



CHICAGO PUBLIC SCHOOLS  
WEEKLY PUBLICATION: SEPTEMBER 1, 2010

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THE

# BULLETIN

INFORMATION FOR THE CHICAGO PUBLIC SCHOOLS

# BULLETIN

The Bulletin, a weekly publication of the Department of Human Resources.

Ron Huberman, Chief Executive Officer - Barbara Eason-Watkins, Chief Education Officer

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**Item 1: Welcome to the Internet**

The Office of Human Capital is pleased to announce the accessibility of its Personnel Bulletin via the Internet: <http://www.cps-humanresources.org/Career.html> (Click on the link/button called “Personnel Bulletin”). All interested individuals can have direct access to the vacancies in the school system through the web. The web site provides a list of all teaching, administrative, and educational support vacancies advertised in the Personnel Bulletin, as well as the requirements and instructions on how to apply for the available positions. This information is updated on a weekly basis.

**Item 2: New Bulletin Submission Instructions for JOB LISTINGS**

If you have any unfilled positions you would like to advertise on the eBulletin, please call Rosa Franco-Treviño at (773) 553-2693, to request the form PERSONNEL BULLETIN TEMPLATE or e-mail the following information (Position Description) to: [ebulletinpostings@cps.k12.il.us](mailto:ebulletinpostings@cps.k12.il.us) for the advertisement of the following positions:

TYPE OF ADVERTISEMENT	
Assistant Principal {42}: Administrative Grade _____ Teaching Assistant Principal [ ] or Freed Assistant Principal [ ]	
[ ] Counselor [ ] Head Teacher [ ] School Nurse [ ] School Psychologist [ ] School Social Worker	Teacher:  [ ] Regular {49} [ ] Bilingual {55} [ ] Options {54}

**Cluster/Area or Site**

**School Name and Unit #**

**Address**

**City, State, Zip code, GSR #**

**Telephone Number**

**Fax Number**

**Grade or Subject**

**Certificate Requirements**

**Submit To: Principal**

**Other Information**

**The following procedures have been established for posting school based positions:**

- The new deadline for hiring managers to submit positions for posting in the HC Personnel Bulletin will be Wednesday by 5:00 p.m. of the previous week for inclusion in the Bulletin scheduled for Wednesday of the following week. Any requests received after this deadline will be included in the following week's Bulletin.
- In order to allow adequate time for the administrative processing of resumes received for positions listed in the Bulletin, hiring managers will not receive copies of resumes submitted for their positions until 72 hours after the position posting deadline date. Requests to receive resumes prior to this time will not be accommodated.

♦ **For Central and Area Offices only:**

The following procedures have been established for posting **Administrators and ESP** positions:

1. Request a PERSONNEL BULLETIN TEMPLATE to submit your information as a Microsoft Word Document. Complete the Position Description and Approval advertisement request forms for each position requested to be advertised and **e-mailed for approval of the posting** to: [rbiegaj@cps.k12.il.us](mailto:rbiegaj@cps.k12.il.us) Richard Biegaj, Office of Compensation Management. Approved Requests will be forwarded to Rosa Franco-Treviño, for advertisement in the e-Bulletin.

- **An original Position Description, Approval request with Signature, must be sent to Rosa Franco-Treviño, Office of Human Capital, Recruitment and Workforce Planning, 2<sup>nd</sup> Floor.**

2. The new deadline for hiring managers to submit positions for posting in the HC Personnel Bulletin will be Friday by 5:00 p.m. for inclusion in the Bulletin scheduled for Wednesday of the following week. Any requests received after this deadline will be included in the following week's Bulletin. **The Hiring Manager must obtain approval for posting from Compensation Management prior to submitting posting request to HC/RWP**
3. In order to allow adequate time for the administrative processing of resumes received for positions listed in the Bulletin, hiring managers will not receive copies of resumes submitted for their positions until 72 hours after the position posting deadline date. Requests to receive resumes prior to this time will not be accommodated.

◆ **Principalship Positions only:**

1. **Dear Local School Council,** Please contact the Office of Principals Preparation and Development to request the Personnel Bulletin Template and posting guidelines at: 773-553-1515, or the Office of Human Capital at: 773-553-2693.
2. The Approved posting will be forwarded to Rosa Franco-Treviño, Office of Human Capital, for advertisement in the e-Bulletin.

If you have any questions, please call Rosa Franco-Treviño at (773) 553-2693.

**Item 3: Schedule for Advertisement of Principalship Vacancies**

The following is the publication schedule and the dates the requests to advertise the principalship position vacancies must be in the Office by:

