

LAUSD/UTLA
Joint Salary Point Credit Committee
Frequently Asked Questions About Proposal Writing

Overview

This document is designed to help you answer some of the questions that may come up as you write your proposal. However, do not hesitate to contact the Salary Point Credit if you need any assistance.

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Frequently Asked Questions (In No Particular Order)

1. How do I decide whether to do professional development hours (modules) or write up series of workshops as a series that add up to the required number of hours?

If a school or department is creating a series of workshops, designed for their school, that they are not planning to repeat, they should write a “P” class proposal (not PD hours). The anticipated workshops should be described in the syllabus blocks (which appear in Section IV of the application).

2. When might it be better to write PD Hours (Modules)?

In contrast to the workshops above, departments can create a series of workshops where each workshop can “stand alone” so they can be taken in different combinations and in any order. These modules are designed to be offered more than one time, so the PD hour option is the best option. This allows a department to offer a series of workshops from their approved modules without writing a whole class proposal because each module is already approved. The first part of the application must be completed for each module but sections can be copied when workshops have similar objectives.

3. If school professional development funds pay an outside provider to teach a salary point class is it a P class or an NA class?

If a school uses school funding allocated for professional development to pay for an outside provider it can still be a “P” class described in the first bulleted item because the participant didn’t pay for the instructor’s fee and the school sponsored it. However that would mean that the school would have written it up as a salary point proposal. If that provider wrote it up then it would be an NA class since they are not LAUSD employees. It is not important except if the participants are being asked to pay the course fee.

4. How do I decide if I want to write up the class as 15 hours class time with 30 hours of homework or the 30 hours with little or no homework?

Deciding which class format to answer #4 can be difficult before you actually begin doing the syllabus. Come back to this after you begin the syllabus if you're not sure.

5. Can I combine the two formats and have a class that more than 15 but less than 30 and make up the missing hours with homework?

You cannot combine the two formats and have for example 24 hours of class and six hours of homework.

6. This class is just about good pedagogy; it's good for all learners. Why do I have to address each group separately?

We will not accept the same description for every group. If you don't plan to address the distinct learning needs of students who have not been achieving, differentiation doesn't happen. We do not want a generic response and a list of strategies. We look for appropriate and authentic places in the class where the course content is differentiated for each population. The LAUSD web site (www.lausd.net) has many resources if you need support in an area. Go to "Offices" and you can access resources and links: Academic English Mastery, Language Acquisition, Gifted and Talented.

7. What are the most common reasons a proposal is not accepted?

Classes are most frequently not accepted because how the course will support the special populations of students. The JSPCC requires applicants to delineate the approaches that they will be discussing, as opposed to just a general statement (like "we will discuss strategies appropriate to Standard English Learners.")

Classes are also not accepted when the cover page isn't signed.

Classes are often sent back because we couldn't see how the homework as described in the proposal could be 30 hours of work. Describe the assignment with enough detail that we can understand your estimates. At least 80% of the class participants should be able to complete the requirements within your estimated hours. The homework should be rigorous but not unreasonable. Make sure your estimates for each section of the homework add up to the correct number of hours.

8. Can Banked Time be used for a salary point credit class?

No, that is assigned time – if teachers are paid by LAUSD for their time, then that time can't be used for salary point credit.

9. What makes a class qualify for multicultural credit?

For the non-accredited coursework, the JSPCC has established a criteria that was negotiated along with the changes in Article XIV 22.0. There is an additional form (Section IX) you need to submit with your proposal. The committee must approve the class and agree that it should qualify to meet the multicultural requirement.

Salary Allocation makes the determination for university classes.

10. Why are there many teachers looking for multicultural classes?

After a teacher "rates in," he or she has to earn 4 salary points of qualified multicultural coursework in order to advance on the salary scale.

11. How can a school offer salary point if the budget is limited?

Because of fiscal constraints and the need to offer differentiated professional development opportunities some District departments are now offering classes using the "NA" system. When District teachers or District departments use the "NA" salary point system, the fee must be paid to a third party who is offering a course in cooperation with the District (Article XV 11.0.) This third party is usually an organization that is partnering with the District in offering this class, for example the Los Angeles County Office of Education or a local university.

Teachers leading point project classes may earn double salary points in compensation for their work; however, they can only earn points one time for each course. If they teach a class they took previously as a participant, they may earn double points one time in addition to the points they may have earned as a participant.

12. Can the District charge a fee for a salary point class?

No. When the District, a school, or an individual teacher offers a "P" class they may only require participants to pay a fee for materials (Article XV, 15.0). "P" class proposals must include a justification for costs over twenty-five dollars (\$25) with their course proposal. NA classes have no fee restrictions.

13. If one person writes a course proposal can other people teach the course?

The author or course coordinator is responsible for ensuring that the approved course outline is maintained that those authorized to offer the course are trained to follow the instructor obligations outlined in Article XV, 13.0. The "Additional Instructor Authorization Form" at <http://salarypoints.lausd.net> may be used by the course author to authorize additional instructors to teach the class. The form will be on file with the original proposal. If there are several people who are involved as authors of the course they should be listed as additional instructors on the original proposal form on the attachment. Individuals listed on the original form would be authorized to train other people for the course but this second generation of

trainers cannot authorize additional trainers. Only the authors from the original proposal can authorize new trainers.

14. Does the lunch break count for the required course?

No. If a class is scheduled for longer than four hours, the instructor must allow a break of at least thirty (30) minutes. The time allotted for this break does not count toward the required course hours.

15. If I have a class that is 15 hours without homework, would I earn a half point?

No. Salary points are offered in whole points only. However, it is possible for organizations to issue a certificate or letter on letterhead documenting the hours. The participant can then collect more hours and submit them with the NA form available at www.lausdsalary.net