



Office of Leadership and Learning

Teacher Preparation and Support Department

Dianne Cordero, Director

New Teacher Handbook

2016-2017

All San Diego students will Graduate with the **Skills, Motivation, Curiosity** and resilience to Succeed in their choice of **College and Career** in order to Lead and Participate in the society of **Tomorrow**.

San Diego Unified School District

Eugene Brucker Education Center

4100 Normal Street

San Diego, CA 92103

Board of Education

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Welcome to San Diego Unified School District

As a new teacher, you are expected to learn the rules of San Diego Unified and your school. The purpose of this handbook is to give you basic information on navigating the district. It is not meant to be an extensive guide to everything but rather a means of leading you in the right direction.

You are also expected to learn the specifics about your school. One way to do so is to read your school's student handbook and the teacher handbook.

The Teacher Preparation and Support Department wishes you a successful and productive year for you and your students.

About San Diego Unified School District

San Diego Unified serves more than 132,000 students in pre-school through grade 12 and is the second largest district in California. The student population is extremely diverse, representing more than 15 ethnic groups and more than 60 languages and dialects.

Since its founding on July 1, 1854, the district has grown from a small, rented school building with one teacher to its current size – more than 226 educational facilities with 13,559 employees. Nearly 6,000 teachers are in classrooms at the district's various educational facilities, which include 117 traditional elementary schools, 9 K-8 schools, 25 traditional middle schools, 24 high schools, 49 charter schools, and 14 atypical/alternative schools.

The San Diego Unified School District is proud to call itself one of the top large urban school districts in the United States. Measures include its top scores on state and national tests, its leadership in areas such as technology, curriculum, neighborhood and specialty schools, career-technical education and food services. Its graduates include Hall of Fame sports stars, along with some of the nation's top scientists, writers and leaders.

As the district moves toward its bicentennial, the Board of Education has undertaken Vision 2020, giving the organization the flexibility to make sure its students are always ready for the future.

District Mission

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

Vision 2020

Quality Schools in Every Neighborhood

To prepare our students for the competitive global economy they will face in the years ahead the San Diego Unified Board of Education has developed a focused, long term plan for student achievement. It culminates with graduation of the Class of 2020. Vision 2020 is a community-based school reform plan that engages all parents, staff, students and community members. It will result in a high level of confidence in our public schools. Between now and 2020 we intend to develop a world-class school system for all of our students.

The Board of Education will hold itself responsible for maintaining the focus of the staff and the community on Vision 2020. The Board will review Vision 2020 at the end of each school year to assess progress towards the goals of the vision. The Board designates to the Superintendent the development of the strategic process for the implementation of the goals of Vision 2020.

Vision 2020 will create a school district that:

- Creates improved and broader measures of student achievement.
- Develops schools as neighborhood learning centers.
- Ensures effective teaching in the classroom
- Engages parents and community volunteers in the educational process
- Facilitates communication and support

There are **12 Indicators of a Quality Neighborhood School.**

- Access to a broad and challenging curriculum
- Quality teaching
- Quality leadership
- Professional learning for all staff
- Closing the achievement gap with high expectations for all
- Parent/community engagement around student achievement
- Quality support staff integrated and focused on student achievement
- Supportive environment that values diversity in the service of students
- High enrollment of neighborhood students
- Digital literacy
- Neighborhood center with services depending on neighborhood needs
- Safe and well-maintained facilities




Getting Started: Access to Employee Portal and Email

Step 1: Set Your Password

Go to **<https://dwa.sandi.net/passwdchg/>** and follow the directions on the page.

You will be able to access staff pages but will still need to set up your email account by calling the ITSS help desk at 619-209-4357

	<h2>DWA Password Self Service Change Your Password</h2>
Change Your Password	<p>If you know your current password you can change it below.</p> <p>If you have never logged in with this account, or your password was recently reset, your default password will be "Sdcs" followed by the last four digits of your SSN (example: Sdcs1234). Your default password must be changed prior to your initial login to DWA applications or Active Directory.</p> <p>Please note that passwords are CASE SENSITIVE.</p> <p>DWA/Employee ID: <input type="text"/> (Your 6-digit User ID)</p> <p>Current Password: <input type="password"/> (Current or default password)</p> <p>New Password: <input type="password"/> (Follow the password format below)</p> <p>Re-enter New Password: <input type="password"/></p> <p><input type="button" value="Next >>"/></p> <p>By clicking on the Next>> button above, you are acknowledging your understanding and acceptance of Administrative Procedures 7039, 6520, 6527, and 7101 which provide District approved steps and protocols for the appropriate use of technology and the collection, storage, maintenance, and confidentiality of student and employee information.</p> <p>Password Format:</p> <ul style="list-style-type: none">▪ Cannot contain your first or last name or your DWA/Employee user ID;▪ Cannot use any of your previous six (6) passwords;▪ Must be a minimum of 8 characters;▪ Must contain at least one CAPITAL letter and one lowercase letter;▪ Must contain at least one number (0-9);
	v1.0.8

District Staff Website

The staff portal provides employee information in a user-friendly, organized manner. Only San Diego Unified employees have access. You will be required to login using your employee ID and password. It will be accessible from the district's home page by clicking on the "Staff Portal" tab, which will take you to the login page. Once you login, your employee ID will display in the top right corner of your page. You will be able to access the employee portal from both inside and outside the district network.

The screenshot shows the 'Inside Unified' Employee Portal. At the top left is the San Diego Unified School District logo. To its right is the title 'INSIDE Unified [Employee Portal]'. In the top right corner are links for 'People Finder' and 'District Home'. Below this is a navigation bar with tabs: 'Home', 'News & Events', 'Resources' (which is highlighted), 'Our District', 'Departments', 'A - Z', and a 'Search' field with a magnifying glass icon. The main content area is divided into eight columns, each with a heading and a list of links:

- Human Resources**
 - > Employment Opportunities
 - > Employee Calendars
 - > HR Forms
 - > Position Descriptions
 - > Salary Schedules
 - > Labor Relations
 - > Professional Development
- Benefits**
 - > Benefits Enrollment
 - > Retirement Benefits
 - > Flexible Spending Accounts (FSA)
 - > Forms
 - > Employee Discounts
 - > Employee Assistance Program
 - > Workers' Comp
- Payroll**
 - > Timekeeper Resources
 - > Direct Deposit
 - > Withholdings
 - > Forms
 - > Pay Options (10-mo., 11-mo.)
 - > Understanding Your Paycheck
 - > Paid Time Off
- Technology & Support**
 - > Tech Support / Help Desk
 - > Password Reset
 - > Applications
 - > Integrated Tech. Support Services (ITSS)
 - > i21
 - > EdTech
 - > Technology Product Price List
- Curriculum**
 - > Common Core
 - > College, Career & Technical Education
 - > English Language Arts
 - > History/Social Studies
 - > Mathematics
 - > Physical Education
 - > Science
 - > Visual and Performing Arts (VAPA)
- Finance**
 - > Site-Based Budgets (SBB)
 - > Banking and Procurement Card (P-card)
 - > Vendor Payments
 - > Associated Student Bodies
 - > Asset/Inventory Management
 - > Site Location Codes
- Administrative**
 - > Bulletins & Circulars
 - > Directories
 - > Forms
 - > Handbooks & Guides
 - > Emergency Procedures
 - > Policies & Procedures
- Calendars**
 - > Employee Calendars
 - > Pupil Accounting Attendance Calendar
 - > Wall Calendar
 - > School Year Calendars
 - > Testing Calendars
 - > Staff Events

Sign-in: The new employee portal will require you to login using your employee ID and password. You will be prompted to sign-in when you click on the "Staff Portal" button from the website. Once you login, your name will display in the top right corner of your page.

Customized application buttons: On the left side of the portal page, you'll see large buttons with application names such as "Email" and "PeopleSoft." You can customize the buttons on your page based on the programs you use most. To select your applications, simply click on

“View All Applications.” You will be asked to select how many buttons you want displayed. Then you can drag and drop into any order you choose

People Finder: This is the Central Office Staff Directory. In time, it will expand to a district-wide directory.

Left sidebar: Select your customized applications for display and quick access.

Shortcuts: These are a few pages that are important and popular with employees.

Staff News: Important news and information for our staff.

Upcoming Deadlines: This calendar will list items relevant to staff and schools that have upcoming deadlines, such as Post and Bids, Budget and Open Enrollment deadlines.

Upcoming Events: This calendar will be similar to our current staff calendar, listing events relevant to staff, upcoming professional development opportunities and more.

MENU BAR

Home: Returns you to the employee portal home page.

News & Events: This section has an expanded menu that includes the following sections: Unified Vision, News, Events, Bulletins & Circulars, Social Media and Communications.

Resources: It's an expanded menu of items, listed by topic, that are used most often by staff. If you don't find something here, you can still look in the Departments list and search for your item there. It may also be listed in the new A-Z index.

Departments: This is a list of district departments.

Our District: Here you'll find general information about the district, details on many of our current initiatives, such as Vision 2020 and anti-bullying, as well as awards and distinctions.

A-Z Index: Have you ever wanted to find information by topic, such as “Electronic Registrar Online (ERO)” or “Handbooks & Guidelines?” The Index will provide a list of items organized by topic. We'll be adding to this list, so if you think something should be included, let us know.

Search function: You'll find improved search functionality on the employee portal.

Newsline: With the launch of the new portal, we will no longer be sending out Newsline in email format, but you can still access all the great news through the employee portal. Here is where you'll find items previously presented in Newsline.

