

Information Item

Reviewing the Evaluation System

The District has a personnel evaluation system for both certified and non-certificated support staff. This packet outlines information for both.

1. **PERA**—The Performance Evaluation Reform Act has revised the way certified employees will be evaluated, beginning in September of 2012 for principals in a comprehensive way, and for teachers in September of 2012 in a less threatening way as we move to a 4-category rating scale.
2. **Board Policy 5:320** dictates the philosophy and procedures for evaluating support staff. All support staff are evaluated annually.
3. **Evaluation Schedule for Certified Staff:** All first and second year probationary teachers receive two formal evaluations annually, years 3 and 4 teachers receive one formal summative evaluation. Tenured teachers are then evaluated every other year.
4. **ESP Evaluation Schedule:** Probationary employees must be evaluated within the first 120 days of employment.
5. **Current Teacher Evaluation Cycle:** All teachers who are evaluated meet with the building administrator responsible for the evaluation for a Pre-Observation conference, then there is a formal “in person” observation, followed by a Post-Observation Conference. The administrator collects data from the visit and utilizes this in conjunction with other observations and data for a summative evaluation that is meant to capture the full year of a teacher’s body of work.
6. **District Philosophy for Improvement of Instruction:** The PIC manual has been designed to give credence to the fact that good teaching is a craft, and like all crafts, refinement and improvement of skills is essential. The foundation for future teacher evaluations as a result of PERA is that student learning is a significant component of the teacher and administrator evaluation.
7. **Job Descriptions:** In order to more clearly refine the craft of teaching and administration, the District is working on job descriptions that delineate the skills and knowledge necessary to become Distinguished as an employee. This will be a large task to work through all the different categories of certified teaching positions, but we will start next year with all new job descriptions.

Growth Through Learning

Illinois Performance Evaluation



Frequently Asked Questions

1. What does the Performance Evaluation Reform Act mean?

In 2010, Gov. Pat Quinn signed the Performance Evaluation Reform Act (PERA), which requires all schools in Illinois to change how teachers' and principals' performance is measured.

2. How will it change how teachers are evaluated?

PERA requires districts to design and implement performance evaluation systems that assess teachers' and principals' professional skills as well as incorporate measures of student growth. District administrators must work with teachers' union representatives to develop evaluation systems that incorporate student growth. School districts and the state must ensure that these performance evaluation systems are valid and reliable and help teachers and principals to better improve student outcomes.

Teacher evaluation systems will provide clear descriptions of professional excellence so everyone understands what great teaching means. The evaluations will be based on standards of effective practice, with evaluators trained and pre-qualified to conduct observations, collect evidence, and provide helpful, timely feedback. The new evaluations will add objectivity to a practice that almost universally was subjective.

The biggest difference from current systems is that student achievement will become a significant factor in every evaluation. Districts and evaluators will need to select measures of student growth.

And beginning September 1, 2012, both teachers and administrators in all districts (even those that have not yet adopted new evaluation systems) must be rated using one of these four performance categories:

- Excellent
- Proficient
- Needs Improvement
- Unsatisfactory

Districts have two options for adopting a new system that incorporates student growth measures into teacher evaluations. A school district can develop its own system that meets

minimum standards mandated by state rules; or it can choose to use all or portions of a state-designed optional model (see <http://www.isbe.net/peac/> for the state designed optional model for teacher evaluation).

3. How will it change how principals are evaluated?

Beginning in September 2012, all principals must be evaluated every year by trained and pre-qualified evaluators. Evaluations of principals will be required to incorporate student achievement growth as a significant factor, and the State Board of Education will have developed a model principal evaluation plan (http://www.isbe.net/peac/word/peac_prin_eval_model.pdf) that school districts may choose to use. Similar to teachers, principals will also be evaluated based on standards of effective practice that include clear descriptions of what excellent school leadership means.

4. What process is the state using to create this system?

A special advisory group, the Performance Evaluation Advisory Council (PEAC), is charged with providing input from educators to the Illinois State Board of Education (ISBE) and monitoring PERA development and implementation. Among other responsibilities, they will make recommendations to ISBE in two major areas: rules for districts wanting to develop their own teacher and principal evaluation systems (see the draft rules at: <http://www.isbe.net/rules/proposed/pdfs/50wf.pdf>); and recommendations for a statewide model for principal evaluation and a default/optional model for teacher evaluation. The PEAC has more than 30 members, including teachers, administrators, and union leaders and other stakeholders.

5. How often will teachers and principals be evaluated?

Teachers with tenure will be evaluated every other year, though a tenured teacher rated "Needs Improvement" or "Unsatisfactory" in any one year will be evaluated the following year. Teachers without tenure will be evaluated every year. Principals will be evaluated every year.

Evaluation Every Year	Evaluation Every Other Year
<ul style="list-style-type: none"> • Non-tenured teachers • Tenured teachers rated "Needs Improvement" or "Unsatisfactory" • Any teacher may be subject to an evaluation during a principal's first year at a school • Principals 	<ul style="list-style-type: none"> • Tenured teachers rated "Proficient" or "Excellent"

6. Are teacher and principal evaluations protected from Freedom of Information Act (FOIA) requests?

Yes. Individual educators' evaluations will not be available to the public.

7. Will all teachers and principals be evaluated this way? When?

All teachers and principals in Illinois will eventually be evaluated using new evaluation systems, either those developed at the local level or a state model. Each district will phase in its new evaluation system between fall 2012 and fall 2016.

New Evaluation Systems Change	Deadline
<ul style="list-style-type: none"> All Illinois school districts must adopt a written principal evaluation system that incorporates measures of student achievement growth Evaluators must be trained and pre-qualified in order to conduct evaluations using a new system All Illinois principals begin to be evaluated under a new system At least 300 Chicago public schools must begin evaluating teachers using a new system that incorporates student growth measures Any school receiving federal School Improvement Grants must begin evaluating teachers using a new system that incorporates student growth measures 	Sept. 1, 2012
<ul style="list-style-type: none"> All remaining Chicago public schools must evaluate teachers using a new system that incorporates student growth measures 	Sept. 1, 2013
<ul style="list-style-type: none"> A research-based study of the effectiveness school district evaluation systems will be completed 	Sept. 1, 2014
<ul style="list-style-type: none"> The lowest-performing 20% of school districts must begin using new teacher evaluation systems that incorporate student growth measures 	Sept. 1, 2015
<ul style="list-style-type: none"> All Illinois school districts must begin using new teacher evaluation systems that incorporate student growth measures 	Sept. 1, 2016

8. What is the timeline for the evaluator training?

Evaluation Training Timeline

- April 2 - Launch of web site for information, technical assistance and resources
- April 16 – Train-the-trainer registration begins (for districts developing own face to face training)
- Month of April - Pilot of Performance Evaluation Training (Teacher and Principal Evaluation)
- May 1 - Evaluator Prequalification Training Registration begins
- May 7 - Teacher Evaluator and Principal Evaluator Pre-Qualification Training begins
- June 1 - Additional training intensive support will be provided
- September 1-June 30, 2013 - Additional training available for new hires within districts who are responsible for evaluation of teachers or principals as well as higher education faculty

9. Who should register for prequalification training?

Pre-qualification training is available to evaluators who are required to evaluate teachers or principals in the 2012-2013 school year. Based on the PERA administrative rules, anyone who will evaluate teachers and/or principals starting September 1, 2012 must go through the pre-qualification training and pass the developed assessments.

