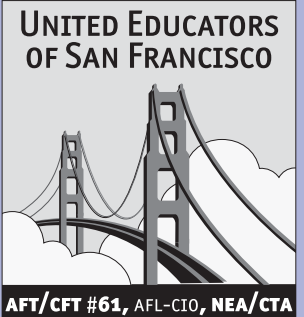


# San Francisco EDUCATOR

2310 Mason Street | San Francisco, California | 94133 | phone 415.956.8373 | fax 415.956.8374



## INSIDE THIS ISSUE

**2**

Union Talk

**3**

UESF Election Results  
EFCA Vigil

**4**

CFT Ed Funding Lawsuit  
Class Size Reduction

**5**

Special Olympics

**6**

Principal Survey  
Union Works

**7**

National Boards

**8**

Teachers of the Month



Students from César Chávez Elementary School carry a banner supporting their program at the SFUSD Special Olympics track and field event held on May 15, 2009. The program has grown quickly in the district over the past few years, and is open to even more student-athletes and student-volunteers.

## Special Olympics Blossoming in SFUSD

Paul Zager was at Kezar stadium early on the morning of May 15th. On the track by 7:00 a.m., he was already busy preparing the stadium for a track and field meet to take place later that morning. With 30 schools and over 400 students athletes expected, as the coordinator for the event Paul was ready for a successful day.

“It’s pretty exciting,” says Paul. “But even with the numbers it feels less overwhelming this year because it’s a real collaboration. We’re all working on the

same goal for our students – helping them to be successful in school and in their lives.”

What started as a pilot program in the fall of 2007 with ten schools and approximately 80 special education students taking part in a soccer tournament and a skills competition, has blossomed into a district-wide program involving dozens of schools and 500 students that lasts the entire school year. The year long activities culminate in the track and field meet in May which, thanks to committed Special

Olympics staff and over 40 volunteers, came off without a hitch this year.

The Special Olympics Schools Program is offered through a partnership between Special Olympics Northern California and the San Francisco Unified School District. The partnership allows the entire program to be offered at no expense to the students, teachers, or individual schools. Any student with an Individual Education Plan (IEP) is eligible to participate.

*Continued on page 5*

## UESF

UESF represents more than 6,000 employees of the San Francisco Unified School District including teachers, counselors, instructional aides, psychologists, nurses, speech pathologists and therapists.

2310 Mason St., 2nd Floor  
San Francisco, CA 94133  
phone 415.956.8373  
fax 415.956.8374  
email [educator@uesf.org](mailto:educator@uesf.org)  
on the web at [www.uesf.org](http://www.uesf.org)

**Dennis Kelly**  
President

**Linda Festa Plack**  
Executive Vice-President

**Elizabeth Conley**  
Vice-President,  
Substitutes

**Carolyn Samoa**  
Vice-President,  
Paraprofessionals

**Susan Solomon**  
Secretary

**Elaine Merriweather**  
Treasurer

**Roberto Michel**  
Sergeant-at-Arms

**Matthew Hardy**  
Editor, Photographer

**Robert Sedor**  
Print Production

If you have ideas you'd like  
us to address in future  
issues, please write to us  
or email [editor@uesf.org](mailto:editor@uesf.org)

**San Francisco Educator**  
(ISSN 1551-1871) is published  
bi-monthly by the United  
Educators of San Francisco  
AFT/CTF #61, AFL-CIO, NEA/CTA  
2310 Mason Street, 2nd floor  
San Francisco, CA 94133

Periodicals Postage Paid at  
San Francisco, CA.

POSTMASTER:  
Send address changes to  
**San Francisco Educator**  
2310 Mason Street, 2nd floor  
San Francisco, CA 94133



## The Three Faces of Secretary of Education Arne Duncan

By **Dennis Kelly**  
UESF President



Secretary of Education Arne Duncan (there is no "i" in Arne) came to town a couple of weeks ago. Board of Ed Commissioner and education liaison to the Mayor, Hydra Mendoza, was his tour guide through our city. She made sure that the union was invited to a couple of his events.

### The Agitator

First there was the fundraising luncheon. This was a crowded affair in a downtown hotel and the beneficiary was the San Francisco Alliance, a group of mostly moneyed people who care about the schools and support education in town. At that luncheon, Duncan gave what must be his stump speech. (He is trying to visit fifty communities before summer sets in. A week after San Francisco, Duncan was in Lame Deer, Montana.) In his speech, the Secretary repeatedly mentioned the billions of dollars that the Obama administration has made available for education and then detailed the kinds of things that they would like to spend it on: data systems, charter schools, merit pay, and reconstitution.