Substitutes

You may need to arrange for a sub due to illness or professional development

- Prepare your class early in the school year by clearly setting expectations and remind them the day before you re absent
- Leave one plan/schedule for the day- Leave an emergency plan for an unforeseen circumstance where you may not be able to fully prepare.
- Leave regular lesson plans and engaging activities for your substitute to teach rather than videos or busy work
- Keep an accurate seating chart
- Make a list of reliable students the substitute can call on for help.
- List students who have challenges or special conditions and recommendations for handling situations
- Have a schedule for students that leave the room for special classes
- Provide a class list
- List the names of neighboring teachers that can be called on for assistance
- Near the phone post important phone numbers
- Let the substitute know about teaching assistants and/or volunteers who work in the room and leave specific instructions for these individuals
- Make sure the school map is current
- Be specific about the schedule
- Write down dismissal time, including time it takes students to get ready to leave.

Preparing for a Substitute Checklist

Schedules <ul style="list-style-type: none"> ○ Daily Schedule ○ Bell Schedule ○ Special Schedules ○ Dismissal and Bus List ○ Extra Duty Information ○ Students who leave the room for special reasons 	Class Roll/Seating Chart <ul style="list-style-type: none"> ○ Class Roll ○ Seating Chart ○ Attendance Procedures ○ Reliable Students ○ Special Attention Students ○ Students who have assistants ○ Assistant Information 	Emergency Procedures Info <ul style="list-style-type: none"> ○ Emergency Plan Info ○ Get "HELP" from_____ ○ Lockdown Information ○ Behavior Emergency Information
Map School Map showing these locations: <ul style="list-style-type: none"> ○ Staff lounge and restrooms ○ Teacher workroom ○ Lunchroom ○ Student cafeteria ○ Fire Drill Route 	Forms <ul style="list-style-type: none"> ○ Hall Pass ○ Referrals 	Lesson Plan <ul style="list-style-type: none"> ○ Extra Papers

SAMS Substitute System

Substitutes (visiting teachers) are assigned by an automated computerized system called SAMS, which uses both an interactive voice response and internet based system.

San Diego Unified School District — Employee Reference Guide

System Phone Number	(619) 297-0304
Help Desk Phone Number	(619) 725-8090
Write your PIN here	<input type="text"/>
Web Browser URL	https://subweb.sandi.net

THE SYSTEM CALLS SUBSTITUTES DURING THESE TIMES

	Today's Jobs	Future Jobs
Weekdays	Starts at 5:00 am	5:00 – 9:30 pm
Saturday	None	5:00 – 9:30 pm
Sunday	None	5:00 – 9:30 pm
Holidays	None	5:00 – 9:30 pm

REASONS FOR ABSENCE

Number	Description
1	Illness
2	Personal Necessity
3	Bereavement
4	Personal Business
5	Vacation
6	Workers Compensation
7	Jury Duty
10	Religious Holiday
11	Court Appearance
13	Paternity / Adoption
14	Military Leave
15	Unpaid Personal Leave
16	Floating Holiday
17	Comp Day
21	Union Business
26	Professional Development

REGISTRATION

To register as a first-time user, create a 6 six digit number (must be different than your ID number) and write it down on this form. Then call (619) 297-0304. When prompted to enter your Access I.D., enter your Employee I.D. followed by the star (*) key. When prompted to enter your PIN, enter your Employee I.D. AGAIN, followed by the star (*) key.

- When prompted the system will ask you to record your name followed by the star (*) key
PRESS 1 to Accept
PRESS 2 to Re-enter
PRESS 9 to Exit and hang-up
- System will list your work locations and job descriptions. If they are not accurate, contact the help desk
- At the prompt that asks you to enter your new PIN number, enter the number you created and then press the star (*) key.
- PRESS 1 if Correct
PRESS 8 to Re-enter
PRESS 9 to Exit and hang-up

TELEPHONE ACCESS INSTRUCTIONS

1. Enter your Access ID (your six digit Employee ID), followed by the star (*) key
2. Enter your PIN (Personal Identification Number), followed by the star (*)Note: If you forget your PIN, refer to *PIN Reminder* under *Web Browser Access Instruction Sign In* on page 4.

MENU OPTIONS

- 1 – Create an Absence
- 2 – Review, Cancel Absence or Modify Special Instructions
- 3 – Review Work Locations and Job Descriptions
- 4 – Change PIN/Re-record Name
- 9 – Exit and hang-up

WORK AT MULTIPLE LOCATIONS?

If you pressed 1 to Create an absence

1. Enter the location code followed by the star (*) key or wait to hear a list of locations
2. PRESS 1 to Accept location choice
PRESS 2 to Re-enter
PRESS 9 to Exit to menu options

1 — TO CREATE AN ABSENCE

1. Enter dates for the absence
PRESS 1 if the Absence is only for today
PRESS 2 if the Absence is only for tomorrow
PRESS 3 to Enter the dates and times for the absence
PRESS 9 to Exit to menu options
2. If you pressed 3 to Enter Dates and time
Enter Start Date
PRESS 1 to Accept the date offered
PRESS 2 to Enter start date
Enter two digits for the month and two digits for the day (MMDD) PRESS 9 to Exit to menu options

For all options
Enter Start Time
PRESS 1 to Accept offered time
PRESS 2 to Enter time
Enter two digits for the hour and two digits for the minutes in HH:MM format. Enter 1 for am or 2 for pm
PRESS 9 to Exit to menu options. Repeat procedure for end date and time
3. Enter the reason from page 1 followed by the star (*) key or wait for a list of reasons
PRESS 1 if Correct
PRESS 2 to Re-enter
PRESS 9 to Exit to menu options
4. Record Special Instructions
PRESS 1 to Record special instructions. Press the star (*) key when done PRESS 2 to Bypass this step
5. Is a Substitute Required?
PRESS 1 if a substitute is required
PRESS 2 if a substitute is not required
PRESS 9 to Exit to menu options

6. If you pressed 1, a substitute is required
 PRESS 1 to Request a particular substitute. Enter the Substitute Employee ID, followed by the star (*) key
 PRESS 1 to Accept requested substitute
 PRESS 1 if the Substitute should be called
 PRESS 2 if the Substitute has already agreed to work and does not need to be called
 PRESS 9 to Exit to menu options
 PRESS 2 to Re-enter
 PRESS 2 to Bypass requesting a substitute
7. Complete Absence
 PRESS 1 to Receive the job number
 Record the Job Number. The Job Number is your confirmation.
 PRESS 1 to Hear the job number again
 PRESS 9 to Exit to menu options
 PRESS 2 to Review absence information

2 — TO REVIEW/CANCEL ABSENCE OR MODIFY SPECIAL INSTRUCTIONS

1. Hear the job information
 PRESS 1 to Hear absence information again
 PRESS 2 to Modify special instructions
 PRESS 3 to Cancel the absence
 PRESS 8 to Hear the next absence
 PRESS 9 to Exit to menu options
2. If you pressed 2 to Modify special instructions
 PRESS 1 to Delete
 PRESS 2 to Re-enter
 Record instructions. Press the star (*) key when done
 Hear the new instructions
 PRESS 1 if Correct
 PRESS 2 to Re-enter
 PRESS 9 to Exit
 PRESS 9 to Exit and hear next absence
3. If you pressed 3 to Cancel the job
 PRESS 1 to Confirm the cancellation request
 If a substitute is assigned to the absence
 PRESS 1 for the System to call the assigned substitute
 PRESS 2 to Not have the system call the substitute
 PRESS 9 to Exit and hear next absence
 PRESS 9 to Exit and hear next absence (without canceling)
 Once you confirm a request to cancel the job, you **MUST** wait for the system to say *"Job Number has been cancelled."*

3 — TO REVIEW WORK LOCATIONS AND JOB DESCRIPTIONS

1. Hear a list of your work locations and job descriptions
 PRESS 9 to Exit to menu options (number will not be changed)

4 — TO CHANGE PIN OR RE-RECORD NAME

1. PRESS 1 to Change your PIN
 PRESS 2 to Change the recording of your name
 PRESS 9 to Exit to menu options

2. If you pressed **1** to Change your PIN
Enter a new PIN at least six (6) digits in length, followed by the star (*) key **PRESS 1** if
Correct
PRESS 8 to Re-enter
PRESS 9 to Exit to menu options
3. If you pressed **2** to Change the recording of your name Record your name. Press
the star key (*) when done
PRESS 1 to Accept
PRESS 2 to Re-record name
PRESS 9 to Exit to menu options

WEB BROWSER ACCESS INSTRUCTIONS SIGN IN

Open your web browser and access the SmartFindExpress Sign In page. Review the messages above the Sign In. Enter your Access ID and PIN. Review additional announcements on your home page, if any.

PIN REMINDER

If you forget your PIN, click on the "Forgot your PIN" link at the login screen and follow the instructions. Your PIN will be immediately sent to the email account registered in SmartFindExpress if you have entered your email address in the past into your profile.

Note: The user must be registered with the system to use this option.

TO CREATE AN ABSENCE

Choose the *Create an Absence* link

Important Note: Items in Bold are required to complete an Absence and receive a Job Number.

