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

Michael McQuary
Board President

Richard Barrera
Board Vice President

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Kevin Beiser
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Superintendent
Cindy Marten
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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.

![DWA Password Self Service Change Your Password](image-url)
**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.

![District Staff Website Screenshot](image)

**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

<table>
<thead>
<tr>
<th>Schedules</th>
<th>Class Roll/Seating Chart</th>
<th>Emergency Procedures Info</th>
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</thead>
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<tr>
<td>Daily Schedule</td>
<td>Class Roll</td>
<td>Emergency Plan Info</td>
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<tr>
<td>Bell Schedule</td>
<td>Seating Chart</td>
<td>Get “HELP” from _______</td>
</tr>
<tr>
<td>Special Schedules</td>
<td>Attendance Procedures</td>
<td>Lockdown Information</td>
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<td>Dismissal and Bus List</td>
<td>Reliable Students</td>
<td>Behavior Emergency Information</td>
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<td>Extra Duty Information</td>
<td>Special Attention Students</td>
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</tr>
<tr>
<td>Students who leave the room for special reasons</td>
<td>Students who have assistants</td>
<td></td>
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<tr>
<td></td>
<td>Assistant Information</td>
<td></td>
</tr>
</tbody>
</table>

Map

- School Map showing these locations:
  - Staff lounge and restrooms
  - Teacher workroom
  - Lunchroom
  - Student cafeteria
  - Fire Drill Route

Forms

- Hall Pass
- Referrals

Lesson Plan

- 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

<table>
<thead>
<tr>
<th>System Phone Number</th>
<th>(619) 297-0364</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help Desk Phone Number</td>
<td>(619) 725-8090</td>
</tr>
<tr>
<td>Write your PIN here</td>
<td></td>
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<tr>
<td>Web Browser URL</td>
<td><a href="https://subweb.sandi.net">https://subweb.sandi.net</a></td>
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</tbody>
</table>

### THE SYSTEM CALLS SUBSTITUTES DURING THESE TIMES

<table>
<thead>
<tr>
<th></th>
<th>Today’s Jobs</th>
<th>Future Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekdays</td>
<td>Starts at 5:00 am</td>
<td>5:00 – 9:30 pm</td>
</tr>
<tr>
<td>Saturday</td>
<td>None</td>
<td>5:00 – 9:30 pm</td>
</tr>
<tr>
<td>Sunday</td>
<td>None</td>
<td>5:00 – 9:30 pm</td>
</tr>
<tr>
<td>Holidays</td>
<td>None</td>
<td>5:00 – 9:30 pm</td>
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### REASONS FOR ABSENCE

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<thead>
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<th>Description</th>
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<tr>
<td>1</td>
<td>Illness</td>
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<td>2</td>
<td>Personal Necessity</td>
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<tr>
<td>3</td>
<td>Bereavement</td>
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<td>4</td>
<td>Personal Business</td>
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<td>5</td>
<td>Vacation</td>
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<td>6</td>
<td>Workers Compensation</td>
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<td>7</td>
<td>Jury Duty</td>
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<td>10</td>
<td>Religious Holiday</td>
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<tr>
<td>11</td>
<td>Court Appearance</td>
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<tr>
<td>13</td>
<td>Maternity / Adoption</td>
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<tr>
<td>14</td>
<td>Military Leave</td>
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<tr>
<td>15</td>
<td>Unpaid Personal Leave</td>
</tr>
<tr>
<td>16</td>
<td>Floating Holiday</td>
</tr>
<tr>
<td>17</td>
<td>Comp Day</td>
</tr>
<tr>
<td>21</td>
<td>Union Business</td>
</tr>
<tr>
<td>26</td>
<td>Professional Development</td>
</tr>
</tbody>
</table>

### 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 ID, enter your Employee ID, followed by the star (*) key. When prompted to enter your PIN, enter your Employee ID. AGAIN, followed by the star (*) key.

1. 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

2. System will list your work locations and job descriptions. If they are not accurate, contact the help desk

3. At the prompt that asks you to enter your new PIN number, enter the number you created and then press the star (*) key.