The speech was the red meat of confrontation to union activists and made those of us at our table wonder why we were there.

The next stop was at Paul Revere Elementary, a pre-K-8 school that is also one of the fourteen QEIA schools in San Francisco. Duncan visited a couple classrooms, met the press in the yard, spoke to kids in the library, then sat down with a handpicked ten of us to talk for 45 minutes or so. The folks around the table included Duncan, Mendoza, State Superintendent

Jack O'Connell, SFUSD Superintendent Carlos Garcia, SFUSD Board President Kim Shree Maufas, new Oakland Superintendent Tony Smith, the Paul Revere administration, Lance Tagomori and Patty Harmon, CTA's Vice President Dean Vogel, four Revere parents, and myself.

### The Listener

It was a chance to take a swipe at the red meat tossed out at lunch. "Reform isn't something to do to us," I said, "It is something to do with us." (Admittedly, I cribbed that line from Randi Weingarten, president of AFT, who has used it ever since Barack Obama became the Democratic nominee.) The conversation bounced from Garcia, to O'Connell, to Tagomori, to me as we dished out examples of

things San Francisco has done right. Tagomori cited the class size reduction at Revere. O'Connell immediately chimed in on the role he and CTA took in suing the governor to create the QEIA fund that mandates class size reduction in the upper elementary grades at Revere.

To his credit, Jack O'Connell noted that it took political will and courage to direct the QEIA money to the bottom 10% of the schools. Duncan wanted to know if there were consequences of negotiating the improvements in our Proposition A that were akin to QEIA with stipends for Hard-to-Staff and Hard-to-Fill positions. I told him that in the internal union election that had just finished, political opponents had created an issue out of those improvements.

Duncan was complimentary to the San Francisco delegation and noted that it was very unusual for the district, city, state, and union all to work together.

### The Enabler

A few more pictures and the whirlwind tour took off for Mission Bay and

Genentech Hall where Duncan and Marian Wright Edelman shared the stage. And there we saw the third side of Duncan. No red meat and no probing for political realities at this stop. Edelman spoke first and detailed the pre-K to prison pipeline. She urged her audience to become involved in stopping what has become an unacceptable reality. Duncan's role in this venue was to again restate the amounts of money flowing from the administration and to encourage the audience to take advantage of the money to break the pipeline Edelman had cited. Edelman inspired the listeners and Duncan came across as the man with the money who could help change everything if only people would ask for the money and apply it in the right places.

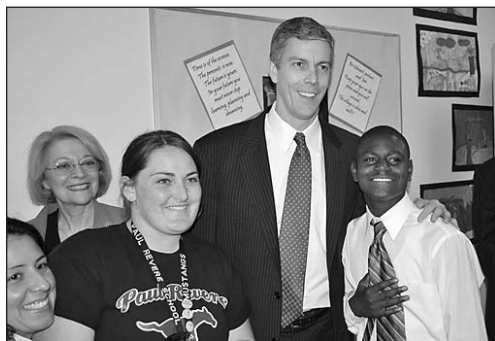
The three stops and the three different



Secretary Duncan spends some time with Rebecca Kee's second grade class at Paul Revere above, and poses for a picture with LSP Lindsay Sanchez and student Dion Herron.

approaches made for an interesting day. As Secretary, the former Chicago school CEO has money, unprecedented money, to spread around. He also sees himself as telling unpleasant truths to locales. The papers noted that in his luncheon speech, Duncan had said that California had lost its way. (The week before in Detroit he compared the schools to post-Katrina New Orleans and told the Michiganders that their schools were "a national disgrace.") And his message is not too complicated: He has the money and we can't have it unless we show the willingness to make changes in the way that the schools have always done business.

The task now is to find how we can do this all together so it is not done to us.



## UESF Members Vote for 3 More Years of Kelly/Plack Team

Listed below are the winning candidates in last month's UESF elections. Congratulations to all who cared enough to run.

