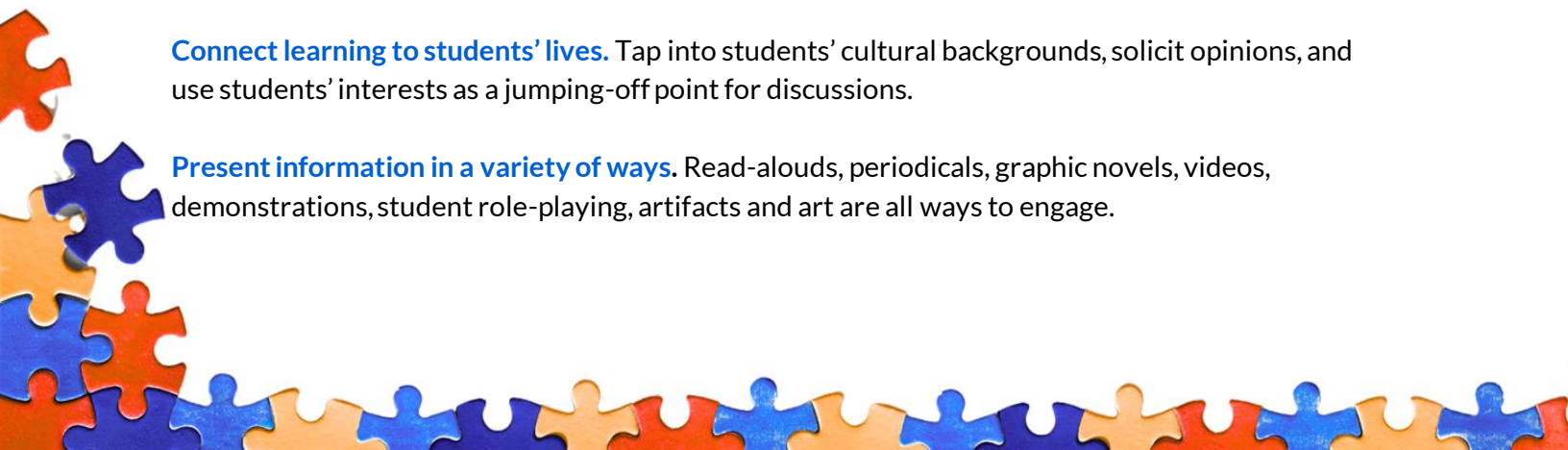
Avoid idioms and slang words during direct instruction. When appropriate, teach idiomatic language intentionally to expand real-world vocabulary.

Use high-frequency academic vocabulary. Use *Word Walls* to reference academic vocabulary.

Present new information in the context of prior learning. Tap into students' own knowledge and backgrounds.

Connect learning to students' lives. Tap into students' cultural backgrounds, solicit opinions, and use students' interests as a jumping-off point for discussions.

Present information in a variety of ways. Read-alouds, periodicals, graphic novels, videos, demonstrations, student role-playing, artifacts and art are all ways to engage.



Provide frequent summations of the salient points of a lesson, and always emphasize key vocabulary words. Use *Word Walls* to reinforce vocabulary.

Highlight academic vocabulary by regularly teaching discipline-specific and high-frequency academic vocabulary. Use *Word Walls* to reference academic vocabulary.

Think aloud. While reading or demonstrating a task, speak out loud to verbalize ideas or questions as they naturally occur. Model how to use strategies such as noting text structures or signal words, re-reading for clarification, and identifying points of confusion or connection with prior information.

Offer a variety of learning activities including quick writes, word sorts, journal writing, jigsawing, games and webquests.

Use graphic organizers to provide visual 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.

Provide frequent opportunities to speak, including group conversations, pair-share, class presentations, role-playing, choral reading and skits.

Use question and sentence stems to model academic discourse and support students in speaking.

Use cooperative learning to provide English Learners with opportunities to practice verbal skills, interact socially and intellectually with classmates, and hear fluent conversation.

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.





Scaffolding Strategies for Universal Support

Teachers can provide instructional options that enable students with learning disabilities and all students to maximize their learning. These scaffolding strategies are effective for all students:

1. Signal the start of a lesson with a sound cue, such as music, chimes or a cowbell.
2. In introducing the lesson, tell students what they're going to learn and what the learning expectations are. Tell students what materials they will need.
3. Keep instructions simple and structured, and insure that all students understand. List the activity steps on the board. Have students paraphrase or turn to their neighbor and repeat back the instructions.
4. Create a quiet area free from distractions for those students who require a quiet space.
5. Use visuals including illustrations, charts, maps and color-coding of tasks.
6. Pre-teach important vocabulary or terminology. Present words in both spoken and visual forms. Use Word Walls to reinforce vocabulary. Use new vocabulary frequently.
7. Chunk information into smaller units. Start with a simple lesson or concept and build complexity as understanding increases.
8. Utilize visual aids to present information including photographs, artifacts and graphs.
9. Use the instructional model of "I Do," "We Do," "You Do."
10. Review assignment rubrics with students. Provide exemplar models.
11. Have students use graphic organizers to explore content. These can include: Venn diagrams to compare and contrast information; flow charts to illustrate processes; organization charts to illustrate hierarchies; and timelines to represent historical events.
12. Offer students mnemonics and rhymes to assist with recall.
13. Provide hands-on activities and manipulatives for students to explore the topic.
14. Incorporate sensory elements: visual, auditory, and kinesthetic ones, like writing letters in sand trays or creating acute, right, and obtuse angles with chopsticks.
15. Divide long-term projects into segments and assign a completion goal for each segment.