- Select the Location
- Select the Classification
 - o Choose from the drop-down menu
- Select the Reason for this absence from the drop-down menu
- Indicate if a substitute is required for this absence
 - o Choose Yes or No
- Select Start and End Dates for your absence
 - o Enter the dates with forward slashes (MM/DD/YYYY) or use the calendar icon
- Select Start and End Times for your absence. Default times are listed
 - o To change defaults, enter time in HH:MM am or pm format
 - o Ensure that the correct time is entered. If the times for the substitute are different from the absence times, please enter the adjusted times
- Multiple Day (Recurring) Absence. Select the *Modify Schedule* button.
 - o Your default work schedule is shown. Remove the checkmark(s) from the Work Days boxes that do not apply to this absence
 - o Modify daily schedule and/or times for absence and substitute
 - o Select the *Continue* button
- Request a particular substitute
 - o Enter the substitute's Employee ID number or use the Search feature to find the substitute by name
- Indicate if the requested substitute has accepted this job
 - o Yes = substitute is prearranged and will not be called and offered the job
 - o No = call will be placed and the substitute will be offered the job

- Enter special instructions for the substitute to view
- Select the **Continue** button
- Select the **Create Absence** button to receive a Job Number. Please record this Job Number.

TO REVIEW/ CANCEL ABSENCE OR MODIFY SPECIAL INSTRUCTIONS

Choose the *Review Absences* link to review past, present and future absences or to cancel an absence.

Follow these steps

- Select the format for absence display: List or Calendar view
- Search for Jobs: Enter specific date range (MM/DD/YYYY) or Calendar icon, or enter job number or leave blank to return all your absences
- Select the *Search* Button
- Select the *Job Number* link to view job details on future jobs

From the Job Details screen.

- Special instructions can be updated on future jobs. Modify the special instructions and select the *Save* button
- To cancel your job, select the *Cancel Job* button
- If a substitute is assigned to your absence and you want the system to notify them of the job cancellation (by calling them), place a checkmark in the box prior to the question "Notify the Substitute of Cancellation?"
- Select *Return to List* button to return to the job listing

SIGN OUT AND WEB BROWSER INFORMATION

At any time during the session, the *Sign Out* link can be selected to end the session and disconnect from SmartFindExpress. Selecting the browser's back button or going to another site on the Internet does not disconnect the session from SmartFindExpress.

To ensure security and privacy of information, use the *Sign Out* link to disconnect from SmartFindExpress, and close the web browser when you finish with your session.

Important Note: Do NOT use the browser's BACK button to navigate to screens. Navigation buttons are on the bottom of SmartFindExpress screens, such as the *Return to List* and *Continue* button



San Diego Unified School District
Substitute Management Unit
4100 Normal Street
San Diego, CA 92103

SAMS (619) 297-0304
Help Desk (619) 725-8090
Fax (619) 686-6650
Email: subhelp@sandi.net

School Year Calendars-Traditional and Year-Round

A variety of useful calendars can also be found at <http://www.sandi.net/staff/general/calendars>

SAN DIEGO UNIFIED SCHOOL DISTRICT 2016-2017 School Year Calendar Certificated Traditional Schedule

X = Contract Days
H = Mandated or Declared Holiday
P = Prep Days

184 Days - Certificated (Traditional)

	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	TOTALS	
JULY					1	H/4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	Jul	0
AUGUST	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	P/24	P/25	P/26	29	30	31			Aug	6
SEPTEMBER				1	2	H/5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	Sep	21
OCTOBER	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31					Oct	21
	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						
NOVEMBER		1	2	3	4	7	8	9	10	H/11	14	15	16	17	18	21	22	23	H/24	H/25	28	29	30			Nov	16
		X	X	X	X	X	X	X	X		X	X	X	X	X						X	X					
DECEMBER				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	H/23	H/26	27	28	29	H/30	Dec	12
JANUARY	H/2	3	4	5	6	9	10	11	12	13	H/16	17	18	19	20	23	24	25	26	27	30	31			Jan	20	
		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					
FEBRUARY			1	2	3	6	7	8	9	10	13	14	15	16	H/17	H/20	21	22	23	24	27	28			Feb	18	
			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						
MARCH			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	Spring Break					Mar	18
			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	27	28	29	30	31		
APRIL	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28						Apr	20
	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X							
MAY	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	H/29	30	31			May	21
	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					
JUNE				1	2	5	6	7	8	9	12	13	14	P/16	16	19	20	21	22	23	26	27	28	29	30	Jun	11
				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						
Total																										184	

Time and Labor Calendar = C10 TCERT

SAN DIEGO UNIFIED SCHOOL DISTRICT 2016-2017 School Year Calendar Certificated Year-Round Schedule

X = Contract Days
H = Mandated or Declared Holiday
P = Prep Days

184 Days - Certificated (Year-Round)

4th Days		Calculated Year Totals																														
	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	TOTALS						
JULY					1 X	H/4	5	6	7	8 X	11	12	13	14	15 X	18	19	20	21 X	22	25	26	27	28	29	Jul	14					
AUGUST	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	P/24 X	P/25 X	P/26 X	29	30	31			Aug	6					
SEPTEMBER				1	2 X	H/5	6	7	8	9 X	12	13	14	15	16 X	19	20	21	22	23 X	26	27	28	29	30 X	Sep	21					
OCTOBER	3	4	5	6	7 X	10	11	12	13	14 X	17	18	19	20	21 X	24	25	26	27	28 X	31					Oct	21					
																Thanksgiving Break																
NOVEMBER		1	2	3	4 X	7	8	9	10	H/11	14	15	16	17	18 X	21	22	23	H/24	H/25	28	29	30			Nov	16					
				1	2 X	5	6	7	8	9 X	12	13	14	15	16 X	19	20	21	22	H/23	Winter Break				H/26	27	28	29	H/30	Dec	12	
DECEMBER																																
JANUARY	H/2	3	4	5	6	9	10	11	12	13 X	H/16	17	18	19	20 X	23	24	25	26	27 X	30	31				Jan	11					
FEBRUARY			1	2	3 X	6	7	8	9	10 X	13	14	15	16	H/17	H/20	21	22	23	24 X	27	28				Feb	18					
MARCH			1	2	3 X	6	7	8	9	10 X	13	14	15	16	17 X	20	21	22	23	24 X	Spring Break					27	28	29	30	31	Mar	18
APRIL	3	4	5	6	7 X	10	11	12	13	14 X	17	18	19	20	21 X	24	P/25 X	26	27	28 X						Apr	4					
MAY	1	2	3	4	5 X	8	9	10	11	12 X	15	16	17	18	19 X	22	23	24	25	26 X	H/29	30	31			May	21					
JUNE				1	2 X	5	6	7	8	9 X	12	13	14	15	16 X	19	20	21	22	23 X	26	27	28	29	30 X	Jun	22					
NOTE: Four teacher preparation days must be																										Total	184					

Time and Labor Calendar = C10 YCERT

NOTE: Four teacher preparation days must be designated at each school by agreement between the principal and certificated staff and must be taken between July 1, 2016 and June 30, 2017.

Testing Calendars

The Assessment Services Department coordinates the administration and processing of all district, state, and federally-mandated assessments listed below; provides training and support for site test coordinators and principals; and maintains test security ensuring appropriate test administration and test preparation procedures are followed at all school sites.

FEDERAL:

National Assessment of Educational Progress (NAEP).

STATE:

California Assessment of Student Performance and Progress (CAASPP); California English Language Development Test (CELDT); and FITNESSGRAM Physical Fitness Test.

DISTRICT:

Developmental Reading Assessment, Second Edition (DRA2); Honors End-of-Course Exam; Math Readiness Assessment; and Interim Assessments for literacy and mathematics.

For color-coded testing calendars specific to your level and school calendar please visit <http://www.sandi.net/Page/1544> where you will find the following links:

Elementary School Testing Calendars

- Elementary Testing Calendar 2016-17 TRADITIONAL
- Elementary Testing Calendar 2016-17 YEAR ROUND

Middle School Testing Calendars

- Middle School Testing Calendar 2016-17 TRADITIONAL
- Middle School Testing Calendar 2016-17 YEAR ROUND

High School Testing Calendar

- High School Testing Calendar 2016-17



In order to assist you as you plan your schedule for the 2015-16 school year, we have provided the most current test dates available from the California Department of Education (CDE). Included are administration dates for the California Assessment of Student Performance and Progress (CAASPP) tests, the California English Language Development Test (CELDT), and the FITNESSGRAM Physical Fitness Test.

2016-17 California Alternate Assessment (CAA) for Grades 3-8 and 11

Calendar Type	Testing Window
Traditional Calendar Schools	4/03/17- 6/09/17
Year-Round Calendar Schools	5/08/17- 7/18/17

2016-17 CELDT Annual Assessment Administration Dates for Grades TK-12

Calendar Type	Testing Window
Traditional Calendar Schools	8/29/16- 10/19/16
Year-Round Calendar Schools	8/29/16- 10/19/16

2016-17 FITNESSGRAM Physical Fitness Testing Dates for Grades 5, 7, and 9-12

Calendar Type	Testing Window
Traditional Calendar Schools- Summer: Grades 10-12	8/01/16- 8/05/16
Traditional Calendar Schools- Fall: Grades 10-12	10/17/16- 11/10/16
Traditional Calendar Schools- Spring: Grades 5, 7, 9, 10-12	2/21/17- 3/17/17
Year-Round Calendar Schools- Spring: Grades 5, 7, 9, 10-12	2/21/17- 3/17/17

2016-17 Science CST, CMA, CAPA for Grades 5, 8, and 10

Calendar Type	Testing Window
Traditional Calendar Schools	4/18/17- 5/15/17
Year-Round Calendar Schools	5/24/17- 6/22/17

2016-17 Smarter Balanced Assessments for Grades 3-8 and 11

Calendar Type	Testing Window
Traditional Calendar Schools: Grades 3-8	4/03/17- 6/09/17
Traditional Calendar Schools: Grade 11	4/21/17- 6/09/17
Year-Round Calendar Schools: Grades 3-8	5/08/17- 7/18/17

Curriculum Support

On the Employee Portal under resources you will find the Curriculum Section with the following sections:

- Common Core
- College, Career & Technical Education (CCTE)
- English Language Arts
- History / Social Studies
- Mathematics
- Physical Education
- Science
- Visual and Performing Arts (VAPA)

The sections contain curriculum guides, CCSS and assessment information for all grade levels.