Request Due in HR by the end of the business day	Bulletin Date	Request Due in HR by the end of the business day	Bulletin Date
August 19, 2009	September 2, 2009	March 10, 2010	March 24, 2010
August 26, 2009	September 9, 2009	<b>March 17, 2010</b>	<b>March 31, 2010**</b>
September 2, 2009	September 16, 2009	March 24, 2010	April 7, 2010
September 9, 2009	September 23, 2009	March 31, 2010	April 14, 2010
September 16, 2009	September 30, 2009	April 7, 2010	April 21, 2010
September 23, 2009	October 7, 2009	April 14, 2010	April 28, 2010
September 30, 2009	October 14, 2009	April 21, 2010	May 5, 2010
October 7, 2009	October 21, 2009	April 28, 2010	May 12, 2010
October 14, 2009	October 28, 2009	May 5, 2010	May 19, 2010
October 21, 2009	November 4, 2009	May 12, 2010	May 26, 2010
October 28, 2009	November 11, 2009	May 19, 2010	June 2, 2010
November 4, 2009	November 18, 2009	May 26, 2010	June 9, 2010
November 11, 2009	November 25, 2009	June 2, 2010	June 16, 2010
November 18, 2009	December 2, 2009	June 9, 2010	June 23, 2010
November 25, 2009	December 9, 2009	June 16, 2010	June 30, 2010
December 2, 2009	December 16, 2009	June 23, 2010	July 7, 2010
<b>December 9, 2009</b>	<b>December 23, 2009*</b>	June 30, 2010	July 14, 2010
<b>December 16, 2009</b>	<b>December 30, 2009</b>	July 7, 2010	July 21, 2010
December 23, 2009	January 6, 2010	July 14, 2010	July 28, 2010

December 30, 2009	January 13, 2010	July 21, 2010	August 4, 2010
January 6, 2010	January 20, 2010	July 28, 2010	August 11, 2010
January 13, 2010	January 27, 2010	August 4, 2010	August 18, 2010
January 20, 2010	February 3, 2010	August 11, 2010	August 25, 2010
January 27, 2010	February 10, 2010	August 18, 2010	September 1, 2010
February 3, 2010	February 17, 2010	August 25, 2010	September 8, 2010
February 10, 2010	February 24, 2010	September 1, 2010	September 15, 2010
February 17, 2010	March 3, 2010	September 8, 2010	September 22, 2010
February 24, 2010	March 10, 2010	September 15, 2010	September 29, 2010
March 3, 2010	March 17, 2010	September 22, 2010	October 6, 2010

<b>*There is no publication of the Personnel Bulletin During Christmas Vacation</b>	<b>**There is no publication of the Personnel Bulletin During Spring Vacation</b>
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**Item 4: Application for Leave to Attend a Conference or to Receive a University Degree**

**Q. Who can apply for a leave?**

**A.** All CPS employees (including teachers, school-based ESP, Central/Area Office ESP, and administrators) with the exception of substitute teachers, retired teachers, and miscellaneous employees.

**Q. How do I apply for a leave?**

**A. The following information must be submitted 4 weeks prior to attending a conference:**

1. Completed Application for Leave to Attend a Conference (<http://www.cps-humanresources.org/Employee/Forms/Leaves/confapplication.pdf> )
2. Brochure/schedule describing the conference and the dates of the event (Dates of the event should be for scheduled work time. They should not include weekends, holidays, or vacation time)
3. How expenses will be paid for attendance at the conference
4. Teachers and educational support personnel must have their principal's signature. Principals must have the signature of their Area Instructional Officer. Citywide personnel must have the signature of their principal and supervisor.

**Signatures must be obtained prior to event attendance.**

**Q. How do I submit my application?**

**A. Applications must be submitted to your supervisor for approval. Human Capital will no longer accept applications. Supervisors are responsible for notifying employees of application status.** The school and/or department must retain copies of completed applications. Citywide personnel must submit the application to both the principal and supervisor for approval.

**Q. How is my time submitted?**

**A.** Once the application has been approved, the payroll clerk must enter the time reporting code CNF for the conference days. Schools must fund the cost of substitutes to provide classroom for classroom teachers who are approved for a conference leave.

Note: Except for teachers traveling with students on Board of Education of the City of Chicago approved activities and for parents traveling on Board of Education of the City of Chicago approved activities, individuals are expected to make their own arrangements and pay the costs, and then submit claims for reimbursements. Advanced payments from budget line funds will be issued only for activities that are approved by the Board of Education of the City of Chicago which involve trips taken by teachers who travel with students and trips taken by parents. A letter of funds will be advanced via a Chicago Public Schools warrant payable to the individual school or unit administrator who will be responsible for the management, control, and distribution of these monies. Student activity funds cannot be used as an accommodation/loan nor may they be used for advance purposes.

**Item 5: Military Service Leaves**

In compliance with Illinois School Code and a Resolution passed by the Board of Education of the City of Chicago on September 26, 2001, a leave of absence shall be granted to all officers and employees of the Chicago Public Schools who, as current members of Reserve components of the Armed Forces of the United States, are called to active duty by Executive Order of the Commander-in-Chief of the Armed Forces.

For the duration of such leaves of absence, officers and employees will be paid the difference, if any, between the amount of the officers' or employees' daily basic CPS salaries and the compensation paid such officers or employees for the performance of their military duty.

- All applications for such leaves must be accompanied by the official military orders to report to active duty.
- A pay voucher or a statement signed by the commanding officer substantiating the amount of compensation received for military duty must accompany the application.

If, for any reason, it is not possible to submit official military orders or pay vouchers with application, said orders and pay vouchers must be submitted to the Employee Services Unit of Human Resources as soon as possible (320 N. Elizabeth, First Floor, Chicago, IL 60607).