### Officers

#### President

Dennis Kelly

#### Executive Vice-President

Linda Festa Plack

#### Vice-President Paraprofessionals

Carolyn Samoa

#### Vice-President Substitutes

Elizabeth (Liz) Conley

#### Secretary

Susan Solomon

#### Treasurer

Elaine Merriweather

#### Sergeant-at-Arms

Roberto Michel

### Executive Board

#### Certificated Representatives

##### High School

Claire J. Merced

Kathleen Cecil

Heidi Scott

Stanley A. DeBella

##### Middle School

Mark Murray

Larry P. Blake

Patty Golumb

#### Special Education

James A. Galgano

#### Elementary School

Rose Karlsberg Curreri

Darcie Chan Blackburn

Magdalena De Guzman

Cynthia Lasden

Kit Bell

#### Child Development

Betty Robinson-Harris

#### Substitutes

Daniel Markarian

Marilyn Cornwell

#### Bilingual

Lisa Gutierrez Guzman

#### Counselors

Jay Kozak

#### Support Services

Susan Kitchell

#### At-Large

Ken Tray

Gale Ow

Derrlyn Tom

Jeremiah Jeffries

### Executive Board

#### Classified Representatives

##### Instructional Aides - Series A

Janet Eberhardt

Salvador Aguilera

Tom Henriksen



Members of the UESF Retired Division Help Elections Chair Chuck Turner count the ballots.

#### Special Education - Series N, S

Anthony B. Singleton

Cathy O'Byrne Shewchuk

#### Support Services - Series P

Teanna Tillery

#### Community Relations-Series R

Mary Lavalais

#### Security Aides - Series T

A.J. Frazier

#### Child Development - Series C

Aracelly Martinez

Karen M. Quinn

### Labor Council Delegates

Dennis Kelly

Linda Festa Plack

Susan Solomon

Ken Tray

Carolyn Samoa

Gale Ow

Tom Edminster

Patricia L. Crawford

Hene Kelly

Claire J. Merced

Magdalena De Guzman

Judith Christensen

Darlene M. Anaya

### Free Financial Advice this Summer

Nathan Ladyzhensky of Mosher Financial will offer free financial advice this summer to all UESF members. Starting June 16th, he will be in the UESF office on Tuesdays, from 9:30-noon.

Nathan will also conduct two sessions of "Financial Summer School for Teachers" on Thursday, July 16th and Thursday, August 13th, from 9:00 a.m. to 12:00 p.m. (breakfast included). The agenda for each is the same. Topics include: CalSTRS, Voluntary Pension Plans, Reducing Your Income Taxes, and Investing for Tomorrow and the Day After.

To RSVP contact Nathan at 415-255-9177 x12 or send an email to Nathan Ladyzhensky at [nathan@mosherfinancial.com](mailto:nathan@mosherfinancial.com).

*On May 6th, workers from throughout the Bay Area converged on the San Francisco Federal Building to hold a vigil in support of the right of workers to organize. Despite the overwhelming need to reform labor law, Senator Feinstein so far has wavered in her support of the Employee Free Choice Act. You can do your part by calling Senator Feinstein at 415-393-0707 and asking her to support this important legislation.*



**June 3, 2009**

**UESF Executive Board**  
4:15 p.m. @ Civic Center  
Secondary HS

**June 9, 2009**

**Last Day of Instruction**

**June 30, 2009**

**NEA/RA**  
San Diego, CA

**July 12, 2009**

**AFT QueEST Conference**  
Washington, D.C.

**August 19-20, 2009**

**Teacher Professional  
Development Days**

**August 24, 2009**

**First Day of Instruction**

**Other Meetings**

**SFUSD Board Meetings**  
6:00 p.m. 2nd & 4th  
Tuesdays @ 555 Franklin  
(usually suspended  
during the summer)

**Labor Council Meetings**  
6:00 p.m., 2nd & 4th  
Mondays @ 1621 Market

## CFT Files Lawsuit to Protect Education Funding

The fallout from the May 19th special election continues. The failure of most of the propositions to pass means that the state of California faces a \$21.3 billion budget shortfall. Governor Schwarzenegger has gone on record proposing cutting K-14 education an additional \$1.6 billion for the remainder of this fiscal year (ending June 30th), and cutting nearly \$3.7 billion from the education budget next school year. According to State Superintendent Jack O'Connell, these additional cuts could lead school districts across the state into insolvency, forcing many into bankruptcy.

With the cuts continuing to come, calls for budget reform from various groups throughout the state have started to gain momentum. First up is the California Federation of Teachers.

On May 8th the California Federation of Teachers filed a suit in San Francisco Superior Court to force the state to repay the nearly \$15 billion that has been slashed from the K-14 public education budget over the past two years. They were joined by SEIU Local 99. The lawsuit seeks to enforce Proposition 98, which sets a minimum funding guarantee for K-14 public schools.