4. 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 1 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

4/12 Employee Reference Guide
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 1 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 1 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
  - 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
  - Choose Yes or No
- Select Start and End Dates for your absence
  - 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
  - To change defaults, enter time in HH:MM am or pm format
  - 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.
  - Your default work schedule is shown. Remove the checkmark(s) from the Work Days
    boxes that do not apply to this absence
  - Modify daily schedule and/or times for absence and substitute
  - Click the Continue button
- Request a particular substitute
  - 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
  - Yes = substitute is prearranged and will not be called and offered the job
  - 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 browsers 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) 397-0304
Help Desk (619) 723-0300
Fax (619) 616-8650
Email: smbsubs@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](http://www.sandi.net/staff/general/calendars)

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**SAN DIEGO UNIFIED SCHOOL DISTRICT**

**2016-2017 School Year Calendar**

**Certificated Traditional Schedule**

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**Time and Labor Calendar = C10 TCERT**

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**SAN DIEGO UNIFIED SCHOOL DISTRICT**

**2016-2017 School Year Calendar**

**Certificated Year-Round Schedule**

<table>
<thead>
<tr>
<th>JULY</th>
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**Time and Labor Calendar = C10 YCERT**

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**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](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

<table>
<thead>
<tr>
<th>Calendar Type</th>
<th>Testing Window</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Calendar Schools</td>
<td>4/03/17- 6/09/17</td>
</tr>
<tr>
<td>Year-Round Calendar Schools</td>
<td>5/09/17- 7/18/17</td>
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### 2016-17 CELDT Annual Assessment Administration Dates for Grades TK-12

<table>
<thead>
<tr>
<th>Calendar Type</th>
<th>Testing Window</th>
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<tbody>
<tr>
<td>Traditional Calendar Schools</td>
<td>8/29/16- 10/19/16</td>
</tr>
<tr>
<td>Year-Round Calendar Schools</td>
<td>8/29/16- 10/19/16</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Calendar Type</th>
<th>Testing Window</th>
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<tbody>
<tr>
<td>Traditional Calendar Schools- Summer: Grades 10-12</td>
<td>8/01/16- 8/05/16</td>
</tr>
<tr>
<td>Traditional Calendar Schools- Fall: Grades 10-12</td>
<td>10/17/16- 11/10/16</td>
</tr>
<tr>
<td>Traditional Calendar Schools- Spring: Grades 5, 7, 9, 10-12</td>
<td>2/21/17- 3/17/17</td>
</tr>
<tr>
<td>Year-Round Calendar Schools- Spring: Grades 5, 7, 9, 10-12</td>
<td>2/21/17- 3/17/17</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
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<th>Calendar Type</th>
<th>Testing Window</th>
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<tbody>
<tr>
<td>Traditional Calendar Schools</td>
<td>4/13/17- 5/15/17</td>
</tr>
<tr>
<td>Year-Round Calendar Schools</td>
<td>5/24/17- 6/22/17</td>
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### 2016-17 Smarter Balanced Assessments for Grades 3-8 and 11

<table>
<thead>
<tr>
<th>Calendar Type</th>
<th>Testing Window</th>
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<tbody>
<tr>
<td>Traditional Calendar Schools: Grades 3-8</td>
<td>4/03/17- 6/09/17</td>
</tr>
<tr>
<td>Traditional Calendar Schools: Grade 11</td>
<td>4/03/17- 6/09/17</td>
</tr>
<tr>
<td>Year-Round Calendar Schools: Grades 3-8</td>
<td>5/08/17- 7/18/17</td>
</tr>
</tbody>
</table>
**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.

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**English Language Arts**

- **CURRICULUM GUIDES**
  - Provide a plan for how Common Core State Standards can be addressed throughout a school year.
  - Exemplar Common Core Units and “Robust Outlines” are linked to SAFARI Montage. The links are found in the Resource Section of the Curriculum Map.