#### Employee Benefits

For up to 18 months from the start date of a leave for active medical duty, medical and dental coverage will continue for employees on such leaves (and their covered dependents) who are enrolled in CPS group healthcare programs. Life insurance coverage will be extended for up to twelve (12) months and long-term disability coverage will be extended up to three (3) months from the start date of leaves for active military service.

Employees will not be required to pay medical premiums during the terms of military leaves. Payment coupons for Optional Life, Personal Accident, and Long-term Disability premiums will be sent to the homes of employees on military leaves on a bi-weekly basis. Premiums and voluntary benefit contributions will not be deducted from payroll checks.

Upon return to active employment with the CPS, employees whose active military leave extended beyond the established time limits for coverage will have such coverage immediately reinstated.

#### Contact Numbers

Employee Services 773-553-1142

Payroll Department 773-553-4729

Employee Benefits 773-553-2820

### **Item 6: Sec. 6-19 Distribution, Exhibition and Collection of Books, Maps and other Written Materials**

*No person shall be permitted to exhibit to teachers or pupils in any school building any book, map or other article, or to read or announce in any form an advertisement or a notice of an advertisement or to distribute on the school premises any books, tracts or other written materials, except in accordance with regulations. Authorized distribution may take place at designated entrances and exits of the school building, in the main office, in employee lounges, and other designated areas. Under no circumstances are such materials to be distributed during class time except in employee lounges and other designated areas. Distributors of such materials may in no manner delay or detain students, teachers, or other employees in the distribution of their materials except as incidental thereto. (Amended 12-16-81; 04-21-82)*

No written materials, questionnaires or other articles shall be returned to or collected in the schools unless authorized by the General Superintendent of Schools. Procedures for the return or collection of authorized written materials, questionnaires and other articles in the schools shall be determined by the local school principal. (Adopted 04-21-82)

The General Superintendent of Schools shall be responsible for monitoring and enforcing the interpretation of these regulations established by school principals to govern the distribution, exhibition, return and collection of all materials. (Adopted 04-21-82)

### **Item 7: Residency Policy**

On August 25, 2004, the Board of Education of the City of Chicago rescinded Residency Policy 01-0822-P02 and adopted a new Residency Policy (04-0825-P02) for all full-time employees of the Board of Education.

Below are frequently asked questions regarding the Residency Policy of the Board of Education. We hope that the answers to these questions will inform you on your compliance status with this policy. If you have additional questions, please contact Teacher Recruitment and Workforce Planning at 553-1045.

### **Why does the Board have a residency policy?**

The Board believes that a policy requiring employees to reside within the city limits of Chicago best serves the educational and governmental purposes of the Board. Factors involved in the decision for adopting a residency policy include:

- Enhanced quality of performance of duties by employees who, as residents of the city, have an increased personal stake in the progress of the Chicago Public Schools and more awareness of conditions existing in the system.
- Employees residing in the city are more likely to have contact with community leaders and citizens through public school and community activities.
- Absenteeism and tardiness among employees will decrease.
- A residency policy benefits Chicago and the CPS economically through the payment of local sales tax and real estate taxes by CPS employees and educationally through the vested interest in the system by its employees.

### **Whom does the Board's Residency Policy cover?**

All Board employee are covered by the Residency Policy, except for:

- 1) day-to-day substitute teachers
- 2) part-time employees
- 3) full-time provisional substitute teachers
- 4) individuals working in the Troops-to -Teachers program
- 5) interns working for the Board on a part-time or temporary basis
- 6) individuals participating in professional training programs designed to prepare participants for full-time employment as CPS educators or in Alternative Certification Programs

### **Must all employees hired on or after November 20, 1996, reside within the city limits of Chicago?**

Yes. All employees hired on or after November 20, 1996, are required to be actual residents of the City of Chicago within six months of beginning employment with the Board.

### **Must employees hired before November 20, 1996 resides in Chicago?**

No. All employees hired prior to November 20, 1996, who have remained continuously employed by the Board shall not be required to live within the city limits of Chicago regardless of whether such employees have moved into the city since November 20, 1996.

### **How does the Board define "continuously employed"?**

The Board defines "continuously employed," as employment not interrupted by a break in service. A break in service refers to a loss of employment as a result of discharge, separation, and/or resignation not followed by rehire within one year. However, in accordance with the Reassigned Teachers policy, teachers whose positions were closed who secured full-time positions within two years following honorable termination from the system shall not be considered to have had a break in service for purposes of this policy.

### **What happens to an employee hired prior to November 20, 1996, who experiences a break in service after November 20, 1996?**

An employee hired prior to November 20, 1996, who has had a break in service after November 20, 1996, will be required to reside in Chicago within six months after returning to full-time employment with the Board if not rehired within a year of experiencing the break in service.

### **What is meant by “residency”?**

“Residency” refers to an employee’s domicile, the one actual place where an employee lives and has his or her true, permanent home to which, whenever he or she is absent, he or she has an intention of returning.

### **Are employees obligated to inform the Board of a new residence?**

Employees must provide the Board with a Change of Address form within 60 days after changing residency. Notification to the Board of a change of residency shall be made using the procedures, forms, and documentation established and provided by the Department of Human Capital.