The screenshot shows the 'INSIDE Unified [Employee Portal]' interface. The header includes the San Diego Unified School District logo and navigation links like 'People Finder' and 'District Home'. A main navigation bar contains 'Home', 'News & Events', 'Resources', 'Our District', 'Departments', 'A - Z', and a search bar. The left sidebar, titled 'Curriculum (Office of Leadership and Learning)', lists categories such as 'California Common Core State Standards (CCSS)', 'English Language Arts' (highlighted), 'History/Social Studies', 'Mathematics', 'Science', 'Smarter Balanced/Summative Assessments', and 'VAPA'. The main content area is titled 'English Language Arts' and features a breadcrumb trail: 'Curriculum :: Resources :: Websites :: Videos/Articles/Professional Development'. Below this, the 'CURRICULUM GUIDES' section lists two bullet points: 'Provide a plan for how Common Core State Standards can be addressed throughout a school year.' and 'Exemplar Common Core Units and "Robust Outlines" are linked to SAFARI Montage. The links are found in the Resource Section of the Curriculum Map.' A link 'Click here: Common Core Units on SAFARI Montage' is provided. The 'Elementary' section lists links for 'TK, TK-K Combo', 'Kindergarten', 'Grade 1', 'Grade 2', 'Grade 3', 'Grade 4', and 'Grade 5', followed by links for 'Elementary Overview' and 'Elementary Unit Map' (Support Grades TK-5 Common Core Exemplar Units and "Robust Outlines"). The 'End of year expectations (for TK)' link is also present. The 'Secondary' section lists links for 'Grade 6', 'Grade 7', 'Grade 8', 'Grade 9', 'Grade 10', and 'Grade 11'.

Professional Development- ERO (Employee Registrar Online)

Professional Development Opportunities are available from a variety of district departments. Check with your school's administration before enrolling in a class on ERO, the district's online professional development registration system.

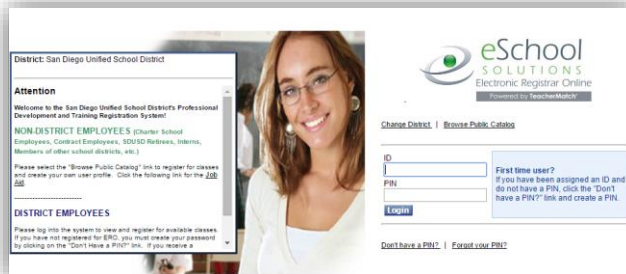
PD Topics include

- I21 Classroom Technology Training
- Subject Matter Common Core State Standards
- Classroom Pedagogy

Current PD opportunities are listed on the teacher page in "News & Events" or <https://www.sandi.net/staff/professionaldevelopment>

How to use ERO job aid:

http://www.sandi.net/cms/lib/CA01001235/Centricity/domain/94/misc/ERO_jobaid_010714.pdf



San Diego Unified SCHOOL DISTRICT

Logout

eSchool SOLUTIONS Electronic Registrar Online

Home Course Catalog My Schedule My Transcript My Profile My Programs My Plan My Evaluations

Course Catalog

View Schedule Calendar

Curriculum: I21

Credit type: [dropdown]

Course Code or Title: [input]

Session (SRN): [input]

Goal Types: [dropdown]

Activity Types: [dropdown]

Session Budget Code: No budget codes are defined

Start Date: From [input] To [input]

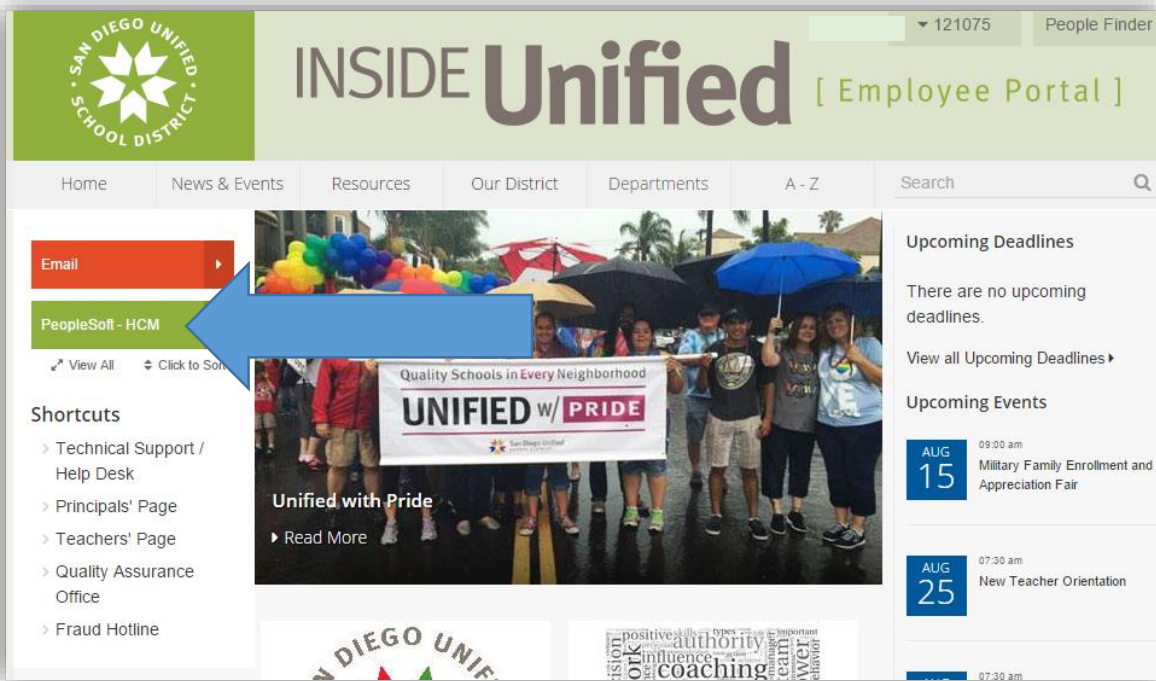
(MM/DD/YYYY) (MM/DD/YYYY)