If schools receive less state funding than required by Proposition 98's minimum

guarantee, they must be repaid a "maintenance factor" in subsequent years. Because the legislature "suspended" Prop. 98 in the 2007-2008 and 2008-2009 fiscal years, schools will be owed a total of \$9.3 billion in back payments, a level that could reach \$15 billion if an additional \$5.3 billion in cuts that Schwarzenegger is proposing are made. CTA is currently preparing a similar lawsuit.

A lawsuit by the CTA in 2006 led to the creation of the Quality Education and Investment Act (QEIA), which brought billions of dollars in resources to schools with Academic Performance Index (API) scores in the bottom two deciles. That lawsuit was brought about because Governor Arnold Schwarzenegger refused to repay the billions he borrowed from schools in the 2004-2005 school year.

Calls for structural reform have also started. For example, the Bay Area Council, a business-sponsored advocacy group, is calling for a Constitutional Convention to completely reset how the state is run. They are looking at a November 2010 election as an opportunity for the voters to call for the convention. Items that can be addressed at a Constitutional Convention include the structure of the legislative and executive branches of government, the initiative and referen-

da processes, term limits, and the budget process, including possible changes to the two-thirds legislative vote requirement to pass a state budget.

According to the New York Times, such a convention is supported by San Francisco Mayor and gubernatorial candidate Gavin Newsom.

Other possible reforms include ballot initiatives to remove the requirement that two-thirds of the State Senate and State Assembly pass the state budget to a more reasonable 55% or even a simple majority.

"California is one of only three states that have the 2/3 threshold, and the results obviously have been a disaster for the state and our schools," says UESF President Dennis Kelly. "UESF will continue to work with the CFT and the CTA to help support initiatives that make our state more governable and bring money into our schools."

According to UESF Political Director Ken Tray, these efforts must involve rank-and-file UESF members taking the reform message directly to parents and the community. "UESF will be in the lead next school year preparing for the November 2010 ballot to bring sanity to our state budget," says Ken. "Look for ways to pitch in as the new school year gets underway."

## UESF Turns Out to Defend Class Size Reduction

On Tuesday, April 28th, the Board of Education was met by a spirited group of teachers, paras, and parents who came out to protest their recent decision to increase kindergarten and some first grade class size to 22. The protest included several members speaking at the podium before the Board. Yick Wo teacher Susie Siegel captured the difficulties of larger class size in her unique speech, which began with the introductory song to Sesame Street. She has agreed to share it with UESF members below.

### Teacher Susie Siegel on the Perils of Increasing Kindergarten Class Size

Hello Folks. Today's number is brought to you by the number 2. Two is such a wonderful number except when you add it to 20 then you have 22. Twenty-two equals overcrowding in kindergarten.

While Cookie Monster might think that is great to have two more cookies, kindergarten teachers think this is SAD and parents and district officials should too!

This doesn't make learning as JOYFUL as it deserves to be...

- ✂ 2 more shoes to tie
- ✂ 2 more kids to find in the bathroom stalls
- ✂ 2 more chairs to find
- ✂ 2 more kids who want you to write their words
- ✂ 2 more kids who need band-aids
- ✂ 2 more kids playing on the yard
- ✂ 2 more kids to assess with no help
- ✂ 2 more kids who would like to be read to
- ✂ 2 more kids who would like a hug
- ✂ 2 more kids trying to learn how to read
- ✂ 2 more kids with coats to be zippered
- ✂ 2 more kids wanting to play
- ✂ 2 more kids whose safety is jeopardized
- ✂ 2 more kids who deserve our attention
- ✂ 2 more kids who deserve a chance.

I wonder what happens when the number starts creeping to 23 and 25.

Many classrooms such as mine are already slated to have 23 next year. There is no wiggle room and it doesn't seem like we are being supported. Where is the guarantee that it will stop at 22?



**Parks Elementary paraprofessional Teanna Tillery joins the protest.**

Why does early childhood always lose out when there is no money?

Today's number should be brought to you by the number 20 – you can do it, stop at 20 not the number 22.

Let's hope we don't have to stay tuned for a new series: Cattle Call in Kindergarten.