16. Build stand and stretch time into the lessons. Use music for short dance breaks or toss a beach ball around the room.

17. Vary tasks within larger assignments. For example, if one part is individual writing, make another part a group discussion, and a third a visual project.

18. Include a variety of activities including games, puzzles and pair-shares.

19. At the end of the lesson, summarize the key points. Have students sum up their takeaways from the lesson. Use sentence stems to help students discuss the lesson.

20. Give clear closing instructions and be specific about materials and clean-up. If assigning homework, have students restate it back and write instructions on the board.

Inclusion and Differentiation Strategies for Diverse Learners

Los Angeles Unified School District has the most diverse student population in the nation. The strategies below can help teachers create instructional programs that provide equitable, inclusive, and forward-looking learning environments for all students:

- Maintain high standards and expectations for all students.
- Get to know your students and develop positive connections with them.
- Teach with diverse texts and choose culturally relevant and diverse instructional materials. Encourage students to share resources that represent their cultures.
- Use equity (popsicle) sticks or other devices to insure full participation.
- Use wait time after posing a question to allow students to gather their thoughts.
- Utilize question stems to facilitate strong discussions.
- Introduce students to sentence frames to scaffold levels of answering.
- Provide multiple product options to express learning.
- Tier, chunk and/or excerpt texts so all levels of readers can participate in discussions.
- Capitalize on students' culture, language and experiences in instruction and discussion.



- Integrate the arts into the curriculum. Infuse the class with art, music and theatre.
- Create a vocabulary-rich learning environment and build vocabulary every day.
- Give students opportunities to share their experiences through journaling, partner talk, think-pair-share, literature circles and multimedia projects.
- Provide real-life examples and experiences to connect with learning.
- Encourage discussion from varied perspectives and through varied lenses.
- Identify and dispel stereotypes and biases.
- Differentiate rubrics to allow each student to move forward in their learning and monitor their own progress.

Differentiating for Gifted, Talented, and Advanced Learners

There are three fundamental differences that distinguish gifted learners from other learners:

- The capacity to learn at faster rates, more in-depth and with greater complexity.
- The capacity to find, solve, and act on problems more readily.
- The capacity to manipulate abstract ideas and make connections.

When planning for gifted learners in your classroom, consider best practices:

1. Provide opportunities for creative problem-solving through open-ended projects.
1. Provide depth in content areas and subjects of interest to students, moving beyond the curriculum. Use the [Depth and Complexity Icons](#) to inform your instructional planning.
1. Provide options for students to accelerate through content by offering Anchor Assignments (ongoing long-term projects) and other activities that enhance the standard curriculum with more challenging opportunities.

UNDERSTAND 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, and specialized placements or environments.

Specific information regarding LAUSD Special Education services, including many helpful resources for families, teachers and staff, can be found at <https://achieve.lausd.net/SPED>.

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 whose disability requires SPED Individualized Instructional and related services
- Depending on Special Education designation and needs, students from infants up to the age of 22 are provided with a range of Special Education services

Which disabilities are included?

LAUSD uses the following categories of disability:

- Autism
- Blind/Visually Impaired
- Deaf/Hard of Hearing
- Emotional Disturbance
- Established Medical Disability (ages three and four only)
- Intellectual Disability
- Multiple Disabilities, Orthopedic
- Multiple Disabilities, Hearing
- Multiple Disabilities, Vision
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment



The Special Education Referral 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 referral process for special education screening:

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.
5. Assessments are conducted and reports are prepared.
6. An Individualized Education Plan (IEP) meeting is scheduled, and team members notified no later than 10 calendar days prior to the scheduled date of the meeting.
7. IEP meeting is held within 60 calendar days of receipt of signed Special Education assessment plan.
8. IEP is implemented immediately.
9. Parent is provided reports on student's progress as often as parents of General Education peers are provided reports on student progress.

IEP Meetings

An IEP meeting is a collaborative process, and all participants will be provided the opportunity to ask questions and provide recommendations and suggestions:

- The IEP team has the authority and responsibility to design a program in which the child can derive meaningful benefit;
- The draft IEP, behavior intervention plan, or assessment plan might change as a result of the IEP team deliberations;
- The decision on related services and placement will occur during the IEP meeting, unless the team agrees that there is not sufficient information to make a placement determination;
- The District considers the family equal partners in the education decision-making process; and;
- Any team member may propose an objective or goal in the IEP, even if it is not included in the Welligent goal bank.

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 the Resource Specialist program
- 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 the 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.

What is Inclusion?

Inclusion is when students with disabilities are educated in the general education environment to the maximum extent appropriate, participating with general education peers in the classroom, and taking part in the extracurricular life of the school.