    Click here: [Common Core Units on SAFARI Montage](#)

- **Elementary:** TK, TK-K Combos, Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5
  - Elementary Overview and Elementary Unit Map (Support Grades TK-5 Common Core Exemplar Units and “Robust Outlines”)
  - **End of year expectations** (for TK)

- **Secondary:** Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, 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:

**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”
CLICK ON SELF SERVICE FOR OPTIONS

PERSONAL INFORMATION MENU

- Personal Information
  - Personal Information Summary
  - Home and Mailing Address
  - Phone Numbers
  - Emergency Contacts
  - Martial Status
- Payroll and Compensation
  - Benefits
  - Recruiting
  - Cert Seniority/Di Verification
  - Class Seniority/Di Verification
  - DWA Security Request
# Human Resources Contact Info

<table>
<thead>
<tr>
<th>General</th>
<th>(619) 725-8089</th>
</tr>
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<tbody>
<tr>
<td>Hotlines:</td>
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<tr>
<td>Certificated</td>
<td>(619) 725-8195</td>
</tr>
<tr>
<td>Classified</td>
<td>(619) 725-8101</td>
</tr>
<tr>
<td>SAMS Help Desk</td>
<td>(619) 725-8090</td>
</tr>
<tr>
<td>HR FAX</td>
<td>(619) 296-7522</td>
</tr>
</tbody>
</table>

### Credential Specialist

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

### Credential Specialist

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

### Certificated/Teacher Salary Placement Review

| Eileen Sandifer | (619) 725-8042 | esandifer@sandi.net |

### 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: (819) 725-7736
Fax Number: (619) 686-8729

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 Stove Dozier sdozier@sandi.net
  Locations 0215 – 0297
  725-7726 Sherie Redding sredding@sandi.net

➢ Secondary Schools:
  Locations 0301 – 0331
  725-7723 Mandie Funmann mfuhrmann@sandi.net
  Locations 0332 – 0350
  725-7733 Yesenia M undo 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 M undo ymundo@sandi.net
  Locations 5379 – 5566; 9481
  725-7722 Alice Van Cleave avanclieve@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 5000, 5004, 5030-5033, 5038,
  5660, 5668
  725-7711 Steve Dozier sdozier@sandi.net
  Locations 5571-5576, 5580, 5682,
  5584, 5587, 5591-5596, 5685-5688, 5900
  725-7726 Sherie Redding sredding@sandi.net
  Fleet Maintenance 5600B
  725-7733 Yesenia M undo ymundo@sandi.net
  Transportation – 5650A (A-K)
  725-7733 Yesenia M undo 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
  725-8140 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
  725-7730 Becky Morstad rmorstad@sandi.net

GENERAL INFORMATION

Payroll Director
725-7717 Sue Weir sweir@sandi.net
Supervisor Classified Payroll
725-7702 Dana Chemoy dchemoy@sandi.net
Supervisor Certificated Payroll
725-7730 Judith Wind-Walker jwindwalker@sandi.net
Confidential Administrative Assistant
725-7718 Pamela Alves palves@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 92103-2962 :: 619.725.7725 :: www.sandi.net

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# 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.

