Appendix A: Staffing Plan
**Job Description**

**TITLE:**
(Job title as listed in Records/Payroll.)

**DEPARTMENT:**
(Center for School Improvement)

**QUALIFICATIONS:**
(Numerical listing of requirements/expectations of those items which qualify the individual to perform the job)
1. (Qualification #1 - automatically word wraps and automatically numbers after a hard return.)
2. (Qualification #2)
3. (Qualification #3, #4, #5, etc. as needed)

**REPORTS TO:**
(Indicate the person or supervisor to whom this individual will report)

**SUPERVISES:**
(Indicate, if anyone, who this person will supervise or manage.)

**JOB GOALS:**
(A statement of a job goal(s) which is/are essential in order to perform this job)

**PERFORMANCE RESPONSIBILITIES:**
(A numerical list {with or without headings} that are the essential functions of this position. **Begin the responsibility with a verb.**)
1. (Performance Duty #1 - will automatically word wrap and automatically numbers after a hard return.)
2. (Performance Duty #2)
3. (Performance Duty #3)
4. (Performance Duty #4)

**TERMS OF EMPLOYMENT:**
(Indication of what the individual will receive or be assigned if working in this position: salary, fringe benefits and work year, if applicable.)

**EVALUATION:**
(Indication of frequency of evaluation and who will perform the evaluation.)

(Effective Date of Implementing This Job Description)

(There is an automatic footer to indicate the page number and total number of pages just in case a job description exceeds one page.)
**Employment Process**

*(Posting-Screening-Interviewing-Rating-Selection)*

I. Certified employees or employees with positions requiring degrees to be selected by this procedure:
   
   A. Teacher  
   B. Counselor  
   C. Social Worker  
   D. Psychologist  
   E. Librarian  
   F. Education Facilitator  
   G. Consultants  
   H. Technology Employees  
   I. Program Coordinators  
   J. Principal/Asst. Principal/Dean of Students  
   K. Others not listed

II. Non-certified employees or employees with positions not requiring degrees to be selected by this procedure:
   
   A. Administrative Assistants  
   B. Secretaries  
   C. Teacher Assistants/Aides  
   D. Bookkeeper  
   E. Technology Employees  
   F. Payroll Specialist  
   G. Custodians  
   H. Family Community Support Service Employees  
   I. Behavior Specialists & Support Employees  
   J. Others Not Listed

**Posting Guidelines:** The posting guidelines below are the first steps in the Employment Process, and no job will be posted unless the guidelines have been followed.

A. Job Description: A job description must be approved by Regional Superintendent and maintained on file in his/her Office before the job can be posted.

B. Complete the *Posting Form* (page 2) and return it to the Administrative Assistant to the Regional Superintendent for posting on AppliTrack (Online Applications) and/or other posting sites if necessary.

C. Title of Job (Must match the job description).

D. Job Goals (Brief description of goals or purpose).

E. Qualifications (List the minimum qualifications for the job as stated on the approved job description).

F. Start Date (Identify start date as near as possible).

G. Expectations (List those things beyond the job description that may be expected of the employee in his/her performance).

H. Interview Date (Identify interview date as near as possible).

I. Salary Expectation (Indicate expected starting salary, salary range, or "to be determined by Supervisor").

J. Where and How to Apply: (1) Indicate where an applicant needs to go to make application. (2) Indicate what an applicant needs to do to complete an application. (3) Indicate if the job has certified or non-certified requirements. (4) A supervisor can add additional requirements if deemed necessary.

K. Closing Date for Application (List the closing date for the application process remembering that a job must be posted for a minimum of five [5] work days).

L. Miscellaneous Considerations / Information (Provide anything else that an applicant might need to know about the job or posting. Minimum requirements must be met. Any requirements beyond the minimum must be approved by the Regional Superintendent).
Job Posting Requirements

1. Job Title: ____________________________________________ Dept.

2. Qualifications:
   1. ____________________________________________________
   2. ____________________________________________________
   3. ____________________________________________________
   4. ____________________________________________________
   5. ____________________________________________________
   6. ____________________________________________________
   7. ____________________________________________________
   8. ____________________________________________________
   9. ____________________________________________________
   10. ____________________________________________________
       (use back if necessary)

3. Job Goal(s): (As stated on job description)
   _____________________________________________________
   _____________________________________________________
   _____________________________________________________

4. Expectations: (List those things that might be expected beyond the qualifications)
   1. ____________________________________________________
   2. ____________________________________________________
   3. ____________________________________________________
   4. ____________________________________________________
   5. ____________________________________________________
       (use back if necessary)

5. Interview Date:
   Month __________ Day __________ Year __________

6. Job Posting Start Date:
   Month __________ Day __________ Year __________

7. Closing Date For Applications: (Posting must be available to applicants for five [5] work days)
   Month __________ Day __________ Year __________

7. Job Start Date: Approximate date for candidate to begin the job.
   Month __________ Day __________ Year __________

8. Application Instructions: (Where and How To Apply---See 4.-J. on Page #1)
   1. ____________________________________________________
   2. ____________________________________________________
   3. ____________________________________________________
   4. ____________________________________________________

9. Salary Expectations: ____________________________ (See 4.-I. on Page #1)

10. Miscellaneous Considerations: Yes ___ No ___ Please use the back for other considerations)

Adm./Supv. Name ____________________________ Date: Mo ______ Day ______ Year ______

(RETURN COMPLETED POSTING FORM TO: ____________________________ FOR APPROVAL)
Screening Guidelines

Use the guidelines below in screening candidates to interview for the positions listed in I, II, and III above.

B. Procedures (For Selecting and Rating the Candidates)

1. Once you have had the opportunity to review applications from the applicant pool, place the names of those candidates whom you may consider for an interview, even those who are unacceptable after screening or who decline the interview, on the Candidate Screening EEO Audit form, Page 4.
2. Place those candidates whom you interview on the Candidate Interview EEO Audit form, Page 12 (If all candidates screened are interviewed, indicate that on the Candidate Screening EEO Audit form, Page 4 [ALL CANDIDATES INTERVIEWED] and return the form to the Regional Superintendent’s Office).
3. Each suggested guideline that follows has no more or less weight for consideration in the screening process than any other (See sample Screening Guidelines, Page 8). You may consider each guideline as you wish or add others for consideration if they are appropriate.
4. Use the Screening Rating Form, Page 6, as a rubric to rate each candidate to determine which candidates to interview. Keep these records and information (Screening Rating Form and the Guideline Items) in case it is necessary to produce them in the event of a formal complaint.
5. Please keep in mind that the Bidder is an AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER.

There is a disclaimer on the Online Application that indicates candidates may not receive notification of their status during the screening process unless they are selected for an interview.

B. Guidelines (Suggested Screening Guidelines for the Screening Rating Form).

1. Previous experience.
2. Candidates who have been interviewed previously for positions.
3. Student teacher experience and recommendation in ROE #9 Schools.
4. References from colleagues.
5. Review of all applications, recruiting information sheets, or databases.
6. Previous experience or skills of applicant.
7. Preparation and quality of application and resume.
8. Work history of candidate.
9. Candidate affiliations with professional organizations.
10. Transcript, credentials, qualifications, and/or Illinois Teacher Certification eligibility.
11. Diversity of preparation and background.
12. Community background/experience.
13. Availability for the position.
14. Professional references, recommendations and background checks.

Note: Designated administrator must use the guidelines to screen applicants from the pool and other places to arrange for interviews. The screening guidelines need to be attached to the completed ‘Screening Rating Form’ when submitted as part of the final employment packet.
CANDIDATE SCREENING EEO AUDIT

INSTRUCTIONS: Candidates you consider for an interview [even those who are unacceptable after screening or who decline the interview] should be listed below on the Candidate Screening EEO Audit, form Page 4*. If the race and sex are known, both of those factors should be indicated as well. The reason a candidate declined or was not invited for an interview should be stated in the "REASON" column.

<table>
<thead>
<tr>
<th>NAME</th>
<th>SEX</th>
<th>ETHNIC CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>API BLK HSP NA WHT UN</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: If you considered and contacted more than 18 candidates who declined or were not qualified for the position, then complete additional Candidate Screen Audit form(s) and attach them to this page. The Ethnic Codes are listed on page 5 following this page. If all candidate screened are interviewed, indicate that above by writing “All Candidates Interviewed”.

---

Position Screened: ___________________  Department: ___________________
Administrator/Supv. Signature: ___________________  Date: ___________________
Copies To: Regional Superintendent
Immediate Supervisor, and/or Department Head.

Ethnics Code

API: **Asian or Pacific Islanders.** Persons having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example: China, Japan, Korea, the Philippine Islands and Samoa.

BLK: **Black, not of Hispanic origin.** Persons having origin in any of the black racial groups of Africa.

HSP: **Hispanic.** Persons of Mexican, Puerto Rican, Cuban, Central and South American or Spanish culture or origin, regardless of race.

NA: **Native American.** American Indian or Alaskan Native. Persons having origins in any of the original peoples of North American, and who maintain cultural identification through tribal affiliation or community recognition.

WHT: **White, Caucasian.** Not of Hispanic origin. Persons having origins in any of the original peoples of Europe, North Africa or the Middle East.

UN: **Unknown.** The origin(s) of this applicant cannot be determined or is unknown.
SCREENING RATING FORM

Job Title: ____________________________

Screener's Name: ____________________________ Date: ____________________________

Instructions: Rate each person screened in correlation with the screening guideline sheet on page 7. The number on the Screening Guideline sheet should correspond with the rating numbers [1 - 10] below.

RATINGS:

0--------Did Not Complete Information / Information Did Not Apply
10--------Below Average Candidate
20--------Average Candidate
30--------Good Candidate
40--------Superior Candidate

(Guideline Items From Screening Guideline Sheet, Page 7)

<table>
<thead>
<tr>
<th>CANDIDATE'S NAME</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>TOTAL POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SCREENING GUIDELINES FORM

(Insert Job Title for Which Screening is Being Conducted)

Directions: Use the guidelines below to screen applicants for interviews for the position of (Insert Job Title). Review each application and place your ratings for each candidate in the appropriate category (1-10) on the Screening Rating Form. Each suggested guideline has no more or less value than any other except for #7/8 Information in the Portfolio. You may use the sample guidelines on Page 8 if you wish or add any others if you feel they are more appropriate. Please keep in mind that the Bidder is an Equal Opportunity/Affirmative Action Employer.

Screening Date: Mo Day Yr

Guidelines: (See Sample on Page 8)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

NOTE: (The guidelines above are recommendations and may be changed to fit the position or job. There may be less than 10 guidelines used as well. This screening guideline is flexible and can be adapted or changed to meet the needs of the vacant position.)
SCREENING GUIDELINES SAMPLE

(Insert Job Title for Which Screening is Being Conducted)

Directions: Use the suggested guidelines below to screen applicants for interviews for the position of (Insert Job Title). Review each application and place your ratings for each candidate in the appropriate category (1-10) on the Screening Rating Form. Each suggested guideline has no more or less value than any other except for #7/8 Information in the Portfolio. You may use the sample guidelines on Page 8 if you wish or add any others if you feel they are more appropriate. Please keep in mind that the Bidder is an Equal Opportunity/Affirmative Action Employer.

Screening Date: July 13, 2012

Guidelines:

1. Preparation for Position/Degree(s):
   Bachelors   Masters   Advanced Certificate   Doctorate

2. Background and Experience in Elementary Education, Communicating and Working with Diverse Students and Parents, and Student Welfare and Discipline


4. Background and Experience in Extra-Curricular Activities, PTA, and Community Programs

5. Background and Experience (total years) in (Education) or Other Districts

6. Background and Experience with Current Educational Trends, Programs and Issues

7/8. Information in Portfolio: Preparation/Experience/Leadership
   Note: This rating is worth 20% of the Total Ratings.

9. One Page Paper on one teaching success and one teaching disappointment within the last five years

10. Information on Resume/Recommendations-References/Preparation, Background Checks, and Documentation/Ability to Communicate in Writing/Other Miscellaneous Considerations

NOTE: (The guidelines above are recommendations and may be changed to fit the position or job. There may be less than 10 guidelines used as well. This screening guideline is flexible and can be adapted or changed to meet the needs of the vacant position. See the Suggested Screening Steps on Page 9.)

Copies To: Regional Superintendent
            Immediate Supervisor, and/or Department Head
            [Include Screening Guidelines for this position]
SUGGESTED SCREENING STEPS
(For Rating)

Directions:

Use the guidelines below to screen applicants for interviews for the position of (Insert Job Title). Review each application and place your ratings for each candidate in the appropriate category (1-10) on the Screening Rating Form on Page 6. Each suggested guideline has no more or less value than any other except for the Portfolio. You may use each guideline if you wish or add any others if you feel they are more appropriate. Please keep in mind that the Bidder is an Equal Opportunity/Affirmative Action Employer.

Suggested Screening Steps:

1. After reading 3-4 applications, review the first ones to insure that you were fair to those individuals and their information which was read initially.
2. Ratings are based upon what you personally think about what an applicant has provided and stated in the information he/she has provided.
3. Total up each individual's points as you go.
4. If the applicant has not provided the required information, then he/she should be rated accordingly.
5. Use the job description as a guide for determining ratings.
6. Use only the numbers 0-10-20-30-40 to rate the applicants in each of the areas.
7. Please do not discuss applicants and their information with other screeners.
8. Know the Screening Guidelines and scan for that important information in the material. It is not necessary to read every word.
9. For all background experience questions, look for those experiences that would be beneficial for a candidate relative to this position.
10. Rate the candidates on how well they prepared their application. Check for grammar, content, neatness and spelling. All of these things are important for an administrative candidate to possess.
Interview Requirements

A. Interview Procedure “A”: For all posted positions for ROE #9, Procedure “A” below will be followed. A minimum of three (3) candidates (if available) shall be interviewed for each open position.

(In an emergency situation or when the need arises to hire an employee immediately; Procedure “B” below may be used with the approval of the Regional Superintendent.)

1. Interview teams must consist of a minimum of three (3) people. Larger teams may be used depending on the nature/importance of the positions. No interview is to be held with any candidate who has not completed an Online Application. Teams should represent the diversity of the staff/students/employees/people in the department or building.

2. Minimum of 10 questions asked to each candidate (the same questions must be asked of each candidate).

3. Writing sample and/or teaching or demonstrating skills.

4. Other interview processes may be added to Interview Procedure “A” such as an exit interview, teaching demonstration, preparation of a project for the interview or review of a teaching video tape.

5. Candidates may be brought back for a second interview with the department head, supervisor, and/or building administration before the final selection is made if the first interview is too close to make a decision based on the data.

Note: Hiring department head, supervisor/administrator should provide a warm atmosphere and provide applicants information about the job, the site and its components. Each candidate should be provided hospitality by having a plan to receive, greet, and make candidates feel welcome. (might include coffee, soft drinks, water, or other amenities)

B. Interview Procedure “B”:

The Regional Superintendent must approve all conditions and interview situations when Procedure “A” above cannot be used; Procedure “B” below may be initiated with this approval; otherwise Procedure “A” above must be used. The interview team is not a requirement for Procedure “B”.

1. Minimum of 10 questions asked to each candidate (the same questions should be asked of each candidate).

2. Writing sample and/or teaching or demonstrating skills.

C. Interview Procedure “C”:

The Bidder’s employment procedures (Procedures “A” and “B” above) apply only to permanent positions (full and part-time). Positions such as substitute teachers/employees, summer jobs, tutors, personal aides, student workers, conference planners, and other temporary positions during the year with specific beginning and ending dates will be filled utilizing a process of:

(1) conducting personal or telephone interviews,
(2) contacting references, and
(3) checking backgrounds for felony convictions.

Note: In A, B, & C above, it is crucial that interview documentation be completed and maintained in the Regional Superintendent’s Office in case challenges or complaints are filed. The supervisor should maintain copies as well. The entire packet of documentation (including the employee recommendation for employment) must be sent as soon as possible after the interviews to the Administrative Assistant to the Regional Superintendent.
### Interview Team Members EEO Audit

Note: Interview team members must be approved by the Regional Superintendent prior to the interview and represent the diversity of the staff, students, or other employees in the building.

<table>
<thead>
<tr>
<th>Team Member Name</th>
<th>Race</th>
<th>Sex</th>
<th>Position Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>M/F</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>M/F</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>M/F</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>M/F</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>M/F</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>M/F</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>M/F</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>M/F</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>M/F</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>M/F</td>
<td></td>
</tr>
</tbody>
</table>

*Note: PositionTitle refers to the following examples: administrator, supervisor, teacher, parent, community members, etc.*

Comments/Explanations: ____________________________________________

---

**ETHNIC CODES FOR INTERVIEW TEAM MEMBERS**

**API**  (1) **Asian or Pacific Islanders.** Persons having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example: China, Japan, Korea, the Philippine Islands and Samoa.
BLK  (2) **Black, not of Hispanic origin.** Persons having origin in any of the black racial groups of Africa.

HSP  (3) **Hispanic.** Persons of Mexican, Puerto Rican, Cuban, Central and South American or Spanish culture or origin, regardless of race.

NA   (4) **Native American** American Indian or Alaskan Native. Persons having origins in any of the original peoples of North American, and who maintain cultural identification through tribal affiliation or community recognition.

WHT  (5) **White, Caucasian.** Not of Hispanic origin. Persons having origins in any of the original peoples of Europe, North Africa or the Middle East.

UN   (6) **Unknown.** The origin(s) of this team member cannot be determined or is unknown.

**Copies To:** Regional Superintendent
Immediate Supervisor, and/or Department Head.
# CANDIDATE INTERVIEW EEO AUDIT

Position Interviewed: ________________________________  Department: ________________________________

Administrator/Supervisor Signature: ________________________________  Date: ________________________________

## INSTRUCTIONS
List below all candidates interviewed for the position. Identify each candidate by name, sex, and race (if possible). Codes are identified below. Circle the number of the candidate chosen for the position and list hire source (application, recruiting information sheet, recommendations, or other sources) for selected candidate only.

<table>
<thead>
<tr>
<th>NAME</th>
<th>SEX</th>
<th>ETHNIC CODE</th>
<th>HIRE SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>API BLK HSP NA WHT UN</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: If you interviewed more than 10 candidates, please use another Candidate Interviewing Audit form(s) to identify them as you have done above.

---

**ETHNIC CODES FOR CANDIDATES**

**API**  **Asian or Pacific Islanders.** Asian or Pacific Islanders. Persons having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example: China, Japan, Korea, the Philippine Islands and Samoa.

**BLK**  **Black, not of Hispanic origin.** Not of Hispanic origin. Persons having origin in any of the black racial groups of Africa.

**HSP**  **Hispanic.** Persons of Mexican, Puerto Rican, Cuban, Central and South American or Spanish culture or origin, regardless of race.

**NA**  **Native American.** American Indian or Alaskan Native. Persons having origins in any of the original peoples of North American, and who maintain cultural identification through tribal affiliation or community recognition.

**WHT**  **White, Caucasian.** Not of Hispanic origin. Persons having origins in any of the original peoples of Europe, North Africa or the Middle East.
Unknown. The origin(s) of this applicant cannot be determined or is unknown.

Copies To: Regional Superintendent
           Immediate Supervisor, and/or Department Head.
Please create questions below that you would like answered by the candidates. The questions should relate to the job description for the position and fall into the categories below if appropriate. Questions that pertain to age, sex, race, religious background, marital status, physical ability, family information, etc. are illegal and should be avoided. The questions should relate to the categories below if appropriate, and should be asked a range of questions related to the position.

Question Design Guidelines

Reminder: The questions selected to ask candidates during the interviews must be the same for each candidate to ensure fairness. The interview team (chairperson) may expand on the original question for clarification, but may not add a new question that was not agreed upon originally or asked of all candidates.

1. Leadership/Organization/Management (Related to teaching, lesson preparation, school improvement, student test preparation, etc.).

