

LOS ANGELES UNIFIED SCHOOL DISTRICT

# NEW TEACHER RESOURCE GUIDE

2017-2018



Anchored by **equity**,  
we deliver on this promise –  
shoulder-to-shoulder –  
for every child, every day:

We forge relentlessly, toward  
**100% graduation**,  
motivated by unwavering belief  
that students  
**can and will succeed.**

We are **L.A. Unified**, developing next  
generation dreamers, leaders, and  
**world-changers.**

*LAUSD 2016-2019 Strategic Plan*

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# WELCOME TO THE LOS ANGELES UNIFIED SCHOOL DISTRICT

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Since the founding of the first public school in Los Angeles in 1855, the Los Angeles Unified School District has grown to encompass 720 square miles and approximately 900 school campuses. Today, the Los Angeles Unified School District (LAUSD) is the second largest school district in the nation, with more than 640,000 students enrolled in grades 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 L.A. 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 2016-2017 school year, LAUSD employed approximately 26,500 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. In 2016, LAUSD had a new teacher retention rate of approximately 95% - one of the highest in the nation.

In January 2016, the Los Angeles Board of Education selected Dr. Michelle King as Superintendent of Schools. Dr. King is a proud product of L.A. Unified, having attended LAUSD schools from kindergarten through 12<sup>th</sup> grade. A UCLA graduate, Dr. King has dedicated her 30-year career to the students of this District. As a veteran educator, instruction is Dr. King's strength. She is committed to ensuring that all students have access to the tools they need to graduate, prepared for college and careers. In May 2018, Dr. Michelle King was named Superintendent of the Year by the *National Association of School Superintendents (NASS)*, recognizing her exemplary leadership skills, innovation, and integrity. Dr. King has been instrumental in building coalitions that strengthen family and community engagement, and has been a strong advocate for the support of new teachers.

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 Guide will provide you with useful information and tools to assist you through your first years.

*We wish you well on this exciting journey.*

# WELCOME LETTER TO NEW LAUSD TEACHERS FROM SUPERINTENDENT KING

## MEMBERS OF THE BOARD

MONICA GARCIA  
KELLY GONEZ  
DR. GEORGE J. MCKENNA III  
NICHOLAS MELVOIN  
DR. REF RODRIGUEZ  
SCOTT M. SCHMERELSON  
DR. RICHARD A. VLADOVIC



## ADMINISTRATIVE OFFICES

333 South Beaudry Avenue, 24<sup>th</sup> Floor  
Los Angeles, California 90017  
Telephone: (213) 241-7000 | Fax: (213) 241-8442

**MICHELLE KING, Ed.D.**  
Superintendent of Schools

July 6, 2017



It is my distinct pleasure to welcome you to the L.A. Unified family as you embark upon your distinguished teaching career.

As someone who has been a student, parent, teacher, administrator, and now superintendent of this great District, I know firsthand the transformative impact that teachers play in our school communities. I can say, unequivocally, that L.A. Unified's teachers are among the most passionate, dedicated, and talented in the nation. Every day, I stand in awe of the ingenuity, love, and relentlessness that our educators exhibit to help our students reach their fullest potential. Thank you for joining this family – thank you for joining this movement.

In L.A. Unified, 100 percent graduation is more than a number – it is a mission. We are united in the conviction that with the right supports, every young person can excel. That is why, every day, we provide personalized assistance to help all students succeed. Thank you for embracing this mission – thank you for embracing every child's capacity for greatness.

Throughout this school year, remember that you are not alone. Your colleagues, your communities, and the entire L.A. Unified family stand shoulder-to-shoulder with you in the daily effort to elevate students to the heights of their dreams.

I look forward to supporting your journey in this esteemed and noble profession. Welcome!

Your superintendent,

Dr. Michelle King

# A LETTER FROM THE 2016 LAUSD TEACHER OF THE YEAR

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July 10, 2017

## Dear New LAUSD Teacher,

In 1988, I arrived in New York as a seventeen-year-old looking for better opportunities, just like so many immigrants for hundreds of years. I did not speak the language and had not finished middle school. I had been in six different foster homes and had almost given up hope of ever having a normal life.

Two years later I moved to California, where I worked two jobs during the day and went to school at night. I attended five different community colleges, and was then able to transfer to Cal State Northridge where after two years I obtained a bachelor's degree in English, all the while juggling two full-time jobs. Like many of our students, I remember doing my homework on the bus on my way to work or at night going home. Many times, I felt like giving up ...but I was determined and kept on going.

Eighteen years ago, I started on my journey as an educator with LAUSD, just as you are doing now. Like you, I am extremely passionate about education and teaching. I strive every day to find the empathy to connect with my students and understand their struggles, the patience to gently steer them in the right direction, and the perseverance to not give up on them. We teachers are activists, advocates and powerful agents of change in the communities we serve. As Nelson Mandela said once: "Education is the most powerful tool with which you can change the world." We teachers refuse to use labels or excuses, and instead we provide dynamic educational programs and comfortable learning environments where our students feel welcome, safe, valued, understood and empowered to take their rightful place in society. Most importantly, we challenge and inspire our students to believe in themselves and succeed!

As teachers, the greatest reward is knowing we make a difference in the lives of our students and their families year after year. And although we may not know right away, we do find out...there will be a letter, an e-mail, or an invitation to a birthday party, a college graduation, a wedding. Never forget that as a teacher, even as you strive to deliver innovative, rigorous and engaging instruction to your students, you are also empowering minds, inspiring hearts and instilling in our students every day the desire to become powerful agents of change in their own lives.

I congratulate and welcome you to the Los Angeles Unified School District family. I commend you for your commitment, for your compassion, and for going to battle every day, doing whatever it takes to make sure you are giving all students, but especially students like myself, an opportunity to shine and realize our full potential.

I wish you tremendous success in the year ahead.

## Isela Lieber

LAUSD Teacher of the Year 2016  
California Teacher of the Year 2017

# A LETTER FROM THE 2017 LAUSD ROOKIE OF THE YEAR

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June 15, 2017

Dear New LAUSD Teacher,

Welcome to your first year with LAUSD. Congratulations on embarking on a new exciting, overwhelming, and sometime nerve-wracking journey. As an educator, I am in constant pursuit of self-actualization – of realizing my own talents and potential. By always reflecting on my practice and investing in my own professional development, my students reap the benefits of recent educational strategies and theories that prepare them to be 21st century scholars. By bringing the world into the classroom, my students see themselves as important actors in the global quest for social justice. In this way, I have the responsibility and privilege to guide, support, and help my students to achieve their own self-actualization.

However, this does not mean mistakes will not be made along the way. Whether one is a teacher or a student, mistakes are part of the growth process. Educators must be patient and understanding of where they are in their teaching practice. A well-thought-out lesson plan or project can flounder. An activity can unravel. A perfect classroom management plan can falter. Regardless of what happens, this is not the end of the world. Instead, it is the perfect time to be reflective. At the end of the day, reflection is imperative in our pursuit of achieving our full potential as educators.

As you may already know, teaching is emotionally and physically draining. Teaching is a multi-faceted and often isolating undertaking. Although it often feels like an individual endeavor, finding a support system can alleviate the stresses and underlying struggles of improving one's teaching practice. Finding guidance and help for both pedagogical and emotional needs is vital to surviving as a teacher. For me, it has meant asking other teachers and my principal for suggestions and guidance on classroom management. This guidance allowed me to adapt other people's best practices into my own classroom. In addition, it is important to have an emotional support system. In the end, if we want our students to succeed, we first must ensure our own success. Learn, grow, fail, but do not remain stagnant. Believe in yourself and empower your students to believe in themselves as they take their place in their communities and the world. In the end, it will all be worth it.

Best of luck,

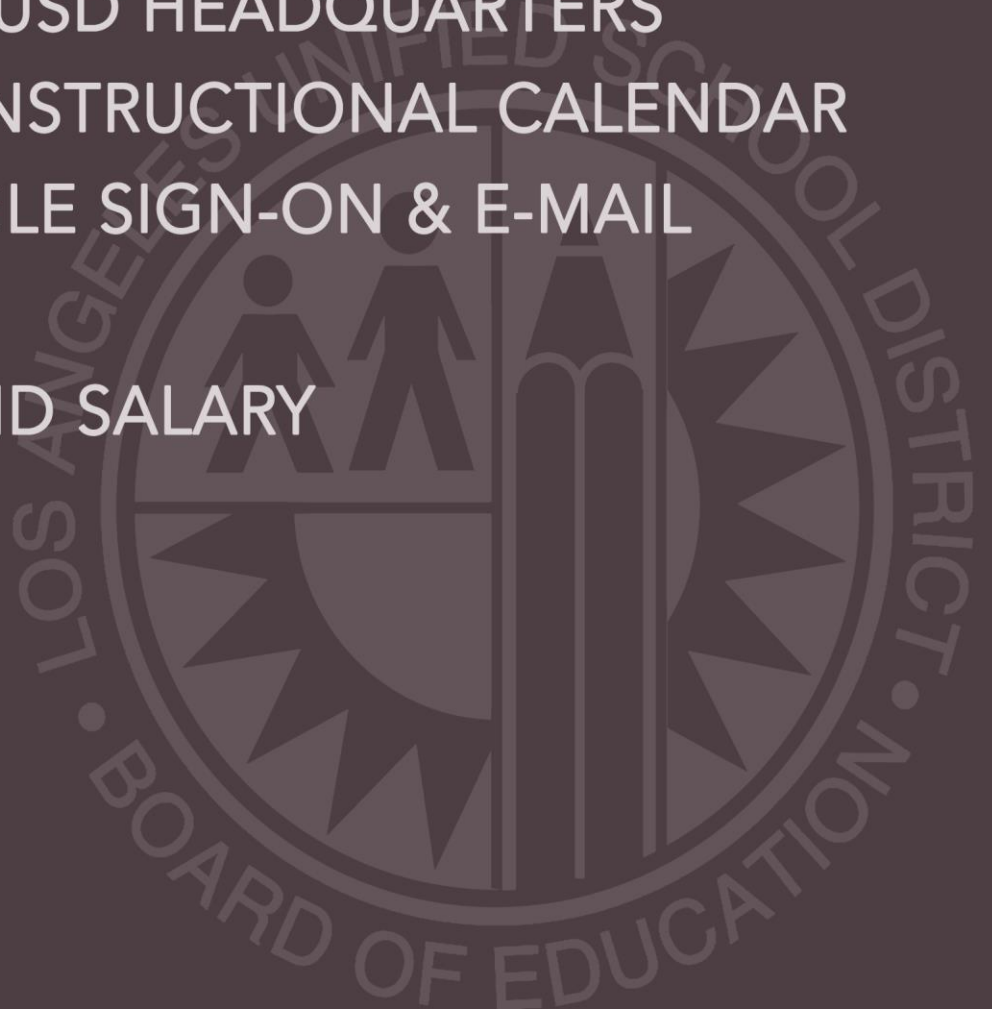
Brenda Rodriguez

*Social Justice Humanitas Academy  
Rookie of the Year 2017*

# CHAPTER 1:

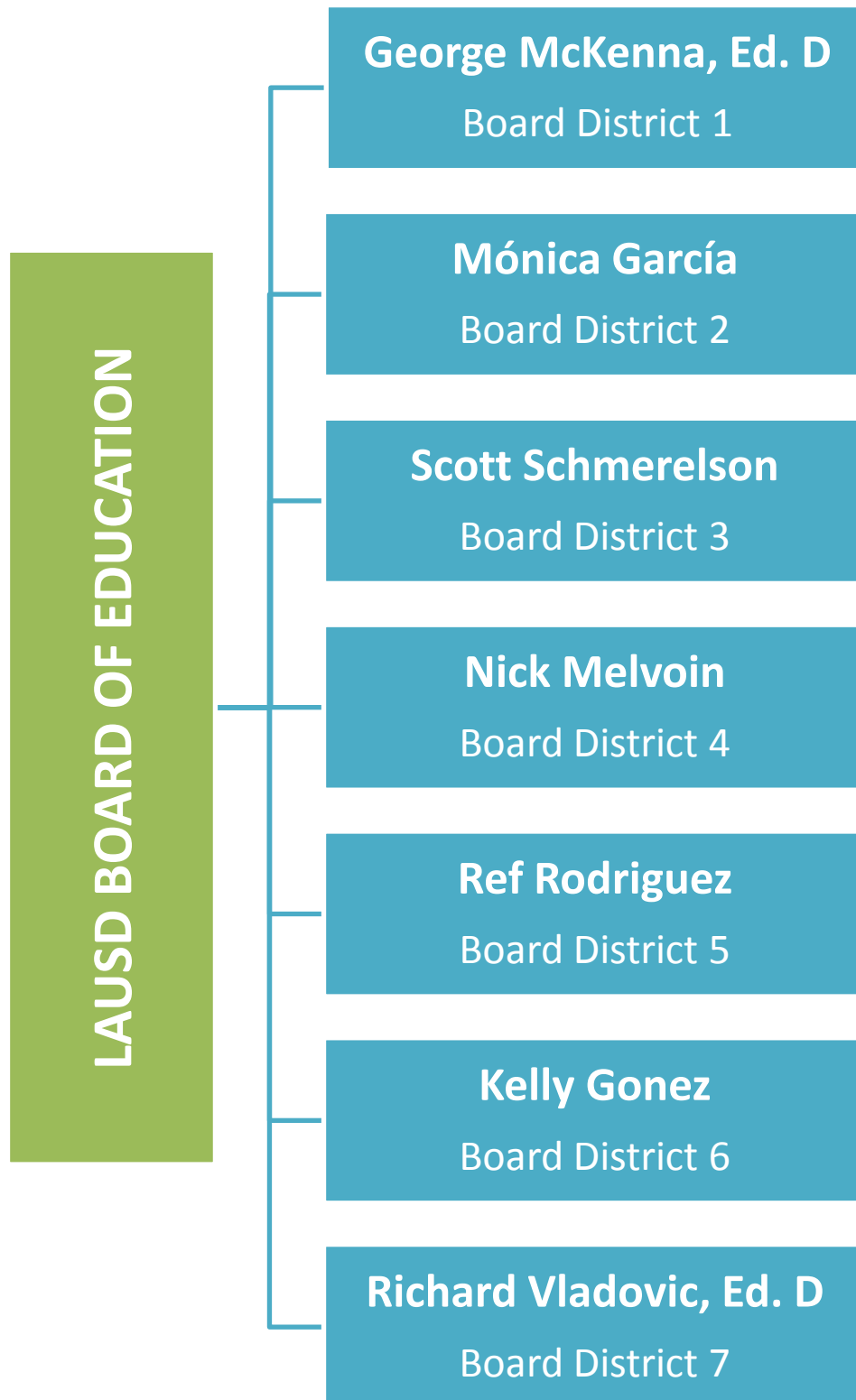
## LOS ANGELES UNIFIED SCHOOL DISTRICT INFORMATION

- LAUSD BOARD OF EDUCATION
- LAUSD DISTRICT SUPERINTENDENTS
- KEY CONTACTS
- PERSONNEL SPECIALISTS
- TEACHER QUALITY SPECIALISTS
- VISITING LAUSD HEADQUARTERS
- 2017-2018 INSTRUCTIONAL CALENDAR
- LAUSD SINGLE SIGN-ON & E-MAIL
- BENEFITS
- PAYROLL AND SALARY



# LAUSD BOARD OF EDUCATION

**SUPERINTENDENT: MICHELLE KING**



# LAUSD DISTRICT SUPERINTENDENTS

## CENTRAL

- **Roberto A. Martinez, Superintendent**
  - 333 S. Beaudry Ave. 11th Floor, Los Angeles, CA 90017
  - (213) 241-0126

## EAST

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

## NORTHEAST

- **Linda Del Cueto, Superintendent**
  - 8401 Arleta Ave., Sun Valley, CA 91352
  - (818) 252-5400

## NORTHWEST

- **Joseph Nacorda, Superintendent (Interim)**
  - 6621 Balboa Blvd., Van Nuys, CA 91406
  - (818) 654-3670

## SOUTH

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

## WEST

- **Cheryl P. Hildreth, Superintendent**
  - 11380 W. Graham Place, Los Angeles, CA 90064
  - (310) 914-2102



# KEY CONTACTS

DEPARTMENT	CONTACT INFORMATION	DEPARTMENT FUNCTION
<b>Beginning Teacher Growth, Development and Induction</b>	<ul style="list-style-type: none"> <li>• (213) 241-4252</li> <li>• <a href="http://achieve.lausd.net/page/354">http://achieve.lausd.net/page/354</a></li> </ul>	<ul style="list-style-type: none"> <li>• District-Sponsored Induction Program</li> <li>• Pathways to Clear Credential</li> </ul>
<b>Benefits Administration</b>	<ul style="list-style-type: none"> <li>• (213) 241-4262</li> <li>• <a href="http://achieve.lausd.net/benefits">http://achieve.lausd.net/benefits</a></li> </ul>	<ul style="list-style-type: none"> <li>• Medical Benefits/Enrollment</li> <li>• Retirement Plans</li> <li>• Life Insurance</li> </ul>
<b>Career Ladder</b>	<ul style="list-style-type: none"> <li>• (213) 241-4814</li> <li>• <a href="http://achieve.lausd.net/ladder">http://achieve.lausd.net/ladder</a></li> </ul>	<ul style="list-style-type: none"> <li>• Support for Para-Educators to become Certificated Teachers</li> <li>• Test Preparation Assistance</li> </ul>
<b>Certificated Assignments and Support Services</b>	<ul style="list-style-type: none"> <li>• (213) 241-5100</li> <li>• <a href="http://achieve.lausd.net/cass">http://achieve.lausd.net/cass</a></li> </ul>	<ul style="list-style-type: none"> <li>• HR Certificated General Information</li> <li>• Forms, Maps, HR Updates</li> </ul>
<b>Credentials and Contracts Services</b>	<ul style="list-style-type: none"> <li>• (213) 241-6520</li> <li>• <a href="http://achieve.lausd.net/cccs">http://achieve.lausd.net/cccs</a></li> </ul>	<ul style="list-style-type: none"> <li>• Credential Applications</li> <li>• Credential Renewals</li> </ul>
<b>Credentials, Contracts, and Compliance Services</b>	<ul style="list-style-type: none"> <li>• (213) 241-5300</li> <li>• <a href="http://achieve.lausd.net/7694">http://achieve.lausd.net/7694</a></li> </ul>	<ul style="list-style-type: none"> <li>• Changing Contract Status</li> <li>• Contract Renewal</li> <li>• Adding Authorizations</li> </ul>
<b>District Intern Program</b>	<ul style="list-style-type: none"> <li>• (213) 241-5466 (Current District Interns)</li> <li>• (213) 241-5581 (Enrollment Questions)</li> <li>• <a href="http://achieve.lausd.net/districtinternprogram">http://achieve.lausd.net/districtinternprogram</a></li> </ul>	<ul style="list-style-type: none"> <li>• Preliminary Credential Intern program (SPED and GenEd)</li> <li>• Clear Education Specialist Induction program</li> <li>• Early Childhood Special Education Added Authorization</li> </ul>
<b>Early Childhood Education</b>	<ul style="list-style-type: none"> <li>• (213) 241-2404</li> <li>• <a href="http://achieve.lausd.net/ece-hr">http://achieve.lausd.net/ece-hr</a></li> </ul>	<ul style="list-style-type: none"> <li>• ECE Teacher Staffing Assignments</li> </ul>
<b>EDST (Educator Development and Support: Teachers)</b>	<ul style="list-style-type: none"> <li>• (213) 241-3444</li> <li>• <a href="https://lausd.truenorthlogic.com">https://lausd.truenorthlogic.com</a></li> <li>• <a href="mailto:mypgs@lausd.net">mypgs@lausd.net</a></li> </ul>	<ul style="list-style-type: none"> <li>• Online platform guiding professional growth and evaluation</li> <li>• Resources for EDST cycle</li> </ul>



# KEY CONTACTS

DEPARTMENT	CONTACT INFORMATION	DEPARTMENT FUNCTION
<b>Employee Health Services</b>	<ul style="list-style-type: none"> <li>• (213) 241-6326</li> <li>• <a href="http://achieve.lausd.net/employeehealth">http://achieve.lausd.net/employeehealth</a></li> </ul>	<ul style="list-style-type: none"> <li>• Health and TB Clearance</li> </ul>
<b>Employee Service Center (ESC)</b>	<ul style="list-style-type: none"> <li>• (213) 241-6670</li> <li>• <a href="http://employeeservice.lausd.net">http://employeeservice.lausd.net</a></li> <li>• <a href="mailto:employeeservice@lausd.net">employeeservice@lausd.net</a></li> </ul>	<ul style="list-style-type: none"> <li>• One-on-one Information and assistance for employees regarding payroll, benefits, District policies, displacement, retirement and support resources</li> </ul>
<b>ITD Help Desk</b>	<ul style="list-style-type: none"> <li>• (213) 241-5200</li> <li>• <a href="http://achieve.lausd.net/page/254">http://achieve.lausd.net/page/254</a></li> </ul>	<ul style="list-style-type: none"> <li>• Single Sign-On, Passwords, Activating account</li> <li>• Technology assistance, troubleshooting</li> </ul>
<b>Learning Zone</b>	<ul style="list-style-type: none"> <li>• (213) 241-5200, #4, #2</li> <li>• <a href="https://lz.lausd.net/lz">https://lz.lausd.net/lz</a></li> </ul>	<ul style="list-style-type: none"> <li>• Professional development registration and recordkeeping platform</li> </ul>
<b>Master Plan for English Learners Verification</b>	<ul style="list-style-type: none"> <li>• (213) 241-5862</li> <li>• <a href="http://achieve.lausd.net/page/1449">http://achieve.lausd.net/page/1449</a></li> </ul>	<ul style="list-style-type: none"> <li>• Differentials and incentive stipends</li> <li>• CTEL and CSET: LOTE Preparation classes and vouchers</li> </ul>
<b>My PLN (Professional Learning Network)</b>	<ul style="list-style-type: none"> <li>• <a href="https://csod.com">https://csod.com</a></li> <li>• <a href="mailto:myPLN@lausd.net">myPLN@lausd.net</a></li> </ul>	<ul style="list-style-type: none"> <li>• Professional development and collaboration platform</li> </ul>
<b>Peer Assistance and Review (PAR)</b>	<ul style="list-style-type: none"> <li>• (213) 241-5501</li> <li>• <a href="http://achieve.lausd.net/par">http://achieve.lausd.net/par</a></li> </ul>	<ul style="list-style-type: none"> <li>• Voluntary instructional support for classroom teachers</li> <li>• Professional development classes</li> </ul>
<b>Personnel Specialists</b>	<ul style="list-style-type: none"> <li>• (213) 241-5100</li> <li>• <a href="http://achieve.lausd.net/Page/3446">http://achieve.lausd.net/Page/3446</a></li> </ul>	<ul style="list-style-type: none"> <li>• Teacher staffing</li> <li>• Transfers, Leaves, Resignation, Retirement</li> </ul>

# KEY CONTACTS

DEPARTMENT	CONTACT INFORMATION	DEPARTMENT FUNCTION
Salary Allocation	<ul style="list-style-type: none"> <li>(213) 241-6121</li> <li><a href="http://achieve.lausd.net/salary">http://achieve.lausd.net/salary</a></li> </ul>	<ul style="list-style-type: none"> <li>Initial “rating-in” salary evaluation</li> <li>Verification and processing of salary points</li> <li>Advancement on salary table; career increments</li> </ul>
Salary Point Credit	<ul style="list-style-type: none"> <li>(213) 241-5486</li> <li><a href="http://achieve.lausd.net/salary-point">http://achieve.lausd.net/salary-point</a></li> </ul>	<ul style="list-style-type: none"> <li>Information on earning salary points</li> <li>Allowable credit inquiries</li> <li>Forms and assistance</li> </ul>
School Mental Health	<ul style="list-style-type: none"> <li>(213) 241-3841</li> <li><a href="http://achieve.lausd.net/Page/1316">http://achieve.lausd.net/Page/1316</a></li> </ul>	<ul style="list-style-type: none"> <li>Services for District students, families and employees</li> </ul>
Special Education Division	<ul style="list-style-type: none"> <li>(213) 241- 6701</li> <li><a href="http://achieve.lausd.net/sped">http://achieve.lausd.net/sped</a></li> </ul>	<ul style="list-style-type: none"> <li>Information for families and employees</li> <li>Teaching Resources</li> <li>Positive Behavior Support</li> <li>Contact information and links</li> </ul>
Substitute Teacher Unit	<ul style="list-style-type: none"> <li>(213) 241-7378</li> <li><a href="http://achieve.lausd.net/page/3876">http://achieve.lausd.net/page/3876</a></li> </ul>	<ul style="list-style-type: none"> <li>Automated substitute request through SmartFindExpress</li> <li>Assistance in using SmartFindExpress</li> </ul>
Teacher Quality Specialists	<ul style="list-style-type: none"> <li>(213) 241-5100</li> <li><a href="http://achieve.lausd.net/Page/8274">http://achieve.lausd.net/Page/8274</a></li> </ul>	<ul style="list-style-type: none"> <li>New teacher support</li> </ul>
Teacher Support Unit	<ul style="list-style-type: none"> <li><a href="http://achieve.lausd.net/Page/10841">http://achieve.lausd.net/Page/10841</a></li> <li><a href="http://achieve.lausd.net/Page/11682">http://achieve.lausd.net/Page/11682</a></li> </ul>	<ul style="list-style-type: none"> <li>Support and Resources for Provisionals and University Interns</li> </ul>
Teacher Training Academy	<ul style="list-style-type: none"> <li>(213) 241-4252</li> <li><a href="http://achieve.lausd.net/tta">http://achieve.lausd.net/tta</a></li> </ul>	<ul style="list-style-type: none"> <li>Training for Alternative Credentials</li> <li>Subject Matter Preparation</li> </ul>
University Intern Program	<ul style="list-style-type: none"> <li>(213) 241-5495</li> <li><a href="http://achieve.lausd.net/page/356">http://achieve.lausd.net/page/356</a></li> </ul>	<ul style="list-style-type: none"> <li>Support and Resources for University Interns</li> </ul>

# PERSONNEL SPECIALISTS

LOCAL DISTRICT	PERSONNEL SPECIALIST	TELEPHONE NO.	E-MAIL ADDRESS
Central	William Masis	(213) 241-4549	<a href="mailto:william.masis@lausd.net">william.masis@lausd.net</a>
East	Elise Cho	(213) 241-4193	<a href="mailto:esc8642@lausd.net">esc8642@lausd.net</a>
	Edward Salazar	(213) 241-4981	<a href="mailto:exs3827@lausd.net">exs3827@lausd.net</a>
Northeast	Debra Dillard	(213) 241-4950	<a href="mailto:debra.dillard@lausd.net">debra.dillard@lausd.net</a>
Northwest	Miguel Garza	(213) 241-6102	<a href="mailto:miguel.garza@lausd.net">miguel.garza@lausd.net</a>
South	Darvina Bradley	(213) 241-2091	<a href="mailto:darvina.bradley@lausd.net">darvina.bradley@lausd.net</a>
	Carolyn Chang	(213) 241-4550	<a href="mailto:cchang@lausd.net">cchang@lausd.net</a>
West	Karen Castro	(213) 241-5436	<a href="mailto:karen.castro@lausd.net">karen.castro@lausd.net</a>
	Michael Thompson	(213) 241-2533	<a href="mailto:michael.a.thompson@lausd.net">michael.a.thompson@lausd.net</a>
Special Education/ Itinerants	Carol Shimizu	(213) 241-2505	<a href="mailto:cms6440@lausd.net">cms6440@lausd.net</a>
Support Services	Oscar Hernandez	(213) 241-6923	<a href="mailto:oherna2@lausd.net">oherna2@lausd.net</a>
Contract Pool	Andres Equihua	(213) 241-8091	<a href="mailto:andres.equihua@lausd.net">andres.equihua@lausd.net</a>

# TEACHER QUALITY SPECIALISTS

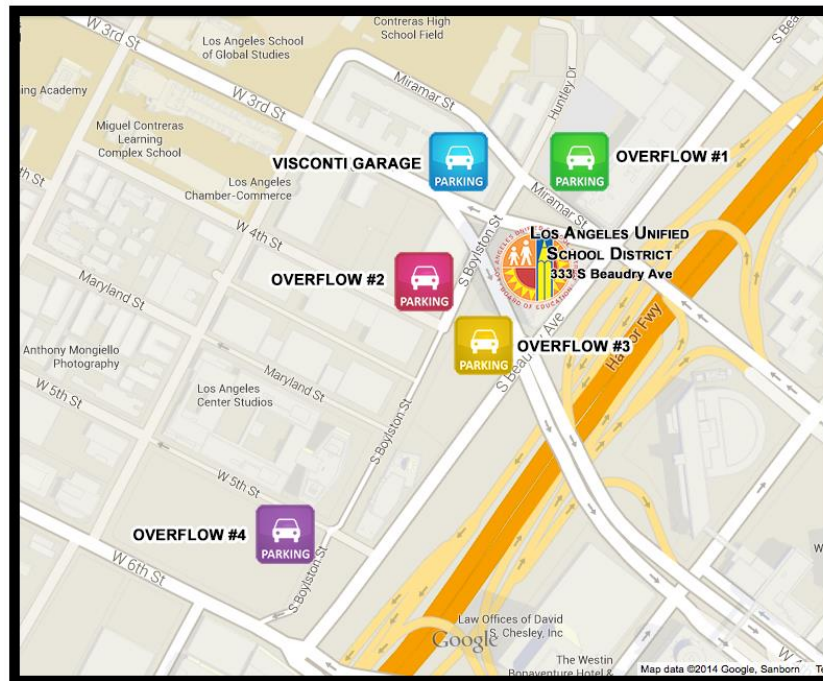
LOCAL DISTRICT	TEACHER QUALITY SPECIALIST	TELEPHONE NO.	E-MAIL ADDRESS
Lead	Shelley Williams	(213) 241-5100 Ext. 29072	<a href="mailto:shelley.williams@lausd.net">shelley.williams@lausd.net</a>
Central	Cherika Braxton	(213) 241-5100 Ext. 29199	<a href="mailto:cdb4541@lausd.net">cdb4541@lausd.net</a>
East	Lucy Terarakelyan	(213) 241-5100 Ext. 14854	<a href="mailto:lxt4539@lausd.net">lxt4539@lausd.net</a>
Northeast	Lalaine Tan	(213) 241-5100 Ext. 29090	<a href="mailto:ltan3@lausd.net">ltan3@lausd.net</a>
Northwest	Lalaine Tan	(213) 241-5100 Ext. 29090	<a href="mailto:ltan3@lausd.net">ltan3@lausd.net</a>
West	Robin Share	(213) 241-5100 Ext. 29223	<a href="mailto:rshare@lausd.net">rshare@lausd.net</a>
South	Tiffany Christian	(213) 241-5100 Ext. 29329	<a href="mailto:tmc6331@lausd.net">tmc6331@lausd.net</a>

# VISITING LAUSD HEADQUARTERS

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

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

**Note:** There is no validated LAUSD visitor parking in the Beaudry Building Parking Lot. If the Visconti Visitor Parking Lot is full, parking lot attendants at the garage will re-direct you to an overflow lot. Please do NOT park in any overflow lot unless directed – your validation may not be honored.



#### VISCONTI GARAGE

Main visitor garage for LAUSD Headquarters visitors. Free to visitors on District business with proper department-provided validations.



#### VISITOR OVERFLOW PARKING - #1

First visitor overflow lot for when Visconti is full. Also may be used after 5 PM and on weekends for visitor parking with **prior arrangement** through Morlin Asset Management by calling (213) 241-1320.



#### VISITOR OVERFLOW PARKING - #2

Special visitor overflow parking lots. Free with validation but available **only** when directed.



#### VISITOR OVERFLOW PARKING - #3

Special visitor overflow parking lots. Free with validation but available **only** when directed.



#### VISITOR OVERFLOW PARKING - #4

Special visitor overflow parking lots. Free with validation but available **only** when directed.

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 MAY NOT BE HONORED.**

## DRIVING DIRECTIONS

### FROM THE 110 NORTH:

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

### FROM THE 110 SOUTH:

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

### FROM THE 101 SOUTH:

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

## ACCESS INTO LAUSD HEADQUARTERS

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

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

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

## PUBLIC TRANSPORTATION TO LAUSD HEADQUARTERS

### DISTRICT SHUTTLE

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

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

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

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

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

### **PUBLIC TRANSPORTATION**

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

### **BUILDING ENTRANCE**

Access to the LAUSD Administrative Offices is through the main entrance of the Beaudry Building. Visitors may enter the building between 6:00am and 6:00pm, Monday through Friday.

When visiting the LAUSD Headquarters, you will be required to check in at the Security desk located in the lobby to be given a Visitor Pass. To expedite this process, remember to bring your driver’s license or other government-issued ID. If you have an appointment with a specific person, know the name and department or floor.

### **EMPLOYEE SERVICE CENTER**

The Employee Service Center (ESC) is also in the Beaudry lobby. The ESC can provide information and assistance to employees regarding payroll, benefits, District policies and procedures, retirement, and support resources. Walk-ins are welcome Monday to Friday, from 8am to 5pm. They can also be reached by phone: (213) 241-6670.

There is a cafeteria on the basement level of Beaudry (A Level), which is open to all employees. Access the stairway or elevator nearest the guard desk.