<table>
<thead>
<tr>
<th>Employer Provided Benefits</th>
<th>Your Options</th>
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<tbody>
<tr>
<td><strong>Protecting Your Health</strong></td>
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</tr>
<tr>
<td>Medical</td>
<td>Five (5) comprehensive medical coverage plans (including prescription drugs) for you and your eligible dependents – District Paid</td>
</tr>
<tr>
<td></td>
<td>- Kaiser Permanente</td>
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<tr>
<td></td>
<td>- United Healthcare HMO</td>
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<td>- United Healthcare HMO Network 1</td>
</tr>
<tr>
<td></td>
<td>- United Healthcare HMO Network 2</td>
</tr>
<tr>
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<td>- United Healthcare PPO</td>
</tr>
<tr>
<td>Employee Assistance Program (EAP)</td>
<td>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.</td>
</tr>
<tr>
<td>Dental/Vision</td>
<td>Three (3) dental coverage plans for you and your eligible dependents for basic and restorative dental care – District Paid</td>
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<tr>
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<td>- Delta Dental PPO</td>
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<td>- Delta Care USA DHMO</td>
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<td>- Western Dental DHMO</td>
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<tr>
<td></td>
<td>Enrollment in Dental also includes Vision Coverage through Vision Service Plan (VSP)</td>
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<tr>
<td><strong>Protecting Your Income</strong></td>
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<tr>
<td>Flexible Spending Accounts</td>
<td>Employees may contribute up to:</td>
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<td>- Health Care Spending Account (up to $2,500 a year); and/or</td>
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<td></td>
<td>- Dependent Care Spending Account (up to $5,000 a year)</td>
</tr>
<tr>
<td>Basic Life Insurance</td>
<td>District provides benefit of 1 times annual salary</td>
</tr>
<tr>
<td>Basic Accidental Death &amp; Dismemberment Insurance (AD&amp;D)</td>
<td>District provides benefit of 1 times annual salary</td>
</tr>
<tr>
<td>Supplemental Life Insurance</td>
<td>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.</td>
</tr>
<tr>
<td>Voluntary AD&amp;D</td>
<td>Employees may elect from $50,000 to $500,000 (cannot exceed 10X annual salary)</td>
</tr>
<tr>
<td><strong>Protecting Your Future</strong></td>
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<tr>
<td>Retirement Savings Programs</td>
<td>Deferred Compensation Plans (Employees can enroll in a 403(b) and/or 457(b) plan Defined Benefit Pension plan (STRS or CalPERS)</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Bargaining Unit</th>
<th>Benefit</th>
<th>Benefit Provider</th>
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<tbody>
<tr>
<td>AASD</td>
<td>Disability Insurance</td>
<td>American Fidelity Assurance</td>
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<td>CSEA</td>
<td>Disability Insurance</td>
<td>American Fidelity Assurance</td>
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<td>Cancer Insurance Coverage</td>
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<td>Additional Supplemental Life Insurance</td>
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<td>POA</td>
<td>Disability Insurance</td>
<td>PORAC</td>
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<tr>
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<td>Disability/Cancer Insurance Coverage</td>
<td>AFLAC</td>
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<tr>
<td>SDEA</td>
<td>Disability Insurance</td>
<td>Standard insurance Company</td>
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<tr>
<td></td>
<td>Additional Supplemental Life Insurance</td>
<td></td>
</tr>
</tbody>
</table>

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 word, 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 internship 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.

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
Taft Middle School
9191 Gramercy Drive
San Diego, CA 92123