2. Communication Skills (Oral/Written internal and external).

3. Vision(s) For the Future (Goals) (Personal, professional, school, department, ROE, etc.).

4. Classroom Management (Discipline, behavior, expectations, student fairness, and classroom climate/tone, etc.).

5. Technology Knowledge/Experience/Abilities (Related to instruction and student preparation for the future).

7. Personality/Experience/Abilities/"FIT" For the Job.

8. Ability to Work/Think/Act in Difficult Situations.

9. Staff Development Knowledge/In-service Experiences (Related to position for which interview is conducted).

10. Community Involvement (Related to service to the community outside of the expectations for the job).

11. Special Education Knowledge (Related to position and students in class).

12. Creative Thinking or Hypothetical (Critical Thinking) Situation Question(s).

13. Miscellaneous Considerations (Cooperation with staff and administration, generating solutions to problems, volunteering to work or serve in areas beyond the job description or expectations).
Regional Office of Education

E-X-A-M-P-L-E

SECRETARY WRITING PROMPT
(Insert Date)

Writing Prompt

You have great ideas about how the office could be organized in a more efficient way, but your supervisor and co-workers have done it this way for years. How would you do the following: (Be specific, state your vision, and how you would present it to them)

1. What does your ideal office look like and how does it fit into the organization?
2. What would you tell your supervisor and how would you do it since the office hasn’t been reorganized for years?
3. How would you involve your co-workers so you get their support and input?
4. Play the “devil’s advocate” and write what you think your supervisors and co-workers will offer as negatives to your ideas and plans.
5. Write your closing statement (as to what you will say) with your supervisor as the statement that “says it all” and will be the best convincing argument for the new concept!

Explanation: Above is an example of a writing prompt. Use this to develop the writing prompt for your interviews and send a copy to the Regional Superintendent.
## WRITING PROMPT RUBRIC

<table>
<thead>
<tr>
<th>CANDIDATE NAME:</th>
<th>Date:</th>
<th>Info Not Evident</th>
<th>Info Evident But Lacking 20 Pts.</th>
<th>Info Meets Expectation</th>
<th>Info Exceeds Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Title:</td>
<td>Dept.:</td>
<td>10 Pts.</td>
<td>30 Pts.</td>
<td>40 Pts.</td>
<td></td>
</tr>
</tbody>
</table>

### I. Topic:
- a. Expresses position clearly and sticks to the topic.
- b. Cites clear examples to support topic.
- c. Is creative and has a vision for solving the problem or situation.
- d. Offers timely solution that fits the situation, department, or problem.
- e. Organizes thoughts in a productive manner.

### II. Language Use and Structure:
- a. Writes complete sentences.
- b. Uses a variety of sentence structures and lengths (sentence fluency).
- c. Uses a variety of vocabulary or descriptive words.
- d. Uses correct spelling and subject verb agreement.
- e. Demonstrates use of correct capitalization and punctuation.

### III. Presentation and Communication:
- a. Presents information professionally.
- b. Writes a beginning, middle, and end that makes sense.
- c. Sustains the thought(s) and idea(s) throughout the writing sample.
- d. Uses transitions and time cues to support the flow of writing.
- e. Communicates his/her ideas thoroughly to the reader.

**TOTALS:**

**GRAND TOTAL:**

**Comments:**

Administrator Name: __________________ Position: __________________ Date: __________________
CANDIDATE INTERVIEW STRENGTHS & WEAKNESSES FORM

Candidate's Name (please print) ______________________________

Date: Mo _______ Day._______ Yr_______

Job Title: Adm.____ Staff____ (for which interview is conducted)

Regional Office of Education #9 Dept.

A. STRENGTHS: [List strengths of the candidate below (use back if necessary) that stand out during the interview. Please be specific and write strengths that were observed during the interview like: "provided specific answers to the questions and did not talk around the issues" or "communicated with the team as if he/she had prepared for the interview". Use verbs to begin each of the strengths whenever possible.]

1. 

2. 

3. 

4. 

5. 

6. 

B. WEAKNESSES: [List weaknesses of the candidate below (use back if necessary) that stand out during the interview. Please be specific and write weaknesses that were observed during the interview like: "discussed previous employment and the problems with that supervisor and the job" or "brought no creative ideas to the interview when asked how to solve specific problems". Use verbs to begin each of the weaknesses whenever possible.]

1. 

2. 

3. 

4. 

5. 

6.
Copies To: Regional Superintendent
          Immediate Supervisor, and/or Department Head.
INTERVIEW TEAM DEBRIEFING INFORMATION ON CANDIDATES

(To Be Completed By Interview Team Chair [Dept. Head / Administrator])

Candidate's Name (please print) ____________________________________________________________________________________________

Date: Mo____ Day____ Yr_____

Job Title: Adm.____ Staff____ (for which interview is conducted) __________________________ Regional Office of Education #9 Dept.

A. STRENGTHS: (A Summary of Strengths as Presented By the Interview Team)

1. ____________________________________________________________________________________________
2. ____________________________________________________________________________________________
3. ____________________________________________________________________________________________
4. ____________________________________________________________________________________________
5. ____________________________________________________________________________________________
6. ____________________________________________________________________________________________
7. ____________________________________________________________________________________________
8. ____________________________________________________________________________________________
9. ____________________________________________________________________________________________
10. ____________________________________________________________________________________________
11. ____________________________________________________________________________________________
12. ____________________________________________________________________________________________
13. ____________________________________________________________________________________________
14. ____________________________________________________________________________________________
15. ____________________________________________________________________________________________

B. WEAKNESSES: (A Summary of Weaknesses as Presented By the Interview Team)

1. ____________________________________________________________________________________________
2. ____________________________________________________________________________________________
3. ____________________________________________________________________________________________
4. ____________________________________________________________________________________________
5. ____________________________________________________________________________________________
6. ____________________________________________________________________________________________
7. ____________________________________________________________________________________________
8. ____________________________________________________________________________________________
9. ____________________________________________________________________________________________
10. ____________________________________________________________________________________________
11. ____________________________________________________________________________________________
12. ____________________________________________________________________________________________
13. ____________________________________________________________________________________________
14. ____________________________________________________________________________________________
15. ____________________________________________________________________________________________

Interview Team Chair Signature: __________________________ Date: __________________________

Copies To: Regional Superintendent
Immediate Supervisor, and/or Department Head.
**INTERVIEW TEAM MEMBER BALLOT**

Job Title: ________________________

ROE #9 Dept.: ____________________

Date of Interview: Mo____ Day____ Yr____

Your Name: ________________________

(Please print your name)

---

**Top candidate choices (in rank order):**

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________
5. ________________________________

6. ________________________________
7. ________________________________
8. ________________________________
9. ________________________________
10. ________________________________

---

**Candidates not acceptable to you for this position (in any order):**

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________
5. ________________________________

6. ________________________________
7. ________________________________
8. ________________________________
9. ________________________________
10. ________________________________

---

Your Signature: ________________________

(Please sign your name)

Date: ______________________

---

Copies To: Regional Superintendent
Immediate Supervisor, and/or Department Head.
### Interview Ballot Results

[Pages 21 - 24 will be completed by interview chair based on team ballots]

<table>
<thead>
<tr>
<th>Interview Team Member's Name</th>
<th>Team Member's Gender/Race</th>
<th>Choice #1</th>
<th>Choice #2</th>
<th>Choice #3</th>
<th>Choice #4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Copies To: Regional Superintendent
Immediate Supervisor, and/or Department Head.
# INTERVIEW TEAM MEMBERS “UNACCEPTABLE CANDIDATES”

<table>
<thead>
<tr>
<th>Interview Team Member's Name</th>
<th>Team Member's Gender/Race</th>
<th>*Candidate</th>
<th>Candidate</th>
<th>Candidate</th>
<th>Candidate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Refers to any unacceptable candidate on Interview Team Member Ballot

Copies To: Regional Superintendent, Immediate Supervisor, and/or Department Head.
## INTERVIEW TEAM “TOP CHOICES” SUMMARY

<table>
<thead>
<tr>
<th>Candidate's Name</th>
<th>Total of #1 Choices</th>
<th>Total of #2 Choices</th>
<th>Total of #3 Choices</th>
<th>Overall Totals of: (#1, #2, #3)</th>
<th>Unacceptable Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Copies To: Regional Superintendent
Immediate Supervisor, and/or Department Head,
Interview Team Adjusted Summary

Job Title

ROE / Department

Rating System:
1st Choice = 3 points each
2nd Choice = 2 points each
3rd Choice = 1 point each
Not Acceptable = -2 points each

<table>
<thead>
<tr>
<th>Candidate’s Name</th>
<th>Choice #1 (3 points/vote)</th>
<th>Choice #2 (2 points/vote)</th>
<th>Choice #3 (1 point/vote)</th>
<th>Not Acceptable (-2 points/vote)</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rank Order by Adjusted Rating:

1. ____________________________ Total Points
2. ____________________________ Total Points
3. ____________________________ Total Points
4. ____________________________ Total Points
5. ____________________________ Total Points
6. ____________________________ Total Points
7. ____________________________ Total Points
8. ____________________________ Total Points
9. ____________________________ Total Points
Department Head, Immediate Supervisor, and/or Administrator

Interview Selection Summary

<table>
<thead>
<tr>
<th>Candidate Names</th>
<th>A. Team Rating</th>
<th>B. Exit Interview or S/W Comments</th>
<th>C. Writing Sample Demonstration, etc.</th>
<th>D. References Check (Pers./Prof.)</th>
<th>E. Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#1 = 50 points</td>
<td>#1 = 30 points</td>
<td>#1 = 10 points</td>
<td>#1 = 10 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>#2 = 40 points</td>
<td>#2 = 25 points</td>
<td>#2 = 8 points</td>
<td>#2 = 7 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>#3 = 30 points</td>
<td>#3 = 20 points</td>
<td>#3 = 5 points</td>
<td>#3 = 5 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>#4 = 20 points</td>
<td>#4 = 10 points</td>
<td>#4 = 3 points</td>
<td>#4 = 3 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>#5-10 = 10 points</td>
<td>#5-10 = 0 points</td>
<td>#5-10 = 0 points</td>
<td>#5-10 = 0 points</td>
<td></td>
</tr>
</tbody>
</table>

A = Team

B, C, D = Administrator, Dept. Head, Supervisor

Total of A-B-C-D

Rank Order:
1. ___________________ / ________ Points
2. ___________________ / ________ Points
3. ___________________ / ________ Points

Comments:

#1 = 30 points
#2 = 25 points
#3 = 20 points
#4 = 10 points
#5-10 = 0 points
### EXIT INTERVIEW - SECOND ROUND DEPT. HEAD / IMMEDIATE SUPV. / ADM.

**INSTRUCTIONS:** If a second round interview is necessary, the department head, immediate supervisor, and/or administrator is to rate each candidate on the items below and use the ratings 10-20-30-40 for each of the 'INTERVIEW FACTORS' listed below. This rating form may also be used for an Exit Interview if it is included in the process. Interview Factors are defined on the next page or on the back of this form.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOP FIVE CANDIDATE NAMES**

<table>
<thead>
<tr>
<th>TOTAL POINTS</th>
<th>RANK</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Signature:** Adm., Dept. Head, Supv.

Mo __________ Day ________ Yr

Copies To: Regional Superintendent
            Immediate Supervisor, and/or Department Head.
INTERVIEW FACTORS

(Definitions)

1. **Ability/Skill**: The capability, competence, expertise, mastery proficiency, skill, aptitude, or talent to perform the job.

2. **Professionalism**: How the candidate presents himself/herself for the job or position.

3. **Enthusiasm**: The outlook, perspective, viewpoint, or manner presented by a candidate for working in the Regional Office of Education #9.

4. **Focus**: A candidate’s ability to concentrate, center, highlight, and fix himself/herself on the issues.

5. **Integrity**: The character, honesty, honor, or principles indicated by the candidate or his/her references.

6. **Interest**: The pursuit, concern, attention, stake, or preoccupation of a candidate for a position or his/her chosen career.

7. **Knowledge**: The experience, information, intelligence, wisdom, awareness, realization, facts, or information a candidate knows about the position or his/her area of preparation.

8. **Training/Educational Background**: A candidate’s previous experience and preparation as educationally relevant to the position for which he/she has applied.

9. **Job History**: The candidate’s previous job history as indicated by his/her record which demonstrates that he/she has the temperament, dedication and skills necessary for success.

10. **Communication**: The candidate’s ability to understand and communicate sufficiently to perform the job for which he/she has applied.
Copies To: Regional Superintendent
Immediate Supervisor, and/or Department Head.
EMPLOYMENT REFERENCE FORM FOR PERSONNEL

(Two [2] References Are Required For Each Candidate Considered For Employment)

Applicant Name: ____________________________ Reference Name: ____________________________

ROE Job Title: ____________________________ Ref.
Position: ____________________________

Department: ____________________________ Ref.
District/Firm: ____________________________

Ref. Telephone ____________________________

Reference Information (The candidate has applied for a position with ROE #9, and we would like to verify some information.
Would you be willing to provide us with background information?) Yes _______ No_____

1. Dates of Employment: From:_________________________ To:_________________________

2. How long have you known the applicant? ____________________________

3. What was your relationship to the applicant? ____________________________

4. Applicant’s job title/responsibilities? ____________________________

5. Applicant’s attendance and work habits? ____________________________

6. Applicant’s relationship with management and co-workers? ____________________________

7. Applicants’ maturity and judgement? ____________________________

8. Applicant’s ability to communicate with others? ____________________________

9. Greatest Strength? ____________________________ Limitation? ____________________________

10. Rate candidate’s job performance 1 – 10 (10 being the highest rating)? ____________________________

11. If you had another position open today for which this applicant was qualified, would you rehire him/her without reservation? Why or Why Not? ____________________________

12. Should we have any concerns about this applicant working with children or other employees? Yes ___ No ____ Why or Why Not? ____________________________

13. Has this applicant ever been suspended, disciplined, or placed on probation for any reason at your District or firm? Yes ___ No ____ Explain: ____________________________

14. Additional Comments: ____________________________

(Use Back)
Copies To: Regional Superintendent
Immediate Supervisor, and/or Department Head.

REFERENCE RATING

(One Form Per Candidate)

Candidate Name: ___________________________ Job Title: ___________________________

Date of Check(s): ___________________________ ROE #9 Dept.: ___________________________

Administrator: ___________________________ Date: Mo __________ Day __________ Year __________

Information / Criteria: The rating for the candidate above is based on the references (either provided by
the candidate or researched by the administrator) as a part of the employment process. This rating is but one
aspect of the Interview Selection Summary, Page 25 of the final rating for the candidate and is applied as a
numerical factor in that process. A criminal background check will be completed on the individual selected for
the position.

<table>
<thead>
<tr>
<th>Rating Criteria</th>
<th>Points for Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Received excellent recommendations for the job from previous employers, advocates, friends or others who may be qualified to provide information on the candidate.</td>
<td>40 (Excellent)</td>
</tr>
<tr>
<td>2. Received mostly good recommendations from previous employers with some excellent references, but did not rise to all excellent recommendations as indicated in #1 above.</td>
<td>30 (Good)</td>
</tr>
<tr>
<td>3. Received average to below average recommendations from previous employers and no excellent recommendations were evident.</td>
<td>20 (Fair)</td>
</tr>
<tr>
<td>4. Received below average recommendations from previous employer or previous employers were reluctant to provide information or a recommendation on the employee.</td>
<td>10 (Poor)</td>
</tr>
<tr>
<td>5. References would not provide information on the candidate or the information provided on the candidate was unacceptable.</td>
<td>0 (Unacceptable)</td>
</tr>
</tbody>
</table>
Copies To: Regional Superintendent
Immediate Supervisor, and/or Department Head.
Recommendation for Employment (NEW HIRE)

SECTION ONE: (TO BE COMPLETED BY APPLICANT - PLEASE PRINT):

First Name ___________________________ Middle Name ___________________________ Last Name ___________________________

Street Address ___________________________ City ___________________________ State & Zip Code ___________________________

Phone Number ___________________________ Social Security Number ___________________________ Birth Date ___________________________

Gender:  □ Male  □ Female  
Race:  □ White  □ Black  □ Hispanic  □ Asian or Pacific Islanders  □ Native American  □ Unknown

Have you ever been convicted of a felony?  □ Yes  □ No  ___________________________ Employee Signature ___________________________

If yes, what was the felony conviction? (Please Explain):

________________________________________

Is there anything that would prevent you from performing the essential functions/responsibilities of this position with or without reasonable accommodation?  □ Yes  □ No  ___________________________ Employee Signature ___________________________

If yes, please explain:

________________________________________

________________________________________

SECTION TWO: (TO BE COMPLETED BY THE HIRING SUPERVISOR/ADMINISTRATOR):

2. Position Title: ___________________________

   (the Position Title needs to match the Job Description title)

If an employee has a job with more than one title, please complete another “Recommendation for Employment” form for job #2

3. Beginning Date of Employment: ________________ Ending Date of Employment: ________________

4. Number of Employment Days: _______ Hours Per Day: _______ Days Per Week: _______ Months Per Year: _______

5. □ Full-Time Salary  □ Part-Time Salary  □ Part-Time Hourly  □ Limited Term  □ Itineraries  □ Time Sheet  □ None

6. 6. Funding Source(s)_________________________ %

7. First Pay Date: ___________________________ Last Pay Date: ___________________________
8. Person Who New Hire Replaced: 1. _______________________________ 2. _______________________________

9. IF APPLICABLE: Initial Salary Schedule Placement: Degree _______ Lane/Step _______ (Placements are at the base level pending receipt of transcripts and/or previous employment information. Adjustments to the initial placement are retroactive to the original hire date within the first fiscal/school year.)

10. Yearly Salary Amount: ________________ Daily Rate ________________ OR Hourly Rate: ________________

11. Vacation Days Allotted: ________________ Sick Days Allotted: ________________ Personal Days Allotted: ________________


________________________________________

Hiring Supervisor/Administrator’s Signature  Date (Month, Day and Year)

________________________

SECTION THREE:  (TO BE APPROVED BY THE REGIONAL SUPERINTENDENT):

Original: Payroll File
Copy #1: Hiring Supervisor
Copy #2: Personnel File

________________________Date:____________________

Copy #3: Employee  Signature, Regional Superintendent
Procedures / Processes For:
Screening / Interviewing / Hiring / Induction / Mentoring / Retention

Explanation, Orientation, and Expectations for Administrators/Supervisors

1.0 Screening: The administrator/department head is responsible for the screening of applicants into and out of the interview process. No teachers or other employees may screen applicants by themselves for any position unless the adm./dept. head is with them to supervise and direct the process.

1.10 Screening guideline recommendations are listed under Screening Guidelines in this packet on Page 3, Item V.

1.20 An adm./dept. head will screen on his/her own and use the rating form on Page 6 based on the guidelines.

1.30 Candidates considered or screened out of the interviews should be listed on Page 4 of this packet along with the reason(s) / comments as to why they were screened out of the process.

Disclaimer: All school districts participating in the Applitrack Online Application Process are equal opportunity employers and encourage applications from any candidate. Certain job postings may attract more candidates than others, and a candidate has no guarantee that his/her application will be considered for screening which could lead to an interview. Therefore, administrators will follow the practice below for notification of candidates interested in a certain position or in the candidate pool:

1. Administrators will have the opportunity to review all applications in the candidate pool from the online applications for a specific position, and select candidates for closer screening and consideration.

2. Candidates not selected for screening and consideration will not receive any notification from the administration of their status with the position.

3. Candidates selected for screening and closer scrutiny may receive a notification letter from the administration of their status and/or whether they will receive an interview or not.

4. Candidates selected from the screening for an interview will be notified either in writing (email) or by telephone of their status and the fact they will be given an interview for the open position.