Schools foster inclusive environments by promoting awareness, providing professional development for staff, and utilizing individualized education programs (IEPs) or 504 Plans to ensure tailored accommodations and interventions so that students with disabilities may access available programming.

LAUSD is committed to creating learning environments that promote inclusive education for students with disabilities to foster higher expectations for academic, social, and vocational outcomes.

Los Angeles Unified Special Education Programs

No two students are the same. Each student and each student's abilities are different. The purpose of the Special Education Service Center is to assist Special Education teachers and District staff in working collaboratively with students and families to develop and implement the Individualized Education Program that is tailored to students' individualized needs. Although it was once believed that students with disabilities should be taught together in separate settings apart from other children, we now know that all students benefit when all students are educated together in integrated classrooms and schools.

Special Education Branch Programs

Here are a few of the Special Education programs offered by Los Angeles Unified:

CORE CURRICULUM INSTRUCTIONAL PROGRAMS (MILD/MODERATE)

The Core TK-12 Instructional program endeavors to increase access to the general education curriculum, providing high quality, rigorous instruction and intervention, and use ongoing data to monitor student progress, thereby improving outcomes for students with disabilities.

ALTERNATIVE INSTRUCTIONAL PROGRAMS

These programs include alternate curriculum, integration, and Autism program support and provide students with significant cognitive disabilities opportunities to learn and be prepared for meaningful living and/or employment.

POSITIVE BEHAVIOR SUPPORT™

Families of students with disabilities may face behavioral issues and challenges that come up in school. A team approach of school staff working with families and students is the best approach to academic success.

TRANSITION SERVICES (DOTS)

The transition process prepares students for adult life by focusing on the areas of post-secondary education, employment, community participation, and independent living skills.



Special Education Programs and Codes

CODE	PROGRAM TITLE		CODE	PROGRAM TITLE
ALA	Accelerated Learning Academy		IDS	Intellectual Disability - Severe
APH	Aphasia		PAES	Pract. Assessment Exploration System
AUTA	Autism Alternate Curriculum		PHX	Phoenix
AUTC	Autism Core Curriculum		RSP	Resource Specialist Program
DHH	Deaf/Hard of Hearing		SLD	Specific Learning Disability
ED	Emotional Disturbance		TEL	Tele-Teaching
EE	Early Education		VI	Visual Impairment
HOME	Home Teaching		PAL	Preschool for All Learners
IDEC	Intensive Diagnostic Evaluation Center		PAPH	Preschool Aphasia
MD	Multiple Disabilities		PCC	Preschool Collaborative Classroom
MDS	Multiple Disabilities Severe		PD/HH	Preschool Deaf/Hard of Hearing
IDM	Intellectual Disability – Moderate		PSC	Preschool Comprehensive

Resources for Special Education Policies and Procedures:

- General Education Teachers in IEP Meetings: <https://www.cultofpedagogy.com/iep-meetings>
- Los Angeles Unified School District Special Education Division: <http://sped.lausd.net>
- U.S. Department of Education Individuals with Disabilities Act (IDEA): <https://sites.ed.gov/idea>

PLAN FOR STUDENT ASSESSMENT

Student assessment is a crucial component of effective teaching and learning, serving as a tool to guide instruction, measure progress, and support student growth. For new teachers, understanding the role of assessment helps ensure that instructional strategies are responsive to the diverse needs and abilities of learners. Assessments—both formative and summative—provide valuable insights into what students know, what they need to learn, and how they are progressing toward learning goals. By using assessment data thoughtfully, teachers can make informed decisions, provide timely feedback, and create a more equitable and supportive classroom environment. Quality assessment also incorporates student self-assessment and reflection and provides teachers with valuable information that can allow teachers to adjust instruction during lessons. Ultimately, meaningful assessment practices empower both teachers and students in the learning process.

Terminology

- **Formative assessments** take place throughout a lesson to help teachers recognize where students are struggling and address these problems immediately. Formative assessments also help students identify where they are mastering the content and where they are still weak, enabling them to target areas that need work.
- **Summative assessments** evaluate student learning at the end of an instructional unit. Whereas formative assessments are generally low-stakes, summative assessments are generally high stakes in that they describe students' achievement at the culmination of a lesson or unit.
- **Formal assessments** generally result in data that can be standardized. Formal assessments, usually in the form of written exams or computer-based tests, are used to assess overall achievement, to compare a student's performance with others at their age or grade, or to identify comparable strengths and weaknesses with peers.
- **Informal assessments** are not data driven but rather content- and performance based. Essays, projects, teacher observation notes, discussion feedback and other student performance tasks are all considered informal assessments.
- **Benchmarks** are short-term, or incremental markers of how students are doing. *Goals* are long-term objectives for student achievement.

The *LAUSD Teaching and Learning Framework*, includes four areas of assessment that effective teachers should address to advance student learning:

Assessment Criteria: Effective teachers ensure that students are fully aware of and can articulate the criteria and performance standards by which their work will be evaluated. Teachers make assessment criteria comprehensible to all students.