### **Where can employees obtain Change of Address forms and where should the forms be submitted?**

Change of Address forms can be obtained at the local schools, downloaded from the Human Resources website ([www.cps-humanresources.org/](http://www.cps-humanresources.org/)), or picked up at the Staffing Unit of the Department of Human Capital. Employees are asked to complete all relevant sections, sign, date, and submit the original completed forms to the:

Department of Human Capital  
Staffing Unit (GSR #125)

### **What happens to employees in violation of the Board’s Residency Policy?**

The Board adopts a Warning Resolution against any principal or tenured teacher found to be in violation of the residency policy. Such individuals will be notified that they are subject to discharge if they fail to reside in Chicago within six months of receiving notification of the Warning Resolution. Those failing and/or refusing to comply with the Warning Resolution will be subject to discharge.

Similarly, all Board employees, other than tenured teachers and principals, subject to the Board’s residency requirements who violate the residency policy, shall receive a written warning signed by the Chief Executive Officer indicating that the employees may be discharged if they fail to establish residence in Chicago within six months after receipt of the warnings. Again, failure or refusal to comply with the written warnings will subject employees to discharge.

**NOTE:** Any Board employee who intentionally provides (or provided) falsified documents and/or residential address to avoid the requirements of this policy shall be subject to immediate discharge without the need for a written warning.

### **Are employees in special needs positions automatically exempt?**

No. Employees hired on or after November 20, 1996, working in positions in assessed special needs areas must continue to work in those positions to be exempt from the policy. In the event, such an employee no longer works in such a position or the area is no longer assessed as a special needs area, the employee must establish residency in Chicago within six months of the start of the school year immediately following the change in position or re-assessment of area.

### **Can hardship exemptions to live outside the City of Chicago be obtained?**

No.

### **Can employees apply for and receive extensions to the six-month grace period for establishing residency within Chicago?**

No.

## **Item 8: FTBs and FTPs Evaluation of Transcripts has been Discontinued**

Effective May 1, 1997, the State Board of Education discontinued the evaluation of transcripts for Full Time Basis Substitutes and for Full Time Provisional. An approved teacher education program will be required in order to acquire a standard teaching certificate. If additional information is needed, please contact the Department of Human Capital at (773) 553-2690.

## **Item 9: Legislative Changes Made by Illinois State Board of Education**

Effective July 1, 2004, the Illinois State Board of Education amended the rules governing *teacher certification*, *recertification*, procedures guiding assignment to teaching positions, and criteria used for determining *highly qualified* status under the No Child Left Behind (NCLB) Act.

The purpose of this correspondence is to notify Chicago Public School Teachers that these changes have been made and to urge teachers to log onto the appropriate websites to learn more about the new policies and procedures.

One of the more significant changes expands the criteria for teachers to be deemed *highly qualified*. In addition to previously established criteria, teachers must now be endorsed (or have the coursework equivalent) in a particular subject area to be considered *highly qualified* in that subject area.

More detailed explanations are available by logging onto the following websites:

- [www.isbe.state.il.us/nclb/](http://www.isbe.state.il.us/nclb/)
- [www.isbe.state.il.us/certification/default.htm](http://www.isbe.state.il.us/certification/default.htm)

Regarding certification and recertification guidance from CPS, please contact the Professional Development Unit's Assessment and Compliance team at [renewcert@cps.k12.il.us](mailto:renewcert@cps.k12.il.us).

## **Item 10: Procedures for PSRP NCLB Annual Salary Increase**

Through agreements between the Chicago Teachers Union (CTU), Public Service Employees Union (PSEU) and the Chicago Board of Education, a one-time salary increase in the amount of \$1,000 is awarded to Paraprofessional and School Related Personnel (PSRPs) in selected classroom-based positions (see table below) who demonstrate they have earned an associate's degree or higher.

Through the same agreement with CTU, Teacher Assistants who have been in this title for at least 1 year are eligible to apply for an upgrade to Instructor Assistant provided they have earned at least 60 semester hours from a regionally accredited college or university. (Teacher Asst I would go to Instructor Asst I; Teacher Asst II would go to Instructor Asst II.)

### **Titles and Grades Affected by NCLB (must have 60 credit hours & HQ Designation)**

### **New Titles and Grades Reflecting the \$1,000 Salary Increase per CTU/PSEU - CBOE Agreement (must have associate's)**

School Assistant, GA1 (0462)  
Teacher Assistant, GB1 (0463)  
Special Ed Class Assistant, G04 (0464)  
School Asst Bilingual Spanish I, GA1 (0474)  
Teacher Asst Bilingual Spanish I, GB1 (0476)  
School Asst Bilingual I, GA1 (0475)  
Teacher Assistant Bilingual I, GB1 (0478)  
School Library Asst, G06 (0531)  
Teacher Asst – Montessori, G03 (2520)  
Instructor Assistant, G03 (3917)  
Bilingual Special Ed Class Asst, G04 (0469)

School Assistant II, GA2 (0482)  
Teacher Assistant II, GB2 (0483)  
Special Ed Class Assistant II, GA4 (0494)  
School Asst Bil Spanish II, GA2 (0484)  
Teacher Asst Bil Spanish II, GB2 (0477)  
School Asst Bilingual II, GA2 (0485)  
Teacher Asst Bilingual II, GB2 (0479)  
School Library Asst II, GC6 (0532)  
Teacher Asst – Montessori II, GB3 (2519)  
Instructor Assistant II, GB3 (3920)  
Bilingual Special Ed Class Asst II, GA4 (0495)

Only individuals working in one of the above-listed job titles in the left-hand column and possessing an associate's degree or higher from an accredited college or university are eligible to apply for a job title in the right-hand column and to receive the accompanying salary increase.