Note: An Applicant will receive an email confirmation from Applitrack confirming that his/her application has been received and is in the database pool.

The school districts participating in the Applitrack Online Application System and their administrators thank you for your application and interest in our schools.

1.40 Records and documentation of the screening process on Pages 4, 6, and 7 for each hire shall be maintained at the adm./dept. head level for at least one year (1) from the date of screening, and copies are to be sent to the Regional Superintendent.

1.50 Administrators/dept. heads should keep in mind that the Regional Office of Education #9 is an Affirmative Action / Equal Employment Opportunity employer.
Internal candidates would be expected to apply and follow the same procedures as external candidates. Department heads are encouraged to interview internal candidates if they meet the minimum qualifications.

**2.0 Interviews:** The administrator/department head is solely responsible for the interview process and selection of candidates in his/her department. The adm./dept. head may use a designated adm./dept. head (not teachers or other staff) to manage the process, but the adm./dept. head is the only person responsible for department hires and should complete and sign the appropriate forms to select a candidate for hire in that department of the Regional Office of Education #9. **No interview is to be held with any candidate who has not completed an Online Application.**

2.10 Pages #10 - 19 of the 'Employment Process' (Item VI.-A.-B.-C.) explains the interview process.

2.20 For all posted positions for the Regional Office of Education #9, Procedure “A” will be followed. Procedure “B” can be used with the approval of the Regional Superintendent in an emergency situation or when the need arises to hire an employee immediately. Procedure “C” is used for temporary positions only.

2.21 A writing sample or demonstration of skills is required for Interview Procedure “A” or “B”.

2.22 Asking a minimum of ten (10) questions to each candidate is required (the same questions must be asked of each candidate).

2.23 Having an interview team with a minimum of three (3) members is required. A larger team may be used depending on the nature/importance of the position. The team should represent the diversity (race and sex) of the staff/students or candidates in the department, Regional Office of Education #9 or clients it serves. An interview team may include teachers, non-certified personnel, administrators, department heads, students, community members, etc. **The make-up (name of each person, position, race and sex) of each interview team member must be approved by the Regional Superintendent or Assistant Regional Superintendent prior to the actual interview taking place.** [Interview team members’ name, race and sex may be e-mailed to the Regional Superintendent or Assistant Regional Superintendent for approval prior to the interview(s)]

2.24 If after the first round of team interviews two or more candidates’ ratings are too close to select a candidate for the position; the administrator/department head can opt to use the *Second Round Dept. Head/Immediate Supv./Adm. Interview Rating Form* to make the final determination.

2.30 The interview team is used for providing **INPUT** to the administrator/ supervisor. The interview team’s input should not be used as the only factor to make a hiring decision. At best, the team interview should constitute no more than 50% of the adm./dept. head’s final decision. The adm./dept. head must meet with the interview team prior to the interviews to explain the interview process and all Regional Office of Education #9 legal requirements, the rating system and how the final decision will be made. Fairness in the process is an absolute necessity.

2.40 Other factors which an administrator/department head can include in his/her final hiring selection/decision may be:
2.41 One-on-one Interview (candidate interviews only with adm./dept. head or administrative designee),
2.42 Writing Sample or Demonstration, etc.
2.43 Reference Checks (required)
2.44 Second Interview, and
2.45 Other criteria as determined by the adm./dept. head prior to the interview.

2.50 The administrator/supervisor must retain all interview ratings and selection data for at least a one (1) year period (longer if process has been challenged or appealed). Pages 11, 12, 13-15, 17, 18, 19-24 and 25 will be sent to the Regional Superintendent.

2.60 Only the administrator/department head can hold one-on-one interviews if a team interview is conducted separately and chaired by a different adm./dept. head (recommended in buildings with assistant administrator[s]) where more than one adm./dept. head is available to serve as an interview team chair separate from the head of the department).

2.61 When department heads include the one-on-one interview process; the interview team must be chaired by an administrator and trained and provided information to avoid illegal or discriminatory team interviews.

2.62 It is recommended that a designated adm./supv. chair the interview team if the department head decides to include one-on-one interviews in the process.

2.63 It is recommended that (departments with only one adm/dept. head) the department head be a part of the interview team, chair its proceedings and opt not to use the one-on-one interview process. If the department head chooses to use the one-on-one interview process, he/she should have an adm./dept. head from outside of the department to chair the interview team.

2.70 Second Interviews: If the administrator/supervisor is unable to make a decision between two or more candidates from the first round of team and/or one-on-one interviews along with other criteria), then he/she can invite the finalists back for a second round of interviews.

2.71 Usually only the adm./dept. head should be involved in the second round of interviews. Two administrators could be involved in the second round if desired.

2.72 The second round of interviews is used to clarify and select the best candidate.

2.73 The second round interview questions do not have to be the same for all candidates. This interview is designed to probe each candidate for answers to questions, which would search out the best candidate. (sample provided on pages 26-27)

2.74 If second round interviews are held, the results can be included in the data and information from the first round or scored separately to determine the best candidate from the second round.

3.0 Selection and Ratings: (Pages 17 - 29) The administrator/department head is responsible for collecting all of the data from the interview team (ratings, comments, strengths and weaknesses), one-on-one interviews, background/reference checks, writing samples, demonstration(s), second interviews and any other criteria so that the final ratings of the ‘Employment Process’ can be completed. Confidentiality and security must be maintained during the entire process, and that is why all materials must be returned to the Regional Superintendent prior to employment. (Team members must not take any materials from the interview and must return all data and materials to the Interview Chairperson before exiting the interview area.)

3.10 The selection and ratings pages are found on Pages #17 - #29.
3.10.1 Page 17 Writing Sample Rubric (one per candidate).
3.10.2 Page 18 Candidate Interview Strengths & Weaknesses comments (one per candidate to be completed by each interview team member).

3.10.3 Page 19 Interview Team Debriefing Information On Candidates (one per candidate and completed by Interview Team Chairperson).

3.10.4 Page 20 Interview Team Member Ballot (one per interview team member and completed by each interview team member).

3.10.5 Page 21 Interview Team Ballot Results (Begins compilation of results from Interview Team Member Ballot and completed by Department Head or Administrator in charge of interviews).

3.10.6 Page 22 Interview Team Members Unacceptable Candidates (one page to be completed by Department Head or Administrator in charge of interviews).

3.10.7 Page 23 Interview Team ‘Top Choices’ Summary (one page to be completed by Department Head or Administrator in charge of interviews).

3.10.8 Page 24 Interview Team Adjusted Summary (one page to be completed by Department Head or Administrator in charge of interviews).

3.10.9 Page 25 Interview Selection Summary (one page to be completed by Department Head or Administrator in charge of interviews).

3.10.10 Pages 28 - 29 Employment Reference Form for Personnel and Reference Rating (two per candidate and completed by Department Head or Administrator in charge of interviews).

3.20 The second round interview process Second Round Dept. Head / Immediate Supv. / Adm. Interview Rating Form is found on Pages 26 - 27 and completed only by the Department Head or Administrator in charge of the interview process.

3.21 Use only the 10-20-30-40 points to rate each of the ten (10) factors for each candidate (consider a separation of points when candidate’s total scores are tabulated).

3.30 Only the adm./dept. head is responsible for the final candidate ratings.

3.40 Use the criteria from the team interviews, exit interviews, writing samples, strengths and weaknesses sheets, second interviews, background/reference checks, or other criteria to rate each candidate and select the candidate of choice based on the data and background information research.

3.50 Make sure each candidate’s rating is accurate and correspond with the rating sheets used.

3.60 The adm./dept. head is responsible for notifying (by telephone and in writing) the successful candidate as well as those candidates who were interviewed but not selected.

3.70 The adm./dept. head is responsible for completing all forms (of the “Hiring Packet”) and signing his/her name and inserting the date on the form as required. All pages must be completed and returned (if a page does not apply, write “NA” on the page) to the Regional Superintendent before the candidate can be employed.

3.80 The adm./dept. head is expected (when requested by an unsuccessful candidate) to discuss the interview results in a face-to-face meeting with the candidate. (Review procedure with Regional Superintendent before discussing interview and data with any unsuccessful candidate.)

3.81 Results of the unsuccessful candidate in relation to the selected candidate should only be shared verbally. Do not show, display or copy any written results to any candidate.
3.82 Interview team comments may be shared with the unsuccessful candidate without revealing any names or identities of the interview team members who made the statements.

4.0 **Teacher Employment Certification:** The administrator/supervisor who supervises certified teacher/personnel is responsible for verifying that the teacher or other employee is certified or qualified for the position.

4.10 No interviews should occur unless a candidate has an application on file at the Regional Office of Education #9. The candidate may complete an application just prior to the interview if he/she was recruited, and the information is only on a recruiting information sheet (but they cannot interview unless the application is completed).

4.20 Make sure candidates have a certificate or are able to prove certification to the Regional Superintendent or Assistant Regional Superintendent.

4.30 Administrators/department heads should work closely with the Regional Superintendent to determine whether a candidate is able to be certified before offering the position to him/her.

4.40 Administrators/department heads are responsible for making sure the candidate is certified for the position.

5.0 **Recommendation for Employment:**

5.10 Admin. /dept. heads are responsible for indicating the correct:

5.11 candidate’s name, address and phone number, and
5.12 candidate’s birth date, sex, social security number and race.

5.20 Administrators/department heads are responsible for having the candidate fill in and complete the section regarding felony convictions (make sure the candidate signs his/her name in the blank provided to indicate whether he/she has ever been convicted of a felony) or has any physical limitations which would prohibit him/her from performing the essentials functions of the job with/without reasonable accommodation(s).

5.30 Administrators/department heads are responsible for listing the exact position(s):

5.40 Indicate the base salary to the employee,

5.41 indicate to the certified teacher/candidate that he/she can receive previous work credit on the appropriate salary scale. Any verifiable previous work-related experience must be documented in writing from a previous employer and sent to the Regional Superintendent or his/her designee. Until verifiable experience can be documented, the certified teacher/candidate will receive a base salary. The candidate is responsible for providing the documentation of previous work experience to the Superintendent or his/her designee.

5.42 indicate the funding source to which this position is being charged,

5.43 indicate the beginning and ending date of employment for each job,

5.44 indicate the exact hours per day or percentage of time employed,

5.45 indicate person replaced and sign the form with a date inserted,

5.46 indicate the number of employment days (time working), and
5.47 indicate if employee is FTSE (full time salary employee), PTSE (part time salary employee), PTHE (part time hourly employee), or LTE (limited term employee).

5.50 Administrators/department heads are responsible for sending the completed Employment Process forms to the Regional Superintendent before the candidate can begin employment.

5.60 Candidate will be sent to Payroll Specialist to receive employment information, fill out required forms, and receive any other important items for hire.

6.0 Emergency Hires During the Work Year---The following are required with the approval of the Regional Superintendent:

6.10 a writing sample and/or teaching, coaching, or demonstration of skills.

6.20 a minimum of ten (10) questions must be asked to each candidate (the same questions must be asked of each candidate),

6.30 the adm./dept. head is responsible for conducting the interviews, and he/she may choose to form an interview team as required in 2.23 of this document, but it is not required when a position is open.

6.40 the adm./dept. head is responsible for completing the required ‘Employment Process’ forms after checking the background and references for the chosen candidate and submitting them to the Regional Superintendent before the candidate begins employment, and

6.50 the adm./dept. head shall retain the data and information collected from the interviews for at least one (1) year.

7.0 The Regional Office of Education #9 ‘Employment Process’ Procedures Apply Only to Permanent Positions and not to: (permanent positions are for extended periods of time---usually more than a semester or four (4) months.

7.10 Temporary employees who work less than six (6) months on an assignment,

7.20 Temporary positions with specific beginning and ending dates less than six (6) months.

7.30 Temporary positions where employees replace permanent employees for reasons of illness, pregnancy, family needs, etc.

7.40 Temporary positions will be filled by utilizing a process of:

7.41 checking backgrounds and references,

7.42 conducting personal or telephone interviews,

7.43 completing the “Recommendation for Employment” in the “Employment Packet”,

7.44 no audits are required for filing in the Regional Superintendent’s Office, and

7.45 adm./dept. head should maintain records, data and notes from these hires for at least one (1) year.

8.0 Induction: The administrator/department head is responsible for inducting all staff into the policies and procedures for the department and Regional Office of Education #9. Those include:

8.10 Regional Office of Education #9 and department rules/regulations/procedures/expectations/working conditions.

8.20 Student discipline rules and code (for staff who work with students).

8.30 Job description and evaluation process required by Regional Office of Education #9.

8.40 Staff development opportunities (if applicable).
8.50 Notification of absence procedures including substitute replacements: if applicable (for illness, personal leave, professional leave, etc.).

8.60 Explanation of salary and benefits—Recommendation for Employment.

8.70 Work/School Day starting-ending times, breaks, lunches, mileage, etc. (if applicable).

8.80 Employee expectations in completing the "new employee process" (physical exam, TB test, I-9 form, employment verification form, signing to indicate receipt of required policies/documents, and any other necessary information).

8.90 Most of the above items should be provided for the new employee at the time of hire, but the employee should not go longer than one (1) week after hire before he/she is given this information.

9.0 Mentoring: The administrator/department head is responsible for having a volunteer assistance or mentoring program in place for new employees. This is a requirement for each department in the Regional Office of Education #9. The adm./dept. head will:

9.10 provide leadership in this area by providing staff development opportunities for the new employee and the mentor, and

9.20 determine if new employees are experiencing difficulties and need assistance or remediation and assist as/if necessary.

10.0 Retention: While the Regional Office of Education #9 does not have a formal retention program, it is expected that administrators/department heads in charge of the employment process create and have retention plan for keeping employees. Including new employees in the department is very important. A retention plan could include:

10.10 providing a welcome to the department and Regional Office of Education #9 for new employees to greet and meet each other along with current staff (follow-up social activities during the year are also recommended).

10.20 being available to employees to discuss and solve work related problems, and

10.30 doing everything possible to make a new employee feel that he/she is an important part of that department and the Regional Office of Education team.
TEACHER/ADMINISTRATOR RECRUITING INFORMATION SHEET

University ____________________________

Recruiting Date ____________________________

Candidate's Name ____________________________ (Please Print)

Campus Address ____________________________

City________________State____ Zip____

Permanent Address ____________________________

City________________State____ Zip____

Telephone #’s: Campus________________ Work________________ Permanent________________

E-Mail Address ____________________________

Area of Teaching/Administrative Certification(s)/Qualification(s):

Teacher (Certification Date:__________) Administrator (Certification Date:__________)

Special Education Certification:_________________ Extra-Curricular Interests:_________________

Teaching Preferences (Be Specific): Elementary Grade Level Choices

A.____ B.____ C.____ D.____

High School/Middle School Choices: A.________________ B.________________ C.________________

Date Available To Teach:________________________

Recruiters Section Only: Recruiters Name:________________________

Check or “X” the appropriate box below, and provide comments that may be helpful to an administrator who may consider this candidate.

1. Definite Interview Potential [ ] Comments on Candidates:
   (See Next Page For Definitions)

2. Possible Interview Potential [ ] 1.___________________________

3. Not Recommended for an Interview [ ] 2.___________________________
   3.___________________________
CANDIDATE RATING FACTORS
(Definitions)

Enthusiasm: The general outlook, perspective, viewpoint, excitement or manner presented by a candidate for working in an educational environment such as Unit #4.

Knowledge: The experience, information, intelligence, wisdom, awareness, realization, facts, or information a candidate knows about the position or his/her area of preparation.

Communication: The candidate's ability to understand and communicate sufficiently to perform the job for which he/she is interested.

Focus: A candidate's ability to concentrate, center, highlight, and fix himself/herself on the issues.

Interest: The pursuit, concern, attention, stake or preoccupation of a candidate for a position or his/her chosen career.
**Evaluation Report of (Job Title)**

<table>
<thead>
<tr>
<th>(Employee Name)</th>
<th>(Total Years)</th>
<th>(Department Title)</th>
<th>(Total Yrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME OF EMPLOYEE</td>
<td>YEARS OF EXPERIENCE</td>
<td>DEPARTMENT</td>
<td>YEARS IN POSITION</td>
</tr>
</tbody>
</table>

**PERFORMANCE RESPONSIBILITIES:**

1. (Performance Duties)

2. (Performance Duties... if additional lines are necessary... continue to type and text will automatically word wrap. No hard returns are necessary.)

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10. 

11. 

12. 

13. (If additional lines are necessary... tab over until a new cell is automatically added. The numbering should be automatic and the typist should not have to manually add numbers. Formatting should be the same.) (If the number of responsibilities is less than 13, the typist should highlight the entire last cell and "right click" and tell the computer to delete entire row.)

**COMMENTS (Remediation/Goal Setting):**

(Comments can be typed directly on template. Sentences will automatically word wrap. If the comments are lengthy, allow the page to flow into two pages. If comments are short, the typist can highlight the unnecessary space and delete the extra spaces so that everything (including signatures) will fit on one page.)

**OVERALL RATING:**

- [ ] Satisfactory
- [x] Unsatisfactory*

*An unsatisfactory rating must be accompanied by a remediation plan and goal setting for improvement in the "Comments" section above.

Employee's Signature : Date

Evaluator's Signature : Date

Copy #1: Personnel File
Copy #2: Employee
Copy #3: Evaluator

01/22/01
Appendix B: History of Self-Study

University of Illinois
Institute of Government and Public Affairs
Center for Prevention Research and Development

School Improvement Self-Study – History and Background

The School Improvement Self-Study Surveys have a long history of use by CPRD. In 1990-91, CPRD created a School Improvement Self-Study process for middle-grade schools. The Self-Study constructs and indicators were based on the recommendations of the Carnegie Corporation’s seminal work, Turning Points: Preparing American Youth for the 21st Century (Carnegie Council on Adolescent Development, 1989). Turning Points contained a set of recommendations to improve middle grade schools, particularly schools containing large percentages of at-risk students. These recommendations included creating small, safe, personalized learning communities, teacher advocates for every student, relevant curriculum and appropriate instructional strategies, teachers prepared to teach this age group, and family and community involvement. Utilizing these recommendations and the extant research literature on middle schools and young adolescent developmental needs, CPRD developed the Self-Study as a set of quantitative measures to assist schools in measuring the level of implementation of the Turning Point recommendations.

Over the past 20 years, CPRD has conducted research and evaluation on the effectiveness of the implementation of the Turning Points recommendations through our involvement in a number of national and regional initiatives, including Middle Start (W. K. Kellogg Foundation), Mid South Middle Start (Foundation for the Mid South), National Turning Points Network, and Different Ways of Knowing (Galef Institute). Our work in these projects consisted of large-scale data collection, analysis, publications, technical assistance and training, and presentations.

CPRD’s research thus far has demonstrated the link between (1) small learning communities and improved student achievement scores (Flowers, Mertens, & Mulhall, 1999, 2000a, 2000b; Mertens & Flowers, 2003a, 2004; Mulhall, Flowers, & Mertens, 2002), (2) teacher preparation for teaching middle-grade students and increased levels of team and classroom practices (Flowers & Mertens, 2003; Flowers, Mertens, & Mulhall, 2002; Mertens & Flowers, 2003b; Mertens, Flowers, & Mulhall, 2002, 2005), (3) latchkey status and its affect on student well-being (Mertens & Flowers, 2005; Mertens, Flowers, & Mulhall, 2003), and other topics such as (4) school size and parent familiarity with middle grade practices (Flowers, Mertens, & Mulhall, 2003; Mertens, Flowers, & Mulhall, 2001; Mulhall, Mertens, & Flowers, 2001). To date, we have published over 20 articles and book chapters focusing on the research generated from the middle-grades Self-Study data. This research has been cited by RAND, Education Week, the National Staff Development Council, the National Forum to Accelerate Middle Grades Reform, and the National Middle School Association.