Main Line: (858) 256-2710
Fax: (858) 256-2726
## Glossary of Acronyms

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<thead>
<tr>
<th>Acronym</th>
<th>Full name</th>
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<tbody>
<tr>
<td>ADA</td>
<td>Americans With Disabilities Act; also Average Daily Attendance</td>
</tr>
<tr>
<td>ADD</td>
<td>Attention Deficit Disorder</td>
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<tr>
<td>ADHD</td>
<td>Attention Deficit Hyperactivity Disorder</td>
</tr>
<tr>
<td>AP</td>
<td>Advanced Placement (Courses)</td>
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<tr>
<td>APE</td>
<td>Adapted Physical Education</td>
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<tr>
<td>API</td>
<td>Academic Performance Index</td>
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<tr>
<td>ASB</td>
<td>Associated Student Body</td>
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<tr>
<td>AVID</td>
<td>Advancement Via Individual Determination</td>
</tr>
<tr>
<td>BOE</td>
<td>Board of Education</td>
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<tr>
<td>BSS</td>
<td>Building Services Supervisor (maintenance and custodial)</td>
</tr>
<tr>
<td>CAASPP</td>
<td>California Assessment of Student Performance and Progress (CAASPP) System (formerly STAR)</td>
</tr>
<tr>
<td>CAC</td>
<td>Citizens Advisory Committee; also Community Advisory Committee; also Contract Administration Committee; also California Administrative Code</td>
</tr>
<tr>
<td>CAC SE</td>
<td>Citizens Advisory Committee for Special Education</td>
</tr>
<tr>
<td>CAHSEE</td>
<td>California High School Exit Examination</td>
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<tr>
<td>CASEMIS</td>
<td>California Special Education Management Information System</td>
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<tr>
<td>CBEDS</td>
<td>California Basic Educational Data System</td>
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<tr>
<td>CCACC</td>
<td>Community/Citizens Advisory Committee/Council</td>
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<tr>
<td>CCSS</td>
<td>Common Core State Standards</td>
</tr>
<tr>
<td>CDC</td>
<td>Child Development Center</td>
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<tr>
<td>CDE</td>
<td>California Department of Education</td>
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<tr>
<td>CELDT</td>
<td>California English Language Development Test</td>
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<tr>
<td>CHSPE</td>
<td>California High School Proficiency Exam</td>
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<tr>
<td>CIF</td>
<td>California Interscholastic Federation</td>
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<tr>
<td>CPIE</td>
<td>Center for Parent Involvement and Education</td>
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<tr>
<td>CSA</td>
<td>Campus Supervision Assistant</td>
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<tr>
<td>CSF</td>
<td>California Scholarship Federation</td>
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<tr>
<td>CTA</td>
<td>California Teachers Association</td>
</tr>
<tr>
<td>DAC</td>
<td>District Advisory Council for Compensatory Education (Title 1 Programs)</td>
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<tr>
<td>DELAC</td>
<td>District English Learner Advisory Committee</td>
</tr>
<tr>
<td>DHH</td>
<td>Deaf and Hard of Hearing</td>
</tr>
<tr>
<td>DOE</td>
<td>Department of Education</td>
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<tr>
<td>DWA</td>
<td>District Wide Applications</td>
</tr>
<tr>
<td>CSO</td>
<td>Community Service Officer</td>
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<tr>
<td>ECE</td>
<td>Early Childhood Education</td>
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<tr>
<td>ELAC</td>
<td>English Learner Advisory Committee</td>
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<tr>
<td>ELST</td>
<td>English Language Support Teacher</td>
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<tr>
<td>ERO</td>
<td>Electronic Registrar Online</td>
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<tr>
<td>ESA</td>
<td>Elementary school assistant</td>
</tr>
<tr>
<td>ESEA</td>
<td>Elementary and Secondary Education Act</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>ESP</td>
<td>(ACUESP) Advisory Committee on Utilization of Excess School Property</td>
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<tr>
<td>ESY</td>
<td>Extended School Year</td>
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<tr>
<td>FAPE</td>
<td>Free and Appropriate Public Educatons</td>
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<tr>
<td>FTE</td>
<td>Full Time Equivalent</td>
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<tr>
<td>GATE</td>
<td>Gifted And Talented Education</td>
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<tr>
<td>GED</td>
<td>General Education Diploma</td>
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<tr>
<td>GPA</td>
<td>Grade Point Average</td>
</tr>
<tr>
<td>GSE</td>
<td>Golden State Examination</td>
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<tr>
<td>HSDP</td>
<td>High School Diploma Program</td>
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<tr>
<td>HQT</td>
<td>Highly Qualified Teacher</td>
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<tr>
<td>ICOC</td>
<td>Independent Citizens’ Oversight Committee</td>
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<tr>
<td>IDEA</td>
<td>Individuals with Disabilities Education Act</td>
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<tr>
<td>IEP</td>
<td>Individualized Education Plan</td>
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<tr>
<td>IT</td>
<td>Information Technology</td>
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<tr>
<td>ITV</td>
<td>Instructional Television</td>
</tr>
<tr>
<td>JROTC</td>
<td>Junior Reserve Officers Training Corps</td>