# 2017-2018 INSTRUCTIONAL CALENDAR

On January 10, 2017, the Board of Education for the Los Angeles Unified School District approved the following instructional Calendar:

**AUGUST 14, 2017**

- FIRST DAY OF FALL SEMESTER (PUPIL-FREE DAY)

**AUGUST 15, 2017**

- FIRST DAY OF INSTRUCTION

**SEPTEMBER 1, 2017**

- ADMISSIONS DAY (HOLIDAY)

**SEPTEMBER 4, 2017**

- LABOR DAY (HOLIDAY)

**SEPTEMBER 21, 2017**

- UNASSIGNED DAY (NO SCHOOL)

**NOVEMBER 10, 2017**

- VETERAN'S DAY (HOLIDAY)

**NOVEMBER 20 - 22, 2017**

- UNASSIGNED DAYS (NO SCHOOL)

**NOVEMBER 23 - 24, 2017**

- THANKSGIVING BREAK (HOLIDAY)

**DECEMBER 15, 2017**

- LAST DAY OF FALL SEMESTER



# 2017-2018 INSTRUCTIONAL CALENDAR

**DECEMBER 18, 2017- JANUARY 5, 2018**

- WINTER BREAK (HOLIDAY)

**JANUARY 8, 2018**

- FIRST DAY OF SPRING SEMESTER

**JANUARY 15, 2018**

- MARTIN LUTHER KING, JR. DAY (HOLIDAY)

**FEBRUARY 19, 2018**

- PRESIDENTS' DAY (HOLIDAY)

**MARCH 26 - 29, 2018**

- SPRING BREAK

**APRIL 2, 2018**

- CESAR CHAVEZ BIRTHDAY (HOLIDAY)

**MAY 28, 2018**

- MEMORIAL DAY (HOLIDAY)


**JUNE 7, 2018**

- LAST DAY OF INSTRUCTION

**JUNE 8, 2018**

- PUPIL FREE DAY

# 2017-2018 INSTRUCTIONAL CALENDAR

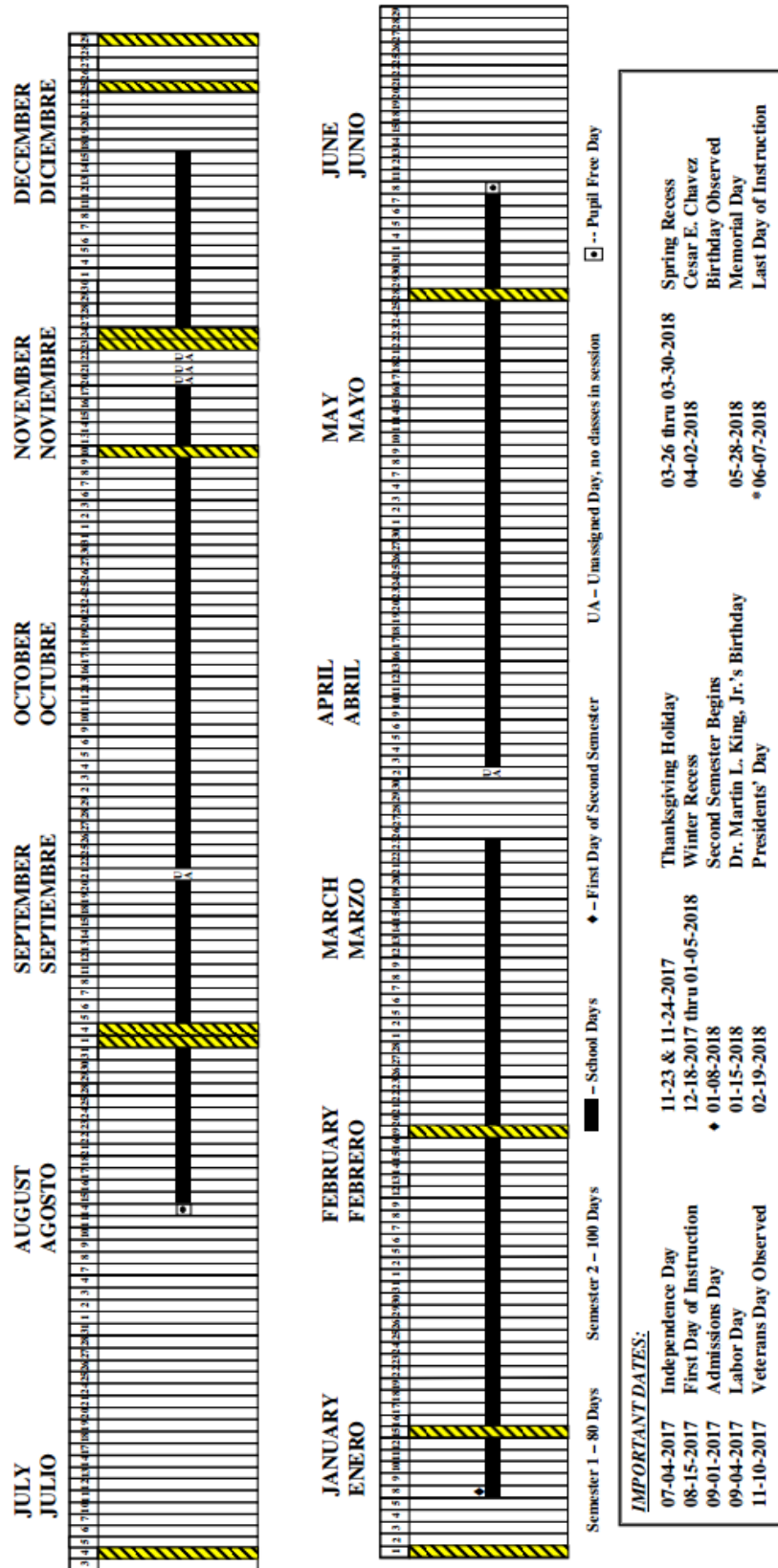


**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES**

**Board Approved**  
**1/10/2017**

**SINGLE TRACK INSTRUCTIONAL SCHOOL CALENDAR 2017-2018**  
**CICLO UNICO CALENDARIO ESCOLAR DE INSTRUCCIÓN**

□ Pupil Free Days  
 Monday, August 14, 2017  
 Friday, June 8, 2018  
 • If a school selects Monday,  
 January 8, 2018 as a Pupil  
 Free Day, then Friday,  
 June 8, 2018 becomes an  
 Instructional Day



# LAUSD SINGLE SIGN-ON AND E-MAIL

## ACTIVATING SINGLE SIGN-ON

The District provides each employee with an account that can be used to receive and send District email 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 EMAIL/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
- Comment 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:

- <http://achieve.lausd.net/Page/11176>
- (213) 241-5200
  - 7:30am – 4:45pm, Monday – Friday

## LAUSD E-MAIL

Once your SSO is activated, using Outlook to access your LAUSD Exchange email 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: <http://achieve.lausd.net/Page/2127>.

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

Once the SSO and email account are set up, teachers should check their LAUSD email 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 email a habit.

# BENEFITS

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One of the most valuable aspects of employment with LAUSD is your employee benefits program. LAUSD 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, LAUSD 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. Detailed information about

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

The LAUSD Benefit Guide and Health Benefits Enrollment Forms can be viewed and downloaded from Benefits Administration at: <http://achieve.lausd.net/Page/2141>. (Click on "Active Employees").

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

### Benefits Administration - Website

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

### Benefits Administration - Physical Address

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

### Benefits Administration - Mailing Address

PO Box 513307  
Los Angeles, CA 90051-1307

[benefits@lausd.net](mailto: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 \$18,000 per plan per year.

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>.

They can also be contacted by email: [benefits@lausd.net](mailto:benefits@lausd.net), or by phone: (213) 241-4262.

### NOTES • IDEAS • REFLECTIONS

# PAYROLL AND SALARY

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 at your school site. If the fifth of the month falls on a weekend, paychecks (and Direct Deposits) are issued on the Friday before the fifth. Paychecks for paydays falling during holidays are mailed to your home address. Paystubs for those enrolled in Direct Deposit are distributed in the same manner as paychecks.

Providing the Payroll Administration branch with your current personal contact information, including your address, phone number, and emergency contacts, will insure that you receive your paycheck in an accurate and timely manner. Changes to this information, as well as changes to your W-2 forms, including Federal and State tax exemptions, can be made with your school SAA, or through the Payroll branch. Payroll forms, including Direct Deposit forms, are available through the Payroll Branch: <http://achieve.lausd.net/Page/1083>. 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 8am and 4:30pm at: (213) 241-2570 or [payrollsupport@lausd.net](mailto:payrollsupport@lausd.net).

**LAUSD MyPay** is an initiative to modernize payroll at LAUSD to ensure that paychecks are accurate, efficient, and environmentally friendly. By modernizing payroll, LAUSD is serving employees better, saving hundreds of trees, and returning millions of dollars to classrooms. MyPay encourages all employees to go paperless, and access paystubs, W2s and other payroll information electronically. For more information or to sign up to go paperless, visit the MyPay website: <http://achieve.lausd.net/Page/4662>.

**Employment Verification** is a service LAUSD provides upon request to employees who require employment verification to third parties (i.e. mortgage lenders, rental agencies, social services, other employers, etc.). 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: <http://achieve.lausd.net/Page/4298> or by phone: (800) 367-2884.

## SALARY TABLES FOR TEACHERS

The Salary Allocation Unit staff 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 on following pages.)

## THE ROAD TO 98

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 to vertically to the next box, or “schedule,” on the salary table. To maximize salaries, teachers are encouraged to earn the maximum number of salary points – 98 – by the tenth year of service.

**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 LAUSD. (They do 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 work day, nor training for which they are paid. District-sponsored professional development opportunities can be found through *The Learning Zone*: <https://lz.lausd.net>. The Salary Allocation website also has a list of approved professional development opportunities: <http://achieve.lausd.net/salary-point>.

**Voluntary after-school-hours meetings** and professional development sessions provide another way to earn salary points. For these meetings you will receive, or can request, verification of the hours attended. For example, participants at monthly New Teacher Meetings receive verification of hours for attendance. After 30 hours are accumulated, these can be submitted for one salary point. For other professional development activities, teachers should collect verification of attendance (such as a certificate, administrator's signature on letterhead, program description or transcripts.)

**Travel** related to a teaching subject can be awarded salary points. Travel points need to be planned in advance, submitted on a specific form, and completed at least two weeks prior to the trip. There are other requirements; contact the Salary Point unit for more information: <http://achieve.lausd.net/salary-point>, or (213) 241-4386.

### 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 the Learning Zone: <https://lz.lausd.net>. 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: <http://www.tinyurl.com/SalaryPoints>.

If you have concerns or questions, **SALARY ALLOCATION** can be contacted at **(213) 241-6121**.



### Los Angeles Unified School District

## 2016-2017 Salaries for Teachers with Regular Credentials (T) C Basis

Preparation Salary (T) Table (Regular Credentials): 2016-2017 rates continue the 2016-2017 rates. This table applies only to employees holding regular credentials (i.e., non-emergency, non-intern) and a Bachelor's Degree, or possession of certain vocational or industrial arts credentials.

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

Additional Pay Scale Group	11	12	13	14	Career Increments (CI)			
					First CI (C1)	Second CI (C2)	Third CI (C3)	Fourth CI (C4)
(continued)								
<b>27 (+ 98 points)</b>	80,498	80,844	81,214	81,560	\$82,801	83,434	85,641	87,085
					<b>+ MA</b>	83,385	84,018	86,225
					<b>+ DR</b>	83,969	84,602	86,809

Personnel Research & Analysis:IC/Salary Tables/2016-2017 Salary Tables/2016-17 SALARY TABLES: T Annual





**Los Angeles Unified School District**  
**2016-2017 Salaries for Teachers with Alternative Certification (L) C Basis**

Preparation Salary (L) Table (Alternative Certification): 2016-2017 rates continue the 2015-2016 rates. This table applies only to employees who hold a Bachelor's degree and alternative certification (i.e., emergency, intern), not regular credentials.

Pay Scale Group (Req. Pts.)	* Pay Scale Level									
	1	2	3	4	5	6	7	8	9	10
<b>20 (Minimum)</b>	\$43,913	43,913	43,913	44,676	46,979	47,468	48,936	50,583	52,910	55,260
<b>21 (+ 14 points)</b>	43,913	43,913	44,294	46,036	47,862	49,640	51,525	53,387	55,213	57,683
<b>22 (+ 28 points)</b>	43,913	44,294	46,108	48,161	50,106	52,158	54,115	56,215	58,184	60,678
<b>23 (+ 42 points)</b>	44,294	46,072	48,161	50,249	52,492	54,652	56,800	58,924	61,084	63,900
<b>24 (+ 56 points)</b>	46,072	47,838	50,106	52,492	54,747	57,098	59,425	61,680	64,091	67,014
<b>25 (+ 70 points)</b>	47,671	49,676	52,206	54,652	57,110	59,604	62,098	64,508	67,002	70,188
<b>26 (+ 84 points)</b>	49,569	51,525	54,127	56,800	59,425	62,110	64,687	67,277	69,950	73,315
<b>27 (+ 98 points)</b>	51,012	53,387	56,215	58,924	61,704	64,544	67,289	70,093	72,873	76,549

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

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

Personnel Research & Analysis\IC\Salary Tables\2016-2017 Salary Tables\2016-17 SALARY TABLES: L Annual

# CHAPTER 2:

## GETTING READY

- KNOW YOUR SCHOOL
- CHECKLIST: THINGS TO KNOW
- NEW TEACHER SUPPORTS
- CLASSROOM SET-UP
- CHECKLIST: CLASSROOM SAFETY
- SUBSTITUTE PLANNING
- HAVE A GREAT FIRST DAY!
- STARTING MID-YEAR



# KNOW YOUR SCHOOL

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## VISIT YOUR SCHOOL SITE

If possible, arrange some time to visit your school site before your teaching assignment begins. Ask your principal when you can come in to meet and set up your classroom. Once there, talk with your administrators and others who can answer questions and familiarize you with the school. Understand the roles and responsibilities of the school staff with whom you will interact, and get a feel for the community in which you will be working.

## PRINCIPAL

Your principal is the instructional and administrative leader of the school. The principal's responsibilities include:

- Setting and reinforcing expectations for student and staff behavior
- Supporting and guiding the faculty toward excellence
- Arbitrating student conflicts
- Communicating and working with parents
- Coordinating collaboration among staff
- Managing emergencies and challenging situations within the school
- Guiding the development of new teachers from emerging to effective educators

It is imperative that you create and maintain a strong line of communication with your principal, and that you strive to meet the expectations that the principal has established for your school staff.

## YOUR SCHOOL COMMUNITY

In addition to talking with your principal about your responsibilities and expectations in your work, you might also gain some insights into your school community. Ask your principal and other staff members about the neighborhoods and families around the school. What languages are spoken in the homes? What percentage of students are on free/reduced lunch? What kind of parent involvement is there? What other aspects of the school culture should you be aware of?

In addition to conversing with your school colleagues, you can do some research on your own. Drive through the neighborhood and stop in at local establishments to get a taste of the community. Research the demographics of the community. You can find data about your school at <http://www.ed-date.org>, and information about the neighborhood is available through the L.A. Times online neighborhood mapper: <http://maps.latimes.com/neighborhoods>.

## SCHOOL STAFF TO KNOW

The **School Administrative Assistant (SAA)** is the administrative assistant to the principal and handles communication with the principal as well as managing the principal's clerical tasks. In addition, the SAA oversees the tasks that keep the

school running, and the one who can generally field most of your day-to-day questions. The SAA is the best person to instruct you on:

- Procedures for signing in and out each day
- Reporting student attendance
- Arranging substitutes and informing the school when you will be absent
- Payroll questions
- School calendar, bulletins and other school information

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 custodial services, mail and shipments, and the assignment and distribution of keys. 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, Instructional Specialists** 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 Specialists can often assist teachers in accessing supplies and instructional materials, understanding school/District policies, information on testing procedures, and managing paraprofessionals/teacher's 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.

# CHECKLIST: THINGS TO KNOW

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

## NOTES • IDEAS • REFLECTIONS

# NEW TEACHER SUPPORTS

In addition to the assistance provided by your administrator and staff at your school site, there are other educators and programs within the District who provide new teacher support. Support providers may be ongoing, dedicated mentors, or occasional coaches or specialists. In all cases, the District is committed to ensuring that all new teachers receive the support they need to survive and thrive as educators.

**DISTRICT INTERN PROGRAM** is an Alternative Teacher Certification Program for pre-credentialed teachers to earn their credentials while in classroom teaching positions. District Interns complete a carefully designed course of study taught by highly qualified, experienced instructional facilitators. At the same time, Interns are assigned experienced like-credentialed mentors who support and guide them individually throughout the program. The District Intern unit also provides programs to guide and certify Gen Ed-credentialed teachers seeking SPED credentials, and assists SPED-credentialed teachers in clearing their preliminary credentials.

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

**BEGINNING TEACHER GROWTH & DEVELOPMENT INDUCTION (BTGDI)** uses an alternative induction process to support teachers with preliminary credentials as they clear their credentials. Participating teachers attend small group support meetings throughout the District, and are also assigned experienced mentors who provide one-on-one ongoing, focused guidance and support at their school sites.

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

**NATIONAL BOARD CERTIFIED** teachers have proven instructional expertise, and provide support to other teachers at their local school sites and throughout the District. NBC teachers can serve formally or informally as new teacher mentors, offering resources, guidance and feedback. New teachers may be matched with NBC mentor teachers through the University intern program, the Special Education unit, or the school site administration.

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

**SPECIAL EDUCATION SERVICE CENTERS (SESC)** serve as the administrative and operational hubs for Special Education services within the Local Districts, and new Special Education teachers can request support from these SESC teams. SPED Least Restrictive Environment specialists or Behavior specialists visit, observe and conference with new teachers at their school sites, offer feedback and resources, and provide professional development opportunities.

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

## LOCAL DISTRICT SPECIAL EDUCATION SERVICE CENTERS:

CENTRAL	EAST	NORTHEAST	NORTHWEST	SOUTH	WEST
•(213) 241-4999	•(323) 224-3300	•(818) 686-4400	•(818) 654-5001	•(310) 354-3431	•(310) 235-3700

**TEACHER SUPPORT UNIT** is designed to provide support to newly hired teachers on Provisional Permits, Short Term Staff Permits, and University Interns. These new hires are eligible to request a National Board Certified (NBC) teacher or

other qualified coach to assist them in acclimating to the school and District, and managing classroom set-up, District priorities and initiatives, home/school communication, and lesson planning. Provisional and Short-Term Staff permit teachers can also receive financial and instructional assistance in preparing for and taking the CSET and mandated exams, and in completing the other requirements to progress into the Intern program.

<http://achieve.lausd.net/Page/8784>

**TEACHER QUALITY PROGRAM** oversees and assists new teachers through regular New Teacher Meetings, monthly New2LAUSD newsletters, New Teacher Summer Institutes, the New Teacher Resource Guide, and individual school visits and conferencing. While Teacher Quality Specialists (TQS) focus their school visits and conferencing primarily on new teachers without other ongoing mentoring, all new teachers can benefit from the communications and professional growth opportunities provided by the TQS program. Each Teacher Quality Specialist supports new teachers within a local district area, and all new teachers should feel comfortable contacting their TQS with any questions and concerns.

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

**PEER ASSISTANCE AND REVIEW (PAR)** provides professional development opportunities and visiting mentors to support any educator in the District who requests assistance in improving their teaching practice. PAR services include professional development courses on Classroom Management, Student Engagement, The Power of Presence, Writing Instructional Goals and other topics.

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

**CONTENT AREA EXPERTS** are available within each Local District to provide resources, answer questions and provide professional development. Highly knowledgeable in their fields, these specialists and coordinators can provide assistance and information regarding programs and curriculum including English Learner Programs, Elementary and Secondary Mathematics, Next Generation Science, Elementary and Secondary Literacy and English Language Arts, Arts Integration, Common Core, and Instructional Technology. Content Area Experts can be contacted through the Instructional branch of your Local District.

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

# CLASSROOM SET-UP

An effective physical arrangement of your classroom can create a welcoming environment for your students. The layout of your classroom will also affect the ease of movement around the room, so desk groupings are a primary consideration. Before you start arranging furniture, sit somewhere in the room and get the feel of the space. Visualize where tables and desks should be placed, where the best placement is for your desk, how students will enter, where to place student-accessible materials, and where the story rug or presentation space should be. The physical layout of your classroom will also affect the ease of your movement around the room, so consider the walking space between desks, and proximity to doors, supplies and group work areas.

**TECHNOLOGY TOOLS:** If you need help planning your classroom space, Scholastic has an interactive *Classroom Set-Up Tool* that allows you to move furniture around and see your options: [http://teacher.scholastic.com/tools/class\\_setup](http://teacher.scholastic.com/tools/class_setup).

There are also lots of great ideas for classroom setups at the website *Classroom Desk Arrangements*. There you'll find arrangement ideas for class sizes from sixteen to thirty-six with names like Fan, Flat Tire, Backwards Dipper and U2: <http://www.classroomdeskarrangement.com>.

In planning, here are some specifics to consider:

**WHITEBOARD AND PROJECTOR SCREEN:** All your students must be able to see the board and the screen easily. Before settling on one desk arrangement, try sitting in different students' seats to find out if they will be able to 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. Once you have settled on one arrangement, tape all cords down securely. Make sure to include space for your laptop and speakers, as well as a handy spot for necessary items such as remote clickers, pointers, clipboards 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 desks, to prevent noisy disruptions. Think ahead about what papers will be coming and going throughout the day. Where will students turn in materials, and where students access materials? Use bins or folders and designate space for these in and out boxes.

**TEACHER'S DESK:** It is generally a good idea to position your work desk in a less trafficked location. In secondary schools, teachers typically place their desk in the front of the classroom. While being in the front of the class affords the teacher a good view of the students' faces, placing the desk at the back of the classroom has advantages, including allowing the teacher to conference more privately with individual students while overseeing the class. In any event, make sure your desk has a place where you can lock up your phone and other valuables.

**WHITE BOARD, BULLETIN BOARD AND WALL SPACE STRATEGIC PLACEMENT:** Designate space to post the daily agenda, assignments and announcements. Establish one location for writing or posting these items, and make sure they are visible to all students, as well as easily accessible for you. You can also designate one space for school information and announcements, including bell schedules, schoolwide learning goals and behavior plans, and upcoming events. Other room décor ideas:



- Do a colorful “I Am” project with your students during the first week of school, then display the work on your walls. This allows students to get acquainted and feel as though they are contributing members of the learning community.  
Post quotations by famous thinkers, writers, scientists, historical figures and inspiring leaders. Use their words to inspire students to higher levels of achievement.  
Use comic strips and/or political cartoons related to your curriculum. Or display newspaper editorials pertaining to your curriculum. This will encourage students to think critically about a controversial issue related to the content of your course.
- Create and display a wordle, or “word cloud” using keys words that are relevant to the classroom climate you want to create, or to an essential question your class will be exploring: <http://www.wordle.net>.

**LEARNING CENTERS** work best when they are pre-stocked with necessary materials and resources. In planning for Learning Centers, keep in mind that they should include a variety of activities to engage different types of learners. A labeled storage system of file folders, large envelopes or caddies will facilitate ease for students to work efficiently and independently. Both *Scholastic* (<http://www.scholastic.com>) and *Teacher Vision* (<http://www.tinyurl.com/LearningCenters>) provide excellent tips for setting up Learning Centers.

**LIGHTING** can make a big difference in classroom environment. A table lamp or two can give the classroom a cozier feel, and string lights can brighten a corner or highlight a feature in the classroom. A floor lamp in a reading nook can encourage settling down with a good book. (Be sure to keep cords taped down or out of the way.) For ideas about classroom lighting and set-up, as well as many other useful topics, look at Angela Watson’s website, *Cornerstone for Teachers*: <http://www.thecornerstoneforteachers.com>.

## NOTES • IDEAS • REFLECTIONS

# CHECKLIST: CLASSROOM SAFETY

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When arranging your classroom, safety is the first concern. Use this safety checklist to insure a safe classroom:

- ☐ 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 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?

# SUBSTITUTE PLANNING

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

- How to set up your LAUSD substitute system account in *SmartFindExpress*
- What information to include in your sub folder
- How to prepare emergency lesson plans for unplanned absences

## SMARTFINDEXPRESS

**SMARTFINDEXPRESS** is a telephone and browser-based system that manages LAUSD employee absences and substitute job assignments. As an employee, you can use *SmartFindExpress* to create absences and view or cancel absences 24/7. Information about using the SmartFindExpress system can be found below, 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 such time as you need to request a sub. 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 access 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.

For questions related to your substitute assignment or the *SmartFindExpress* system, call **(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>.

## SUB FOLDER & LESSONS

When substitutes arrive, and check in at the Main Office, they are generally given a standard folder containing basic school information: map, bell schedule, school rules and procedures, and general information about your particular class, room # and schedule of courses (for secondary). You may also indicate in this folder where more detailed information and current lesson plans can be found in your classroom desk or cabinet.

The more complete your information and instructions are for the substitute teacher, the better success they will have in maintaining the instructional momentum of your classroom. Information you might want to include in your general sub 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 sub to leave you notes

**PRE-PLANNED SUBSTITUTE LESSON PLANS** should be easily accessed in your sub 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 cut down on confusion.

In writing effective lesson plans, determine one or two objectives that you want students to take away from the substitute's lesson. If possible, write these objectives on the board before you leave or have the substitute write them at the beginning of class to reinforce their importance. Typically, the best assignments are those that require students to utilize text or information with which they already have some familiarity. Answering thoughtful questions or completing some type of written assignment are good tasks for substitutes to manage.

As you create these assignments, you need to keep in mind how much students will complete in class. It is better to over plan than to under plan. Leaving students without any activities to do for a long period of time creates a challenging situation for substitutes. Even if students don't complete all 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.

The *TeAch-nology* website has an excellent and very handy *Substitute Teaching Daily Plan Generator* which makes planning fast and easy. The interactive template will allow you to create a printable lesson plan which can be left for the substitute or saved as a PDF and sent to the substitute through *SmartFindExpress*:

[http://www.teachnology.com/web\\_tools/materials/substitute/daily\\_plan/](http://www.teachnology.com/web_tools/materials/substitute/daily_plan/).

## EMERGENCY LESSON PLANS

It is a good idea to have a set of emergency plans for those times when an absence catches you off guard and you have no time to leave plans. Because you do not know when you will use them, emergency lesson plans will 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

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

<http://tinyurl.com/SubLessons>

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

<https://www.education.com/worksheets>

## NOTES • IDEAS • REFLECTIONS

# HAVE A GREAT FIRST DAY!

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Make your first day a great one. These are some tips and strategies to help you start off well.

**Arrive early** to your school site, 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.

**Lock your personal items**, keys and valuables out of sight and in a safe place. You might also keep a supply of emergency supplies stored for your personal use. Paper towels, band-aids, safety pins, cough drops, wet wipes, protein bars and some extra bottles of water may come in handy.

**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 prearranged 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.

**Greet students with a smile** as you welcome them in. Begin at once to learn students' names, and be sure to introduce yourself to each student. 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.

**Start with a first day ice-breaker 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>.

**Have students prepare their own name tags or table tents** to help you quickly learn names. Practice learning and using students' names throughout the day, and encourage students to use one another's names as well. Make sure you are pronouncing students' names correctly, and work at pronunciations until you are secure.

**Teach class expectations and procedures.** Start the class with the most common routines and procedures they'll be using during the 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 devote time to routines and procedures, it is important to begin instruction as well. Lesson plan carefully and purposefully for the first week. Plan for more lessons and activities than you think you will need.

**Have lunch with colleagues.** As tempting as it might be to re-group alone in your classroom, joining your faculty in the lunchroom can give you a much-needed break and an opportunity to share collegial ideas and insights.

**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 (<http://www.teachingchannel.org>), and
- 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, successful:

- *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

## NOTES • IDEAS • REFLECTIONS

# STARTING MID-YEAR

Beginning your teaching experience mid-year brings additional challenges. You are stepping into a classroom where the students already know one another, are midway into the curriculum, and have established class procedures. Depending on the circumstances, students may also be distressed about the previous teacher leaving. Here are some suggestions and words of wisdom from other educators:

**VISIT BEFORE YOU START, IF POSSIBLE.** Ask the principal and other administrators about the school, the community and find out something about the background of the class(es) you'll be teaching. If you can, meet with your grade-level leader or department chair, and other school staff who can assist you and provide information. Introduce yourself and talk with your classroom neighbors. Make notes to yourself about who you can go to with questions or for assistance, and don't be afraid to call on these people. At the very least, make sure you know this information:

- ☐ Daily bell schedule
- ☐ School rules
- ☐ Where to make copies and copy machine protocol
- ☐ Emergency procedures
- ☐ Using the classroom phone
- ☐ Technology specifics (is there a laptop/iPad cart?)
- ☐ Student support services (are any students pulled out? RSP teacher who will be coming in?)
- ☐ Calendar events to know (Open House? grade submission dates?)

**KEEP NEW CLASSROOM SET-UP TO A MINIMUM.** While some rearranging of boards, furniture and space may be necessary, the more you can use the room as is, the more you can focus initially on other things. Make sure you have or create board space for the daily agenda and assignments. Make sure there are in-out spots for student work and that you have some designated desk space for yourself (and a place to lock up valuables). Make sure the necessary technology is in place and positioned properly. As you are using the classroom space in your first weeks, keep notes for what you might like to change in the future.

**SET REALISTIC GOALS FOR YOURSELF.** Focus first on the most important tasks: 1) maintaining reasonable order and safety in the classroom, and 2) moving forward in the basic curriculum. If there were functioning routines and procedures in place, keep continuity by continuing those basic routines for the time being. If there was an instructional plan in place, try to adhere to that as much as you can, at least until you get your bearings. Keep a "next year" file of notes and ideas that you can plan and put into action more fully in the coming year.

**LEARN YOUR STUDENTS' NAMES.** You can have students make name tags or table tents to help you learn their names. Take time to make sure you are pronouncing students' names correctly, and use students' names frequently during class. Be purposeful about calling on students by name, and encourage students to refer to each other by name as well.



**ESTABLISH ROUTINES AND PROCEDURES.** If you are not inheriting a class with working routines and procedures, make this your priority. Focus on the most important routines first:

- how to enter the classroom
- where personal belongings go
- how to get started at the beginning of the class
- procedures for asking permission to leave the room (restroom, nurse, etc.)
- distributing and collecting materials
- sharpening pencils; throwing away trash
- asking questions
- getting the attention of the class

**GET TO KNOW YOUR STUDENTS.** Coming in mid-year means you have less time to become familiar with your students and the class culture. It is a valuable use of time at the beginning to build student relationships through ice-breaker activities, morning circles or student questionnaires. You can ask about hobbies, favorite subjects, what they like to read, sports and music. You can share some things about yourself too. Get a feel for the class and communicate to students your enthusiasm for teaching and excitement about the coming weeks.

**CHECK IN WITH YOUR GRADE-LEVEL OR SUBJECT-ALIKE COLLEAGUES** to make sure you are on track with instruction. Ask for lesson ideas and resources. Take advantage of resources offered.

**EXPECT SURPRISES.** There will undoubtedly be school procedures and events of which you are unaware. You may find students being pulled out for a special program, bell schedule changes, assemblies and other programs, all of which could upset your plans. Try to roll with these changes with humor and flexibility. Take a deep breath, smile and move on. This will minimize your stress, and help you continue to move forward positively.

**DO NOT ENGAGE IN CONVERSATIONS ABOUT YOUR PREDECESSOR.** Focus on your own instructional goals for your class, and stay positive regardless of teacher or parent talk around you. In conversations with parents, listen to their comments, but keep your discussions focused on what is happening in your class now and in the future weeks and months.

**BE PATIENT WITH YOURSELF.** Starting mid-year is challenging. Learning about the school policies, your students, the curriculum and your colleagues, may feel overwhelming. Remember to focus on the main goals: ordered and safe classroom; and forward movement in instruction. Be patient and kind to yourself now, and you will have years ahead to perfect your teaching practice.

#### **ADDITIONAL RECOMMENDED RESOURCES FOR TEACHERS STARTING MID-YEAR:**

- *The Ultimate Guide to Starting a Teaching Job Mid-Year*
  - <https://www.cultofpedagogy.com/teaching-job-middle-of-school-year/>
- *How to Take Over a Classroom Mid-Year*
  - <https://www.thoughtco.com/take-over-classroom-midyear-tips-2081531>

# CHAPTER 3:

## CLASSROOM CLIMATE AND MANAGEMENT

- CLASSROOM CLIMATE & MANAGEMENT:  
FOUR KEY TEACHER MOVES
- COMMUNICATING COMPASSION AND  
CONVICTION
- POSITIVE BEHAVIOR PLANNING
- CREATING SAFE CLASSROOM  
ENVIRONMENTS
- RECOMMENDED RESOURCES



# CLASSROOM CLIMATE AND MANAGEMENT: FOUR KEY TEACHER MOVES

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## COMMUNICATING 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.

## MANAGE THE CLASSROOM EFFECTIVELY

A well-managed classroom is one where time is not wasted, where confusion and disruptions are kept to a minimum, and where students and teachers are relaxed and learning-focused. To create a well-managed classroom, students and teachers must practice a consistent set of routines, procedures, and behaviors. In a well-managed classroom, the business of running the class smoothly is shared by teacher and students, teachers communicate clear and positive expectations for students, and students understand those expectations and are given the tools and guidance to meet them.

## HAVE A POSITIVE BEHAVIOR PLAN AND HANDLE DISRUPTIONS CALMLY AND CONSISTENTLY

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.

## MAKE THE CLASSROOM A SAFE HAVEN

Many of our students enter our classrooms from home situations that are less than ideal. Many students have experienced trauma in their lives, and even those who have not directly faced hardships have seen their peers and communities in distress. Whether these youngsters act out with disruptive behaviors or stoically hide their pain, as teachers we can create safe havens in our classrooms where our students can find security, support and hope.

# COMMUNICATING COMPASSION AND CONVICTION

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The messages a teacher communicates early on can influence the students' mindsets throughout the year. From the first day, students are asking: Does this teacher think that I am worthy and capable of learning? Is this teacher enthusiastic about teaching and excited about what we will be learning? Is this a classroom where I feel welcome and know I will be treated fairly and respectfully?

As the familiar quotation says, "Students don't care how much you know, until they know how much you care."

Here are some ways that teachers can establish classroom communities that are welcoming, energized and inclusive.

**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 with them:

- where you grew up
- where you went to college and what you studied
- favorite hobbies and activities
- what your favorite subjects were in school
- positive things you have heard about the school / this class
- why you choose to be a teacher
- 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 own 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 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 helpfully and 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 that celebrate their family traditions that encourage 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

**BE AWARE OF YOUR OWN CULTURAL BIASES.** As teachers, we set the tone for our classroom. We are responsible for defining what is embraced and encouraged. To do this, understand your own cultural identity, and its consequences. Examine your cultural behavior patterns, especially when it comes to classroom management and discipline. Ask yourself where you feel you need to grow in terms of your cultural sensitivity. Although this type of reflection is often uncomfortable, it is important. Just as we expect our students to be open to discomfort as they learn, we as teachers need to do the same. Reflect openly and honestly, and make efforts to consider your own cultural biases as you interact with students.

**MAKE SURE STUDENTS HAVE CHOICE TO CREATE AUTHENTIC WORK.** When students have choice, they feel validated and empowered to create. As educator Anne-Marie Slinkman suggests in *The Art of Ed*:

*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. Students have a lot to share and will be willing to if they are given a voice. Make sure your lessons allow space for students to be different from one another, and you will be amazed what will come out in their work.*

**BUILD A CARING CLASSROOM COMMUNITY.** Spend time on community-building activities, including ice-breakers, 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 has a deep understanding of a culture your class is studying? Ask them to share what they know with your students. These experiences will provide your students with deeper and more authentic learning than you may be able to provide yourself.

### NOTES • IDEAS • REFLECTIONS



## PRAISE, ENCOURAGEMENT, AND FEEDBACK

Teachers are often told to praise early and praise often, but as educational psychologist Elizabeth Hartley-Brewer explains in *Scholastic Teacher*: there's good praise, and there's bad praise. "Praising well is a subtle art," says the author. "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.

**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.

**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. "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 "amazing's!" 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.”

Effective praise can be informative as well as reinforcing, can provide encouragement and support, and can help teachers establish friendly relationships with students. Praise should expressly describe noteworthy student behavior or accomplishment, and should praise effort and mastery, not innate ability.

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	considerate	consistent	cooperative
collaborative	courageous	creative	curious
determined	efficient	effective	enterprising
enthusiastic	flexible	focused	friendly
generous	inclusive	gracious	helpful
honest	integrity	initiative	innovative
insightful	kind	neighborly	observant
patient	perceptive	persistent	precise
positive	prompt	punctual	purposeful
respectful	responsible	steadfast	succinct
trustworthy	thoughtful	well-organized	witty

# CLASSROOM ROUTINES AND PROCEDURES

According to most successful educators, consistent routines and are the foundation for creating classrooms that run smoothly and productively. 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 an environment that is less stressful, and removing many sources of potential conflict so that teachers and students alike can focus on the work at hand.

Some teachers establish a great number of procedures, while others focus on only a few important daily routines. As long as teacher and students are comfortable and secure that the classroom is a calm and productive environment for learning, the goal has been met.

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 and papers

Remember to re-teach and re-fine your class routines and procedures all year long, 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 along the way.

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 questions to serve as a jumping off point:

## THE BEGINNING OF CLASS

- ☐ How should students enter the room?
- ☐ What happens when students are late (and what constitutes being late)?
- ☐ Where do students' book bags and other personal belongings go?
- ☐ What do students do after they enter?
- ☐ What is the class procedure for cell phones?
- ☐ How will the class have Breakfast in the Classroom (BIC)?
- ☐ What are the procedures for students to turn in homework?
- ☐ How do absentees retrieve assignments?

## DURING CLASS

- ☐ How do students obtain necessary supplies?
- ☐ How are handouts and books distributed?
- ☐ How does the teacher signal for attention?
- ☐ How do students respond when the teacher signals for attention?
- ☐ How do students signal for the teacher's attention?

- ☐ What is the procedure for heading papers?
- ☐ Are there daily/weekly classwork activities that can be formalized and practiced?
- ☐ What are the procedures for sharpening pencils? Throwing out trash?
- ☐ How are noise levels managed? What is an acceptable level of talk during seatwork?
- ☐ How is noise monitored?
- ☐ How do students move into groups?
- ☐ How do students behave during whole-group discussions?
- ☐ How do students work in small groups and discussions?
- ☐ How do students ask you for help? How/when can students ask one another for help?
- ☐ What are the procedures for using computers and tablets appropriately?
- ☐ How do students request to leave the room?
- ☐ What is your policy and the procedures for hall passes? nurse / office visits?
- ☐ How are summonses managed? What do students do when they return from a summons or school office?
- ☐ What do students do when they have completed the assigned work?

