

PAUL RENDÓN

rendon.pauld@gmail.com | 510-590-6347

June 8, 2026

Dear Ms. Calgagno,

I am drawn to schools that help children make sense of themselves, their communities, and the wider world around them. That is what makes the Lower School English Lead Teacher position at Chinese American International School especially interesting to me. CAIS's mission connects to why I became a teacher in the first place. I have always believed that schools help children learn far more than academics. They help young people understand themselves, build relationships with others, and find their place in the world.

I've taught in independent and public schools, and while I have taken on leadership roles such as department chair, committee leader, and faculty trustee, the heart of my work has always been the classroom. I find joy in helping children grow as readers, writers, and thinkers. Reading and Writing Workshop has been central to my practice for many years. I appreciate the independence the workshop model offers the students and the opportunity it gives teachers to know children well. What keeps me energized is the daily work of helping students grow both academically and as members of a classroom community.

Throughout my career, I've been committed to integrated, inquiry-based learning. As History/Social Studies Department Chair, I collaborated with colleagues across grade levels and disciplines to develop curriculum that connects academic learning with students' lives and experiences. I've also spent much of my career helping students explore the connections among identity, community, history, and belonging. Those conversations are some of the most meaningful parts of teaching for me.

I'm drawn to the collaborative nature of the Lower School program. Some of my most rewarding professional experiences have come from working alongside colleagues to design learning experiences that neither of us could have created alone. I would welcome the opportunity to partner with Chinese and English teaching colleagues in building meaningful learning experiences for students.

I'm excited by the idea of working in a school where learning is valued not only for students but for adults as well. I have always been curious about how people learn and grow, and I am still learning alongside my students. The dual-language environment at CAIS reflects a spirit of curiosity and openness that I find compelling.

Thank you for considering my application. I would welcome the opportunity to learn more about CAIS and to discuss how my experience as a classroom teacher, collaborator, and community member might contribute to your Lower School program.

Sincerely,



Paul Rendón

PAUL RENDÓN

rendon.pauld@gmail.com | 510-590-6347

PROFESSIONAL SUMMARY

Veteran classroom teacher with more than 25 years of experience in public and independent schools. My work centers on building strong classroom communities where students grow as readers, writers, thinkers, and members of a classroom community.

I've spent much of my career teaching through inquiry-based and interdisciplinary curriculum, often in collaboration with colleagues across grade levels. I'm especially interested in how workshop structures, discussion, and project-based learning help students build independence and confidence.

Along the way, I've taken on roles in department leadership, faculty governance, and mentorship, but I continue to see the classroom as the center of my work.

CORE COMPETENCIES

- Inquiry-based and project-based learning in elementary classrooms
- Workshop model for reading and writing instruction
- Designing integrated literacy and social studies curriculum
- Supporting multilingual learners through scaffolded instruction
- Building classroom communities grounded in relationships and routines
- Differentiating instruction across a wide range of learners
- Collaborating with colleagues on curriculum and instruction
- Communicating with families as partners in student learning
- Mentoring teachers and supporting instructional practice

TEACHING EXPERIENCE

Park Day School, Oakland, CA

4th Grade Teacher & History/Social Studies Department Chair | 2019 - present

- Teach 4th grade with a focus on reading, writing, social studies, and project-based inquiry. I build classroom routines that help students work independently, collaborate with peers, and take themselves seriously as learners.
- Reading and Writing Workshop is central to my literacy instruction. I confer regularly with students, teach through small groups and mini-lessons, and support students in developing both skills and confidence as readers and writers.
- Design interdisciplinary units that connect literacy and social studies through inquiry, discussion, and project work. A central goal is helping students see how their learning connects to their own lives and communities.
- As History/Social Studies Department Chair, I work with colleagues across K–8 to develop and refine curriculum, support alignment across grade levels, and keep instruction connected to authentic student thinking and experience.
- I also serve in broader school leadership roles focused on faculty collaboration and school culture.

Bentley School, Oakland, CA

3rd Grade Teacher & Committee Chair | 2007 - 2019

- Taught 3rd grade with a strong focus on literacy, social studies, inquiry, and discussion-based learning. Built classroom structures that supported independence, engagement, and a strong sense of community.
- Used Reading and Writing Workshop as the foundation for literacy instruction, including conferring, small-group teaching, and regular student reflection.
- Designed interdisciplinary units that connected reading, writing, and social studies through shared themes and student inquiry.
- Worked closely with colleagues and families to support students' academic progress and social-emotional growth.
- Served as committee chair, supporting collaboration and communication within the school community.

