

CERTIFIED VACANCY POSTING

June 26, 2009

COMMUNICATOR ROUND 004

TIMELINE FOR ROUND 004 VACANCIES – 2009/2010 SCHOOL YEAR

Tuesday, July 7, 2009 by 3:00 PM: APPLICATION DEADLINE - Applications for CERTIFIED positions for Round 004 of the 2009/2010 school year are due online at www.rps205.com or in the Human Resources Department, Room 107, 201 S. Madison St., Rockford, IL 61104.

Wednesday, July 15, 2009 by 3:00 PM: Deadline for application withdrawal and/or change of order for preferences.

REMINDER: IF YOU NO LONGER WISH TO BE CONSIDERED FOR A TRANSFER, THEN YOU MUST SUBMIT, IN WRITING, YOUR REQUEST TO WITHDRAW YOUR NAME FROM THE APPLICANT LIST FOR THE POSITION(S) APPLIED FOR BY THE STATED DEADLINE. INDIVIDUALS WHO DO NOT WITHDRAW VIA THIS PROCESS, IF SELECTED FOR TRANSFER, WILL BE REQUIRED TO COMPLETE THE TRANSFER.

Thursday, July 16, 2009 by 8:00 AM: Recommendation for Hire forms due from administrators.

Thursday, July 16, 2009 at 8:30 AM: Certified Placement for Round 004. Human Resources will notify applicants of placements by mail.

PLEASE NOTE: Human Resources will NOT verify Placement results over the phone.

CERTIFIED & NON-CERTIFIED VACANCIES ARE PUBLISHED SEPARATELY. Copies may be obtained at the Receptionist's desk of the Rockford Board of Education Administration Building, or by sending stamped, self-addressed envelopes to 201 S. Madison St., Rockford, IL 61104.

ANTICIPATED TIMELINE FOR THE NEXT PUBLICATION OF CERTIFIED & NON-CERTIFIED COMMUNICATOR VACANCIES:

CERTIFIED VACANCIES 2009/2010

ROUND 005 – AVAILABLE – Wednesday, July 22, 2009

NON-CERTIFIED VACANCIES 2009/2010

ROUND 005A – AVAILABLE – Wednesday, July 8, 2009

KEY = Explanation of terms used below:

VAC # = use of 6-digit vacancy number as referral to specific position.

LOCATION = building where position exists.

DEPARTMENT = department over specific position.

SUBJECT/WORK = type of position specific to job duties.

Mn Mx = grade levels position serves. 22 refers to all-day kd; 40 45 refers to pre-school; 01 = grade 1, etc.; 99 refers to District-wide.

FTE = Full Time Equivalent. 1.0 FTE refers to full time position; .5 FTE would be ½ time position.

Comment = When available, a brief description appears under the vacancy.

PLEASE NOTE: All **NEW** applicants must complete or update a General ASP application form available online at www.generalasp.com/rps205/onlineapp/. Board of Education policy requires that persons recommended for positions with the Rockford Public Schools are subject to pre-employment drug testing and a State of Illinois Criminal History Background Investigation **before** approving their hire.

**ATTENTION: ALL NEW TEACHERS MUST ATTEND A THREE DAY
"NEW TEACHER ORIENTATION" ON AUGUST 19 – 21, 2009**

*****ALL CERTIFIED TEACHING & SCHOOL SUPPORT STAFF*****

The District acknowledges and affirms its commitment to the *No Child Left Behind* law, which requires that all students be taught by highly qualified teachers.

Eligibility: Only those who are qualified through relevant certification, education and training shall be eligible to apply. The best-qualified applicant based upon relevant certification, education, training, evidence of successful teaching and/or successful performance of other responsibilities directly relevant to the position for that vacancy shall be appointed. Evidence of Certification must be on file in Human Resources.

*******SECONDARY SCHOOLS*******

TRAINING FOR CERTIFIED POSITIONS IN ALL ROCKFORD HIGH SCHOOLS: Multicultural education, and curriculum and instructional strategies relevant to subject area. Training desired in but not limited to, at-risk students, gifted students, student ethnic and cultural diversity, behavioral management techniques, conflict resolution, teaching/learning styles/techniques, alternative student assessments, and team building.

GENERAL DESCRIPTION FOR ALL (1-12) GIFTED EDUCATION POSITIONS: Preferred applicants for gifted positions will have demonstrated success in Incorporating technology into the curriculum; Reading and writing across the curriculum; Developing common and alternative assessments; Developing standards-aligned lesson plans; Cooperative learning; Differentiating daily lessons; Positive classroom management strategies, and A parental communication plan. Applicants are required to have or agree to complete the Gifted Institute and be able to demonstrate success with differentiated instruction, curriculum compacting, grading and writing rubrics. Applicants for Advanced Placement courses must be trained or be willing to be trained in AP instruction per the College Board

GENERAL DESCRIPTIONS FOR SECONDARY SELF-CONTAINED SPECIAL EDUCATION POSITIONS: Duties to include implementing academic, behavioral, independent functioning, and pre-vocational & vocational skills for self-contained middle/high school students and to facilitate program for inclusion students. Department and possible team teaching involved. On-going communication with administrators, counselors, and parents. Training in or willingness to attend inclusion, behavioral modification, crisis prevention, and cultural diversity training.

GENERAL DESCRIPTION FOR ALL K-12 BILINGUAL POSITIONS: All new certified bilingual applicants must demonstrate proficiency in both Spanish and English. Spanish dominant applicants will be considered for lower grades (i.e. K-2) while English dominant applicants will be considered for grades (3-12). Candidates proficient in both languages may apply for all grade levels. New applicants may be asked to take a language proficient test.

AUBURN HS COMPLEX

ADDITIONAL TRAINING: Auburn High School Complex has two buildings, Freshman Campus (9th) and Main Campus (10th – 12th). AHS is a culturally diverse school which houses the Academically Gifted program, the Creative and Performing Arts Program and JROTC, as well as a traditional scholastic programming. All programs focus on the integration of reading, math, writing, and technology throughout the curriculum.