Current research and evaluation efforts using the Self-Study focus on an evaluation of the Schools to Watch: School Transformation Network, which is funded by the National Forum to Accelerate Middle-Grades Reform via a U. S. Department of Education’s Investing in Innovation (i3) grant. This project includes an additional layer of analysis through the use of Student Surveys with individual student identification numbers that allow us to track cohorts of students longitudinally and conduct cross-sectional analyses that can be matched to individual state achievement scores. At the end of year 2, i3 results from the SISS, coach’s logs and implementation analysis have demonstrated positive school and achievement outcomes (CPRD, 2012).
CPRD’s middle-grades Self-Study has been used with over a million students and over a hundred thousand teachers in over a thousand schools across the country since the early 1990s. This large and unique sample has enabled CPRD to demonstrate the validity and reliability of the Self-Study measures and constructs. Reliability and validation studies have been regularly conducted on the Self-Study middle-level school data to ensure the survey measures are both accurate and reliable (Mertens & Flowers, 2003a; Mertens, Flowers, & Mulhall, 2002; Flowers, Hesson-Mcinnis, Bishop, & Mertens, 2007; Mertens, Flowers, Hesson-Mcinnis, & Bishop, 2006, 2007).

Recognizing the need for research and evaluation projects for our nation’s high schools, CPRD began development of a high school Self-Study in 2004. The content of the 2005 high school Self-Study is based on national recommendations as posited by Breaking Ranks II (National Association of Secondary School Principals, 2004) and A Call to Action (National High School Alliance, 2005). The high school Self-Study development was also based on CPRD’s well-validated middle school Self-Study survey because the tenets proposed by the national high school recommendations are nearly identical to the recommendations put forth for middle schools by the Carnegie Corporation’s Turning Points in 1989 (Carnegie Council on Adolescent Development, 1989). For example, the high school recommendations call for personalized learning communities, academic engagement of all students, collaborative empowered leadership, integrated and relevant curriculum, and community engagement. In consultation with high school teachers, administrators, and central office personnel, CPRD created new items and constructs specific to high school reform, including student reports of the transition from middle school to high school, post-high school plans and aspirations, and levels of satisfaction with the high school experience. Additions to the high school staff survey include teacher reports of high school instructional strategies (e.g., English/language arts, mathematics, and all teachers), high school specific professional development needs/wants, and school policies. We believe that the addition of these items/constructs, combined with the well-validated middle school measures, will provide an overall set of quantitative measures to assist high schools in improvement efforts.

In 1999/2000, CRPD created the Middle School Parent Survey after recognizing the need for schools to gather input from their parents for their school improvement planning. Then in 2004, the survey was updated to create the High School Parent Survey. Since the purpose of the Parent Survey was to address the continuous improvement efforts of the school and not address wider scale research purposes, CPRD has not conducted any tests on the validity and reliability of the Parent Survey measures.

REFERENCES:


structures, organizations, and practices on student outcomes. Moving toward a multivariate/multi-level model. Symposium conducted at the annual meeting of the American Education Research Association, Chicago, IL.


Appendix B: History of Self-Study

University of Illinois
Institute of Government and Public Affairs
Center for Prevention Research and Development

School Improvement Self-Study – History and Background

The School Improvement Self-Study Surveys have a long history of use by CPRD. In 1990-91, CPRD created a School Improvement Self-Study process for middle-grade schools. The Self-Study constructs and indicators were based on the recommendations of the Carnegie Corporation’s seminal work, Turning Points: Preparing American Youth for the 21st Century (Carnegie Council on Adolescent Development, 1989). Turning Points contained a set of recommendations to improve middle grade schools, particularly schools containing large percentages of at-risk students. These recommendations included creating small, safe, personalized learning communities, teacher advocates for every student, relevant curriculum and appropriate instructional strategies, teachers prepared to teach this age group, and family and community involvement. Utilizing these recommendations and the extant research literature on middle schools and young adolescent developmental needs, CPRD developed the Self-Study as a set of quantitative measures to assist schools in measuring the level of implementation of the Turning Point recommendations.

Over the past 20 years, CPRD has conducted research and evaluation on the effectiveness of the implementation of the Turning Points recommendations through our involvement in a number of national and regional initiatives, including Middle Start (W. K. Kellogg Foundation), Mid South Middle Start (Foundation for the Mid South), National Turning Points Network, and Different Ways of Knowing (Galef Institute). Our work in these projects consisted of large-scale data collection, analysis, publications, technical assistance and training, and presentations.

CPRD’s research thus far has demonstrated the link between (1) small learning communities and improved student achievement scores (Flowers, Mertens, & Mulhall, 1999, 2000a, 2000b; Mertens & Flowers, 2003a, 2004; Mulhall, Flowers, & Mertens, 2002), (2) teacher preparation for teaching middle-grade students and increased levels of team and classroom practices (Flowers & Mertens, 2003; Flowers, Mertens, & Mulhall, 2002; Mertens & Flowers, 2003b; Mertens, Flowers, & Mulhall, 2002, 2005), (3) latchkey status and its affect on student well-being (Mertens & Flowers, 2005; Mertens, Flowers, & Mulhall, 2003), and other topics such as (4) school size and parent familiarity with middle grade practices (Flowers, Mertens, & Mulhall, 2003; Mertens, Flowers, & Mulhall, 2001; Mulhall, Mertens, & Flowers, 2001). To date, we have published over 20 articles and book chapters focusing on the research generated from the middle-grades Self-Study data. This research has been cited by RAND, Education Week, the National Staff Development Council, the National Forum to Accelerate Middle Grades Reform, and the National Middle School Association.

Current research and evaluation efforts using the Self-Study focus on an evaluation of the Schools to Watch: School Transformation Network, which is funded by the National Forum to Accelerate Middle-Grades Reform via a U. S. Department of Education’s Investing in Innovation (i3) grant. This project includes an additional layer of analysis through the use of Student Surveys with individual student identification numbers that allow us to track cohorts of students longitudinally and conduct cross-sectional analyses that can be matched to individual state achievement scores. At the end of year 2, i3 results from the SISS, coach’s logs and implementation analysis have demonstrated positive school and achievement outcomes (CPRD, 2012).
CPRD’s middle-grades Self-Study has been used with over a million students and over a hundred thousand teachers in over a thousand schools across the country since the early 1990s. This large and unique sample has enabled CPRD to demonstrate the validity and reliability of the Self-Study measures and constructs. Reliability and validation studies have been regularly conducted on the Self-Study middle-level school data to ensure the survey measures are both accurate and reliable (Mertens & Flowers, 2003a; Mertens, Flowers, & Mulhall, 2002; Flowers, Hesson-McInnis, Bishop, & Mertens, 2007; Mertens, Flowers, Hesson-McInnis, & Bishop, 2006, 2007).

Recognizing the need for research and evaluation projects for our nation’s high schools, CPRD began development of a high school Self-Study in 2004. The content of the 2005 high school Self-Study is based on national recommendations as posited by Breaking Ranks II (National Association of Secondary School Principals, 2004) and A Call to Action (National High School Alliance, 2005). The high school Self-Study development was also based on CPRD’s well-validated middle school Self-Study survey because the tenets proposed by the national high school recommendations are nearly identical to the recommendations put forth for middle schools by the Carnegie Corporation’s Turning Points in 1989 (Carnegie Council on Adolescent Development, 1989). For example, the high school recommendations call for personalized learning communities, academic engagement of all students, collaborative empowered leadership, integrated and relevant curriculum, and community engagement. In consultation with high school teachers, administrators, and central office personnel, CPRD created new items and constructs specific to high school reform, including student reports of the transition from middle school to high school, post-high school plans and aspirations, and levels of satisfaction with the high school experience. Additions to the high school staff survey include teacher reports of high school instructional strategies (e.g., English/language arts, mathematics, and all teachers), high school specific professional development needs/wants, and school policies. We believe that the addition of these items/constructs, combined with the well-validated middle school measures, will provide an overall set of quantitative measures to assist high schools in improvement efforts.

In 1999/2000, CRPD created the Middle School Parent Survey after recognizing the need for schools to gather input from their parents for their school improvement planning. Then in 2004, the survey was updated to create the High School Parent Survey. Since the purpose of the Parent Survey was to address the continuous improvement efforts of the school and not address wider scale research purposes, CPRD has not conducted any tests on the validity and reliability of the Parent Survey measures.

REFERENCES:


curriculum, instruction, and assessment (pp. 119-138). Greenwich, CT: Information Age Publishing.


Appendix C: Abridged Self-Study Example Notebook
# School Improvement Self-Study Data Notebook

## Table of Contents

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How to Use Your <em>Self-Study</em> Data</td>
</tr>
<tr>
<td>2</td>
<td>Teacher and Student Descriptors</td>
</tr>
<tr>
<td>3</td>
<td>Teacher Organization for Instruction</td>
</tr>
<tr>
<td>4</td>
<td>Classroom Instruction</td>
</tr>
<tr>
<td>5</td>
<td>Professional Learning Communities</td>
</tr>
<tr>
<td>6</td>
<td>Technology</td>
</tr>
<tr>
<td>7</td>
<td>Academic Engagement</td>
</tr>
<tr>
<td>8</td>
<td>Student Well Being</td>
</tr>
<tr>
<td>9</td>
<td>Learning Climate</td>
</tr>
<tr>
<td>10</td>
<td>Project Data</td>
</tr>
<tr>
<td>11</td>
<td>Family Involvement</td>
</tr>
<tr>
<td>12</td>
<td>Parent Survey Results</td>
</tr>
</tbody>
</table>
How to Use Your Self-Study Data

The first question you may have asked after receiving your Self-Study Data Notebook is, “What do we do now?” This User’s Guide is intended to answer that question!

To get started, utilize the five-step process below. Begin with the review of your overall school improvement plan and goals. Next, determine how the data will be used (i.e., who will examine and use the data). The final steps are in a cyclical three-part process of data-based decision making: (a) identify the relevant data for the selected school improvement goal, (b) examine and discuss the data, and (c) set goals and evaluate your progress. Now, let’s examine each of these steps in greater detail.

Data-Based Decision Making within the School Improvement Process

Step 1
Review your school improvement plan

Step 2
Determine how the data will be used

Step 3
Identify relevant data

Step 4
Examine and discuss the data

Step 5
Set goals and evaluate progress

If you have any questions about how to use your Self-Study data, you can also consult your CPRD Evaluation Coordinator, Dawn Carpenter, toll free 877-255-7078 or by email at dmcarpen@illinois.edu.
Step 4 – Examine and Discuss the Data

Bar Chart Features

**CORE Teacher Reports of Classroom Instructional Practices** (p. 2 of 2)

Survey Question

Question: How often do the following practices take place in your classes?

Indicates that the data on this chart is from CORE teachers only.

School Year 2010/11

A score of 40 means that core classroom teachers engaged in listening and verbal skill practices “several times a month” on average.

A score of 45 means that core classroom teachers engaged in reading skill practices between “several times a month” and “weekly” on average.

---

**Remember:** Bar charts present the data as the average (or mean) response of students or staff.

---

7 | Page
Step 4 – Examine and Discuss the Data

**Table Features**

2010/11 Student Reports of Homework and Leisure Reading

Indicates that the data on this chart are percentages AND are reported for each grade level.

Survey Question → On average, how much time do you spend on homework each day?

<table>
<thead>
<tr>
<th>Response Choices</th>
<th>Percent responding by grade level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 30 minutes</td>
<td>6th</td>
</tr>
<tr>
<td>30 minutes to 1 hour</td>
<td>51</td>
</tr>
<tr>
<td>Between 1 and 2 hours</td>
<td>28</td>
</tr>
<tr>
<td>Between 2 and 3 hours</td>
<td>3</td>
</tr>
<tr>
<td>More than 3 hours</td>
<td>3</td>
</tr>
</tbody>
</table>

A score of 40 means that 40% of 8th grade students spend between 1 and 2 hours doing homework each day.

Unlike bar charts, tables present the data as the percentage of students, staff, or parents responding to a question.

**********
Student and Teacher Descriptors

- Student and Staff Response Rates
  
  *Students Report*

- Demographics
- Absences and After-School Supervision
  
  *Teachers Report*

- Teaching Experiences
- Teaching Certifications
2010/11 i3 Schools to Watch Survey Response Rates

STUDENT Response Rate: 83%

<table>
<thead>
<tr>
<th>Total Student Responses</th>
<th>255</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Student Enrollment</td>
<td>306</td>
</tr>
</tbody>
</table>

Knowing your response rate is important for understanding how RELIABLE your data is for making informed decisions.

To calculate response rates for your staff (and core teacher), complete the following boxes with the number of staff (and core teachers) that were invited to complete the Staff Survey. Then, divide the total number invited, by the total number of responses that is provided to calculate your response rate.

STAFF Response Rate: 69%

<table>
<thead>
<tr>
<th>Total Staff Responses</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Staff</td>
<td>13</td>
</tr>
</tbody>
</table>

CORE Teacher Response Rate: 89%

<table>
<thead>
<tr>
<th>Total CORE Teacher Responses</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total CORE Teachers</td>
<td>9</td>
</tr>
</tbody>
</table>
### 2010/11 STUDENT Reports of Demographics

#### Gender:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percent responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boy</td>
<td>51</td>
</tr>
<tr>
<td>Girl</td>
<td>49</td>
</tr>
</tbody>
</table>

#### Do you get or are you eligible for a free or reduced-priced lunch at your school?

<table>
<thead>
<tr>
<th></th>
<th>Percent responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free lunch</td>
<td>81</td>
</tr>
<tr>
<td>Reduced-price lunch</td>
<td>4</td>
</tr>
<tr>
<td>Neither</td>
<td>15</td>
</tr>
</tbody>
</table>

#### Grade levels:

<table>
<thead>
<tr>
<th>Grade level</th>
<th>Percent responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>35</td>
</tr>
<tr>
<td>7th</td>
<td>34</td>
</tr>
<tr>
<td>8th</td>
<td>31</td>
</tr>
</tbody>
</table>

#### Race/ethnicity:

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percent responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>12</td>
</tr>
<tr>
<td>Black/African-American</td>
<td>19</td>
</tr>
<tr>
<td>Hispanic</td>
<td>58</td>
</tr>
<tr>
<td>Asian-American</td>
<td>1</td>
</tr>
<tr>
<td>Native-American/American Indian</td>
<td>2</td>
</tr>
<tr>
<td>Multiracial</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
</tr>
</tbody>
</table>
### 2010/11 TEACHER Reports of Teaching Certifications

Which of the following teacher certifications/endorsements have you received?

<table>
<thead>
<tr>
<th>Certification</th>
<th>Percent responding*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary certification</td>
<td>46</td>
</tr>
<tr>
<td>Secondary certification</td>
<td>37</td>
</tr>
<tr>
<td>Middle grades endorsement</td>
<td>23</td>
</tr>
<tr>
<td>Middle grades certification</td>
<td>17</td>
</tr>
<tr>
<td>Administrative certification</td>
<td>9</td>
</tr>
<tr>
<td>Special Education certification</td>
<td>9</td>
</tr>
<tr>
<td>Uncertified</td>
<td>3</td>
</tr>
<tr>
<td>Provisional certification</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>11</td>
</tr>
</tbody>
</table>

* Percentages do not total 100% because staff may have selected more than one response.

Which of the following academic/content area certifications have you received?

<table>
<thead>
<tr>
<th>Area</th>
<th>Percent responding*</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>20</td>
</tr>
<tr>
<td>Social Studies</td>
<td>33</td>
</tr>
<tr>
<td>Science</td>
<td>24</td>
</tr>
<tr>
<td>Language Arts</td>
<td>31</td>
</tr>
<tr>
<td>Mathematics</td>
<td>25</td>
</tr>
<tr>
<td>Reading</td>
<td>12</td>
</tr>
<tr>
<td>Special Education</td>
<td>10</td>
</tr>
<tr>
<td>Other</td>
<td>25</td>
</tr>
<tr>
<td>None</td>
<td>11</td>
</tr>
</tbody>
</table>

* Percentages do not total 100% because staff may have selected more than one response.
CORE Teacher Reports of Interdisciplinary Team Practices

Question: How often, on average, does your interdisciplinary team (or teachers in your grade level, if you are not on a team) do each of the following?

- Planning and coordination of team activities
- Curriculum integration practices
- Coordination of student assignments and assessments
- Parent contact and involvement

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>70</td>
</tr>
<tr>
<td>Weekly</td>
<td>60</td>
</tr>
<tr>
<td>Monthly</td>
<td>50</td>
</tr>
<tr>
<td>Quarterly</td>
<td>40</td>
</tr>
<tr>
<td>Several Times a Year</td>
<td>30</td>
</tr>
<tr>
<td>Once a Year</td>
<td>20</td>
</tr>
<tr>
<td>Never</td>
<td>10</td>
</tr>
</tbody>
</table>

School Year: 2010/11

© Copyright 2011 CPRD, Univ of Ill. Do not duplicate without permission.
CORE Teacher Reports of
Interdisciplinary Team Practices: Items
Planning and Coordination of Team Activities

Question: How often, on average, does your interdisciplinary team (or teachers in your grade level, if you are not on a team) do each of the following?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
<th>Item Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>70</td>
<td>Set goals relating to student learning</td>
</tr>
<tr>
<td>Weekly</td>
<td>60</td>
<td>Plan special team projects and activities</td>
</tr>
<tr>
<td>Monthly</td>
<td>50</td>
<td>Spend time developing community/service learning opportunities and activities</td>
</tr>
<tr>
<td>Quarterly</td>
<td>40</td>
<td>Use block or flexible scheduling to achieve instructional goals</td>
</tr>
<tr>
<td>Several Times a Year</td>
<td>30</td>
<td>Integrate technology throughout the curriculum</td>
</tr>
<tr>
<td>Once a Year</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

School Year
2010/11
CORE Teacher Reports of 
Interdisciplinary Team Practices: Items 
Curriculum Integration Practices

Question: How often, on average, does your interdisciplinary team (or teachers in your grade level, if you are not on a team) do each of the following?

- Daily
- Weekly
- Monthly
- Quarterly
- Several Times a Year
- Once a Year
- Never

Work together in the presentation of lessons (e.g., co-teach)
Teach interdisciplinary units
Evaluate curricula in more than one subject area
Coordinate and integrate curricula across subject areas
Integrate student assignments and assessments across subjects

School Year: 2010/11
**CORE Teacher Reports of Quality of Interdisciplinary Team Interactions**

**Question:** Please rate the extent to which you agree or disagree that the following occur on your interdisciplinary team (or grade level, if you are not on a team).

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>40</td>
<td>30</td>
<td>20</td>
<td>10</td>
</tr>
</tbody>
</table>

- Teachers address student needs: 40
- Teachers agree there is team cohesion and harmony: 38
- Teachers are prepared for implementing team practices: 36
- Teachers have high expectations for all students: 10

*School Year: 2010/11*
Question: How much decision-making authority does your interdisciplinary team (or teachers in your grade level, if you are not on a team) have regarding the following?

- Team practices: 31
- School-wide policies and practices: 30
- Student performance and assessments: 32
CORE Teacher Reports of Classroom Instructional Practices (p.1 of 2)

Question: How often do the following practices take place in your classes?

- Small group active instruction: 48
- Integration and interdisciplinary practices: 26
- Authentic instruction and assessment: 40
- Citizenship and social competence instruction: 45
- Critical thinking practices: 46

Daily
Several Times a Week
Weekly
Several Times a Month
Monthly
Several Times a Year
Never
Question: How often do the following practices take place in your classes?