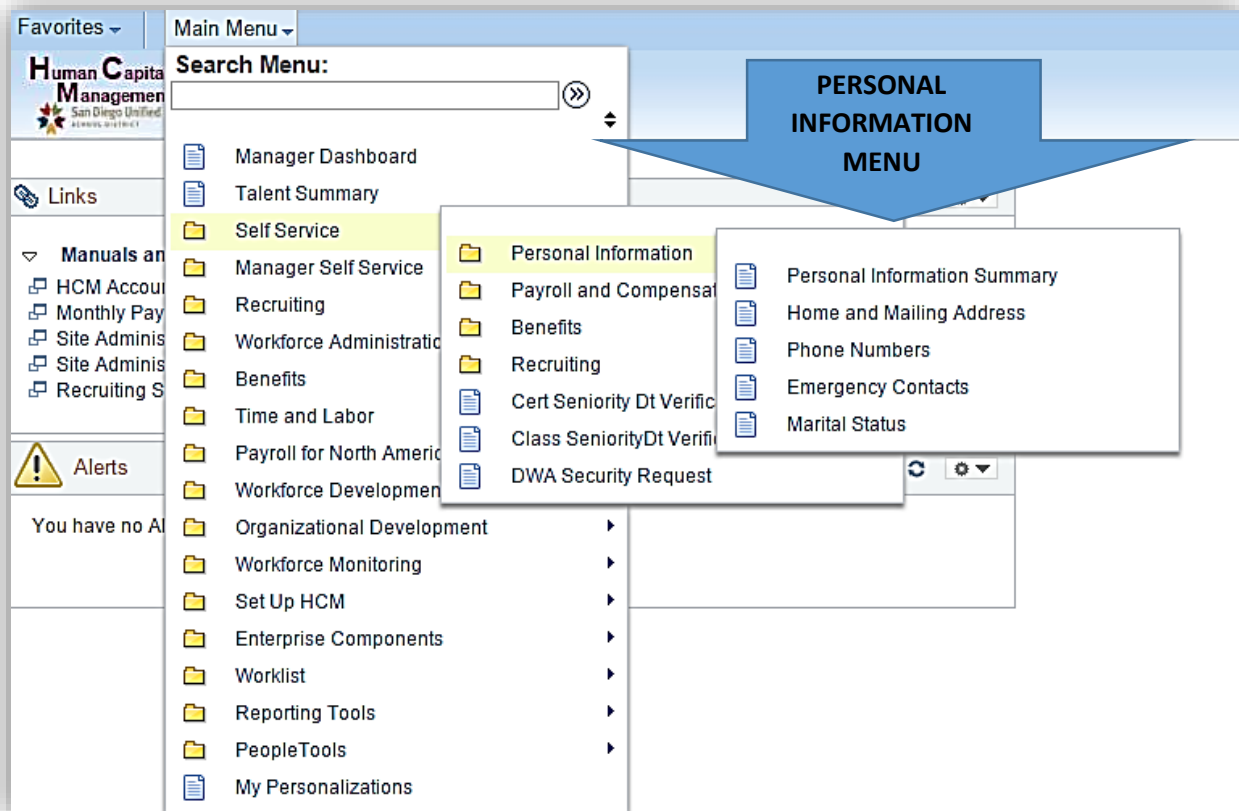
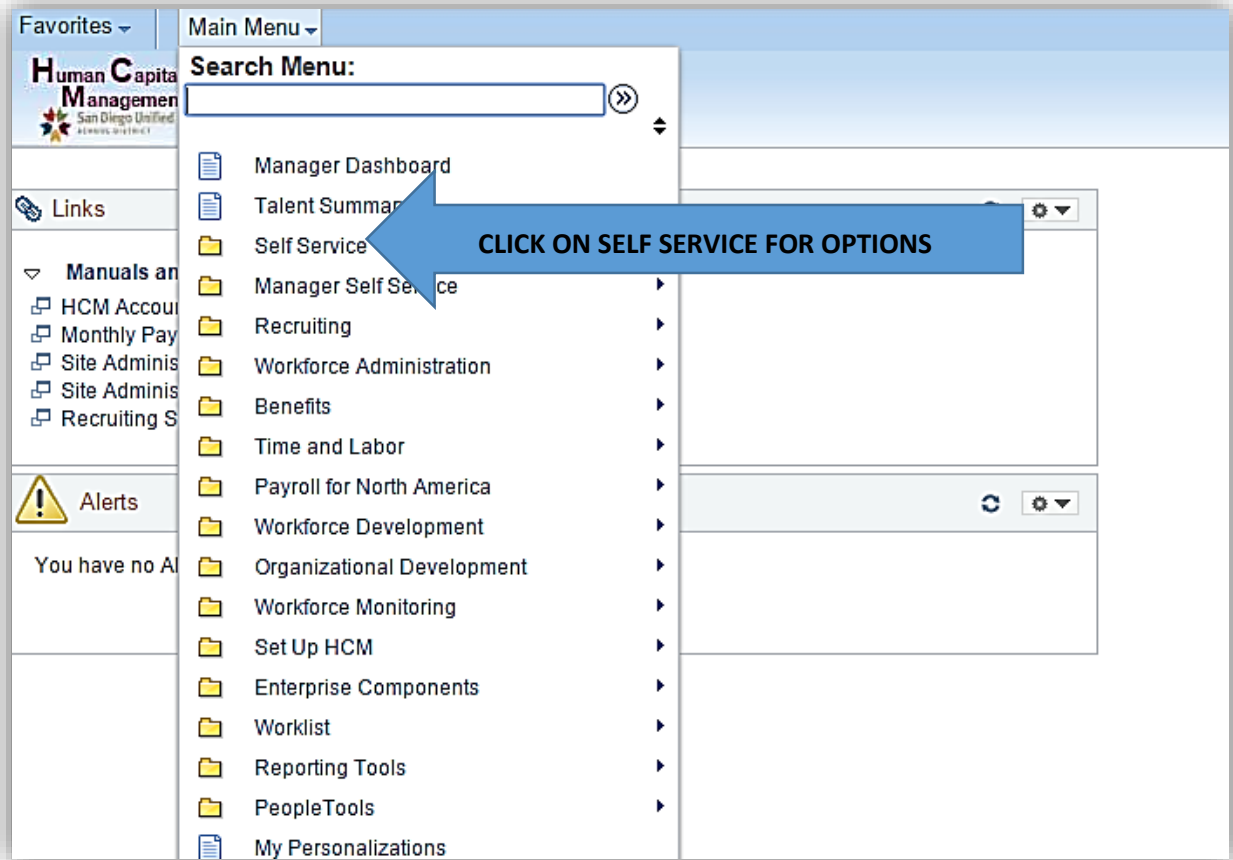
Search Advanced Search

Course Title	Curriculum	Course Code	Starts	Register?
Class 4 - I21-Student Netbook: A personal learning device	I21	I21-Student Netbook	Mon 03/22/2010	Register
I21 10 Ways to Use the Android Camera App for Speaking and Listening	I21	I21-camera android	Sat 06/11/2016	Register
I21 Create and Collaborate with Google Docs	I21	I21-google docs	Sat 05/21/2016	Register
I21 Digital Teacher Leader Workshop	I21	I21-DTLVKS	Mon 05/23/2016	Register
I21 ELA and I21 Technology in Elementary Classrooms	I21	I21-ELAELEM	Sat 06/11/2016	Register
I21 Engaging Students with Interactive Websites	I21	I21-INTWEB	Sat 06/04/2016	Register
I21 GAPE for PCs (Netbooks and Student Yogas)	I21	I21-google summit-pc	Thu 05/26/2016	Register
I21 Going Beyond Sentence Frames to Teach Systematic ELD Vocabulary	I21	I21-ELDBEV	Thu 06/02/2016	Register
I21 Google - Using Forms for Assessment and More	I21	I21-google forms	Sat 05/21/2016	Register
I21 Google 101	I21	I21-google101	Mon 05/23/2016	Register
I21 Google Add-Ons and Chrome Extensions	I21	I21-google addons	Tue 05/31/2016	Register
I21 Google Classroom as a Classroom Management Tool	I21	I21-googleclass	Tue 05/31/2016	Register
I21 Google Earth 1: Teaching with Google Earth	I21	I21-GE1	Sat 06/04/2016	Register
I21 Google Earth 2: Creating Content in Google Earth	I21	I21-GE2	Sat 06/04/2016	Register
I21 Google Sites Part 1	I21	I21-google sites 1	Mon 05/23/2016	Register

Employee Self-Service

Use PeopleSoft HCM to review and update personal information, review payroll history and benefits information. First go to the Employee Portal and Click on “PeopleSoft-HCM”





Human Capital Management
San Diego Unified School District

Search Menu:

Payroll Menu

- Manager Dashboard
- Talent Summary
- Self Service
 - Manager Self Service
 - Recruiting
 - Workforce Administration
 - Benefits
 - View Pay Advice
 - View Paycheck
 - Paycheck Modeler
 - Voluntary Deductions
 - Direct Deposit
 - W-4 Tax Information
 - W-2 Reissue Request
 - Employment Verification
 - Time and Labor
 - Payroll for North America
 - Workforce Development
 - Organizational Development
 - Workforce Monitoring
 - Set Up HCM
 - Enterprise Components
 - Worklist
 - Reporting Tools
 - PeopleTools
 - My Personalizations
- Personal Information
- Payroll and Compensation
 - Cert Seniority Dt Verific
 - Class SeniorityDt Verifi
 - DWA Security Request

Human Capital Management
San Diego Unified School District

Search Menu:

Benefits Menu

- Manager Dashboard
- Talent Summary
- Self Service
 - Manager Self Service
 - Recruiting
 - Workforce Administration
 - Benefits
 - Benefits Information
 - Dependents and Beneficiaries
 - Benefits Summary
 - Dependent/Beneficiary Info
 - Insurance Summary
 - Open Enrollment
 - Time and Labor
 - Payroll for North America
 - Workforce Development
 - Organizational Development
 - Workforce Monitoring
 - Set Up HCM
 - Enterprise Components
 - Worklist
 - Reporting Tools
 - PeopleTools
 - My Personalizations
- Personal Information
- Payroll and Compensation
- Recruiting
- Cert Seniority Dt Verific
- Class SeniorityDt Verifi
- DWA Security Request

Human Resources Contact Info

General (619) 725-8089

Hotlines:

Certificated (619) 725-8195

Classified (619) 725-8101

SAMS Help Desk (619) 725-8090

HR FAX (619) 296-7522

Credential Specialist Penny Hempstead (619) 725-8105 phempstead@sandi.net
Last Names A-L

Credential Specialist Jose Delao (619) 725-8008 jdelao@sandi.net
Last Names M-Z

Certificated/Teacher Eileen Sandifer (619) 725-8042 esandifer@sandi.net
Salary Placement
Review

Leave of Absences Gloria Rangel (619) 725-8172 grangel@sandi.net

Payroll Contact Information



San Diego Unified
SCHOOL DISTRICT

PAYROLL DEPARTMENT
EFFECTIVE 04/11/16

Main Number: (619) 725-7736

Fax Number: (619) 686-6729

PAYROLL SPECIALISTS

➤ **Elementary Schools:**

Locations 0001 – 0089	725-7729	Anna Marie Villegas	avillegas1@sandi.net
Locations 0090 – 0150	725-7712	Gina Mendez-Gonzalez	gmendez-gonzalez@sandi.net
Locations 0153 – 0214	725-7711	Steve Dozier	sdozier@sandi.net
Locations 0215 – 0297	725-7726	Sherie Redding	sredding@sandi.net

➤ **Secondary Schools:**

Locations 0301 – 0331	725-7723	Mandie Fuhrmann	mfuhrmann@sandi.net
Locations 0332 – 0350	725-7733	Yesenia Mundo	ymundo@sandi.net
Locations 0352 – 0369, 3637, 3732-3753	725-7728	Lorene Whitley	lwhitley@sandi.net

