



LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

TITLE: Aspiring Assistant Principals Program 2021-2022

NUMBER: MEM-053501.3

ISSUER: Linda Del Cueto
Chief Human Resources Officer
Human Resources Division

DATE: June 7, 2021

DUE DATE: **Friday, September 10, 2021** – Applications are due no later than 5:00 p.m. to the Human Resources Division, Administrator Development and Support at AdminDevelopment@lausd.net.

ROUTING
All Certificated
Employees
All Locations

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

MAJOR CHANGES: This Memorandum replaces Human Resources Division MEM-053501.2 of the same subject issued June 17, 2019. The content has been revised to reflect the current cohort.

BACKGROUND: The Los Angeles Unified primary promotional pathway for assistant principal assignments is through the successful completion of AAPP. To be placed in the three-year eligibility pool for assistant principal assignments, candidates must successfully complete AAPP by attending all sessions, completing assignments, and passing the In-Basket Examination. Qualified candidates who are interested in an assistant principal assignment for the 2022-2023 school year should consider applying to the program. Note that participation in this program does not waive minimum District requirements for assistant principal assignments.

The AAPP: Cohort V is a targeted professional development opportunity aligned to the Los Angeles Unified *School Leadership Framework* (SLF) in the areas of data-driven instructional and operational leadership. The SLF professional learning standards include Leadership and Professional Growth, Change Management, Instruction, Culture of Learning and Positive Behavior, Family and Community Engagement, and Systems and Operations. Highly qualified, equity driven leaders are essential to accelerating student achievement. This comprehensive program concentrates on developing transformational school leaders prepared to meet the challenge of improving outcomes for all students.



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OVERVIEW: I. PROGRAM DETAILS

The Aspiring Program is a 40-hour pipeline program. Participants will experience learning in a Hybrid Model consisting of Synchronous (one and one half hours bi-weekly) and Asynchronous (two and one half hours bi-weekly) instruction via the My Professional Learning Network (MyPLN) platform. The program will culminate with an In-Basket Examination. The Synchronous Instruction schedule is below and Asynchronous activities will be completed following the Synchronous sessions.

Synchronous Schedule:

Time/Location: 5:00 p.m. – 6:30 p.m.
Via Zoom

Dates:

October 20, 2021	January 26, 2022
November 3, 2021	February 9, 2022
November 17, 2021	February 23, 2022
December 8, 2021	March 9, 2022
January 12, 2022	March 23, 2022

Other Dates: Week of April 4, 2022: In-Basket Examination
Week of May 2, 2022: Mock Interviews
May 18, 2022: Closing Ceremonies
(Dates, times, and location are subject to change)

II. ELIGIBILITY

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

- Five years of successful full-time certificated service in a public school
- One year of verifiable full-time experience in a non-classroom leadership position (e.g., coordinator, instructional coach, dean, lead teacher, etc.) by June 30, 2022.
- At least three years as a teacher in a PreK-12 program or Early Education Center; or (for Adult Schools) at least two years as a teacher or counselor at a secondary school or adult school
- A Master's degree from an accredited college or university
- A valid California Administrative Services Credential
- A valid California Teaching Credential



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All minimum requirements must be met before the AAPP application filing deadline. It is the applicant's responsibility to ensure that documentation of minimum requirements is on file with Human Resources Division, Administrative Selection Unit before the filing deadline; otherwise, the application will not be reviewed. For information on submitting your documentation, please email Aida Rodriguez at aida.rodriguez@lausd.net.

III. APPLICATION PROCESS

To be considered for this program, use the checklist and submit the following:

- A current resume (1-2 pages maximum)
- A Letter of Intent (1-page maximum) describing leadership experiences with the following:
 - Supporting a shared responsibility for all students
 - Supporting high quality professional development
 - Supporting families and community as partners

Please download the following Word formatted attachments:

- The Application for Enrollment (Attachment A).
- The AAPP Self-Assessment for Determination of Readiness and Scenarios (Attachment B). It is recommended that you review your responses with your current supervisor.
- The Determination of Readiness Supervisor's Endorsement (Attachment C).