### 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 own 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?

### PLANNING FOR ROUTINES AND PROCEDURES

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

## TIPS FOR EFFECTIVE ROUTINES AND PROCEDURES

**PROCEDURES FOR ENTERING AND LEAVING THE CLASSROOM** should have the highest priority. Plan and teach these first, 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. Make sure 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.

**IT IS IMPORTANT THAT YOUR CLASS BEGINS PROMPTLY.** This is particularly important in secondary classrooms where, if you lose five minutes at the beginning of each period, you will lose 250 minutes, or five class periods, every 50 days. Further, if students are unfocused at the beginning, it can often be hard to bring them back on task. Beginning class on time is a learned behavior. Students change based on the expectations of their teachers. Thus, reinforcing your expectation that your class starts on time every day will communicate that this is a place where learning time is precious and respected.

**BUILD PACK-UP AND CLEAN-UP TIME INTO THE END OF THE PERIOD OR DAY.** Be specific in what you expect. Along with organizing their own materials to take home, and stacking their own chairs, assign student jobs or rotate 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 so the time is used efficiently.

**TRY BUILDING IN A SHORT PERIOD OF STILLNESS AFTER CLEANING UP,** before students leave. Use music or breathing to slow down the pace. You can use this quiet time to praise the class for positive learning that happened during the day, and remind them about the activities coming up.

**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. Two clotheslines are hung by the front door, one labeled “here” and the other “away.” When students enter at the beginning of the day, they move their clothespins to the “here” clothesline, allowing the teacher to easily spot who is absent. At the end of the period or day, students move their clothespins back over to “away” before leaving.
- Each student has a file folder with her/his name on it. Student’s collect their folders when they enter, and return them to the file before leaving. This is also a useful place for handing work back and forth. For secondary, each period can have a different colored file folder.
- Table group or teams take roll for themselves, and a team leader indicates absences on a class roll sheet.
- Use the roll call as an opportunity to interact with individual students while also 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.

**COLLECTING HOMEWORK SHOULD BE A STREAMLINED PROCESS.** Decide when and how students will turn in their work, who will do the collecting, and where the collect homework will go.

**HAVE A PLAN FOR RETURNING ABSENTEES.** Keep a folder for materials and have a student monitor assigned to communicate the prior day(s) activities.

**HAVE A PLAN FOR STUDENTS WHO NEED TO LEAVE THE ROOM** for the nurse, restroom or office. Premade passes or classroom hall passes can help in 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 are following school procedures.

**POST A DAILY AGENDA.** Have a posted schedule helps orient students to what they will be doing, and streamlines entry into learning. Students know at once what the expectations are for the day, 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. As you work on your lesson planning for the day, week and month, your daily agenda can, and should change. In this way, it is an accurate visual for what is actually going on in the classroom.

**USE HAND SIGNALS.** More and more teachers are using a hand signal method to allow quiet, seamless communication with individual students or with the class. Student requests for materials, answers to questions, assistance or permission to leave the room or move to another area can all be made silently, once the signals are learned. Teachers can also signal students to get their attention, move from one activity to another, remind individual students of the time, or offer a commendation. You can find many resources available online.

## NOTES • IDEAS • REFLECTIONS

# MODELING ROUTINES AND PROCEDURES

by Michael Linsin Author,  
*"The Classroom Management Secret and Smart Classroom Management"*  
[www.smartclassroommanagement.com](http://www.smartclassroommanagement.com)

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

Do it well and the results can be stunning. But modeling is also fraught with danger. Done incorrectly, it can result in confusion, poor execution of routines and procedures, and bundles of lost time. Follow these guidelines and you'll have your students executing the routines and procedures with ease, skill and confidence.

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

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

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

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

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

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

**MAKE IT LONGER.** Most teachers model only one thing at a time — like how to line up before school — but students remember best when you include several segments, linking them together into one long routine — how to line up before

school, how to walk into class, how to put away backpacks, and how to turn in homework. The *more* you ask them to do, within reason, the better they'll do.

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

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

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

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

**ASK A LOT TO GET A LOT.** Asking your students for the moon and then modeling for them exactly – and precisely – how to get it, is a recipe not only for excellent classroom management, but for great teaching as well.

**SHOW THEM. MODEL FOR THEM WHAT YOU WANT. GIVE THEM THE TOOLS THEY NEED TO BE SUCCESSFUL.** Then walk them step-by-step through how to use these tools. Be the great teacher your students want to follow. And follow you they will.

# 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 time-keepers and sound cues (bells, chimes, music) are sufficient to indicate to students what is expected next.
- **ARE STUDENTS ARE 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 starting learning undermines concentration and can frustrate students. Employ a visual instead, 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** work well to gently regain the class attention in a calm, non-intrusive manner. Some are also perfect for field trips, school assemblies, or anytime you want students' attention without making noise:

- 1. RAISE YOUR HAND UP IN THE AIR.** Teach students that when they see this, it is a signal to finish or pause what they are doing, come to quiet attention, and raise their hands.
- 2. USE SIGN LANGUAGE OR HAND SIGNALS. USE THE SIGN FOR "LISTEN" -- HAND CUPPED AROUND EAR.** Teach students that when they see this, it is a signal to finish or pause what they are doing, come to quiet attention, mirror the sign back, and be ready to listen. Here is a demonstration: <https://www.youtube.com/watch?v=CS-6hFyXSM4>.
- 3. DON A PAIR OF "MAGIC GLASSES" OR A "QUIET HAT."** Teach students that when they see this, they need to 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 when you stand in that spot it should be eyes on you.
- 4. TURN THE LIGHTS OFF AND ON, AND TEACH THE STUDENTS THAT THIS MEANS COME TO QUIET ATTENTION.** You can also use a disco light or a light wand to signal attention.
- 5. PROJECT A STILL OR ANIMATED PICTURE ON THE OVERHEAD.** Using the teacher-friendly website *PowToon*, make an animated image or video to project as a novel attention-getter.
- 6. USE TECHNOLOGY TO PROVIDE A VISUAL NOISE INDICATOR OR TIMER TO CUE STUDENTS** when the noise level is too high or it is time to finish up. The app *Bouncy Balls* (<http://www.bouncyballs.org>) is projectable and a fun way to monitor class volume, as it allows you to choose bouncing balls, emojis or bubbles that bounce on the screen to indicate the volume of the room. The *Too Noisy* app (<http://www.toonoisyapp.com>) is a favorite of teachers, can be used online or on a mobile device, and can function as an audio indicator, projected image or both. If you want to invest in a stand-alone electric classroom noise meter, recommended ones include *Yacker Tracker* and *Quiet Light*. Both of these large traffic light style devices indicate the class volume with green, yellow and red lights and can be set to emit a warning sound when the volume gets too high. For student time management, there are many projectable timers and stopwatches at <http://www.online-stopwatch.com> or <http://timer.onlineclock.net>.

**VERBAL ATTENTION-GETTERS** are favored by many teachers. Here are some popular ones:

1. **Teacher:** "One, two, three. Eyes on me," and points to him/herself.  
**Students:** "One, two. Eyes on you," and points to the teacher.
2. **Teacher** (holding up five fingers and counting down, as she/he makes voice quieter with each number): "When I get to zero I need the room to be completely quiet: Five, four, three, two, one." (This can also be done silently.)
3. **Teacher:** "Class, class?"  
**Students:** "Yes, yes?"
  - This very popular "Class, Yes," call-and-response is from *Whole Brain Teaching*. 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. Fun and effective, with lots of variations. For a full description and video examples, go to: <http://www.wholebrainteaching.com>.
4. **Teacher:** "Hocus Pocus."  
**Students:** "Everybody Focus."
5. **Teacher:** "Marconi and Cheese."  
**Students:** "Everybody Freeze."
6. **Teacher:** "All set?"  
**Students:** "You bet!"
7. **Teacher:** "Flat tire."  
**Students:** "Shhhh..."
8. **Teacher:** "Ready to Rock."  
**Students:** "Ready to Roll."
9. **Teacher:** "Goodness, gracious!"  
**Students:** "Great balls of fire!"
10. **Teacher:** "Oh my goodness! Oh, my dear!"  
**Students:** "Sassafras and ginger beer!"
11. **Teacher:** "When I say, 'I am,' you say 'ready.' I am..."  
**Students:** "Ready!"  
**Teacher:** "I am..."  
**Students:** "Ready!"

12. **Teacher:** "When I say 'welcome,' you say 'back.' Welcome..."  
**Students:** "Back!"  
**Teacher:** "Welcome..."  
**Students:** "Back!"
13. **Teacher:** "If you hear my voice, clap once, if you hear my voice clap twice." The teacher continues until he/she sees all the students clapping.
14. **Teacher** claps a pattern, and students imitate. Teacher claps a different pattern and teacher imitates. Teacher repeats until all students are quiet.
15. **Teacher:** "Clap your hands, stomp your feet, I want your bottoms in your seat!"  
or  
**Teacher:** "On your feet, please find your seat."
16. **Teacher:** "Are you ready, kids?"  
**Students:** "Aye, aye, Captain!" (*students salute*)
17. **Teacher:** "Zip it, lock it"  
**Students:** "Put it in your pocket." (*another good one for hand gestures*)
18. **Teacher:** "Stop, look and listen!" (*sung to the tune of "shave and a haircut, two bits"*)  
**Students:** "OKAY!"
19. **Teacher:** "And a hush fell over the crowd!"  
**Students:** "Hush ..."
20. **Teacher:** "To infinity"  
**Students:** "And beyond!"

**INSTRUMENTS AND SOUND EFFECTS** can make excellent attention-getters and time signalers. Favorites include chimes, bells, train whistles, rain sticks, tambourines, doorbells, bicycle horns and slide whistles. Find more at *Wonder Teacher* website: <http://www.wonderteacher.com/auditory-attention-getters-for-classroom-management>. You can also keep box of musical instruments, including silly instruments like kazoos and cowbells on hand. Every time you want the students' attention, choose a different instrument to play, or ask a student to pick and play one. **Animal noises** also make novel, fun attention-getters. Try the free mobile app *Animal Sounds* for iOS or Android, which can play dozens of realistic sounds that will intrigue students and create a fun "guess the animal" game. This can also be installed on your computer through Google games.

**MUSIC IS A GREAT WAY TO MANAGE TRANSITIONS.** Many teachers already use background music as students enter at the beginning of the day, to help students focus during quiet, independent work time, and to energize or calm the class (depending on the need) after breaks. But many agree that the most effective use of music is to signal and guide a class through timed transitions from one activity to the next, as the music selection can be designed to match precisely the desired length of time for the task.

The "guru" for using music for transitions is educator Rick Morris. In the *Music Central* section of his website *New Management* (<http://www.newmanagement.com>), Rick explains how to select precisely timed short tunes, particularly from television jingles and familiar pop music, that will both motivate students and provide them with the exact amount of time needed to complete a specific set of tasks. By strategically selecting tracks of different lengths and moods to match different needs, you can move a class from one task to the next with playfulness and ease. The *New Management* website also includes links to lots of free, proven music cuts, apps for organizing and playing the tunes, and instructions for teaching the procedures to your classes.

# POSITIVE BEHAVIOR PLANNING

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To create and sustain a productive and positive climate for learning, effective teachers prevent, minimize and manage disruptive behaviors through these proven actions:

- Promoting a classroom community characterized by fairness, cooperation and inclusion.
- Conveying warmth and acceptance toward students.
- Insuring the physical classroom environment is conducive to learning, and allows ease of teacher movement and proximity to all students.
- Establishing consistent routines and procedures.
- Communicating clear rules and behavioral expectations and enforcing fairly.
- Providing engaging and meaningful learning activities and utilizing class time fully so students can achieve learning goals.
- Acknowledging, praising and rewarding appropriate behavior.
- Striving to prevent misbehaviors before they occur and redirecting inappropriate behaviors when possible.
- Implementing a measured and fair continuum of consequences for misbehavior.
- Including parents in the teaching and reinforcing of expected behaviors.
- Seeking assistance beyond the classroom for students who exhibit serious behaviors.

In addition, many teachers find these proven *Positive Behavior Plan* practices effective:

**BRAINSTORM WITH STUDENTS TO ESTABLISH CLASS RULES.** This promotes student ownership in class functioning and lays the groundwork for positive student behavior. After soliciting students' ideas, select the class rules and then model and enforce them consistently. This communicates respect for the students and the value of your work together. Reinforce and applaud positive behaviors, celebrate successes, reward effort, and regularly acknowledge achievements.

**BUILD COMMUNITY IN THE CLASSROOM.** This is one of the most powerful keys to successful classroom management. There are many ways that teachers can nurture learning communities that are warm, safe and engaging. Institute regular class meetings or councils, provide students with opportunities to share life experiences, encourage a climate of trust and inclusion, and empower students to make decisions and manage the running of the classroom.

**RESPOND STRATEGICALLY TO DEFUSE DISRUPTIVE BEHAVIORS.** Develop a toolkit of effective discipline strategies to increase positive behaviors, decrease disruptions, increase academic performance, improve classroom safety, and establish a productive learning environment. 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.

# 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.

- Model the rules yourself.

**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. She explains:

*"I'd share this goal with my students, greeting them at the door with something like: 'I'm so excited to see you this morning, Oscar! I am going to be watching you really closely today to find some good news to share with your mom this evening. I can't wait to call her and tell her what a good day you had!'"*

*Some of these kids were difficult, extremely difficult. However, I was always able to find something sincerely positive about what he or she had done. As the days followed, I kept calling -- "I just wanted to share that today when \_\_\_\_ came into my class he said, 'good morning' to me and opened his notebook right away. I knew we'd have a good day!" Sometimes I'd stop in the middle of class and in front of all the students I'd call a parent. The kids loved that. They started begging me to call their parent too. It was the first choice of reward for good behavior -- "just call my mama and tell her I did good today."*



In his book *Connecting with Students*, educator Allen N. Mendler suggests this similar approach of sending occasional “positive paradoxical” notes home. Here’s his example:

Dear Mrs. \_\_\_\_\_,

*I have had the pleasure of having your son Joey in my class these last few weeks, and I find him to be an enthusiastic young man who is full of life. Joey is one of the more popular students and loves to socialize, and while I occasionally need to remind him to settle down, he adds a spark to our class that I really appreciate.*

Sincerely,

Mr. Smith

- 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 can 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.
- 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.

# BUILDING CLASSROOM COMMUNITY: CLASS CIRCLES, COUNCILS, AND MEETINGS

There are many benefits to implementing class meetings. Regular meetings are an excellent opportunity for teaching social skills and for fostering a spirit of trust and belonging in the classroom. Class meetings also offer an opportunity to handle disruptions and challenges in a thoughtful and proactive way. Class meetings may take different names and forms, but they have in common the intention to create a climate of cooperation, trust, safety and student agency. Here are general descriptions of the most common approaches to class meetings.

**MORNING MEETING** is familiar to many elementary teachers. This regular community-building time, often on Mondays, is an opportunity for students to check in with one another after the weekend and get ready for the week ahead. The goals of *Morning Meeting* are to:

- establish a climate of trust
- create empathy
- help all students feel heard and recognize
- set the tone for respectful sharing and learning
- support social and emotional learning

The teacher usually facilitates *Morning Meetings*, guides the conversation, and models appropriate listening and sharing skills. Before introducing *Morning Meeting* to your students, it is important to build a formal time into the weekly schedule (many teachers coordinate *Morning Meeting with Breakfast in the Classroom*), determine how to create a physical space for one inclusive circle, and prepare the students for the process.

Generally, *Morning Meeting* starts with a Greeting, where students are prompted to complete an open-ended phrase, and includes individual sharing, a whole circle activity and announcements. There are many great ideas for *Morning Meeting* organization, greetings and community-building activities on the web, including some wonderful ideas from educator Jennifer Gold on <http://www.mrsgoldclass.com/>.

**CLASS MEETINGS**, like Morning Meetings, foster a sense of community in the classroom by inviting students to share information about themselves and celebrate accomplishments. In addition, students in *Class Meetings* are empowered to problem-solve and make collective decisions regarding class rules and procedures, the organization of the classroom, class jobs, event planning, and handling disruptions. In most *Class Meeting* models, there is a formal agenda including items suggested by the students, and often students serve as meeting leaders, rotating so all have a chance to hone their leadership skills. *Class Meetings* create a climate of cooperation and democracy, and can diffuse conflicts and assist in classroom management. In successful *Class Meetings*:

- students sit in a single circle formation
- agendas follow an established pattern often including announcements, check-in or sharing, appreciations, issues of concern, brainstorming solutions, decision-making, event planning, community-building
- students contribute items to the agenda (a suggestion box works well for this)
- students lead the meetings
- the teacher acts as coach
- respectful behavior is modeled

- students show appreciation and encouragement to each other
- both problems and suggestions are discussed
- decisions are reached through voting or consensus

Teachers who have adopted *Class Meetings* report very positive results, including a class climate that is more caring, cooperative and friendly, and a greater student ownership in the positive functioning of the class. The *Cornerstone for Teachers* website offers a great introduction to setting up Class Meetings: <https://thecornerstoneforteachers.com/class-meetings/>.

**COUNCIL** is similar to Morning Meeting in that it offers a designated weekly meeting time for a class to sit together in a circle to build community, celebrate accomplishments, make decisions, resolve conflicts, and build a class culture of belonging and trust. Based on the ideas in the book *The Way of Council* and others that draw upon ideas from Native American culture, *Council* is a group communication process that emanates from concepts of democracy and inclusivity. The teacher in *Class Council* usually acts as the facilitator, and an object is designated as the talking piece. At the center of the *Council* model are these guiding principles:

- sit together in a circle
- speak when holding the talking object
- speak from the heart
- listen with the heart
- be spontaneous
- keep to the heart of the matter when you speak; give time to others to speak as well
- keep the confidentiality of the council

Several schools within LAUSD have adopted the Council model with great success. In addition to creating a climate of trust and respect, teachers report a deepening of classroom discussions, and a strengthening of problem-solving and collaboration skills. Here are two schools who have had success with Council: *The Council Program* at Paul Revere Middle School <https://www.paulreverems.com/domain/41>, and *The Way of Council* at Wonderland Elementary <http://www.wonderlandschool.org/programs/way-of-council>.

**COMMUNITY-BUILDING CIRCLES** (often simply called “*Circles*”), like *Council*, have roots in Native American cultures as an approach to building community, and mediating and conferencing between the community and members who have caused hurt or offense. As a foundational piece of the Restorative Justice process, *Circles* offer an opportunity to:

- celebrate accomplishments
- build community
- resolve conflicts
- rebuild damaged relationships

During a *Circle*, the facilitator, who can be a teacher or student, begins with a reminder of the norms for the group, introduces the talking piece, and poses a question or prompt. The talking piece is then passed around the circle student to student, with only the one holding the talking piece speaking, as everyone else listens actively. The questions posed by the facilitator help the group check in on how they are feeling, get acquainted with one another, explore their common experiences and values, share stories from their lives, reflect on the *Circle* process and how it is functioning, and express appreciation for the positive work of the group.

Schools and classrooms across LAUSD have implemented class *Circles* as part of Restorative Justice model. The District has committed to implementing Restorative Justice practices in all schools by 2020, so many faculty have already been trained in facilitating *Circles* in their classrooms. Teachers who embrace *Circles* in their classes report that their classes have become more cooperative, caring, equitable and inclusive. Here are ideas to get started:

*Teaching Restorative Practices with Classroom Circles:* <http://www.healthiersf.org/RestorativePractices/>.

## NOTES • IDEAS • REFLECTIONS

## DEFUSING DISRUPTIVE BEHAVIORS

There are a series of actions 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:

**IDENTIFY EXPECTED BEHAVIORS.** This lets students know the rules and routines required to be successful in a learning environment, and helps prevent problem behaviors. Expectations should be visible in the classroom, as well as through individual checklists.

**TEACH, MODEL AND PRACTICE.** Students need opportunities to see and practice the expected behaviors. This can be done through whole-class practice and individual modeling with an adult. *Teach, Model and Practice* can also be reinforced through classroom reminders of expectations. Visuals such as *Stop-Think-Act* charts are helpful.

**PROVIDE SPECIFIC FEEDBACK.** Praise and correction is essential for students to practice expected behaviors consistently. The use of tokens, targeted praise, smiles and high-fives provides positive reinforcement. Giving feedback, such as reminding students to stop and make better choices, helps students stay accountable for their actions.

**MODEL A CALM, POSITIVE AND FOCUSED PRESENCE.** Through positive interactions with students and thoughtful organization of the classroom, teachers can create peaceable, 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 *StickPick*, 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.

### 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.

### 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 ..."

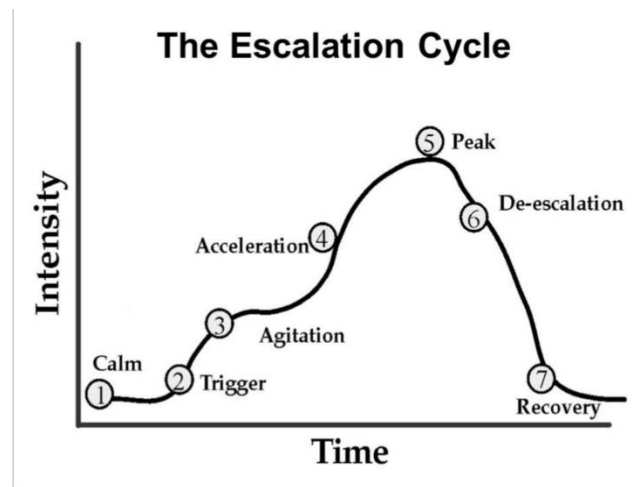
**TABLE THE MATTER.** The teacher acknowledges the need to meet and discuss the student's concerns and behavior while allowing time for emotions to settle down, and also minimizing the disruptions to the class. The teacher suggests, "We need to talk about this, but not right now. Let's table this discussion 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.*



**To prevent or minimize escalating behaviors, these factors are important to understand:**

1. Escalating behavior is a chain of increasing off-task and disruptive behaviors.
2. Escalating behavior chains are interactive pathways involving both teacher and student behaviors: successive "my turn-your turn" events.
3. The teacher's behavior sets the stage for the next student behavior.
4. Intervening early in the behavioral chain can disrupt the whole chain. The situation can be escalated or defused depending on the kind of response the teacher provides.
5. Staying calm is imperative. Teachers cannot take student behaviors personally nor engage in power struggles. The goal is to break the interactive pathways.

These are the phases of the escalation cycle and recommended interventions:

**PHASE 1: CALM STAGE.** In this stage, a student is able to follow directions, is less likely to react to provoking situations, is responsive to praise and other forms of reinforcement, is able to make mistakes and receive correction, and is interested in showing work and talking about the achievement. The teacher can help students remain in this phase by:

- Structuring appropriate physical space

- Establishing, teaching and reinforcing expectations
- Providing appropriate and engaging instruction
- Providing clear, consistent class structure
- Allowing adequate time for task completion
- Teaching and practicing problem-solving skills
- Establishing clear procedures for requesting assistance

**PHASE 2: TRIGGERS.** In this stage, the student responds to one or more of these triggers:

- Provocation from another person (adult or classmate)
- Problem-solving situations the student finds challenging
- Having to face consequences for behavior
- Continued errors
- Interruption of routine

If the teacher is aware of one or more of these triggers occurring, these interventions can defuse the situation:

- Identify and acknowledge the trigger
- Modify the influence of the trigger
- Prompt alternative behaviors
- Prompt use of a problem-solving routine
- Prompt the use of social skills

**PHASE 3: AGITATION.** These are the behavioral indicators for agitation:

- Increased or decreased body/eye/hand movement
- Cryptic speech / no speech
- Questioning and arguing
- Non-compliance and defiance
- Verbal abuse
- Disruption of class
- Bothering others
- Destruction of property
- Whining and crying
- Limit testing
- Threats and intimidation
- Avoidance and escape
- Off task behavior

When a student is indicating agitation, the teacher must remain calm and avoid being drawn into a power struggle. These are *interventions* that can defuse the agitation:

- Provide quiet or alone time and space.
- Provide additional time for thinking or processing.
- Provide teacher support through assistance or assurance.



- Insure adult proximity.
- Offer choices:
  - Independent activity
  - Movement activity
  - Relaxation activity
  - Preferred activity

**PHASE 4: ACCELERATION.** These are the behavioral indicators for the acceleration phase:

- Uses engagement behaviors (questioning, arguing, provoking) to get a response
- Threats, intimidation, defiance
- Leaves the situation
- Physical aggression
- Self-abuse
- Property destruction

When a student has moved into the acceleration phase, these are *interventions* that can defuse the agitation:

- Provide reminders.
- Avoid escalation prompts.
- Maintain calmness, respect and detachment.
- Approach student in a non-threatening manner.
- Modify the task or task demands.
- Alter the physical arrangement or proximity to others.
- Praise engagement.
- Keep instructions short and simple.

If a student is non-compliant or argues, avoid being pulled into the no-win battle of the power struggle. Instead:

- Step back and listen to the real message being conveyed.
- Redirect the topic.
- Offer choices and options.
- Consider a reasonable middle ground when possible.
- Focus on solutions.

**PHASE 5: PEAK.** When student behavior has escalated to the Peak phase, which is indicated by physical aggression to self, others or property, it is generally necessary to enlist assistance from other school personnel. Keep in mind, the primary goal in this situation is safety. Try to clear the area and give the student space. Allow time for the student to recover. Implement the school Crisis Plan.

**PHASE 6 AND 7: DE-ESCALATION and RECOVERY.** Following an incident, a student may be confused and withdraw, may be subdued or reluctant to talk about the incident, or may attempt to reconcile respond to directions. Respond by praising appropriate behavior, allow time and space for recovery, be empathetic, and debrief when appropriate.

Overall strategies for defusing disruptive behaviors review:

- Remain calm.

- Pause and disengage.
- Maintain flow of instruction.
- Attend to on-task students.
- Re-direct off-task students.
- Neutrally present choice to disruptive student.
- Talk with student privately.
- Allow time for choice.
- Follow through based on student's choice.
- Debrief later.

**NOTES • IDEAS • REFLECTIONS**

# CREATING SAFE CLASSROOM ENVIRONMENTS

Both within LAUSD 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 16<sup>th</sup> 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 LAUSD 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 LAUSD School Mental Health Branch (<http://achieve.lausd.net/Page/1316>) 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.

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.

Finally, 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 LAUSD. 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.

Download the LAUSD Emergency app (<http://achieve.lausd.net/emergencyapps>) and teach the procedures in advance (see the end of this section for specific drill procedures).

## EMERGENCY DRILLS AND PROCEDURES

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

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

**CRISISMANAGER, THE LAUSD STAFF/RESPONDER EMERGENCY PLAN MOBILE APP**, is a handy and valuable resource available to all District staff. The app is free and available for both Android and iOS smartphones and tablets, and it is highly recommended that all staff download and access this useful and timely tool:

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

*CrisisManager* by *SchoolDude* can be downloaded through your app store, or by reading this QR code:

iTunes App Store for Apple devices:



Google Play for Android devices:



Once you download, install and open the app, then go to “Create Account.” From there, input your LAUSD email address and select a password. Once your account has been created, you will be sent an email confirmation. Click on the link provided to complete the process.

Return to the app, log in and click on the home page. A “Confirm Plan Download” pop-up screen will appear, giving you the option to download the Staff/Responder Emergency Plan. Click “yes” to download. Once the plan is downloaded, it will appear on your CrisisManager home page. You will not need to log in again. Tap on the plan to access this resource.

### STANDARD EMERGENCY PROCEDURES FOR ALL LAUSD SCHOOLS ARE AS FOLLOWS:

#### FIRE DRILL

Signal: 5 short bells rung in continuous cycle

1. Students exit the classroom, walking in a quiet, orderly and swift manner.

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

## EARTHQUAKE PROCEDURES

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

6. Evacuate to emergency assembly area following same route and instructions as for fire drill, steps #3-7 above.
7. In the event of an earthquake or drill while on school grounds but outside school buildings:
  - a. Stay clear of buildings, power lines, light poles, etc.
  - b. Drop to the ground, cover head if possible and hold onto a stable object if available.
  - c. Remain clear of obstacles and wait until situation stabilizes and staff member gives all clear.
  - d. Move to the emergency assembly area.
8. At the assembly area, teacher takes roll and accounts for all students. (Be prepared to report inconsistencies to emergency team leader.)

### **DROP/TAKE COVER DRILL**

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

Drop/Take Cover procedures when inside the classroom:

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

Drop/Take Cover procedures when outside the classroom:

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

### **LOCKDOWN DRILL**

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

1. Immediately lock doors.
2. Close blinds and cover door windows, if necessary.
3. Move students away from windows.
4. Keep students quiet and still.
5. Remain in classroom until emergency is over, as announced by the site administrator.

6. Students and adults outside a classroom when a Lockdown is announced should proceed immediately to the closest classroom and follow the above procedures.
7. Lockdown procedures when outside a classroom:
  - a. Proceed to the closest room and go inside.
  - b. Lock doors.
  - c. Close blinds and cover door window, if necessary.
  - d. Move students away from windows.
  - e. Remain inside room until emergency is over, as announced by the site administrator.

## **SHELTER-IN-PLACE**

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

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

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

## **CLASSROOM EMERGENCY SUPPLIES**

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

- Bottles of water
- Portable phone charger
- Flashlight and extra batteries
- Sunscreen and/or hat
- An extra sweatshirt or hoodie, and extra socks.
- Blanket or tarp
- Non-perishable snacks
- Protein bars or other non-perishable snacks (avoid peanuts, if possible)

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



# RECOMMENDED RESOURCES

## FOR COMMUNICATING COMPASSION AND CONVICTION:

### ***Creating More Compassionate Classrooms***

by Joshua Block for *Edutopia.org*

<http://www.tinyurl.com/classroomcompassion>

### ***Connecting with Students***

by Allen N. Mendler

2001 ASCD Publications, Alexandria VA

### ***The Compassionate Classroom: Relationship Based Teaching and Learning***

by Sura Hart & Victoria Kindle Hodson

2004 Center for Nonviolent Communication Press, Encinitas CA

### ***Meeting Students Where They Live***

by Richard L. Curwin

2010 ASCD Publications, Alexandria VA

### ***Rita Pierson: Every Kid Needs a Champion TEDTalk***

<https://ted.com/talks/rita-pierson-every-kid-needs-a-champion>

### ***5 Ways to Help Create a Culturally Sensitive Classroom***

by Anne-Marie Slinkman for The Art of Ed

<https://www.theartofed.com/2016/11/28/5-ways-help-create-culturally-sensitive-classroom/>

### ***Create Success! Chapter 1. Culturally Relevant Instruction***

by Kadhira Rajogopal, educator and 2011 Teacher of the Year

2011 ASCD Publications, Alexandria VA

Read Chapter 1 here:

<http://www.ascd.org/publications/books/111022/chapters/Culturally-Responsive-Instruction.aspx>

### ***5 Ways to Create a Culturally Responsive Classroom***

by Sara Gray for the National Equity Project

<https://blog.nationalequityproject.org/>

### ***5 Tips for Creating a Culturally Responsive Classroom***

by Jennifer Nicole Bacon, M.Ed. Educator and founder of Black Women Writing

<http://curry.virginia.edu/blog/2015/10/14/5-tips-for-creating-a-culturally-responsive-classroom/>

### ***Talking to Tweens***

by Elizabeth Hartley-Brewer, Author

<http://www.scholastic.com/teachers/articles/teaching-content/best-worst-praise/>

# FOR CLASSROOM ROUTINES AND PROCEDURES:

## ***Creating Routines and Procedures***

by Angela Watson Author, *The Cornerstone for Teachers*

<https://thecornerstoneforteachers.com/routines-and-procedures>

## ***Design and Establish Effective Classroom Routines for a Successful School Year***

by Chad Manis Educator and web author, *Daily Teaching Tools*

<http://www.dailyteachingtools.com/classroom-routines.html>

## ***A Day in First Grade***

by Kristen Smith Primary educator, blogger and resource

<http://adayinbcasfirstgrade.blogspot.com>

## ***Ten Tips for Classroom Management from Edutopia.com***

<https://www.edutopia.org/classroom-management-resource-guide>

## ***5 Tips for Setting Up Your Classroom by Jacquelyn Brickman for Scholastic.com***

<https://www.scholastic.com/teachers/articles/teaching-content/5-tips-setting-your-classroom/>

## ***The Magic of Music Cues***

by Rick Morris Educator/author, *New Management Handbook and Eight Great Ideas*

<http://www.newmanagement.com/mcapp/pdf/music-cues.pdf>

## ***29 Super Effective Ways to Get Your Students' Attention with Raising Your Voice***

from the *PowToon Easy Animation Website*

<https://www.powtoon.com>

## ***5 Attention Grabbers that Refocus Kids Quickly***

by Angela Watson Educator and author, *The Cornerstone for Teachers* website

<https://thecornerstoneforteachers.com>

## ***30 Classroom Procedures to Head Off Behavior Problems***

by Bonnie P. Murray for *Scholastic*

<https://www.scholastic.com/teachers/articles/teaching-content/30-classroom-procedures-head-behavior-problems/>

## ***Roll Procedures***

by Kagan Publishing from *Smart Card: Classroom Management*

<http://www.KaganOnline.com>

## ***Communicating with Silent Signals***

by Madeline Noonan for *The Teaching Channel*

<https://www.teachingchannel.org/videos/classroom-silent-communication-signals>

## ***6 Hand Signals That Bring Learning to Life***

by Ellie Cowen for *Edutopia*

<https://www.edutopia.org/blog/hand-signals-bring-learning-to-life-ellie-cowen>

**Modeling Routines and Procedures**

by Michael Linsin Author, The Classroom Management Secret

<http://www.smartclassroommanagement.com>

## FOR POSITIVE BEHAVIOR PLANNING:

**LAUSD Positive Behavior Support Unit**

<http://achieve.lausd.net/Page/4137>

**What is Win-Win Discipline?**

by Dr. Spencer Kagan for Kagan Online Magazine, Winter 2002

[https://www.kaganonline.com/free\\_articles/dr\\_spencer\\_kagan/ASK15.php](https://www.kaganonline.com/free_articles/dr_spencer_kagan/ASK15.php)

**Managing Today's Classroom: Finding Alternatives to Control and Compliance**

by Scott Willis for ASCD *Education Update* September 1996 Volume 38, Number 6

<http://www.ascd.org/publications/newsletters/education-update/sept96/vol38/num06/Managing-Today's-Classroom.aspx>

**PBIS video: "Applying PBIS Strategies"**

by LAUSD Division of Special Education

<https://lausd.wistia.com/medias/5w5ztkqjf5>

**What is Win-Win Discipline?**

by Dr. Spencer Kagan for Kagan Online Magazine, Winter 2002

[https://www.kaganonline.com/free\\_articles/dr\\_spencer\\_kagan/ASK15.php](https://www.kaganonline.com/free_articles/dr_spencer_kagan/ASK15.php)

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<https://lausd.wistia.com/medias/5w5ztkqjf5>

**Connecting with Students**

by Allen N. Mendler

2001 ASCD Publications, Alexandria VA

**The Power of the Positive Phone Call Home**

by Elena Aguilar for *Edutopia*

<https://www.edutopia.org/blog/power-positive-phone-call-home-elena-aguilar>

**Bringing Classroom Rules to Life**

from The Responsive Classroom

<https://www.responsiveclassroom.org/bringing-classroom-rules-to-life/>

**How to Create the Perfect Set of Classroom Rules**by Michael Linsin for *Smart Management*<https://www.smartclassroommanagement.com/2015/07/18/how-to-create-the-perfect-set-of-classroom-rules/>**Logical Consequences in the Classroom**

from We Are Teachers

<https://www.weareteachers.com/logical-consequences-in-the-classroom-2/>**Ideas for Classroom Jobs & Classroom Helper Systems**

by Angela Watson for The Cornerstone for Teachers

<https://thecornerstoneforteachers.com/class-jobs/>**Morning Meeting Resources for Teachers**<http://www.mrsgoldclass.com/MorningMeeting4Teachers.htm>**Morning Meeting: A Powerful Way to Begin the Day from Responsive Classroom**<https://www.responsiveclassroom.org/morning-meeting-a-powerful-way-to-begin-the-day/>**The Power of the Morning Meeting: 5 Steps Toward Changing Your Classroom Culture**<https://www.edutopia.org/blog/morning-meeting-changing-classroom-culture-lisa-dabbs>**Morning Meeting from The Teaching Channel**<https://www.teachingchannel.org/videos/classroom-morning-meeting>**Class Meetings: A Democratic Approach to Classroom Management from Education World**[http://www.educationworld.com/a\\_curr/profdev/profdev012.shtml](http://www.educationworld.com/a_curr/profdev/profdev012.shtml)**Creating Positive Environments Through Class Meetings**<http://www.pent.ca.gov/pos/cl/str/classmeetings.pdf>**Council in Schools – The Ojai Foundation**<http://ojaifoundation.org/our-programs/council-in-schools>**Restorative Justice in LAUSD**<http://achieve.lausd.net/Page/11927>**LA School Report: LA Unified Schools Finding Hope and Help in ‘Circles’**<http://laschoolreport.com/commentary-la-unified-schools-finding-hope-help-in-circles/>

## FOR CREATING SAFE CLASSROOMS:

**Trauma-Informed Schools**

LAUSD School Mental Health Branch

<http://achieve.lausd.net/Page/2170>**Child Trauma Toolkit for Educators**

The National Child Traumatic Stress Network

[http://www.nctsnet.org/nctsn\\_assets/pdfs/Child\\_Trauma\\_Toolkit\\_Final.pdf](http://www.nctsnet.org/nctsn_assets/pdfs/Child_Trauma_Toolkit_Final.pdf)

**10 Things About Childhood Trauma Every Teacher Needs to Know**

We Are Teachers

<https://www.weareteachers.com/10-things-about-childhood-trauma-every-teacher-needs-to-know>

**Adverse Childhood Experiences (ACEs)**

Substance Abuse and Mental Health Services Administration

<https://www.samhsa.gov/capt/practicing-effective-prevention/prevention-behavioral-health/adverse-childhood-experiences>

**LAUSD Emergency Services**

<http://achieve.lausd.net/Page/628>

**LAUSD Emergency App**

<http://achieve.lausd.net/Page/6692>

**Red Cross: How to Prepare for Emergencies/Make A Plan**

<http://www.redcross.org/get-help/how-to-prepare-for-emergencies/make-a-plan>

# CHAPTER 4:

## DESIGNING AND DELIVERING ENGAGING LESSONS

- DESIGNING AND DELIVERING ENGAGING LESSONS
- PLANNING FOR SUCCESS
- ENGAGEMENT & RIGOR
- DIFFERENTIATING FOR ALL LEARNERS
- ASSESSMENT
- RECOMMENDED RESOURCES



# DESIGNING AND DELIVERING ENGAGING LESSONS

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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

Assessment of student learning is the final component of effective the 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.