➤ **Central Office**

Locations 0370 – 0791, 5100 – 5377, 5521	725-7733	Yesenia Mundo	ymundo@sandi.net
Locations 5378 – 5568; 9481	725-7722	Alice Van Cleave	avancleave@sandi.net
Location 5610	725-7728	Lorene Whitley	lwhitley@sandi.net
Locations 0834 – 0896, 8302 – 8813, 5831, 5605, 5620, 5682	725-7710	Lori Wilkinson	lwilkinson@sandi.net
Locations 5600, 5604, 5630-5633, 5638, 5660, 5668	725-7711	Steve Dozier	sdozier@sandi.net
Locations 5571-5576, 5580, 5582, 5584, 5587, 5591-5596, 5685-5688, 5900	725-7726	Sherie Redding	sredding@sandi.net
Fleet Maintenance 5650B	725-7733	Yesenia Mundo	ymundo@sandi.net
Transportation – 5650A (A-K)	725-7733	Yesenia Mundo	ymundo@sandi.net
Transportation – 5650A (L-Z)	725-7712	Gina Mendez-Gonzalez	gmendez-gonzalez@sandi.net

➤ **Hourly Substitutes (Alpha Last Name)**

Subs: A – C	725-8009	Deana Davidson	ddavidson1@sandi.net
Subs: D – P	725-7709	Becky Morstad (TOC)	rmorstad@sandi.net
Subs: Q – Z	725-8146	Catherine Dickens	cdickens@sandi.net

➤ **Garnishments / Workers' Comp / Direct Deposit:**

Wage Withholding Orders	725-8009	Deana Davidson	ddavidson1@sandi.net
Workers' Compensation	725-8146	Catherine Dickens	cdickens@sandi.net
Direct Deposit: A – Z	725-7736	Becky Morstad	rmorstad@sandi.net

GENERAL INFORMATION

Payroll Director	725-7717	Sue Weir	sweir@sandi.net
Supervisor Classified Payroll	725-7702	Dana Chernoy	dchernoy@sandi.net
Supervisor Certificated Payroll	725-7730	Judith Wind-Walker	jwindwalker@sandi.net
Confidential Administrative Assistant	725-7718	Pamela Alves	paves@sandi.net
Senior Systems Analyst	725-7735	Alex Satur	asatur@sandi.net
Payroll/Benefits Clerk (Front Lobby)	725-7736	Becky Morstad	rmorstad@sandi.net

EDUCATION CENTER :: 4100 Normal Street • Room 1150 • San Diego, CA 92103-2682 :: 619.725.7725 :: www.sandi.net

Benefits

<https://www.sandi.net/staff/benefits/benefits>



Your Benefits at a Glance

San Diego Unified School District offers a comprehensive benefits package to eligible employees. The chart below is a brief overview of benefit options for 2015. For more information on district provided benefits, refer to the appropriate section of the Summary of Benefits coverage available on the district's web page at [Employee Benefits Summary of Coverage](#).

Employer Provided Benefits	Your Options
Protecting Your Health	
Medical	<p>Five (5) comprehensive medical coverage plans (including prescription drugs) for you and your eligible dependents – District Paid</p> <ul style="list-style-type: none"> - Kaiser Permanente - United Healthcare HMO Network 3 - United Healthcare HMO Network 1 - United Healthcare HMO Network 2 - United Healthcare PPO
Employee Assistance Program (EAP)	The Employee Assistance Program is available to all employees enrolled in a medical plan. Services include: counseling, child and elder care referrals, financial and legal advice and balancing work and life issues.
Dental/Vision	<p>Three (3) dental coverage plans for you and your eligible dependents for basic and restorative dental care – District Paid</p> <ul style="list-style-type: none"> - Delta Dental PPO - Western Dental DHMO - Delta Care USA DHMO <p>Enrollment in Dental also includes Vision Coverage through Vision Service Plan (VSP)</p>
Protecting Your Income	
Flexible Spending Accounts	<p>Employees may contribute up to:</p> <p>Health Care Spending Account (up to \$2,500 a year); and/or Dependent Care Spending Account (up to \$5,000 a year)</p>
Basic Life Insurance	District provides benefit of 1 times annual salary
Basic Accidental Death & Dismemberment Insurance (AD&D)	District provides benefit of 1 times annual salary
Supplemental Life Insurance	Employees may elect up to 5 times salary. Not to exceed \$400,000. May also elect up to \$100,000 for spouse and up to \$10,000 for covered children.
Voluntary AD&D	Employees may elect from \$50,000 to \$500,000 (cannot exceed 10X annual salary)
Protecting Your Future	
Retirement Savings Programs	Deferred Compensation Plans (Employees can enroll in a 403(b) and/or 457(b) plan Defined Benefit Pension plan (STRS or CalPERS)

Employees who are union members may have additional benefits options available as a result of their union membership. The chart below provides more information about benefits offered by each bargaining unit. For information about union member benefits, please contact your union representative.

Voluntary Insurance Benefits Available to Union Members		
Bargaining Unit	Benefit	Benefit Provider
AASD	Disability Insurance	American Fidelity Assurance
CSEA	Disability Insurance	American Fidelity Assurance
	Cancer Insurance Coverage	
	Additional Supplemental Life Insurance	
POA	Disability Insurance	PORAC
	Disability/Cancer Insurance Coverage	AFLAC
SDEA	Disability Insurance	Standard Insurance Company
	Additional Supplemental Life Insurance	

Your Bargaining Unit may offer other benefits not listed here. For more information about these and any other options, please contact your union representative.

Technical Support/Help Desk 619-209-HELP

The purpose of the IT Help Desk is to assist employees with district-supported hardware and software. Our goal is to resolve issues at first contact. If not possible, a case is assigned to the appropriate ITSS staff for resolution.

Contact the IT Help Desk when

- You need technical assistance with District-issued hardware or software.
- You are following District-approved guidelines, handbooks, or training materials and things are still not working.
- You need assistance with login or password issues.

What the Help Desk Does: (Partial list)

- Passwords - Reset your Active Directory and Mainframe Passwords (Password Reset).
- Printers - Help you connect to your printer.
- Software - Help you install licensed software.
- Troubleshoot - Remotely connect to your computer with your permission to troubleshoot.
- PowerSchool - Help you accomplish a task in PowerSchool using your training materials.

What The Help Desk Does NOT Do:

- We will never ask you for your password.
- We do not change data.

Before you call, please have the following information ready:

- Your Employee ID.
- Your School's Phone Number, and your extension.
- If calling for, or about a student, have the student's full name and ID.
- If calling about hardware, have the Model, Type, Serial Number or C-tag number, Room Number or Location of the equipment, cart slot number (if applicable).
- For login or password issues, please be at your computer.
- Your case #, if you are calling about an existing ticket.

To contact the Help Desk, please call 619-209-HELP (4357), Monday through Friday, 7:00 AM to 5:00 PM.

You may also access their website via the Employee resources page to see a list of online job aids and manuals.

You may also submit your support requests thru Remedy Web at

<https://remedy.sandi.net/remedy>

Getting Ready for the First Days of School

The secret to success on the first day is planning.

Get to know your school

- Tour your school
- Keep school map handy
- Get faculty and student handbook
- Review school plan SPSA and SARC
- Learn emergency procedures
- Introduce yourself to
 - School administration: principal, vice principals and/or dean of students
 - Office staff
 - Campus supervision and/or police officer
 - Grade level or department chair
 - Counseling staff
 - Media or network specialist
 - Custodial staff
 - Principal's secretary or administrative aide
 - Cafeteria Manager
 - School nurse
- Meet with teammates (grade level, department, etc.)
- Get school dates (open house, curriculum nights, etc.)
- Visit school website

Prepare Yourself

A journal. Take a few minutes at the end of each day to jot down your thoughts and impressions about the day's events. Was there a lesson that went particularly well, or particularly badly? Why? Did a difficult discipline problem arise? How did you handle it? What was the result? What successes did you experience? What compliments did you receive? As the year progresses, the diary will help you identify what works and what doesn't work, and it will help you find alternate strategies. It will also document your growth as a teacher, something you may not recognize otherwise.

A personal appointment calendar. Keep a date book will come in handy for reminding yourself of faculty meetings, parent conferences and scheduled observations. It can also be used to document the unscheduled events that crop up during the day that you may need to refer to later such as conflicts with parents, students, or colleagues.

A personal necessity kit. Store (out of reach of students!) a personal teacher kit. Include such items as a small sewing kit, safety pins, bandages, suntan lotion, change, snacks, tea bags or coffee singles, bottled water, breath mints, tissues, hand sanitizer, sneakers and socks, a scarf and gloves, and any other items that you may need in a bind.

Prepare Your Classroom Management Plan

- Read faculty and student handbook to become familiar with school's expectation and policies
- Check with mentor or grade level/dept. chair about rules that should be posted
- Develop your expectations and procedures for transitions, materials handling, etc.
- Post classroom rules, consequences, rewards
- Create and age-appropriate handout outlining rules, procedures, and consequences
- Plan on how you will use age-appropriate rewards
- Expect a few students to be challenging. Plan your response in advance. Ask mentor or colleagues for help.

Prepare Your Classroom

Prepare bulletin boards. Most of your bulletin boards should be reserved for displaying student work. Simply cover the surfaces with butcher paper or a sturdy fabric and add a title and appropriate graphic. Depending on the grade level of your students, you might want to designate one bulletin board as a calendar board, which will remain constant throughout the year.