Preferred applicants will have demonstrated success incorporating technology into the curriculum, reading and writing across the curriculum, developing common and alternative assessments, developing standards-aligned lesson plans, cooperative learning, differentiating daily lessons, positive classroom management strategies, a parental communication plan, and co- teach with special education staff. Preferred Freshman Foundation applicants will have demonstrated success in building relationships with all students, with summative (assessment of learning) and formative (assessment for learning) assessment implementation, with creating and implementing lessons and assessments that address concepts and higher order thinking skills, with interdisciplinary teaming, with student-centered instruction, and philosophically believe in and be able to advocate for sustaining a school environment focused on learning and focused on meeting the needs of our students. Academy and CAPA applicants are required to have or agree to complete gifted training and be able to demonstrate success in differentiated instruction, as well as knowledge of the social and emotional needs of gifted and talented students. Preferred Academy and CAPA applicants will have demonstrated success in teaching gifted and talented courses. Applicants for teaching Advanced Placement courses must be trained or be willing to be trained in AP instruction per the College Board, experience in grading and writing rubrics, and curriculum compacting. Preferred applicants will have demonstrated success in teaching Advanced Placement courses.

EAST

ADDITIONAL TRAINING: East's mission is to excel in developing the talents, abilities, and attitudes of students to empower them with the skills necessary to become productive members of the world community. In light of this mission, preferred applicants will have training in dealing with a diverse student population (i.e.: Ruby Payne's work or similar work), positive classroom management strategies, instructional learning styles, incorporating technology into the curriculum, reading and writing across the curriculum, and in developing common and alternative assessments. Training or demonstrated success in the Center of Performance Assessment programs of: Power Standards, Making Standards Work, Data Teams, Common Formative Assessment, and Effective Teaching Strategies is preferred, as well as knowledge in Dr. Willard Daggett's Rigor and Relevance Framework. Preferred Freshmen Foundation applicants will demonstrate success in developing interdisciplinary instruction, in organizing and implementing team-building activities, and in working collaboratively on a team. Applicants for teaching Advanced Placement courses must be certified by the College Board and have demonstrated success in grading, writing rubrics, and curriculum development.

GUILFORD

ADDITIONAL TRAINING: Preferred applicants will have demonstrated success in dealing with diverse populations, at risk students and instructional strategies relevant to the curricular area. Candidates for positions will have knowledge and training in the Rigor and Relevance Framework, content area reading strategies, common assessments and classroom management strategies. Applicants for Advanced Placement courses must have training in AP strategies or be willing to be trained. Freshman Foundation applicants will have demonstrated success in working collaboratively on a team.

JEFFERSON

ADDITIONAL TRAINING: Jefferson is a culturally diverse high school that seeks to prepare students through a challenging, comprehensive, and progressive curriculum. Candidates for positions must have demonstrated success in implementing instructional strategies designed to enhance equity and excellence for all students. Specific training desired: Multicultural education, curriculum and instructional strategies relevant to subject area and integration of reading skills preferably through the Carbo reading system or McCreel reading strategies in the content areas. Integration of computer technology (excel, word, adobe, AS400, outlook, e-mail, access, & inspiration) and training in models of classroom management such as Assertive Discipline is essential. Training or demonstrated success in working with (philosophies from the Center of Performance Assessment) common assessments, standards based curriculum, Bloom's Taxonomy, data analysis, at-risk students, academically talented students, culturally or ethnically diverse students is required. Additional pedagogical skill desired include evidence of instructional planning based on student learning styles, cooperative learning, SIP initiatives (math, reading, & writing), alternative student assessments, and portfolio development. Desire to work within a Professional Development School (Project REAL) environment for pre-service teachers and/or AP training preferred.

ROOSEVELT COMMUNITY EDUCATION CENTER

ADDITIONAL TRAINING: Roosevelt is a Secondary Education center for individuals 17 years of age and older with a need for an Alternative Approach to Instruction as a means to complete their High School Diploma requirements or GED equivalent. Professional applicants interested in joining a Team committed to improving academic performance, and our school district's graduation rate through the building of positive relationships and the implementation of the Roosevelt Model of Instruction are encouraged to apply. Preferred Applicants will have training in affective/assertive student management, alternative assessment practices, and various cognitive techniques relative to individualized instruction. Applicants must have demonstrated success in technology integration, managing at-risk teens, multi-task skills, course articulation, adaptation, instructing students at various

academic ability levels, and conflict resolution. All applicants must be certified in the Required Endorsement(s), adapt to teach multiple topics within their specific academic discipline, and complete training in current grant regulations. Applicants for the Adult Education GED component must have a working knowledge of Basic Education Curriculum for students exceeding the age of 20.

ACADEMIC CAREER EDUCATION HIGH SCHOOL

The Academic Career Education High School (ACE High School) is a collaborative, hands-on, and green high school. Career and workforce themes are woven into units of instruction to increase rigor, relevance and relationships. ACE High School employs a non-standard schedule to support cross-curricular activities and community collaboration. Preferred applicants will understand the need cultivating and maintaining alliances with businesses; engaging a diverse student population; integrating environmental impacts into instruction; adapting instruction for multiple learning and personality styles; and weaving learning standards into non-traditional subjects in a variety of settings.

TRAINING FOR CERTIFIED POSITIONS IN ALL ROCKFORD MIDDLE SCHOOLS: Middle School Concept, multicultural education, and curriculum and instructional strategies relevant to subject area. Training desired in but not limited to, at-risk students, gifted students, student ethnic and cultural diversity, behavioral management techniques, conflict resolution, teaching/learning style techniques, alternative student assessments, and team building.

DESCRIPTION FOR LITERACY COACH/READING INTERVENTION SPECIALIST POSITION – MIDDLE SCHOOL

Demonstrated success in the following areas: teaching/modeling best practices in middle school reading/writing/literacy instruction; collaborating effectively with colleagues and students; organizational and time management competence; leadership skills; developing, implementing, evaluating district middle school English curriculum; meeting the needs of diverse learners. Applicant must have Reading Specialist Certificate or Reading Teacher 5-8 endorsement noted on certificate AND/OR have been hired as a middle school Language Arts or English teacher prior to June 30, 2006.