10. What happens if I do not complete the training or pass the assessments?

Based on the PERA administrative rules, beginning September 1, 2012, an evaluator shall not conduct a performance evaluation of a teacher, principal or assistant principal unless he or she has successfully completed the state or a district-developed prequalification training program and passed the state assessment.

11. What does the state prequalification training and assessment model look like?

The Illinois Performance Evaluation *Growth Through Learning* Partnership Group (www.growththroughlearningillinois.org) has received the contract from the State of Illinois to develop a pre-qualification training program and assessments for both professional practice and student growth. Registration begins on May 1st and training will be offered after May 7th, 2012 through a combination of online, instructor-led and self-paced training modules and online assessments.

12. How will the prequalification training be offered?

The training will be offered through online, instructor-led and self-paced training modules. Pre-qualification also requires the successful passing of assessments that will be offered at the end of each training module. Passage of each module's assessment is a prerequisite in order to proceed to the next module.

13. Can districts do their own training on the state's prequalification training? What is the difference between state training and district training?

Districts may develop their own training program based on current state requirements using a qualified trainer through the state's performance evaluation train the trainer program. The trainer used by districts must meet the criteria for becoming a trainer and must have gone through the state's pre-qualification program, passed the assessments for trainers and agree to participate in the ongoing network for state approved qualified trainers. Evaluators who participate in district developed training must still take and pass the state developed assessments. A list of qualified trainers will be listed on the *Growth Through Learning* website (www.growththroughlearningillinois.org).

14. Can I take the prequalification assessments without going through the prequalification training?

Based on the PERA administrative rules, each evaluator is required to participate in either the state online or district developed evaluator training. Those who participate in district developed training will be allowed to take the assessments alone, though those who go through the district training will also have access to the online training for review and support. For both the district and online training, participants have two opportunities to take and pass the assessments. If they do not pass the assessments by the second time, they will have to go through an intensive support program for modules related to the assessment that they were unable to pass before participating in the next training module and assessment.

15. What happens if I do not pass the prequalification assessments?

The intensive support program utilizes an escalating intervention model to provide additional tiers of intensive support for participants in each module for those who do not pass the pre-qualification online assessment after completing the training program. The intensive support program provides additional training materials, group support, and coaching for enhanced learning.

16. How long will it take to go through the prequalification training?

The evaluation pre-qualification courses will encompass the following:

- Teacher Evaluation = Approximately 32 hours of on-line instructor-led or self-paced training
- Principal Evaluation = Approximately 20 hours of instructor-led or self-paced training

17. Will this training be offered in time for districts to comply with state requirements?

Yes. To meet the statutory requirements and timelines of the PERA act, registration will be available for the training by May 1, 2012 and delivered to approve evaluators by September 1, 2012.

18. When will the prequalification training and assessments for student growth be available?

For principal evaluators, student growth is incorporated into the training modules and assessments. For teacher evaluators, a student growth module will be available for those districts required to incorporate student growth into their teacher evaluation systems in the 2012-13 school year. Check with your district if you are unsure as to whether you need to complete this module by September 1, 2012.

19. How is "student growth" defined?

According to the administrative rules for PERA (<http://www.isbe.net/rules/proposed/pdfs/50wf.pdf>), student growth is defined as "a demonstrable change in a student's or group of students' knowledge or skills, as evidenced by gain and/or attainment on two or more assessments, between two or more points in time". The training will incorporate the state requirements for student growth.

20. If I evaluate both teachers and principals/assistant principals, do I need to participate in both training programs?

Yes. You must register, complete and pass the assessments for both training programs if you have the responsibility for the evaluation of both teachers and principals and/or assistant principals.

21. What will the Train the Trainer Program look like?

The Train-the-Trainer Program is designed to select and leverage the highest quality trainers with robust support, feedback, and resources to ensure fidelity with implementation. Trainers will be drawn from Regional Offices of Education, universities, districts, and professional organizations and must meet the selection criteria to be a trainer. All trainers must meet the train-the-trainer criteria, register, complete, and pass the Train-the-Trainer training modules and assessments and meet all requirements for qualifications.

22. How do I locate a qualified trainer to provide training in my district or region?

A database of qualified trainers for teacher and principal evaluation will be made available for districts on the *Growth Through Learning* website (www.growththroughlearningillinois.org).

23. How will this program ensure the quality of trainers?

Trainers will undergo a rigorous selection and qualification process, including on-going support and networking with sources for trainers. The program will also track trainer outcomes to ensure consistency with implementation.

24. Will continuous support be offered?

Teacher evaluators will have access to a one-year subscription on the Teachscape system for observation practice. Teacher and principal evaluators will have access to an on-line library of resources and course materials. Resources in the on-line library courses will be offered through an interactive, online, retraining platform that can be accessed from office or home 24 hours a day, seven days a way to support 'just in time', flexible, and on-going professional learning and application of the training modules. The focus of the curricula will be enhanced to build additional skills in key areas, such as:

- Student growth models and analysis of multiple measures of student growth based on new assessments adopted by the state and in use within districts
- Continuous quality improvement models
- Enhanced tools for gathering data and artifacts
- Providing formative and summative feedback/coaching skills
- Professional development planning

In addition, the curricula will include new assessments developed around the Common Core Standards, the learning climate survey, and the new Illinois School Report Card metrics.

25. Will there be a retraining program offered so that I can refresh my evaluation skills at any point?

Per the PERA administrative rules, all evaluators are required to complete retraining within five years. For those districts that are implementing teacher evaluation for student growth after 2015, evaluators are required complete training in both professional practice and student growth.

26. Who will ensure that the training program and assessments are high quality?

A advisory committee will be formed that will be charged with reviewing the training modules developed by the CEC Partnership Group before rolling out the training as well as to help facilitate greater success with implementation. The advisory committee will be made up of representatives from the field including teachers, principals, superintendents, regional superintendents, higher education and education organizations.