## Teacher Aims to Expand Special Olympics Program Citywide

Continued from page 1

In the SFUSD, the Special Olympics take the form of three distinct seasons. Each season includes 6-8 weeks of training, culminating with a competition. Students train at school sites as teams, and when possible compete in tournament play. For those students with more severe disabilities, the focus is on skills training rather than direct competition with their season ending in a skills day presentation.

The year begins with soccer in the fall, taking place from late August/early September through early



November, then moves to basketball from December to early March, and finishes with track and field lasting from mid-March to mid-May.

Throughout the year Paul Zager, or Coach Paul, as he is known to the students, teachers, and paras, travels to various school sites to help set up the program. He helps turn teachers and paras into coaches on site by providing equipment, guidance for training sessions, and teaches specific drills, game strategies, and more.

Paul is big on support for the teachers in the classroom, knowing firsthand that Special Day Class (SDC) teachers work non-stop throughout the day, often working through lunch and breaks.

“They are heroic,” says Paul. “As a former SDC teacher I have great respect for what they do. I’m honored to bring the program to them and their students. I try to make it as easy as possible for them, knowing

that they have a tremendous amount of work at all times.”

### Students Shine With Access to Sports & Competition

Coach Paul says that the Special Olympics are a great way for Special Education students to get the opportunity to participate in sports training and competition. In fact for many of the athletes it may be the first time that they have participated in sports, worn a uniform, or traveled to another school. And there are benefits back in the classroom as well.

“Teachers have told me that the combination of the outside exercise and the learning of new social skills that comes with having to train as a team helps the students become more focused and in control of their behavior,” adds Paul. “It’s also really good for their self-esteem.”

Teachers also are very positive about how the training and competitions benefit the students.

“It’s a great experience,” says teacher Brian Friedman from Stevenson elementary. “Lots of times our special education kids feel isolated. This event is a day for them to be recognized, for them to compete for a day. It’s all about them.”

“What’s nice about the Olympics is that our students start to recognize and get to know one another,” continues Brian. “The kids get to see their friends and have fun.”

“This is one of the best field trips we could possibly go on,” adds El Dorado teacher Megan Caluza. “Paul has been so amazing, he does everything and he does it really well. He came and taught the kids basketball skills. Our team won our division, and now they are excited to come back and try again at the track tournament. The entire school has gotten behind our athletes, because they’re representing our school.”

Parents too are pleased with the program, with a common desire to see more such activities throughout the year.

El Dorado elementary parent Meoisha Gowan,

whose daughter Alexia competed in the 50-meter dash at the May track meet, and had previously participated in basketball, is happy to see so many students taking part in the competition. “It’s a good program,” she offers gladly. “It helps Alexia become more active. I’d love to see more sports added and to have the program expanded to the whole year.”

Stevenson parent Antoine Spruell, whose daughter Joanna competed in one of the foot races is also pleased. “It’s my first time coming out. Thanks to Mr. Zager my daughter has competed in soccer, basketball, and now track and field. It’s good exercise for her. They should have things like this more often,” says Antoine.

### Program Expanding Next Year

The Special Olympics Schools Program is expanding at a healthy rate with five to six classes coming on board each season. But like all good organizers, Coach Paul is ready to see the program expand and improve.

He is pushing to have more team tournaments in soccer and basketball next year, particularly at the secondary level. He’d also like to increase the variety of the programs participating, including more inclusion students at the elementary and middle school level.

Coach Paul would also like to see more general education students involved in the program, by way of volunteering their time or coming out to the competitions to cheer their fellow students on. In May, nine general education classrooms came out to the



track meet to support the student-athletes, providing a supportive fan base to witness the competition. High school student-volunteers can not only provide necessary support to make sure the competitions are well-executed, but can also earn community service credit and even use the experience for college applications.

Interested in participating next school year? Contact Coach Paul at 415-608-4974, or send him an email at pzager@earthlink.net.

### Special Olympics Featured on Comcast Sports Net

Comcast Sports Net (San Francisco Cable Channel 40) will air a special twenty-minute broadcast of the Bay Area Special Olympics Schools Program sometime in mid June. For the schedule, go to [bayarea.comcastsportsnet.com](http://bayarea.comcastsportsnet.com).



Coach Paul welcomes the athletes to the May Track and Field event (left). Antoine Spruell and daughter Joanna (top). Students line up to for the 800 meter run to begin the event (above).