DESCRIPTION FOR MATH INTERVENTION SPECIALIST POSITION – MIDDLE SCHOOL

The preferred applicant will have demonstrated success in the following areas: teaching/modeling best practices in middle school math instruction; collaborating effectively with colleagues and students; organizational and time management competence; leadership skills; developing, implementing, evaluating district middle school Math curriculum; meeting the needs of diverse learners; training and successful implementation of the Connected Math program. Bilingual preferred for Barbour.

EISENHOWER

Eisenhower Middle School is one of the Site-based institutions in the Rockford Public School System. Applicants for the positions at Eisenhower should be familiar with the Site-based format (which includes team interviewing for vacant positions) and be willing to participate in the Site-base decision making process. A preferred applicant will have completed training and demonstrated success in reciprocal teaching, reading/writing across the content areas, including but not limited to QAR, implementation of extended response strategies, methods for applying technology to the instructional process and training with differentiated instruction. Also, a preferred applicant for all math positions will have demonstrated success/training in Connected Math (6th, 7th & 8th), use of math manipulatives and group work.

FLINN

ADDITIONAL TRAINING: The preferred applicant has completed training and/or demonstrated success in the 6 Trait Writing Methods, QARS, PBIS or a comparable formal classroom management program, integrating technology into the curriculum, differentiated instruction, Quantum Learning, and balanced literacy approach. Training and demonstrated success in teaching the extended responses to math tasks and assessing using the State of Illinois math standards, and Connected Math training with successful implementation are most preferred for all math positions. Training and demonstrated success in teaching the extending response to reading passages and assessing using the State of Illinois reading standards is required for all English and Language Arts positions.

KENNEDY

ADDITIONAL TRAINING: Preferred applicants will have demonstrated training in Project Choices co-teaching and inclusive classroom practices, implementation of extended response strategies across the curriculum including P.E., technology and art. Also preferred applicants will have demonstrated success/training in implementation of reading/math strategies across the curriculum, methods for applying technology to the instructional process and training in Positive Behavior Intervention and Supports (PBIS) school-wide discipline program. Preferred candidates for all science positions will have Physics First Training. Preferred candidates for English/Language Arts positions will have training in Soar to Success, Direct Instruction and Bridges. Preferred candidates for all math position will have Connected Math Training. Applicants must have training or be willing to be trained in Study Island.

LINCOLN

ADDITIONAL TRAINING: The preferred applicant for positions at Lincoln will have demonstrated success in effective classroom management techniques, continuous training and professional development in the related field, integrating the curriculum across the content areas, and collaborating with parents and guardians to meet the needs of each individual student. Preferred trainings to include but not limited to: Direct Instruction, Soar to Success reading program, Bridges to Literacy, and Connected Math. Experience with the Data Driven Decision-Making process preferred. Applicant must have demonstrated success working with a diverse group of students including at-risk, gifted, bilingual, and special education populations and utilizing various teaching styles to successfully educate all of the individual students in these groups.

ROCKFORD ENVIRONMENTAL SCIENCE ACADEMY (RESA)

Additional Training: RESA Middle School is a Professional Development School through the NIU Project Real Grant. Successful candidates should demonstrate a willingness to work with prospective future educators. The preferred applicant for positions at RESA has completed training and demonstrated success in 6-Trait writing methods, teaching reading/writing across the content areas, implementation of extended response strategies, integrating technology (such as computers, smartboard, ELMO) into the curriculum, utilizing the Scholastic Reading Inventory, Connected Math, Co-Teaching, interdisciplinary teaming, data driven decision making, and Love and Logic--school- wide behavior initiative.

WEST

West Middle School is one of the Site-Based Learning Institutions in the Rockford Public School System. Applicants for the positions at West should be familiar with Site-Based Governance (which includes team interviewing for vacant positions) and willing to participate in the Site-Based decision-making process. Applicants should be familiar with Ruby Payne's framework of Understanding Poverty to meet and understand the needs of West's population. ADDITIONAL TRAINING: The preferred applicant for positions at West will have demonstrated success in: effective classroom management techniques, PBIS (or similar behavior program), and willing to participate in our school-wide behavior initiative. Preferred trainings for LA and English positions to include but not limited to Direct Instruction, Soar to Success reading program, Bridges to Literature, and/or Language! It is preferred that applicants for math positions have training and demonstrated success in Connected Math. Applicants must demonstrate success working with a diverse group of students including at-risk, Gifted, ESL, and Special Education populations and be able to utilize various teaching styles to successfully educate our

diverse population.

FRESH START PROGRAM @ PAGE PARK

The purpose of this program is to assist students in correcting behaviors that are resulting in disciplinary action and interfering with their education. Students in grades one through twelve will enter and exit the program based on their behavioral and academic performance. All staff will be responsible for monitoring, resolving, and assessing student behavior on a daily basis. Classes will be remedial in nature and require individual and small group instruction due to the variety of ability levels that may require the integration of regular and special education students within the classroom. The Fresh Start Program staff must be committed to a team teaching approach, be pro-active in crisis situations, and trained in CPI techniques.

Additional Training: preferred applicants will have demonstrated skills and ability in crisis intervention techniques, team teaching, individual/small group planning and instruction. The successful candidate must be able to meet the unique demands and requirements of this highly structured behavioral program. The crisis intervention specialist and student support specialist positions require further training in the facilitation of teams, data collection and analysis, conflict resolution, progressive strategies for working with at risk students and their families, classroom social skill instruction, ethnic diversity, and the development and monitoring of alternative assessments. Content area teaching positions require further training in behavior management techniques, multiple learning styles, adapting curriculum to multi-level abilities, multicultural education, ethnic diversity, using technology in the classroom, use of software programs for classroom instruction, and the development and monitoring of alternative assessments.

*****ELEMENTARY SCHOOLS*****

DESCRIPTION FOR ELEMENTARY LITERACY COACH (formerly Reading Coach)

Demonstrated success in the following areas: working effectively with colleagues and students; using and modeling best practices in reading/writing instruction; using data to focus instruction; group presentations; organizational competence; leadership skills; developing, implementing and evaluating a school improvement plan; meeting the needs of diverse learners. Applicant must have Reading Teacher endorsement noted on elementary certificate **and** have been hired as a reading teacher/coach prior to June 30, 2006 **OR** must have a Reading Specialist certificate.