# PLANNING FOR SUCCESS

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Strong lesson planning is essential to effective teaching. The formats teachers use to lesson plan vary based on teacher preferences and District and school expectations. While experienced teachers over time may develop their own shorthand system of lesson planning, research shows that teachers new to the profession are more effective if they follow a structured format. This insures that all the key components are included in the teacher's planning. Regardless of approach, here are some tips for designing successful lessons:

## BEGIN LESSONS BY GIVING CLEAR INSTRUCTIONS

- State learning goals for lesson in student-friendly language
- Have students paraphrase directions
- Describe learning activities and product expectations
- Start with a highly motivating activity
- Build lessons upon prior student knowledge

## MAINTAIN STUDENT ATTENTION

- After posing a question, wait at least five seconds for a response
- Use random selection in calling upon students; vary how students are called
- Be animated; show enthusiasm and interest
- Reinforce student efforts with praise
- Vary instructional methods
- Provide work of appropriate difficulty
- Demonstrate and model the types of tasks you want students to perform
- Provide guided practice for students; deliver immediate corrective feedback
- Watch for cues that students are becoming confused, bored or restless

## ALLOW A VARIETY OF GROUP AND COLLABORATIVE OPPORTUNITIES

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

## PROVIDE APPROPRIATE INDIVIDUAL, INDEPENDENT STUDENT WORK



- Individual, independent work should be purposefully assigned
- Develop procedures for seeking assistance; have a “help” signal
- Develop procedures for what to do when finished
- Move around to monitor seatwork
- Provide opportunities for students to share learning

## REVIEW AND EVALUATE THE LESSON

- Summarize the lesson and positive learning with students
- Determine if the lesson was successful; were goals accomplished?
- Plan ways to reteach or reinforce, if necessary
- Prepare to transition smoothly to next learning activity

## LESSON PLAN STRUCTURES

There are dozens of effective structures for lesson planning. Beginning teachers in credentialing programs often adopt the structure they were introduced to in pedagogy classes; others seek an approach that is best-matched to a teaching style or subject area or simply feels most intuitive. Education books and websites offer a myriad of approaches; among the most favored structures are the four shared here: *Backward Planning*, *Into-Through-Beyond*, *5-Step Lesson Plan*, and *Madeline Hunter Direct Instruction*.

### 1. BACKWARD PLANNING – UNDERSTANDING BY DESIGN

Backward planning is a good place to start, as this approach helps organize lesson planning all the way from big yearlong goals to individual lesson objectives. Backward planning means starting with the end in mind by answering these questions: 1) What should students should know and be able to do at the culmination of this unit of learning? 2) How will students demonstrate this learning? This the basis for the backward planning model, as outlined by educators Grant Wiggins and Jay McTighe in their book, *Understanding by Design*.

In the *Understanding by Design* (UbD) model, teachers begin by defining the end goals (*Desired Results*). Teachers begin with the content standards, program objectives and District and school objectives (*Established Goals*). From there, backward planning learning outcomes include:

- Long-term knowledge, skills and understandings that equip students for future challenges in academic and non-academic settings (*Transfer Goals*)
- Conceptual understanding of the broader discipline (*Understandings*)
- Ability to grapple with open-ended questions about core ideas and inquiries within a discipline (*Essential Questions*)
- Key factual knowledge, language, and skills specific to the discipline (*Knowledge and Skills*)

After identifying these desired results, the backward planning approach asks the teacher to develop the assessments and performance tasks students will complete in order to best demonstrate their understanding and learning (*Assessment Evidence*). In planning for these assessments, the teacher needs to ask:

- How will I know if students have achieved the desired results?

- What is acceptable evidence of student understanding and mastery?

Multiple assessments are desirable to paint a complete picture of student learning including:

- authentic tasks, projects and presentations
- questions, prompts and problems
- quizzes and tests
- informal checks for understanding
- student self-assessments

With clearly identified results and appropriate evidence of understanding in mind, the third stage in the backward planning model is to plan the teaching and learning activities that will enable students to successfully complete the assessment tasks (*Learning Plan*). In planning these learning experiences and instruction, ask these questions:

- What activities, experiences and lessons will lead to achievement of the desired results and success in the assessments?
- How will these learning experiences help students achieve mastery in the discipline that will extend into future learning?

Since the *Understanding by Design* model focuses on big learning goals, it can be readily used in conjunction with other lesson planning formats. The UbD approach can help establish the overarching objectives and assessments, while other formats can be used for individual lessons. This *Understanding by Design* lesson design template illustrates the overall approach:

UNDERSTANDING BY DESIGN LESSON PLAN TEMPLATE		
<b>STAGE 1: DESIRED RESULTS</b>		
<b>ESTABLISHED GOALS</b>	<b>TRANSFER</b>	
	Students will be able to independently use their learning to:	
	<b>MEANING</b>	
	<b>UNDERSTANDINGS</b> Students will understand that:	<b>ESSENTIAL QUESTION</b> Students will ponder this overarching question:
	<b>ACQUISITION</b>	
	Students will know:	Students will be skilled at:
<b>STAGE 2: ASSESSMENT EVIDENCE</b>		
<b>EVALUATIVE CRITERIA</b>	<b>ASSESSMENTS</b>	
	<b>PERFORMANCE TASK(S):</b>	
	<b>OTHER EVIDENCE:</b>	
<b>STAGE 3: LEARNING PLAN</b>		
<b>SUMMARY OF KEY INSTRUCTION AND LEARNING ACTIVITIES:</b>		

## 2. INTO, THROUGH, AND BEYOND

The *Into, Through and Beyond* framework for lesson development involves a three-stage process designed to maximize students' comprehension and mastery of content. In the *Into* stage, teachers help students access prior knowledge, and prepare them for the new content. In the *Through* stage, students explore this content to acquire understanding and practice skills. In the *Beyond* stage, students demonstrate mastery and application beyond the lesson.

### **INTO**

Before introducing new concepts, prepare students to engage with the subject matter. *Into* activities are designed to pique students' interest and motivation to learn, and create a positive and receptive atmosphere. Leading students into the new material is also a way to set the stage for the learning experience. These are effective *Into* activities:

- activate prior knowledge
- build background knowledge
- generate questions
- make predications
- introduce vocabulary
- establish a purpose for the lesson
- tap into students' own experiences and perceptions
- pose a provocative question

*Into* activities draw upon the students' personal experiences and impressions. Through this personal connection, learning is more meaningful, increasing the likelihood that students will be engaged, active learners.

### **THROUGH:**

After setting the stage for the new material, students are directed *Through* the material. *Through* activities help students comprehend and explore the terms and concepts central to the new material, including key language and terminology and background knowledge. The *Through* section utilizes more than one vehicle to unpack the content, including:

- Lecture
- Read-aloud, group or independent reading
- Explicit vocabulary instruction
- Responding to text
- Verifying and formulating predictions
- Constructing graphic organizers
- Discussion
- Active group and independent practice
- Differentiation, scaffolding and re-teaching as needed

### **BEYOND**

The *Beyond* stage asks students to synthesize and reflect on new knowledge, generate new questions, relate new learning to previous lessons, link content to prior knowledge and apply learning to new situations. *Beyond* activities add depth and complexity and can lead to new insights and learning opportunities. Decide how you

can help your students share and clarify their thinking, or deepen their understanding of the material they've mastered:

- reflect on the content of the lesson
- evaluate predictions
- examine questions that guided the lesson or discussion
- respond to ideas that surfaced during lesson or discussion
- retell or summarize
- connect learning with prior lessons
- connect learning with events in the world
- consider ways to extend learning into action beyond the classroom

This template is useful in developing an *Into*, *Through* and *Beyond* lesson:

INTO, THROUGH, BEYOND LESSON PLAN TEMPLATE	
<b>INTO</b>	
<ul style="list-style-type: none"> <li>• Find out what the students already know.</li> <li>• Give students opportunities to express what they know.</li> <li>• Provide experiences to link students' prior knowledge with the lesson.</li> </ul>	
<b>THROUGH</b>	
<ul style="list-style-type: none"> <li>• Direct and interactive instruction in the lesson content in varied ways.</li> <li>• Provide opportunities for student practice and application in strategic groupings and individually.</li> <li>• Scaffold and differentiate to engage all learners.</li> </ul>	
<b>BEYOND</b>	
<ul style="list-style-type: none"> <li>• Enable students to relate new knowledge to their own lives.</li> <li>• Connect to prior learning and other disciplines.</li> <li>• Allow students to develop new questions and extensions.</li> </ul>	

### 3. THE 5-STEP LESSON PLAN

This five-step lesson plan includes all the key components of an effective lesson in a straightforward format and is effective for all grades and content areas. This structure includes these components: *Anticipatory Set*, *Instruction*, *Introduction to New Material*, *Assessment or Closure*, and *Independent Practice*:

- Anticipatory Set
  - Engage students and capture their interest
  - State the objective
  - Transfer/connect concepts from prior learning
  - Communicate the purpose for the lesson
- Introduce new material
  - Review and emphasize key points from prior learning

- Present new material in multiple ways, using varied texts and resources
  - Build in activities that allow students to take in new material
  - Use whole-class, group and pair-share to respond to new information
- Guided Practice of new material
    - Direct teaching of new skills
    - Model and demonstrate new skills
    - Check for understanding periodically
    - Scaffold practice exercises from easy to hard
    - Provide practice opportunities and circulate to clarify or correct
  - Independent Practice (in class or homework)
    - Reinforce learning
    - Apply learned skills
    - Connect prior to current learning
    - Provide opportunities for choice and extension activities
  - Closure / Evaluation / Assessment
    - Review lesson: “What did we learn today?”
    - Connect to broader context: “What was the significance of what we learned?”
    - Assess learning

Download a 5-Step Lesson Plan template: [www.tinyurl.com/5-StepLesson](http://www.tinyurl.com/5-StepLesson)

#### 4. MADELINE HUNTER DIRECT INSTRUCTION LESSON PLANNING

The Madeline Hunter lesson planning approach is a longtime favorite of many teachers. The Madeline Hunter approach is teacher-directed, and follows these steps:

**ANTICIPATORY SET:** Sometimes called a “hook,” this is a short activity or prompt to focus students’ attention. These can be short student activities, or an attention-grabbing statement by the teacher to introduce the objectives of the lesson, tap into students’ prior knowledge and pique students’ interest.

**PURPOSE (OBJECTIVE):** The teacher explains the purpose of the lesson, and shares with students what they will be learning, how they will benefit from this lesson, how they will be approaching the topic, and how they will show their learning.

**INPUT:** This is the direct instructional step of the process, and is the time when the vocabulary, skills and concepts are imparted to students. The teacher can deliver this content through a combination of lecture, text, media, discussion and modeling of skills. Key vocabulary and concepts are emphasized at this step.

**MODELING:** The teacher reinforces the presented information by modeling or demonstrating with graphics, models of prior student work and teacher demonstrations to provide students with examples of strong final products.

**GUIDED PRACTICE:** This is an opportunity for students to practice new skills by working through practice exercises under the teacher’s direct supervision. During guided practice, the teacher leads the students through the steps necessary to perform the skill. This is an opportunity for students to actively interact with the content.

**CHECKING FOR UNDERSTANDING:** The teacher needs to assess along the way to determine if students are understanding. Teachers can use a variety of strategies to determine students’ readiness to proceed, allowing the teacher to provide additional practice or adjust the pace by re-teaching, reinforcing, or accelerating instruction.

**INDEPENDENT PRACTICE:** This step releases students to practice on their own, either during class or as homework. During independent practice, students gain additional reinforcement of the skills they have learned, and demonstrate their level of mastery.

**CLOSURE:** Before leaving a lesson, the teacher helps students to review their learning, reinforce key ideas, clarify complex points, and help form a coherent picture of the day’s lesson in students’ minds.

MADELINE HUNTER DIRECT INSTRUCTION LESSON PLANNING TEMPLATE	
<b>ANTICIPATORY SET</b>	
<ul style="list-style-type: none"> <li>How will you engage students and capture their interest?</li> <li>How will you focus student attention on the lesson?</li> </ul>	
<b>OBJECTIVE (PURPOSE)</b>	
<ul style="list-style-type: none"> <li>How will you communicate what the lesson objectives are and why there are important?</li> <li>How will you communicate what is going to happen during the lesson?</li> <li>How will you communicate connections to prior learning?</li> </ul>	
<b>INPUT (DIRECT INSTRUCTION)</b>	
<ul style="list-style-type: none"> <li>What key vocabulary will you emphasize?</li> <li>How will you ensure students actively take in the information?</li> <li>How will you vary your instructional approach so it is accessible to all?</li> </ul>	
<b>MODELING</b>	
<ul style="list-style-type: none"> <li>What models of work will you share with students? How will you demonstrate skill proficiency?</li> </ul>	
<b>GUIDED PRACTICE</b>	
<ul style="list-style-type: none"> <li>What lesson / learning activity will you guide your students through?</li> <li>How will students indicate if they need additional help?</li> <li>How will students use resources and one another to aid comprehension?</li> </ul>	
<b>CHECKING FOR UNDERSTANDING</b>	
<ul style="list-style-type: none"> <li>How will you assess students’ comprehension of content?</li> <li>How will you adjust pacing or address learning gaps?</li> </ul>	
<b>INDEPENDENT PRACTICE</b>	
<ul style="list-style-type: none"> <li>What assignment will students do on their own?</li> <li>How will you prepare students for success in this endeavor?</li> </ul>	
<b>CLOSURE</b>	
<ul style="list-style-type: none"> <li>How will students summarize what they have learned?</li> <li>How will you help students understand the significance of what they learned?</li> <li>How will you clarify and provide a context for the learning moving forward?</li> </ul>	

# TECHNOLOGY FOR LESSON PLANNING

There are abundant resources and templates available online to assist teachers in lesson planning. In addition, there are several apps and web-based services that offer helpful time-savers for teachers to design, store and access their lessons online. Here are some that are recommended by teachers:

## COMMON CURRICULUM

<http://www.commoncurriculum.com/>

This online platform, which is free to teachers, provides a range of planning and organizing functions. Along with daily, monthly and unit planning, *Common Curriculum* offers hundreds of templates, standards tracking and embedding, class websites, and scheduling tools. In addition, plans and records are saved online, accessible from anywhere, editable and reusable from year to year.

## PLANBOOK

<https://www.planbook.com/>

This online platform supports weekly, bi-monthly and course-long lesson planning through the Planbook feature. Plans can be customized and matched to standards, downloaded to print, and accessed by computer and mobile devices. In addition, Planbook also features a scheduling component, a gradebook, student record-keeping and a web-based portal that can be shared with parents and students.

## PLANBOARD

<https://www.planboardapp.com/>

Planboard is an online planner that features a user-friendly platform. Lessons can be designed and accessed on any device, and lessons can include embedded links, handouts and videos. It is easy to attach standards to the lessons, and lessons can be shared with administrators, substitutes, students and parents.

# ENGAGEMENT AND RIGOR

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.

## WAYS THAT TEACHERS CAN ENGAGE STUDENTS IN LEARNING:



There are strategies that teachers can use to guide them in developing and delivering highly engaging lessons, including several described in the next pages. In addition, there are programs that focus on comprehensive engagement strategies. These respected approaches offer trainings, videos, books and online resources. Here are four of the most well-known:

**KAGAN STRUCTURES** were developed by Dr. Spencer Kagan as a comprehensive engagement program built around a series of activity protocols, known as “structures.” Teachers around the globe utilize *Kagan Structures* with great success to reinforce content knowledge, heighten the rigor of discussions, build community and teamwork, and assess learning. From *Inside-Outside Circle* to *Numbered Heads Together*, Kagan structures allow teachers to readily organize engaging classroom instruction and implement productive cooperative learning activities.

**WHOLE BRAIN TEACHING** began with three California teachers in 1999, and has since expanded to thousands of teachers. Most famously known for the “Class-Class! Yes-Yes!” attention-getter, the acclaimed *Whole Brain Teaching* approach pairs rigorous instruction with humor and games to help students retain core information and practice fundamental skills. The *Whole Brain Teaching* website offers teacher-friendly resources and strategies for download.



**IN PROJECT-BASED LEARNING (PBL)**, teachers provide a structure in which students explore real-world problems and challenges through a multi-disciplinary lens. Working in collaborative groups to research and problem-solve, students are tasked with demonstrating mastery of a subject by creating and presenting a culminating project that requires them to think deeply and analytically about a topic which has resonance and meaning for them.

**MARCIA TATE**, best known for her book, *Worksheets Don't Grow Dendrites*, is an accomplished educator and trainer who has developed a series of brain-compatible activities that can be applied to any grade and content area. On her website *Developing Minds*, as well as in her books and trainings, teachers can access a wealth of strategies to engage students in every classroom setting.

## NOTES • IDEAS • REFLECTIONS

# WEBB'S DEPTH OF KNOWLEDGE (DOK) & BLOOM'S TAXONOMY

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

The *Depth of Knowledge (DOK)* schema provides a model for planning instruction that asks students to grapple with increasingly rigorous thinking. The *Depth of Knowledge* schema organizes learning tasks into four levels:

**DOK LEVEL 1 – RECALL AND REPRODUCTION:** Involves the recall of basic information or performance of a simple skill or procedure. Level 1 asks students for rote responses, or to use well-known formulas, follow a set procedure, or perform a clearly defined series of steps. Reading at Level 1 requires a surface understanding of text and verbatim recall.

**DOK LEVEL 2 – SKILLS AND CONCEPTS:** Requires some mental processing beyond recall. Students must make some decisions as to how to approach the question or task. Responses to the prompt can involve more than one step. Reading at Level 2 requires basic comprehension and some processing of text.

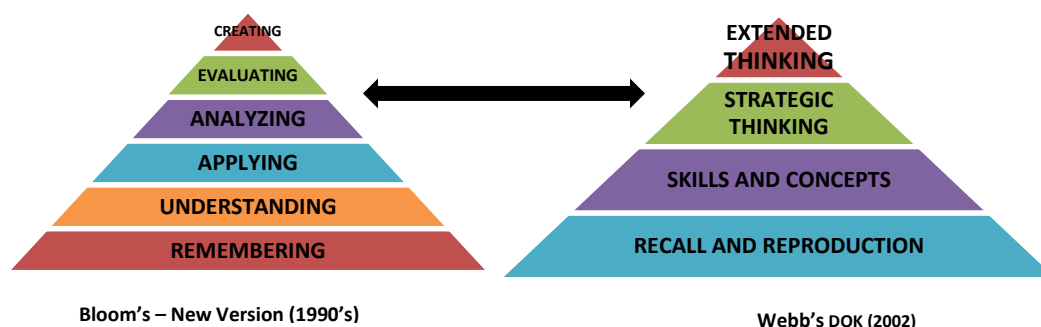
**DOK LEVEL 3 – STRATEGIC THINKING:** Requires planning, strategic thinking and reasoning, and using evidence. The cognitive demands are complex and abstract. There are generally multiple steps necessary to complete the task, and often multiple answers to prompts, which require extended explanation or justification. Reading at Level 3 requires synthesis and critical analysis.

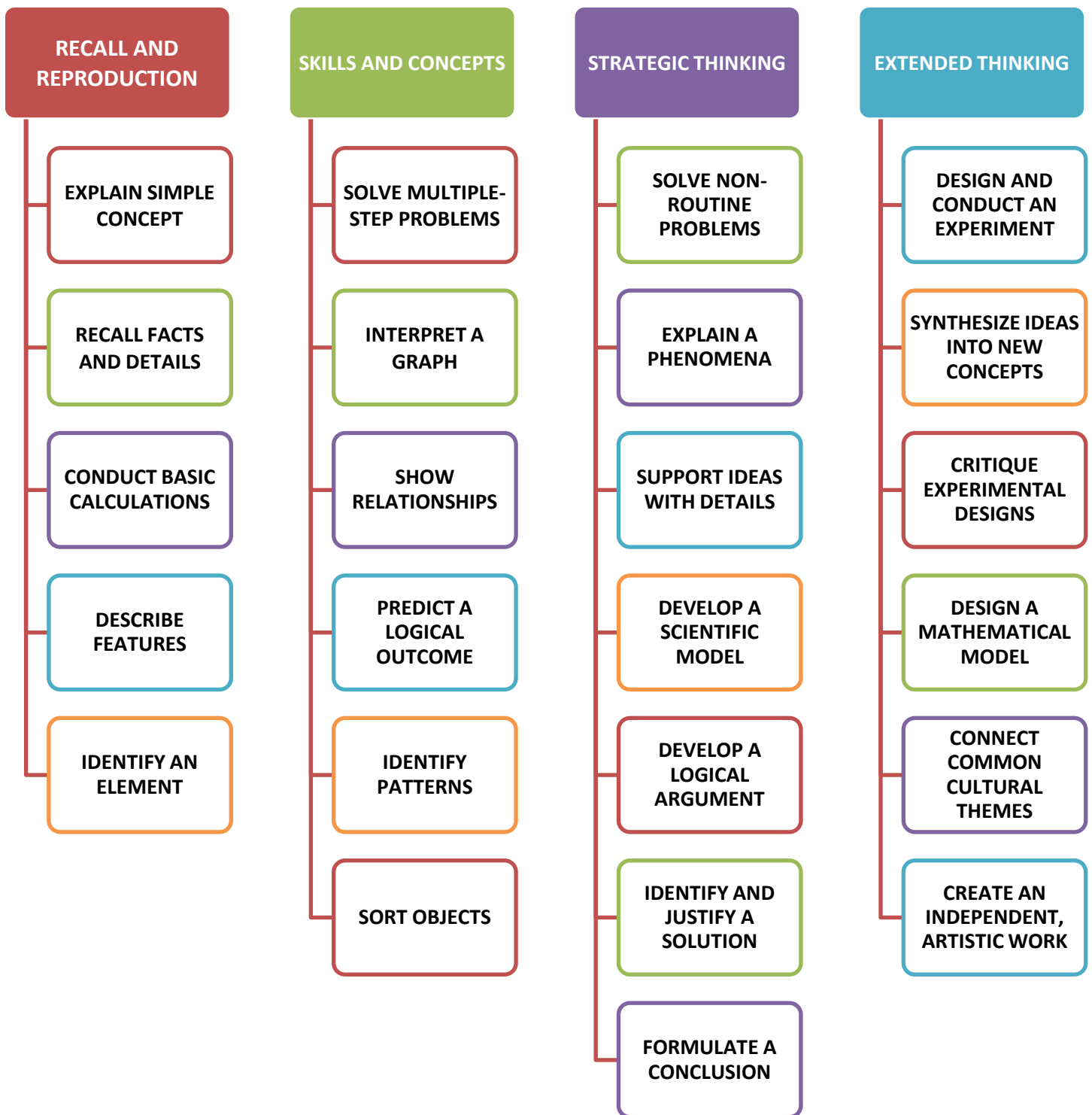
**DOK LEVEL 4 – EXTENDED THINKING:** Tasks at this level are complex and generally extend over time. They call for sophisticated thinking and deeper levels of understanding. Originality and/or creativity are required to solve these complex problems. Writing at this level requires a distinct voice and original perspectives on the topic.

It is important to note that **Depth of Knowledge levels are *not* sequential**. Students need not fully master content with Level 1 tasks before doing Level 2 tasks. In fact, giving students an intriguing Level 3 task can provide context and motivation for engaging in the more routine learning at Level 1 and 2.

**DOK levels are *not* developmental**. All students, including the youngest preschoolers, are capable of strategic and extended thinking tasks. What they look like will differ, and what is Level 3 to a kindergarten student may be a Level 1 task for a middle schooler. All students, however, should have opportunities to do the complex reasoning required at Levels 3 and 4.

This chart illustrates learning tasks for each DOK level, and may assist teachers in designing lessons and activities that engage students by progressing from Level 1 to Level 4 tasks:





# DEPTH OF KNOWLEDGE KEY WORDS, STEMS AND ACTIVITIES

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

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

## LEVEL 1 QUESTION STEMS:

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

## LEVEL 1 ACTIVITIES:

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

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

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

### LEVEL 2 QUESTION STEMS:

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

### LEVEL 2 ACTIVITIES:

- Identify and summarize the major events in a narrative.
- Use context cues to identify the meaning of unfamiliar words.
- Solve routine multiple-step problems.
- Describe the cause/effect of a particular event.
- Identify patterns in events or behavior.
- Formulate a routine problem given data and conditions.
- Organize, represent and interpret data.

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

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

### LEVEL 3 QUESTION STEMS:

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

### LEVEL 3 ACTIVITIES:

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

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

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

#### LEVEL 4 QUESTION STEMS:

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

#### LEVEL 4 ACTIVITIES:

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

#### NOTES • IDEAS • REFLECTIONS

# ENGAGING DISCUSSIONS AND TEAMWORK

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

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

## SMALL GROUP PROTOCOLS

### NUMBERED HEADS TOGETHER

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

### ROLL 'EM

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

### THINK-PAIR-SHARE

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

### PUT YOUR TWO CENTS IN

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

### JIGSAW

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



### MERRY-GO-ROUND

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

### GIVE ONE, GET ONE

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

### THREE STEP INTERVIEW

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

### TEAM-PAIR-SOLO

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

### CORNERS

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

### ROUNDTABLE

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

### FAN-N-PICK

Groups of four play a card game to respond to questions. Each teammate has a role that rotates with each new question:

- Student 1: Fan the cards
- Student 2: Pick and read a card
- Student 3: Answer the question
- Student 4: Tutor or praise

### TALKING CHIPS

Working in teams of 4-6, each student has a different colored chip (or pom-pom or other colored item). During a discussion, teammates place their chip in the center each time they talk. They cannot talk again until all members have placed a chip.

## WHOLE GROUP PROTOCOLS

### STAND UP – HAND UP – PAIR UP

Teacher initiates a discussion topic or review question, then instructs students, “When I say go, you will stand up, hand up, and pair up.” At “go,” students stand up and keep one hand high in the air until they find the closest partner who’s not a tablemate. Students do a “high five” and put their hands down. Remaining hands in the air indicate they are still seeking partners. When everyone is partnered, teacher gives instruction to begin discussion task. This protocol can also be done using music, like “Musical Chairs.” Students continue to move about the room until the music stops; then they find a partner nearby with whom to pair and share.

### INNER OUTER CIRCLE

Have students stand in a big circle. Every other person should take one giant step inside the circle and turn around facing those in the outer circle so that the outer and inner circle people are face-to-face. Students in the outer circle begin by asking the student facing them on the inner circle a question. This question may be prepared by either the students themselves or the teacher. Once the inner circle student has had an opportunity to answer, either the outer or inner circle rotates and the process is repeated until a full rotation is made. Then, the inner circle has the opportunity to ask questions as the outer circle responds, and so forth.

### GIVE A SHOUT OUT

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

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

### TRAIN OR PASS IT ON

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

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

### WHIP AROUND

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

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

**PICK-A-STICK**

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

Examples: “Think back to yesterday’s lesson on irregular verbs ... Let’s see what we remember ... What are irregular verbs?” Teacher then chooses three or four sticks, one stick and one answer at a time to ensure that students continue to anticipate their names being chosen throughout the review. Chosen students may repeat a previous answer, elaborate, or answer differently.

**RAISE A RIGHTEOUS HAND**

Hand-raising should only be used in which students can offer information based on their personal experience or knowledge that is not necessarily expected of the group. Examples:

“Our next piece of literature takes place in Guadalajara, Mexico. Is there anyone who has ever lived in or travelled to Mexico who can share with us her or his experiences? Raise a righteous hand.” If no one raises a hand, the questions can be broadened: “Is there anyone who has seen a movie that takes place in Mexico? Read a book?” etc.

**NOTES • IDEAS • REFLECTIONS**

# LITERACY ENGAGEMENT STRATEGIES

## READ-ALOUD VARIATIONS

Reading aloud to students helps them develop and improve reading, writing, speaking and listening skills as well as helps build background knowledge and increase academic vocabulary. Read-alouds that incorporate active student participation can strengthen students' reading fluency and increase engagement in the content being shared. These variations on teacher read-alouds, suggested by educator Sharroky Hollie in *Culturally and Linguistically Responsive Teaching and Learning*, allow for active student participation:

## TRAIN READING

Teacher starts the initial reading as the “engine,” then strategically assigns proficient readers as the “cars,” and “caboose.”

## ECHO-READ

The teacher reads one sentence or section, then stops. Students echo the teacher by reading the same sentence in the same way.

## JUMP-IN READING

One student reads, and another student can jump in when there is a stop period. Students must read at least one sentence, or they can read beyond that or until someone jumps in at a stop period. Having moments of silence allows students to think and reflect about what was just read. If two or more students jump in at the same time, one student defers to the other.

## FADE IN AND FADE OUT

The teacher walks around the room and touches the shoulder of a student who starts to read with a whisper and gradually increases the volume to a normal reading voice. As the first student reads, the teacher touches another student's shoulder, and that student begins to fade-in. The student who is reading then fades out, going from normal volume to whisper. The reader starts to read over the first reader who will begin to fade out.

## CHORAL READING

All students read together with the teacher in one voice. The teacher points out where to start in the passage and cues students to read. Teacher can break passage up into chunks assigning teacher and class sections, or can assign smaller groups individual passages, allow practice time, and then bring the class together to read all the way through as practiced.

## LITERATURE CIRCLES

This strategy provides structure to students to engage in collaborative and student-directed learning. Generally, students work in groups of 4-5 peers who have read the same work. Within these groups, students are assigned roles:

1. *Discussion Leader*: Asks the initiating discussion question and follow-up questions.
2. *Summarizer* – Summarizes the key points of the text that was read.
3. *Connector*: Makes connections between the text and previously read texts, other class learning, and real-world people and situations.
4. *Vocabulary Finder* – Identifies unfamiliar words or phrases and shares the meanings with the group.
5. *Reporter*: Takes notes on the group's discussions and shares out to the whole class.

## RAFTS

The RAFT strategy is a writing approach that engages students both in the content they are studying and in the writing process. Instead of writing a traditional essay to explain a concept, students demonstrate their understanding in a nontraditional format. This technique encourages creative thinking and motivates students to reflect in unusual ways about the topics they are exploring. In a RAFT writing assignment, students are tasked with considering these questions:

### ROLE OF THE WRITER – WHO ARE YOU AS YOU ARE WRITING THIS PIECE?

A historical figure? An eyewitness to an event? A reporter? An imaginary character involved in the story? An object?

### AUDIENCE – WHO WILL BE READING THIS?

A friend? A scientific colleague? Newspaper readers? The public? A professor?

### FORMAT – WHAT IS THE FORM OF THE WRITING THAT WILL BE PRODUCED?

A letter? A poem? A brochure? A classified ad? A speech?

### TOPIC – WHAT IS THE SUBJECT AND PURPOSE OF THIS PIECE?

A moment in history? A scientific concept? A character's inner feelings? Is it to persuade? To sell something? To defend? To amuse?

Below are some examples of RAFT assignments. Note that while it is possible to allow students choice in all four columns by assigning one over-arching subject, most commonly teachers will give students free choice in the first three columns, and pre-assign the Topic column to correspond with the subject being studied.

EXAMPLES OF RAFT ASSIGNMENTS			
ROLE	AUDIENCE	FORMAT	TOPIC
Frontier woman	Sister	Letter	Hardships of the West
Lawyer	U.S. Supreme Court	Appeal speech	Dred Scott Decision
Plant	The Sun	Thank-you note	Sun's role in plant growth
Square Root	Whole number	Love letter	Explain relationship
21 <sup>st</sup> Century woman	Susan B. Anthony	Thank-you note	Women's Rights
Julia Child	TV Audience	Script	Wonders of Eggs
Comma	9 <sup>th</sup> grade students	Complaint letter	How it is misused
Huck Finn	Jim	Letter	What I learned during this trip
Wheat Thin	Fellow Wheat Thins	Travel Guide	Journey through the digestive system

## SENTENCE STARTERS FOR MEANINGFUL CONVERSATIONS

Providing students with sentence frames can enable them to engage in meaningful classroom conversations by prompting them to listen, reflect and contribute to one another's ideas. Many teachers find it useful to post these phrases in the classroom, or to provide students with individual copies. Here are some effective sentence starters:

- I agree (or disagree) with \_\_\_\_\_'s point because ...
- I agree with that and would like to add ...
- I would like to go back to what \_\_\_\_\_ said about \_\_\_\_\_, and add ...
- I noticed that ...
- Another example is ...
- This reminds me of ...
- This is like \_\_\_\_\_, but ...
- Looking at the story from \_\_\_\_\_'s point of view, I think ...
- In the text, the writer said \_\_\_\_\_. I do not agree because ...
- This illustration seems to indicate that ...
- According to this chart, it looks like ...
- So, what you're saying, \_\_\_\_\_, is that ...?
- Do you think that ...?
- Couldn't it also be that ...?
- Can you remind me where that is in the book?
- Can you explain what you mean by \_\_\_\_\_?
- That is interesting. Can you tell me more?
- Can you give an example of that?
- I was wondering the same thing as \_\_\_\_\_. Could it be that ...?
- I see it differently, because ...
- When I compare this to what we studied earlier, I think ...
- When I read this, I thought ... What do others think?
- It sounds like most people think \_\_\_\_\_. Is there anyone who disagrees?
- I'm still confused about \_\_\_\_\_. Can someone explain this?
- I'm predicting that ...
- I am still wondering about ...