Monitoring of Student Learning: Effective teachers monitor the learning of individual students and may use a variety of strategies to elicit student thinking, as appropriate. Students self-assess and voluntarily communicate their understandings or misconceptions.

Feedback to Students: Effective teachers provide feedback to students that is timely, frequent, relevant, accurate, and aligned to the instructional outcome. Students make use of specific feedback to revise and improve their work.
Students work collaboratively with peers to provide each other with productive feedback.

Student Self-Assessment and Monitoring of Progress: Effective teachers provide students with frequent opportunities to self-assess and monitor their progress and the results of their own work against the assessment criteria and performance standards. Teacher directs students in setting learning goals.



Use Questioning and Discussion Techniques

Teachers use a variety of intentional and differentiated strategies to engage all students in intellectually challenging discussions, ensuring that every student has the opportunity to share their thinking around complex questions. These strategies, such as “Think/Pair/Share,” “Quote Your Neighbor,” and “Stop and Talk,” not only encourage participation but also affirm and build understanding of each student's unique culture and language. Teachers may access a number of these discussion protocols by referencing the District's [Give One, Get One Handbook](#), which is a compilation of instructional practices that engage students and contribute to student success. The strategies included in the Handbook are also aligned to the District's *Teaching and Learning Framework*.

Another approach is to set up flexible groupings and to create a classroom environment conducive to student-to-student discourse, teachers empower students to take responsibility for the success of the discussions. This approach allows students to explain their ideas in their own words, critically evaluate their peers' ideas, and build upon them, fostering deeper learning and mutual respect for diverse perspectives. Additional engagement strategies that may be used for whole groups, small group, or paired discussions are included in [Kagan's Cooperative Learning Structures](#).



Check for Understanding

In many instances, the purpose of looking over student work is not to evaluate for a 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. There are many ways teachers can observe or students can indicate progress.

Here are some effective strategies to check for understanding:

Have students sign or signal answers. A simple head shake, raised hand, thumbs up or hand signal can indicate answers to your questions. Some teachers have students hold up one hand with 5-4-3-2-1 fingers raised to indicate the degree to which they understand.

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.

Use flash cards to check for understanding. Place questions and answers on separate flash cards and hand out all the cards. Have students move about the room until they find their “partner.” The students must match the question and answer. When the teacher asks the question, both partners (question and answer) stand up and present their information.

Give quick, random quizzes to assess what's been learned, instead of correcting each homework assignment. Collect and grade them on some days, and on others, give students the answers to evaluate their own quizzes. Mobile apps such as Plicker, Socrative or Kahoot! may also be used. Students will be motivated to learn from the homework you assign.

A deck of playing cards has numerous uses. The teacher can pass 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. Choose several of the best questions to discuss as a class or answer individually.

Think-pair-share. Pose a question and have students exchange ideas with one another. Have teams that feel confident in the answer stand.

Distribute learning logs or response journals. Logs or journals provide an opportunity for students to share their learning through writing and provide information about comprehension.

Four corners. Pose a question and give four answer choices. Students scatter to the four corners of the room, depending on which answer they think is correct. Corner groups discuss the question among themselves and then share out. Students are then given an opportunity to change corners. This provides feedback not only on which students are understanding, but what the misunderstandings are.

Assessment for 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 daily.
- 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.

Have students self-evaluate after completing a substantial assignment. Ask these questions:

- How much time and effort did you put into this?
- What do you think your strengths and weaknesses were in this assignment?
- How could you improve your assignment?
- What are the most valuable things you learned from this assignment?

A GREAT TIME-SAVING TIP: At the beginning of the school year, give each student a number corresponding to their number on your roster or in your grade 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.)

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 a grade book goes quickly.

Numbers also allow for fast checking of other information: books covered, trip slips turned in, project group members, materials checked out and much more.

LAUSD Licensed Applications to Engage Students in Learning

https://its.lausd.org/apps/pages/index.jsp?uREC_ID=4385867&type=d&pREC_ID=2603333

The LMS App Center provides a catalog of District-approved digital content and learning tools (including digital components of adopted textbooks) that are available for classroom teachers and students to access within the learning management system, Schoology <https://www.lausd.org/lmsappcenter>

Digital learning tools for teachers, parents and students: <https://www.lausd.org/Page/16833>

Digital library: SORA <https://company.overdrive.com/lausd-for-students/>

[ABC Mouse](#)

Ages 2-8

Free access to over 10,000 educational activities and over 850 lessons. Subjects covered on the site include: reading, math, science, social studies, and art. Accessible from mobile devices and computers. Use code: AOFLUNICEF

[edHelper](#)

Grades K-6

Free printable worksheets that are updated daily. Worksheets are categorized by grade and subject matter.

[Amazon Future Engineer](#)

Grades 6-12

In partnerships with Edhesive, Amazon is offering computer science courses. Students must complete an online application to gain free access.

[Khan Academy](#)

Ages 4-18

Khan Academy offers lessons and detailed explanations on concepts to help students better understand the material. In the time of COVID-19, Khan Academy has rapidly expanded their learning database. 3

[Zearn](#)

Grades K-5

A popular classroom mathematics program, Zearn has granted free access to over 400 hours of digital lessons.