BEYER

THE FOLLOWING IS A DESCRIPTION FOR ALL BEYER TEACHING POSITIONS K-5: Beyer is a school-wide Title I program that promotes literacy, academic success, and good character in our students. Parents are seen as Partners and Teachers as Leaders. Successful applicants will have demonstrated success in working with diverse populations and mainstreamed/included special needs students. Priority will be given to applicants who have knowledge of balanced literacy with demonstrated success in guided reading and literacy centers. Candidates must be willing to commit to full implementation of Everyday Math and its components. Preferred applicants will demonstrate knowledge of On the Mark reading assessment, TIE 2000 math, and analyzing results to modify instruction. Applicants will be trained in and must adhere to professional development requirements of this building's School Improvement Plan. In addition, preference will be given to those who have demonstrated success in Waterford Early Learning Program (K-1). Beyer is a "Solutions Thinking for Excellence" school so applicants are trained to implement the program

BLOOM

THE FOLLOWING IS A DESCRIPTION FOR ALL BLOOM TEACHING POSITIONS K-5: Bloom School applicants are expected to implement district curriculum aligned to the Illinois Learning Standards / District's Power Standards, and reflect same in lesson plans. Show evidence in the use of assessments to inform the instructional process. Demonstrated success using the data team process and effective teaching strategies to improve instruction. Training should include: engaged learning practices, children's literature, GUIDED READING, literature circles, flexible grouping strategies, 4-square and 6-trait writing, reading and math extended response, developing and using rubrics, classroom management strategies, crisis intervention and conflict resolution. Applicants must have a strong commitment to professional development that addresses the SIP action steps. Demonstrated success in the ability to instruct and work collaboratively with staff, administration, parents and school community.

CARLSON

THE FOLLOWING IS A DESCRIPTION FOR ALL CARLSON TEACHING POSITIONS K-5: Preferred applicants for Carlson Elementary should be willing to work in an open pod, family style learning environment which integrates students with special needs including severe and profound. Our prime focus is on the whole child's academic and social needs within an integrated thematic curriculum driven by RPS and Illinois Learning Standards. Qualified candidates will have demonstrated success in Balanced Literacy with specific training in Guided Reading and Writing within Literacy Based Centers using the components of The Daily 5, Implementation of Accelerated Reader, 6 Trait Writing, Everyday Math, Data Driven Instruction, and the use of technology integrated into the curricula to enhance instruction. Successful candidates will have demonstrated proactive classroom management skills.

CONKLIN

THE FOLLOWING IS A DESCRIPTION FOR ALL CONKLIN TEACHING POSITIONS K-5: Successful candidates applying at Conklin MUST be trained and demonstrate successful teaching in a research based balanced literacy reading program which includes read-alouds, shared reading, guided reading, independent reading, literature circles, comprehension strategies, shared writing, interactive and process writing, and independent writing. Must use district On The Mark assessment, work with building Data Teams, and shift instruction according to assessment outcomes. Must be willing to be trained and implement a portable wireless laptop lab to reinforce process writing within the classroom. Implementation of district curriculum and a commitment to full implementation of the Everyday Math program with emphasis on teaching math extended response. Trained in discipline strategies/crisis intervention, Second Step program, multicultural education, cooperative learning, and technology for engaged learning. Must implement instruction in ISAT reading and writing preparation. Willingness to incorporate parent and community involvement in the classroom.

EARLY CHILDHOOD DEPARTMENT

THE FOLLOWING IS A DESCRIPTION FOR ALL DENNIS, FAIRVIEW AND OTHER EARLY CHILDHOOD DEPARTMENT center base/community base teaching and support staff positions. Birth to three programs include infant/toddler family home/group sessions, individual family goals and community outreach intervention. The 3-5 general early childhood program requires the early childhood (04) certificate or out of state early childhood certificate. Special education certification or endorsement may be required for specific classrooms. Department positions may require specialized certification/training. Candidates for positions will demonstrate success in implementing the Illinois Early Learning Standards. Recommended trainings include High Scope curriculum, Work Sampling Illinois, portfolio assessments, Project Approach, family systems and parent education, fine arts, technology, working with diverse populations, social/emotional development and research based language and literacy programs. Early Childhood staff must use the Illinois Early Learning Standards to guide lesson planning and modify instruction and assessment.

GREGORY

THE FOLLOWING IS A DESCRIPTION FOR ALL GREGORY TEACHING POSITIONS K-5: Gregory school has been designated as an Inclusion Model School. All applicants must be willing to work with a significant number of inclusion students. Priority will be given to applicants who have formal training in Differentiated Learning, a Balanced Literacy Approach to reading, guided reading, multiple reading intervention models, Four-Square Writing, Six Trait Writing, Everyday Math, Thematic Instruction, multiple assessment techniques, Standards Lead Classroom Instruction and PBIS. Applicants are expected to attend on-going staff development that addresses SIP action steps

KING

THE FOLLOWING IS A DESCRIPTION FOR ALL KING TEACHING POSITIONS K-5: King Elementary School is a school wide Title I program that promotes literacy, academic achievement, and good character. Preferred applicants will have training and demonstrated success with Balanced Literacy including guided reading, Training or willingness to be trained in the research-based strategies emphasized in Dr. Heggerty's training and the Daily 5. Implementation of the district's reading goals of guided reading, making meaning, DR-TA. QAR, and Reciprocal teaching is preferred Preferred applicants will also have training with Everyday Math. All staff are expected to implement strategies from building and district professional development and Use data to inform (or drive) instruction. Qualified applicants will also have demonstrated success of classroom management with diverse students.

KISHWAUKEE

THE FOLLOWING IS A DESCRIPTION FOR ALL KISHWAUKEE TEACHING POSITIONS K-5: Training and implementation of the Project PRIDE (K-3) model is necessary. Applicants must be willing to commit to the delivery of the Core Knowledge Curriculum. Preferred applicants will have training in Teaching Positive and Productive Behavior, and social skill curriculum with a demonstrated success in Discipline Strategies. Staff is expected to implement Multicultural Curriculum. Integration of Computer Technology for classroom instruction, current TEEL training and Accelerated Reader training preferred.