Educational Support Personnel

Evaluation

The Superintendent is responsible for designing and implementing a program for evaluating the job performance of each educational support staff member according to standards contained in School Board policies as well as in compliance with State law, Educational Support Personnel Manual, and any applicable collective bargaining agreement. The standards for the evaluation program shall include, but not be limited to:

1. Each employee shall be evaluated annually, preferably before the annual salary review.
2. The direct supervisor shall provide input.
3. The employee's work quality, promptness, attendance, reliability, conduct, judgment, and cooperation shall be considered.
4. The employee shall receive a copy of the annual evaluation.
5. All evaluations shall comply with State and federal law and any applicable collective bargaining agreement.

CROSS REF.: 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:150
(Personnel Records)

Adopted by Board Action 09/03/1985
Amended by Board Action 04/08/1991
Amended by Board Action 07/03/2001
Amended by Board Action 03/12/2009

EVALUATION DATES

2011-2012

Updated 03/07/12

Full Name	Building Code	Last Evaluation Date	Experience	Evaluation 2011-12	1st Sem Assigned Admin.	C O M P L	2nd Sem Assigned Admin.	2nd Sem Evaluation Date	C O M P L
HIGH SCHOOL									
ANTON, ALYSON R.	HS	10/20/11		X	Haugse	X			
APER, DAVID P	HS	09/21/11			Haugse	X			
BESS, KYLE E	HS	10/03/11	2ND YEAR	2X	Haugse	X	Haugse	2/7/12	X
BOTT, DEANNA M.	HS	11/04/11		X	Haugse	X			
BREEDLOVE, LAJEAN M	HS	11/10/2011		X	O'Dell	X			
BREWER, MEGAN W	HS	11/18/11		X	Haugse	X			
BRUCHER, STEVE W	HS	09/22/10							
CAREY, LANELL L.	HS	11/12/10							
CHRISTENSEN, SCOTT T	HS	12/10/10							
CRONER, JENNIFER L	HS	09/29/10	TENURED						
EASTLICK, MATT	HS	12/6/11	4TH YEAR	1X	Haugse	X			
EBERHARDT, SARAA	HS	09/21/11		X	O'Dell	X			
EDWARDS, PAMELA	HS	09/22/11	PT	X	O'Dell	X			
ERICSON, EMILY JEAN	HS	11/12/11	3RD YEAR	1X	Haugse	X			
EWERT, CHERYLA	HS	11/01/10							
FIERS, JULIE S	HS	10/11/11		X	Haugse	X			
FREDERICKS, DON J	HS	10/17/11		X	Mackey	X			
FRELS, JULIE	HS								
GANSON, MICHELLE R	HS	10/20/11		X	O'Dell	X			
GAULEY, SANDRA K	HS	10/26/11	4TH YEAR	1X	O'Dell	X			
GRAFF, CALEB MICHAEL	HS	09/02/11	2ND YEAR	2X	Haugse	X	Haugse	01/20/12	X
GREEN, HARVEY G	HS	09/09/11		X	O'Dell	X			
HALL, DARREN M	HS	10/11/11		X	O'Dell	X			
HAMILTON, LOGAN CLAY	HS	11/07/11	3RD YEAR	1X	O'Dell	X			
HAMILTON, RACHEL E	HS	10/03/11	3RD YEAR	1X	Mackey	X			
HARDISON, SCOTT C	HS	09/22/11	1ST YEAR	2X	Haugse	X	Haugse	2/13/12	X
HARRINGTON, MICHAEL E.	HS	01/26/12		X		X	Haugse		
HERNANDEZ, ANTHONY D	HS	11/17/11		X	O'Dell	X			
HICKERSON, SEAN M	HS	12/13/11		X	Haugse	X			
HILLMAN, STEPHEN R	HS	12/18/09		X	Mackey				
HIRSCHFELDER, FRANCES E	HS	12/14/11		X		X			
JOHANNSEN, PATRICE M	HS	10/15/10	TENURED						
JOHNSEN JR, LAWRENCE E	HS	03/26/10		X	Mackey				
KISS, MICHAEL J	HS	04/15/11							
KLINE, IAN J	HS	09/24/10	TENURED						
LA CROIX, STEPHEN M	HS	10/15/10							
LAINGEN, TARA N	HS	10/25/11		X	O'Dell	X			
MATTIE, STEPHANIE A	HS	09/15/10							
MCDANIEL, GARY M	HS	09/15/11	1ST YEAR	2X	Haugse	X	Haugse	2/14/12	X
MINNAERT, TERI L	HS	11/30/10							
MONACO, JENNIFER IRENE	HS	09/22/11	1ST YEAR	2X	Mackey	X	Mackey		
MURRAY, JON M	HS	01/15/09							
NELSON, JONI L	HS	09/30/11	2ND YEAR	2X	Haugse	X	Haugse	2/7/12	X
NEUMANN, SHARON	HS	2/23/11	TENURED						
OBRECHT, JON L	HS	11/30/11		X	Haugse	X			
PAULSON, PHILIP E	HS	11/09/11		X	Haugse	X			
REEL, MOLLY A	HS	11/30/11	3RD YEAR	1X	O'Dell	X			
RICE, MELANIE B	HS	09/28/10							
RODRIGUEZ, AMANDA L	HS	09/20/10	TENURED						
SCHERER, STEVEN T	HS	12/21/10							
SCHNEDEN, MICHELLE M	HS	09/26/11		X	O'Dell	X			
SCHNOWSKE, SARAH A	HS	01/31/11							
SMITH, GREGORY R	HS	11/16/10							
STAHL, BRIAN R	HS	10/12/11		X	Haugse	X			