## COMPELLING HOOKS AND QUESTIONS

The introduction of a lesson is a critical moment in engaging students. Beginning with an intriguing question or provocative hook is a powerful way to bring students into the subject with enthusiasm. The best opening hooks are those that tap into students' own experiences, worldviews, or imagination.

Educator Rob Plevin in *Take Control of a Noisy Class* gives the example of introducing a lesson on the circulatory system with the question, "Who can tell me how blood gets around the body." This, Plevin points out, is likely to solicit responses only from the handful of students who are already engaged in their learning.

For the others, he suggests a better introductory question might be: "Have you ever accidentally cut yourself?" From the numerous responses teachers might receive, these responses can be followed up with more questions: "How long did it bleed for?" "How did you stop the bleeding?" "Do you think it would have stopped if you had just left it?" And then, finally: "Where does the blood come from, and how does it get to the cut?"

In addition to artfully crafted opening questions, engaging teachers often find success beginning with one of these attention-getting hooks:

1. **Storytelling.** Tell a story or anecdote related to the concepts or ideas that you are going to teach. Stories can engage students' curiosity, empathy or interest and bring them into the topic.
2. **Music.** Play a song, and ask students how these might be related to the lesson.
3. **Pictures.** Create a word splash or slideshow of pictures related to the lesson. Ask students what they know about the pictures and words. Ask them to make predictions.
4. **Videos.** Show a video connected to the lesson, and then facilitate a brief discussion about key ideas and how they affect students' feelings.
5. **Word sort.** Have students complete a word sort using words from the lesson. This can pique curiosity and help students focus during the lesson so that they can return to the vocabulary activity and complete it with accuracy, using their new knowledge.
6. **Artifact.** Display or share an artifact and ask students to think about how it relates to the lesson. Then ask them to develop questions about the artifact.
7. **Setting.** Decorate the room to set the stage for a lesson. Although this strategy may take some time and expense, it is a great way to get students' attention. When students walk into your room, they will immediately begin to wonder why the room is decorated and make predictions about what they are going to learn.

## TECHNOLOGY TOOLS TO ENGAGE STUDENTS

**KAHOOT!** (<https://kahoot.com>) is an online platform for teachers to create fun classroom learning games. The Kahoot website offers dozens of templates for teachers to create custom games quickly and easily, and also provides hundreds of pre-made games on a range of K12 topics. *Kahoot!* games are excellent for review & reinforcement, collecting classroom opinions, motivating teamwork, and joining classrooms globally in real-time competitions.

**POWTOON** (<http://www.powtoon.com>) puts animation tools in teachers' – and students' – hands. Using an easy and intuitive interface, teachers can use characters and graphics that are lively and entertaining to create animated videos that explain concepts, supplement texts and demonstrate processes. *PowToon* animations are also excellent vehicles for reinforcing vocabulary, as illustrations or short animations can be attached to words or phrases in memorable ways. The *PowToon* website offers helpful tutorials that make animating easy.

**FLOCABULARY** (<http://www.flocabulary.com>) provides a library of educational hip-hop videos on topics for every grade and subject. Along with the highly engaging videos on a range of Common Core and other standards-based topics, *Flocabulary* provides teachers with supplemental materials and student activities. Of note, *Flocabulary* offers two award-winning weekly current event videos, *The Week in Rap* and *The Week in Rap Junior*, which thousands of teachers use and share with students with great success.

**POLL EVERYWHERE** (<http://www.polleverywhere.com>) is a mobile-device app that teachers can use to solicit responses to polls, quizzes and queries. Students use their own mobile devices to address a prompt, and responses are immediately projectable on the teacher's Poll Everywhere webpage. In addition to multiple-choice and true-false responses, answers can be word responses which can be incorporated immediately into a live Word Cloud or Text Wall.

**PLICKERS** (<http://www.plickers.com>) is a simple tool that lets teachers collect real-time formative assessment data using a teacher's phone or tablet but without the need for any student devices. Students hold up coded cards to indicate their answers to a prompt, and the teacher quickly scans the classroom using a mobile app to see immediate responses. Plickers can be used to poll students, check for immediate understanding, or record assessment data, and because of the coding on the card, students' answers are private.

**VENNGAGE** (<https://venngage.com>) is an app for creating vivid infographics to project and share with students. Using the user-friendly templates, teachers can create graphs, charts and illustrations to bring to life ideas. Using *Venngage*, teachers can make visible statistics, process sequences, timelines, comparisons and geographic relationships. The infographics in *Venngage* appeals to all kinds of learners.



# DIFFERENTIATING 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, magazine 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 process 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, the Los Angeles Unified School District 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 21<sup>st</sup> 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**:

1. **DEVELOP AND MAINTAIN ROUTINES.** Use clear and consistent signals for classroom instructions. Use music or sounds to signal transitions.
2. Announce the lesson's objectives and activities, and **LIST INSTRUCTIONS STEP-BY-STEP.**
3. **ENUNCIATE CLEARLY,** but do not raise your voice. Add gestures, point directly to objects, or draw or show pictures when appropriate.
4. **WRITE CLEARLY,** legibly, and in print—ELL students may have difficulty reading cursive.
5. **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.
6. Try to **AVOID IDIOMS AND SLANG** words during direct instruction. When appropriate, teach idiomatic language intentionally to expand real-world vocabulary.
7. Present **NEW INFORMATION IN THE CONTEXT OF PRIOR LEARNING.** Tap into students' own knowledge and backgrounds.
8. **CONNECT LEARNING TO STUDENTS' LIVES.** Tap into students' cultural backgrounds, solicit opinions, and use students' interests as a jumping-off point for discussions.
9. 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.
10. Provide **FREQUENT SUMMATIONS** of the salient points of a lesson, and always emphasize key vocabulary words. Use *Word Walls* to reinforce vocabulary.
11. **HIGHLIGHT ACADEMIC VOCABULARY** by regularly teaching discipline-specific and high-frequency academic vocabulary. Use *Word Walls* to reference academic vocabulary.

12. **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.
13. **OFFER A VARIETY OF LEARNING ACTIVITIES** including quick writes, word sorts, journal writing, jigsawing, games and web quests.
14. **USE GRAPHIC ORGANIZERS** to provide visuals cues and templates for illustrating and developing thinking. Graphic organizers can aid comprehension, support writing organization and planning, and help students understand vocabulary and concepts.
15. **PROVIDE FREQUENT OPPORTUNITIES TO SPEAK,** including group conversations, pair-share, class presentations, role-playing, choral reading and skits.
16. **USE QUESTION AND SENTENCE STEMS** to model academic discourse and support students in speaking.
17. **USE COOPERATIVE LEARNING** to provides English Learners with opportunities to practice verbal skills, interact socially and intellectually with classmates, and hear fluent conversation.
18. **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.

## ENGLISH LANGUAGE DEVELOPMENT PROGRESSION IN LAUSD

### EMERGING

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

### EXPANDING

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

### BRIDGING

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

# 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 multi-media 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 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 the gifted in your classroom, consider these best practices:



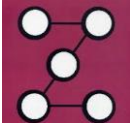
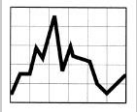
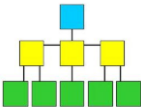






1. Provide opportunities for creative problem-solving through open-ended projects.
2. Provide depth in content areas and subjects of interest to students, moving beyond the curriculum. Use the *Depth and Complexity Icons* to inform your instructional planning.
3. Provide options for students to accelerate through content by offering Anchor Assignments (ongoing long-term projects) and other activities that enhance the standard curriculum with more challenging opportunities.
4. When possible, allow gifted students to work together a portion of every day. This clustering is shown to motivate students to achieve more than they might alone or in mixed ability groups.
5. Make sure gifted learners are not punished with more work when they complete tasks quickly, or with a lesser grade because they take an intellectual risk.
6. Provide higher level activities and lesson options on a regular basis, including divergent and evaluative thinking. Provide avenues for students to advance out of materials for which they can demonstrate mastery.
7. Reduce the amount of lecture, worksheets, drill, and practice.
8. Provide opportunities for gifted learners to be challenged, and encourage perseverance in the face of obstacles.
9. Encourage independent study and research skills, including the use of multiple resources and the reading of original documents.

**THE DEPTH AND COMPLEXITY ICON CHART** that follows is a shorthand reminder for teachers and students that describes the skills and strategies used by good thinkers to observe, organize and make sense of learning. The “icons” or symbols for each concept are tools to introduce and reinforce these concepts, and teachers can use these ideas *with all students*.

**DEPTH** is the exploration within a discipline, and refers to approaching or studying something from the *concrete to the abstract*, from the *familiar to the unfamiliar*, and from the *known to the unknown*.

**COMPLEXITY** involves making relationships between and among ideas, connecting one concept to another, and using an interdisciplinary approach to the content.

## DEPTH & COMPLEXITY ICONS

TITLE	ICON	DEFINING QUESTIONS
LANGUAGE OF THE DISCIPLINE		What vocabulary terms are specific to the content or discipline?
DETAILS		What are the defining features or characteristics? Find examples and evidence to support opinions and ideas.
PATTERNS		What elements reoccur? What is the sequence or order of events? Make predictions based on past events.
TRENDS		What factors – social, economic, political, geographic – cause events to occur? Identify patterns of change over time.
RULES		What structure underlies this subject? What guidelines or regulations affect it? What hierarchy or ordering principle is at work?
ETHICS		What moral principles are involved in this subject? What controversies exist? What arguments could emerge from a study of this topic?
BIG IDEAS		What theory or general statement applies to these ideas? How do these ideas relate to broad concepts such as change, systems, chaos vs. order? What is the main idea?
UNANSWERED QUESTIONS		What information is unclear, missing, or unavailable? What evidence do you need? What has not yet been proven?
CHANGES OVER TIME		How are elements related in terms of the past, present, and future? How and why do things change? What doesn't change?
ACROSS THE DISCIPLINES		Relate the area of student to other subjects within, between, and across disciplines.
MULTIPLE PERSPECTIVE		How would others see the situation differently?

# ASSESSMENT

Assessment is an integral part of the instructional process. The design of instruction must account for a range of assessment strategies: formative and summative, formal and informal, including benchmarks and long-term goals. High quality assessment practice makes students and families aware of criteria and performance standards, informs teachers' instructional decisions, and provides feedback to both teachers and students. Quality assessment also incorporates student self-assessment and reflection, and provides teachers with valuable information that can allow teachers to adjust instruction during lessons.

## 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.

According to the *LAUSD Teaching and Learning Framework*, there are four areas of assessment that effective teachers should address:

**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.



## CHECKING 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.

**BEFORE A QUIZ**, check for understanding by placing questions and answers on separate flash cards. Hand out all the card and have students move about the room until they find their “partner.” The students must match the question and answer. When the teacher then asks the question both partners (question and answer) stand up and present their information.

**INSTEAD OF CORRECTING EACH HOMEWORK ASSIGNMENT**, give quick, random quizzes to assess what's been learned. Collect and grade them on some days, and on others, give students the answers to evaluate their own quizzes. That way they will always be motivated to learn from the homework you assign.

**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.

**LEARNING LOGS OR RESPONSE JOURNALS** are an opportunity for students to share their learning and provide information about comprehension.

**QUICK QUIZZES**. Use half-sheets of paper or mobile apps such as Plicker, Socrative or Kahoot!

**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.

# RECOMMENDED RESOURCES

## FOR LESSON PLANNING:

### ***LAUSD Educator Development and Support: Teachers (EDST) Lesson Design Template***

[www.tinyurl.com/EDSTLessonDesign](http://www.tinyurl.com/EDSTLessonDesign)

### ***New Teacher's Companion by Gini Cunningham***

ASCD Publications

Read here Chapter 7: Lesson Plans and Unit Plans: The Basis for Instruction

<http://www.ascd.org/publications/books/109051/chapters/Lesson-Plans-and-Unit-Plans@-The-Basis-for-Instruction.aspx>

### ***New-Teacher Academy: Lesson Planning***

by Lisa Dabbs for Edutopia

<https://www.edutopia.org/blog/new-teacher-lesson-planning-lisa-dabbs>

### ***10 Great Lesson Planning Templates and Resources***

by Lily Jones for The Teaching Channel

<https://www.teachingchannel.org/blog/2014/02/06/lesson-planning-templates/>

### ***Lesson Planning Resources and Templates from the Center for Teaching and Learning Excellence***

<https://utah.instructure.com/courses/148446/pages/lesson-planning>

### ***What Makes a Question Essential from Essential Questions***

by Jay McTighe and Grant Wiggins

Read Chapter 1 here:

<http://www.ascd.org/publications/books/109004/chapters/What-Makes-a-Question-Essential%A2.aspx>

### ***Madeline Hunter Model Lesson Plan***

Iowa State University

<http://www2.econ.iastate.edu/classes/tsc220/hallam/MadelineHunterModel.pdf>

### ***Education World: Lesson Plan Library***

[http://www.educationworld.com/a\\_lesson/archives/](http://www.educationworld.com/a_lesson/archives/)

ELA, History and Social Studies Alignment to Depth of Knowledge

### ***Common Core Institute***

[http://www.crecnow.info/blendedsolutions/docs/docs/Webbs\\_Depth\\_of\\_Knowledge.pdf](http://www.crecnow.info/blendedsolutions/docs/docs/Webbs_Depth_of_Knowledge.pdf)

## FOR ENGAGEMENT AND RIGOR:

### ***Take Control of a Noisy Class***

by Rob Plevin

Crown House Publishing, Bethel, CT 2016

### ***Kagan Cooperative Learning***

by Spencer Kagan, Laurie Kagan and Miguel Kagan

<http://www.kaganonline.com>

***A Starting Point for Kagan Learning:***

[https://www.kaganonline.com/free\\_articles/research\\_and\\_rationale/330/The-Essential-5-A-Starting-Point-for-Kagan-Cooperative-Learning](https://www.kaganonline.com/free_articles/research_and_rationale/330/The-Essential-5-A-Starting-Point-for-Kagan-Cooperative-Learning)

***Whole Brain Teaching for Challenging Kids***

by Chris Biffle

<http://wholebrainteaching.com/>

***Whole Brain Teaching: 122 Amazing Games!***

by Chris Biffle

<http://wholebrainteaching.com/>

## FOR PROJECT-BASED LEARNING:

***Buck Institute for Education***

[http://www.bie.org/about/what\\_pbl](http://www.bie.org/about/what_pbl)

***Edutopia***

<https://www.edutopia.org/project-based-learning>

***Project-Based Learning: Start Here***

<https://www.cultofpedagogy.com/project-based-learning/>

***20 Literacy Strategies for Engaging the Middle Level Brain***

in Association for Middle Level Education Magazine Nov 2016

<http://www.amle.org>

***Taking Traditional Strategies to Transform the Classroom***

by Marcia Tate

<https://www.youtube.com/watch?v=JlzYG9Mwkkw>

***Developing Minds Inc***

<http://developingmindsinc.com/>

***Worksheets Won't Grow Dendrites: 20 Instructional Strategies that Engage the Brain***

<https://www.amazon.com/Worksheets-Dont-Grow-Dendrites-Instructional/dp/1412978505>

***Shouting Won't Grow Dendrites: 20 Techniques to Detour Around the Danger Zones***

<https://www.amazon.com/Shouting-Wont-Grow-Dendrites-Techniques/dp/1483350975>

***Writing Engaging Lessons Using Bloom's Taxonomy***

The Center for Teaching & Learning

<http://teaching.uncc.edu/best-practice/goals-objectives/writing-objectives>

***Using Webb's Depth of Knowledge to Increase Rigor***

Edutopia

<https://www.edutopia.org/blog/webbs-depth-knowledge-increase-rigor-gerald-aungst>***Dr. Norman Webb's DOK Overview (video)***[https://www.youtube.com/watch?v=qFXU6\\_TYIjc](https://www.youtube.com/watch?v=qFXU6_TYIjc)***Literature Circles: An Overview***<http://www.litcircles.org/Overview/overview.html>***RAFT Writing Strategies***<http://www.readingrockets.org/strategies/raft>***Capturing Students' Attention with Compelling Hooks***

by Craig Simmons for ASCD

<http://www.ascd.org/ascd-express/vol11/1102-simmons.aspx>***Accountable Discussions***

The Teacher Toolkit website

<http://www.theteachertoolkit.com/index.php/tool/accountable-discussions>***Instructables Education***

A website with step-by-step instructions for hundreds of hands-on classroom learning projects

<http://www.instructables.com/teachers/>

## FOR DIFFERENTIATING FOR ALL LEARNERS:

***Culturally and Linguistically Responsive Teaching and Learning***

by Sharroky Hollie

Shell Education Press, Huntington Beach, CA 2012

***The Center for Culturally Responsive Teaching and Learning***<https://www.culturallyresponsive.org/>***Educating Everybody's Children: Diverse Teaching Strategies for Diverse Learners***

edited by Robert W. Cole for ASCD Publications,

Read here Chapter 2: Diverse Teaching Strategies for Diverse Learners:

<http://www.ascd.org/publications/books/107003/chapters/Diverse-Teaching-Strategies-for-Diverse-Learners.aspx>***Increasing Student Learning Through Multi-Media Projects***

by Michael Simkins, et al for ASCD,

Read here *Chapter 3: Making A Real-World Connection*:[http://www.ascd.org/publications/books/102112/chapters/Making\\_a\\_Real-World\\_Connection.aspx](http://www.ascd.org/publications/books/102112/chapters/Making_a_Real-World_Connection.aspx)

## FOR ASSESSMENT:

***Fantastic, Fun Formative Assessment Tools Using Technology***

by Vicki Davis for *Edutopia*

<https://www.edutopia.org/blog/5-fast-formative-assessment-tools-vicki-davis>

***Portfolios from Authentic Assessment Toolbox***

by John Mueller

<http://jfmueeller.faculty.noctrl.edu/toolbox/portfolios.htm>

***Dipsticks: Efficient Ways to Check for Understanding***

by Todd Finley for *Edutopia*

<https://www.edutopia.org/blog/dipsticks-to-check-for-understanding-todd-finley>

***30 Fun Ways to Check for Understanding***

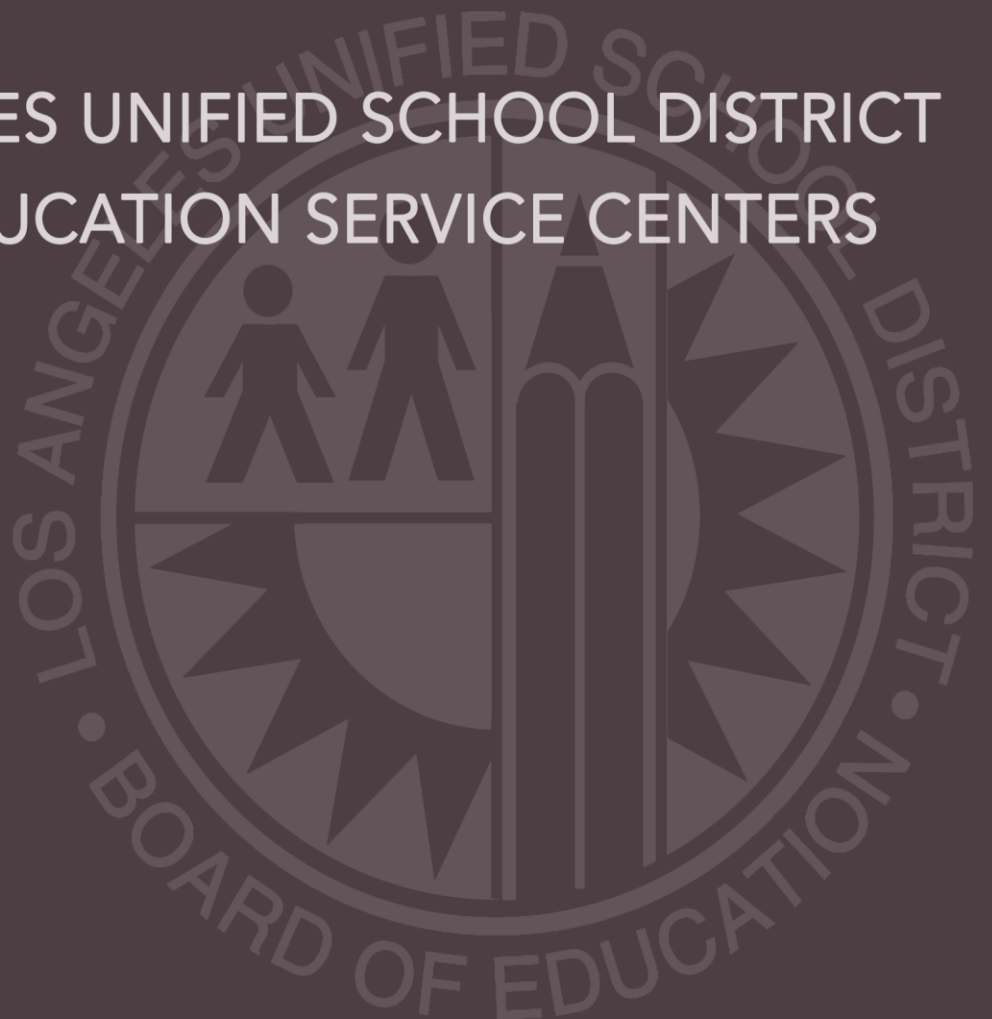
University of Nebraska E-Learning

[http://nelearn.mylearning.org/pluginfile.php/439/mod\\_page/content/17/strategies.pdf](http://nelearn.mylearning.org/pluginfile.php/439/mod_page/content/17/strategies.pdf)

# CHAPTER 5:

## SPECIAL EDUCATION

- UNDERSTANDING SPECIAL EDUCATION POLICIES AND PROCEDURES
- CREDENTIALING AND ADDED AUTHORIZATIONS IN SPECIAL EDUCATION
- TEACHER RESPONSIBILITIES IN SPECIAL EDUCATION
- LOS ANGELES UNIFIED SCHOOL DISTRICT SPECIAL EDUCATION SERVICE CENTERS



# UNDERSTANDING SPECIAL EDUCATION POLICIES AND PROCEDURES

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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

## WHAT 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



## 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 LEAST RESTRICTIVE ENVIRONMENT?

Placement decisions are governed by the Least Restrictive Environment (LRE) legal requirement:

*“To the maximum degree appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled.”*

This means that decisions to place a child in a more restrictive environment should only be made after considering and determining that less restrictive environments with Special Education, related services and other supports cannot meet the student’s needs as determined by the IEP team.

## THE SPECIAL EDUCATION PROCESS

Since the needs of each student with a disability are unique, Special Education policies and procedures set forth a process to determine a child’s Free Appropriate Public Education (FAPE):

The following are the key steps in the process:

1. Written request for a Special Education assessment is made by a parent or school staff member.
2. Special Education assessment plan is developed.
3. Parent is provided the Special Education assessment plan within 15 calendar days of receipt of request.

4. Parent approves, signs, and returns the assessment.
5. Assessments are conducted and reports are prepared.
6. An 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's 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.

## SPECIAL EDUCATION PROGRAMS IN LAUSD

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.

## LAUSD SPECIAL EDUCATION BRANCH PROGRAMS:

### 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.

### MODERATE/SEVERE 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.

## LAUSD SPECIAL EDUCATION PROGRAMS AND CODES

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

## RESOURCES FOR SPECIAL EDUCATION POLICIES AND PROCEDURES:

***U.S. Department of Education Individuals with Disabilities Act (IDEA)***

<https://sites.ed.gov/idea>

***Los Angeles Unified School District Special Education Division***

<http://sped.lausd.net>

***General Education Teachers in IEP Meetings***

<https://www.cultofpedagogy.com/iep-meetings>

# CREDENTIALING AND ADDED AUTHORIZATION PROGRAMS IN SPECIAL EDUCATION

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The Credentialing and Added Authorization Programs in LAUSD provide teachers opportunities to earn a Special Education credential, a clear (Level II) Education Specialist credential, or add an additional SPED authorization. All programs are tuition-free, accredited by the California Commission on Teacher Credentialing, aligned to LAUSD's initiatives, and provide employees with high-quality, personalized learning opportunities while serving students.

## PRELIMINARY CREDENTIALS

### **PRELIMINARY EDUCATION SPECIALIST CREDENTIAL, MILD/MODERATE DISABILITIES (MMD) PROGRAM or PRELIMINARY EDUCATION SPECIALIST CREDENTIAL MODERATE/SEVERE DISABILITIES (MSD) PROGRAM:**

The District Intern Program offers opportunities for teachers to earn their Preliminary Education Specialist credential to serve students with mild/moderate or moderate/severe disabilities.

### **CLEAR EDUCATION SPECIALIST INDUCTION PROGRAM (CESIP):**

The Clear Education Specialist Induction Program (CESIP) prepares Education Specialists for the California Clear (Level II) Credential. Teachers with preliminary Education Specialist credentials in Mild/Moderate, Moderate/Severe, Early Childhood, and Deaf-and-Hard-of-Hearing are eligible for the CESIP program. The 24-month CESIP is for Education Specialists who do not hold a Clear Single Subject or Clear Multiple Subject credential.

Education Specialists who hold a General Education Clear Single Subject or Multiple Subject credential can complete a modified 12-month Clear Education Specialist Induction Program.

## ADDED AUTHORIZATIONS

### **AUTISM SPECTRUM DISORDER ADDED AUTHORIZATION (ASDAA):**

The Autism Spectrum Disorder Added Authorization program prepares LAUSD teachers who hold a Level I Education Specialist Instruction Credential with the following specialty area: Mild/Moderate, Deaf-and-Hard-of-Hearing, Physical and Health Impairments, and/or Visual Impairments credential to support students with autism.

### **EARLY CHILDHOOD SPECIAL EDUCATION ADDED AUTHORIZATION (ECSEAA):**

The Early Childhood Special Education Added Authorization program prepares credentialed LAUSD special education teachers to support the healthy growth and learning of young children with developmental delays and disabilities (birth through age 5).

For more information, contact the District Intern program at: [DistrictInternProgram@lausd.net](mailto:DistrictInternProgram@lausd.net) or (213) 241-5466.

# TEACHER RESPONSIBILITIES IN SPECIAL EDUCATION

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## ROLE OF THE SPECIAL EDUCATION TEACHER IN A SELF-CONTAINED CLASSROOM:

### TEACHING AND LEARNING

1. Design age- and ability-appropriate standards-based lessons
2. Deliver whole class instruction
3. Scaffold instruction when necessary to ensure access of content
4. Instruct individual students
5. Facilitate small group learning
6. Oversee student learning interactions
7. Access and adapt appropriate learning materials and resources
8. Provide culturally relevant and responsive instruction
9. Engage families into the educational process

### ASSESSMENT

1. Utilize multiple measures to assess student understanding
2. Provide multiple methods for students to demonstrate learning
3. Develop opportunities for students to display work
4. Administer appropriate District-mandated assessments
5. Maintain accurate and measurable records of student progress
6. Create and utilize rubrics that are differentiated to meet individualized needs

### LIAISON

1. Collaborate and coordinate individual students' related services support providers (behaviorists, medical support, intervention specialists, enrichment teachers, tutors)
2. Collaborate, supervise and direct paraprofessionals
3. Maintain ongoing communication and collaboration with parents
4. Communicate and collaborate regularly with SPED and GenEd administration and counselors, and other teachers
5. Participate in community meetings
6. Provide information to families about SPED program

### IEPS

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

# ROLE OF THE SPECIAL EDUCATION TEACHER IN AN INCLUSIVE CLASSROOM:

## INSTRUCTION

1. Instructing individual students
2. Adapting materials
3. Providing small group instruction
4. Teaching the whole class
5. Monitoring students' academic work
6. Coordinating support for individual students (including medical and behavioral needs)

## ASSESSMENT

1. Grading students' performance
2. Developing appropriate exhibitions and demonstrations of student work
3. Administering education tests

## COMMUNICATION

1. Attending planning meetings
2. Communicating with parents and families
3. Attending problem solving meetings
4. Providing information about inclusion

## LEADERSHIP

1. Training and supervising paraprofessionals
2. Coordinating peer tutors
3. Facilitating the use of related services professionals
4. Encouraging natural supports and friendships

## RECORD-KEEPING

1. Developing the IEP
2. Maintaining records of student performance
3. Maintaining records of curricular accommodations and modifications

# ROLE OF THE GENERAL EDUCATION TEACHER

General Education teachers can use accommodations to provide ways for students to understand concepts, deepen skills, and demonstrate their learning. There are many strategies that GenEd and Special Ed teachers can use to ensure that all students have equal access to the curriculum and opportunities to be successful:

## INSTRUCTION

1. Highlight key points within written text/material
2. Ask students to paraphrase ideas or instructions
3. Provide individual copies of overheads and powerpoints
4. Employ read-alouds, group response and choral readings
5. Break large assignments into smaller segments
6. Display examples, models and visuals
7. Sequence the steps in a task
8. Offer choices in topics or products
9. Allow extra time for written assignments

## CLASSROOM CLIMATE

1. Eliminate distractors from desks
2. Seat students in low traffic areas
3. Keep extra supplies of pencils, paper and other materials
4. Play calming music during quiet activities
5. Allow students to use study carrels
6. Offer frequent opportunities for short stretch breaks
7. Provide a timer for students to monitor themselves

## BEHAVIOR MANAGEMENT

1. Make direct eye contact with students
2. Use private signals to communicate with individual students
3. Set clear expectations
4. Be consistent with routines and procedures
5. Assign a “cool down” spot
6. Employ students in classroom jobs
7. Include positive reinforcement and incentives

## COMMUNICATION

1. Contribute information and insights to collegial discussions
2. Keep parents informed of student progress and class activities
3. Collaborate with colleagues to strengthen student supports
4. Participate in IEPs providing insights and data regarding student learning and progress

# LOS ANGELES UNIFIED SCHOOL DISTRICT SPECIAL EDUCATION SERVICE CENTERS

The *Special Education Service Centers (SESC)* assist parents, schools and staff with IEP placement support, special education transportation, extended school year (ESY), IEP translation services, personnel support, and fiscal services/non-public schools' options. The mission of the Special Education Service Centers is to ensure that every student with a disability has access to an educational environment that supports their unique learning needs by ensuring supports and services are provided in an efficient, effective and timely manner. Supporting classrooms and teachers is an essential component to success.

Special Educations teachers are encouraged to contact their local SESC for resources and assistance. The SESC main phone number is (213) 241-6701.

## SESC CENTRAL

- 333 S. Beaudry Ave, 17<sup>th</sup> Floor, Los Angeles, CA. 90017
- (213) 241-4999

## SESC EAST

- 2151 N. Soto Street, Los Angeles, CA. 90032
- (323) 224-3300

## SESC NORTHEAST

- 13395 E. Kagel Canyon Street, Pacoima, CA. 91331
- (818) 686-4400

## SESC NORTHWEST

- 6505 Zelzah Ave, Reseda, CA. 91335
- (818) 654-5001

## SESC SOUTH

- 1208 Magnolia Ave, Gardena, CA. 90247
- (310) 354-3431

## SESC WEST

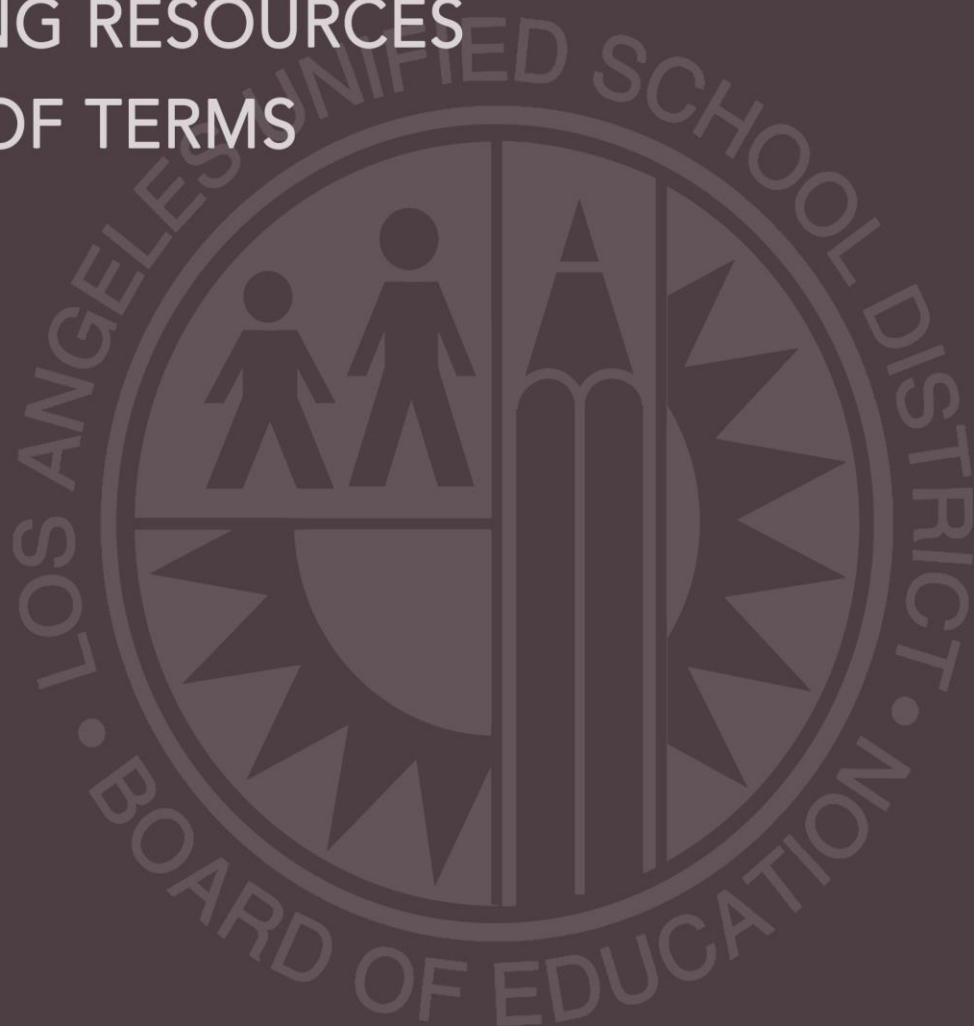
- 2635 Colby Ave, Los Angeles, CA. 90064
- (310) 235-3700



# CHAPTER 6:

## THE PROFESSIONAL TEACHER

- PROFESSIONALISM
- PROFESSIONAL RECORDS AND FILES
- PARENTS AS PARTNERS
- SPANISH-ENGLISH PHRASES
- TEACHER SELF-CARE
- NETWORKING RESOURCES
- GLOSSARY OF TERMS



# PROFESSIONALISM

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A professional teacher is a role model to students, an effective and engaging instructor, a responsible and trustworthy member of the educational community, an ongoing learner, and a positive representative of the teaching profession.