LEWIS LEMON

THE FOLLOWING IS A DESCRIPTION FOR ALL LEWIS LEMON TEACHING POSITIONS K-5: Priority will be given to applicants who have training and demonstrated success in all areas of Balanced Literacy, Six Trait Writing, Four Square Writing, and Extended Response Writing in reading and math. Priority will be given to applicants who are trained in and have successfully implemented Everyday Math. Preference will be given to applicants who have demonstrated success working on data and grade level teams, using data to drive instruction, and developing common assessments. Preferred candidates will have demonstrated success in use of technology to enhance instruction. Participation in School Improvement Planning and PBIS training/implementation is a must.

ROLLING GREEN

THE FOLLOWING IS A DESCRIPTION FOR ALL ROLLING GREEN TEACHING POSITIONS Training in balanced literacy including creating and maintaining guided reading groups, utilizing grade level appropriate knowledge and instructional strategies for teaching phonemic awareness, phonics, vocabulary, comprehension, and reading in the content area. Also training in instructional strategies and structured small group work for the teaching of writing, including extended response, expository, narrative, and persuasive. Training in a community building format and cooperative learning is also necessary. Successful candidates will have training and demonstrated success in computer-aided instruction to support integration of technology into the curriculum along with training in Everyday Math, and the integration of hands-on science, social studies, math, and writing across the curriculum. Must show evidence in the use of assessments to inform the instructional process. Training and demonstrated success necessary in behavior management techniques that encompass multi-disciplinary adaptations for students with special needs and those at-risk, including training in PBIS and Love & Logic. Knowledge of or experience with Sign Language also desired. Successful candidates will also show willingness to participate in Professional Development initiatives of Project REAL as well as have a history of successful initiatives in parent involvement. Knowledge of and/or training in delivery of service in a Response to Intervention (RTI) model is preferred.

STILES

THE FOLLOWING IS A DESCRIPTION FOR ALL STILES TEACHING POSITIONS K-5: "A person applying for a job position at E. Stiles School should have some knowledge or demonstrated success with the following: On the Mark; Illinois Learning Standards; Guided Reading and its components - Reciprocal Teaching, Response to Interventions, QAR, DRTA, BLIG.; Phonics Instruction; Sitton Spelling; Center Based Learning; Four Square & Six Traits Writing; Integration of Curriculum; Differentiated Instruction; Everyday math; ISAT Extended Responses Reading /Math; Integration of Technology; Data-driven decision making; Data Teams; I Can Problem Solve training; ability to contribute to positive building climate".

SPRINGCREEK

THE FOLLOWING IS A DESCRIPTION FOR ALL SPRINGCREEK TEACHING POSITIONS K-5: The building program focuses on the development of lifelong learners through student-centered classrooms supported by active parent involvement. Must work cooperatively with other staff members and parents to develop a building-wide program to meet the needs of diverse learners. Training and/or demonstrated success in computer assisted instruction/Engaged Learning, Cooperative Learning, Accelerated Reader, Reading Renaissance, Discipline/classroom management strategies including Peer Mediation, PBIS, and conflict resolution, CIRCLE, thematic instruction, Multiple Intelligences, hands-on activities, Pillars of Character, SFA Getting Along Together, Shurley English Program, AIMS/GEMS program, cooperative learning, multicultural education, technology integration to enhance instruction, successful strategies for working with at-risk students, conflict resolution and strong behavioral management techniques, training in the field of autism, and an ability to work with a diverse student population. Staff is expected to participate in school improvement planning and work collaboratively with staff, administration, parents, and school's community.

THOMPSON

THE FOLLOWING IS A DESCRIPTION FOR ALL THOMPSON TEACHING POSITIONS K-5: Thompson is committed to creating life-long learners who are responsible, productive citizens by developing social and problem solving skills, self-esteem, confidence and the love of learning. The school focuses on student academic success and the development of parent-centered participation. Applicants must have training and/or demonstrated success in comprehensive balanced literacy instruction to meet the needs of all students using a standards based curriculum, knowledge of instructional assessments (running records, etc.), strategies in mathematics instruction such as EveryDay Math, 4-Square Writing Method, Waterford Reading Program, Accelerated Reader, AIMS/GEMS program, cooperative learning, multicultural education, technology integration to enhance instruction, successful strategies for working with at-risk students, conflict resolution and strong behavioral management techniques, training in the field of autism, and an ability to work with a diverse student population. Staff is expected to participate in school improvement planning and work collaboratively with staff, administration, parents, and school's community.

WASHINGTON (GIFTED PROGRAM)

THE FOLLOWING IS A DESCRIPTION FOR ALL WASHINGTON TEACHING POSITIONS 1-8: The preferred applicant for positions at Washington is committed to developing and nurturing the wonder and excitement of learning. He/she must be dedicated to meeting the unique needs of the gifted child. He or she has had specific training/coursework in the area of Gifted Education and/or is willing to take this training beginning immediately. Priority will be given to applicants who have knowledge of, training in and demonstrated success infusing critical and creative thinking into the curriculum. Elementary staff must demonstrate successful teaching and monitoring of student progress in a research-based balanced literacy reading program which includes

read-alouds, shared reading, guided reading, independent reading, literature circles, comprehension strategies, shared writing, interactive and process writing, and independent writing. Staff at all grade levels is expected to utilize data-driven decision making, interdisciplinary teaching strategies, develop and use common rubrics and use assessments to inform the instructional process. Candidates must be able to articulate how they integrate technology into instructional delivery. Staff is expected to work collegially in school improvement planning, data team meetings, grade level collaboration and to demonstrate a high desire to be a committed team member. Staff is expected to have a strong commitment to continuing professional development, modeling life-long learning. Applicants need success in demonstrating parent and community involvement in their classroom, as well as, commit to participate in school-wide student, parent and community programs/events.