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2011-2012
Updated 03/07/12

Full Name	Building Code	Last Evaluation Date	Experience	Evaluation 2011-12	1st Sem Assigned Admin.	C O M P L	2nd Sem Assigned Admin.	2nd Sem Evaluation Date	C O M P L
THARP, RACHEL L	HS	11/24/10	TENURED						
VAN DER LEEST, LINDA J	HS	02/10/12		X		X			
WYFFELS, JENNIFER E	HS	10/14/10	TENURED						
YOUNG, JENNY A-HOAG	HS	11/08/11		X	Haugse	X			
ZUM MALLEN, JANET M	HS	03/11/11							
MIDDLE SCHOOL									
ABEL, MARIE E	JRH	01/09/12	3RD YEAR	1X		X			
ANDERSON, JEANNE M	JRH	12/10/10							
AYERS, F. LEIGH	JRH	09/20/10							
BRUCHER, JEANNE M	JRH	11/30/10							
BRUDOS, JENNIFER D	JRH	12/10/10							
BUMANN, CHRISTINE S	JRH	02/02/12		X		X			
BUSH, SAMANTHA M	JRH	09/23/11	3RD YEAR	1X		X			
BYBEE, SARAH D	JRH	09/01/11	2ND YEAR	2X		X	Kashner	2/3/12	X
DE BRUINE, CYNTHIA K	JRH	1/27/12		X		X			
DE PAUW, JILL B	JRH	01/24/12		X		X			
DUWE, BRIAN W	JRH	09/23/10	TENURED						
EARP, CHARLES E	JRH	11/17/11		X	Kashner	X			
EHLERT, TODD R	JRH	09/16/10	TENURED						
FAUTH, KIERA M	JRH	11/15/10	TENURED						
FEELY, AMY M	JRH	11/18/11	4TH YEAR	1X	Kashner	X			
FERGUSON, THOMAS MCLEA	JRH	09/16/11	3RD YEAR	1X		X			
FRERICHS, KARNA A	JRH	10/11/11		X		X			
GARRISON, MICHELLE M	JRH	10/27/11	4TH YEAR	1X	Kashner	X			
HAMER, HEIDI L	JRH	02/27/12		X			Kashner	2/27/12	X
HANSON, CARISSA A	JRH	09/22/10							
HARDIN, AMY L	JRH	11/14/11		X					
HOFER, BRIAN D.	JRH	01/18/11							
JACKSON, MELISSA SUE	JRH	09/29/11	3RD YEAR	1X		X			
JOHNSON, DEAN T	JRH	10/04/10							
KASTORFF, BETH O	JRH	12/09/11		X		X			
MARTIN, DAVID FRANKLIN	JRH	09/29/11	4TH YEAR	1X		X			
MC AVOY, JEFFREY E	JRH	10/17/11	3RD YEAR	1X		X			
MC GEE, TAUNYA R	JRH	10/22/10							
MITCHELL, PATRICK J	JRH	12/02/09		X			Kashner		
MONIER, BRADLEY THOMAS	JRH	10/15/11	3RD YEAR	X	Kashner	X			
OLSON, DIANE S	JRH	12/09/11		X		X			
PARDOE, DARIN J	JRH	01/17/12		X		X	Kashner		
PUTMAN, DANIEL G.	JRH	12/03/10	TENURED						
REED, KEVIN L	JRH	10/25/10							
SCHAULAND, JILL M	JRH	11/03/10	TENURED						
STROHM, ANNE M	JRH	12/09/10	TENURED						
STROHM, ROBERT G	JRH	10/22/10							
VERSLUIS, JOHN P	JRH	12/01/10			Kashner				
WAGNER, DEBORAH J	JRH	11/09/10							
WARD, MARY C	JRH	10/28/11		X		X			
WILSHUSEN, MINDY M	JRH	2/9/12		X			Kashner	2/9/12	X
WOLFE, KENTON E	JRH	01/09/12		X	Kashner	X			
WOULF, JILL A	JRH	12/13/11		X		X			
MILLIKIN ELEMENTARY									
ALFORD, EMILY J	MIL	10/25/11	1ST YEAR	2X	Oct. 16, 2011	X	Jan. 22, 2012	1/30/12	

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BUENNIG, SUSANNE M	MIL	09/21/11	3RD YEAR	1X	Sept. 11, 2011	X			
DEWEY, CHRISTINE P	MIL	10/19/11	4TH YEAR	1X	Oct. 9, 2011	X			
DOUGLAS, TRACIE KAY	MIL	11/04/11	1ST YEAR	2X	Oct. 30, 2011	X	Jan. 29, 2012	2/20/12	X
EAKER, WILLIAM J	MIL	12/10/10							
FARBER, KIM D	MIL	09/14/11		X	Sept. 4, 2011	X			
FORD, DENISE A	MIL	03/23/10							
GENTRY, COURTNEY L	MIL	12/01/11	2ND YEAR	2X	Nov. 27, 2011	X	Feb. 5, 2012	2/9/12	X
GIERHART, AARON R	MIL	09/29/11	3RD YEAR	1X	Sept. 18, 2011	X			
GIERHART, ALESHA DIANE	MIL	10/31/11	2ND YEAR	2X	Oct. 23, 2011	X	Swanson- Feb. 7, 2012	2/14/12	X
HUMPHRIES, DEANNA L	MIL	10/03/11	3RD YEAR	1X	Sept. 25, 2011	X			
JOHNSON, SUSAN M.	MIL	10/20/10	PT						
LOUCKS, MARGARET A	MIL	10/07/11		X	Oct. 2, 2011	X			
MILLER, KAREN A	MIL	10/08/10							
PIERCE, MONICA J	MIL	01/10/12		X	Jan. 8, 2011	X			
RIVERA, KIM T	MIL	09/28/11		X	Sept. 18, 2011	X			
SANCKEN, CHRISTINE M	MIL	12/03/10	PT						
SANDOVAL, L SUZANNE	MIL	01/13/11							
SCHLINDWEIN, CARRIE B	MIL	09/15/10							
SHEHORN, LYNDSY RENAE	MIL	12/12/11	2ND YEAR	2X	Dec. 4, 2011	X	Feb. 19, 2012	2/21/12	X
SMITH, NICOLE LYNN	MIL	12/02/11	1ST YEAR	2X		X	Swanson- Feb. 28, 2012	3/5/12	X
SNODGRASS, JENNIFER M	MIL	01/18/12		X	Dec. 15, 2011	X			
STERN, ASHLEY N	MIL	12/14/11	2ND YEAR	2X	Dec. 11, 2011	X	Feb. 26, 2012	2/8/12	X
STONER, JANELLE LEE	MIL	11/18/11	1ST YEAR	2X	Nov. 13, 2011	X	Feb. 12, 2012	2/16/12	X
STROUD, SARA E	MIL	09/15/10							
THOMAS, ROBERT	MIL	01/12/12		X	Jan. 8, 2012	X			
NORTHSIDE ELEMENTARY									
BOONE, SARAH E	NOR	10/20/11		X	Swanson	X			
FLYNN, KELLY L	NOR	10/12/11		2X	Swanson	X	Swanson	1/31/12	X
FRAHER, KELLIE J.	NOR	10/03/11		2X	Swanson	X	Swanson	1/23/12	X
HELLER, KATHRYN M	NOR	12/07/11				X			
HENDERSON, MELANIE L.	NOR	09/28/11		2X	Swanson	X	Swanson	1/17/12	X
HINTZ, JANET	NOR	04/13/10		X			Swanson		
JOHNSON, LORI KIM	NOR	01/19/11							
LARRISON, JO ELLYN R	NOR	04/04/11							
MONIER, TAMARA L	NOR	11/23/10							
MONROE, TARA	NOR	11/04/11		2X	Swanson	X	Swanson	2/6/12	X
NELSON, ELLEN M	NOR	11/08/2011		X	Swanson	X			
PEARSON, GINA D	NOR	11/29/11		X	Swanson	X			
RAKESTRAW, DANIEL E	NOR	11/09/10							
SCHULZ, TRACI R	NOR	12/20/10		X			Swanson		
TEAGUE, DENISE A	NOR	2/21/12		X			Swanson	2/21/12	X
VERMOST, PAULA J	NOR	2/28/12				X		2/28/12	X