## ARE YOU A PROFESSIONAL TEACHER?

These are the practices of a Professional Teacher:

### AT SCHOOL

- Arrives on time and prepared
- Observes school protocols and procedures
- Dresses in a clean and appropriate manner
- Attends all staff meetings and professional development
- Treats colleagues, staff and administrators with respect
- Is a productive collaborator

### WITH STUDENTS

- Respects each learner as a valuable individual
- Takes responsibility for student engagement and learning
- Prepares lessons carefully and thoughtfully
- Models respect and enthusiasm for learning
- Is mindful of classroom and school safety

### WITH PARENTS AND THE SCHOOL COMMUNITY

- Treats parents with respect and as partners in their child's education
- Keeps informed of education policies and changes
- Behaves courteously in public
- Communicates pride as an educator
- Supports school-community partnerships

### PERSONALLY AND PROFESSIONALLY

- Maintains a healthy work-life balance
- Regularly reflects on teaching and strives to improve practice
- Is a member of professional associations
- Attends conferences, institutes and webinars
- Is an ongoing learner
- Aspires to excellence
- Finds joy in teaching

## NEW TEACHER DO'S & DON'TS

DO	DON'T
Be on time and have good attendance.	Run in at the last minute or regularly take Friday sick days.
Take administrative requests and advice seriously.	Disregard instructions or follow negative school norms (i.e. the meeting always starts ten minutes late so I'll arrive late).
Attend all faculty meetings and required professional development	Text or roll your eyes during faculty meetings or professional development.
Have a clear focus for each day's lesson that includes what the students are expected to learn.	Make up instruction as you go along or surprise students with unexpected work or tests.
Over plan for your instructional day.	Frequently give students "free time" without purpose
Be cautious about the types of media you share with students.	Show questionable YouTube videos or movies without parental permission, or when instructed by an administrator not to.
Have policies and procedures for students to leave the room.	Allow students to leave without permission.
Try to grow every day. Ask for help.	Operate in isolation; turn down offers of assistance; refuse to ask for help
Dress professionally	Wear flip-flops, sloppy clothing, revealing garments, or apparel that may prevent or restrict you in your assigned duties.
Interact professionally colleagues	Gossip with colleagues, about colleagues, or with or about students
Take care of yourself. Take your break time.	Let work overshadow your personal life.
Share appropriate information about yourself with students.	Over share. Students should not know who you are dating, listen to your personal conversations, or friend you on social media.
Leave work in a timely fashion.	Open and close the school with the custodial staff on a daily basis.
Stay on top of deadlines and requirements.	Require multiple reminders to turn in paperwork, attendance and grades on time.
Keep your personal items locked up.	Give your keys to students.
Call the office or a neighbor teacher if you must leave your classroom unattended	Leave students alone in a classroom (even with a T.A.)

# PROFESSIONAL RECORDS AND FILES

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Take control of your employment records by creating your own files. Being able to verify and document your professional development, achievements and interactions will assist you in tracking and supporting your progress as an educator.

## RECOMMENDED LIST OF PERSONAL DOCUMENTS TO KEEP:

- A signed copy of your employment contract
- Supplemental contracts, if applicable (coordinatorships, coaching, tutoring)
- Current resume
- Transcripts of all undergraduate and graduate degrees, certificates and credits
- Copies of letters of recommendations from your supervisors
- Teaching credential(s) and other credentials and certifications
- Record of formal and informal observations and evaluations from administrators
- Copies of communication from administrators regarding your performance
- Records of commendations, awards and honors
- Copies of work/teaching schedules from previous years
- Records of course work, salary points earned, and verification of PD hours
- Copies of Child Abuse Awareness Training verification

## RECOMMENDED LIST OF TEACHING-RELATED DOCUMENTS TO KEEP:

- Communications with parents (written, and notes from phone or face-to-face meetings)
- Records of incidents involving discipline or referral of students
- Records of child abuse or other state-mandated reporting
- Copies of all correspondence from your administrator(s)
- Records of in-service trainings attended
- Receipts for classroom purchases
- Copies of student work exemplars
- Successful lesson plans

## TEACHER SELF-CARE & SAFETY

Becoming a professional, highly effective teacher is a long and ongoing process. To weather the ups and downs, teachers need to find ways to take care of themselves, to rejuvenate and restore, and to find a balance between work-life and home-life. Here are some self-care tips from experts:

**MAINTAIN A SUPPORT SYSTEM.** Friends and family can be a sounding board, provide insights when you're feeling lost, and help you have fun when you need to decompress. Along with friends outside of school, find a colleague or two at your school site who can be a positive ally.

**MONITOR YOUR OWN REACTIONS, EMOTIONS AND NEEDS.** Keeping your emotions bottled up is never healthy, and can often lead to a blow-up later. Try journaling or sharing with a sympathetic friend to identify your feelings so you can better understand them.

**NETWORK, NETWORK, NETWORK.** Find colleagues online, at conferences and meetings, and right at your work site. Colleagues can share valuable resources and offer support and encouragement.

**USE POSITIVE COPING STRATEGIES** to manage emotions and distress: Try a deep breathing technique, muscle relaxation, yoga or simply taking a walk.

**GET ENOUGH SLEEP.** Sleep is important for emotional and physical well-being. Lack of sleep can negatively impact your ability to handle stress, be productive and function effectively in the classroom.

**MAINTAIN A HEALTHY LIFESTYLE,** including eating regular healthy meals, getting regular exercise and staying hydrated. Stay active outside of school.

**MAKE TIME FOR YOURSELF, FAMILY AND FRIENDS.** This should not be an expendable item. Those personal bonds are the ones that keep us going.

**KEEP A LIST OF THE LOVELY LITTLE MOMENTS THAT HAPPEN DURING THE DAY.** Write down funny things students say, keep the notes they write to you, cherish the hard-won successes your students have. Keep those moments of success in mind.

**KEEP THOSE LESSONS THAT WORKED REALLY WELL.** You'll want them again.

**TAKE AT LEAST PART OF EVERY WEEKEND TO DO SOMETHING TOTALLY UNRELATED TO SCHOOL.** Push all thoughts of work from your mind. Unplug.

**SEEK HELP IF YOU FEEL OVERWHELMED.** Symptoms such as increased irritability with students, feeling numb or detached, or problems planning lessons or maintaining classroom routines are all signs of serious distress requiring help. If your signs persist for longer than two to three weeks, it might be a good idea to seek assistance from a health care professional.

## 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 main office closing for the day. If you need to remain later, try to make sure that someone still on campus, such as a member of the custodial staff, are aware that you are there. If possible, have a buddy or staff member escort you to your car, if it is late at night.
- 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.

# PARENTS AS PARTNERS

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Communicating with parents is one of the most important things teachers do. Good partnerships with parents can often help students feel comfortable, supported and understood. LAUSD is committed to engaging parents in their child's education, as research confirms the important role of parent involvement in student achievement. In 2010, LAUSD passed the *Parents as Equal Partners in the Education of their Children Resolution* to further emphasize the importance of parents and schools working together.

## COMMUNICATING WITH PARENTS

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

Try to keep parents informed and the lines of communication open throughout the year. Consider an ongoing parent communication schedule with parents through a monthly or bi-monthly newsletter, scheduled email or text blasts, or even through a weekly video post. Many teachers maintain class websites that parents can access for information. These methods can keep parents informed about school events, classroom procedures, educational strategies, assignment dates, behavior, academic progress, or anything school related.

While many parents use email on an ongoing basis, many parents do not. It may be necessary to find other ways to contact parents, both individually and for class communication. Sending letters and other communication home with students is still a common method of communication. Also, most parents, even those without regular email access, have cell phones and can receive texts. Group text services, such as Remind (<http://www.remind.com>), allow teachers a free, safe communication tool to connect instantly with parents and students, without revealing personal cell phone numbers. Class Dojo (<http://www.classdojo.com>) is another recommended online service that provides ongoing communication tools with families. Class Dojo also allows individual communication with parents as well as sharing of photos, videos and assignments.

## CONFERENCING WITH PARENTS

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

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

1. **START THE CONFERENCE ON TIME.** Whether a phone conference, or face-to-face, beginning on time communicates that you value the parent's time, and your own.
2. **DRESS PROFESSIONALLY.** Set a tone with your attire that you are businesslike and take your job seriously. You need not be fancy or "dressed up," but do look tasteful and neat.
3. **PLAN AHEAD.** You may find it helpful to create a checklist to guide the conversation. Gather key work samples, assessment records and assignments, and make notes of specific strengths and concerns you want to discuss. Most parents genuinely want to gain a better understanding of their child's progress and learning, so plan with that goal in mind.
4. **GREET PARENTS CORDIALLY.** A smile, a handshake and a thank-you for coming will set a positive tone. Keep in mind that parents can often feel nervous too. Try smiling and presenting a calm, relaxed demeanor. Rather than sitting behind your desk, across from parents, create a seating arrangement around a table that allows friendly, open discussion.
5. **GET THE NAME RIGHT.** Don't assume that Terry Castro's mother is Mrs. Castro. If the parents do not introduce themselves and indicate their surname, go ahead and ask. This is preferable to blundering into an incorrect assumption. Do your best to pronounce names correctly, and make sure the parents have your name as well.
6. **BEGIN POSITIVELY.** Start with an anecdote or observation highlighting a positive ability, quality or improvement you have noted in the student. You might also invite the parents to share their impressions of how the year is going.
7. **HEAR THEIR CONCERNS.** Allow an upset or angry parent to express those concerns before proceeding. It is only after parents have had the opportunity to say everything they want to say will they be able to listen to you or begin to work on a solution. Even when parents do not have concerns about your class specifically, they may have other some other unease about their child's school experience that they wish to share.
8. **DISCUSS SPECIFICS.** Briefly discuss the student's progress academically, as well as behaviorally. Show examples of work and explain what these documents mean in terms of the student's current grades. Let the parents see first-had their child's work samples.
9. **DO NOT COMPARE THIS STUDENT TO OTHERS,** either in terms of academics or behavior. Avoid making comments about the class composition in general.



10. **FORGET THE JARGON.** Lose education phrases like “performance-based assessment” and “least restrictive environment.” Use plain language and explain the student’s academic and behavioral situation in everyday language.
11. **STRESS COLLABORATION.** Let parents know you want to work together in the best interest of the child. Describe specific strategies you use in class to assist students in mastering skills and concepts. Solicit parents’ help in meeting these goals. Offer suggestions for activities and strategies families can use at home to help their child learn.
12. **LISTEN TO WHAT PARENTS SAY.** Validate their comments and feelings by paraphrasing back to them what you heard them say. Ask the parents if there is anything else they think you should know. Outline the parent’s concerns as you talk. Taking notes will keep you focused and afterwards you will have a clearer record of the exchange.
13. **BE SENSITIVE TO PARENT’S CONCERNS.** They may be more aware than you of the challenges facing their child. Hear them out. Stay cool under fire. Your calm presence and tone of voice can often be enough to soothe an irate parent to the point where a constructive conversation can take place.
14. **FOCUS ON SOLUTIONS.** Describe the upcoming instructional goals, and focus on those areas that the student may find particularly challenging. Use a checklist to keep a record of student assessment and instructional goals for both parents and teacher reference.
15. **MAKE A PLAN.** Finish your conference by summarizing the discussion and what actions you, the student and the parents will take. Provide the parents with handouts or resources they can use to assist their child. Describe how you will communicate any follow-up information with the parents and how they can best way contact you. Reiterate your appreciation for their efforts to work together with you to support their child.
16. **END ON A POSITIVE NOTE.** When you can, save at least one encouraging comment for the end of the conversation.
17. **KEEP A RECORD.** You may find it helpful later to have a brief record of the conversation. Make notes as soon as possible afterward, while the details are fresh. A follow up email to the parent thank him/her for their time and confirming the basic points and decisions made can serve double-duty. Otherwise, just jot down some notes for later reference.
18. **ALWAYS HOLD THE CONFERENCE IN SCHOOL,** during hours when other staff is in the building. If you anticipate a very heated exchange, you may want to meet in a more public area of your school than your classroom.

# THE POWER OF THE POSITIVE PHONE CALL HOME

from <http://www.edutopia.com>

by Elena Aguilar Educator and author, *The Art of Coaching Teams*

When I first started teaching and was overwhelmed by the demands and complexity of the job, my survival strategy was simply to take all the advice that came my way and implement it. So when my wise mentor suggested that after the first day of school I call all of my second grader's parents, I did so.

In spite of my exhaustion, I called each family and introduced myself. I asked a few questions about their child. I said that their kid had had a good first day. I said I looked forward to working together.

Throughout that year, and the years that followed, I continued this practice -- I had an intuitive feeling that it was key: The positive phone call home. After the first days, as soon as I'd identified the kids who might be challenging, I made it a goal to call home with positive news every week. I'd share this goal with my students, greeting them at the door with something like: "I'm so excited to see you this morning, Oscar! I am going to be watching you really closely today to find some good news to share with your mom this evening. I can't wait to call her and tell her what a good day you had!"

When I taught middle school, this strategy made the difference between an unmanageable group of kids and an easy group. You'd be surprised, perhaps, how desperately an eighth-grade boy wants his mom (or dad or grandma or pastor) to get a positive call home. On the first day of school I'd give students a survey that included this question, "Who would you like me to call when I have good news to share about how you're doing in my class? You're welcome to list up to five people and please let them know I might call -- even tonight or tomorrow!"

First, I'd call parents of the kids who I knew would be challenging, those I suspected rarely got positive calls. When an adult answered the phone, I'd say, all in one long breath, "Hi Mrs. \_\_\_\_? I'm calling from \_\_\_\_ Middle School with great news about your son, \_\_\_\_\_. Can I share this news?" If I didn't immediately blurt out the "great news" pieces, sometimes they'd hang up on me or I'd hear a long anxious silence.

Some of these kids were difficult. Extremely difficult. However, I was always able to find something sincerely positive about what he or she had done. As the days followed, I kept calling -- "I just wanted to share that today when \_\_\_\_ came into my class he said, 'good morning' to me and opened his notebook right away. I knew we'd have a good day!" Sometimes I'd stop in the middle of class and in front of all the students I'd call a parent. The kids loved that. They started begging for me to call their parent too. It was the first choice of reward for good behavior -- "just call my mama and tell her I did good today."

What shocked and saddened me were the parents who would say, "I don't think anyone has ever called me from school with anything positive about my child." I occasionally heard soft sobbing during these calls.

I'd first used this phone call thing as a strategy for managing behavior and building partnerships and it worked. However, after ten years of teaching I became a parent and my feelings shifted into some other universe. As a parent, I now can't think of anything more I want a teacher to do -- just recognize what my boy is doing well, when he's trying, when he's learning, when his behavior is shifting, and share those observations with me.

I know how many hours teachers work. And I also know that a phone call can take three minutes. If every teacher allocated 15 minutes a day to calling parents with good news, the impact could be tremendous. In the long list of priorities for teachers, communicating good news is usually not at the top. But try it -- just for a week -- try calling the parents of a few kids (and maybe not just the challenging ones -- they all need and deserve these calls) and see what happens. The ripple effects for the kid, the class, and the teacher might be transformational.

# SPANISH-ENGLISH PHRASES (NUEVA GUÍA DE RECURSOS PARA MAESTROS)

## ACADEMICS/ACADEMICOS

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

## BEHAVIOR/COMPORTAMIENTO

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

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

## PRAISES/CUMPLIDOS

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

# NETWORKING RESOURCES

Networking is an indispensable tool for educators. From informal networking on the school and District level to participation in professional organizations, networking with colleagues can provide a wealth of ideas and resources. In addition, virtual networking opportunities abound through websites, blogs and even twitter. Leading educators offer newsletters full of useful tips and tools, and education websites offer online courses and more. Here are some recommended resources for connecting and networking with fellow educators.

## INDIVIDUAL EDUCATOR WEBSITES, BLOGS AND NEWSLETTERS

**MICHAEL LINSIN – Smart Classroom Management** (<http://www.smartclassroommanagement.com>)

Michael Linsin, educator and author, has taught every grade level from kindergarten through high school for the past 26 years, and his Smart Classroom Management blog is read by more the 100,000 teachers. On his website you can access his strategies for calm, respectful and relaxed classroom management using dozens of usable strategies, and sign up for his email newsletter, which provides great ideas for running a lively, happy and well-managed classroom.

**RICK MORRIS – New Management** (<http://www.newmanagement.com>)

Probably best known for his excellent ideas and tools for using music for transitions and routines, Rick Morris is a longtime educator and author. His website is full of clever classroom hacks and tools for maximizing engaging learning time. His ideas are fun, tech-savvy, free to download, and user-friendly, and can help all teachers streamline their class routines add humor and learning to everyday activities.

**ANGELA WATSON – The Cornerstone for Teachers** (<http://thecornerstoneforteachers.com>)

Angela Watson is a National Board Certified teacher and educator/blogger on classroom management and behavior management. Her ideas are practical and immediately usable, and her website offers dozens of downloadable and printable curriculum resources, online courses, a weekly podcast and membership in her 40-Hour Teacher Workweek Club.

**DAVE STUART, JR. – Dave Stuart, Jr.** (<http://www.davestuartjr.com>)

Dave Stuart, Jr. is a small-town educator who uses dynamic literacy strategies to empower and educate students. He has a wealth of strategies for all grades and subjects, including his popular Article of the Week and Pop-Up Debate tools. His weekly newsletters are filled with literacy-focused teaching ideas and are extremely useful and inspiring for all kinds of teachers.

**BRIAN CROSBY – Learning is Messy** (<http://www.learningismessy.com>)

Brian Crosby is an elementary and middle school STEM teacher, whose blogs offer an array of ideas and strategies for infusing hands-on STEM learning into classrooms. In addition, the website has how-to information for teachers looking to design websites, wiki pages or blog themselves.

## ORGANIZATION WEBSITES AND RESOURCES

**TEACHING CHANNEL** (<http://www.teachingchannel.org>) is an online video channel containing thousands of videos on educational strategies, lessons, and pedagogy, all featuring real teachers in real classrooms. In addition to the New

Teacher Survival Guide series, other categories include Classroom Management, Lesson Ideas for Common Core, Teaching STEM and Differentiation. Videos can be selected by grade, subject and topic, and are often accompanied by supporting downloadable resources.

**EDUTOPIA** (<http://www.edutopia.com>) was created and is supported by the George Lucas Foundation with the purpose of showcasing what works in education through online resources, videos and blogs. The offerings are extremely varied and very user-friendly, and offer great ideas and strategies for new teachers on topics including: STEM education, partnering with parents, ideas for starting off the year, literacy, engagement and hundreds of others.

**PBS LEARNING MEDIA** (<http://www.pbslearningmedia.org>) is a collection of online resources for teachers to enrich their lessons. Tools include Lesson Builder and Quiz Maker, and a Storyboard app that lets teachers and students create dynamic presentations incorporating PBS videos, graphics and texts. Teachers can browse by subject, grade level or media, to access an astonishing wealth of video, audio and text resources on topic ranging from history, literature, science, the arts and contemporary society. Also on the website is information about PBS Professional Development opportunities including self-paced online courses, digital training and events, and a range of facilitated courses that allow interaction with peers and experts within a virtual learning environment (often offering salary points).

**CRASH COURSE** (<http://www.youtube.com/user/crashcourse>) is a YouTube channel composed of short 15 to 20minute animated briefs on a range of topics from Science to Literature to History to Mathematics. Originally the brain child of writers and brothers John and Hank Green, the Crash Course contributors now include educators and writers from a range of disciplines. Videos are lively, entertaining and accurate; show them to students, or brush up on a topic yourself.

**NATIONAL BLOGGING COLLABORATIVE** (<http://www.nationalbloggingcollaborative.com>) is a free service created for teachers, by teachers, in an effort to get more educators contributing their voices to the national education narrative. The NBC website provides quick and user-friendly instructions for starting and maintaining a blog, and participating with other teacher-bloggers.

### **TEACHER2TEACHER: ELEVATING AND CELEBRATING EFFECTIVE TEACHING AND TEACHERS**

(<http://www.teacher2teacher.education/ecet2>) ECET2 provides a forum for teachers to learn from one another and to celebrate the teaching profession by nurturing trust among teachers, focusing on each teacher's potential for growth, and providing time at every year at regional convenings around the country to inspire the intellect and the passion that drives teachers in their work.

**ACHIEVE THE CORE/TEACHING THE CORE** (<http://www.achievethecore.org/page/1068/teaching-the-core>) The Teaching the Core Video Library is a free, searchable database of bell-to-bell lessons that highlight exemplary Common Core-aligned instruction. Along with the videos are lesson plan materials, examples of student work, interviews with the teachers, and annotations by more than 100 participating educators.

**TED EDUCATION** (<http://ed.ted.com>) This is a library of hundreds of 4 to 6 minute animated videos covering topics for all grade levels and subjects, along with accompanying discussion questions and teacher guides. The TED Education site also offers teachers the tools to create and share their own animated shorts.

**ED CAMP** (<http://www.edcamp.org>) Edcamps are teacher-driven conferences for educators who want to learn and collaborate with one another on effective and creative ways to use technology to strengthen education. Edcamps take place in locations around the country, are free for participants, and focus on highly collaborative conversations, innovative brainstorming, and open sharing of technology-based ideas for dynamic teaching.

**LYNDA.COM** (<http://www.lynda.com>) offers thousands of online courses taught by industry experts in technology, photography, web design and video production. Courses are short, practical and user-friendly.

## TWITTER FOR TEACHERS

Use these hashtags to connect with subject- or grade-alike colleagues across the globe:

TWITTER FOR TEACHERS			
GRADE SPECIFIC	SUBJECT	GENERAL	GLOBAL ED.
<ul style="list-style-type: none"> <li>•#KINDERCHAT</li> <li>•#1STCHAT</li> <li>•#2NDCHAT</li> <li>•#3RDCHAT</li> <li>•#4THCHAT</li> <li>•#5THCHAT</li> <li>•#6THCHAT</li> </ul>	<ul style="list-style-type: none"> <li>•#MATHCHAT</li> <li>•#SCICHAT</li> <li>•#ENGCHAT</li> <li>•#ARTSED</li> <li>•#MUSEDCHAT</li> <li>•#FLTEACH</li> <li>•#SSCHAT</li> <li>•#ESL</li> </ul>	<ul style="list-style-type: none"> <li>•#WHYTEACH</li> <li>•#TEACHER2TEACHER</li> <li>•#EDCHAT</li> <li>•#EDUCATION</li> <li>•#GLOBALED</li> <li>•#LANGCHAT</li> <li>•#K12</li> <li>•#HOMESCHOOL</li> <li>•#SOCIALJUSTICEED</li> <li>•#ESDGC</li> </ul>	<ul style="list-style-type: none"> <li>•#AUEDCHAT (AUSTRALIA)</li> <li>•#CDNED (CANADA)</li> <li>•#CLAVED (FRANCE)</li> <li>•#EDCHATIE (IRELAND)</li> <li>•#EDSG (SINGAPORE)</li> <li>•#FINNEDCHAT (FINLAND)</li> <li>•#SKOLECHAT (DENMARK)</li> <li>•#UKEDCHAT (THE UK)</li> </ul>

## PROFESSIONAL ORGANIZATIONS

Joining a professional educational association is a great way to be connected with colleagues and the greater teaching community. Organizations can provide resources to help teachers grow at every stage of the profession. These organizations are the ideal place to find out what is happening in the field, and to keep up to date on the important issues and trends. Many organizations influence educational practice and policy at the state and national level, and membership puts teachers on the ground floor of innovation and new ideas.

Membership generally includes benefits such as journals, newsletters and resources aligned to current research and best practices. Most professional organizations also host conferences and conventions, and provide opportunities for professional development and networking. Here is a list of some established professional associations:

### COUNSELING

- **American School Counselors Association (ASCA)**
  - <http://www.schoolcounselor.org>
- **California Association of School Counselors (CASC)**
  - <http://www.schoolcounselor-ca.org>

### EARLY CHILDHOOD

- **National Association for the Education of Young Children (NAEYC)**



- <http://www.naeyc.org>
- California Association for the Education of Young Children (CAEYC)
  - <https://caeyc.org>

## ENGLISH / LITERACY

- National Council of Teachers of English (NCTE)
  - <http://www.ncte.org>
- International Literacy Association (ILA)
  - <http://www.literacyworldwide.org>
- California Association of Teachers of English (CATE)
  - <http://www.cateweb.org>
- California Writing Project
  - <http://www.californiawritingproject.org>
  - *The California Writing Project has the central mission to improve student writing by improving the teaching of writing. Every year thousands of educators, from all disciplines, participate in the Writing Project, focusing on improving the literacy and writing of themselves, their students, and in their schools and communities.*

## FOREIGN LANGUAGE

- American Council on the Teaching of Foreign Languages (ACTFL)
  - <http://www.actfl.org>
- TESOL Educators Association
  - <http://www.tesol.org>

## GIFTED EDUCATION

- National Association for Gifted Children
  - <http://www.nagc.org>
- California Association for the Gifted
  - <http://www.cagifted.org>

## MIDDLE SCHOOL

- Association for Middle Level Education
  - <http://www.amle.org>
  - *Articles, teaching resources, publications and conferences for middle school teachers.*

## PHYSICAL EDUCATION

- Society of Health and Physical Educators of America (SHAPE America)
  - <http://www.shapeamerica.org>

## SOCIAL STUDIES / HISTORY

- National Council for the Social Studies (NCSS)
  - <http://www.socialstudies.org>
- National Council for History Education (NCHE)
  - <http://www.nche.org>

- **Facing History and Ourselves**
  - <http://www.facinghistory.org>
  - *Providing curriculum for all grade levels and disciplines, the Facing History and Ourselves powerful teaching materials help teachers to engage students in meaningful exploration and study of issues of fundamental concern to our communities and planet.*

## SPECIAL EDUCATION

- **National Association of Special Education Teachers (NASSET)**
  - <http://www.naset.org>
- **Council for Exceptional Children (CEC)**
  - <http://www.cec.org>

## STEM

- **National Council of Teachers of Mathematics (NCTM)**
  - <http://www.nctm.org>
- **National Science Teachers Association (NTSA)**
  - <http://www.ntsas.org>
- **National Association of Biology Teachers (NABT)**
  - <http://www.nabt.org>
- **National Earth Science Teachers Association (NESTA)**
  - <http://www.nesta.org>
- **American Association of Physics Teachers (AAPT)**
  - <http://www.aapt.org>
- **American Association of Chemistry Teachers (AACT)**
  - <http://teachchemistry.org>
- **American Chemical Society (ACS)**
  - <http://www.acs.org>
- **International Society for Technology in Education (ISTE)**
  - <http://www.iste.org>

## VISUAL AND PERFORMING ARTS

- **California Arts Council**
  - <http://www.cac.ca.gov>
- **National Art Education Association (NAEA)**
  - <http://www.arteducators.org>
- **California Art Education Association (CAEA)**
  - <http://www.caea-arteducation.org>
- **Music Teachers National Association (MTNA)**
  - <http://www.mtna.org>
- **Music Teachers' Association of California (MTAC)**
  - <http://www.mtac.org>
- **National Dance Education Organization (NDEO)**
  - <http://www.ndeo.org>

- **California Dance Education Association (CDEA)**
  - <http://www.cdea.org>
- **Educational Theatre Association / Int'l Thespian Society (ETA)**
  - <http://www.schooltheatre.org>
- **California Education Theatre Association (CETA)**
  - <http://www.cetoweb.org/ceta>
- **Drama Teachers Association of Southern California (DTASC)**
  - <http://www.cetoweb.org/dtasc>

## WORLD LANGUAGES

- **California Language Teachers' Association (CLTA)**
  - <http://www.clta.net>

## GENERAL

- **California League of Schools (CLS)**
  - <http://www.leagueofschools.org>
  - *This organization hosts several conferences and institutes a year including an annual state conference on Safe & Civil Schools, one on Technology, and two general conferences, one in Southern California, and one in Northern. Though a smaller organization than some others, the conference presenters are always first-rate, and the size enables more networking.*
- **National Education Association (NEA)**
  - <http://www.nea.org>
  - *The NEA is the nation's largest professional organization, and represents three million educators. NEA offers a host of resources and materials on the website to help classroom teachers in all aspects of their practice.*
- **United Teacher of Los Angeles (UTLA)**
  - <http://www.utla.org>
  - *Since 1970, UTLA's mission has been to improve the quality of L.A. public schools and to enhance the professional lives of its members. UTLA is the second largest teacher's union in the nation.*
- **The American Federation of Teachers (AFT)**
  - <http://www.aft.org>
  - *The AFT is a union of education professionals advocating for fairness, economic opportunity, high-quality education, healthcare and public services for students and families. In addition to teaching resources, the AFT website features articles on current trends and concerns in public education.*
- **California Teachers Association (CTA)**
  - <http://www.cta.org>
  - *Educational advocacy, and teacher support, resources and conferencing.*

# GLOSSARY OF TERMS

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The following list contains only some of the extensive education terminology teachers regularly use and need to know. It is by no means complete. For a more comprehensive listing, with annotated definitions, ED glossary (<http://www.edglossary.org>), and EdSource glossary of education terms (<http://www.edsource.org>) are recommended resources.

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

**ACADEMIC PERFORMANCE INDEX (API):** The API score is used for school accountability purposes, and to rank a school among schools of the same type (elementary, middle, high) and among the 100 schools of the same type that are most similar in terms of students served, teacher qualifications, and other factors. Schools and districts also receive separate API scores for disaggregated groups, including ethnic subgroups, socioeconomically disadvantaged students, English learners, and students with disabilities.

**ACCOMMODATIONS:** A change in the course; standard; or test preparation, location, timing, scheduling, expectations, student response and/or other attribute which provides access for a student with a disability to participate in a course, standard or test but which does not fundamentally alter or lower the course, standard or test.

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

**A-G COURSES:** The set of 15 one-year college prep courses high school students must take to be eligible to enter either the California State University (CSU) or University of California (UC) systems. Required A-G courses include: (a) Two history/social science; (b) Four English language arts; (c) Three math (through Algebra II or Integrated Math III); (d) Two laboratory science (two different disciplines); (e) Two foreign language (same language); (f) One visual/performing arts; and (g) One elective from the above subjects.

**ACHIEVEMENT GAP:** A consistent difference in scores on student achievement tests between certain groups of children and children in other groups. The data document a strong association between poverty and students' lack of academic success, and while poverty is not unique to any ethnicity, it does exist in disproportionate rates among African Americans and Hispanics, and among English learners. Research shows that though, to some degree, the achievement gap stems from factors that children bring with them to school, other factors in the students' school experiences also contribute to the gap.

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

**AMERICANS WITH DISABILITIES ACT (ADA):** A federal law that gives civil rights protections to individuals with disabilities like those provided to individuals on the basis of race, color, sex, national origin, age, and religion. It

guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, state and local government services, and telecommunications.

**APEIS (ASSISTANT PRINCIPAL, ELEMENTARY INSTRUCTIONAL SPECIALIST):** Is an elementary site administrator whose primary function is to address the needs of special education and at-risk students.

**ASSESSMENTS:** Refers to any methods that educators use to evaluate student learning. While the term “assessment” is often used interchangeably with “test,” assessments can take a range of forms from formal written or computerized exams, to simple or complex projects, to informal hand signals in class. Assessments are generally categorized as “formative” and “summative”. Formative assessments are those usually used by teachers in the course of a lesson or unit to provide information on to the teacher and student on their understanding or mastery of content or skills. Formative assessments “inform” the teacher to assist in planning necessary adjustments, such as accelerating, re-teaching, reviewing, identifying students needing scaffolding, or addressing learning gaps. Summative assessments are given at the conclusion of a lesson or unit to evaluate the students’ mastery and, usually, to record as grades.

**BENCHMARK:** A detailed description of a specific level of student achievement expected of students at particular ages, grades, or developmental levels. Benchmarks are often represented by samples of student work. A set of benchmarks can be used as checkpoints to monitor progress in meeting performance goals within and across grade levels.

**CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (CSTP):** Professional standards adopted by the California Commission on Teacher Credentialing to guide teacher preparation programs and new teacher assessments. These standards are organized around six interrelated categories of teaching practice: 1) engaging and supporting all students in learning; 2) creating and maintaining effective environments for student learning; 3) understanding and organizing subject matter for student learning; 4) planning instruction and designing learning experiences for all students; 5) assessing student learning; and 6) developing as a professional educator.

**CELDT (CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST):** Is an examination for K-12 students administered through the California Department of Education. The purpose of the CELDT is to identify students who are English learners, determine their level of English proficiency, and annually assess their progress in learning English. Four skill areas are measured: listening, speaking, reading and writing. There are five levels of proficiency: beginning, early intermediate, intermediate, early advanced and advance.

**COMMON CORE STATE STANDARDS (CCSS):** California CCSS are a clear set of shared goals and expectations for the knowledge and skills students need in English language arts and mathematics at each grade level so they can be prepared to succeed in college, career, and life.

Since 2010, California joined 24 states in adopting the same standards for English and Math, Literacy in History/Social Studies, Science and Technical Subjects.

**CULTURALLY RELEVANT AND RESPONSIVE EDUCATION (CRRE):** Focuses on myriad cultural identities in our collective diversity (gender, age, ethnicity, nationality, and sexual orientation) because these cultural identities are associated with a variety of shaped behaviors that can be built upon in terms of instruction.

**DIBELS (DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS):** A set of assessments used for universal screening and progress monitoring in grades K-6. They are standardized and extensively researched to help educators identify students who may need additional literacy instruction in order to become proficient readers.

**DIRECT INSTRUCTION:** An instructional approach to academic subjects that emphasizes the use of carefully sequenced steps that include demonstration, modeling, guided practice, and independent application.

**ENGLISH LANGUAGE DEVELOPMENT (ELD):** Instruction designed specifically for English language learners to develop their listening, speaking, reading, and writing skills in English.

**ENGLISH LANGUAGE LEARNER (ELL):** Students whose first language is not English and who are in the process of learning English.

**EVERY STUDENT SUCCEEDS ACT (ESSA):** ESSA replaced No Child Left Behind in 2015 as federal law for K-12 general education, covering all students in public schools. ESSA regulations mandate yearly testing, codify academic standards, and provide criteria for evaluation school and district progress.

**GIFTED AND TALENTED EDUCATION (GATE):** GATE programs create learning opportunities which allow students to flourish in stimulating academic and social environments. The District's instructional programs for gifted and talented youth strive to provide students appropriate to their individual capabilities, interests, and needs, and that allow students to develop their abilities to the highest level.

**INDIVIDUALIZED EDUCATION PROGRAM (IEP):** A plan outlining special education and related services specifically designed to meet the unique educational needs of a student with a disability.

**INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA):** The law that guarantees all children with disabilities access to a free and appropriate public education.

**INSTRUCTIONAL PLAN:** Is the set of decisions made by the teacher during planning that outlines the sequence and organization of an instructional experience.

**INSTRUCTIONAL STRATEGIES:** Are the activities and approaches used by teachers during instruction to actively engage students with the content.

**LEAST RESTRICTIVE ENVIRONMENT (LRE):** A learning plan that provides the most possible time in the regular classroom setting.

**LIMITED ENGLISH PROFICIENT (LEP):** Limited English proficient is the term used by the federal government, most states, and local school districts to identify those students who have insufficient English to succeed in English-only classrooms.

**LINGUISTICALLY AND CULTURALLY DIVERSE (LCD):** Used to identify communities where English is not the primary language of communication, although some individuals within the community may be bilingual or monolingual English speakers.

**LOCAL EDUCATION AGENCY (LEA):** A public board of education or other public authority within a state that maintains administrative control of public elementary or secondary schools in a city, county, township, school district or other political subdivision of a state.

**MAINSTREAM ENGLISH LANGUAGE DEVELOPMENT (MELD):** Refers to the development of listening, speaking, reading, and writing skills in standard and academic English for Standard English Learners. MELDS meets the needs of

SELs in elementary through the Treasures Language Arts program and through the use of the Access Strategies. In Secondary, it is instructional accommodation that supports SELs with the development of listening, speaking, reading, and writing in standard and academic English.

**MISIS (MY INTEGRATED STUDENT INFORMATION SYSTEM):** Is a comprehensive Districtwide information management system that integrates tools and storage for all District data. The MISIS system includes tools to manage and store enrollment, attendance, scheduling, grades, academic progress, counseling, discipline, health, Special Education, student testing and parent access.

**MULTILINGUAL & MULTICULTURAL EDUCATION (MMED):** The MMED Department in LAUSD oversees the programs for Dual Language/Bilingual Education, Elementary English Learner Instruction, Secondary English Learner Instruction, and World Languages and Cultures.

**NO CHILD LEFT BEHIND (NCLB):** Was the Elementary and Secondary Education act of 1965. The act contains President George W. Bush's four basic education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods based on scientifically-based research. NCLB has been replaced with the Every Student Succeeds Act (ESSA).

**PSA (PUPIL SERVICES AND ATTENDANCE) COUNSELOR:** Provides support services, expertise and intervention to address no-show, chronically absent, and/or students who have dropped out of school.

**PORTFOLIO ASSESSMENT:** Systematic collection of student work that is analyzed to show progress over time regarding instructional objectives may include responses to readings, samples of writing, drawings, or other work.