- Mathematical skill practices: 45
- Reading skill practices: 41
- Writing skill practices: 38
- Listening and verbal skill practices: 46
### CORE Teacher Reports of Classroom Instructional Practices: Items Critical Thinking Practices

**Question:** How often do the following take place in your classes?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>70</td>
<td>Students revise their reports and papers</td>
</tr>
<tr>
<td>Several Times a Week</td>
<td>60</td>
<td>Students provide feedback and comments on each other's work</td>
</tr>
<tr>
<td>Weekly</td>
<td>50</td>
<td>Students are taught problem solving/decision-making skills</td>
</tr>
<tr>
<td>Several Times a Month</td>
<td>40</td>
<td>Students are asked to orally explain their answers to assignments</td>
</tr>
<tr>
<td>Monthly</td>
<td>30</td>
<td>Students are asked to use charts, graphs, and diagrams as part of assignments</td>
</tr>
<tr>
<td>Several Times a Year</td>
<td>20</td>
<td>46</td>
</tr>
<tr>
<td>Never</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
**CORE Teacher Reports of Classroom Instructional Practices: Items Mathematical Skill Practices**

**Question:** How often do the following take place in your classes?

- **Daily:**
  - Mathematical concepts and reasoning are integrated into lessons: 70

- **Several Times a Week:**
  - Students work on and receive instruction in mathematical reasoning and concepts: 60

- **Weekly:**
  - Mathematics is taught using word problems: 50

- **Several Times a Month:**
  - Mathematical concepts are taught using real world examples: 40

- **Monthly:**
  - 30

- **Several Times a Year:**
  - 20

- **Never:**
  - 10

---

*Copyright 2011 CPHD, Univ of IL. Do not duplicate without permission.*
CORE Teacher Reports of Classroom Instructional Practices: Items
Reading Skill Practices

Question: How often do the following take place in your classes?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>70</td>
<td>Use of the media center is integrated into lesson plans</td>
</tr>
<tr>
<td>Several Times a Week</td>
<td>60</td>
<td>Students read and discuss newspaper articles</td>
</tr>
<tr>
<td>Weekly</td>
<td>50</td>
<td>Students engage in &quot;pairs&quot; reading and writing</td>
</tr>
<tr>
<td>Several Times a Month</td>
<td>40</td>
<td>Students work on and receive instruction in reading skills</td>
</tr>
<tr>
<td>Monthly</td>
<td>30</td>
<td>Students receive assignments to read materials other than textbooks</td>
</tr>
<tr>
<td>Several Times a Year</td>
<td>20</td>
<td>Students engage in independent reading</td>
</tr>
<tr>
<td>Never</td>
<td>10</td>
<td>Students proofread their work</td>
</tr>
</tbody>
</table>
CORE Teacher Reports of Classroom Instructional Practices: Items Writing Skill Practices

Question: How often do the following take place in your classes?

- Students write and keep journals: 42% daily, 36% several times a month, 28% several times a year, 10% never.
- Students write reports and papers: 42% daily, 36% several times a month, 28% several times a year, 10% never.
- Students take essay tests: 42% daily, 36% several times a month, 28% several times a year, 10% never.
- Students work on and receive instruction in writing skills: 42% daily, 36% several times a month, 28% several times a year, 10% never.
CORE Teacher Reports of Classroom Instructional Practices: Items
Listening and Verbal Skill Practices

Question: How often do the following take place in your classes?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Listening and Verbal Skill Practices</th>
<th>School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>Students engage in guided reading</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Students read aloud to the class from literary books or textbooks</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>Students express their ideas verbally</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>Students listen and take notes</td>
<td>55</td>
</tr>
<tr>
<td>Several Times a Week</td>
<td>Students participate in debates</td>
<td>20</td>
</tr>
<tr>
<td>Weekly</td>
<td>Students listen to me read aloud from literary books or textbooks</td>
<td>10</td>
</tr>
<tr>
<td>Several Times a Month</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Monthly</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Several Times a Year</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>Year</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Never</td>
<td></td>
<td>60</td>
</tr>
</tbody>
</table>

© Copyright 2011 CPRE, Univ. of IL
Do not duplicate without permission
**2010/11 TEACHER Reports of Participation in Staff Development**

For each of the items below, teachers were asked to indicate how often they have participated in this form of staff development activity.

Presented below are: (1) the rank order of the frequency of which teachers have participated in that form of staff development; (2) the average frequency reported by teachers (see 7 point scale); and (3) the number of teachers in your school that responded.

Teachers answered on a 7 point scale 1-Never, 2-Once a Year, 3-Several Times a Year, 4-Quarterly, 5-Monthly, 6-Weekly, 7-Daily.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Rank</th>
<th>Mean</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff development activities within your school</td>
<td>1</td>
<td>4.38</td>
<td>258</td>
</tr>
<tr>
<td>Exchanging resources/lesson plans with teachers in your school</td>
<td>2</td>
<td>4.19</td>
<td>263</td>
</tr>
<tr>
<td>Analyzing, reviewing, and discussing school data</td>
<td>3</td>
<td>4.11</td>
<td>266</td>
</tr>
<tr>
<td>Workshops/in-services provided through the school district</td>
<td>4</td>
<td>3.80</td>
<td>262</td>
</tr>
<tr>
<td>Visit professional websites for ideas and materials to enhance class instruction</td>
<td>5</td>
<td>3.74</td>
<td>261</td>
</tr>
<tr>
<td>Staff development activities with the Schools to Watch coach</td>
<td>6</td>
<td>3.15</td>
<td>260</td>
</tr>
<tr>
<td>Peer coaching with other teachers</td>
<td>7</td>
<td>3.10</td>
<td>268</td>
</tr>
<tr>
<td>Workshops/in-services provided by the state network (i.e., AIMS, CLMS, or NCMSA)</td>
<td>8</td>
<td>2.81</td>
<td>262</td>
</tr>
<tr>
<td>Peer support from the National Forum's Schools to Watch network (e.g., online resources, national conferences)</td>
<td>9</td>
<td>2.16</td>
<td>260</td>
</tr>
<tr>
<td>Attend online professional development opportunities (i.e., webinars, online learning conferences, etc.)</td>
<td>10</td>
<td>2.15</td>
<td>262</td>
</tr>
<tr>
<td>Visits to the mentor school</td>
<td>11</td>
<td>1.98</td>
<td>263</td>
</tr>
</tbody>
</table>
For each of the items listed below, teachers were asked to indicate the degree to which they felt they wanted/needed additional staff development activities in that particular area.

Presented below are: (1) the priority rank order for each staff development activity as reported by teachers; (2) the average frequency reported by teachers (see 4 point scale); and (3) the number of teachers in your school that responded.

Teachers answered on a 4 point scale: 1-None, 2-Little (e.g., single workshop/in-service), 3-Moderate Amount, 4-Much (e.g., extended coursework/staff development experiences).

<table>
<thead>
<tr>
<th>Activity unix</th>
<th>Rank</th>
<th>Mean</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies for teaching broad range ability levels in the same classroom</td>
<td>1</td>
<td>3.04</td>
<td>268</td>
</tr>
<tr>
<td>Working with families to involve them in education</td>
<td>2</td>
<td>3.03</td>
<td>269</td>
</tr>
<tr>
<td>Interdisciplinary teaming</td>
<td>3</td>
<td>2.95</td>
<td>269</td>
</tr>
<tr>
<td>Schools to Watch criteria and practices</td>
<td>4</td>
<td>2.92</td>
<td>270</td>
</tr>
<tr>
<td>Tailoring instruction to student learning styles</td>
<td>5</td>
<td>2.92</td>
<td>267</td>
</tr>
<tr>
<td>Active, &quot;hands-on&quot; learning</td>
<td>6</td>
<td>2.91</td>
<td>270</td>
</tr>
<tr>
<td>Alternative/authentic assessment practices</td>
<td>7</td>
<td>2.90</td>
<td>266</td>
</tr>
<tr>
<td>Integrated curriculum and unit development</td>
<td>8</td>
<td>2.87</td>
<td>267</td>
</tr>
<tr>
<td>Using online resources and technology as part of instruction</td>
<td>9</td>
<td>2.86</td>
<td>266</td>
</tr>
<tr>
<td>Collaborative review of student work</td>
<td>10</td>
<td>2.82</td>
<td>268</td>
</tr>
<tr>
<td>Cooperative learning and/or small group teaching practices</td>
<td>11</td>
<td>2.82</td>
<td>267</td>
</tr>
<tr>
<td>Developmentally appropriate instructional methods</td>
<td>12</td>
<td>2.80</td>
<td>270</td>
</tr>
<tr>
<td>Reading skill development</td>
<td>13</td>
<td>2.80</td>
<td>269</td>
</tr>
<tr>
<td>Integration of mathematical reasoning and concepts throughout the curriculum</td>
<td>14</td>
<td>2.79</td>
<td>268</td>
</tr>
<tr>
<td>Data-based decision making</td>
<td>15</td>
<td>2.79</td>
<td>270</td>
</tr>
<tr>
<td>Teaching to standards in your subject areas</td>
<td>16</td>
<td>2.73</td>
<td>270</td>
</tr>
</tbody>
</table>
## 2010/11 STUDENT Reports of Academic Efficacy

How much do you agree or disagree with each of the following statements?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can do almost all the work in my classes if I don't give up</td>
<td>4</td>
<td>7</td>
<td>46</td>
<td>43</td>
</tr>
<tr>
<td>I am certain I can master the skills taught in school this year</td>
<td>4</td>
<td>14</td>
<td>54</td>
<td>28</td>
</tr>
<tr>
<td>I can do even the hardest work in my classes if I try</td>
<td>5</td>
<td>13</td>
<td>48</td>
<td>35</td>
</tr>
<tr>
<td>Even if the work in class is hard, I can learn it</td>
<td>4</td>
<td>10</td>
<td>53</td>
<td>33</td>
</tr>
<tr>
<td>I am certain I can figure out how to do even the most difficult class work</td>
<td>5</td>
<td>18</td>
<td>51</td>
<td>26</td>
</tr>
</tbody>
</table>
### 2010/11 STUDENT Reports of Academic Expectations

<table>
<thead>
<tr>
<th></th>
<th>Percent responding...</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Definitely or</td>
<td>Might</td>
<td>Definitely or</td>
<td>Probably Won't</td>
</tr>
<tr>
<td></td>
<td>Probably Will</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Self Academic Expectations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you think that you will do better in school next year?</td>
<td>81</td>
<td>17</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Do you think that you will graduate from high school?</td>
<td>88</td>
<td>9</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Do you think that you will go to college?</td>
<td>78</td>
<td>15</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Parents' Academic Expectations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do your parents/guardians think that you will do better in school next year?</td>
<td>84</td>
<td>12</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Do your parents/guardians think that you will graduate from high school?</td>
<td>88</td>
<td>8</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Do your parents/guardians think that you will go to college?</td>
<td>82</td>
<td>13</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Teachers' Academic Expectations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do your teachers think that you will do better in school next year?</td>
<td>72</td>
<td>21</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Do your teachers think that you will graduate from high school?</td>
<td>78</td>
<td>17</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Do your teachers think that you will go to college?</td>
<td>71</td>
<td>21</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>
### 2010/11 STUDENT Reports of Belonging

How often are the following things true about your school?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Hardly Ever</th>
<th>Sometimes</th>
<th>Most of the Time</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel like a real part of school</td>
<td>11</td>
<td>12</td>
<td>33</td>
<td>23</td>
<td>20</td>
</tr>
<tr>
<td>People at this school are friendly to me</td>
<td>3</td>
<td>5</td>
<td>29</td>
<td>36</td>
<td>27</td>
</tr>
<tr>
<td>I am included in lots of activities at this school</td>
<td>12</td>
<td>18</td>
<td>31</td>
<td>20</td>
<td>18</td>
</tr>
<tr>
<td>I am treated with as much respect as other students</td>
<td>5</td>
<td>8</td>
<td>27</td>
<td>26</td>
<td>34</td>
</tr>
<tr>
<td>I can really be myself at this school</td>
<td>11</td>
<td>10</td>
<td>25</td>
<td>20</td>
<td>34</td>
</tr>
<tr>
<td>I feel proud of belonging to this school</td>
<td>13</td>
<td>11</td>
<td>28</td>
<td>21</td>
<td>27</td>
</tr>
<tr>
<td>Other students here like me the way I am</td>
<td>8</td>
<td>8</td>
<td>26</td>
<td>27</td>
<td>32</td>
</tr>
</tbody>
</table>
2010/11 STUDENT Ratings of School Safety

During this school year...

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Once or Twice</th>
<th>Three to Five Times</th>
<th>Six or More Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often have you been afraid that someone will hurt or bother you at school?</td>
<td>63</td>
<td>24</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Has another student threatened to hurt you at school?</td>
<td>66</td>
<td>23</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Has another student verbally called you names?</td>
<td>42</td>
<td>32</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>Has another student bothered you online (i.e., Facebook, IM, Twitter, blogs) or with cell phone text messages?</td>
<td>76</td>
<td>14</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Has another student hit, punched, kicked, or pushed you?</td>
<td>56</td>
<td>27</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

Compared to one year ago, do you now feel more safe or less safe at your school?

<table>
<thead>
<tr>
<th></th>
<th>Percent responding...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much less safe than before</td>
<td>11</td>
</tr>
<tr>
<td>A little less safe than before</td>
<td>10</td>
</tr>
<tr>
<td>About the same as before</td>
<td>49</td>
</tr>
<tr>
<td>A little more safe than before</td>
<td>15</td>
</tr>
<tr>
<td>Much more safe than before</td>
<td>16</td>
</tr>
</tbody>
</table>
STUDENT Reports of School Climate

Question: How often are the following things true about your school?

<table>
<thead>
<tr>
<th>Condition</th>
<th>Teachers are supportive</th>
<th>Expectations and rules are clear</th>
<th>Teachers engage students in learning</th>
<th>Student interactions are negative</th>
<th>Discipline is harsh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td></td>
<td>38</td>
<td>39</td>
<td>34</td>
<td>33</td>
</tr>
<tr>
<td>Most of the Time</td>
<td></td>
<td>34</td>
<td>39</td>
<td>34</td>
<td>33</td>
</tr>
<tr>
<td>Sometimes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hardly Ever</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

School Year: 2010/11
TEACHER Reports of Classroom Climate

Question: Please indicate the extent to which you agree or disagree that each statement describes the classes that you teach.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>40</td>
<td>30</td>
<td>20</td>
<td>10</td>
</tr>
</tbody>
</table>

- Students work well together and respect one another: Strongly Agree 35
- Students are disruptive: Neither Agree nor Disagree 34
- Students initiate positive interactions with the teacher: Strongly Agree 38
- Students are motivated to achieve: Strongly Agree 34
- Acceptance of cultural diversity is encouraged and promoted: Strongly Agree 39

© Copyright 2011, CPRHD, Univ. of Ill. Do not duplicate without permission.
TEACHER Reports of
Efficacy, Role Clarity, and Decision Making

Question: Please indicate the extent to which you agree or disagree that each statement describes your job.

- Teachers feel that they are effective: 39
- Teachers understand their roles and responsibilities: 39
- Teachers participate in decision making: 32
- Teachers experience autonomy in decision making: 37

School Year: 2010/11
Question: Please rate the extent to which you agree or disagree with each statement.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

- Teachers in this school have what it takes to get the children to learn
- Teachers in this school are able to get through to difficult students
- If a child doesn't learn something the first time, teachers will try another way
- Teachers here are confident they will be able to motivate their students
- Teachers in this school really believe every child can learn
STUDENT Reports of Family Involvement In Education

Question: How often do your parents/guardians do each of the following?

- Discuss the importance of school and your interactions with teachers and students
- Check or help with homework
- Motivate you to do better in school

Scale:
- Never: 10
- Hardly Ever: 20
- Sometimes: 30
- Often: 40

School Year: 2010/11
Question: Other than through grade reports, how often do you have contact (e.g., writing, telephone, face-to-face) with the families of students regarding the following?

- Student academic performance
- Student accomplishments
- Student behavior problems
- Class Activities and Content
## 2010/11 PARENT Reports of Involvement in Educational Activities

How often do you do each of these activities with your child?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percent Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Never</td>
</tr>
<tr>
<td>Talk about why school subjects are important for the &quot;real&quot; world</td>
<td>5</td>
</tr>
<tr>
<td>Talk about different careers or jobs my child can have</td>
<td>3</td>
</tr>
<tr>
<td>Talk about getting along with teachers and other students</td>
<td>3</td>
</tr>
<tr>
<td>Check to make sure my child's homework assignments are completed</td>
<td>4</td>
</tr>
<tr>
<td>Talk about how my child can improve school work</td>
<td>2</td>
</tr>
<tr>
<td>Help my child with a school project</td>
<td>7</td>
</tr>
</tbody>
</table>

How often do you do each of these activities at your child's school?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percent Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Never</td>
</tr>
<tr>
<td>Attend parent-teacher conferences</td>
<td>13</td>
</tr>
<tr>
<td>Attend PTA meetings or other school committee meetings</td>
<td>54</td>
</tr>
<tr>
<td>Attend student sports events or special presentations</td>
<td>31</td>
</tr>
<tr>
<td>Contact your child's teachers about how your child is doing in school</td>
<td>21</td>
</tr>
<tr>
<td>Volunteer at school (e.g., class trips, classroom, library)</td>
<td>72</td>
</tr>
</tbody>
</table>
### 2010/11 PARENT Ratings of School Efforts to Provide Academic Support

Please rate this school's efforts in the following areas.

<table>
<thead>
<tr>
<th></th>
<th>Does Not Do</th>
<th>Could Do Better</th>
<th>Does Well</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum and Homework</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides my child with opportunities to explore other topics (e.g., computers, music, foreign language, shop)</td>
<td>9</td>
<td>24</td>
<td>59</td>
<td>8</td>
</tr>
<tr>
<td>Provides a homework planner or homework hotline, or online system that lets me know about homework assignments</td>
<td>18</td>
<td>21</td>
<td>48</td>
<td>13</td>
</tr>
<tr>
<td>Provides tutors or assistance when my child struggles with school work</td>
<td>15</td>
<td>23</td>
<td>48</td>
<td>14</td>
</tr>
<tr>
<td>Provides an online system that lets me know about my child's grades</td>
<td>22</td>
<td>17</td>
<td>41</td>
<td>20</td>
</tr>
</tbody>
</table>
### 2010/11 PARENT Reports of Safety and Overall Satisfaction with School

**How safe do you feel your child is at this school?**

<table>
<thead>
<tr>
<th>Percent Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very safe</td>
</tr>
<tr>
<td>Somewhat safe</td>
</tr>
<tr>
<td>Somewhat unsafe</td>
</tr>
<tr>
<td>Very unsafe</td>
</tr>
</tbody>
</table>

**How satisfied are you with each of the areas listed below?**

<table>
<thead>
<tr>
<th>Area</th>
<th>Not Satisfied</th>
<th>Somewhat Satisfied</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication between teachers and parents</td>
<td>13</td>
<td>30</td>
<td>38</td>
<td>18</td>
</tr>
<tr>
<td>Quality of instruction</td>
<td>9</td>
<td>33</td>
<td>43</td>
<td>15</td>
</tr>
<tr>
<td>School and classroom discipline practices</td>
<td>12</td>
<td>29</td>
<td>43</td>
<td>16</td>
</tr>
<tr>
<td>Condition and quality of school materials and resources (e.g., textbooks, library)</td>
<td>8</td>
<td>25</td>
<td>48</td>
<td>20</td>
</tr>
<tr>
<td>Availability and use of computer resources</td>
<td>7</td>
<td>23</td>
<td>51</td>
<td>19</td>
</tr>
<tr>
<td>Appearance and cleanliness of the school building</td>
<td>10</td>
<td>26</td>
<td>44</td>
<td>19</td>
</tr>
<tr>
<td>Opportunities for parent involvement</td>
<td>10</td>
<td>29</td>
<td>46</td>
<td>15</td>
</tr>
<tr>
<td>All students are respected and treated fairly</td>
<td>14</td>
<td>29</td>
<td>38</td>
<td>19</td>
</tr>
<tr>
<td>The teachers know and understand my child's individual needs</td>
<td>11</td>
<td>30</td>
<td>40</td>
<td>18</td>
</tr>
<tr>
<td>The school includes me in decisions about meeting my child's educational needs</td>
<td>14</td>
<td>28</td>
<td>39</td>
<td>19</td>
</tr>
<tr>
<td>Overall satisfaction with school</td>
<td>7</td>
<td>28</td>
<td>42</td>
<td>23</td>
</tr>
</tbody>
</table>
Appendix D: Staff Resumes

Amy Jo Clemens
Dr. William Cope
Dr. Charles Evans
Dr. John Evans
Dr. Nancy Flowers
Keri Garrett
Dr. Stafford Hood
Dr. Jay Linksman
Dr. Marilyn Marshall
Dr. Peter Mulhall
Dr. Lisa Monda-Amaya
Kay Poyner Brown
Dr. Jane Quinlan
Kevin Seymour
Dr. Steve Tozer
Dr. Samuel Whalen
PROFESSIONAL STATEMENT
I will reach out to educators, parents, and community members to inspire to our greatest achievements yet in education, advocacy and service.