All materials (Letter of Intent, Resume, signed Attachments A, B, and C) must be **scanned in a single PDF file format** and submitted via email to: AdminDevelopment@lausd.net **no later than 5:00 p.m. on Friday, September 10, 2021**. In the subject line of the email, include your name and cohort (e.g., Smith, John – AAPP: Cohort V). **Applications that are incomplete or received after the deadline will not be considered.**

RELATED RESOURCES:

Attachment A: Application Instructions and Enrollment Form
Attachment B: Self-Assessment for Determination of Readiness and Scenarios
Attachment C: Determination of Readiness Supervisor's Endorsement

ASSISTANCE:

For further information, please contact Heather Lower Lowe (hlowe@lausd.net), Administrative Coordinator, Administrator Development and Support.



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**FREQUENTLY
ASKED
QUESTIONS:**

To view responses to questions regarding the application process, go to
http://bit.ly/FAQs_AAPP.



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ATTACHMENT A

DUE DATE:
Friday, September 10, 2021
Email complete application to:
AdminDevelopment@lausd.net
NO FAXES ACCEPTED

ASPIRING ASSISTANT PRINCIPALS PROGRAM
APPLICATION FOR ENROLLMENT

1. _____
Name (Last) (First) (Middle)
2. _____
Address (Street) (City) (Zip Code)
3. _____ 4. _____
L.A. Unified Employee Number L.A. Unified E-mail
5. _____ 6. _____
Home Phone Cell Phone
7. _____
Current Position
8. _____
Current Supervisor
9. _____
Current School (Office)
10. _____ 11. _____
Work Phone Local District (Division)
12. Have you ever received a Notice of Unsatisfactory Service/Act or a Below Standard Evaluation? Yes No

I certify that all information contained in this application and all supplementary materials submitted are true and correct. I understand that Human Resources Division may verify this information. I acknowledge that some of the ratings and results of my performance may be confidential. I understand that participation in this program does not waive minimum District requirements for assistant principal assignments.

Signature: _____ Date: _____



LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

ATTACHMENT B

DUE DATE:
Friday, September 10, 2021
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ASPIRING ASSISTANT PRINCIPALS PROGRAM APPLICANT'S SELF-ASSESSMENT FOR DETERMINATION OF READINESS (DoR) AND SCENARIOS INSTRUCTIONS

Purpose

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

Directions

- Respond to **four of the six** prompts by writing specific descriptions of situations you encountered, tasks you were assigned or volunteered for, actions you took, and the results that were achieved. This is commonly referred to as the **STAR** method: Situation, Task, Actions, Result. Your response for each prompt should be **200 words or less**.
- Rate your level of proficiency based on your experience using the rubric descriptors in the School Leadership Framework (SLF).
- Respond to **both** scenarios ensuring you address: What are your immediate steps? What are your long-term plans? What Additional data might you need? Who might support you? How will you monitor your work? Your response for each scenario should be **250 words or less**.

Resources

- The School Leadership Framework ([Click here to view SLF](#)).
- The Teaching and Learning Framework (TLF) ([Click here to view TLF](#)), if your experiences do not readily seem to reflect leadership practices described in the SLF.

Supervisor's Endorsement

- Schedule a meeting with your immediate supervisor to discuss his/her observations and assessments of your experiences, ratings and readiness to effectively carry out the duties of the position of assistant principal as measured by the SLF.
- Prior to your meeting, forward a copy of your Self-Assessment for Determination of Readiness and Scenarios (Attachment B) and Determination of Readiness Supervisor's Endorsement (Attachment C) to your supervisor for review.



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ATTACHMENT B

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

As you complete the *AAPP Applicant’s Self-Assessment for Determination of Readiness and Scenarios* for the identified *School Leadership Framework (SLF)* elements, respond to **four of the six** prompts by writing specific descriptions of situations you encountered, tasks you volunteered for or were assigned, actions you took and results you achieved. Candidly and accurately describe experiences you have had so far in your career. The *SLF* can be accessed by clicking [here](#). You may also click [here](#) to access the *TLF*. Your response for each prompt should be **200 words or less**.