Students can take virtual courses in math, science and engineering, computing, arts and humanities, economics and finance, and test prep.

[Audible.com](#)

Ages 0-13

Audible is offering children's stories for free streaming. They are available in 6 different languages.

[OpenStax](#)

Grades 7+

Openstax offers 38 free digital textbooks in math, science, social studies, and other subjects. Best for older, self-motivated students.

[TypeTastic](#)

Grades K-12

Students can learn how to type with an account that grants them free access until the end of June.

[Studies Weekly](#)

Grades K-6

Free instruction for social studies and science. Includes a variety of assessments.

Character Playbook

Grades 7-12

The NFL and United Way have partnered to help educate older students on cultivating and maintaining healthy relationships. This is a particular valuable resource in this difficult time of social distancing.

[Outschool](#)

Ages 3-18

Outschool offers online classes that are delivered in small-group video chats that are designed and taught by vetted teachers. The classes are being offered to students for free thanks to donations. Requires students to sign up.

[Cooper Institute](#)

All Ages

Part of a healthy mind is maintaining a healthy body. The Cooper Institute has created a youtube.com playlist to help keep kids active.

[Scholastic](#)

Grades Pre-K-9

Scholastic has launched a “Learn at Home” resource for students that offer lessons for English language arts, STEM, science, and social studies. The “Learn at Home” program provides roughly three hours of instruction a day using a variety of learning activities.



Instructional Planning Resources

GENERAL PLANNING

- [LAUSD Division of Instruction](#)
- [Division of Instruction Educator Resources](#)
- [The ABCs of Rigorous Lesson Design](#)
- [TLF Lesson Planning Guide](#)
- [What are 10 Sources of Data Teacher Should be Using](#)

ENGLISH LANGUAGE ARTS (ELA)

- [ELA Claims and Targets](#)
- [LAUSD ELA Instructional Supports](#)
- [Sample Standards-Based Planning slides](#)

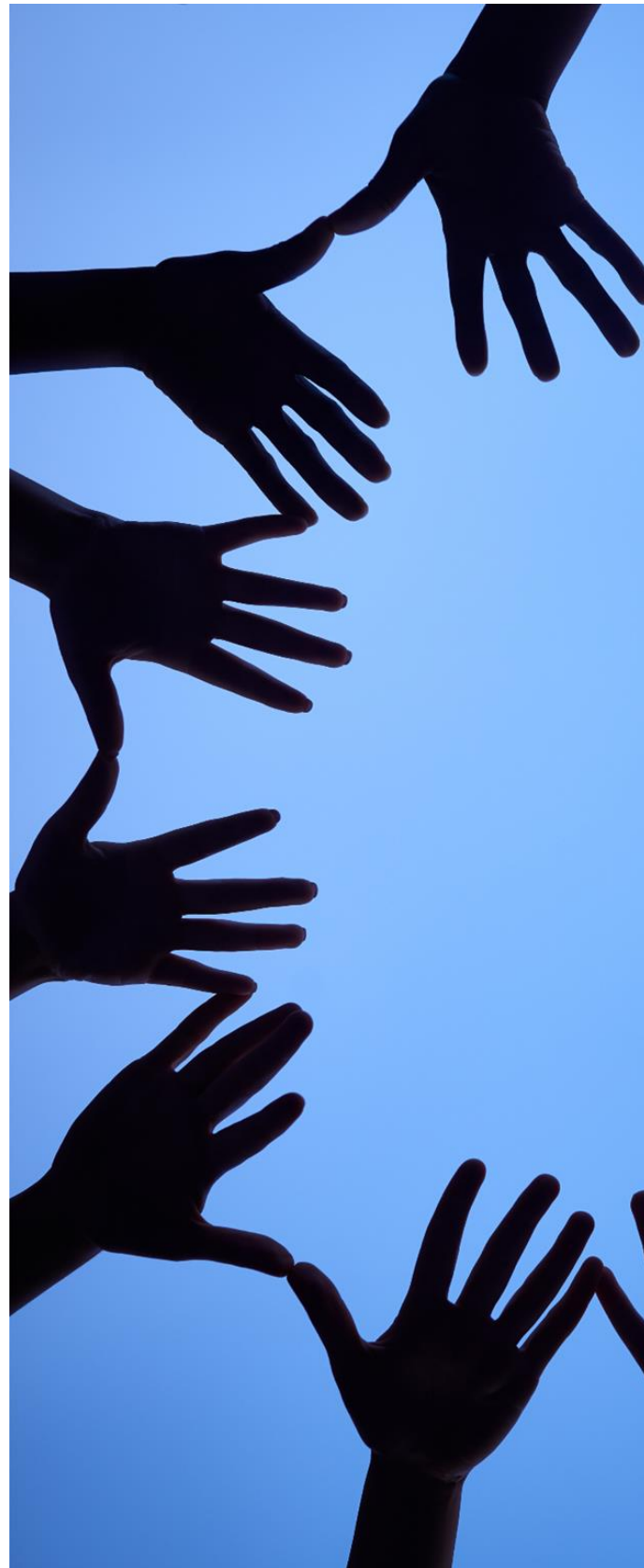
MATHEMATICS

- [California Mathematics Framework](#)
- [California ELA/ELD Framework](#)
- [Math Focus Standards by Grade Level](#)
- [LAUSD Numeracy](#)
- [Three Reads Poster](#)
- [Math Interview Poster](#)
- [Math Summit Poster](#)