WALKER

THE FOLLOWING IS A DESCRIPTION FOR ALL WALKER TEACHING POSITIONS K-5: Walker Elementary School focuses on successful student achievement and parent involvement through a positive, child-centered environment. Preferred applicants will have demonstrated success in administering Fountas & Pinnell and Think Link assessments and analyzing results in the Data Team format to modify reading and math classroom instruction. Candidates will have demonstrated success in teaching RPS District Standards as the core curriculum and reflect these standards in lesson planning. Training in research based reading programs which includes guided reading, literature circles, shared reading, Making Meaning, reading comprehension strategies, interactive writing, and Six Trait writing is necessary. Priority will be given to candidates who have demonstrated successful implementation of center-based learning and knowledge/training in differentiated instruction. A commitment to full implementation of the Everyday Math program with emphasis on teaching math extended response is necessary. Preferred applicants will be able to integrate technology into all other content areas by using programs such as Classworks. Success in building strong classroom community and positive classroom management strategies as presented through effective behavior management programs such as COMP (Classroom Operations and Management Program). Preferred applicants demonstrate success in working collaboratively with students, colleagues, administration, parents, and community members. Applicants will be trained in and must adhere to the professional development requirements of Walker Elementary's School Improvement Plan initiatives.

WELSH

Welsh School's program (Early Childhood – 5th grade) is designed so teachers and parents share the responsibility for the education of the whole child. All applicants need success in demonstrating parent and community involvement in their classroom, as well as, commit to participate in school-wide student, parent and community programs/events. Applicants must have demonstrated success in collaborative decision-making and planning, as well as, commit to improve and follow the Welsh School Improvement Plan and District Curriculum. Hands-on learning techniques are expected to be utilized in classroom instruction to address various student learning styles. Staff is expected to use classroom computers and the school website to enhance communication and student learning; therefore, technology training is expected. Preferred applicants will have had formal training and can demonstrate their knowledge in all the following skill areas: data-driven decision making, data teams, RTI, Discovery Education Assessments, Waterford Early Learning Program, all components of balanced literacy, analyzing running records, Making Meaning (K-5), Fountas & Pinnell Assessments, guided comprehension strategies/routines, process writing, ISAT extended response writing, Writer's Workshop, cooperative learning, arts integration, alternative assessment, Everyday Math, Teaching to the Math Standards, Technology in the Classroom, and NOVUS/developing a webpage. Training in conflict resolution and behavioral management techniques is also desired. Preferred applicants will demonstrate ability to align curriculum units and instruction to the Illinois State Standards and District Power Standards in all subject areas, as well as, use effective instructional strategies to help identify students who need specific skill-based interventions. Applicants will be trained to score and use student the new elementary standards-based report cards.

WHITE SWAN

THE FOLLOWING IS A DESCRIPTION FOR ALL WHITE SWAN TEACHING POSITIONS K-2: Successful White Swan applicants will have demonstrated success in parent/community involvement in their classroom and be willing to commit to school-wide student/parent programs and events. Priority will be given to applicants who have knowledge of 4-Square Writing, Dr. Heggerty's Phonemic Awareness system, balanced literacy with demonstrated success in guided reading, literacy centers, teaching reading and math extended response and the ability to accommodate students at varying reading and math levels. Must be willing to commit to full implementation of Everyday Math and its components. Preferred applicants will demonstrate knowledge of ThinkLink and current district assessments, and the analysis of results to modify instruction.

*******CERTIFIED ADMINISTRATIVE VACANCIES*******

Vac #	Location	Position	Department	Subj/Work	Mn	Mx	FTE	Comment
	VARIOUS	CERTADMIN	OFFICE	PRINCIPAL				Administers instructional program and supervises activities and auxiliary services in a school building to provide maximum educational opportunity for all pupils. Applicant should have experience in public school administration and a proven record of providing equity in a public agency or school leadership. Management skills adaptable to public relations, human relations, and planning capability. Please mail your resume to Mrs. Pamela Laughlin, Asst. Superintendent of Human Resources.
	VARIOUS	CERTADMIN	OFFICE	ASST PRIN				Administers instructional program and supervises activities and auxiliary services in a school building to provide maximum educational opportunity for all pupils. Please mail your resume to Mrs. Pamela Laughlin, Asst. Superintendent of Human Resources.
180923	ROOSVLT-AD	CERTADMIN	BILINGUAL	SUP BIL ED	99	99	1.0	SUPERVISOR OF BILINGUAL/MULTICULTURAL EDUCATION - CURRICULUM & INSTRUCTION Provides daily direction and guidance in the area of Bilingual and ESL to Bilingual/Bicultural staff and other school personnel for the purpose of developing, implementing and maintaining an effective education program for limited English proficient students. Assumes leadership in elementary and secondary Bilingual (TBE/TPI) curriculum development, revision and review, supports teachers as they implement new instructional strategies, and analyzes achievement data. Type 75, Bilingual (Spanish/English), 03 and 09 with Bilingual/ESL approval required. Teaching and administrative experience in a state approved TBE/TPI program preferred.

The following vacancies were known or anticipated prior to the date of Round 003 placements, June 22, 2009. According to the terms of the REA contract, anyone with proper certification is eligible to apply for these positions.

*******CERTIFIED SUPPORT SERVICES*******

Vac #	Location	Position	Department	Subj/Work	Mn	Mx	FTE	Comment
181044	DENNIS-AD	CERTSPTS	EARLY CHLD	EC IMPLM	40	45	1.0	
177066	ITINERANT	CERTSPTS	SPEC EDUC	GUID COUNS	99	99	.4	

*****CERTIFIED SUPPORT SERVICES continued*****

Vac #	Location	Position	Department	Subj/Work	Mn	Mx	FTE	Comment
169332	ITINERANT	CERTSPTS	HEALTH SRV	SCHL NURSE	99	99	1.0	6 positions
181051	ROOSVLT-AD	CERTSPTS	BILINGUAL	CURR COOR	99	99	1.0	