**RESPONSE TO INTERVENTION (RTI):** Process where local education agencies (LEAs) document a child's response to scientific, research-based intervention using a tiered approach. RTI provides early intervention for students experiencing difficulty learning to read.

**RIGOR:** Describes instruction, schoolwork, learning experiences, and educational expectations that are academically, intellectually, and personally challenging. Rigorous learning experiences, for example, help students understand knowledge and concepts that are complex, ambiguous, or contentious, and they help students acquire skills that can be applied in a variety of educational, career, and civic contexts throughout their lives.

**SCAFFOLDING:** Refers to those instructional strategies used by teachers to assist students in mastering challenging content and skills. By providing decreasing levels of support for students as they develop strength in a discipline, teachers can address learning gaps, establish context and incrementally move students toward proficiency.

**SMARTER BALANCED ASSESSMENT CONSORTIUM (SBAC):** SBAC is the standardized assessment system used in all California public schools to evaluate student performance. SBAC utilizes computer-adaptive tests and performance tasks that ask students to show what they know and are able to do, based on the Common Core State Standards (CCSS) for English language arts/literacy (ELA) and mathematics. The Smarter Balanced system assesses students through interim assessments and the summative year-end assessments.

**STANDARD ENGLISH LANGUAGE LEARNERS (SELS):** students for whom Standard English is not native and whose home language differs in structure and form from standard or academic English. These students are classified as "English

Only” because their home language incorporates English vocabulary though it embodies phonology, grammar, and sentence structure rules borrowed from indigenous languages other than English.

**SMALL LEARNING COMMUNITIES (SLCS):** Uses personalized classroom environments where teachers know each individual student and can tailor instruction to meet their academic and social/emotional needs. The goal is to increase students' sense of belonging, participation, and commitment to school.

**SPECIAL EDUCATION (SPED):** Services offered to children who possess one or more of the following disabilities: specific learning disabilities, speech or language impairments, mental retardation, emotional disturbance, multiple disabilities, hearing impairments, orthopedic impairments, visual impairments, autism, combined deafness and blindness, traumatic brain injury, and other health impairments.

**21ST CENTURY SKILLS:** Refers to a broad set of knowledge, skills, work habits, and character traits that are critically important to success in today's world, particularly in college and the contemporary workplace. Generally speaking, 21st century skills can be applied in all academic subject areas, and in all educational, career, and civic settings throughout a student's life.

**TEACHING AND LEARNING FRAMEWORK:** The LAUSD Teaching and Learning Framework describes clear expectations for effective teaching, identifying exemplary practices that have been proven to be effective in meeting the needs of diverse learners including English Learners, Students with Special Needs and Students with Disabilities. In addition, the Teaching and Learning Framework describes teaching practices that will help to prepare all students to be successful and productive 21st Century learners and acts as a guide for teachers to analyze, reflect upon and improve their teaching practice independently as part of the Teacher Growth and Development Cycle.

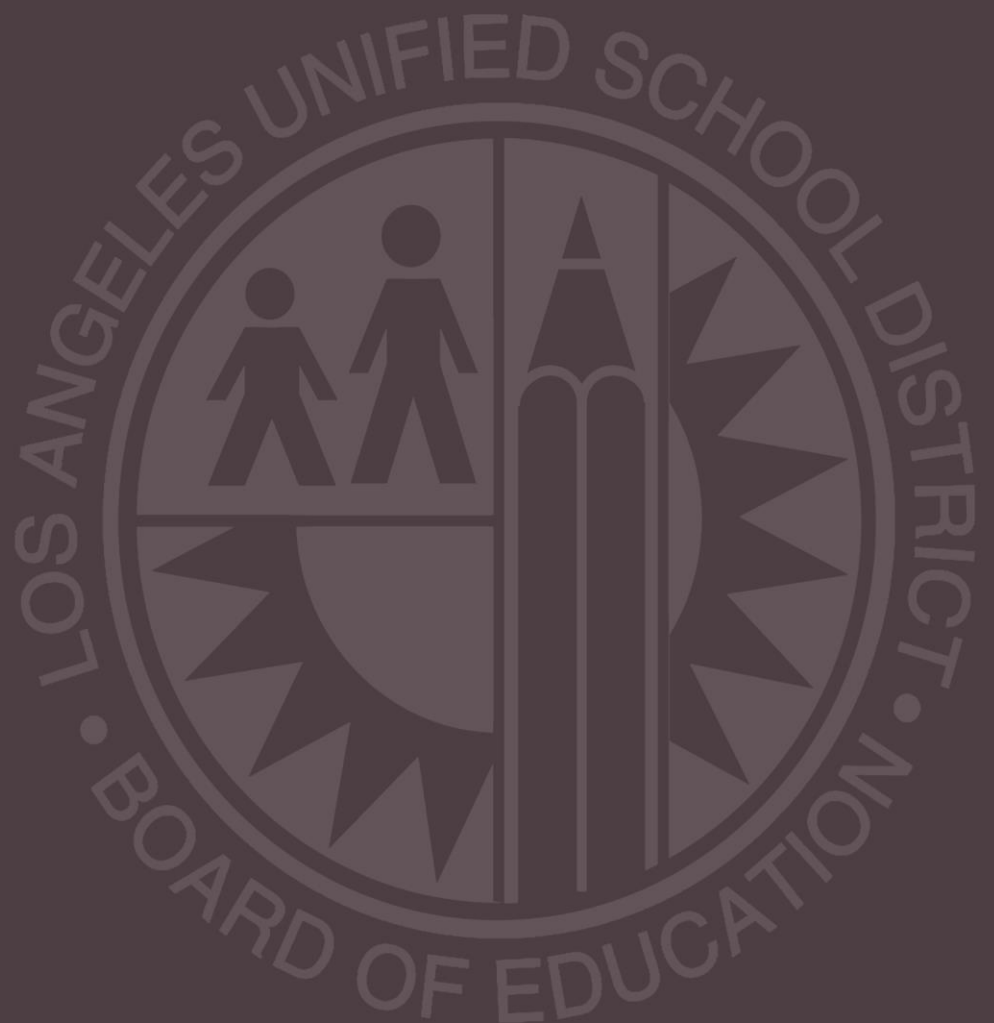
**TRAUMA-INFORMED SCHOOLS:** Strategies that teachers and schools can implement to create safe learning environments for students responding to traumas at home and in their communities. Students who are responding to traumatic stress may demonstrate challenging behaviors, many of which can be addressed through organizational structures, training in empathy, and schoolwide systems for support.



# CHAPTER 7:

## THE PATH TO PERMANENCY

- THE PATH TO PERMANENCY
- CREDENTIALS AND CONTRACTS
- EDUCATOR DEVELOPMENT AND SUPPORT EVALUATION PROCESS
- RECOMMENDED RESOURCES



# THE PATH TO PERMANENCY

The goal of the Los Angeles Unified School District is that every new teacher advances successfully from entry-level status to permanency in the District. Since teachers enter the LAUSD workforce 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 to take.

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 should provide an overview of the credentialing, contracting and evaluation processes.

## LEARNING TO TEACH CONTINUUM

### CREDENTIALING/DEGREES AND ADDITIONAL SUPPORT PROGRAMS

#### PRE-TEACHING

- **CAREER LADDER UNIVERSITY TEACHING PREP**
  - Career Ladder while working toward eligibility to teach
  - University teacher prep prior to teaching contract

#### PROVISIONAL

- **WORKING TOWARD SUBJECT MATTER COMPETENCY**
  - CSET
  - Subject Matter Waiver Program

#### INTERN

- **WORKING TOWARD PRELIMINARY CREDENTIAL**
  - District Intern
  - University Intern
  - Teacher Preparation Program

#### INDUCTION

- **WORKING TOWARD CLEAR CREDENTIAL**
  - Beginning Teacher Growth and Development Induction Program
  - DI Induction
  - Alternate Induction Pathways

#### ADVANCED

- **WORKING TOWARD ADVANCED PROFESSIONAL PRACTICE**
  - Masters and Doctorate
  - National Board Certified
  - Workshops, Salary, Point Classes, and Conferences

#### TEACHER QUALITY

- **WORKING TOWARD PERMANENT STATUS WITH THE DISTRICT**
  - Non-permanent teacher, not in another mentoring program
  - Administrator or Teacher Request
  - Assignment in high need school

#### PEER ASSISTANCE AND REVIEW

- **WORKING TOWARD PROFICIENT PRACTICE**
  - Teachers who have received an unsatisfactory evaluation
  - Teachers who voluntarily enroll to receive a mentor and professional development

# CREDENTIALS AND CONTRACTS

## CREDENTIALS

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:

- A. Complete a baccalaureate or higher degree at an accredited university or college.
- B. Satisfy basic skills requirements, typically met by passage of the California Basic Education Skills Test (CBEST).
- C. Verification of subject matter competence, via either the California Subject Exam for Teachers (CSET) for the appropriate subject(s), or through a subject-matter waiver during the completion of a baccalaureate degree in a Commission-approved major (for single subjects only).
- D. 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 5th-year credentialing program, or through a blended program where the credential is earned simultaneously with the Bachelor's degree.

or

- E. Successful completion of an Alternative Certification program, either as a District Intern or a University Intern.
- F. Reading Instruction Competence (RICA), 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):

- G. English Learner (EL) Authorization and Crosscultural, Language, and Academic Development Certificate (CLAD).
- H. 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.
- I. 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 A-C 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. Currently, the District has a requirement that all Alternative Certification applicants have earned an undergrad GPA of at least 3.0.

There are two options for Alternative Certificate 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. University Interns must meet District undergrad GPA and other eligibility requirements, in addition to the University requirements.

LAUSD 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](mailto:ladder@lausd.net) or (213) 241-8465.

### 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 other required exams.

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
<b>MULTIPLE SUBJECT TEACHING CREDENTIAL</b>	Kindergarten – 5 <sup>th</sup> grade; 6 <sup>th</sup> grade/Middle School Cored classes
<b>SINGLE SUBJECT TEACHING CREDENTIAL</b>	Middle School / High School courses within the credential area (can also teach K-5 in the credentialed subject)
<b>EDUCATION SPECIALIST: MILD TO MODERATE</b>	Special Education courses for students following the general education, or <i>core curriculum</i>
<b>EDUCATION SPECIALIST: MODERATE TO SEVERE</b>	Special Education courses for students following a modified, or <i>alternate curriculum</i> plan
<b>EDUCATION SPECIALIST: EARLY CHILDHOOD</b>	Preschool Special Education
<b>PUPIL PERSONNEL SERVICES</b>	School Counselor or School Psychologist
<b>EARLY CHILDHOOD TEACHER PERMIT</b>	Early Childhood Education / Preschool
<b>ADMINISTRATIVE SERVICES CREDENTIAL</b> (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. Since January 1, 2007, Clear (Level II) Credentials are renewable online.

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

1. Enroll in and complete an induction program sponsored by the employing District. In LAUSD, the Beginning Teacher Growth and Development Induction program (BTGDI) 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.
2. Enroll in and complete an Induction program that is offered by a college or university.

**Special note:** There is a third option for those teachers who successfully achieve National Board Certification (NBC) in Early Childhood Generalist or Middle Childhood Generalist before clearing their preliminary credential. These teachers will be issued a Clear Multiple Subject Teaching Credential by applying to the state with a copy of the National Board Certification.

### LAUSD INDUCTION PROGRAMS TO CLEAR CREDENTIALS

Beginning Teacher Growth & Development Induction (BTGDI), formerly known as BTSA, is an CTC-approved teacher induction program, committed to supporting beginning General Education teachers as they grow and develop as professional educators. BTGDI uses the Formative Assessment System (FAS) to enable teachers to reflect on their practice, develop growth plans, and monitor progress.

Participating teachers in BTGDI are each assigned a trained and experienced mentor who:

1. Travels to the schools where participating teachers are assigned to provide one-on-one support,
2. Coordinates small group support at BTGDI satellite locations throughout the district, or
3. Provides a combination of one-on-one and small group support to participating teachers throughout the academic year.

**BTGDI** is free to participants currently teaching in LAUSD, and participants can earn up to 12 salary points. The BTGDI program is generally completed in 24 months.

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.

CESIP is free to participants currently teaching in LAUSD, and is completed in 24 months.

### COLLEGE AND UNIVERSITY INDUCTION PROGRAMS

Effective in the 2017-2018 year, the California Commission on Teacher Credentialing (CTC) implemented new standards for requirements for induction and clearing programs.

All approved 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

While researching Induction programs, teachers considering a university program should insure that any program being considered is currently a CTC-approved Induction program. All LAUSD credential and induction programs are approved.

## CONTRACTS

There are several different types of contracts offered to new teachers joining LAUSD. 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 then 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.

### PROVISIONAL CONTRACT / PROVISIONAL WAIVER CONTRACT

This is the contract for an employee serving under an Emergency Permit or a Special Education Waiver. Provisional Contract teachers successfully meeting the District and state requirements (most commonly passing the CSET and other exams) and a satisfactory evaluation from the school administrator, typically advance to an Intern Contract program.

### SHORT TERM STAFF PERMIT (STPS)

A STSP is a one-time only document that is available at the request of an employing agency. Holders of the STSP are restricted to service with the employing agency requesting the permit. The STSP is available in the areas of Multiple Subject, Single Subject, and Education Specialist. There are restrictions on the number of times an employee can be contracted at the STPS level.

### TEMPORARY PERMIT

This is the contract for an employee who holds a Preliminary or Professional Clear Credential who does not meet District requirements for a Probationary Contract. This contract ends on June 30th.

# EDUCATOR DEVELOPMENT AND SUPPORT EVALUATION PROCESS

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To ensure all students have access to effective instruction, the District's teacher evaluation process, Educator Development and Support: Teachers (EDST), supports the development of high quality teaching and learning practices. EDST includes observations, conferencing, professional goal-setting, and reflection activities throughout the year. The foundation of EDST is the LAUSD Teaching and Learning Framework (TLF). The TLF highlights research and evidence-based strategies that are meaningful in enhancing 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:

- Formal and informal observation of teaching practice
- Teacher progress toward Initial Planning Sheet (IPS) objectives
- Contributions to student outcomes
- Additional professional responsibilities

## EDST PROCESS

Access resources and submit the EDST elements on the EDST platform, My Professional Growth System (MyPGS). The MyPGS platform also provides useful teacher resources, information and videos. Access the MyPLG platform at: <https://lausd.truenorthlogic.com>.

### THE INITIAL PLANNING SHEET AND OBSERVATIONS

At the beginning of the school year, teachers use the Initial Planning Sheet (IPS) to identify areas of focus and development 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 a Data-Based Objective. The Instructional 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 Sheet Conference, the IPS objectives are discussed and finalized by the teacher and evaluating administrator. Teachers and administrators revisit these focus standards throughout the year to monitor and support the teacher's professional growth and development.

The purpose of the Formal Observation Cycle is for the teacher to receive feedback and ratings on seven Teaching and Learning Framework elements. Of these seven elements, three are District Unified elements, three are Teacher-Selected, and one is cooperatively selected by the teacher and the principal or evaluating administrator during the EDST Conference. Also during this meeting, the teacher and administrator will schedule the Formal Observation. Following the Formal Observation, the teacher will receive feedback and ratings on the seven TLF Focus Elements being evaluated.



Also 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. The administrator and/or the teacher may initiate additional visits to supplement the Growth Plan Visit.

## EDST TIMELINE

Per the LAUSD-UTLA Collective Bargaining Agreement, the 2017-2018 timeline below indicates the contractual deadlines for the required EDST steps (designated in red), along with all EDST completion dates for the 2017-2018 school year (light gray italicized indicates optional steps):

MONTH(S)	EDST STEPS	COMPLETION DATES AND DEADLINES 2017-2018
<b>AUGUST – SEPTEMBER</b>	<i>Teacher Self-Assessment</i>	<i>September 8, 2017</i>
<b>SEPTEMBER</b>	Teacher officially notified of evaluation process by designated evaluating administrator	<b>Contractual Deadline: 9/15/2017</b>
<b>SEPTEMBER</b>	Initial Planning Sheet (IPS) and focus elements submitted on EDST platform	<b>September 22, 2017</b>
<b>OCTOBER</b>	Initial Planning Conference with evaluating administrator	<b>October 6, 2017</b>
<b>SEPTEMBER – MARCH</b>	Formal Observation Cycle	<b>Observation Deadline: February 16, 2018</b> <b>Post-Conference: March 5, 2018</b> (Post-conference is to be completed no more than 10 working days after the formal observation)
<b>SEPTEMBER – MARCH</b>	Growth Plan Visit	<b>March 16, 2017</b>
<b>NOVEMBER – DECEMBER</b>	<i>Stakeholder Feedback Surveys</i>	<i>Administration of surveys begins November 1, 2017</i>
<b>DECEMBER</b>	<i>Growth Planning Mid-Year Reflection</i>	<i>December 15, 2017</i>
<b>APRIL</b>	<i>Stakeholder Feedback Survey Results Report</i>	<i>Released April 2018</i>
<b>APRIL</b>	<i>Growth Planning: End-of-Year Reflection</i>	<i>April 13, 2018</i>
<b>MAY</b>	Final Evaluation Report	<b>Contractual Deadline: May 8, 2018</b>

**Notes:** New teachers assigned to a school site after 9/15/17 will be given an adjusted timeline. Early Childhood educators have a different timeline; check with your administrator or the EDST platform for applicable dates.



## EDUCATOR DEVELOPMENT AND SUPPORT: TEACHERS CYCLE



## EDUCATOR DEVELOPMENT AND SUPPORT: TEACHER CYCLE

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

### GENERAL SEQUENCE OF EVENTS





# LAUSD TEACHING AND LEARNING FRAMEWORK: FOCUS ELEMENTS

STANDARD 1: PLANNING and PREPARATION	STANDARD 2: CLASSROOM ENVIRONMENT
<ul style="list-style-type: none"> <li>a. Demonstrating Knowledge of Content and Pedagogy               <ul style="list-style-type: none"> <li>1. Knowledge of Content and the Structure of the Discipline</li> <li>2. Knowledge of Content-Related Pedagogy</li> </ul> </li> <li>b. Demonstrating Knowledge of Students               <ul style="list-style-type: none"> <li>1. Awareness of Students' Skills, Knowledge, and Language Proficiency</li> <li>2. Knowledge of How Children, Adolescents, and Adults Learn</li> <li>3. Knowledge of Students' Special Needs</li> <li>4. Knowledge of Students' Interests and Cultural Heritage</li> </ul> </li> <li>c. Establishing Instructional Outcomes               <ul style="list-style-type: none"> <li>1. Value, Sequence, Alignment, and Clarity</li> <li>2. Suitability for Diverse Learners</li> </ul> </li> <li>d. Designing Coherent Instruction               <ul style="list-style-type: none"> <li>1. Standards-Based Learning Activities</li> <li>2. Instructional Materials, Technology, and Resources</li> <li>3. Purposeful Instructional Groups</li> <li>4. Lesson and Unit Structure</li> </ul> </li> <li>e. Designing Student Assessment               <ul style="list-style-type: none"> <li>1. Aligns with Instructional Outcomes</li> <li>2. Planning Assessment Criteria</li> <li>3. Design of Formative Assessments</li> <li>4. Analysis and Use of Assessment Data for Planning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>a. Creating an Environment of Respect and Rapport               <ul style="list-style-type: none"> <li>1. Teacher Interaction with Students</li> <li>2. Student Interactions with One Another</li> <li>3. Classroom Climate</li> </ul> </li> <li>b. Establishing a Culture for Learning               <ul style="list-style-type: none"> <li>1. Importance of the Content</li> <li>2. Expectations for Learning and Achievement</li> <li>3. Student Ownership of their Work</li> <li>4. Physical Environment</li> </ul> </li> <li>c. Managing Classroom Procedures               <ul style="list-style-type: none"> <li>1. Management of Routines, Procedures, and Transitions</li> <li>2. Management of Materials and Supplies</li> <li>3. Performance of Non-Instructional Duties</li> <li>4. Management of Parent Leaders, other Volunteers and Paraprofessionals</li> </ul> </li> <li>d. Managing Student Behavior               <ul style="list-style-type: none"> <li>1. Expectations for Behavior</li> <li>2. Monitoring and Responding to Student Behavior</li> </ul> </li> </ul>
STANDARD 5: PROFESSIONAL GROWTH	STANDARD 3: DELIVERY OF INSTRUCTION
<ul style="list-style-type: none"> <li>a. Reflecting on Practice               <ul style="list-style-type: none"> <li>1. Accurate Reflection</li> <li>2. Use of Reflection to Inform Future Instruction</li> <li>3. Selection of Professional Development Based on Reflection and Data</li> <li>4. Implementation of New Learning from Professional Development</li> </ul> </li> <li>b. Participating in a Professional Community               <ul style="list-style-type: none"> <li>1. Collaboration with Colleagues</li> <li>2. Promotes a Culture of Professional Inquiry and Collaboration*</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>a. Communicating with Students               <ul style="list-style-type: none"> <li>1. Communicating the Purpose of the Lesson</li> <li>2. Directions and Procedures</li> <li>3. Delivery of Content</li> <li>4. Use of Academic Language</li> </ul> </li> <li>b. Using Questioning and Discussion Techniques               <ul style="list-style-type: none"> <li>1. Quality and Purpose of Questions</li> <li>2. Discussion Techniques and Student Participation</li> </ul> </li> </ul>
STANDARD 4: PROFESSIONAL RESPONSIBILITIES	<ul style="list-style-type: none"> <li>c. Structures to Engage Students in Learning               <ul style="list-style-type: none"> <li>1. Standards-Based Projects, Activities, and Assignments</li> <li>2. Purposeful and Productive Instructional Groups</li> <li>3. Use of Available Instructional Materials, Technology, and Resources</li> <li>4. Structure and Pacing</li> </ul> </li> <li>d. Using Assessment in Instruction to Advance Student Learning               <ul style="list-style-type: none"> <li>1. Assessment Criteria</li> <li>2. Monitoring of Student Learning</li> <li>3. Feedback to Students</li> <li>4. Student Self-Assessment and Monitoring of Progress</li> </ul> </li> <li>e. Demonstrating Flexibility and Responsiveness               <ul style="list-style-type: none"> <li>1. Responds and Adjusts to Meet Student Needs</li> <li>2. Persistence</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>a. Maintaining Accurate Records               <ul style="list-style-type: none"> <li>1. Tracks Progress Towards Identified Learning Outcomes</li> <li>2. Tracks Completion of Student Assignments in Support of Student Learning</li> <li>3. Manages Non-Instructional Records</li> <li>4. Submits Records on Time</li> </ul> </li> <li>b. Communicating with Families               <ul style="list-style-type: none"> <li>1. Information About the Instructional Program</li> <li>2. Information About Individual Students</li> <li>3. Engagement of Families in the Instructional Program*</li> </ul> </li> <li>c. Demonstrating Professionalism               <ul style="list-style-type: none"> <li>1. Ethical Conduct and Compliance with School, District, State, and Federal Regulations</li> <li>2. Advocacy/Intervention for Students</li> <li>3. Decision-Making</li> </ul> </li> </ul>	

 Highlighted elements are the Focus Elements of the EDST Process

 Highlighted elements are Los Angeles Unified School District's Focus Elements for the EDST Process

\* Evidence of Teacher practice for this element may be collected for contribution to school community

## FOCUS ELEMENTS FOR EVALUATION

The seven Teaching and Learning Framework Elements to be rated as part of the Formal Observation Cycle are drawn from the 15 TLF Focus Elements (highlighted in yellow on the TLF chart). Of the seven, three are designated by the District (unified Focus Elements indicated in green on the TLF chart).

Three focus elements are selected by the teacher. One is cooperatively selected by the teacher and the evaluating administrator:



DISTRICT-UNIFIED FOCUS ELEMENTS	TEACHER-SELECTED FOCUS ELEMENTS	COOPERATIVELY- SELECTED FOCUS ELEMENTS	FOCUS ELEMENTS FOR FORMAL OBSERVATIONS
<b>3B2:</b> Discussion Techniques and Student Participation	Select any 3 of the remaining TLF Focus Elements	Teacher and Administrator select 1 of the remaining TLF Focus Elements	
<b>3C1:</b> Standards-Based Projects, Activities and Assignments			
<b>3D3:</b> Feedback to Students			

### FORMAL OBSERVATION CYCLE PROCESS

The following are the steps in the Formal Observation process:

- Lesson Design
- Pre-Observation Conference
- Observation
- Lesson Reflection\*
- Post-Observation Conference
- Ratings

*\*There is an option to complete the Lesson Reflection online on the MyPGS platform. Teachers who have selected Focus Element 5a2: Use of Reflection to Inform Future Instruction as one of their Focus Elements can take advantage of this option to document their reflections. Teachers are encouraged to submit their reflections soon after the observed lesson. This will allow the administrator time to review them before the Post-Observation Conference.*

For assistance with any of these steps, there are resources on the MyPGS platform, including lesson design templates and examples, in-depth TLF rubrics, lesson reflection questions and a step-by-step sequence of the process:

<https://lausd.truenorthlogic.com>.

## 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 provides 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, there is not a formula administrators use. All four parts of the final evaluation are considered when determining the final evaluation rating:

## OBSERVATION OF PRACTICE

1. Ratings from Formal Observation
2. Evaluations 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 objectives
3. Demonstration that teaching practice improved student outcomes

## DEMONSTRATED TEACHER PROGRESS TOWARD INITIAL PLANNING SHEET 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

# RECOMMENDED RESOURCES

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## FOR CREDENTIALS

### ***LAUSD Career Ladder***

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

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

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

### ***LAUSD Intern Program information***

<https://achieve.lausd.net/Page/7329>

## FOR CLEARING CREDENTIALS

### ***LAUSD for General Education Teachers (BTGDI)***

<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>

### ***LAUSD Credential and Contracting Specialists***

<https://achieve.lausd.net/Page/7694>

## 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>

# CHAPTER 8:

## CONTRACTS & BULLETINS

LAUSD-UTLA Agreement: Hours and Duties

Attendance Policy for Employees

Code of Conduct with Students

Code of Ethics

Child Abuse and Neglect Reporting

Bullying and Hazing Policy

Sexual Harassment Policy

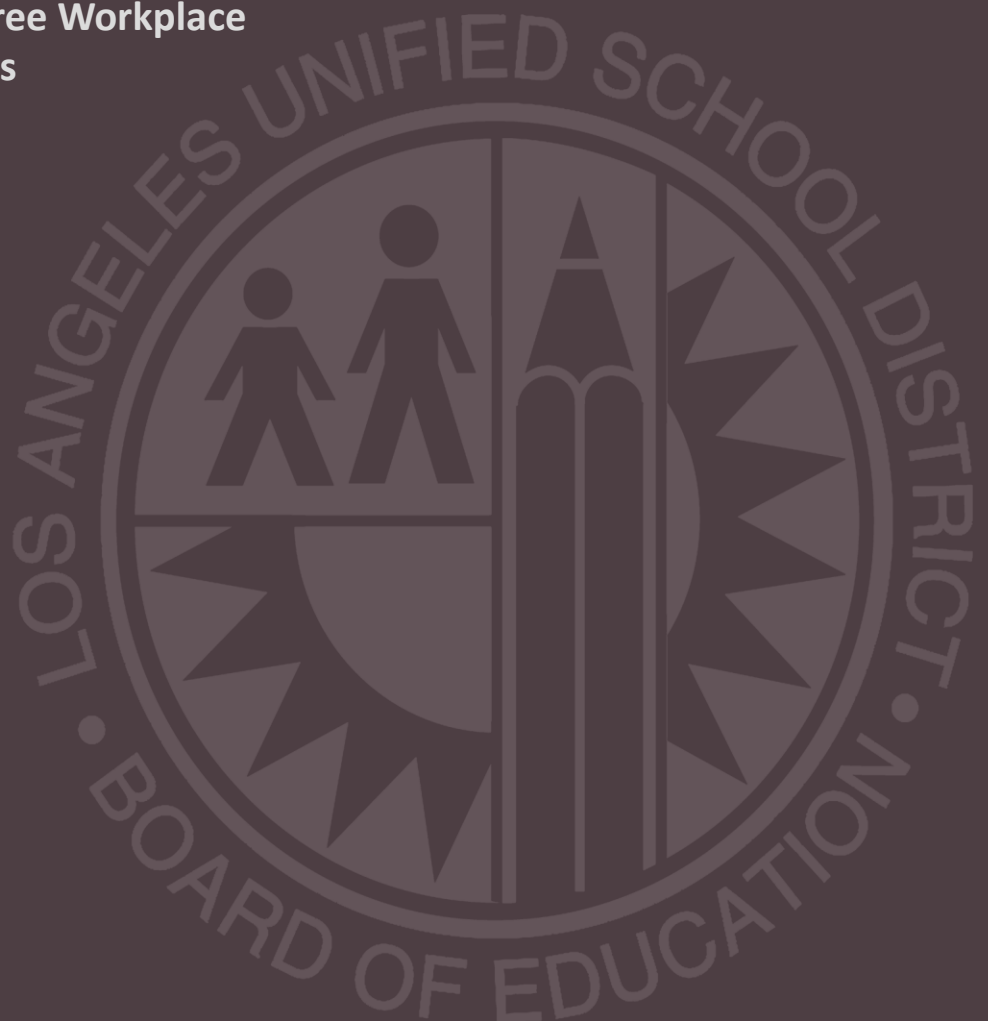
Nondiscrimination Policy

Social Media Policy for Employees

Responsible and Acceptable Use Policy

Drug- and Alcohol-Free Workplace

Tobacco-Free Schools





# LAUSD AND UTLA 2014 – 2017 AGREEMENT

## ARTICLE IX

### HOURS, DUTIES, AND WORK YEAR

**1.0** General Workday Provisions: It is agreed that the professional workday of a full-time regular employee requires no fewer than eight hours of on-site and off-site work.

**2.0** Sign-in and Sign-out: All employees shall, upon each arrival to and departure from their assigned work location, enter their initials on a form provided by the District. Employees serving less than a full day at a work location shall also enter the correct time as part of their sign-in and sign-out.

**4.0** Other Professional Duties: Each employee is responsible not only for classroom duties, but also for all related professional duties. Such professional duties include: instructional planning; preparing lesson plans in a format appropriate to the teacher's assignment; preparing and selecting instructional materials; reviewing and evaluating the work of pupils; communicating and conferring with pupils, parents, staff and administrators; maintaining appropriate records; providing leadership and supervision of student activities and organizations; supervising pupils both within and outside the classroom; supervising teacher aides when assigned; cooperating in parent, community and open house activities; participating in staff development programs, professional activities related to their assignment, independent study and otherwise keeping current with developments within their areas or subjects of assignment; assuming reasonable responsibility for the proper use and control of District property, equipment, material and supplies; and attending faculty, departmental, grade level and other meetings called or approved by the immediate administrator.

**4.1** Lesson plans or evidence of planning in a format appropriate to the teacher's assignment, shall be furnished by each classroom teacher upon request from the teacher's immediate administrator. No special format for a lesson plan shall be required.

**4.2** All duties required of each employee shall meet the test of reasonableness, and shall be assigned and distributed by the site administrator in a reasonable and equitable manner among the employees at the school or center.

**4.3** Faculty, Departmental, Grade Level, Staff Development and Committee Meetings: No employee shall be expected to attend more than 30 such meetings per school year (but not more than four in any month). Exempt from this limitation are administrative conferences with individual employees, meetings on released time, voluntary meetings and meetings necessitated by special circumstances or emergencies. Agendas for faculty meetings are to be distributed at least one day in advance, and employees shall be permitted to propose agenda items. Employees shall be permitted to participate in discussions during the meetings.

# LAUSD EMPLOYEE ATTENDANCE POLICY

## ADOPTED: 7/2004

While the vast majority of employees have a strong commitment to their work and excellent attendance, it is also clear that unnecessary absenteeism has a negative impact upon student achievement due to interruption of the continuity of instruction, and results in reduced productivity, loss of service, and significant costs to the Los Angeles Unified School District. The LAUSD Board of Education expects:

- Employees to maintain regular attendance and avoid absenteeism;
- Employees to work every hour that they are assigned;
- Employees to be at their work stations on time every working day;
- Employees to comply with legal restrictions, LAUSD policy and procedures, and the respective collective bargaining rules regarding reporting of absence and providing appropriate documentation;
- Supervisors to explain and insist upon regular attendance, maintain accurate employee attendance records, monitor employee attendance, provide performance feedback to employees and enforce all employee attendance policies and standards through employee performance evaluations and discipline processes.
- The District will make every attempt to avoid scheduling activities that contribute to staff absenteeism.

LAUSD seeks to assist administrators and supervisors to efficiently manage attendance, improve employee effectiveness through reduced absenteeism, and guide employees in appropriate use of illness and personal necessity time.

Illness leaves are provided to ease the financial burden on employees who are unavoidably required to be absent from duty due to legitimate illness, injury, or personal necessity. Personal necessity leaves are provided for only eleven specific causes.

Employees who use illness and personal necessity leaves for unauthorized reasons are in violation of District policy and related laws. Failure to comply with this policy can result in appropriate disciplinary action, up to and including termination.

# LAUSD CODE OF CONDUCT WITH STUDENTS

## ADOPTED: 7/2008

The most important responsibility of the Los Angeles Unified School District is the safety of our students. All employees, as well as all individuals who work with or have contact with students are reminded that they must be mindful of the fine line drawn between being sensitive to and supportive of students and a possible or perceived breach of responsible, ethical behavior.

While the District encourages the cultivation of positive relationships with students, employees and all individuals who work with or have contact with students are expected to use good judgment and are cautioned to avoid situations including, but not limited to, the following:

1. Meeting individually with a student behind closed doors, regardless of gender.
2. Remaining on campus with student(s) after the last administrator leaves the school site. (There are exceptions, such as teachers rehearsing with students for a drama/music activity or coaching academic decathlon students, with approval of the site-administrator in advance.)
3. Engaging in any behaviors, either directly or indirectly with a student(s) or in the presence of a student(s) that are unprofessional, unethical, illegal, immoral, or exploitative.
4. Giving student(s) gifts, rewards, or incentives that are not school-related and for which it is directly or implicitly suggested that a student(s) is (are) to say or do something in return.
5. Making statements or comments, either directly or in the presence of a student(s), which are not age-appropriate, professional, or which may be considered sexual in nature, harassing, or demeaning.
6. Touching or having physical contact with a student(s) that is not age-appropriate or within the scope of the employee's/individual's responsibilities and/or duties.
7. Transporting student(s) in a personal vehicle without proper written administrator and parent authorization forms on file in advance.
8. Taking or accompanying student(s) off campus for activities other than a District-approved school journey or field trip.
9. Meeting with or being in the company of student(s) off campus, except in school-authorized and/or approved activities.
10. Communicating with student(s) in writing, by phone/Email/electronically, via Internet, or in person at any time, for purposes that are not specifically school-related.
11. Calling student(s) at home or on their cell phone, except for specific school-related purposes and/or situations.
12. Providing student(s) with a personal home/cell telephone number, personal Email address, home address, or other personal contact information, except for specific school-related purposes and/or situations.

Even though the intent of the employee/individual may be purely professional, those who engage in any of the above behavior(s), either directly or indirectly with a student(s) or in the presence of a student(s) are subjecting themselves to all possible perceptions of impropriety.

Employees/individuals are advised that, when allegations of inappropriate conduct or behavior are made, the District is obligated to investigate the allegations and, if warranted, take appropriate administrative and/or disciplinary action.

Employees/individuals who have questions or need further information should contact their site administrator or supervisor, or may call the Educational Equity Compliance Office at (213) 241-7682. Employees/individuals are advised that, when allegations of inappropriate conduct or behavior are made, the District is obligated to investigate the allegations and, if warranted, take appropriate administrative and/or disciplinary action.

Employees/individuals who have questions or need further information should contact their site administrator or supervisor, or may call the Educational Equity Compliance Office at (213) 241-7682.