EDUCATION
Educational Specialist, Northern Illinois University, DeKalb, IL 8/2005, Superintendent End.
MSED Secondary Education and Type 75 Certification, Northern Illinois University, DeKalb, IL 1996
Bachelor of Arts, Ripon College, Ripon WI, Chemistry and Chem-Bio Major, 1986

PROFESSIONAL EXPERIENCE
Regional Superintendent, Lee/Ogle Regional Office of Education, Dixon, IL 2004- present
Elected to serve 16 districts and 4 private schools in 2 counties including 15,000 students and 1200 educators with a $3 million budget that combines local, state and federal funds.
  • Oversee teacher, administrator, counselor and teacher assistant certification, and recertification.
  • Regulate compliance and Health-Life Safety projects for 40 public buildings in 16 and 4 private schools.
  • Deliver professional development to more than 4000 educators and community members
    per year in Common Core support, data and analysis, comprehensive planning, professional learning communities
    and more.
  • Assist buildings with continuous improvement process including those identified by the Illinois State Board of
    Education as in need of improvement.
  • Assure truancy and dropout prevention services along with GED preparation and testing to more than 700
    students annually.
  • Fiscal agent for state Response to Intervention Network (Special Education Personnel Development Grant)
IARSS Professional Development Chair, 2009-present
  • Coordinate committee to facilitate professional development initiatives in ROEs/ISCs throughout Illinois
  • IARSS designee to state planning and advisory committees such as PBIS, ISLE, Classrooms First and others
  • Manage the delivery of Common Core State Standards support through ROEs/ISCs
Lead Consultant, Lee/Ogle Regional Office of Education, Dixon, IL 2000-2004
  • Plan for school improvement – data collection, analysis and action planning.
  • Write and coordinate Area II Illinois Math and Science Partnership Grant for middle school professional
    development totaling more than $1.5 million over 6 years.
  • Provide No Child Left Behind resource, guidance and implementation assistance and training in ISAT/PSAE
    planning and data interpretation, standards alignment, research –based strategies for reading and mathematics and
    curriculum mapping.
  • Train teachers on instructional strategies such as cooperative learning and quality classroom assessment and
    learning environments such as teambuilding and bully prevention.
Principal, Malta CUSD #433, Malta, IL 1996-2000
  • Principal of junior/senior high school implementing Coalition of Essential Schools reform initiatives.
  • Organized annual student all-school exhibitions and portfolio graduation interviews.
Teacher, Genoa-Kingston CUSD #424, and South Beloit CUSD #320 1988-1996
  • Instructed chemistry, physics, earth science and environmental science.
  • Other duties include coach, class advisor (prom) GKEA, Quality Review Process, and
    Student of the Month Award.

Memberships in various professional educational associations along with service organizations and boards in the
community.
Dr. William Cope

Educational Background

- Ph.D., History, Macquarie University, Sydney, Australia, 1987
- B.A., History, Macquarie University, Sydney, Australia, 1979

Key Professional Appointments

- Research Professor, Educational Policy Studies, University of Illinois at Urbana Champaign, 2006--
- Adjunct Professor, Globalism Institute, RMIT University, Melbourne, Australia, 2006--
- Director, Common Ground Publishing, Victoria, Australia, 2001--
- Research Associate, Globalism Institute, RMIT University, Melbourne, Australia, 2001-2005
- First Assistant Secretary, Dept. of the Prime Minister & Cabinet, Government of Australia, 1995-1996
- Director, Office of Multicultural Affairs, Government of Australia, 1995-1996
- Director, Centre for Workplace Communication and Culture, University of Technology Sydney & James Cook University of North Queensland, 1993-1995

Activities & Honors

- Invited Lecture, University of British Columbia, 2011-
- Co-ordinator and speaker, American Educational Research Association, 2011-
- Plenary Session Chair, UCLA, Unknown, 2004-
- Plenary Session Chair, Havana, Cuba, Unknown, 2004-
- Keynote Speaker, Universiti Sains Malaysia, Penang, Malaysia, Unknown, 2003-
- Session Chair, Institute of Education, University of London, Unknown, 2003-

Research Statement

My current research interests include population and community diversity, theories and practices of pedagogy, and new technologies of representation and communication, including the 'semantic web'.

Publications

Dr. Charles V. Evans

Charles Evans presently serves as Associate Vice President for Academic Affairs and Director University Outreach and Public Service. In these capacities he coordinates a variety of academic, service and distance learning activities for University of Illinois and its campuses. Included is responsibility for University Academic Programs and Services, a unit which links with the Illinois Board of Higher Education and the Illinois State Board of Education plus supports the Illinois P-20 Collaborative and AdvancEd Illinois (formerly NCA-CASI).

Charlie completed his baccalaureate work at South Illinois University and graduate study, including the Ph.D., at the University of Illinois at Urbana-Champaign. He began his career teaching at junior high and secondary schools in East St. Louis and has taught for Parkland College, the University of Missouri, and the University of Illinois at Urbana-Champaign. His research interests include the learning support needs of adult college students and effective collaboration among post-secondary institutions. Dr. Evans has a broad understanding of Illinois' educational system and the varied needs to which it is expected to respond.
Dr. John A. Evans

Dr. John Andrew Evans earned his doctorate from the University of Illinois, College of Education, Department of Education Psychology with a concentration in statistics and measurement. He has served as a faculty member at Southern Illinois University Carbondale in the College of Education, Department of Educational Psychology teaching Statistics, Experimental Design, Cognitive Assessment and Item Response Theory and has been the Director of Research, Evaluation and Testing for a large urban district in Illinois. He is the past chair of the Illinois State Board of Education Assessment Advisory Committee and is currently a member of the Illinois Education Research Council Advisory Board.

Dr. Evans came to the University of Illinois in October of 2001 joining the University Office for Planning and Budgeting (UOPB) in July, 2004. Prior to that Dr. Evans served as the Director of the North Central Association overseeing the accreditation of Illinois secondary schools.

During his time with UOPB Dr. Evans developed the student service model for the University of Illinois Global Campus including student recruitment, enrollment and financial aid modules. His evaluative analysis of the Urbana campus' Lumina transfer initiative helped to support an increase in undergraduate transfer student enrollment while at the same time enhancing their retention and academic success. Currently, in addition to his duties as Executive Director of Information Systems, he serves as the liaison between University of Illinois and the Illinois Higher Education Consortium (IHEC) in the development of Illinois' P20 longitudinal data system. Dr. Evans is a member of the Illinois State Board of Education Data Advisory Board, the IHEC Data Elements Committee as well as the IHEC Technical Advisory Committee.
Bio Summary
Nancy Flowers is a Senior Coordinator of Research at CPRD at the University of Illinois. She serves as a principal investigator for research and evaluation projects related to educational reform and after school programs. She is experienced in large-scale data collection and the dissemination of results to improve practice, support data-based decision making, and impact policy for youth.

Professional Affiliations
National Forum to Accelerate Middle-Grades Reform Board Member, American Educational Research Association (AERA) Middle Level Education Research SIG: National Middle Grades Research Project Leader, Association for Middle Level Education

Selected Research and Professional Experience
Co-Principal Investigator, Evaluation of National Forum to Accelerate Middle Grades Reform’s Schools to Watch, School Transformation Network Project: 2010-2014, funded by the U.S. Department of Education’s Investing in Innovation (i3) Program.


Co-Investigator, Mid South Middle Start Initiative: 1999-2005, funded by the Foundation for the Mid South, Jackson, MS.

Selected Publications


Selected Conference Papers and Professional Presentations
“Investing in Innovation (i3): Middle Grades Lessons from the Field.” Presentation at the annual conference of the Association for Middle Level Education, Louisville, KY; November, 2011.

Keri Garrett, Regional Superintendent

Clinton, Marion and Washington Regional Office of Education
930 B Fairfax
Carlyle, IL 62231
Phone: 618-594-2432
E-mail: kgarrett@roe13.k12.il.us

Objective
To serve in an advisory role to the Center for School Improvement.

Professional Experiences

Regional Office of Education #13
Regional Superintendent, June 2006-Present
Assistant Regional Superintendent, July 2005-June 2006
32 school districts—16,237 students

- Oversee certification, compliance, health/life safety, school code, and regulatory functions based on Illinois School Code.
- Secured over four million dollars yearly in state and federal grants and programs.
- IARSS School Improvement Grant (SIG) committee member working with reform initiatives in Sandoval, Egyptian, DePue school districts in Illinois.
- Oversee budgets, accounts receivable/payable, payroll, and distribution of 32 school district funds.
- Design and implement school and district professional development offerings/resources through ROE #13 Professional Development Corporative for 32 school districts.
- Manage ROE #13 professional and support staff.
- Sponsor of Clinton, Marion and Washington County Tri-County Institute.

Education

- Specialist in Educational Administration
  Superintendent Endorsement, 2009
- Master of Science in Education
  Educational Administration, 2004
- Bachelor of Science
  Family and Consumer Science, 1982
Jay Linksman, Executive Director

Professional Development Alliance
2705 McDonough St.
Joliet, IL 60436
Phone: 815-744-8334
E-mail: jlinksman@pdaonline.org
Website: www.pdaonline.org

Position: To serve in an advisory role to the Center for School Improvement.

Professional Experience:

Professional Development Alliance
Executive Director, June 1995 - Present
Serving 53 school districts – 165 schools

Provide overall leadership, management, recruitment and oversight of 31 full and part time staff delivering consulting, technical assistance, staff development and technology support to districts and schools in three counties.

Serve as administrative agent for Area 1C Statewide System of Support and Area 1S Learning Technology Center. Partner with 5 universities to provide 20+ Masters and Doctoral degrees to area educators.

Obtain grants and enter into partnerships with various local, state and national organizations.

Awarded 2011 Small Business of the Year by the Joliet Area Chamber of Commerce

IACET Certified.

Chair of various state committees to design and deliver training of statewide initiatives, including Standards Aligned Classrooms and Coaching Skills for the Statewide System of Support.

Prior Positions:
Executive Director of Tri-County Educational Service Center #10 (1992-1995)
Associate Director, Tri-County Educational Service Center # 10 (1990-1992)
Coordinator: District Planning Center (strategic and project planning, personnel training and development) in Palm Beach County School System (1987-1990)
Title 1 Specialist for Training and Technology (1984-87)
Various school-level administrator and teaching positions (1973-84)

Education
Ed.D. Education and Public Administration, Florida Atlantic University, Florida State University System (1983)
Dissertation: Personnel Recruitment, Selection, Evaluation and Training
M.A. English Language and Literature, University of Virginia (1973)
B.A. English and Education, University of Virginia, George Mason (1972)

IL Superintendent Endorsement, (1991)
FL K-12 Administration and Teaching (1973)
MARILYN M. M. MARSHALL

EDUCATION
University of Illinois at Urbana-Champaign  Doctor of Philosophy, Educational Policy Studies  1999
Sangamon State University, Springfield, IL  Master of Public Administration  1988
Sangamon State University, Springfield, IL  Bachelor of Arts, Computer Science  1985
MacMurray College, Jacksonville, IL  Bachelor of Music (Magna cum Laude)  1977

EXPERIENCE
University Office for Academic Programs and Services, University of Illinois
Director, University Academic Programs and Services  2005- present
Responsible for oversight of inter-campus academic affairs programming activities, liaison with the Board of Trustees staff in the area of academic programs, collaboration in the development of academic policy and procedures, oversight of University grant submission to the Illinois Board of Higher Education, and management of other projects/activities for the Vice President for Academic Affairs. Serve as the principal investigator for the u.select Illinois ($200,000 annual budget); co-leader of the Illinois Longitudinal Data System. In the past served as representative to and staff for the Illinois Shared Enrollment and Graduation System Expansion Committee and coordinated Focus Group Transfer Student Study, Transcript Study of Transfer Students, and Distance Education Study. Member of VPAA Diversity Task Force member and Campus Climate Survey committee; Convener for VPAA Transfer Policy Task Force. Produce Illinois Transfer Student Data report for Transfer Coordinators. Retained several duties from previous position including University Transfer Coordinator position; Illinois Articulation Initiative activities, including public university representative on the statewide Steering Panel and the Implementation Advisory Committee; Underrepresented Groups report coordination; and State of Illinois and University of Illinois Transfer Credit Practices reporting.

University Office for Planning and Budgeting, University of Illinois
Associate Director, Academic Policy Analysis  2003- 2005
Due to a reorganization of University Administration, the reporting offices were shifted to the Office of Planning and Budgeting. Retained most duties and responsibilities in previous position. Awarded co-principal investigator for the Course Applicability System (CAS) Project, a statewide system for transfer information. Elected liaison to the national Association of Institutional Research by the state association and with that appointment served on Illinois Education Research Council Advisory Board. Authored Disability Retention study, College Retention study, and Exploring Retention and Graduation study, Urbana campus.

University Office for Academic Policy Analysis, University of Illinois
Associate Director, Academic Policy Analysis  1991-2003
Assumed increasing responsibility, first as Assistant Director (1991-2000) then Associate Director (2000-2003). Responsible for coordination of various policies and projects for the University including the Illinois Articulation Initiative and the Board of Higher Education report on Underrepresented Students, Faculty, and Staff; produced various student enrollment reports; participated in administration of the President’s Award Program activities; served as reporting officer for Illinois for the Transfer Credit Practices for Illinois institutions; University representative and coordinator on Transfer Coordinators of Illinois Colleges and Universities; served on UIUC Faculty Senate Committee on Admission; responsible for various adhoc projects and reports.

Responsible for producing the University Student Data Book, University Student Transfer Characteristics report.
University transfer enrollment report to Transfer Center Directors, and disseminated transfer student progress report. Reviewed impact of new IBHE and ICCB enrollment and transfer policy. Reported transfer credit policy for Illinois institutions. Coordinated statewide conference on Time to Degree, 2002.

Chancellor's Office, Board of Regents
Springfield, Illinois

Coordinator of Analytical Studies 1985-1991
Served in increasingly responsible positions culminating as the staff information officer responsible for system data collection and related policies and procedures. Reported primarily to Vice Chancellor for Academic Affairs with responsibility and reporting line also to Vice Chancellor for Administrative Affairs. Provided guidance for Research Associate. Responsible for numerous on-going reports, including data collection and analysis, on: retention, enrollment, faculty salaries, administrative salaries, faculty demographic profile, applications and admissions, degrees granted, and university personnel transactions. Prepared special one-time reports.

Represented the system at Illinois Board of Higher Education institutional research meetings. Coordinated system and university reporting for Board of Regents activities. Oversaw university/IBHE data collection. Responded to internal data requests and external surveys. Assisted in office computer operations including procurement and planning.

Ashland Community School District
Ashland, Illinois
Vocal Music Teacher 1977-84
Served as vocal music instructor for district -- grades 1-12. Responsible for all general and vocal music. Also served as chairman of several county music festival and contests and headed community programs.

RELATED EXPERIENCE


Member of the 1986 Illinois and National Educational Leadership Fellowship Program

HONORS AND AWARDS
University of Illinois Pi Kappa Delta
Delta Kappa Pi
Sangamon State University Nominated for Outstanding Applied Study Term Student
MacMurray College Ila Allen-Moody Scholarship, Mortar Board Award, Music Scholar Award
Dr. Lisa Monda-Amaya

Educational Background
- Ph.D., Special Education, Florida State University. 1989
- M.Sc., Special Education, Florida State University. 1982
- B.Sc., Special Education, Florida State University. 1982

Key Professional Appointments
- Associate Professor, Special Education, University of Illinois, 1997--
- Director of Research Collaboration, Center for Education in Small Urban Communities, 2009-2012
- Assistant Professor, Special Education, University of Illinois, 1990-1997
- Center Associate, Center for the Study of Reading, University of Illinois, 1989-1991
- Visiting Professor, Special Education, University of Illinois, 1989-1990
- Visiting Instructor, Special Education, University of Illinois, 1988-1989

Grants
- Principal Investigator, Preparing Teachers for Inclusive Education in Positive Education (Project TIES), U.S. Department of Education, 2006-2010
- Co-Principal Investigator, Preparing Leaders in Access by Design (PLAD), U.S. Department of Education, 2006-2010

Publications
BIOGRAPHICAL SKETCH

Provide the following information for the key personnel and other significant contributors. Follow this format for each person. DO NOT EXCEED FOUR PAGES.

