

BOARD OF EDUCATION Attachment: Action 10
PALO ALTO UNIFIED SCHOOL DISTRICT Date: 03.23.10

TO: Kevin Skelly, Ph.D., Superintendent
FROM: Scott Bowers, Ed.D., Assistant Superintendent, Human Resources
SUBJECT: Probationary Certificated Staff Members Recommended for Permanent Status

STRATEGIC PLAN INITIATIVE
Staff Recruitment and Development

BACKGROUND

The staff members named on the attached list will complete their second probationary year in the Palo Alto Unified School District at the end of the 2009-10 school year and are recommended by their supervisors for permanent status. Among the 36 employees listed are 11 elementary teachers, 6 special education teachers, 8 middle school teachers, 9 high school teachers, and 2 administrators.

We regard the decision to grant permanent status as by far the most important human resources decision made here. We design our selection, support, and assessment processes for teachers to ensure that all those recommended for this status meet all thirteen of the PAUSD Teaching Performance Standards (attached).

Our selection process involves careful screening of applications and references, interview panels consisting of all principals and/or instructional supervisors at the appropriate level or subject area, and observation of the candidate in a teaching situation. Once hired, new teachers participate in a support program that includes district and site level orientation and training, Beginning Teacher Support and Assessment (BTSA) coaches and Peer Assistance and Review (PAR) consulting teachers, and release time to observe experienced teachers.

Assessment of probationary teachers involves three interim written assessments per year based on multiple observations by site principals and instructional supervisors; summary evaluations each year; review of other information about teacher performance, including student and parent input; and in some cases additional observations by the Superintendent's staff and by principals or supervisors from other school sites. All information about the performance of Probationary 2 staff members is reviewed by the Superintendent's staff prior to the final decision regarding permanent status.

RECOMMENDATION

It is recommended the Board of Education reelect these certificated staff members to positions in the Palo Alto Unified School District for the 2010-11 school year, thereby granting them permanent status at the start of the new school year.

Attachment A

Staff Recommended for Permanent Status - March 23, 2010

Patricia Ohanian	Addison
Pamela Fortune	Barron Park
Erica Young	Barron Park
Christina Mclver	Briones
Barbara Susco	Duveneck
Carol Bae Wu	El Carmelo
Katherine Kinnaman	El Carmelo
Carla Priya Tjerandsen	Escondido
Carrie Widener	Escondido
Sara Gilman	Fairmeadow
Kathryn Andrade	Hoover
Mary Pat O'Connell	Nixon
Kimberly Hales	Nixon & Greendell
Katherine Sullivan	Nixon
Matthew Lindner	Palo Verde
Sujin Park	Palo Verde
Ieva Kristine Hebert	Music
Katherine Franklin	JL Stanford
Alexander Salzmann	JL Stanford
Michael Milliken	Jordan
Lee Ann Gray	Jordan
Keith Rocha	Jordan
Nicole Gross	Terman
Mary Hammond	Terman
Bhavna Narula	Terman
William Christensen	Gunn
Edward Corpuz	Gunn
Myesha Dickson	Gunn
Stephanie Werbe	Gunn
Dana Winitsky	Gunn
Ellen Austin	Palo Alto
David Baker	Palo Alto
Jennifer Chin	Palo Alto
Kelli Hagen	Palo Alto
Erik Olah	Palo Alto
Janet Shyr	Palo Alto

Palo Alto Unified School District

Teaching Performance Standards

The PAUSD Teaching Performance Standards were developed by a team of teachers and administrators in 1990-91 and adopted by the Board of Education in July 1991 to be used as the basis of the decision to grant permanent status to teachers.

In September 1994, the Joint Advisory Committee on Evaluation Procedures recommended that the Standards become the basis for evaluation of all PAUSD teachers. Although this recommendation was not subject to negotiation because it deals with the basis of evaluation rather than the process, it was supported by both the Board of Education and the Palo Alto Educators Association.

There are 13 standards, grouped in 5 clusters. Cluster names are indicated by numerals and are printed in bold face capitals. Standards are indicated by lowercase letters.

1. MANAGEMENT AND MONITORING OF STUDENT LEARNING

- a. The teacher is able to orchestrate learning in a group setting.
- b. The teacher motivates and engages students' minds and hearts in learning.
- c. The teacher regularly assesses and provides feedback on student progress to students and parents and uses assessment information effectively in making instructional decisions.
- d. The teacher plans instruction mindful of short- and long-term student learning objectives.

2. COMMITMENT TO STUDENTS AND LEARNING

- a. The teacher makes knowledge accessible to all students based on recognition of individual differences, working effectively with diverse groups of students.
- b. The teacher addresses in a balanced program all areas of student development, including cognitive, social, personal, and ethical development.

3. KNOWLEDGE OF CONTENT AND HOW TO TEACH

- a. The teacher is in command of her/his subject(s), understanding the relevant factual information, central organizing concepts, and links to other disciplines.
- b. The teacher uses appropriate instructional strategies to convey a subject to students and enhances instruction by providing opportunities to develop various learning styles, creating varied instructional settings, and effectively using a range of materials and available resources.
- c. The teacher uses both directed and discovery teaching to integrate the subject into the students' thinking, offering students knowledge of concepts and principles as well as problem-solving opportunities.

4. REFLECTION ON & REFINEMENT OF PRACTICE

- a. The teacher participates in professional growth activities to expand her/his repertoire and uses new knowledge and skill to improve her/his teaching.
- b. The teacher uses reasoned judgment to make instructional decisions based on theory and experience, asking for assistance when appropriate.

5. PARTICIPATION IN LEARNING COMMUNITIES

- a. The teacher participates in collaborative efforts to improve the school.
- b. The teacher demonstrates the interpersonal skills needed to work on a team with colleagues, and community members.