TEACHING EXPERIENCE (CONTINUED)

Park Day School, Oakland California

3rd Grade Sabbatical Teacher | 2006 - 2007

- Taught 3rd grade in a classroom focused on project-based learning, literacy, and social studies integration. Built daily routines around inquiry, collaboration, and shared learning.
- Worked closely with grade-level colleagues to maintain continuity of instruction and support classroom culture.
- Supported students through differentiated instruction, small-group work, and close attention to classroom relationships and community.

Berkeley Arts Magnet, Berkeley Unified School District

5th Grade Teacher (ELD) | 2004 - 2006

- Taught 5th grade in a diverse public school setting with a strong emphasis on arts integration, literacy, and inquiry-based learning.
- Used guided language development strategies and differentiated instruction to support multilingual learners and students with a wide range of academic needs.
- Designed lessons that combined reading, writing, and discussion with students' experiences, identities, and cultural backgrounds.
- Worked closely with colleagues to maintain coherence across instruction and support student learning across classrooms.

Malcolm X Academy, San Francisco Unified School District

4th Grade Teacher (ELD) | 1998 - 2004

- Taught 4th grade in a multilingual classroom focused on English language development, literacy, and social studies. Worked with students developing academic English while supporting their identity and confidence as learners.
- Used small-group instruction, scaffolded lessons, and structured routines to support access to reading and writing across a wide range of language levels.
- Designed classroom experiences that connected literacy learning to students' lives, families, and communities.
- Built consistent classroom structures that supported belonging, predictability, and active participation.

LEADERSHIP & SERVICE

History/Social Studies Department Chair | Faculty Trustee, Board of Trustees |
Mentor Teacher, Bay Area Teacher Training Institute (BATTI) | Chair, Inclusivity
and Multiculturalism Committee | Contributor, CAIS Accreditation Self-study

PROFESSIONAL LEARNING

OPEN UP RESOURCES Humanizing Mathematics | **YOU CUBED** Mathematical Mindsets | **PEOPLE OF COLOR IN INDEPENDENT SCHOOLS (POCIS)** Inspiring Leaders Of Color | **SEED PROJECT (Seeking Education Equity and Diversity)** Preparing Leaders To Facilitate Social Change Within Their Institution
MINNESOTA PEACE BUILDING LEADERSHIP INSTITUTE Introduction To Restorative Justice For Community Healing And Transformation | Introduction To Talking Circles For Building Community
CENTER FOR RESPONSIVE SCHOOLS Responsive Classroom Course For Elementary Educators
CALIFORNIA TEACHER DEVELOPMENT COLLABORATIVE (CATDC) Values-Based Responding To Bias Incidents | **PROJECT ZERO** Teaching For Understanding | **STANFORD UNIVERSITY d.SCHOOL** Design Thinking In The Classroom | **EAST BAY REGIONAL PARKS** Coast Alive! Educators Academy

EDUCATION & CREDENTIAL

- **M.A., Multicultural Education** [San Francisco State University](#) | Thesis: "Student Video Production in an Urban Classroom: Effects on Language Arts Skills and Family Involvement"
- **B.A., Social Sciences with Minor in Ethnic Studies** [University of California, Berkeley](#)
- **Diploma** [Georgetown Preparatory School](#) | Washington, DC
- **Clear Multiple Subject Credential (CLAD)** [San Francisco State University](#)

PAUL RENDÓN

rendon.pauld@gmail.com | 510-590-6347

REFERENCES

Arjuna Sayyed

Director of Diversity, Equity, Inclusivity, and Belonging

510-653-0317 x104

arjuna.sayyed@parkdayschool.org

Azureé Harrison

Lower School Head

510/653-0317 x118

azuree.harrison@parkdayschool.org

Debbi D'Angelo

Ed Tech Coordinator - Park Day School

Director of Research, Evaluation and Assessment (Retired) -

Berkeley Unified School District

Phone 510.653.0317 x142

debbi.dangelo@parkdayschool.org

Devin Homme

3rd Grade Teacher/Parent

510-653-0317

devin.homme@parkdayschool.org

James Pierce

Assistant Principal, Albany High School

510-558-2502

jpierceii@ausd.k12.org