# EMPLOYEE CODE OF ETHICS

**ADOPTED: 2/2003**

## PURPOSE

Our Code of Ethics helps develop trust by describing what the public can expect from us, and what we can expect from each other and our District. It plays a central role in our District's commitment to help District personnel achieve the highest ethical standards in their professional activities and relationships. Our goal is to create a culture that fosters trust, commitment to excellence and responsibility, personal and institutional integrity, and avoids conflicts of interest and appearances of impropriety.

## CORE PRINCIPLES

To help us achieve our mission, we are committed to three core ethical principles:

- Commitment to Excellence
- District and Personal Integrity
- Responsibility

## MAKING ETHICAL DECISIONS

While the Code of Ethics provides general guidance, it does not provide a complete listing or a definitive answer to every possible ethical situation. When making decisions, we should use good judgment to fulfill the spirit as well as the letter of the Code. The References section of the Code lists other documents such as laws, rules, policies and bulletins that provide more detailed guidance. When making decisions:

- Evaluate the situation and identify the ethical issues.
- Follow the rules. Consult the Code of Ethics, law, and District rules, regulations, bulletins, policies and procedures, and apply them to the situation.
- Ask for guidance from your supervisor. If your supervisor is involved in the problem, contact his or her supervisor, or the Ethics Office for help. Ask for help early—before you act.
- Make and carry out a decision that is consistent with the rules and develops excellence, integrity and responsibility. Contacting the Ethics Office For advice, help, training, copies of ethics publications, or more information on the ethics program visit our website or contact us directly.

## LAUSD ETHICS OFFICE

333. S. Beaudry Ave, 20th Floor  
Los Angeles, California 90017  
213-241-3330  
<http://www.lausd.net/ethics>

## A. COMMITMENT TO EXCELLENCE.

We are committed to being the best school district and personnel we can be, educating our students to their maximum potential. Everything we do has an impact on the classroom.

1. **Set the example.** We are committed to providing the best example we can, striving to demonstrate excellence, integrity and responsibility in our work.

2. **Create an environment of trust, respect and non-discrimination.** We are committed to creating an environment of trust, care and respect. We will not tolerate discriminatory or harassing behavior of students or colleagues.
3. **Provide honest, accurate and timely information.** We are committed to candor in our work relationships, providing other District personnel including supervisors, senior staff and Board members with accurate, reliable and timely information. We will not tolerate falsification or cheating.
4. **Identify problems and help create solutions.** We are committed to identifying areas for improvement within our District, and suggesting and implementing solutions that make us more successful.
5. **Keep policies, procedures and rules.** Our rules, policies and procedures are the foundation of trust and how our District conducts everyday business. They define our expectations and evaluation criteria. We are committed to following our Code of Ethics, laws, and District rules, regulations, bulletins, policies and procedures, recommending changes required to make them better, and will not tolerate improper conduct.
6. **Report improper conduct.** When someone does well, it reflects well on all of us. When we make a mistake, we strive to correct it and learn from it. We are committed to reporting gross mismanagement, significant waste of funds, abuse of authority, threats to safety, violations of our Code of Ethics, laws, rules, regulations, bulletins, policies and procedures, or other conduct that damages our integrity or reputation, to our supervisor, the Ethics Officer or the Inspector General.
7. **Keep colleagues safe from retaliation.** We are committed to creating a work environment where problems can be reported and solved. We are prohibited from threatening, harassing, punishing or retaliating against employees who make good faith complaints.

## B. DISTRICT AND PERSONAL INTEGRITY.

To maintain our integrity, we are committed to making decisions in the best interests of the District. We will avoid conflicts of interest and the appearance of impropriety.

8. **Avoid conflicts of interest and improper outside income.** A conflict of interest can exist anytime our position or decisions provide us a financial benefit or improper advantage. We are permitted to receive outside income as long as it does not create a conflict with our District work. We are committed to declining outside income that might be perceived as inconsistent, incompatible or in conflict with our official duties. We will not make decisions or use our position for personal benefit or to gain an improper advantage.
9. **Decline gifts.** A gift is a benefit we receive for which we did not pay. Gifts can include merchandise, food, tickets, use of facilities, investments, rebates or discounts not offered to the public, or forgiveness of debt from vendors, lobbyists, parents, students or others. We will not accept gifts or gratuities in excess of \$100 from a single source in a single year (aggregate retail value) or that give the appearance that the gift improperly influenced our decisions regardless of the amount. We will not solicit vendors, lobbyists, parents or others for anything that provides us a personal benefit different from the public.
10. **Improper influence of family members and associates.** We are committed to abstaining from decisions that could result in a direct benefit to a close relative or co-habitant including, but not limited to, hiring, promotion, discipline, evaluation or direct supervision.

11. **Maintain appropriate relationships with students.** We are committed to ensuring that employee-student relationships are positive, professional and non-exploitative. We will not tolerate improper employee-student relationships.
12. **Keep procurement information confidential.** To reinforce public trust and confidence in our procurement processes, we are committed to ensuring that procurement information is kept confidential, used only in the performance of our duties, and not released early to potential contractors.
13. **Keep the contracting process objective.** We are committed to making contract award recommendations in the best interest of the District. From the time an RFP, specification or other contract document is issued until the staff recommendation is made public (the contract's board report is published by the Board Secretariat), we will not have contact concerning the contract with contractors participating in the process or their representatives.
14. **Future employment.** In order to prevent conflicts of interest, District personnel are not permitted to discuss the possibility of future employment with a person or organization that might benefit from their official decisions. Contractors are required by the District to disclose all personnel, consultants and sub-contractors who were employees of the District in the previous three years. The District will not contract with a contractor who compensates a former District employee to influence an action on a matter pending with the District if that employee, within the last twelve (12) months, held a District position in which the employee personally and substantially participated in that matter. The District will not contract with a contractor that employs a former District employee who, while serving in a District position within the last two years, substantially participated in the development of the contract's RFP, requirements, specifications or in any other part of the contracting process. No former District official is permitted to lobby the District for one year after leaving the District. We are committed to avoiding discussions about future employment with people or organizations who can benefit from our decisions, and will not take or influence official actions that might benefit that person or organization.
15. **Uphold District interests in hiring and promotion.** We are committed to hiring and promoting District personnel based on their qualifications and the job-criteria of the position, and will not tolerate improper practices.

### C. RESPONSIBILITY.

We are committed to holding each other responsible for our performance as a District and as individuals.

16. **Proper use of public position.** We are committed to ensuring that our power and authority are used in an appropriate, positive manner that enhances the public interest and trust. We will not use our authority to improperly influence people or obtain preferential treatment.
17. **Proper use of public resources.** Except for occasional and limited personal use that does not interfere with performance of duties or create an appearance of impropriety, we are committed to ensuring that District facilities, equipment, supplies, mailing lists or other District resources are used for District purposes only. Except for occasional and limited personal use, we will not tolerate improper use of public resources, and will report and reimburse the District for significant costs of any limited personal use.
18. **Leadership of District personnel and use of District time.** We are committed to ensuring that District personnel are tasked to perform only District work on District working-time. We will not direct or permit District personnel

to perform personal services on District working time and will report such incidents to our supervisor, Ethics Officer or Inspector General.

19. **Uphold confidentiality.** To achieve excellence, our District employees, parents and students must be able to discuss issues frankly, and when appropriate, in confidence. We are committed to abiding by all laws and District policies concerning confidential information, including student records, personnel files, agreements, and District records and policies. We will not reveal confidential information, including meeting content and the sources of comments, from staff, faculty, parent and closed Board of Education meetings.
20. **Waivers.** The LAUSD General Superintendent or his/her designee upon a showing of good cause may waive an ethics prohibition in writing with notification to the Board of Education.

## REFERENCES

If you need further guidance, please contact the **Ethics Office** or check the resources on our website at:

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



# CHILD ABUSE AND NEGLECT REPORTING

## ADOPTED: 8/2016

The Los Angeles Unified School District has policies and procedures regarding the reporting of suspected child abuse to an appropriate child protective agency. This summary serves as a reference guide to those policies/procedures pertinent to the identification and reporting of suspected child abuse. In addition to this summary, employees should familiarize themselves with the District's "Child Abuse and Neglect Reporting Requirements" bulletin No. BUL-1347.3. Employees will be expected to, and are responsible to, adhere to the District's policies regarding suspected child abuse reporting.

It is the policy of Los Angeles Unified School District that all District employees shall report suspected child abuse or neglect by telephone immediately, or as soon as practically possible, to a child protective agency and shall prepare and send a written report within 36 hours of receiving the incident information.

### I. CALIFORNIA LAW

A District employee "... in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom ... [the employee] knows or reasonably suspects has been the victim of child abuse or neglect ... shall report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone. Thereafter, the District employee must prepare and send a written report within 36 hours of receiving the information concerning the incident to the child protective agency called."

- All District employees are mandated to report suspected child abuse. As such, District employees are "mandated reporters" of suspected child abuse. A report made by a mandated reporter is deemed a "mandated report."
- Each District employee is individually responsible for reporting suspected child abuse.
- Reporting suspected child abuse to a principal, site administrator, supervisor, school nurse/doctor, school counselor, co-worker, Los Angeles School Police Department (LASPD), or other person does not relieve a mandated reporter of their responsibility to report to an appropriate child protective agency.
- Contents of a SCAR shall remain confidential.

### II. DEFINITIONS

"Child Abuse" includes the following:

- Physical Abuse – physical injuries such as bruises, welts, burns, cuts, etc.
- Sexual Abuse – sexual assault, sexual exploitation, molestation, human sexual trafficking, etc.
- Neglect – negligent treatment, maltreatment, or failure to provide adequate clothing, food, medical care, shelter, or supervision.
- Life Endangerment – any act by a person who willfully causes, inflicts or permits any child to endure cruel and inhuman corporal punishment, mental suffering, etc.

### III. CHILD ABUSE REPORTING PROCEDURES

An employee suspecting child abuse or neglect must: (1) Immediately, or as soon as practically possible, make the child abuse telephone report to an appropriate child protective agency, either Department of Children and Family Services (DCFS) (24 hours/7 days per week) or local law enforcement serving the school (see Attachment A - Local Law Enforcement Departments Serving LAUSD Schools); and (2) File a written report with the same agency called within 36 hours of receiving the information concerning the conduct as follows:

- Department of Children and Family Services (DCFS)
  - (800) 540-4000
- Los Angeles Police Department (LAPD) – Child Abuse Unit
  - (213) 486-0530
- Los Angeles County Sheriff's Department
  - (213) 229-1700
- City Police Department serving the school

The SCAR (SS 8572) can be printed from LAUSD's website at <http://achieve.lausd.net/Page/1604> or on-line through the DCFS website at <http://defs.co.la.ca.us/contactus/childabuse.html>.

The identify of a District employee who reports suspected child abuse shall remain confidential and disclosed only between designated child protective agencies, by court order, when needed for specified court actions, or if the employee waives confidentiality.

#### IV. PROHIBITED ACTIONS

- Never contact the child's or the alleged perpetrator's parent or guardian if indicators point to possible abuse or if abuse is suspected prior to making a report.
- Never conduct an investigation of any kind once abuse or neglect is suspected or prior to making a report.
- Never report suspected child abuse to LASPD, as the law provides that LASPD is not a child protective agency.
- No removal or arranging of any clothing to provide a visual inspection of the underclothing, breast, buttocks, or genitalia of a pupil is permitted.

#### V. DISTRICT EMPLOYEE NAMED AS ALLEGED PERPETRATOR

- District officials may temporarily reassign an employee who has been named as an alleged perpetrator in a report of suspected child abuse.
- A District employee who is temporarily transferred or reassigned will be presumed innocent pending the outcome of the investigation and will have all appropriate due process rights.

#### V. DISTRICT EMPLOYEE NAMED AS ALLEGED PERPETRATOR

- District officials may temporarily reassign an employee who has been named as an alleged perpetrator in a report of suspected child abuse.
- A District employee who is temporarily transferred or reassigned will be presumed innocent pending the outcome of the investigation and will have all appropriate due process rights.

#### VI. CONSEQUENCES FOR REPORTING OR FAILING TO REPORT

A violation of these policies and the law may lead to disciplinary action, up to and including dismissal from the District. Also, a failure to report suspected child abuse is a misdemeanor punishable by imprisonment in the county jail for a maximum of six months, a fine up to \$1,000, or both.

Generally, District employees are immune from civil and criminal liability when reporting suspected child abuse as required by law.

For further information/assistance, contact the following:

**CHILD ABUSE REPORTING:**

- Los Angeles Police Department
  - (213) 486-0530
- Department of Children and Family Services
  - (800) 540-4000

**LOCAL LAW ENFORCEMENT, AS APPLICABLE, INCLUDING:**

- San Fernando Police Department
  - (818) 898-1267
- Bell Police Department
  - (323) 585-1245
- Gardena Police Department
  - (310) 217-9670
- Huntington Park Police Department
  - (323) 584-6254
- Inglewood Police Department
  - (310) 412-8771
- West Hollywood Sheriff Station
  - (310) 855-8850
- East Los Angeles Sheriff Station
  - (323) 264-4151

**EDUCATIONAL EQUITY COMPLIANCE OFFICE:**

- Julie Hall-Panameño, Director/District Title IX Coordinator
  - (213) 241-7682
  - <http://achieve.lausd.net/eeco>

For further assistance, please contact the **Office of General Counsel** at: (213) 241-7600.

# BULLYING AND HAZING POLICY

## ADOPTED: 11/2014

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

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

### GUIDELINES

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

### I. DEFINITIONS

- A. Bullying is any deliberate and unwanted severe or pervasive physical, verbal, or electronic act\* that has the intention of, or can be reasonably predicted to have the effect of, one or more of the following:
  - 1. Reasonable fear of harm to person or property.
  - 2. Substantially detrimental effect on physical or mental health.
  - 3. Substantial interference with academic performance.
  - 4. Substantial interference with the ability to participate in or benefit from school service, activities, or privilege.

\* "Electronic act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager.

- B. Hazing is a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury, personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. Hazing does not include athletic events or school-sanctioned events.
- C. Students are any person enrolled in a Los Angeles Unified School District school, including adult students. Adult students are also held to the guidelines associated with their enrollment in an adult education program.
- D. Associated individuals are non-students who are affiliated with the District, including but not limited to parents/guardians, volunteers, vendors, contracted service providers, former students, former employees, spouses, domestic partners, and relatives or friends of employees or students.

### II. TYPES OF BULLYING

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

- A. Cyberbullying is committed by means of an electronic communication device, such as a cellular phone, computer, or tablet. Cyberbullying may include messages, texts, sounds, images, posts on social network, Internet websites, and the creation of false profiles or credible impersonations of another actual person without their consent (CA Ed. Code § 32261 (a-g), CA Penal Code §§ 528.5 – 529).
- B. Physical bullying includes intentional, unwelcome acts of beating, biting, fighting, hitting, kicking, poking, punching, pushing, shoving, spitting and tripping.
- C. Social or relational bullying includes spreading rumors, manipulating relationships, exclusion, blackmailing, isolating, rejecting, using peer pressure and ranking personal characteristics.
- D. Verbal and non-verbal bullying include gossiping, making rude noises, name-calling, spreading rumors, hurtful teasing and threatening gestures.
- E. Playful teasing is good-natured joking and name-calling among friends with the intention of building closeness. By contrast, bullying is malicious teasing among individuals who are not friends with the intention of invoking harm, fear or humiliation. Teasing may have the unintended outcome of invoking embarrassment, whereas in bullying, invoking embarrassment is the intended goal. Teasing and bullying may appear similar, but the differentiating variables are the relationship between the parties and the intention of the perpetrators.

### III. DISCRIMINATION AND HARASSMENT

All pupils have the right to participate in the educational process free from discrimination and harassment.

Discrimination is different treatment on the basis of a protected category in the context of an educational program or activity, without a legitimate nondiscriminatory reason, that interferes with or limits the ability of the student to participate in or benefit from the services, activities or privileges provided by the District. Protected categories include an individual's actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, or age, as well as a person's association with a person or group of these protected categories, or any other basis protected by federal, state, local law, ordinance, or regulation.

- A. Sexual Harassment is unwelcome conduct of a sexual nature directed at or about an individual on the basis of actual or perceived sex, sexual orientation, gender identity or gender expression. Anti-gay and sexist epithets are forms of sexual harassment. Schools should investigate and respond to such incidents under the guidelines of the relevant policy (see BUL-3349.1, Sexual Harassment Policy; BUL-2047.0, Responding to and Reporting Hate-Motivated Incidents and Crimes and BUL-6224.1, Transgender Students – Ensuring Equity and Nondiscrimination).
- B. Hostile Environment Harassment occurs when: (1) the target is subjected to unwelcome conduct related to a protected category; (2) the harassment is both subjectively offensive to the target and would be objectively offensive to a reasonable person of the same age and characteristics under the same circumstances; and (3) the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit the target's ability to participate in or benefit from an educational program or activity.

## V. STAFF RESPONSIBILITIES

Model and enforce appropriate behavior by creating an environment where mutual respect, tolerance, civility, and acceptance among students and staff are promoted, and students understand that bullying and hazing are inappropriate, harmful, and taken seriously.

- A. Be familiar with the indicators of and appropriate responses to bullying and hazing.
- B. Communicate and reinforce positive behavior expectations and norms for classrooms, restrooms, yards, eating areas, and other school activities.
- C. Discuss all aspects of the Bullying and Hazing Policy with students including strategies to prevent, respond to, and report bullying and hazing (see Attachment G-L, Title IX/Bullying Complaint Manager posters and BUL-999.9, Responsible & Acceptable Use Policy (RAUP) for District Computer and Network Systems).
- D. Intervene immediately and safely with any act of discrimination, harassment, intimidation, hazing or bullying.
- E. Document incidents of bullying and hazing in MiSiS and/or iSTAR. Incidents that exceed classroom management protocols should be referred to the Title IX/Bullying Complaint Manager for follow up.
- F. Report any complaints or incidents of bullying or hazing involving a District employee to the site administrator immediately.

# SEXUAL HARASSMENT POLICY

## ADOPTED: 11/2014

The Los Angeles Unified School District (LAUSD) is committed to providing a working and learning environment free from sexual harassment. The District prohibits sexual harassment of or by employees, students, or persons doing business with or for the District on the basis of actual or perceived sex, sexual orientation, gender, gender identity or gender expression. Failure to follow this policy is a violation of state and federal law.

Sexual harassment is defined by California Education Code § 212.5 as any unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under any of the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Upon witnessing an act of discrimination, harassment, intimidation and/or bullying based on actual or perceived characteristics of a protected category (as enumerated above), school personnel are required to take immediate steps to intervene when it is safe to do so. Reporting such conduct to an administrator or Title IX/Bullying Complaint Manager can be an appropriate intervention.

Once a school or office has notice of discriminatory, harassing, intimidating or bullying conduct, whether carried out by employees, students, or third parties, it should take immediate and appropriate steps to investigate or otherwise determine what occurred. School personnel are to take prompt and effective steps reasonably calculated to end the conduct, eliminate a hostile environment, if one has been created, and prevent the conduct from occurring again.

These steps should be taken whether or not an individual makes a complaint or asks the school or office to take action. This policy applies to all acts related to school activity or school attendance within any school or office under the jurisdiction of the Superintendent of the Los Angeles Unified School District.

Any student or employee of the District who believes that she or he has been a victim of sexual harassment should bring the problem to the attention of the school-site administrator or the school's Title IX/Bullying Complaint Manager so that appropriate action may be taken to resolve the problem. The District prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process. Complaints must be promptly investigated in a way that respects the privacy of the parties concerned.

**For inquiries about District policies and procedures related to sexual harassment, including how to file a sexual harassment complaint contact:**

**Educational Equity Compliance Office**

Julie Hall-Manameño

LAUSD Section 504 and Title IX Coordinator

(213) 241-7682

**For inquiries or complaints related to employee-to-employee, student-to-employee, or work and/or employment related discrimination or harassment, contact:**

**Equal Employment Opportunity Section**

(213) 241-7685

Both offices are located at:

**Los Angeles Unified School District**

333 South Beaudry Avenue – 20th Floor

Los Angeles, CA 90017



# NON-DISCRIMINATION POLICY

## ADOPTED: 11/2014

The Los Angeles Unified School District is committed to providing a working and learning environment free from discrimination, harassment, intimidation and/or bullying. The District prohibits discrimination, harassment, intimidation and/or bullying based on the actual or perceived characteristics set forth in Penal Code § 422.5, Education Code § 220 and actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity it conducts or to which it provides significant assistance.

Discrimination is different treatment on the basis of a protected category in the context of an educational program or activity without a legitimate nondiscriminatory reason and interferes with or limits the individual's ability to participate in or benefit from the services, activities, or privileges provided by the District.

Harassment occurs when: (1) the target is subjected to unwelcome conduct related to a protected category; (2) the harassment is both subjectively offensive to the target and would be offensive to a reasonable person of the same age and characteristics under the same circumstances; and (3) the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit an individual's ability to participate in or benefit from the services, activities, or opportunities offered by the District.

Upon witnessing an act of discrimination, harassment, intimidation and/or bullying based on actual or perceived characteristics of a protected category (as enumerated above), school personnel are required to take immediate steps to intervene when it is safe to do so. Once a school or office has notice of discriminatory, harassing, intimidating and/or bullying conduct, whether carried out by employees, students, or third parties, it should take immediate and appropriate steps to investigate or otherwise determine what occurred and take prompt and effective steps reasonably calculated to end the conduct, eliminate a hostile environment, if one has been created and prevent the conduct from occurring again. These steps should be taken whether or not an individual makes a complaint or asks the school or office to take action.

This nondiscrimination policy applies to all acts related to school activity or school attendance within any school or office under the jurisdiction of the Superintendent of the Los Angeles Unified School District.

For inquiries or complaints related to discrimination, harassment, intimidation and/or bullying of students based on the actual or perceived characteristics listed above, contact your school's administrator, the school's Title IX/Bullying Complaint Manager or:

### **Educational Equity Compliance Office**

Julie Hall-Manameño

LAUSD Section 504 and Title IX Coordinator

(213) 241-7682

**For inquiries or complaints related to employee-to-employee, student-to-employee, or work and/or employment related discrimination, harassment, and/or intimidation, contact your school administrator or:**

### **Equal Employment Opportunity Section**

(213) 241-7685

### **Los Angeles Unified School District**

333 South Beaudry Avenue – 20th Floor

Los Angeles, CA 90017

# SOCIAL MEDIA POLICY FOR EMPLOYEES

**ADOPTED: 01/2015**

## POLICY

The Los Angeles Unified School District is committed to providing a safe and secure learning and working environment for its students, employees and associated persons. The Los Angeles Unified School District encourages positive relationships between students, employees and associated persons. There is a distinction between being supportive of students and the real or perceived breach of confidentiality or misconduct. Employees and all associated persons who work with or have contact with students are expected to follow all District policies, including Responsible & Acceptable Use Policy (RAUP) For District Computer Systems, and Code of Conduct with Students, when using social media as a form of communication.

## PURPOSE

The purpose of this updated bulletin is to provide policies and guidelines for social media communications between employees, students, parents and other associated persons; to prevent unauthorized access and other unlawful activities by District users online; to prevent unauthorized disclosure of or access to sensitive information, and to comply with the Children's Internet Protection Act (CIPA). While the District recognizes that during non-work hours employees and students may participate in online social media, blogs, and other online tools, District employees and associated persons should keep in mind that information produced, shared and retrieved by them may be subject to District policies and is a reflection of the school community.

## BACKGROUND

The use of social media may have many instructional benefits but when social media postings violate the law or District policies or create a substantial disruption to the school community and/or work environment, the administrator may have an obligation to respond and take appropriate action, including but not limited to investigation and possible discipline. Under certain circumstances, the District has jurisdiction to discipline employees who violate rules of appropriate conduct, which include, but is not limited to, the use of social networking sites during or outside of work hours. Additionally, the District may not be able to protect or represent employees who incur legal action from a second party in response to the employee's behavior in a social networking site.

## GUIDELINES

### I. DEFINITIONS:

**Apps** are applications used to post media and are accessed primarily through mobile devices. Apps can access the user's pictures, personal information, and GPS location.

**Associated Persons** includes, but is not limited to, parents, parent-elected leaders of school committees, representatives and volunteers, consultants, contracted employees, walk-on coaches, child care/enrichment program providers, vendors and after-school youth services providers.

**Blogs/Microblogs** are personal websites that can serve as journals where a user can post a variety of content authored by the user and authored by others for public viewing

**Confidential Data** refers to District-related content such as (but not limited to) grade and exam information, attendance data and behavior incidents.

**Cloud Computing**, otherwise known as ‘using the cloud,’ requires an Internet connection and is the practice of accessing files across multiple devices over the Internet.

**Digital Citizenship** is the practice of critical engagement and respectful behavior online, which is demonstrated through the digital content a student posts.

**Digital Footprint** is determined/defined by an individual’s choice of content to post and profiles made across multiple websites, apps, and other platforms.

**Media Sharing Sites** are sites where users can store and share content such as video and pictures.

**Social Media** also referred to as social networking, is a form of electronic communication through which users create online communities to share and view information, ideas, personal messages, and other content.

**Social Networking Sites** are sites where users create and customize their own profiles with music, video, and other personal information in addition to connecting with other users.

**Tagging** is the practice of identifying and assigning information to a digital artifact such as a website, blog post, photo, video, or article for the purpose of easy identification, organization, aggregation, and searching. Tagging helps users find content they are looking for through across online platforms.

**Wikis** are websites that allow a user to add, modify, or delete content in collaboration with others.

## II. SOCIAL MEDIA GUIDELINES FOR EMPLOYEES

Many schools, offices and departments have their own websites and social media networks that enable staff to share school/work-related information (e.g., grades, attendance records, or other pupil/personnel record information) may be shared only on District-approved secured connections by authorized individuals. Confidential or privileged information about students or personnel must be maintained at all times.

All existing policies and behavior guidelines that cover employee conduct on the school premises and at school-related activities similarly apply to the online environment in those same venues.

1. Keep personal social network accounts separate from work related accounts. When a student or minor wishes to link to an employee’s personal social networking site, redirect them to the school approved website. Accepting invitations to non-school related social networking sites from parents, students or alumni under the age of 18 is strongly discouraged, and on a case-by-case basis, may be prohibited by the site administrator.
2. Any employee or associated person engaging in inappropriate conduct including the inappropriate use of social media sites and applications during or after school hours may be subject to discipline.
3. Never post any personally identifiable student information including names, videos and photographs on any school-based, personal or professional online forum or social networking website, without the written, informed consent of the child’s parent/legal guardian and the principal.
4. Never share confidential or privileged information about students or personnel (e.g., grades, attendance records, or other pupil/personnel record information).

5. Users shall have no expectation of privacy regarding their use of District property, network and/or Internet access to files, including email. The District reserves the right to monitor users' online activities and to access, review, copy, and store or delete any electronic communication or files and/or disclose them to others as it deems necessary.
6. Posting inappropriate threatening, harassing, racist, biased, derogatory, disparaging or bullying comments toward or about any student, employee, or associated person on any website is prohibited and may be subject to discipline.
7. Threats are taken seriously and are subject to law enforcement intervention, including but not limited to formal threat assessments.
8. District employees and associated persons are responsible for the information they post, share, or respond to online. Employees should utilize privacy settings to control access to personal networks, webpages, profiles, posts, digital media, forums, fan pages, etc. However, be aware that privacy settings bring a false sense of security. Anything posted on the Internet may be subject to public viewing and republication by third parties without your knowledge.
9. If you identify yourself online as a school employee or associated person, ensure that your profile and related content are consistent with how you wish to present yourself to colleagues, parents, and students. Conduct yourself online according to the same code of ethics and standards set forth in the Responsible & Acceptable Use Policy. It is recommended that you post a disclaimer on your social media pages stating, "The views on this page are personal and do not reflect the views of the Los Angeles Unified School District."
10. Use of District logos or images on one's personal social networking sites is prohibited. If you wish to promote a specific LAUSD activity or event, you may do so in accordance with the Office of Communications and Media Services guidelines.
11. Misrepresenting oneself by using someone else's identity may be identity theft. It is advisable to periodically check that one's identity has not been compromised.
12. During an emergency situation that impacts the employee's work site, the employee may post a general statement of well-being to their social network account if doing so does not interfere with their assigned emergency duties.

### III. EDUCATIONAL VALUE OF SOCIAL MEDIA

Technology is reshaping how we reach our students and how students interact with the world. For example, some teachers are using social media as an educational tool. Schools are using social media to launch anti-bullying campaigns, to share school news and events, to increase homework compliance and support, or to enhance classroom instruction. All social media interaction between staff and students must be for instructional purposes and must not include confidential information without parental and site administrator approval.

When using social media for instructional purposes, the highest possible privacy settings must be utilized. The site administrator and parents must be notified of all classroom social media use. Additionally, the site administrator or

designee shall have administrative access to such sites. If online commenting is enabled in an open site, the comments must be moderated and monitored daily for inappropriate language and content.

#### **IV. RESPONSIBILITIES OF DISTRICT EMPLOYEES**

All District employees and associated persons are expected to:

- Adhere to this Social Media Policy for Employees and Associated Persons.
- Be familiar with and follow the guidelines and the provisions of this policy.

All District employees utilizing social media with students are expected to:

- Educate students about digital citizenship, which includes appropriate and safe online behavior, interacting with individuals on social networking websites, and cyberbullying awareness.
- Be familiar with and follow the guidelines and the provisions of this policy and BUL 6399.0, Social Media Policy for Students.

# RESPONSIBLE AND ACCEPTABLE USE POLICY FOR EMPLOYEES

## ADOPTED: 11/2014

The District's Responsible & Acceptable Use Policy ("RAUP") is to prevent unauthorized access and other unlawful activities by users online, prevent unauthorized disclosure of or access to sensitive information, and to comply with the Children's Internet Protection Act (CIPA). As used in this policy, "user" includes anyone using computers, Internet, email, chat rooms, and all other forms of electronic communication or equipment provided by the District (the "network") regardless of the physical location of the user. The RAUP applies even when District provided equipment (laptops, tablets, etc.) is used off District property.

The District will use technology protection measures to block or filter—to the extent practicable— access of visual depictions that are obscene, pornographic, or harmful to minors over the network. The District reserves the right to monitor users' online activities and to access, review, copy, and store or delete any electronic communication or files and disclose them to others as it deems necessary. Users should have no expectation of privacy regarding their use of District property, network and/or Internet access or files, including email.

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

### RESPONSIBLE & ACCEPTABLE USES OF THE LAUSD COMPUTER NETWORK OR THE INTERNET

Employees and other users are required to follow this policy. Employees are required to confirm their consent to this policy when they activate their account or change passwords. Even without this confirmation, all users must follow this policy and report any misuse of the network or Internet to supervisor or other appropriate District personnel. Access is provided primarily for education and District business. Staff may use the Internet for incidental personal use during duty-free time. By using the network, users have agreed to this policy. If a user is uncertain about whether a particular use is responsible or appropriate, he or she should consult supervisor or other appropriate District personnel.

### IRRESPONSIBLE & UNACCEPTABLE USES OF THE COMPUTER NETWORK OR INTERNET

The District reserves the right to take immediate action regarding:

1. Activities that create security and/or safety issues for the District, students, employees, schools, network or computer resources, or
2. Activities that expend District resources on content the District in its sole discretion determines lacks legitimate educational content/purpose, or
3. Other activities as determined by District as inappropriate.

Following are examples of inappropriate activity on the District's network:

- Violating any state or federal law or municipal ordinance, such as: accessing or transmitting pornography of any kind, obscene depictions, harmful materials, materials that encourage others to violate the law, confidential information, or copyrighted materials;
- Criminal activities that can be punished by law;

- Selling or purchasing illegal items or substances;
- Circumventing or attempting to circumvent the District's content filtering system(s);
- The unauthorized collection of email addresses ("harvesting") of e-mail addresses from the Global Address List and other District directories; • Obtaining and/or using anonymous email sites; spamming; spreading viruses;
- Causing harm to others or damage to their property, such as:
  1. Using profane, abusive, or impolite language; threatening, harassing, or making damaging or false statements about others; cyberbullying or accessing, transmitting, or downloading offensive, harassing, or disparaging materials;
  2. Deleting, copying, modifying, or forging other users' names, emails, files, or data; disguising one's identity, impersonating other users, or sending anonymous email;
  3. Damaging computer equipment, files, data, or the network in any way, including intentionally accessing, transmitting or downloading computer viruses or other harmful files or programs, or disrupting any computer system performance;
  4. Using any District computer to obtain unauthorized information ("hacking") whether internal or external to the District, or attempting to access information protected by privacy laws; or
  5. Accessing, transmitting or downloading large files, including "chain letters" or any type of "pyramid schemes."
- Engaging in uses that jeopardize access or lead to unauthorized access to others' accounts or other computer networks, such as:
  1. Using another's account password(s) or identifier(s);
  2. Interfering with other users' ability to access their account(s); or
  3. Disclosing your own or anyone's password to others or allowing them to use your or another's account(s). • Using the network or Internet for commercial purposes:
  4. Using the Internet for personal financial gain;
  5. Using the Internet for personal advertising or promotion; or
  6. Conducting for-profit business activities and/or engaging in non-government related fundraising or public relations activities such as solicitation for religious purposes or lobbying for personal political purposes.

### PENALTIES FOR IMPROPER USE

The use of a District account is a privilege—not a right. Misuse will result in the restriction or cancellation of the account. Misuse may also lead to disciplinary and/or legal action for both students and employees, including suspension, expulsion, dismissal from District employment, or criminal prosecution by government authorities. The District will attempt to tailor any disciplinary action to the specific issues related to each violation.

### DISCLAIMER

The District makes no guarantees about the quality of the services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from use of the network or accounts. Any additional charges a user accrues due to the use of the District's network are to be borne by the user. The District also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of the District, its affiliates, or employees.

# DRUG-FREE AND ALCOHOL-FREE WORKPLACE

## ADOPTED: 02/2015

The federal government has adopted various anti-drug regulations that require employers, including school district to take certain measures to ensure that the workplace is free from illicit drugs and alcohol. These regulations are included in the Drug-Free Workplace Act, the Drug-Free School and Communities Act and the NCLB Act Title IV, Part A, Safe and Drug-Free Schools and Communities.

As required by these acts, the Los Angeles Unified School District hereby notifies its employees as follows:

1. The manufacture, sale, distribution, dispensing, possession, or use of illicit drugs and alcohol is prohibited in any and all District workplaces;
2. Violation of Paragraph 1 by an employee will result in appropriate administrative or disciplinary action including, but not limited to, written reprimand, suspension, termination, and/or the requirement for satisfactory participation and completion of a drug and alcohol abuse assistance or rehabilitation program;
3. Employees are required to notify the Employee Relations/Services Section, Human Resources Division at (213) 241-6591, or any criminal drug and alcohol statute conviction for a violation occurring in the workplace no later than five (5) days after such conviction;
4. Within thirty (30) days of receiving the notice required by Paragraph 3, the District shall take appropriate administrative or disciplinary action, as specified in Paragraph 2.

For further information on the District's drug-free and alcohol-free workplace policy, see [Bulletin 3630.2, School Operations](#).



# TOBACCO-FREE SCHOOLS

## ADOPTED: 04/2015

The federal and state governments have adopted various anti-tobacco laws that require schools to have adopted and fully implemented tobacco-free environmental policies.

As required by these laws, the Los Angeles Unified School District hereby notifies its employees as follows:

1. Smoking and the use of all tobacco products shall be prohibited on all District property, including District owned, leased, or contracted for [NCLB Act Section 4303] buildings and in District vehicles at all times by all persons, including employees, students, and visitors at any school or District site or attending any school-sponsored events. In accordance with California Assembly Bill 816 (1994), and the Federal Goals law, the District implemented the Tobacco-Free Workplace policy on January 1, 1995.
2. Violation of paragraph one by any employee will result in appropriate administrative or disciplinary action including, but not limited to, a counseling interview, verbal warning, written reprimand, suspension, or termination.

For further information on the District's drug-free and alcohol-free workplace policy, see [Bulletin 3630.2, School Operations](#).

# ACKNOWLEDGEMENTS

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