NAME
Peter F. Mulhall

eRA COMMONS USER NAME
PMULHALL

POSITION TITLE
Director, Center for Prevention Research and Development,
Institute for Government and Public Affairs, University of Illinois

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, and include

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>YEAR(s)</th>
<th>FIELD OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Illinois at Urbana-Champaign</td>
<td>Ph.D</td>
<td>1994</td>
<td>Community Health</td>
</tr>
<tr>
<td>Indiana University at Bloomington</td>
<td>M.S.</td>
<td>1979</td>
<td>Health &amp; Safety Studies</td>
</tr>
<tr>
<td>Western Connecticut State University at Danbury</td>
<td>B.S.</td>
<td>1977</td>
<td>Health Education</td>
</tr>
</tbody>
</table>

A. Positions and Honors
1997-  Director, Center for Prevention Research and Development, Institute of Government and Public Affairs, UIUC
2001-2006  Adjunct Assistant Professor of Community Health, UIUC.
1991-1997  Associate Director and Research Associate, CPRD, IGPA, UIUC.
1988-1993  Research Associate, Department of Community Health, UIUC
1985-1986  Assistant Professor of Health Education, Department of Health and Physical Education, NCSU, Raleigh,

B. Selected relevant publications (in chronological order)

C. Recent and Relevant Grant Funding
2010-2014 National Forum to Accelerate Middle-Grades Reform's Schools to Watch School Transformation Network. U. S. Department of Education's i3 Program. $140,000 per year
2008-2010 Evaluation of professional development experiences for teachers in Illinois schools adopting the social-emotional learning standards. Funded from Illinois Children Mental Health Partnership/Voice for Illinois Children, Principal Investigator, $100,000
2002-2007 Illinois Prevention Policy Institute, U.S. Department of Education, Office of Safe and Drug Free Schools. Principal Investigator, $450,000 per year for five years
2001-2002 21st Century Learning Communities in Springfield and Kankakee, IL. Funded by the U.S. Department of Education, $119,000 per year for three years
Professional Resume for
Kay Poyner Brown

Executive Director 1988-2005
West 40 ISC #2/Region 06

Educational Consultant 2005-Present
West 40 ISC #2

Experiences and services to Illinois educators while employed at West 40 ISC #2

• 2010 - Coordinated transition of Cook County ROE services to Intermediate Service Centers
• 2010 - Member, Streamlining Regional Delivery in Illinois Taskforce
• 2005 – Present Member, Statewide Advisory Board for PBIS
• 2003 - Member of ISBE Speakers Bureau for No Child Left Behind
• 2002 - Member of the ROE/ISC Design Team for ROE/ISC Evaluation
• 2001 – 2001 Member of the ROE/ISC Design team for Induction and Mentoring
• 2001 – 2005 Member of Continuous Improvement Partnership subcommittee charged with drafting rules for increased administrator certification requirements.
• 2000 – 2008 Member of the ROE/ISC Design Team for Standards Aligned Classroom
• 1999 – 2005 Member of the Continuous Improvement Partnership (CIP), Advisory Board for the Illinois Administrators’ Academy
• 1997 – 2005 Administrator and program developer for Special Education Leadership Academy (SELA) Region 4
• 1996-1997 Member of the ISBE Design Team for school improvement (product: Integrated School Improvement Plan)
• 1996-2002 Managed statewide Administrators’ Academy record keeping for External Review training and visits
• 1996 – 1997 Facilitated collaborative process for rewrite of Introduction to Evaluation of Certified Staff, legislative required, initial Administrator’ Academy course
• 1995-1996 Member of the ISBE Design Team for Administrators’ Academy (product: renewal of the Administrators’ Academy design, strengthening of requirement, creation for the Continuous Improvement Partnership)

Education
1978 BA, Anthropology, Southern Illinois University
1980 MA, History, Southern Illinois University
Jane Quinlan, Regional Superintendent
Champaign-Ford Regional Office of Education #9
200 S. Fredrick
Rantoul, IL 61866
(217) 893-3219
jquinlan@roe9.k12.il.us

Professional Experience

Champaign-Ford Regional Office of Education #9
Regional Superintendent, July 2007 – Present
Vice President, Illinois Association of Regional Superintendent of Schools, July 2011 – Present
Assistant Regional Superintendent, July 2003 – June 2007
- Oversee budgets, accounts receivable/payable, payroll, and distribution of CSFT
- Recruit, develop, supervise and evaluate professional and support staff
- Supervise development and implementation of specific programs based on Illinois School Code, school district needs and state mandates
- Administrative/fiscal agent for development of Gifted Education Seminar and six GES Companion Modules
- Obtain grants/contracts for programs

ROE SchoolWorks (professional development division of Champaign-Ford ROE & Vermilion ROE)
Director, August 1995 – June 2003
- Assist schools and districts with school improvement process
- Supervise the development and implementation of specific professional development programs based on school district needs and state mandates. Obtain grants for programs.
- Responsible for budget process and outcome

Education Service Center #13
- Director, 1992 – 1995
- Assistant Director, 1988 – 1992
- School Improvement/Reading & Language Arts Specialist, 1985 – 1992

Education

University of Illinois at Urbana-Champaign
- Ph.D. in Educational Organization & Leadership, 1996
  Dissertation Title: Computer Technology: Building Level Implementation of a District Priority
- M.Ed. in Reading, 1979

Eastern Illinois University, Charleston
- B.S.Ed. in Elementary Education, 1975
Kevin D. Seymour

Summary of Professional Profile:
22 years of experience in Professional Development and District Improvement. Adept in facilitating adult groups through complex problem solving situations. Skilled at building consensus and team forming. Successful at writing and implementing grant projects. Effective at creating improvement plans using Rising Star, Illinois Interactive Report Card, Illinois ePlan, and District-Based Planning Tools. Skilled at developing professional learning opportunities for educators on a local, regional, and statewide basis.

Professional Experience:

Director, ROE SchoolWorks  
Rantoul, Illinois  
2003-present
- Assist RESPRO and SSoS schools and districts with improvement planning activities using Rising Star, Illinois Interactive Report Card (IIRC), and Illinois ePlans
- Provide professional development for teachers and administrators in Champaign, Ford, and Vermilion Counties supporting NCLB and Common Core State Standards
- Chair the Illinois Association of Regional Superintendents of Schools Connecting Conference Planning Committee (4 years) and the Illinois New Teacher Collaborative Conference (6 years)
- Participated on Gifted Education Seminar Leadership Team 2008-2010

Professional Development Consultant, ROE SchoolWorks  
Rantoul, Illinois  
1995-2003
- Provided professional development for teachers in Champaign, Ford, and Vermilion Counties
- Assisted schools in creating, reviewing, and implementing School Improvement Plans
- Wrote and facilitated multiple grant projects (Scientific Literacy, Title II)

Educational Consultant, Educational Service Center #13  
Rantoul, Illinois  
1990-1995
- Wrote and coordinated multiple ISBE sponsored grant projects
- Provided professional development for educators in an 8 county region
- Assisted schools/districts in preparation for the Quality Review Process

5th Grade Teacher, Iroquois West School District  
Gilman, Illinois  
1985-1990
- Taught multiple subjects, primary responsibilities in math and science
- Participated on Iroquois County “Invent America” committee 3 years, chaired committee 1 year
- IEA President 1987-1990

Music Teacher, Iroquois West School District  
Gilman, Illinois  
1983-1985
- Taught vocal and instrumental music for grades 5-12
- Student Council Sponsor

Music Teacher, Onarga School District  
Onarga, Illinois  
1980-1983
- Taught general, vocal and instrumental music for all students in K-12 District
- Student Council Sponsor

Education

General Administrative Endorsement, Illinois State University, Normal, Illinois, 1995
Master’s in Math Education, Illinois State University, Normal, Illinois, 1991
Bachelor’s in Music Education, Illinois State University, Normal, Illinois, 1979
Dr. Steven E. Tozer

Steve Tozer is Professor in Educational Policy Studies at the University of Illinois Chicago and founding coordinator of the UIC EdD Program in Urban Education Leadership, which is the first university-based program to be awarded Exemplary Status by the George W. Bush Institute Alliance to Reform Education Leadership. Tozer began his career as a kindergarten teacher and director of two early childhood centers in Uptown Chicago, and later directed an alternative school for adjudicated Cook County youth.

He has served as head of the Department of Curriculum and Instruction at University of Illinois Urbana Champaign; chairman of Policy Studies at UIC; president of the American Educational Studies Association; and chairman of the Governor's Council on Educator Quality in Illinois. Tozer was a charter member of the Illinois Educational Research Council and the chairman of a State Legislative Task Force on school leader preparation that led to the redesign of all school leadership programs in Illinois. His collaborations with colleagues at UIC and Chicago Public Schools have been funded by the Broad Foundation, Chicago Community Trust, McCormick Foundation, National Science Foundation, the U.S. Department of Education, and other organizations. He is the Associate Editor of Educational Theory, lead author of a textbook for teachers, School and Society: Historical and Contemporary Perspectives, 6th Edition (2009), and lead editor of The Handbook of Research in Social Foundations of Education (2011). Tozer has received the Stevenson Award from the Association for Teacher Educators for leadership and dedication to the teaching profession.
Samuel P. Whalen joined the College of Education at the University of Illinois at Chicago in September 2003, where he is now Director of Research in the Center for Urban Education Leadership. He received his PhD from the Department of Education at the University of Chicago in 1993. Before joining UIC, Dr. Whalen was a Senior Researcher at Chapin Hall Center for Children, Research Director at the Center for Talent Development at Northwestern University, and Research Assistant Professor in Northwestern University’s School of Education and Social Policy.

His areas of expertise include school leadership preparation, high school reform, school-community partnerships, youth development and program evaluation. In August 2008, he concluded a major evaluation of the Chicago Public School’s Community Schools Initiative, an ambitious project that established community schooling practices in more than 100 inner-city Chicago public schools. He is the author of numerous articles and reports. With Mihaly Csikszentmihalyi and Kevin Rathunde, he is co-author of Talented Teenagers: The Roots of Success and Failure. Whalen is the 1994 recipient of the Social Policy Book Award from the Society for Research in Adolescence.
Appendix E: Letters of Support

Academic Development Institute
AdvancED Illinois
Area 1C Central Learning Technology Center
Area 1C South Learning Technology Center
Area 4 Learning Technology Center
Center for Urban Education Leadership
Collaborative for Academic Social and Emotional Learning
East St. Louis School District 189
Facilitating Coordination in Agricultural Education
Illinois Association of Regional Superintendents of Schools
Illinois Children’s Mental Health Partnership
Illinois Consortium for 21st Century Schools
Illinois Interactive Report Card
Illinois Principals Association
Illinois Resource Center
International Renewal Institute
University of Illinois
July 12, 2012

Robert Daiber, President  
Illinois Association of Regional Superintendents of Schools  
Madison Regional Office of Education #41  
157 N. Main, Suite 438  
Edwardsville, IL  62025

Charles Evans, Associate Vice President Academic Affairs  
University of Illinois  
378 Henry Administration Building  
506 South Wright Street Phone:  
Urbana, IL  61801

Colleagues:

Your proposal to establish the Center for School Improvement has the enthusiastic support of the UIC Center for Urban Education Leadership. The collaborative design of the proposal, with the University of Illinois and the Illinois Association of Regional Superintendents of Schools partnering with others, will provide a strong foundation to align and coordinate resources and services to serve schools and districts in the Statewide System of Support.

The UIC Center for Urban Education Leadership, housed in the UIC College of Education, has welcomed the opportunity to help shape the conceptual and organizational foundation of the partnership’s response to the RFSP, and we look forward to continued collaboration.

Best of luck with your application. We look forward to working together to create a Center that will provide high-quality, coordinated, and consistent support to school districts and schools across the state.

Sincerely,

Steven E. Tozer, Professor and Director  
UIC Center for Urban Education Leadership
June 28, 2012

Kay Poyner Brown
Executive Director
West 40 ISC
Collaborative Learning Center
2701 W. Washington
Bellwood, IL 60104

Dear Kay,

The Academic Development Institute (ADI) was founded in Illinois in 1984 and has been part of Illinois's school improvement landscape since that time. In addition, ADI has assisted state education agencies, districts, and schools in 43 other states. Our consulting and training efforts are currently focused on: 1) school turnaround; 2) school improvement coaching; 3) the district role in school improvement; 4) family and community engagement, and 4) state systems of differentiated recognition, accountability, and support.

ADI welcomes the opportunity to work with the University of Illinois and the Illinois Association of Regional Superintendents of Schools in the new Illinois School Improvement Center. Should your group succeed in its bid for this center, ADI will eagerly take on project assignments as determined by the ISBE Roundtable and Center Director.

Please feel free to contact me at any time. The School Improvement Center is an exciting new direction for Illinois.

Sincerely,

Sam Redding, Ed.D.
Executive Director
Thursday, July 12, 2012

Robert Daiber, President
Illinois Association of Regional Superintendents of Schools
Madison Regional Office of Education #41
157 N. Main, Suite 438
Edwardsville, IL 62025

Charles Evans, Associate Vice President Academic Affairs
University of Illinois
378 Henry Administration Building
506 South Wright Street Phone:
Urbana, IL 61801

Colleagues:

Your proposal to establish the Center for School Improvement has the fervent support of AdvancED Illinois. It is my belief that the University of Illinois and the Illinois Association of Regional Superintendents of Schools will partner with other organizations such as ours to align and coordinate resources and services to serve schools and districts in the Statewide System of Support.

Of the four improvement categories aligned to Illinois State Board of Education’s *Flight Essential Elements*, AdvancED Illinois will support Continuous Improvement through the AdvancED System Accreditation Protocol. System Accreditation supports individual school improvement and at the same time aligns school improvement with overall school district improvement goals. The result is that it ensures the district itself, along with its schools, move in a coordinated, unified direction to establish a vision, assess their current reality, implement improvement plans, monitor progress, and evaluate results. Through the Accreditation Protocol, the school system creates a stronger alignment between internal and external diagnostic assessments, stakeholder perception data, and student achievement data which provide a performance-based framework that offers districts with a more comprehensive analysis to drive continuous improvement.

On behalf of AdvancED Illinois, we wish you a successful outcome with your application. We look forward to working together to create a Center that will provide high-quality, coordinated, and consistent support to school districts and schools across the state.

Sincerely,

Becky Densmore

Becky Densmore, Director
AdvancED
July 3, 2012

The Center for School Improvement
UI/IARSS Writing Team
C/O Kay Poyner Brown
Executive Director
West 40 ISC #2
2701 W. Washington Blvd.
Bellwood, IL 60104

Dear UI/IARSS Team:

I am pleased to commit the support of the Learning Technology Center 1 Central as a supporting partner in the University of Illinois/Illinois Association of Regional Superintendents of Schools response to the RFSP for The Center for School Improvement. As a supporting partner LTC 1C stands ready to participate in designated advisory capacities and to lend resources and expertise to The Center.

I understand that the Center staff and organizational structure seeks to bring all Illinois schools under a Continuous Improvement Framework that supports district and school leaders in their efforts to create effective educational practices. These practices are organized into four broad categories—Continuous Improvement, Educator Quality, Learning Environment, and Teaching and Learning.

We are look forward to collaborating the UI/IARSS team on the development of the Center for School Improvement and its anticipated impact on Illinois’ educational community.

Sincerely,

Mary A. Warren, Director
Learning Technology Center 1 Central
July 10, 2012

Robert Daiber, President
Illinois Association of Regional Superintendents of Schools
Madison Regional Office of Education #41
157 N. Main, Suite 438
Edwardsville, IL 62025

Charles Evans, Associate vice President Academic Affairs
University of Illinois
378 Henry Administration Building
506 South Wright Street
Urbana, IL 61801

Colleagues:

On behalf of Area 1-S Learning Technology Center, I wish to support the application of the University of Illinois and the Illinois Association of Regional Superintendents of Schools to establish the Center for School Improvement. During my years as director of Area 1-S LTC, it has been clearly demonstrated that these entities are able to work effectively together to develop a highly collaborative, inclusive culture capable of integrating improvement initiatives statewide. I believe combining the research capabilities of the state’s major research University and the strong and effective relationships that already exists between the districts in Illinois and the Regional Superintendents and Intermediate Service Center Directors in the area of school improvement would create a highly effective and productive partnership to guide the Center for School Improvement.

Area 1-S Learning Technology Center looks forward to working with the Center Director and staff under the leadership of the University of Illinois and IARSS.

Sincerely,

Patti Furlano
Director, Area 1-C Learning Technology Center
July 3, 2012

Robert Daiber, President  
Illinois Association of Regional Superintendents of Schools  
Madison Regional Office of Education #41  
157 N. Main, Suite 438  
Edwardsville, IL 62025

Charles Evans, Associate Vice President Academic Affairs  
University of Illinois  
378 Henry Administration Building  
506 South Wright Street  
Urbana, IL 61801

Colleagues:

On behalf of Area IV Learning Technology Center, I support the application of the University of Illinois and the Illinois Association of Regional Superintendents of Schools to establish the Center for School Improvement. Past experience has demonstrated to me that these entities are able to work together to develop a collaborative, inclusive culture capable of integrating improvement initiatives statewide. I believe combining the research capabilities of the state's major research university and the relationships that already exist between the districts in Illinois and the Regional Superintendents and Intermediate Service Center Directors in the area of school improvement would create a dynamic partnership to steer the Center for School Improvement.

The Learning Technology Center looks forward to working with the Center Director and staff under the leadership of the University of Illinois and IARSS.

Sincerely,

Cindy Duffy  
Director, Area IV Learning Technology Center
July 10, 2012

The Center for School Improvement
UI/IARSS Writing Team
c/o Kay Poyner Brown
Executive Director
West 40 ISC #2
2701 W. Washington Boulevard
Bellwood, IL 60104

Dear UI/IARSS Team:

I am pleased to communicate the commitment of the Collaborative for Academic, Social, and Emotional Learning (CASEL) as a supporting partner in the University of Illinois/Illinois Association of Regional Superintendents of Schools response to the RFSP for The Center for School Improvement. As a supporting partner, CASEL stands ready to both advise and lend resources and expertise to The Center.

I understand that the proposed organizational structure supports The Center staff in bringing all Illinois schools under a Continuous Improvement Framework that supports district and school leaders in their efforts to create effective educational practices. These practices are organized into four broad categories – Continuous Improvement, Educator Quality, Learning Environment, and Teaching and Learning.

CASEL will support these efforts through our current and ongoing research products as well as technical assistance knowledge with school and district improvement efforts in Chicago and other Illinois school districts. In particular, CASEL is producing a resource guide for preK-12th grade evidenced-based programs that address the development of social and emotional skills. Another resource to support school improvement is the development of CASEL’s school-wide change toolkit for the systemic implementation of social and emotional learning linked with academic performance. The toolkit includes a crosswalk and implementation guide of Common Core State Standards and social emotional learning standards, along with assessment tools, classroom observation and reflection tools, data inquiry cycles, and professional development modules for school leadership teams.
Appendix F: Subcontractors

Illinois Association of School Boards

Illinois Principals Association

University of Illinois
Appendix G: Champaign-Ford Regional Office of Education #9, Grants with ISBE Funding

<table>
<thead>
<tr>
<th>ROE Fund</th>
<th>Program Code / Sub Program Code</th>
<th>Program Name</th>
<th>Program Begin Date</th>
<th>Program End Date</th>
<th>Approved Program Amount</th>
<th>Net Disbursements</th>
</tr>
</thead>
<tbody>
<tr>
<td>42</td>
<td>3001.93</td>
<td>General State Aid - Sec. 18-8</td>
<td>7/1/07</td>
<td>7/31/08</td>
<td>$363,764.96</td>
<td>$363,764.96</td>
</tr>
<tr>
<td>48</td>
<td>3350.01</td>
<td>Gifted Education</td>
<td>6/12/08</td>
<td>8/31/09</td>
<td>$2,000,000.00</td>
<td>$2,000,000.00</td>
</tr>
<tr>
<td>45</td>
<td>3360.00</td>
<td>State Free Lunch &amp; Breakfast</td>
<td>7/1/08</td>
<td>6/30/08</td>
<td>$970.37</td>
<td>$970.37</td>
</tr>
<tr>
<td>45</td>
<td>3365.00</td>
<td>School Breakfast Incentive</td>
<td>7/1/07</td>
<td>6/30/08</td>
<td>$115.88</td>
<td>$115.88</td>
</tr>
<tr>
<td>52</td>
<td>3520.00</td>
<td>ROE School Bus Driver Training</td>
<td>7/1/07</td>
<td>6/30/08</td>
<td>$960.00</td>
<td>$960.00</td>
</tr>
<tr>
<td>96</td>
<td>3695.00</td>
<td>Truants Alternative/Optional Ed.</td>
<td>7/1/07</td>
<td>6/30/08</td>
<td>$87,823.00</td>
<td>$87,823.00</td>
</tr>
<tr>
<td>46</td>
<td>3696.00</td>
<td>Regional Safe Schools</td>
<td>7/1/07</td>
<td>6/30/08</td>
<td>$239,504.00</td>
<td>$239,504.00</td>
</tr>
<tr>
<td>16</td>
<td>3705.00</td>
<td>Early Childhood-Block Grant</td>
<td>7/1/07</td>
<td>8/31/08</td>
<td>$448,766.00</td>
<td>$447,292.00</td>
</tr>
<tr>
<td>RCCSEC</td>
<td>3705.01</td>
<td>Early Childhood-Block Grant</td>
<td>7/1/07</td>
<td>8/31/08</td>
<td>$119,240.00</td>
<td>$119,240.00</td>
</tr>
<tr>
<td>RCCSEC</td>
<td>3705.80</td>
<td>Early Childhood-Block Grant</td>
<td>10/2/07</td>
<td>8/31/08</td>
<td>$90,000.00</td>
<td>$88,386.00</td>
</tr>
<tr>
<td>16</td>
<td>3730.00</td>
<td>ROE/ISC Operations</td>
<td>7/1/07</td>
<td>6/30/08</td>
<td>$176,166.00</td>
<td>$176,166.00</td>
</tr>
<tr>
<td>6</td>
<td>3745.00</td>
<td>Supervisory Expense</td>
<td>7/1/07</td>
<td>6/30/08</td>
<td>$2,000.00</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>82</td>
<td>3780.00</td>
<td>Technology for Success</td>
<td>7/1/07</td>
<td>6/30/08</td>
<td>$285,803.00</td>
<td>$285,803.00</td>
</tr>
<tr>
<td>18</td>
<td>3982.00</td>
<td>Teacher Mentoring &amp; Mentoring Pilot Program</td>
<td>9/7/07</td>
<td>12/31/08</td>
<td>$61,005.00</td>
<td>$61,005.00</td>
</tr>
<tr>
<td>45</td>
<td>4210.00</td>
<td>National School Lunch Program</td>
<td>9/1/07</td>
<td>9/30/08</td>
<td>$15,018.19</td>
<td>$15,018.19</td>
</tr>
<tr>
<td>45</td>
<td>4220.00</td>
<td>School Breakfast Program</td>
<td>9/1/07</td>
<td>9/30/08</td>
<td>$4,357.45</td>
<td>$4,357.45</td>
</tr>
<tr>
<td>ROE Fund</td>
<td>ROEIISC</td>
<td>Program Code / Sub Program Code</td>
<td>Program Name</td>
<td>Program Begin Date</td>
<td>Program End Date</td>
<td>Approved Program Amount</td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
<td>--------------------------------</td>
<td>--------------</td>
<td>-------------------</td>
<td>------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>22</td>
<td>4337.00</td>
<td>4999.PD</td>
<td>Title 1 - Reading First Part B SEA Funds</td>
<td>7/1/07</td>
<td>8/31/08</td>
<td>$39,517.00</td>
</tr>
<tr>
<td>27</td>
<td>4337.00</td>
<td>4999.PD</td>
<td>Other Federal Programs</td>
<td>7/1/07</td>
<td>6/30/08</td>
<td>$10,000.00</td>
</tr>
</tbody>
</table>