ENGLISH LANGUAGE DEVELOPMENT (ELD)

RESOURCES: K-5

- [Integrated ELD Math Professional Development Modules](#)
- [Constructive Conversation Companion Cards](#)
[MMED Tri-Fold - Academic Discourse & Language Routines \(K-12\)](#)
- [Discourse Stems- Multiple Subjects](#)



Instructional Planning Resources Continued

ENGLISH LANGUAGE DEVELOPMENT (ELD) RESOURCES: 6-12

- PowerPoint: [Constructive Conversations Across Content](#)
- [Constructive Conversations Across Content - Facilitator Guide](#)
- [Conversation Across Content Handouts](#)
- [Constructive Conversation Skills Poster](#)
- [Constructive Conversation Placemat Designated ELD](#)
- Video: [Constructive Conversation - Integrated ELA ELD](#)

DIFFERENTIATED INSTRUCTION

- [A Practical Guide for Planning Intentional Differentiation](#)
- [What is Differentiated Instruction?](#)
- [Supportive Language Instruction: 5 Scaffolding Strategies for ELL Students](#)
- [UTK-12 Essential Instructional Approaches for Multilingual Learners.pdf](#)

CULTURALLY RESPONSIVE TEACHING

- [Culturally Responsive Discussion Protocols](#)
- [Culturally Responsive Participation Protocols](#)
- [Culturally and Linguistically Responsive Teaching](#)

TEACHING AND LEARNING FRAMEWORK-ALIGNED RESOURCES:

- [Give One, Get One Handbook](#)
- [Using Discussion Techniques to AMP UP Rigor](#)

STUDENT ENGAGEMENT

Several prominent educators have designed strategies and approaches to assist teachers in creating highly engaging instructional programs.

- [Kagan Cooperative Learning Structures](#)
- [Project Based Learning \(PBL\)](#)
- [Whole Brain Teaching](#)
- [Marcia Tate's Brain-based Learning](#)



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CHAPTER 6: PROFESSIONAL RESPONSIBILITY

TLF STANDARD 4: ADDITIONAL PROFESSIONAL RESPONSIBILITIES

Teachers must maintain accurate instructional and non-instructional records using available technology to support student learning and effective communication with parents, students, and administrators. Efficient systems help track progress and reduce maintenance.

Educators should foster positive, ongoing communication with families and uphold high standards of integrity, professionalism, and ethical conduct. They are responsible for advocating for students, ensuring learning for all, and complying with all relevant policies and regulations.

- **MAINTAIN ACCURATE RECORDS**
- **COMMUNICATE WITH FAMILIES**
- **DEMONSTRATE PROFESSIONALISM: DISTRICT POLICIES AND PROCEDURES**
- **ATTENDANCE MATTERS**
- **FREQUENTLY USED ACRONYMS**

MAINTAIN ACCURATE RECORDS

As teachers, keeping accurate records is a big part of what helps us stay organized and support our students effectively. Good recordkeeping strengthens our communication with parents, students, and administrators, and it helps us stay on top of each student's progress over time so we can better meet their individual needs.

Instructional records—like assignments, skill checklists, grades, portfolios, and competency logs—give us a clear picture of student growth. Then there are the non-instructional records we juggle too: attendance, permission slips, lunch payments, supply orders, book orders, discipline referrals, and more.

The good news is, using technology can really simplify this part of the job. A well-set-up system doesn't just save time—it runs smoothly with minimal upkeep, giving us more time and headspace to focus on teaching.

Schoology is the District's online Learning Management System, which provides teachers with tools to create engaging content and lessons, monitor assignments and grades, and assess student learning. For more information and support visit <http://achieve.lausd.net/pls>.

The following resources are available to teachers to support accurate record keeping:

- *Elementary School Progress Report Grading Practices and Procedures*, including Mid-Point Warning Notices [BUL-2332.8](#)
- [Elementary Grading Quick Start](#)
- [Official Elementary Roll Book REF-6302.4](#)
- *Grading and Marking Practices and Procedures in Secondary Schools*, [BUL-1353.2](#)
- [Elementary Schools Report Card Comment Codes](#)
- [Secondary Schools Report Card Comment Code](#)
- [MiSiS Resources and Job Aides](#)
- [Equitable Grading and Instruction Website](#)