ESP EVALUATIONS 2011-2012

Last	First	Building	Evaluator	2010-11	2011-12
EDUCATIONAL SUPPORT PERSONNEL			*New Employee - evaluate in first 120 days		
SCHOOL HEALTH AIDE					
Rokis	Deb	High School	M. Haugse	X	
DeSmith	Linda	Middle School	M. DeBaene		X
Wallace	Diana	Millikin	N. Wiese		X
Johnston	Helen	Northside	J. Schlindwein		X
Soria	Jean	Southwest	T. Ryerson		X
ACCOUNTANT					
Hancock	Deb	Unit	S. Kuffel	X	
SECRETARIES					
(12 MONTH)					
Haugse	Natalie	Unit	S. Kuffel		X
Stone	Holly	Unit	S. Kuffel		X
Vandersnick	Terri	Unit	S. Kuffel	X	
Patten	Jill	Unit	S. Kuffel		X
Niesen-Stradt	Julie	High School	M. Haugse	X	
VanOpdorp	Stephanie	High School	M. Haugse	X	
(10 MONTH)					
Dichiser	Cheryl	High School	M. Haugse	X*	
DePauw	Karen	Millikin	A. Sammons	X	
Bowles	Teresa	High School	M. Haugse		X
DeBisschop	Tammy	High School	M. Haugse		X
Harrington	Jill	High School	T. Mackey	X	
Sigwalt	Barb	High School	M. Haugse		X
Rushing	Denise	High School	M. Haugse	X	
Bailey	Brook	High School	M. Haugse		X*
Huffman	Marge	Middle School	M. DeBaene	X	
Wolfe	Deb	Middle School	M. DeBaene		X

ESP EVALUATIONS 2011-2012

Last	First	Building	Evaluator	2010-11	2011-12
SECRETARIES					
Reyburn	Lanae	Millikin	N. Wiese		X
Ash	Susan	Northside	J. Schlindwein	X	
Ritter	Julie	RRCAS	S. Kastorff		X
Melcher	Jami	Southwest	T. Ryerson		X
LADDERS PARENT EDUCATOR					
Fehlman	Barb	Northside	J. Schlindwein	X*	
LIBRARY AIDES/S.H. AIDES					
Boberg	Donna	Middle School	M. DeBaene	X	
Rahn	Lola	Middle School	M. DeBaene		X
VanVooren	Kristine	High School	M. Haugse	X	
Sheley	Linda	Millikin	N. Wiese	X	
McConville	Marta	Northside	J. Schlindwein		X
Stone	Cathy	Southwest	T. Ryerson	X	
Wigant	Lois	Southwest	T. Ryerson		X
TECHNOLOGY AIDE					
Martin	Mary	High School	M. Haugse		X
DISTRICT TECHNOLOGIST					
Burrack	Rayanne	District	S. Kuffel		X
TEACHER AIDE					
Chenoweth	Sue	High School	M. Haugse	X	
Curran	Melanie	Middle School	M. DeBaene		X
Johnson	Jennifer	Millikin	N. Wiese	X*	
Wolak	Anna Jo	Middle School	M. DeBaene	X	
Newton	Cindy	Millikin	N. Wiese	X	
Mills	Julie	Northside	J. Schlindwein		X
Taber	Pat	Middle School	M. DeBaene		X*
Goodwin	Allison	Millikin	N. Wiese	X*	
Stephenson	Stephanie	Northside	J. Schlindwein	X	

ESP EVALUATIONS 2011-2012

Last	First	Building	Evaluator	2010-11	2011-12
INSTRUCTIONAL AIDE (if any of these aide also serve as playground supervisors, you only have to do one evaluation)					
Williams	Kelli	Northside	J. Schlindwein	X	
Fisher	Diana	Northside	J. Schlindwein		X
Cravens	Suzette	Southwest	T. Ryerson	X	
Snell	Pamela	Southwest	T. Ryerson	X	
Lowe	Pamala	Southwest	T. Ryerson	X	
Peterson	Mary Beth	Millikin	N. Wiese		X
Goodwin	Allison	Millikin	N. Wiese	X*	
Stebly	Michelle	Millikin	N. Wiese	X*	
Burklund	Kelly	Southwest	T. Ryerson	X*	
Harvey	Diane	Millikin	N. Wiese		X*
Rettig	Dawn	Northside	J. Schlindwein		X*
Brumfield	Jan	Millikin	N. Wiese	X*	
CLERICAL/SUPERVISORY AIDE					
Bustle	Marilyn	Middle School	M. DeBaene	X	
Heath	Judy	Middle School	M. DeBaene	X	
Dale	Nancy	Middle School	M. DeBaene	X	
AFTER SCHOOL PROGRAM - SAFE					
Anderson	Martha	Southwest	J. Schlindwein	X	
Olson	Misti	Southwest	M. Anderson		X
Phlypo	Cindy	Southwest	M. Anderson	X	
Conley	Linda	Northside	M. Anderson		X
Catton	Zach		M. Anderson		X
Despain	Ellyn		M. Anderson		X
PLAYGROUND & SUPERVISION					
Dobbels	Jesse	Northside	J. Schlindwein	X	
CREDIT RECOVERY AIDE					
Patterson	Cheryl	High School	M. Haugse		X*

ESP EVALUATIONS 2011-2012

Last	First	Building	Evaluator	2010-11	2011-12
MAINTENANCE					
Capps	Rod	Unit	R. Bormann	X	
Gentry	Jim	Unit	R. Bormann	X	
Renner	Dennis	Unit	R. Bormann	X	
Rusk	Mike	Unit	R. Bormann	X	
Bormann	Randy	Unit	J. Schlindwein	X	
CUSTODIANS					
Smith	Jimmy	Rock River	S. Kastorff		X
King	Luann	Facility	T. Mackey		X
Dilenbeck	Tracy	High School	M. Haugse		X
Joseph	James	High School	M. Haugse	X	
Kaluso	Frank	High School	M. Haugse		X
Marshall	Neil	High School	M. Haugse	X	
Minnaert	Michael	High School	M. Haugse		X
Rugeberg	Tammy	High School	M. Haugse		X
Wolf	Rosemary	High School	M. Haugse		X
Zaderaka	Marv	High School	M. Haugse		X
DeGrave	Luann	Middle School	M. DeBaene	X	
Hull	Lynette	Middle School	M. DeBaene	X	
VanWinkle	Wendy	Middle School	M. DeBaene		X*
Wheeler	Bruce	Middle School	M. DeBaene	X	
Smith	Alice	Millikin	N. Wiese		X
Wildemuth	Lynette	Millikin	N. Wiese		X
Yenor	Tracy	Northside	J. Schlindwein	X*	
McCracken	John	Northside	J. Schlindwein		X