New and current employees seeking to apply for the ESP NCLB Annual Salary Increase must complete and submit an application to the Department of Human Resources' Employee Services Department.

Procedures for applying are as follows:

- Complete and file the form entitled Chicago Public Schools' Application for Review of Credentials for PSRP NCLB Title Upgrades.
- Submit an official copy of college transcripts from an accredited college or university to the Department of Human Capital' Employee Services Department.
- An application will only be considered when all official transcripts are on file with the Department of Human Capital' Employee Services Department and all sections of the application have been completed.
- At the time of filing transcripts and/or the application, the Department of Human Capital' Employee Services Department will issue, upon request, a date/time stamped photocopy of these documents. The employee should retain these photocopies for his/her records.
- Proper claim (the completed application and all official transcripts) must be made within 60 calendar days from the date of completing the degree coursework requirements in order for the effective date of the salary increase to be retroactive to the date of degree coursework completion.
- For claims submitted after 60 calendar days from the date of completing the degree coursework requirements, the effective date of the salary increase is the date on which the Department of Human Capital' Employee Services Department receives proper claim (the completed Application for Review of Credentials for PSRP NCLB Title Upgrades and all official transcripts). The Department of Human Capital' Employee Services Department will process the Application for Review of Credentials for PSRP NCLB Title Upgrades, submit a position change request in Oracle, notify the employee's principal and submit requests for retroactive salary increases to the Bureau of Payroll and Payables in cases where retroactive adjustments are necessary.

In the event that an employee in one of the upgraded job titles leaves their position, only a candidate possessing an associate's degree or higher may be staffed into the vacant position. If a principal wishes to fill the vacancy with an individual who does not possess an associate's degree or higher, the principal is responsible for submitting a request to Oracle to downgrade the position to a job title not requiring an associate's degree or higher.

### **Item 11: Relocation of the Illinois State Board of Education Division of Teacher Certification**

Effective **January 4, 2010**, the Illinois State Board of Education will no longer maintain teacher certification facilities at the James R. Thompson Center in Chicago. Beginning January 4, 2010, all City of Chicago certification applicants are directed to call the Educator Certification mainline at 217-557-6763.

<http://www.isbe.net/certification/default.htm>

Individuals applying for certificates, endorsements or approvals or those seeking to submit certification related documentation may do so by sending the documents to the Educator Certification Division at:

Illinois State Board of Education  
Educator Certification  
100 N. First Street S-306  
Springfield, Illinois 62777

# EMPLOYMENT OPPORTUNITIES

DATE: SEPTEMBER 1, 2010



Office of Human Capital

*Opening Gateways to Human Potential*

**Office of Human Capital**  
**HUMAN CAPITAL EMPLOYEE SERVICES**  
320 North Elizabeth Street  
Call Center for HC: 773-553-1142

**Employee Services provides the following:**

• **All Staffing Services:**

- o New Hire Enrollment
- o Re-hire Staffing
- o Fingerprint background checks
- o Photo ID Processing
- o Certificate Registration
- o Resignation and Retirement Processing

• **All Salary Upgrades:**

- o Lane and Step Placements
- o NCLB Upgrades

• **All Employee Services:**

- o Medical Leaves
- o Reinstatement to Work
- o Fitness for Duty
- o Reasonable Suspicion
- o Non-Medical Leaves (includes Student Teaching, On-loan, and Sabbatical)

• **All Benefits Customer Services:**

- o General Inquiries on Benefits Enrollment
- o Submission of any Benefits-Related Documentation

**HC Employee Services** at 320 North Elizabeth Street is near public transportation and offers free parking. Visit [www.cps-humanresources.org](http://www.cps-humanresources.org) for directions. Regular shuttle bus service is available between 125 South Clark (Central Office) and 320 North Elizabeth.

**Continue to visit Central Offices for the following HC services:**

- Personnel File Reviews, including requests for medical records
- Verifications of Employment
- Name and Address Changes
- Recruiting and Workforce Planning and Substitute Center
- Labor and Employee Relations
- Compensation Management

**Employees may now update/add the following information:**

- [Home Address and Phone Number](#)
- [Federal W-4 Elections](#)
- [Direct Deposit Information](#)

Visit [www.cps-humanresources.org](http://www.cps-humanresources.org) for Instructions.

## Principalship Positions

### Important Application Information for all Principal Candidates

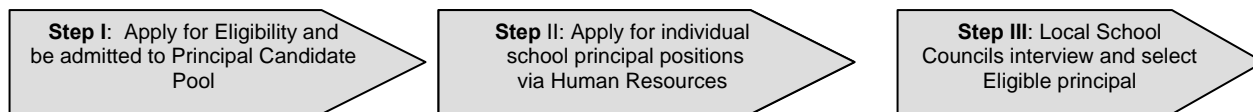
#### Thank you for your interest in a principalship at Chicago Public Schools!