### Ratification of the Calendar and the Parcel Tax unallocated funds

The unallocated reserve of the Parcel Tax will go to the Board of Education at their next meetings so they can ratify the tentative agreement reached last week. The agreement was ratified by the UESF Executive Board. It will give every paraprofessional an ongoing \$250/annual increase, give a similar increase to CDP teachers of \$500 and bring everyone's paid professional development time to 18 hours for next year. Substitutes who work a minimum of 60 days in any school will earn an increase of \$200/semester. Substitutes who work 50 days a semester in the designated Hard-to-Staff schools will earn \$400/semester.

The UESF Executive Board also ratified the 2010-2011 calendar that was voted in by over 55%. This will also come before the next meetings of the Board of Education.

## A Tale of Two Schools...

Based on the recent administrator survey, the majority of principals and site administrators are making a good faith effort to work with site staff to improve their schools. The first quote below is indicative of a very high functioning school. But there are problems out there. The second quote reflects the unfortunate reality that some of these folks have got some serious work to do. Full results of the survey are given to Superintendent Carlos Garcia, the individual principals, and offered to the principals union.

### Outstanding

"[My administrator's] strengths include reflecting upon his practice, creating an infrastructure to support learning, and ensuring equity between school programs. [He] works well with the UBC to create a shared vision."

### Unsatisfactory

"My administrator...falls asleep during observations, does not understand instructional strategies or curriculum, abuses his power by holding grudges, screaming at staff and treating people differently. He does not manage support staff. He does not discipline students, therefore leaving teachers with no resources or support."

## Cobb Faculty and Parents Save General Education Program

Kudos to the faculty and parents at Cobb Elementary for successfully stopping the district from transitioning their general education program to a Montessori model. The proposed change was made with little educator or parent input, and presented as a *fait accompli*, despite Cobb's reputation as a successful urban school.

The staff and parents were not against the Montessori program per se, only against the idea of replacing a very successful general education program. The Cobb community is very proud of their distinction as a high performing school, despite the disadvantaged student population they serve.

The victory comes after weeks of textbook organizing by teachers and parents. Working with UESF Field Rep Allan Brill, the staff mobilized to action, organizing every teacher on site, involving community, religious, and neighborhood groups and blanketing the area

with notices to assure adequate enrollment and to mobilize support for the general education program.

After several powerful presentations at the Board of Education, during which teachers and parents eloquently made their case, the district was compelled to call for a general parent meeting at the school to discuss the future. An overwhelming group of 86 parents delivered the message that the change was not acceptable. Shortly thereafter, notice came down that the closure of the Cobb general education program had been rescinded.

Celebrating the victory, Dr. Yvette Fagan, who led the campaign at the school site, marveled at their success. "It seemed impossible on March 5th when eleven elementary teachers took on a bureaucratic public school district and made them see the injustice of the process and policy they wrought," says Dr. Fagan.

## Unemployment Victory for Substitutes & Paras

UESF has prevailed again in a number of unemployment insurance case decisions involving day-to-day substitute teachers, site support substitutes, and paraprofessionals claiming benefits during the summer.

SFUSD had appealed decisions favorable to our members made by an Administrative Law Judge during hearings last fall at the California Unemployment Insurance Appeals Board. The decision by the Appeals Board means that these UESF members will be able to keep the money

they received from their unemployment claims.

Day-to-day substitute teachers, site support substitute teachers, and paraprofessionals who file for summer unemployment should list UESF as their representative so the Union can assist them during their claims process. Not everyone qualifies for summer unemployment benefits. However, UESF Field Rep Eric Hall has had success in representing those who do qualify, despite repeated attempts by the district to block the claims.

### Settlement Nets Teacher \$5,000 Back Pay

Another reminder that checking to make sure your salary placement is correct can really pay off. An elementary school special education teacher who had earned enough units to place him on the BA +30 schedule noticed this year that he had been underpaid since 2001.

He brought the matter to the union office, and after some back and forth with the district Field Rep Allan Brill was able to get him over \$5,100 in back pay.

According to Article 11.7 of the contract, in order to receive credit for classes taken, coursework must be completed before the first day of the new school year.

Transcripts for that coursework must be filed with the SFUSD Human Resources office by December 1st.

So check your check to make sure you're on the proper salary schedule, and don't forget to get those transcripts over to the SFUSD.

## New Program Puts National Boards Within Reach

Becoming a Nationally Board Certified Teacher is now much easier, thanks in large part to a new program instituted this school year in the SFUSD. The program, titled 'Take One,' allows teachers to separate the four required elements for certification over two to three years. The extended timeline, when coupled with increased support from the district, has given SFUSD teachers a leg up to earn the distinction. Nationally, only 40% of candidates pass on their first try. In San Francisco, that number is almost double at 77%.