COMMUNICATE WITH FAMILIES

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

1. Allow enough time. If you're scheduling back-to-back calls or conferences be sure to allow time to make notes in between.
2. Get the name right. Don't assume that Jennifer Peabody's mother is Mrs. Peabody.
3. Open on a positive note. Begin on a warm note about the child's work or interests.
4. Make specific comments. Parents may get lost in generalities.
5. Forget the jargon. Lose education phrases like "performance-based assessment" and "least restrictive environment."
6. Ask for opinions. Let parents know you want to work with them.
7. Focus on strengths. You'll help if you review the child's strengths and areas of need, rather than stressing weaknesses.
8. Stress collaboration. Let parents know you want to work together in the best interest of the child.
9. Listen to what parents say. Validate their comments and feelings by paraphrasing back to them what you heard them say.
10. Ask about the child. Ask the parents if there is anything they think you should know.
11. Focus on solutions. Things will go more smoothly if you'll focus on solutions rather than the problem.
12. Summarize. Before the conversation ends, summarize the discussion and what actions you, the student and the parents will take.
13. End on a positive note. When you can, save at least one encouraging comment for the end of the conversation.
14. Keep a record. You may find it helpful later to have a brief record of the conversation. Make notes as soon as possible afterward, while the details are fresh.

PARENT/TEACHER CONFERENCE CHECKLIST



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

- ☐ Dress professionally.
- ☐ Start every conference on time.
- ☐ Make it clear to parents that you like their child.
- ☐ Remain calm and positive.
- ☐ Listen carefully and reflectively.
- ☐ Emphasize a spirit of collaboration and cooperation.
- ☐ Following the "script" below will help you make each conference a productive experience as well as a pleasant one.
- ☐ Welcome parents at the door and thank them for coming.
- ☐ Establish rapport by sharing an anecdote about the student or by inquiring about an activity the student takes part in outside school.
- ☐ Mention the student's strengths first.
- ☐ Briefly discuss the student's progress in each subject area and show examples of their work.
- ☐ Briefly discuss the student's behavior, work habits, and social skills
- ☐ Devote half the conference to the parents' concerns. Invite parents to share their thoughts and suggestions about the student and encourage them to ask additional questions about their child's progress.
- ☐ Set two or three immediate goals for the student and work with the parents to create a plan for meeting those goals. Provide any materials parents might need to implement the plan.
- ☐ Arrange for a follow-up phone call or meeting and let parents know how they can reach you if problems arise.
- ☐ Review the highlights of the conference and end on a positive note.
- ☐ Walk the parents to the door and thank them for coming.
- ☐ Take a few minutes to make personal notes about the conference. If you agreed to follow up on a particular issue, note it on your calendar.

CONFERENCE DAY CHECKLIST



- ☐ Send invitation to Parent/Teacher Conference with ample notice to families
- ☐ Welcome sign
- ☐ Sign-in sheet
- ☐ Student work displayed
- ☐ Student work portfolios
- ☐ Music
- ☐ Refreshments
- ☐ Table for brochures and flyers
- ☐ Chairs for parents
- ☐ Report cards
- ☐ Parent questionnaire
- ☐ Forms that need to be signed
- ☐ Translators (as needed)
- ☐ Videos/pictures of students
- ☐ Parent volunteer information
- ☐ PTO/PTA membership forms

DEMONSTRATE PROFESSIONALISM: DISTRICT POLICIES AND PROCEDURES

Professionalism and Ethical Conduct

Teachers play a vital role in shaping the culture and success of the school community. As such, maintaining the highest standards of professionalism is essential. The following expectations outline the professional conduct all teachers are expected to uphold:

ETHICAL STANDARDS

- Exhibit honesty, integrity, and discretion in all interactions.
- Maintain confidentiality when working with students, families, and colleagues.
- Treat all members of the school community with respect and professionalism.
- Serve as a role model for students and uphold the values of the profession.

COMMITMENT TO STUDENT LEARNING

- Recognize that the primary purpose of schools is to educate students.
- Take personal responsibility to ensure that every student has the opportunity to learn and succeed.
- Use data, collaboration, and reflection to support instructional decisions and promote student growth.

PROFESSIONAL RESPONSIBILITIES

- Demonstrate a commitment to ongoing professional growth and high standards of teaching practice.
- Engage in thoughtful problem-solving and responsible decision-making.
- Model professional demeanor in dress, communication, and behavior.

Compliance with District Policies and Procedures

Teachers acknowledged receipt of the policies and procedures listed below as part of the onboarding process. These policies and procedures can be found at www.lausd.org/page/6290. By upholding these standards, teachers help create a safe, supportive, and effective learning environment for all students.

District Policies and Bulletins

- Board of Education Resolution to Enforce the Respectful Treatment of All Persons
- Child Abuse and Neglect Reporting Requirements
- Code of Conduct with Students
- Compliance with Title II of the ADA
- Drug, Alcohol and Tobacco-Free Workplace Policy
- Employee Attendance Policy
- Employee Code of Ethics
- Health Benefits Application
- Mandated Reporter (Penal Code Section 11165.7, 11166, 11167)
- Nondiscrimination Required Notices and Ordering of Student Brochures
- Nondiscrimination Statement
- Protocols and Procedures to Report, Reassign and Investigate Allegations of Employee Misconduct
- Reasonable Accommodations for Individuals with Disabilities
- Rights of Victims of Domestic Violence, Sexual Assault and Stalking
- Section 504 of the Rehabilitation Act of 1973 Policy
- Social Media Policy
- Social Security Form SSA-1945
- Title IX Non Discrimination Including Sex Discrimination and Sexual Harassment Policy
- UTLA Dues/Agency Fee Information
- Workers' Compensation Claims Reporting
- Workers' Compensation Information and Physician Pre-Designation Form

Teachers are expected to fully comply with all school and District regulations, including but not limited to those listed above.