CPS has revised Principal Eligibility requirements and streamlined the application process for candidates for principal positions. Please read the following information, especially *Eligibility Requirements for a CPS Principalship* and *How to Apply for a Principal Position*, prior to submitting an application for a principal position.

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- I. How to Become a Principal in Chicago Public Schools
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- V. Local School Council Selection Process
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- VII. Residency Requirements
- VIII. Salary Schedule

#### I. How to Become a Principal in Chicago Public Schools



Chicago Public Schools has set minimum qualifications that principal candidates must demonstrate in order to be offered a contract. The process by which principal candidates demonstrate those qualifications is called the Eligibility process and is administered by the Office of Principal Preparation and Development. Candidates are required to successfully complete Eligibility and be admitted to the Principal Candidate Pool prior to being offered a principal contract. For more information, please see *Eligibility Requirements for a CPS Principalship* below.

Principals for individual schools are selected or recommended by each school's Local School Council (LSC), an group comprised of parents, teachers and community members. LSCs interview principal candidates and vote on final selections or recommendations from the Principal Candidate Pool.

Selection of CPS principals will be consistent with the Policy and Requirements for the Selection and Retention of Chicago Public Schools Principals, Board Report Number #97-0226-P03, dated February 26, 1997; amended March 26, 1997 (97-0326-P04) and February 25, 1998 (98-0225-P02) and December 17, 2008 (#08-1217-P02) subject to approval of any additional criteria by the Board Attorney for the purpose of consistency with the Uniform Principal Performance Contract, Board Rules, and law.

#### II. Eligibility Requirements for a CPS Principalship (Board Policy 08-1217-PO2)

CPS requires that all principal candidates be Eligible and a member of the Principal Candidate Pool in order to be offered a Uniform Principal Contract. This policy applies to all candidates, both internal and external, and ensures that schools have the most qualified principal candidates prepared to succeed from the first day on the job. To view the policy, please click on the [Policy on Eligibility Requirements for a CPS Principalship](#).

The Eligibility Process is based on the [CPS Principal Competencies and Success Factors](#) which define excellence in the principal role and the knowledge, skills and abilities required for success. For more information about the Principal Eligibility process, the CPS Principal Competencies and Success Factors or how to become Eligible, please visit the Office of Principal Preparation and Development website at [www.oppdcps.com](http://www.oppdcps.com). If you are unsure of whether you are Eligible, please call OPPD at (773) 553-1515.

*If you are not currently Eligible:* Candidates should apply for Eligibility before applying for a principal position. Please visit [www.oppdcps.com](http://www.oppdcps.com) for information about the Eligibility process, application materials and upcoming application periods.

*If you are a current applicant for Eligibility but not yet Eligible:* Candidates who have submitted an Application for Principal Eligibility and are currently in the Eligibility process may apply for principal positions but may not be offered a principal contract until they have been granted Eligibility and admission to the Candidate Pool.

A current, Illinois Type 75 administrative certificate with General Administrative Endorsement is required in order to be hired as a principal within Chicago Public Schools.

### III. About Principal Positions Advertised in the E-Bulletin

Principal position requirements are drafted by each Local School Council based on the vision, mission, goals and needs of the individual school. Candidates may find out more information about an individual school by clicking on the link to the school website, if applicable. School report cards are also available at [www.cps.edu](http://www.cps.edu) to help candidates learn more about an individual school. A list of required application materials will appear in each individual posting and is determined by the Local School Council.

Open principal positions are posted on the CPS Human Resources website via the E-Bulletin for two weeks. New principal vacancies are posted weekly and candidates may review the current and previous week's postings. Principal positions may be posted again following the Application Deadline or upon request by the Local School Council. If a position is reposted, candidates do not need to reapply for the position.

### IV. How to Apply for a Principal Position Posted

Principal candidates now have a streamlined, single application process to apply for individual principal vacancies. Candidates should submit all required application materials (resume, cover letter, references, etc.) via email to [CPSPrincipals@cps.k12.il.us](mailto:CPSPrincipals@cps.k12.il.us).

Candidates must submit a separate email, along with the required application materials attached, for each individual school to which they are applying. Please include all application materials required in a single email. All resumes, cover letters or other application materials must be in Microsoft Office 97-2003 or Adobe PDF format only. *(Please note that Microsoft Works documents are not compatible. Please save your document in Word format prior to submission.)* Please follow the guidelines below in submitting your application:

Subject Line of Email Must Include:	Body of Email Must Include:
<ul style="list-style-type: none"> <li>Your First/Last Name</li> </ul>	<ul style="list-style-type: none"> <li>Your First/Last Name</li> </ul>
<ul style="list-style-type: none"> <li>School Name for which you are applying</li> </ul>	<ul style="list-style-type: none"> <li>Your Position Title</li> </ul>
<ul style="list-style-type: none"> <li>E-Bulletin Number of Principal position posting (Ex: Bulletin 294)</li> </ul>	<ul style="list-style-type: none"> <li>Your Current School/Department</li> </ul>
	<ul style="list-style-type: none"> <li>Your Contact Information (Address/Phone)</li> </ul>

### V. Local School Council Selection Process

Local School Councils will receive all candidate resumes and applications within three (3) business days following the Application Deadline along with verification of each candidate's Eligibility status. Each Local School determines their own interview process and timetable. Local School Councils may vote to select a principal candidate at any time following initial screening of candidates but often hold multiple interviews in order to select the most qualified candidate for their school. Many LSCs host candidate forums which are an opportunity for the school community to meet finalist candidates.