**FY2009**

<table>
<thead>
<tr>
<th>ROE Fund</th>
<th>ROEIISC</th>
<th>Program Code / Sub Program Code</th>
<th>Program Name</th>
<th>Program Begin Date</th>
<th>Program End Date</th>
<th>Approved Program Amount</th>
<th>Net Disbursements</th>
</tr>
</thead>
<tbody>
<tr>
<td>42</td>
<td>3001.93</td>
<td>General State Aid - Sec. 18-8</td>
<td>7/1/08</td>
<td>7/31/09</td>
<td>$305,118.06</td>
<td>$308,118.06</td>
<td></td>
</tr>
<tr>
<td>57</td>
<td>3350.00</td>
<td>Gifted Education</td>
<td>5/21/09</td>
<td>8/31/10</td>
<td>$100,450.00</td>
<td>$100,450.00</td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>3350.01</td>
<td>Gifted Education</td>
<td>5/29/09</td>
<td>8/31/10</td>
<td>$973,802.00</td>
<td>$973,802.00</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>3360.00</td>
<td>State Free Lunch &amp; Breakfast</td>
<td>7/1/08</td>
<td>6/30/09</td>
<td>$1,202.11</td>
<td>$1,202.11</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>3365.00</td>
<td>School Breakfast Incentive</td>
<td>7/1/08</td>
<td>6/30/09</td>
<td>$8.64</td>
<td>$8.64</td>
<td></td>
</tr>
<tr>
<td>52</td>
<td>3520.00</td>
<td>ROE School Bus Driver Training</td>
<td>7/1/08</td>
<td>6/30/09</td>
<td>$960.00</td>
<td>$960.00</td>
<td></td>
</tr>
<tr>
<td>96</td>
<td>3695.00</td>
<td>Truants Alternative/Optional Ed.</td>
<td>7/1/08</td>
<td>6/30/09</td>
<td>$88,701.00</td>
<td>$88,701.00</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>3696.00</td>
<td>Regional Safe Schools</td>
<td>7/1/08</td>
<td>6/30/09</td>
<td>$241,300.00</td>
<td>$241,300.00</td>
<td></td>
</tr>
</tbody>
</table>

**RCCSEC**

<table>
<thead>
<tr>
<th>ROE Fund</th>
<th>ROEIISC</th>
<th>Program Code / Sub Program Code</th>
<th>Program Name</th>
<th>Program Begin Date</th>
<th>Program End Date</th>
<th>Approved Program Amount</th>
<th>Net Disbursements</th>
</tr>
</thead>
<tbody>
<tr>
<td>3705.00</td>
<td></td>
<td>Early Childhood-Block Grant</td>
<td>7/1/08</td>
<td>8/31/09</td>
<td>$457,562.00</td>
<td>$452,587.00</td>
<td></td>
</tr>
<tr>
<td>3705.01</td>
<td></td>
<td>Early Childhood-Block Grant</td>
<td>7/1/08</td>
<td>8/31/09</td>
<td>$124,925.00</td>
<td>$124,209.00</td>
<td></td>
</tr>
<tr>
<td>3705.80</td>
<td></td>
<td>Early Childhood-Block Grant</td>
<td>7/1/08</td>
<td>8/31/09</td>
<td>$90,000.00</td>
<td>$89,741.00</td>
<td></td>
</tr>
<tr>
<td>3705.90</td>
<td></td>
<td>Early Childhood-Block Grant</td>
<td>8/11/08</td>
<td>8/31/09</td>
<td>$90,000.00</td>
<td>$87,571.00</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>3730.00</td>
<td>ROE/ISC Operations</td>
<td>7/1/08</td>
<td>6/30/09</td>
<td>$174,903.00</td>
<td>$174,903.00</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>3745.00</td>
<td>Supervisory Expense</td>
<td>7/1/08</td>
<td>6/30/09</td>
<td>$2,000.00</td>
<td>$2,000.00</td>
<td></td>
</tr>
<tr>
<td>82</td>
<td>3780.00</td>
<td>Technology for Success</td>
<td>7/1/08</td>
<td>6/30/09</td>
<td>$286,403.00</td>
<td>$286,403.00</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>3982.00</td>
<td>Teacher &amp; Administrators Mentoring Program</td>
<td>10/1/08</td>
<td>12/31/09</td>
<td>$66,070.00</td>
<td>$65,391.00</td>
<td></td>
</tr>
</tbody>
</table>

Appendix G: Grants with ISBE Funding
<table>
<thead>
<tr>
<th>ROE Fund</th>
<th>Program Code / Sub Program Code</th>
<th>Program Name</th>
<th>Program Begin Date</th>
<th>Program End Date</th>
<th>Approved Program Amount</th>
<th>Net Disbursements</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td>4210.00</td>
<td>National School Lunch Program</td>
<td>9/1/08</td>
<td>9/30/09</td>
<td>$20,632.32</td>
<td>$20,632.32</td>
</tr>
<tr>
<td>45</td>
<td>4220.00</td>
<td>School Breakfast Program</td>
<td>9/1/08</td>
<td>9/30/09</td>
<td>$4,993.91</td>
<td>$4,993.91</td>
</tr>
<tr>
<td>42</td>
<td>4850.93</td>
<td>ARRA-General State Aid - Sec. 18-8</td>
<td>4/15/09</td>
<td>6/30/09</td>
<td>$90,202.00</td>
<td>$90,202.00</td>
</tr>
<tr>
<td>27</td>
<td>4999.PD</td>
<td>Other Federal Programs</td>
<td>7/1/08</td>
<td>6/30/09</td>
<td>$12,000.00</td>
<td>$12,000.00</td>
</tr>
</tbody>
</table>

**FY2010**

<table>
<thead>
<tr>
<th>ROE Fund</th>
<th>Program Code / Sub Program Code</th>
<th>Program Name</th>
<th>Program Begin Date</th>
<th>Program End Date</th>
<th>Approved Program Amount</th>
<th>Net Disbursements</th>
</tr>
</thead>
<tbody>
<tr>
<td>42</td>
<td>3001.93</td>
<td>General State Aid - Sec. 18-8</td>
<td>7/1/09</td>
<td>7/31/10</td>
<td>$387,699.84</td>
<td>$387,699.84</td>
</tr>
<tr>
<td>45</td>
<td>3360.00</td>
<td>State Free Lunch &amp; Breakfast</td>
<td>7/1/09</td>
<td>6/30/10</td>
<td>$1,626.97</td>
<td>$1,626.97</td>
</tr>
<tr>
<td>45</td>
<td>3365.00</td>
<td>School Breakfast Incentive</td>
<td>7/1/09</td>
<td>6/30/10</td>
<td>$30.30</td>
<td>$30.30</td>
</tr>
<tr>
<td>52</td>
<td>3520.00</td>
<td>ROE School Bus Driver Training</td>
<td>7/1/09</td>
<td>6/30/10</td>
<td>$960.00</td>
<td>$960.00</td>
</tr>
<tr>
<td>96</td>
<td>3695.00</td>
<td>Truants Alternative/Optional Ed.</td>
<td>7/1/09</td>
<td>12/31/10</td>
<td>$79,831.00</td>
<td>$79,831.00</td>
</tr>
<tr>
<td>46</td>
<td>3696.00</td>
<td>Regional Safe Schools</td>
<td>7/1/09</td>
<td>6/30/10</td>
<td>$216,729.00</td>
<td>$216,729.00</td>
</tr>
<tr>
<td>RCCSEC</td>
<td>3705.00</td>
<td>Early Childhood-Block Grant</td>
<td>7/1/09</td>
<td>8/31/10</td>
<td>$460,860.00</td>
<td>$46,860.00</td>
</tr>
<tr>
<td>RCCSEC</td>
<td>3705.01</td>
<td>Early Childhood-Block Grant</td>
<td>7/1/09</td>
<td>6/30/10</td>
<td>$111,569.00</td>
<td>$111,566.00</td>
</tr>
<tr>
<td>RCCSEC</td>
<td>3705.70</td>
<td>Early Childhood-Block Grant</td>
<td>7/1/09</td>
<td>8/31/10</td>
<td>$162,000.00</td>
<td>$162,000.00</td>
</tr>
<tr>
<td>16</td>
<td>3730.00</td>
<td>ROE/ISC Operations</td>
<td>7/1/09</td>
<td>6/30/10</td>
<td>$137,504.00</td>
<td>$137,504.00</td>
</tr>
<tr>
<td>6</td>
<td>3745.00</td>
<td>Supervisory Expense</td>
<td>7/1/09</td>
<td>6/30/10</td>
<td>$2,000.00</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>82</td>
<td>3780.00</td>
<td>Technology for Success</td>
<td>7/1/09</td>
<td>9/30/10</td>
<td>$282,103.00</td>
<td>$282,103.00</td>
</tr>
<tr>
<td>18</td>
<td>3982.00</td>
<td>Teacher &amp; Administrators Mentoring Program</td>
<td>10/1/09</td>
<td>8/31/10</td>
<td>$54,227.00</td>
<td>$44,929.00</td>
</tr>
<tr>
<td>39</td>
<td>3999.00</td>
<td>Other State Programs</td>
<td>6/15/10</td>
<td>8/31/11</td>
<td>$990,000.00</td>
<td>$990,000.00</td>
</tr>
<tr>
<td>ROE Fund</td>
<td>Program Code / Sub Program Code</td>
<td>Program Name</td>
<td>Program Begin Date</td>
<td>Program End Date</td>
<td>Approved Program Amount</td>
<td>Net Disbursements</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------</td>
<td>--------------</td>
<td>--------------------</td>
<td>------------------</td>
<td>------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>45</td>
<td>4210.00</td>
<td>National School Lunch Program</td>
<td>9/1/09</td>
<td>9/30/10</td>
<td>$28,311.85</td>
<td>$28,311.85</td>
</tr>
<tr>
<td>45</td>
<td>4220.00</td>
<td>School Breakfast Program</td>
<td>9/1/09</td>
<td>9/30/10</td>
<td>$6,372.44</td>
<td>$6,372.44</td>
</tr>
<tr>
<td>22</td>
<td>4337.00</td>
<td>Title 1 - Reading First Part B SEA Funds</td>
<td>3/18/10</td>
<td>8/31/10</td>
<td>$28,428.00</td>
<td>$28,428.00</td>
</tr>
<tr>
<td>53</td>
<td>4340.00</td>
<td>Title 1 - Migrant Education</td>
<td>7/15/09</td>
<td>6/30/10</td>
<td>$39,750.00</td>
<td>$39,750.00</td>
</tr>
<tr>
<td>74</td>
<td>4421.10</td>
<td>Title IV - 21st Century Comm Learning Centers</td>
<td>7/1/09</td>
<td>8/31/10</td>
<td>$148,900.00</td>
<td>$148,900.00</td>
</tr>
<tr>
<td>42</td>
<td>4850.93</td>
<td>ARRA-General State Aid - Education SFSF</td>
<td>1/1/10</td>
<td>3/31/10</td>
<td>$64,616.64</td>
<td>$64,616.64</td>
</tr>
<tr>
<td>42</td>
<td>4870.93</td>
<td>ARRA-General State Aid - Government SFSF</td>
<td>8/10/09</td>
<td>9/30/09</td>
<td>$21,538.88</td>
<td>$21,538.88</td>
</tr>
<tr>
<td>27</td>
<td>4999.PD</td>
<td>Other Federal Programs</td>
<td>9/1/09</td>
<td>6/30/10</td>
<td>$4,000.00</td>
<td>$4,000.00</td>
</tr>
</tbody>
</table>

**FY2011**

<table>
<thead>
<tr>
<th>ROE Fund</th>
<th>Program Code / Sub Program Code</th>
<th>Program Name</th>
<th>Program Begin Date</th>
<th>Program End Date</th>
<th>Approved Program Amount</th>
<th>Net Disbursements</th>
</tr>
</thead>
<tbody>
<tr>
<td>42</td>
<td>3001.93</td>
<td>General State Aid - Sec. 18-8</td>
<td>7/1/10</td>
<td>7/31/11</td>
<td>$649,556.18</td>
<td>$649,556.18</td>
</tr>
<tr>
<td>45</td>
<td>3360.00</td>
<td>State Free Lunch &amp; Breakfast</td>
<td>7/1/10</td>
<td>6/30/11</td>
<td>$1,533.57</td>
<td>$1,533.57</td>
</tr>
<tr>
<td>52</td>
<td>3520.00</td>
<td>ROE School Bus Driver Training</td>
<td>7/1/10</td>
<td>6/30/11</td>
<td>$960.00</td>
<td>$960.00</td>
</tr>
<tr>
<td>96</td>
<td>3695.00</td>
<td>Truants Alternative/Optional Ed.</td>
<td>7/1/10</td>
<td>12/31/11</td>
<td>$64,096.00</td>
<td>$64,096.00</td>
</tr>
<tr>
<td>46</td>
<td>3696.00</td>
<td>Regional Safe Schools</td>
<td>7/1/10</td>
<td>6/30/11</td>
<td>$127,598.00</td>
<td>$127,598.00</td>
</tr>
<tr>
<td>RCCSEC</td>
<td>3705.00</td>
<td>Early Childhood-Block Grant</td>
<td>7/1/10</td>
<td>8/31/11</td>
<td>$460,806.00</td>
<td>$330,815.00</td>
</tr>
<tr>
<td>RCCSEC</td>
<td>3705.70</td>
<td>Early Childhood-Block Grant</td>
<td>7/1/10</td>
<td>8/31/11</td>
<td>$162,000.00</td>
<td>$87,435.00</td>
</tr>
<tr>
<td>16</td>
<td>3730.00</td>
<td>ROE/ISC Operations</td>
<td>7/1/10</td>
<td>6/30/11</td>
<td>$125,312.00</td>
<td>$125,312.00</td>
</tr>
<tr>
<td>82</td>
<td>3780.00</td>
<td>Technology for Success</td>
<td>7/1/10</td>
<td>8/31/11</td>
<td>$249,353.00</td>
<td></td>
</tr>
</tbody>
</table>

Appendix G: Grants with ISBE Funding
## Appendix C: Grants with ISBE Funding

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Code / Sub Program Code</th>
<th>Fund</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Breakfast Program</td>
<td>4220.00</td>
<td>45</td>
</tr>
<tr>
<td>School Breakfast Technology for Success</td>
<td>4210.00</td>
<td>45</td>
</tr>
<tr>
<td>National School Lunch</td>
<td>370.00</td>
<td>82</td>
</tr>
<tr>
<td>ROE ISC Operations</td>
<td>3730.00</td>
<td>16</td>
</tr>
<tr>
<td>Early Childhood Block Grant</td>
<td>3740.00</td>
<td>16</td>
</tr>
<tr>
<td>Regional Safe Schools</td>
<td>3696.00</td>
<td>46</td>
</tr>
<tr>
<td>Regional Safe Schools</td>
<td>3696.00</td>
<td>46</td>
</tr>
<tr>
<td>Training ROE School Bus Driver</td>
<td>3520.00</td>
<td>52</td>
</tr>
<tr>
<td>State Free Lunch &amp; Breakfast</td>
<td>3360.00</td>
<td>45</td>
</tr>
<tr>
<td>General State Aid - Sec. 18-8</td>
<td>3001.93</td>
<td>42</td>
</tr>
</tbody>
</table>

### Net Distribution

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Amount</th>
<th>Date</th>
<th>Program End Date</th>
<th>Program Begin Date</th>
<th>Program Approved Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARAA-Education Jobs Fund</td>
<td>$699,142.00</td>
<td>7/31/11</td>
<td>8/10/10</td>
<td>7/31/11</td>
<td>$699,142.00</td>
</tr>
<tr>
<td>ARAA - Improvement of Act</td>
<td>$2,800,000.00</td>
<td>8/31/11</td>
<td>8/13/10</td>
<td>8/31/11</td>
<td>$2,800,000.00</td>
</tr>
<tr>
<td>ARAA - Title I - School</td>
<td>$1,450,833.00</td>
<td>7/1/11</td>
<td>8/1/10</td>
<td>8/31/11</td>
<td>$1,450,833.00</td>
</tr>
<tr>
<td>Title II - 21st Century Comm</td>
<td>$4,495,466.00</td>
<td>7/12/10</td>
<td>6/30/11</td>
<td>6/30/11</td>
<td>$4,495,466.00</td>
</tr>
<tr>
<td>Title I - Magnet Education</td>
<td>$6,787,965.00</td>
<td>9/1/10</td>
<td>10/1/10</td>
<td>1/10/11</td>
<td>$6,787,965.00</td>
</tr>
<tr>
<td>School Breakfast Program</td>
<td>$2,800,000.00</td>
<td>10/1/10</td>
<td>10/1/10</td>
<td>9/1/11</td>
<td>$2,800,000.00</td>
</tr>
<tr>
<td>National School Lunch Pilot Program</td>
<td>$2,922,000.00</td>
<td>8/31/11</td>
<td>8/31/11</td>
<td>8/31/11</td>
<td>$2,922,000.00</td>
</tr>
</tbody>
</table>

Champaign-Ford Regional Office of Education #9, July 13, 2012
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Title IV - 21st Century Comm Learning Centers</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>74</td>
<td>4421.10</td>
<td>8/8/11</td>
<td>8/31/12</td>
<td>$148,935.00</td>
<td>$85,982.00 (thru 6/7/12)</td>
</tr>
<tr>
<td>76</td>
<td>4421.12</td>
<td>8/8/11</td>
<td>8/31/12</td>
<td>$149,879.00</td>
<td>$58,015.00 (thru 6/7/12)</td>
</tr>
<tr>
<td>82</td>
<td>4861.00</td>
<td>8/30/11</td>
<td>9/30/11</td>
<td>$27,480.00</td>
<td>$27,480.00</td>
</tr>
<tr>
<td>45</td>
<td>4880.93</td>
<td>1/1/12</td>
<td>1/31/12</td>
<td>$889.00</td>
<td>$889.00</td>
</tr>
<tr>
<td>29</td>
<td>4936.40</td>
<td>11/22/11</td>
<td>9/30/12</td>
<td>$140,000.00</td>
<td>$12,832.00 (thru 6/7/12)</td>
</tr>
</tbody>
</table>