ESP EVALUATIONS 2011-2012

Last	First	Building	Evaluator	2010-11	2011-12
CUSTODIANS					
VanVooren	Jim	Southwest	T. Ryerson		X
McGivern	Karen	Southwest	T. Ryerson		X
Henry	Deedra	Unit Office	J. Schlindwein		X
CAFETERIA					
Hepner	Michele	Unit	J. Schlindwein	X	
Dale	Janelle	Unit	M. Hepner	X	
SENIOR HIGH					
Atwell	Genendal	High School	M. Hepner	X	
Brown	Dorothy	High School	M. Hepner	X	
DeSplinter	Susan	High School	M. Hepner		X*
Duff	Nora	High School	M. Hepner		X
Erickson	Jan	High School	M. Hepner		X
Koscik	Amy	High School	M. Hepner	X	
Maes	Deborah	High School	M. Hepner		X
Mapes	Diana	High School	M. Hepner	X	
Hartman	Judy	High School	M. Hepner	X*	
Olson	Dana	High School	M. Hepner		X
Phlypo	Cindy	High School	M. Hepner	X	
Pordon	Julie	High School	M. Hepner	X*	
Remour	Sharon	High School	M. Hepner		X
Roberts	Brenda	High School	M. Hepner		X
Redding	Cindy	High School	M. Hepner		X*
MIDDLE SCHOOL					
Allison	Connie	Middle School	M. Hepner		X*
Mohr	Julie	Middle School	M. Hepner		X*
Esser	Jackie	Middle/RRCAS	M. Hepner	X	
Roman	Kim	Middle School	M. Hepner		X*
Gramling	Michelle	Middle School	M. Hepner	X	
Mapes	Jo	Middle School	M. Hepner		X

ESP EVALUATIONS 2011-2012

Last	First	Building	Evaluator	2010-11	2011-12
MIDDLE SCHOOL					
Loitz	Wendy	Middle School	M. Hepner		X
McKune	Diana	Middle School	M. Hepner		X*
MILLIKIN SCHOOL					
Dykema	Kathy	Millikin	M. Hepner	X	
Glawe	Paula	Millikin	M. Hepner		X
Lipes	Becky	Millikin	M. Hepner	X	
Lund	Nancy	Millikin	M. Hepner		X
Medema	Monica	Millikin	M. Hepner	X	
Wolf	Karen	Millikin	M. Hepner	X	
Radue	Bev	Millikin	M. Hepner	X	
NORTHSIDE SCHOOL					
New Employee		Northside	M. Hepner		X*
Fisher	Diana	Northside	M. Hepner		X
Swanson	Cindy	Northside	M. Hepner	X	
Henry	Linda	Northside	M. Hepner		X
Moore	Laura	Northside	M. Hepner		X
SOUTHWEST SCHOOL					
Gonzalez	Andrea	Southwest	M. Hepner	X*	
Gadberry	Betty	Southwest	M. Hepner	X	
Kouostas	Donna	Southwest	M. Hepner	X	
Swan	Traci	Southwest	M. Hepner		X*
ST. MALACHY					
Thompson	Mary	St. Malachy	M. Hepner		X
Carlson	Julie	St. Malachy	M. Hepner		X*

GENESEO SCHOOL DISTRICT #228

FORMAL TEACHER EVALUATION CYCLE

TIME LINES

Non-tenured, first year teachers will be formally observed in the classroom a minimum of two visits, once each semester. Second through fourth year non-tenured teachers will be formally observed in the classroom a minimum of one visit per year for the remainder of the four year probationary cycle. Tenured teachers will be formally observed in the classroom a minimum of one visit every other year.

PROCEDURES

A. PRE-OBSERVATION CONFERENCE

A pre-observation conference is required for each formal classroom observation to help the teacher and supervisor determine the primary focus of the observation. During this conference, the supervisor and teacher have the opportunity to establish and/or to build a trust relationship. The pre-observation conference will minimally include the following:

1. Determine the date of the formal observation.
2. Discuss the learning content, learner objectives, student characteristics, and methods and materials to be used for the class to be observed.
3. Determine the behaviors that students will display that will indicate their successful achievement of the lesson objective.
4. Discuss the lesson to be observed and its relationship to the course and the total curriculum.

B. OBSERVATION

During this phase, the classroom behavior of the teacher and the students is observed and recorded. During the pre-observation conference, the observer and the teacher may decide to concentrate on selected behaviors to be observed. For example, attention may be given to the verbal or physical behavior of the students or of the teacher. Another alternative is to observe and record a combination of teacher and student behaviors. It must be emphasized that the observer is to record only that behavior which can be observed.

It is expected that the supervisor will observe the teacher for the instructional period agreed upon during the pre-observation conference.

C. OBSERVATION DATA COLLECTION

The classroom activities, the specific instructional objectives, and the instructional strategies utilized will collectively impact the methods used to obtain information from the teacher concerning professional performance. Consequently, ~~no~~ one best observational data collection tool or series of tools are required to be used in the formal evaluation process.

The evaluator and the teacher will discuss the type of data collection method to be

used in the formal observation during the pre-observation conference.

D. POST-OBSERVATION CONFERENCE

1. Purposes

- a. To reconstruct the observed lesson
- b. To analyze the data collected during the classroom observation
- c. To identify teaching behaviors that promoted learning and discuss why they were effective
- d. To provide feedback on the application and effectiveness of the teaching behaviors
- e. To discuss alternatives to behaviors which did not produce the desired instructional outcomes
- f. To generate instructional strategies which will help the teacher
- g. To establish time lines for planning future teaching
- h. To establish appropriate focus of the next pre-conference

2. Outcomes

- a. If no major weaknesses were identified
 - 1) To determine the scope of subsequent observation such as a specific skill area or an aspect of the curriculum
- b. If one or more areas of weakness are identified
 - 1) To determine the teacher's strategies for improvement
 - 2) To develop a professional growth plan if assistance is desired by the teacher or recommended by the observer
- c. If the teacher's performance results in an overall rating of "Unsatisfactory", the Geneseo Process for Teacher Remediation will begin.

**Evaluation Pre-Conference Announcement
for
Classroom-Based Professional Staff**

TO: _____

FROM: _____

SUBJECT: _____

DATE: _____

You are scheduled for a professional improvement evaluation during the current school year. It is my hope that this process will be one of mutual communication for continued improvement as a professional teacher. During the classroom visitation, I will observe areas such as: professional characteristics, competencies and instructional characteristics including instructional planning, instructional methods, and classroom management.

I would like to schedule a pre-conference for _____
to discuss the procedures to be followed during this professional improvement process. If this date creates a conflict, please let me know. Please fill out and return the lower section of this form before the pre-observation conference.