Local School Councils will contact candidates directly to schedule and conduct interviews for their school. Therefore, CPS cannot provide updates to candidates on the status of their application.

According to *Eligibility Requirements for a CPS Principalship* (Board Policy 08-1217-P02), Local School Councils must request a Candidate Profile from the Office of Principal Preparation and Development prior to selecting a principal. Candidate Profiles are prepared by OPPD and contain information about your work history, Eligibility results, criminal background check results and disciplinary history (if a CPS employee). Eligibility results include information about how you scored on each of the Principal Competencies and/or Success Factors measured during the Eligibility Process. The Local School Chairperson requests Candidate Profiles for finalists during the interview process before a vote on principal selection.

## **VI. Consent to Release of Candidate Profile**

By applying for a principal position, candidates consent to the release of their Candidate Profile to authorized employees or agents of Chicago Public Schools, the Board of Education and/or Local School Council members. If you have any questions about what is contained in your Candidate Profile, please call the Office of Principal Preparation and Development at (773) 553-1515.

## **VII. Residency Requirements (Board Policy 04-0825-P02)**

All employees of the Chicago Public Schools must adhere to the Residency Policy for All Employees of the Board of Education, adopted by Board Action on November 20, 1996, Board Report Number 04-0825-P02. All officers and employees hired on or after the date of the residency policy will be required to be actual residents of the City of Chicago within six months from the day their employment begins.

## **VIII. Salary Schedule**

The basic salary of a newly appointed principal shall be established in the appropriate grade at the first step or on the next higher step of the administrative salary schedule that will provide a basic salary increase over their six (6) hour day teacher's monthly salary or current administrative grade monthly salary. For principals new to the Chicago Public Schools the salary shall be established at Step 1 in the appropriate administrative grade. Click here to review the current [Administrative Salary Schedule](#)

*It is the policy of the Board of Education of the City of Chicago not to discriminate on the basis of race, color, religion, national origin, age, disability, gender, sex or sexual orientation. Inquiries concerning the application of Title IX of the Education of Amendments of 1972 and the regulations promulgated there under concerning sex discrimination and/or inquiries regarding disability accommodations should be referred to the Equal Opportunity Compliance Office Manager, Chicago Public Schools, 125 South Clark, Suite 1100, Chicago, IL 773-553-5499 (TTY-773-553-2699).*

# PRINCIPALSHIP POSITIONS

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**BULLETIN No: 696**  
**DATE: SEPTEMBER 1, 2010**

<b>Cluster/Area</b>	<b>00/54 AMPS</b>
<b>School Name/Address</b>	<b>Galileo Academy of Math &amp; Science</b> 820 South Carpenter Chicago, IL 60607
<b>Administrative Grade Submit To</b>	<b>Mr. Jesus Estrada</b> <b>LSC Chair</b> , Principal Selection Committee Galileo Scholastic Academy of Math and Science Academy CPSPrincipals@cps.k12.il.us
<b>Application Deadline</b>	<b>September 16, 2010</b>
<b>Other Information</b>	<p>This is a four year principal performance contract. In addition to qualifications described in the Principal's Position Information, applicants must be eligible for a CPS Principalship under Board Policy #04-0225-PO1. (Requirements for Selection of Chicago Public School Principals.) For more information, please contact the Office of Principal Preparation and Development at 773-553-1515. Galileo Academy of Math and Science Academy is a magnet school located in the Near West Side Neighborhood. Galileo prides itself on being acknowledged as one of the Area 54 schools to exceed AYP standards. We require a principal to lead us to the next level.</p> <p>We are looking for candidates with the following qualifications:</p> <ul style="list-style-type: none"><li>• Dynamic leadership with an ability to inspire individuals to be an integral part of the school community;</li><li>• Ability to lead the development of a shared vision and lead a team of stakeholders who will strategically map the course for the future of the school, including experience in effectively managing CPS budget and funding sources (e.g., Title 1, NCLB), including implementing the SIPAAA and identifying strategies for maximizing resources;</li><li>• Ability to drive and maintain a harmonious climate while upholding standards of appropriate discipline, safety, and well-being of the students;</li><li>• Knowledge and experience in implementing a high-quality instructional program, including a minimum of 5-10 years administrative experience and a minimum of 5-10 years diversified classroom experience;</li><li>• Ability to uphold and advance high academic standards and performance;</li><li>• Genuine passion for the education, safety and well-being of each student;</li><li>• Computer competent and familiar with emerging technologies and instructional management applications;</li><li>• Commitment to enhance math and science throughout the curriculum;</li><li>• Commitment maintain arts throughout the curriculum;</li><li>• Ability to recruit and develop teaching staff who are able to motivate and inspire students with a variety of learning styles and abilities;</li><li>• Eagerness to truly champion new ideas that support the goals of the school and openness to new ideas;</li><li>• Ability to make collaborative decisions that will empower teachers, and engage the parents' and community's talents, energies, and concerns;</li><li>• Excellent public relation skills, communication skills and the ability to build, develop and maintain effective relationships with businesses, residents and other potential external school partners;</li><li>• Ability to create a culture that expects open, direct and sincere communication;</li></ul> <p>(cont...)</p>

**Cont...Other Information**

- Appreciates the distinct values of diverse ethnic, racial and socio-economic groups, acknowledging and addressing the concerns and needs of an urban school population in the spirit of inclusiveness and cooperation; and
  - Spanish language skills are a plus.
- Along with the resume, candidates should enclose a cover letter explaining why they consider themselves qualified for the position.