*****SECONDARY SCHOOLS *****

Vac #	Location	Position	Department	Subj/Work	Mn	Mx	FTE	Comment
180718	LINCOLN	CERTTCHR	MUSIC	INSTRU MUS	06	08	.6	
177475	LINCOLN	CERTTCHR	ENGLISH	LANG ARTS	06	08	.4	
177105	LINCOLN	CERTTCHR	TITLE 1	READING	06	08	1.0	
179392	RESA	CERTTCHR	ENGLISH	ENGLISH	06	08	.2	
179390	RESA	CERTTCHR	ENGLISH	LANG ARTS	06	08	.2	
179391	RESA	CERTTCHR	MATH	GENRL MATH	06	08	.2	
180228	RESA	CERTTCHR	PHYS EDUC	PHYS ED	06	08	.4	
180312	RESA	CERTTCHR	SPEC EDUC	INSTR	06	08	1.0	Lang, Math, Sci & SocS
180396	KENNEDY	CERTTCHR	MATH	GENRL MATH	06	08	.8	}
	KENNEDY	CERTTCHR	ENGLISH	LANG ARTS	06	08	.2	
181090	KENNEDY	CERTTCHR	ENGLISH	LANG ARTS	06	08	.4	
180050	KENNEDY	CERTTCHR	SPEC EDUC	LI/MI TCHR	06	08	.2	
180048	KENNEDY	CERTTCHR	SPEC EDUC	TM TCH RES	06	08	.2	
177091	EISENHOWER	CERTTCHR	HEALTH	HEALTH ED	07	08	.4	
180041	FLINN	CERTTCHR	BUSINESS	CMPTR APPL	07	08	.4	
180040	FLINN	CERTTCHR	ENGLISH	LANG ARTS	06	08	.4	
180042	FLINN	CERTTCHR	MUSIC	VOC MUSIC	06	06	.2	
177127	FLINN	CERTTCHR	PHYS EDUC	PHYS ED	06	08	.4	Special Ed Classes
176964	WEST	CERTTCHR	ENGLISH	ENGLISH	06	08	.4	}
	WEST	CERTTCHR	ENGLISH	LANG ARTS	06	08	.6	
177108	WEST	CERTTCHR	HEALTH	HEALTH ED	06	08	.2	
177125	FR STRT/VW	CERTTCHR	ENGLISH	ENGLISH	06	12	1.0	
179217	AUBURN	CERTTCHR	ENGLISH	ENGLISH	09	12	.4	
176023	AUBURN	CERTTCHR	INDSTR L AR	INDSTR L ED	09	12	1.0	Auto
176887	AUBURN	CERTTCHR	PRFM ARTS	DANCE	09	12	1.0	
180098	AUBURN	CERTTCHR	SCIENCE	CHEMISTRY	09	12	.2	Conceptual Chemistry
180349	EAST	CERTTCHR	SPEC EDUC	INSTR VOCE	09	12	1.0	
180419	EAST	CERTTCHR	SPEC EDUC	TM TCH RES	09	12	1.0	
179213	ACE	CERTTCHR	FOREIGN LG	SPANISH	09	12	.8	
177084	ACE	CERTTCHR	PHYS EDUC	PHYS ED	09	12	.2	
177154	ACE	CERTTCHR	SPEC EDUC	TM TCH RES	09	12	.4	
179726	GUILFORD	CERTTCHR	ENGLISH	ENGLISH	09	12	.4	
177512	GUILFORD	CERTTCHR	ENGLISH	READING	09	12	1.0	2 positions
179376	GUILFORD	CERTTCHR	FOREIGN LG	SPANISH	09	12	.8	
180356	GUILFORD	CERTTCHR	SPEC EDUC	INS PHY SC	09	12	.2	
180026	AUBURN-FC	CERTTCHR	ENGLISH	DRAMA	09	09	.2	
175696	AUBURN-FC	CERTTCHR	ENGLISH	READING	09	09	1.0	2 positions
179605	AUBURN-FC	CERTTCHR	ENGLISH	READING	09	09	.4	
177525	AUBURN-FC	CERTTCHR	FOREIGN LG	FRENCH	09	09	.6	
180027	AUBURN-FC	CERTTCHR	MUSIC	CHOIR	09	09	.4	
180100	AUBURN-FC	CERTTCHR	SCIENCE	BIOLOGY	09	09	.2	
179613	AUBURN-FC	CERTTCHR	SCIENCE	PHYS SCI	09	09	.2	
179621	AUBURN-FC	CERTTCHR	SOCIAL SCI	WORLD HIST	09	09	.2	
176880	AUBURN-FC	CERTTCHR	SPEC EDUC	TT/INSTR	09	09	1.0	
177712	JEFFERSON	CERTTCHR	ENGLISH	ENGLISH	09	12	.2	
180957	JEFFERSON	CERTTCHR	ENGLISH	READING	09	12	1.0	
177904	JEFFERSON	CERTTCHR	MATH	MATH	09	12	.2	
177971	JEFFERSON	CERTTCHR	SPEC EDUC	INSTR	09	12	1.0	2 positions

*****SECONDARY SCHOOLS continued*****								
Vac #	Location	Position	Department	Subj/Work	Mn	Mx	FTE	Comment
177064	ROOSEVELT	CERTTCHR	ALT PROG	BIOLOGY	09	12	.4	
	ROOSEVELT	CERTTCHR	ALT PROG	HEALTH ED	09	12	.2	
177149	ROOSEVELT	CERTTCHR	ALT PROG	PARENT ED	09	12	.4	
177546	ROOSEVELT	CERTTCHR	ALT PROG	BIOLOGY	09	12	.2	
	ROOSEVELT	CERTTCHR	ALT PROG	CHEMISTRY	09	12	.4	
179503	ROOSEVELT	CERTTCHR	ALT PROG	MATH	09	12	.4	
177549	ROOSEVELT	CERTTCHR	ALT PROG	CHEMISTRY	09	12	.2	
176512	ROOSVLT-AD	CERTTCHR	SPEC EDUC	SRVS OCCUP	09	12	1.0	Machine Operator