Inquiries Regarding Policies and Procedures

For inquiries about District policies and procedures related to student-to-student, student-to-staff, and staff-to-student harassment/discrimination, including how to file a harassment/discrimination complaint, contact:

Office of Student Civil Rights

Binh Nguyen, Director

LAUSD Section 504 and Title IX Coordinator

(213) 241-7682

EquityCompliance@lausd.net

Los Angeles Unified School District

333 South Beaudry Avenue, 18th Floor

Los Angeles, CA 90017

Visit [lausd.org/OSCR](https://www.lausd.org/OSCR) for more nondiscrimination information and complaint forms or click on the above links for working and learning.

Inquiries about Title IX may also be referred to the U.S. Department of Education's Office for Civil Rights.

For inquiries about District policies and procedures related to the Americans with Disabilities Act (ADA/Title II), including how to file a complaint, contact:

Office of ADA Compliance

Kenneth Arrington

Title II/ADA Compliance Administrator

(213) 241-4530

ADA-info@lausd.net

Los Angeles Unified School District

333 South Beaudry Avenue, 18th Floor

Los Angeles, CA 90017

Visit <https://www.lausd.org/ada> for more information. These nondiscrimination provisions extend to admission and employment. Besides the contact information above, inquiries or complaints related to employee-to-employee, student-to-employee, or work/employment-related discrimination or harassment, may be directed to:

Equal Opportunity Section

Melissa A. Espinoza

Supervising Investigator

(213) 241-7685

EqualOpportunitySection@lausd.net

Los Angeles Unified School District

333 South Beaudry Avenue, 20th Floor

Los Angeles, CA 90017

ATTENDANCE MATTERS

Attendance matters for students, and it also matters for staff.



The District's Attendance Policy adopted by the Board of Education on July 13, 2004 states that the Board expects, "Employees to maintain regular attendance and avoid absenteeism". At the same 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".

For more information, visit the Attendance Matters Website: <https://www.lausd.org/Page/16130>



FREQUENTLY USED ACRONYMS

Here are some **common school acronyms** used in **Los Angeles Unified School District (LAUSD)** along with what they stand for:

 Schools & Programs	 Staff & Roles
<ul style="list-style-type: none">• ES – Elementary School• MS – Middle School• HS – High School• SPED – Special Education• MAG – Magnet Program• SAS – Schools for Advanced Studies• ETK – Expanded Transitional Kindergarten• TK – Transitional Kindergarten• UTK – Universal Transitional Kindergarten• EEC – Early Education Center• IS – Independent Study• DHH – Deaf and Hard of Hearing	<ul style="list-style-type: none">• AP – Assistant Principal• A-G Counselor – Counselor focused on A-G college readiness requirements• ELD – English Language Development• ELAC – English Learner Advisory Committee• MMALC – Multilingual Multicultural Academic Language Coach• PSA – Pupil Services and Attendance Counselor• PSW – Psychiatric Social Worker• RJT – Restorative Justice Teacher• SAA – School Administrative Assistant• SSC – School Site Council• TSP – Targeted Student Population (also refers to TSP Advisor role)

FREQUENTLY USED ACRONYMS

Assessments & Instruction

- **CAASPP** – California Assessment of Student Performance and Progress
- **DIBELS** – Dynamic Indicators of Basic Early Literacy Skills
- **ELPAC** – English Language Proficiency Assessments for California
- **IEP** – Individualized Education Program
- **NAEP** – National Assessment of Educational Progress
- **RI** – Reading Inventor
- **SBAC** – Smarter Balanced Assessment Consortium
- **SSPT** – Student Support and Progress Team
- **504 Plan** – Section 504 Accommodation Plan

Curriculum & Instructional Programs

- **AEMP** - Academic English Mastery Program
- **CCSS** – Common Core State Standards
- **CLRP**- Culturally and Linguistically Responsive Pedagogy
- **MTSS** – Multi-Tiered System of Supports

Curriculum & Instructional Programs

- **NGSS** – Next Generation Science Standards
- **PBIS** - Positive Behavior and Intervention Support
- **RTI** – Response to Intervention
- **SEL** – Social-Emotional Learning

Teacher and Student Support Programs

- **BSAP**- Black Student Achievement Plan
- **EASE** - Employee Assistance Service for Education
- **EDST**- Educator Development and Support: Teachers
- **iCAAP** - Intern, Credentialing, and Added Authorization Program
- **MyPLN**- My Professional Learning Network
- **MyPGS**- My Professional Growth System
- **PAR**- Peer Assistance and Review
- **TGI**- Teacher Growth and Induction

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NEW TEACHER RESOURCE HANDBOOK



LAUSD
UNIFIED