According to Carrie Slaughter, a teacher on special assignment and UESF member who coordinates the program for the district, next year is the perfect time to take the jump and go for your National Boards.

"I encourage every teacher who has ever considered getting National Board Certification to do it," says Carrie. "The new 'Take One' format is much less stressful for participants, and the upcoming school year we have funding to support you."

Carrie is referring to a large grant that the district has received to support teachers who work in schools where 50% or more of students are eligible to receive free or reduced price lunches. Through this grant, qualifying teachers will not have to pay for the 'Take One' portion of the program (\$395), and will be able to attend classes and receive training from the Stanford

National Board Resource Center. With the subsidies and scholarships available, teachers could end up paying only \$500 out of pocket for a program that usually runs \$2,500. Scholarships are also available for teachers who wish to do the traditional program as well.

"The grants are a huge help for participants," says Carrie. "But the real secret to our success is the Stanford Resource Center. They do a phenomenal job helping teachers through the program."

Teachers are also encouraged to undertake the process along with others from their schools as a cohort of three or more. By doing it together, teachers in these cohorts are able to rely upon one another in a process that in the past was not only demanding, but isolating as well. The cohort can also use the National Boards as their professional development for the year.

Over the last two years eighteen people from O'Connell High School, including most of the English Department, have taken part in 'Take One.' Next year, the entire Social Studies department will participate.

Eric Rose, the English Department Head, lauds the fact that the program is teacher driven, adding that the program has brought the faculty together.

"The best professional development

### Why go through all that trouble? Completing your National Boards will:

- Give you a chance to reflect on your teaching and improve your practice.
- Give you a \$5,000 bump on top of your salary for ten years, as well as a corresponding bump in your supplemental CalSTRS pension.
- Allow you earn up to nine units of college credit.

comes from teachers deciding what they need and sharing their own expertise," says Eric. "It has given us a way to talk about what makes effective teaching and learning in the context of our own classrooms – talking about our own students, right now."

### Do You Have What It Takes?

Last school year SFUSD had 17 candidates for National Boards. This year that number jumped to 39. Carrie Slaughter would like to see that number jump over 60 for next year. Do you have what it takes?

For more information, contact Carrie Slaughter at 265-8430 or send an email to [nationalboards@sfusd.edu](mailto:nationalboards@sfusd.edu). An informational meeting is tentatively planned to take place at the beginning of next school year.

### Congratulations to Burnett and Mahler CDCs

Congratulations to the staff at both Burnett and Mahler Child Development Centers for receiving a passing score on the Early Childhood

Environmental Ratings Scale (ECERS). By passing ECERS both sites are now eligible to become Pre School for All (PFA) schools. This means more money for both the school and for educators. Teachers and paras at PFA sites are eligible for an additional \$1,250 per quarter, or \$5,000 per year, if they have a BA or MA degree.

## Congratulations to the 2008 National Board Teachers

**Diane Dolloff**  
ESL Teacher  
Grattan ES

**Sang-Yeon Lee**  
Bilingual Teacher  
Lilienthal ES

**Daniel Donohue**  
Music Teacher  
Multiple Sites

**Marisa Martinez-Mead**  
ESL Teacher  
El Dorado ES

**Donald Fontowitz**  
Classroom Teacher  
School of the Arts

**Monica Perry**  
Music Teacher  
Multiple Sites

**Toby Hacker**  
Classroom Teacher  
Lick MS

**Anastasia Pickens**  
ESL Teacher  
Alvarado ES

**Lissa Kim**  
Bilingual Teacher  
Lilienthal ES



National Board teachers, Superintendent Carlos Garcia, Board of Education president Kim-Shree Maufas, and program coordinator Carrie Slaughter are all smiles at the awards presentation.

### New Weekly Internet Radio Show on Education

*Schoolhouse Talk*, a new internet radio program, offers live interviews with key education policy makers, an education news round-up, features on innovative approaches to public education, and call-in opportunities. You can listen live on Wednesday's at 12:00 p.m., or go to the site to download the weekly program. Participation from classroom educators is encouraged. Go to [schoolhousetalk.org](http://schoolhousetalk.org) to get started.