NAME: _____

SCHOOL: _____

REQUESTED DATE/TIME FOR FORMAL OBSERVATION:

COMMENTS/CONCERNS:

DISTRICT 228

PROFESSIONAL IMPROVEMENT PHILOSOPHY

The Professional Improvement Program in Geneseo School District #228 is based upon the belief that a cooperative atmosphere must exist between the supervising administrators and the certified staff members in order to improve the total educational program. Reciprocal trust and confidence are important keys to the success of the program.

A vital component of the Professional Improvement Program is that of evaluation. The basic premise of the evaluation component is to improve instruction. Based upon the teacher's strengths and weaknesses, the focus of the evaluation will be on the improvement of each individual's teaching performance. Although the evaluation plan will be used to determine the competence of staff members, the emphasis is to implement fair and consistent evaluation as a means for promoting continued professional growth, resulting in increased student learning.

The school district believes that teaching is both an art and a science. It is understood that each instructor is a unique individual employing a variety of teaching styles to help students learn. Administrators and certified staff are encouraged to recognize these individual differences and to utilize an approach in the professional improvement process that nurtures individuality and promotes effectiveness.

TITLE: TEACHER

QUALIFICATIONS: 1. Proper certification
2. Such qualifications as the Board may find appropriate and acceptable for a particular job.

REPORTS TO: Building Principal

JOB GOAL: To participate as a member of the instructional staff in providing the best possible education for all students.

PERFORMANCE RESPONSIBILITIES:

1. Meets and instructs assigned classes in the locations and at the times designated.
2. Performs assigned duties in the locations and at the times designated.
3. Plans a program of study that meets the individual needs, interests and abilities of the students.
4. Creates a classroom environment that is conducive to learning.
5. Emphasizes academic goals appropriate to teaching assignment.
6. Prepares for classes assigned, and shows written evidence of preparation.
7. Encourages students to adhere to prescribed standards of classroom behavior.
8. Treats all students fairly and consistently.
9. Guides the learning process toward the achievement of curriculum goals and (in harmony with the goals) establishes clear objectives for all lessons, units, and projects and communicates these objectives to the students.
10. Employs a variety of instructional techniques and instructional media designed to meet the needs of the students.
11. Implements the District's and the State of Illinois' philosophy of education, objectives, and instructional goals.
12. Assesses the accomplishments of the students on a regular basis and provides progress reports as required.
13. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
14. Maintains accurate, complete and appropriate records as required by law, District policy, and administrative directive.
15. Assists the administration in implementing all policies and rules governing student life and conduct.
16. Makes provisions for being available to students and parents for education-related purposes outside the instructional day when required or requested by the administration.
17. Maintains professional growth and improves competence in teaching methods.
18. Attends staff meetings and serves on staff committees when requested.
19. Works cooperatively with other school personnel in the identification, diagnosis, and remediation of individual students with specialized needs. Creates and/or implements intervention strategies when appropriate.
20. Treats personal information about students, parents, or staff members confidentially, ethically, and legally, as required by District Policy, by discussing such personal information only with individuals having an educational interest in the student.
21. Performs other professional duties or assumes other responsibilities as may be assigned by the building principal in accordance with the District's master contract.

TEACHER EVALUATION CRITERIA

A. PRODUCTIVE TEACHING TECHNIQUES

1. THE TEACHER DEMONSTRATES EFFECTIVE PLANNING SKILLS.

Identifies appropriate instructional objectives.

Uses knowledge of individual students to design educational experiences.

Uses both formative and summative evaluation procedures.

Selects a variety of teaching methods and procedures along with a variety of student activities.

Plans instructional activities for the entire period.

2. THE TEACHER IMPLEMENTS THE LESSON PLAN.

Reviews prior learning.

Previews the lesson.

States instructional objectives.

Provides needed information.

Models activities congruent with topic being taught.

Uses guided practice to reinforce concepts.

Uses a predominance of whole-group activities.

Provides the opportunity for each student to participate.

Summarizes the lesson.

Provides independent practice activities.

Checks for understanding.

3. THE TEACHER COMMUNICATES EFFECTIVELY WITH STUDENTS.

Speaks clearly.

Presents content logically.

Uses effective verbal and nonverbal techniques.

Gives clear, explicit directions.

Uses effective questioning techniques.

4. THE TEACHER PREPARES AND USES EVALUATION ACTIVITIES AND SYSTEMS WHICH ARE FAIR AND CONSISTENT.

Clearly communicates methods and standards of evaluation.

Monitors student progress through a series of formative and summative evaluation techniques.

Uses evaluation activities which assess student learning of lesson(s) content.

Corrects and returns student work within an appropriate period of time.

Gives written comments and assigns points or scores to student work.

Reviews corrected work with students.

5. THE TEACHER PROVIDES OPPORTUNITIES FOR INDIVIDUAL DIFFERENCES.

Adapts instruction to meet the needs of individual students.

Uses school and/or community resources to gain knowledge and understanding of students.

6. THE TEACHER DISPLAYS COMPETENCY OF SUBJECT MATTER.

Exhibits knowledge of the subject.

Uses his/her knowledge to provide examples and case histories that enrich the students' understanding.

Imparts accurate information to the class.

Uses vocabulary appropriate to content area and course level.

7. THE TEACHER USES TECHNOLOGY TO ENHANCE INSTRUCTION, STUDENT LEARNING, AND ASSESSMENT.

Uses technologies to provide examples and situations to enhance student learning (at a minimum - computers).

Shows competency in use of hardware and software.

Utilizes technologies for administrative and grading purposes.

Prepares student learning activities via word processing software.

Accesses internet resources.

Uses simulation, presentation, or hypermedia software for classroom presentations and student learning activities.

B. EFFECTIVE CLASSROOM MANAGEMENT

1. THE TEACHER ENSURES MAXIMUM TIME ON TASK.

Minimizes management time.

Begins class work promptly.

Minimizes transition time.

Reinforces students who are spending time on task.

Redirects students who are not on task.

Supervises seatwork and actively engages students in class work.

2. THE TEACHER IS IN CONTROL OF THE CLASS AT ALL TIMES

Presents and uses a clear and understandable set of rules and procedures.

Defines expectations and consequences for behavior.

Continuously monitors student behavior.

Responds effectively to student behavior.

3. THE TEACHER MANAGES CONSTRAINTS AND INTERRUPTIONS

Uses available classroom space efficiently.

Limits interruptions by giving complete and concise directions.

Keeps necessary materials readily accessible to self and students.

C. POSITIVE INTERPERSONAL RELATIONS

1. THE TEACHER MOTIVATES STUDENTS.

Addresses each student by name.

Responds positively to students and acknowledges student accomplishments with praise.

Uses methods to stimulate creative thinking and expression.

Conveys enthusiasm for the subject matter and student participation.