Set up your classroom

- The physical arrangement of the room is conducive to student learning
- Use the physical space to assess student understanding and support learning (teacher can move around room to observe and confer with students)
- Students have access to resources in the physical environment to support learning and independence (libraries, materials, charts, technology, etc.)
- Desks and activity centers can be arranged in a number of ways, depending on your individual teaching style. Also check with your grade level and/or subject partners.

Routines

- Classroom systems and routines facilitate student responsibility, ownership and independence
- Available time is maximized in service of learning
- Classroom norms encourage risk-taking, collaboration and respect for thinking.
- Assign seats, at least initially. It will help you learn students' names, establish mutual respect, and maintain classroom control.

Supplies

Student Supplies: Depending on the grade level of your students, you may need paper, pencils, crayons, scissors, glue, construction paper, rulers, or calculators. You'll also need textbooks and possibly workbooks. Be sure to count them!

Teacher Supplies: You'll probably need pens and markers, a stapler and staples, paper clips, tape, rubber bands, a plan book, a seating chart, hall passes, and attendance and lunch forms.

Post classroom information: Post your name, room number, and the grade or class you teach, both inside the classroom and outside the classroom door. Post important school numbers next to the phone. Include the main office, the nurse's office, and the phone numbers of nearby classrooms.

This is also a good time to:

Review lesson plans: Look over your first day's lesson plans and obtain all necessary materials.

Prepare materials for students to take home the first day: These might include emergency data cards, a school welcome letter, a calendar showing the class specials schedule and upcoming events, a syllabus, and a homework assignment.

Check books out of the school or public library: Start a habit of reading aloud to your students for a few minutes each day, whatever their grade level!

Technology

Test your computer equipment and promethean board. Report any issues to your site's network specialist or call the ITSS help desk at 619-209-HELP.

Prepare Your Students' Parents

Establishing rapport and a cooperative working relationship with parents is essential to any teacher, but it's especially important to the first-year teacher, whose inexperience may be an issue for some parents. You can get off on the right foot with a welcome letter, sent to the parents of each student on your class list. Mail the letters a week or two before school starts. If that's not possible, send it home with students on the first day of school. You might include information about yourself, a list of supplies students can volunteer to bring from home, a schedule of opening day activities, policies for parents' visits, phone calls, and volunteer opportunities (include a volunteer sign-up sheet!), a discussion of classroom rules and consequences, a curriculum overview or syllabus, and your school phone number and school e-mail address.

Be sure to have your principal, mentor teacher, or another veteran teacher check out parent or student welcome letters before you send them home. They know the community and school policies better than you do and are in a better position to evaluate whether your letter is effective and appropriate.

The First Day of School

- Arrive early! Give the classroom one last check. Turn on the lights and open the blinds.
- Greet students at the door. Introduce yourself and welcome them. Smile!
- As students arrive, hand them an assignment and ask them to get started immediately.
- Help students prepare their own nametags.
- Review, explain, and discuss school rules and procedures.
- Work together to develop a list of classroom rules and consequences, or provide students with a copy of your class rules.
- As you move through the day, explain and practice class routines.
- Take pictures of students at work and play. Save some for Parents' Night and for student-of-the-week bulletin boards. Use others to start a class scrapbook.

- Discuss class or individual goals and expectations. Younger students may enjoy hearing and discussing Judith Viorst's "The First Day" poem.
- Try to include an activity that provides opportunities for students to interact or problem-solve.
- Congratulate yourself on a job well done!

Forms

Throughout the year you will need access to the standard district forms. All can be found online if you know where to look.

Links to the following forms can be found on the employee portal under Resources>Administrative>Forms:

- Field Trip Packets: Single-Day and Multi-Day
- Enrollment Options/School Choice
- Grants & Development Forms
- Health Policies Acknowledgement:
See Universal Parent Authorization Form
- Human Resources Forms
- Payroll
- Pesticide Use Notification Form
English
Spanish
- Social Media Authorization Form
- Student Connect/Network Acceptable Use Contract:
See Universal Parent Authorization Form
- Student Attendance
- Student Discipline
- Student Photo/Video/Media Release Form
See Universal Parent Authorization Form
- Universal Parent Authorization Form
(Zero Tolerance, Health Policies, Media Release & Network Acceptable Use forms. Also found in *Facts for Parents* booklet.)
English
Spanish
Tagalog
Vietnamese
- Volunteer/Partnership
- Williams Settlement Forms

Teacher Preparation and Support Department

The Teacher Preparation and Support Department works in collaboration with other divisions, departments and external entities to oversee federal, state and local credentialing and compliance initiatives. The department organizes evaluates and directs the preparation of professional educators along a continuum of experience, from aspiring to veteran.

Some assistance available to new teachers include:

California Subject Examination for Teachers (CSET)

The California Subject Examination for Teachers (CSET) is a method by which teachers new to the profession (received a preliminary credential after July 1, 2002) may meet federal Highly Qualified Teacher (HQT) requirements under the No Child Left Behind (NCLB) Act, now known as the Elementary and Secondary Education Act (ESEA). The teacher's current assignment or intern program focus determines which CSET the teacher must take and pass to be considered "highly qualified" in that subject area. Teachers must earn passing scores on each of the examination's required subtests. Each subtest is scored separately, and performance is evaluated against standards established by the California State Board of Education and the California Commission on Teacher Credentialing. For more information about the exam, visit the CSET website at www.cset.nesinc.com.



CSET®
California Subject Examinations for Teachers®

Our department is committed to supporting CSET test preparation and is working in conjunction with the San Diego County Office of Education, to offer CSET preparation online courses at a low cost to district teachers. For additional information contact Amparo Armenta, aromo@sandi.net

Induction Program (formerly known as BTSA)

San Diego Unified Induction is designed to:

- Support a smooth transition from teacher preparation into the complex responsibilities of teaching.
- Provide opportunities for beginning teachers to expand and deepen their teaching knowledge and skills.
- Fulfill the requirements for the California Clear Multiple Subject, Single Subject, and Education Specialist Credentials.
- Take the place of graduate level university coursework.

San Diego Unified Induction utilizes Formative Assessment for California Teachers (FACT) system as a basis to:

- Guide participating teachers through a job-embedded route to a Clear Credential.

- Develop teacher professionalism and positive attitudes about teaching and the teaching profession.
- Improve teaching performance through mentoring, reflection, and self-assessment.
- Enhance the academic achievement of a culturally, linguistically, and academically diverse student population by using proven, research-based strategies and methodologies.
- Contribute to teacher quality by increasing the district's retention of exemplary teachers.

The foundations of FACT are:

- **California Standards for the Teaching Profession**
 - Engaging and Supporting All Students in Learning
 - Creating and Maintaining Effective Environments for Student Learning
 - Understanding and Organizing Subject Matter for Student Learning
 - Planning Instruction and Designing Learning Experiences for All Students
 - Assessing Student Learning
 - Developing as a Professional Educator
- Standards of Quality and Effectiveness for Professional Teacher Induction Programs in California
 - Pedagogy
 - Universal Access: Equity for all Students
 - Universal Access: Teaching English Learners
 - Universal Access: Teaching Special Populations
- Common Core State Standards
 - Knowledge and skills needed to be successful in college and careers
- Evidence
 - Recorded data from observations, student work, lesson plans, and recorded reflections
 - Evidence of CSTP and induction standards generated as FACT work is completed
 - Reflective conversations between support providers and participating teachers

The components of FACT are:

- Context for Teaching and Learning
 - Gain a deeper understanding of their students, school, district, and community
- Assessment of Teaching and Learning
 - Through observation and self-assessment, highlight strengths and areas for future growth
- Inquiry into Teaching and Learning
 - Embed formative assessment into daily teaching practice
- Summary of Teaching and Learning
 - Review the results of FACT work and develop a plan for continued professional development

Support is provided through:

- Collaborative Relationships (SP/PT)
 - Participating teachers are partnered with veteran educators (support providers) who are trained to support newly credentialed teachers. Support providers use the skills of cognitive coaching, mentoring, and modeling to expedite participating teachers' growth.

- Plan, Teach, Reflect, Apply (PTRA)
 - The PTRA cycle is used to help participating teachers grow as professionals and meet the needs of students. Practicing the PTRA cycle with their support providers promotes growth in daily practice and leads to increased student achievement.
- Observation
 - Support providers observe participating teachers as they teach, gathering evidence during an instructional session. Following the observation, they conference together, sharing observation evidence and other classroom data (e.g. student work samples, lesson plans) to inform future practice. One observation is videoed. Participating teachers also observe skilled veterans and exemplary teachers at work in the classroom.
- Examining Student Work
 - Participating teachers focus on student achievement by examining student work. They analyze student assessments to guide their planning and instruction. Participating teachers better understand how to differentiate instruction by focusing on specific students and carefully analyzing their work and the modifications made in instruction.
- Reflective Conversations
 - Participating teachers pause and step back from their practice to thoughtfully examine what they do, how they do it, and how it affects student learning. The system provides frequent opportunity for participating teachers to reflect on FACT activities, capture current thinking, and note possible changes in their future practice.
- Self-Assessment
 - Periodically, participating teachers reflect upon and assess their current level of practice through a collaborative dialogue with a support provider to synthesize their learning and influence future practice.