Element 1A5: Participates in, and implements new learning from, professional development.	Limited to No Experience Yet	Developing	Effective	Highly Effective
Describe how you regularly seek opportunities for professional development to enhance your content and leadership skills. How do you implement what you learn to improve your practice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.				
Element 2A1: Promotes a shared sense of responsibility for all students.	Limited to No Experience Yet	Developing	Effective	Highly Effective
Describe how you have supported, communicated, and promoted a shared sense of responsibility for all students. Share how you have supported other colleagues or your principal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.				
Element 3A4: Builds capacity of staff to analyze and utilize student data.	Limited to No Experience Yet	Developing	Effective	Highly Effective
Describe how you have supported opportunities for teams of teachers to access and analyze multiple sources of data to identify learning progress and gaps to determine differentiation of support for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.				



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ATTACHMENT B

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

Element 4A1: Establishes or maintains a positive school climate, including workplace conditions for staff.	Limited to No Experience Yet	Developing	Effective	Highly Effective
Describe how you have modeled fairness, respect, and collaboration for staff and other members of the school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.				
Element 5A2: Provides opportunities for family and community engagement.	Limited to No Experience Yet	Developing	Effective	Highly Effective
Describe how you have supported regular opportunities for family education. Share how you have elicited their input to help plan, design, and deliver the learning opportunity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.				
Element 6C2: Ensures that school decisions adhere to relevant district policies and comply with legal requirements.	Limited to No Experience Yet	Developing	Effective	Highly Effective
Describe a situation where you supported a group of stakeholders to deepen their understanding on a district or school policy. How did you support communicating, facilitating, and ensuring that there was an understanding of the legal requirements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.				



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

As you complete the *AAPP Scenarios*, respond to **both** prompts by writing specific descriptions of how you would respond to the situation, what your task would be, actions you would take and any follow up needed to achieve your outcome. Remember to answer all of the sub questions. The *SLF* can be accessed by clicking [here](#). You may also click [here](#) to access the *TLF*. Your response for each scenario should be **250 words or less**.

<p>Scenario 1 Element 4a1: Establishes or maintains a positive school climate, including workplace conditions for staff.</p>
<p>It is a Banked Tuesday, right after your last lunch supervision, your Community of Schools Administrator (CoSA) arrives early to walk the campus and observe your PD because your Principal is not on campus today. The CoSA shares with you her observations of her visit including adults at the school not always being respectful to each other and the office staff not being very welcoming.</p> <ul style="list-style-type: none"> ● What are your immediate steps? ● What are your long-term plans?
<p>Click or tap here to enter text.</p>
<p>Scenario 2 Element 3a2: Ensures high-quality professional development that results in implementation of effective pedagogy.</p>
<p>Your principal has tasked you to design a high-quality professional development (PD) on Social Emotional Learning (SEL) Strategies for the next Banked Tuesday session that results in implementation of the strategies. Plan a professional development in which you include 2-3 adult learning principles.</p> <p>Culturally relevant practices</p> <ul style="list-style-type: none"> ● What are your immediate steps as you plan to prepare for the PD? ● What are your long-term goals for ensuring implementation of the PD? ● How might you incorporate adult learning theory in your PD plan?
<p>Click or tap here to enter text.</p>



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ATTACHMENT C

DUE DATE:

Friday, September 10, 2021

Email complete application to:

AdminDevelopment@lausd.net

NO FAXES ACCEPTED

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

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

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

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

To view responses to questions regarding the application process, go to http://bit.ly/FAQs_AAPP.

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Human Resources Division

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ASPIRING ASSISTANT PRINCIPALS PROGRAM

DETERMINATION OF READINESS (DoR)

SUPERVISOR'S ENDORSEMENT PAGE

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

CURRENT POSITION: Click or tap here to enter text.

CURRENT SUPERVISOR

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

THIS INDIVIDUAL HAS MY FINAL ENDORSEMENT

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

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

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