*****ELEMENTARY SCHOOLS*****								
Vac #	Location	Position	Department	Subj/Work	Mn	Mx	FTE	Comment
180264	BEYER	CERTTCHR	SPEC EDUC	TM TCH RES	20	05	.5	
175694	GREGORY	CERTTCHR	SPEC EDUC	TM TCH RES	20	05	1.0	
181034	KING	CERTTCHR	GEN CURR	ACAD A SPL	20	05	1.0	
	Academic Achievement Specialist Will provide intensive reading intervention to students using the push-in model; will determine and monitor appropriate interventions by conducting in-depth assessments; will be a member of the intervention team; will be responsible for parent communication and support							
180044	KISHWAUKEE	CERTSPTS	TITLE 1/CURR	LTRCYCOACH	20	05	1.0	
181166	RIVERDAHL	CERTTCHR	BILINGUAL	BIL/SPANSH	22	22	1.0	
180967	ROLLNG GRN	CERTTCHR	GEN CURR	GEN CURRIC	22	22	1.0	
177124	THOMPSON	CERTTCHR	SPEC EDUC	LI AU TCHR	20	05	1.0	
177147	WASHINGTON	CERTTCHR	HEALTH	HEALTH ED	06	06	.2	
177159	WASHINGTON	CERTTCHR	SPEC EDUC	TM TCH RES	01	08	.4	
180895	WHITE SWAN	CERTTCHR	GEN CURR	GEN CURRIC	01	01	1.0	
180969	WHITE SWAN	CERTTCHR	GEN CURR	GEN CURRIC	02	02	1.0	Anticipated

The following vacancies will be filled for the 2009/2010 school year only. According to the terms of the REA contract, staff members who have full time assignments for 2009/2010 are NOT eligible to apply for these certified vacancies.

*****SECONDARY SCHOOLS*****								
Vac #	Location	Position	Department	Subj/Work	Mn	Mx	FTE	Comment
181038	RESA	CERTSPTS	SUPPORT	GUID COUNS	06	08	1.0	
181042	RESA	CERTTCHR	ENGLISH	ENGLISH	06	08	1.0	
181032	EISENHOWER	CERTTCHR	ENGLISH	ENGLISH	06	08	.6	
	EISENHOWER	CERTTCHR	ENGLISH	LANG ARTS	06	08	.4	
181050	FR STRT/VW	CERTTCHR	SOCIAL SCI	SOCIAL SCI	06	12	1.0	

*****ELEMENTARY SCHOOLS*****								
Vac #	Location	Position	Department	Subj/Work	Mn	Mx	FTE	Comment
181035	BLOOM	CERTTCHR	SPEC EDUC	TM TCH RES	20	05	.5	
181043	KISHWAUKEE	CERTTCHR	GEN CURR	GEN CURRIC	04	04	1.0	
181054	LEMON	CERTTCHR	GEN CURR	INCUB K	22	22	1.0	
181234	MCINTOSH	CERTTCHR	GEN CURR	INCUB K	22	22	1.0	
181046	SPRING CRK	CERTTCHR	MUSIC	GEN MUSIC	20	05	1.0	
181076	WASHINGTON	CERTTCHR	ART	ART EDUC	01	05	.2	
181040	WALKER	CERTTCHR	GEN CURR	GEN CURRIC	02	02	1.0	
181036	WELSH	CERTTCHR	SPEC EDUC	TM TCH RES	20	05	.5	w/EC Approval

*****DIFFERENTIALS 2009-2010*****

All differential positions are advertised first in the Certified; then in the Non-Certified Communicator.

Vac #	Location	Position	Department	Subj/Work	Mn	Mx	FTE	Comment
177530	AUBURN	DIFFER	GEN CURR	YEARBOOK	09	12	1.0	
190362	AUBURN	DIFFER	MUSIC	BAND	09	12	1.0	
190364	AUBURN	DIFFER	MUSIC	CHOIR	09	12	1.0	
190366	AUBURN	DIFFER	SUPPORT	ST COUNCIL	09	12	1.0	STUDENT COUNCIL
190398	AUBURN	DIFFER	COACH	B SOCCER	09	12	1.0	ASST BOYS'SOCCER
190392	AUBURN	DIFFER	COACH	B SWIMMING	09	12	1.0	ASST BOYS' SWIMMING
190367	AUBURN	DIFFER	COACH	DRAMA	09	12	1.0	DRAMA ADVISOR
190395	AUBURN	DIFFER	COACH	G SWIMMING	09	12	1.0	ASST GIRLS' SWIMMING
190417	AUBURN	DIFFER	COACH	SCHOL BOWL	09	12	1.0	QUIZ BOWL COACH
177924	EAST	DIFFER	COACH	B SWIMMING	09	12	1.0	ASST BOY SWIMMING
177932	EAST	DIFFER	COACH	BOWLING	09	12	1.0	ASST BOWLING COACH
190468	EAST	DIFFER	COACH	POMPONS	09	12	1.0	POMPON ADVISOR
190484	GUILFORD	DIFFER	COACH	B BSKTBALL	09	12	1.0	HEAD BOYS' BASKETBALL
190485	GUILFORD	DIFFER	COACH	B BSKTBALL	09	12	1.0	ASST BOYS BASKETBALL
176958	GUILFORD	DIFFER	COACH	B BSKTBALL	09	12	1.0	ASST BOYS' BASKETBALL
190529	GUILFORD	DIFFER	COACH	B TENNIS	09	12	1.0	HEAD BOYS TENNIS
190535	GUILFORD	DIFFER	COACH	BOWLING	09	12	1.0	HEAD GIRLS BOWLING
190507	GUILFORD	DIFFER	COACH	G SWIMMING	09	12	1.0	HEAD GIRLS' SWIMMING
190519	GUILFORD	DIFFER	COACH	G TRACK	09	12	1.0	HEAD GIRLS' TRACK COACH
190523	GUILFORD	DIFFER	COACH	WRESTLING	09	12	1.0	ASST WRESTLING COACH
190576	JEFFERSON	DIFFER	COACH	B TENNIS	09	12	1.0	ASST BOYS' TENNIS COACH
180459	JEFFERSON	DIFFER	COACH	B TENNIS	09	12	1.0	HEAD BOYS' TENNIS COACH
190562	JEFFERSON	DIFFER	COACH	G SOCCER	09	12	1.0	ASST GIRLS' SOCCER
177940	JEFFERSON	DIFFER	COACH	G SWIMMING	09	12	1.0	ASST GIRLS' SWIMMING
176982	JEFFERSON	DIFFER	COACH	B SWIMMING	09	12	1.0	ASST BOYS' SWIMMING
180460	JEFFERSON	DIFFER	COACH	G TENNIS	09	12	1.0	HEAD GIRLS TENNIS COACH