The basic components of San Diego Unified Induction include:

- Support providers who mentor, give advice and assistance in the classroom
- Classroom visitations of exemplary teachers
- Learning academies to collaborate with peers and extend knowledge
- Electronic portfolios to house evidence and document progress
- Professional development opportunities such as:
 - Culturally Responsive Teaching
 - Universal Design for Learning
 - Classroom Management
 - Common Core
 - 21st Century Skills
 - Technology
 - Brain-Based Learning
 - Student Engagement
 - English Language Development
 - Topics in Special Education
- Online courses to meet the statutory requirements of:
 - Health Education
 - Computer Education
- Colloquium/Exit Presentation at the end of each year to share professional growth
- District salary advancement credit and university salary credit options

Induction Contact Info

www.sandiegoinduction.net

We are located on the campus of
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San Diego Unified Induction

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Enrollment for 2016-2017 is now open.
There is no cost for eligible San Diego Unified teachers to participate.
Space is currently limited to 200 participants for the 2016-2017 school year.

Interested Candidates



Determine your eligibility to participate and enroll in our program.

Interested Support Providers



Review requirements and apply to become a support provider.

Site Administrators



Identify a teacher at your site as a support provider or exemplary teacher.

Frequently Asked Questions



Induction ePortfolio



Contact Us



Glossary of Acronyms

Acronym	Full name
- A -	
ADA	Americans With Disabilities Act; also Average Daily Attendance
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
AP	Advanced Placement (Courses)
APE	Adapted Physical Education
API	Academic Performance Index
ASB	Associated Student Body
AVID	Advancement Via Individual Determination
- B -	
BOE	Board of Education
BSS	Building Services Supervisor (maintenance and custodial)
- C -	
CAASPP	California Assessment of Student Performance and Progress (CAASPP) System (formerly STAR)
CAC	Citizens Advisory Committee; also Community Advisory Committee; also Contract Administration Committee; also California Administrative Code
CAC SE	Citizens Advisory Committee for Special Education
CAHSEE	California High School Exit Examination
CASEMIS	California Special Education Management Information System
CBEDS	California Basic Educational Data System
CCACC	Community/Citizens Advisory Committee/Council
CCSS	Common Core State Standards

CDC	Child Development Center
CDE	California Department of Education
CELDT	California English Language Development Test
CHSPE	California High School Proficiency Exam
CIF	California Interscholastic Federation
CPIE	Center for Parent Involvement and Education
CSA	Campus Supervision Assistant
CSF	California Scholarship Federation
CTA	California Teachers Association
- D -	
DAC	District Advisory Council for Compensatory Education (Title 1 Programs)
DELAC	District English Learner Advisory Committee
DHH	Deaf and Hard of Hearing
DOE	Department of Education
DWA	District Wide Applications
CSO	Community Service Officer
- E -	
ECE	Early Childhood Education
ELAC	English Learner Advisory Committee
ELST	English Language Support Teacher
ERO	Electronic Registrar Online
ESA	Elementary school assistant
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESP	(ACUESP) Advisory Committee on Utilization of Excess School Property
ESY	Extended School Year
-F-	

FAPE	Free and Appropriate Public Educations
FTE	Full Time Equivalent
-G-	
GATE	Gifted And Talented Education
GED	General Education Diploma
GPA	Grade Point Average
GSE	Golden State Examination
- H -	
HSDP	High School Diploma Program
HQT	Highly Qualified Teacher
- I -	
IB	International Baccalaureate
ICOC	Independent Citizens' Oversight Committee
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan
IT	Information Technology
ITV	Instructional Television
- J -	
JROTC	Junior Reserve Officers Training Corps
- L -	
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
- M -	
MECHA	Movimiento Estudiantil Chicano de Aztlan (Chicano Student Movement of Mexico)
- N -	
NEA	National Education Association
NEA-ESP	National Education Association-Educational Support Personnel
NEP	Non-English Proficient
NMSQT	National Merit Scholarship Qualifying Test

- O -	
OCILE	Off-Campus Integrated Learning Experience, includes Balboa Park and Old Town programs
- P -	
PAC	Parent Advisory Council/Committee; also Principal's Advisory Council
PALs	Parent Academic Liaisons
PAR	Personnel Action Request
PBIS	Positive Behavior Intervention and Supports
PSAT	Preliminary Scholastic Aptitude Test
PTA	Parent Teacher Association
PTO	Parent Teacher Organization
PTSA	Parent Teacher Student Association
- R -	
ROTC	Reserve Officers Training Corps (see JROTC)
- S -	
SABE/2	Spanish Assessment of Basic Education, Second Edition
SAC	School Advisory Committee/Council
SAI	Specialized Academic Instruction
SAMS	Substitute Assignment Management System
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASI	School Administrative Student Information
SAT	Scholastic Aptitude Test
SBAC	Smarter Balanced Assessment Consortium
SBB	Site Based Budgeting
SCE	State Compensatory Education
SDC	Special Day Class
SDCOE	San Diego County Office of Education
SDCS	San Diego City Schools
SDEA	San Diego Education Association

SDFT	San Diego Federation of Teachers
SDRT	Stanford Diagnostic Reading Test
SDSCPA	San Diego School of Creative and Performing Arts
SDSU	San Diego State University
SDUSD	San Diego Unified School District
SE	Special Education
SEA	Special Education Assistant
SEEC	Special Education Early Childhood
SES	Supplemental Education Services
SET	Special Education Technician
SGT	Site Governance Team
SIP	School Improvement Program; also Site Initiated Placement
SIS	Student Information Services/System

SSC	School Site Council
STARS	Standardized Testing and Recording
SLP	Speech Language Pathologist
SPSA	Single Plan for Student Achievement
-T-	
TK	Transitional Kindergarten
- U -	
UCSD/USD	University of California, San Diego/University of San Diego
USI	Urban Systemic Initiative
USDOE	United States Department of Education
- V -	
VAPA	Visual and Performing Arts
VEEP	Voluntary Enrollment Exchange Program

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (CSTP) 2009

STANDARD ONE:

ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING

- 1.1 Using knowledge of students to engage them in learning
- 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
- 1.3 Connecting subject matter to meaningful, real-life contexts
- 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
- 1.5 Promoting critical thinking through inquiry, problem solving, and reflection
- 1.6 Monitoring student learning and adjusting instruction while teaching

STANDARD THREE:

UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

- 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
- 3.3 Organizing curriculum to facilitate student understanding of the subject matter
- 3.4 Utilizing instructional strategies that are appropriate to the subject matter
- 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
- 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

STANDARD FIVE:

ASSESSING STUDENTS FOR LEARNING

- 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments
- 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction
- 5.3 Reviewing data, both individually and with colleagues, to monitor student learning
- 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- 5.5 Involving all students in self-assessment, goal setting, and monitoring progress
- 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning
- 5.7 Using assessment information to share timely and comprehensible feedback with students and their families

STANDARD TWO:

CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

- 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
- 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
- 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
- 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students
- 2.5 Developing, communicating, and maintaining high standards for individual and group behavior
- 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
- 2.7 Using instructional time to optimize learning

STANDARD FOUR:

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

- 4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
- 4.2 Establishing and articulating goals for student learning
- 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning
- 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
- 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

STANDARD SIX:

DEVELOPING AS A PROFESSIONAL EDUCATOR

- 6.1 Reflecting on teaching practice in support of student learning
- 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
- 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning
- 6.4 Working with families to support student learning
- 6.5 Engaging local communities in support of the instructional program
- 6.6 Managing professional responsibilities to maintain motivation and commitment to all students
- 6.7 Demonstrating professional responsibility, integrity, and ethical conduct

What I Wish for You

Wishes for New Teachers

by Dawn Wink

I wish for you to fall in love with some aspect of each student. Remember, it's the students that are hardest to love, that need love the most. So if it's to find the spirit, or essence, or spark, or whatever you call it that resonates for you, for you to connect with that place, even if only for a moment.

I wish for your perspective to see beyond the piles of perpetual paperwork that wear away at our energy, time, and empathy—and maintain your focus on the expansion of the human spirit, on social justice, and on caring. This keeps that perpetual paperwork in its proper paltry place.

I wish for you to be able to laugh about the classroom disasters and cry about some of the stories you'll hear from your students. Your students—and the world—need both.

I wish for you to meet enough of the parents to remember that each student is somebody's child. So when the mass of humanity in the room starts to blur into a single blob, those pinpricks of uniqueness shine through the haze—even on the worst of days.

I wish for you to remember everybody has bad days teaching sometimes, no matter how long they've been teaching and no matter how much it feels like it only happens to us. At the end of that day, allow yourself a few minutes to learn, then gently dust yourself off, make a cup of hot tea to drink in bed, and go to sleep knowing that, as Maya Angelou says, "You did then what you knew how to do and when you knew better...you did better." Tomorrow, you'll do better.

I wish for you to daily weave something that you are absolutely passionate lose-track-of-time-and-your-surroundings about into your teaching. This is some of our most important work.

I wish for you to swear up one side and down the other as you prepare a lesson, that you'll never never ever "shoot-me-if-I-ever-agree-to-do-this-again" —only to realize after it's over that the world is brighter, your energy is flowing, your spirits are high, and you find yourself thinking, "I can't wait to do it again!" And right before the next time, you'll be swearing up one side and down the other that....

I wish for you to receive a gift from a parent, given with gratitude from the heart. "Thank you for taking care of my child." Especially when you know its purchase was a sacrifice in humble circumstances, know you have done well and let this shared experience fill your heart.

I wish for you to think back on your day and know in your heart, that today you made a difference in a student's life (perhaps more than one)...That today you brought beauty into a world desperate for it.

If wishes were stars, I'd wish for you to experience your students as a sky full of spirits.

The Department of Teacher Preparation and Support wishes you a successful and rewarding school year!