2. THE TEACHER DEMONSTRATES EFFECTIVE INTERPERSONAL RELATIONSHIPS WITH OTHERS.

Works cooperatively with other teachers and support personnel.

Works and communicates with parents in the best interest of the student.

3. THE TEACHER STRIVES TO MEET THE NEEDS OF ALL STUDENTS.

Recognizes the uniqueness of individual students.

Shows awareness of the physical development of students.

Is aware of special health and safety needs of students.

4. THE TEACHER PROMOTES POSITIVE SELF-CONCEPT.

Provides opportunities for all students to meet success regularly.

Provides opportunities for all students to achieve recognition.

5. THE TEACHER DEMONSTRATES SENSITIVITY IN RELATING TO STUDENTS.

Is available to all students for extra help.

Acknowledges the rights of others to hold differing views or values.

Gives constructive criticism.

Makes an effort to know students as individuals.

Uses discretion in handling personal matters and difficult situations.

Show respect, sensitivity, and understanding when communicating with students.

6. THE TEACHER PROMOTES SELF-DISCIPLINE AND RESPONSIBILITY.

Helps students develop efficient learning skills and work habits.

Helps students develop the ability to work independently.

Encourages students to assume responsibility for their own personal conduct and performance.

D. PROFESSIONAL RESPONSIBILITIES

1. THE TEACHER DEMONSTRATES PROFESSIONALISM TOWARD STUDENTS.

Utilizes effective evaluation procedures.

Makes opportunities for one-to-one conferences.

Administers district-constructed, criterion-referenced, and/or standardized tests.

Implements Individualized Educational Programs (IEPs) as required.

Follows district approved curriculum.

2. THE TEACHER DEMONSTRATES PROFESSIONALISM TOWARD PARENTS/GUARDIAN.

Provides opportunities for individual conferences.

Responds appropriately to parental concerns.

3. THE TEACHER DEMONSTRATES PROFESSIONALISM TOWARD COLLEAGUES.

Promptly provides accurate data and information as requested.

Seeks and uses advice of other professionals as needed.

4. THE TEACHER CONTRIBUTES TO A POSITIVE SCHOOL CLIMATE.

Supports school regulations and policies.

Assumes responsibilities outside the classroom as they relate to school.

Exercises reasonable responsibility for management of students throughout the school building and grounds.

Is punctual in reporting to work and to other specific duty assignments.

Geneseo CUSD 228
JOB DESCRIPTION

TITLE: Teacher, Elementary Classroom, Grades K-5

REPORTS TO: Principal

MINIMUM QUALIFICATIONS: Illinois Teacher Certificate – Type 03

CLASSIFICATION: Certified

WORK YEAR: 180 Days

SALARY: Teacher Salary Schedule

EVALUATOR: Principal

BASIC FUNCTION

To create a flexible program and class environment favorable to learning and personal growth; to establish effective rapport with students; to motivate students to develop skills, attitudes and knowledge needed to be successful for the next steps in life; to establish relationships with parents and other staff members

KNOWLEDGE AND ABILITIES

Knowledge of and ability to implement the subject matter, philosophical, social, and educational concepts relative to the duties and responsibilities listed on this job description

DUTIES AND RESPONSIBILITIES

Instruction

1. Teach reading, language arts, social sciences, mathematics, science, art, health, physical education, and music to pupils in a classroom utilizing course of study adopted by the Board of Education, and other appropriate learning activities
2. Instruct students in citizenship, respect for others, ways to be safe, and basic subject matter specified in state law and administrative regulations and procedures of the school district.
3. Develop lesson plans and instructional materials and provide individualized and small group instruction in order to adapt the curriculum to the needs of each pupil
4. Participate in the School Improvement Planning process as defined in NCLB
5. Create an effective environment for child-center learning, efficiently utilizing the available time for instruction.
6. Continually evaluate students' academic and social growth, readjusting the teacher procedure to stimulate continuous progress
7. Keep appropriate records and prepare progress reports
8. Communicate with parents through a variety of means, including conferences, to discuss pupil progress and interpret the school program
9. Provide learning experiences designed to meet individual needs through individual and/or group instruction
 - a. Adapt, develop and use available materials and resources for students' different learning styles
 - b. Learning experiences may include multimedia materials

10. Establish and maintain standards of student behavior needed to achieve a functional learning atmosphere in and out of the classroom by providing a safe and secure environment.
 - a. Activities include bus, hallway, playground and/or lunch supervision and field trips
 - b. Carries an approved first aid kit on all scheduled field trips for emergency use
11. Select and requisition books and instructional aids; maintain required inventory

Relationships

1. Teacher-student
 - a. Create and maintain an active, responsive climate for learning through positive teacher-student rapport
 - b. Develop consistent positive classroom management and working arrangement with students
2. Teacher-staff
 - a. Establish a good relationship through participation in faculty committees and meetings
 - b. Identify student needs and cooperate with other professional staff members in assessing and helping students solve health, attitude and learning problems
3. Teacher-parent
 - a. Communicate with parents through a variety of means
 - b. Utilize a variety of methods to communicate with parents including parent conferences
4. Teacher-community
 - a. Responsible for presenting a positive teacher image to community

Professional Growth, Adaptability, Ethics and Responsibilities

1. Professional growth
 - a. Maintain professional competence through inservice education activities provided by the District and self-selected professional growth activities
 - b. Participate cooperatively with the appropriate administrator throughout the evaluation process in conformance with the Board's Policy on Evaluation of Professional Personnel.
2. Adaptability
 - a. Ability to accept changes in assignment, programs and materials
 - b. Ability to adapt to different personalities in team teaching experiences
3. Ethics
 - a. Abide by the "Professional Conduct Bulletin" and all policies of the Board of Education of Geneseo CUSD 228
4. Responsibilities
 - a. Responsible for basic attendance accounting and other services as required
 - b. Ensure a comfortable room environment through an awareness of heating, lighting, ventilation and appropriate housekeeping

- c. Participate in faculty committees and the sponsorship of student activities
- d. Plan and coordinate the work of aides, teacher assistants, student teachers and other paraprofessionals as needed
- e. Participate in curriculum development programs as required.
- f. Administer group standardized tests in accordance with district testing program
- g. Provide initial care in the event of an accident or injury in or out of the classroom until the arrival of the nurse or other emergency personnel
- h. Inspect District property and observe activities on District property for unsafe conditions which may lead to injury; correct any unsafe practices and conditions and to report all other potential safety hazards to their supervisors.
- i. Work with supervisors to develop and maintain a program of safe conditions and practices for the welfare of the students, faculty, employees, volunteers, visitors and other invitees.
- j. Follow the safety guidelines specified in the Safety and Risk Management Plan for Geneseo CUSD 228.
- k. Duties and responsibilities may be added, deleted or changed at any time at the discretion of the administration

Approved by Joint Committee

Date :