# 2008-2009 TEACHERS OF THE MONTH

## Congratulations to the 2009 UESF Scholarship Winners

### UESF Scholarship

Nikunj Alpesh Patel  
Galileo HS

Natasha Joyce Weidner  
School of the Arts

Ka Ian Chio  
Lincoln HS

### Richard Darrington Scholarship

Molly McDonell -  
Lowell HS

### Jim Ballard Scholarship

Tina Susan Lin  
Lowell HS

## Oakland Bound

Congratulations to Deputy Superintendent Tony Smith, who was chosen to lead the Oakland Unified School District.



Congratulations to the 2008-2009 SFUSD Teachers of the Month, who were treated to a wonderful reception at City Hall on May 11, 2009. The list of award winners appears below, along with remarks from Jennifer Siebel Newsom, who presented the awards at the ceremony. Don't see a colleague who deserves to be on the list? Remember to nominate him/her next year.

**Rosemary Jacobs – George Washington High School.** Under Ms. Jacobs leadership, Washington has increased the number of students taking AP Tests from 15% in 1997 to 39.5% today. Her work in unifying the honors course standards, developing a web-based lesson plan guide for teachers, and active record keeping, earned Washington High School a spot on Newsweek's "Best Schools in America" list. In her 26 years of teaching, Ms. Jacobs has also participated on multiple city-wide education-related committees.

**Valerie Ziegler – Abraham Lincoln High School.** Ms. Ziegler gets her students involved with simulations and skits and special writing projects, including journal writing to understand local elections. She is an avid participant in school activities and has taken a leadership position as the Senior Class' faculty sponsor.

**Anna Gin – James Denman Middle School.** As the Math Department Chair at Denman, Ms. Gin provides opportunities for her students to get a hands-on experience in math and science by sponsoring field trips and district wide science and math competitions. She encourages community involvement by providing students the experience of working with the Ingleside Police Station on a service project.

**Rodney Woo – McKinley Elementary.** Mr. Woo is truly invested in San Francisco's public schools. With over 20 years at McKinley, Mr. Woo has developed school wide projects, such as United Nations Day, and is known as a great resource for parents, students, and teachers alike.

**Pirette McKamey – Mission High School.** Pirette has taken the lead to engage parents by sponsoring guest speakers and afterschool programs, like Zimbabwe Dance. Her leadership as the campus' Black Student Union teacher sponsor has allowed students to become more engaged in the school site.

**Carol Siddle – Commodore Sloat Elementary.** Ms. Siddle teaches a multicultural lesson in which she brings in a professional

architect to assist students' design and display models from the seven continents. Her work in organizing "Family Book Night" has successfully connected families to campus, while creating a space where parents and children can learn together. Ms. Siddle connects her first graders to the best of San Francisco through field trips to the California Academy of Sciences, the San Francisco Symphony, and the Conservatory of Flowers. She is also a leader in the "Green up, Clean Up" gardening project on campus.

**Sheila Maffei – Scott Key Elementary.** As the Lead Teacher for students with cognitive and brain dysfunction at Scott Key Elementary, Ms. Maffei has mastered teaching methodologies and innovative materials to successfully help her students learn. She is a member of the School Site Council and was a key supporter in opening the school playground to the Sunset community. Mrs. Maffei is literally a lifesaver, who has used CPR to revive a student who was choking during lunch.

**Lissa Gould – Rooftop Alternative Elementary.** Ms. Gould uses the City as a campus; her class has enjoyed the experience of the Chinese Lunar New Year Festival and the exhibits of the De Young Museum. She provides clear structure and high expectations for all students, while creating a positive environment in her classroom.



**Superman and Superwoman. Rooftop Elementary teacher Lissa Gould and parent Brian Hibbs.**

**Dina Wright – Abraham Lincoln High School.** Ms. Wright is a professional who has taken the extra steps to maintain the Lincoln School-to-Career program as a small and effective learning community. She is a teacher to whom students are drawn to for her genuine love of teaching. She encourages community involvement by connecting students to tutor at other public schools.

**Jill Trinh – Sherman Elementary School.** As the lead science teacher at Sherman, Ms. Trinh has created a volunteer group of parent-scientists to work with 4th and 5th graders on hands-on experiments during lunch time. Her emphasis on college preparation ensures that students are motivated to be life-long learners.



**Mayor Newsom welcomes family and friends to the City Hall awards ceremony. His wife, Jennifer Siebel Newsom, presented the awards and an array of prizes to the winners.**