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<tr>
<td>LCAP</td>
<td>Local Control and Accountability Plan</td>
</tr>
<tr>
<td>LCFF</td>
<td>Local Control Funding Formula</td>
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<tr>
<td>LEA</td>
<td>Local Educational Agency</td>
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<tr>
<td>MECHA</td>
<td>Movimiento Estudiantil Chicano de Aztlan (Chicano Student Movement of Mexico)</td>
</tr>
<tr>
<td>NEA</td>
<td>National Education Association</td>
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<tr>
<td>NEA-ESP</td>
<td>National Education Association-Educational Support Personnel</td>
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<tr>
<td>NEP</td>
<td>Non-English Proficient</td>
</tr>
<tr>
<td>NMSQT</td>
<td>National Merit Scholarship Qualifying Test</td>
</tr>
<tr>
<td>OCILE</td>
<td>Off-Campus Integrated Learning Experience, includes Balboa Park and Old Town programs</td>
</tr>
<tr>
<td>PAC</td>
<td>Parent Advisory Council/Committee; also Principal's Advisory Council</td>
</tr>
<tr>
<td>PALs</td>
<td>Parent Academic Liaisons</td>
</tr>
<tr>
<td>PAR</td>
<td>Personnel Action Request</td>
</tr>
<tr>
<td>PBIS</td>
<td>Positive Behavior Intervention and Supports</td>
</tr>
<tr>
<td>PSAT</td>
<td>Preliminary Scholastic Aptitude Test</td>
</tr>
<tr>
<td>PTA</td>
<td>Parent Teacher Association</td>
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<tr>
<td>PTO</td>
<td>Parent Teacher Organization</td>
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<tr>
<td>PTSA</td>
<td>Parent Teacher Student Association</td>
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<tr>
<td>SAC</td>
<td>School Advisory Committee/Council</td>
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<tr>
<td>SAI</td>
<td>Specialized Academic Instruction</td>
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<tr>
<td>SAMS</td>
<td>Substitute Assignment Management System</td>
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<tr>
<td>SARB</td>
<td>School Attendance Review Board</td>
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<tr>
<td>SARC</td>
<td>School Accountability Report Card</td>
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<tr>
<td>SASI</td>
<td>School Administrative Student Information</td>
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<tr>
<td>SAT</td>
<td>Scholastic Aptitude Test</td>
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<tr>
<td>SBAC</td>
<td>Smarter Balanced Assessment Consortium</td>
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<tr>
<td>SBB</td>
<td>Site Based Budgeting</td>
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<tr>
<td>SCE</td>
<td>State Compensatory Education</td>
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<td>SDC</td>
<td>Special Day Class</td>
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<td>SDCOE</td>
<td>San Diego County Office of Education</td>
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<td>SDCS</td>
<td>San Diego City Schools</td>
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<td>SDEA</td>
<td>San Diego Education Association</td>
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<tr>
<td>Code</td>
<td>Description</td>
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<tr>
<td>SDFT</td>
<td>San Diego Federation of Teachers</td>
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<tr>
<td>SDRT</td>
<td>Stanford Diagnostic Reading Test</td>
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<tr>
<td>SDSCPA</td>
<td>San Diego School of Creative and Performing Arts</td>
</tr>
<tr>
<td>SDSU</td>
<td>San Diego State University</td>
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<tr>
<td>SDUSD</td>
<td>San Diego Unified School District</td>
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<tr>
<td>SE</td>
<td>Special Education</td>
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<tr>
<td>SEA</td>
<td>Special Education Assistant</td>
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<tr>
<td>SEECE</td>
<td>Special Education Early Childhood</td>
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<td>SES</td>
<td>Supplemental Education Services</td>
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<tr>
<td>SET</td>
<td>Special Education Technician</td>
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<tr>
<td>SGT</td>
<td>Site Governance Team</td>
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<tr>
<td>SIP</td>
<td>School Improvement Program; also Site Initiated Placement</td>
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<tr>
<td>SIS</td>
<td>Student Information Services/System</td>
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<tr>
<td>SSC</td>
<td>School Site Council</td>
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<tr>
<td>STARS</td>
<td>Standardized Testing and Recording</td>
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<tr>
<td>SLP</td>
<td>Speech Language Pathologist</td>
</tr>
<tr>
<td>SPSA</td>
<td>Single Plan for Student Achievement</td>
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<tr>
<td>TK</td>
<td>Transitional Kindergarten</td>
</tr>
<tr>
<td>UCSD/USD</td>
<td>University of California, San Diego/University of San Diego</td>
</tr>
<tr>
<td>USI</td>
<td>Urban Systemic Initiative</td>
</tr>
<tr>
<td>USDOE</td>
<td>United States Department of Education</td>
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<tr>
<td>VAPA</td>
<td>Visual and Performing Arts</td>
</tr>
<tr>
<td>VEEP</td>
<td>Voluntary Enrollment Exchange Program</td>
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</tbody>
</table>
### 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 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 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 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 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 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!