**BULLETIN No: 696**

**DATE: SEPTEMBER 1, 2010**

**Cluster/Area**

**School Name/Address**

**Mary Gage Peterson Elementary School**  
5510 North Christiana  
Chicago, IL 60625  
www.marygagepeterson.net

**Administrative Grade Submit To**

Karla Holcomb  
LSC Chairperson  
[CPSPrincipals@cps.k12.il.us](mailto:CPSPrincipals@cps.k12.il.us)  
To apply, candidates must submit their resume, cover letter and requested application materials to [CPSPrincipals@cps.k12.il.us](mailto:CPSPrincipals@cps.k12.il.us) as outlined in *Principalship Position Information*.

**Application Deadline Other Information**

September 16, 2010  
This is a four-year performance contract. Applicants must be an eligible member of the Principal Candidate Pool under Board Policy #08-1217-PO2 "Requirements for the Selection of Chicago Public Schools Principals." Please see *Principalship Position Information* for more information or visit [www.opdcps.com](http://www.opdcps.com). Peterson School is a neighborhood school dedicated to excellence. We appreciate, celebrate and integrate diversity into a dynamic and inspiring educational experience. Peterson models and develops a life-long passion for learning. We further cultivate academic, creative, intellectual, physical, social and emotional growth. We are seeking a principal candidate to lead Peterson towards continued success as a model neighborhood school.

**Essential Duties**

The qualified candidate will perform the duties of principal as set forth in the relevant CPS guidelines and:

- Demonstrate outstanding leadership qualities to ensure children are learning in a safe, productive and disciplined environment;
- Be a visible leader within and around the school, serving as an active liaison among students, teachers, parents and community;
- At all times function in an ethical and a professional manner with teachers, parents, students, the community and among colleagues;
- Value parent advocacy, volunteerism, and parent education; and
- Value and support a robust fine arts department as a critical component of a well-rounded education

**Requirements**

The qualified candidate will possess a minimum of five (5) years of classroom teaching experience and a minimum of three (3) years of administrative experience as well as the following qualities, abilities, proficiencies, skills and/or experience:

**Curriculum and Instruction**

- Experience in a culturally diverse learning environment and demonstrated effectiveness in responding to language and cultural needs
- Intimate familiarity with instructional best practices and proven ability to guide implementation of such practices
- A record of success in implementing effective academic programs and vertical alignment of curricula

(cont...)

## Other Information

- The ability to provide leadership, expertise and guidance on differentiated instruction practices in an inclusion-based learning environment
- Demonstrated success in coaching and supporting teachers, fostering reflective practice and learning, and implementing meaningful professional development
- Collaborative leadership skills with expertise in team-building and conflict resolution

### **School Management**

- Excellent skills in budget and personnel management, including experience supervising teachers and ancillary staff
- Current technical skills and knowledge of all applications in IMPACT
- School facilities management experience

### **Desired Qualifications**

The ideal candidate will further possess the following qualities, abilities, proficiencies, skills and/or experience:

- Conversational ability in Spanish, Urdu, Arabic or other foreign language
- Bilingual endorsement and/or ESL endorsement
- Experience implementing social emotional learning standards
- National board certification
- SIPAAA planning experience, including an understanding of the budgetary requirements for implementation
- "Green School" experience

To apply, candidates must submit their resume, cover letter and requested application materials to [CSPPrincipals@cps.k12.il.us](mailto:CSPPrincipals@cps.k12.il.us). Please see the preceding *Principalship Position Information* for application instructions. Paper applications will not be accepted.

### **To apply, candidates must submit all of the following:**

- A cover letter explaining why you consider yourself to be qualified for the position
- A resume
- A one page list of accomplishments over the past two years

Three to five (3-5) professional letters of reference along with contact information (telephone and email) for each reference

## ADMINISTRATIVE POSITIONS

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**BULLETIN No: 697**  
**DATE: SEPTEMBER 1, 2010**

<b>Title</b>	<b>Transportation Quality Assurance Specialist (Professional IV)</b>
<b>Location</b>	<b>Facilities Operations and Maintenance</b> 125 South Clark Street Chicago, Illinois 60603
<b>Position Number</b>	TBD
<b>Position Value</b>	2.0 Positions
<b>Position Grade</b>	Grade A06 (Salary Band 6)
<b>Budget Classification</b>	TBD
<b>Position Period</b>	12 Months
<b>Salary</b>	Minimum: \$63,800, Midpoint:\$76,500, Maximum:\$89,300
	<p>This position reports to the Transportation Operations Manager. It leads the quality assurance team to assure transportation contract and compliance and cost efficiency in the north, central or south area of operations. It coordinates bus audits and assists in trouble shooting specific routing issues for all Chicago Public School bus vendors. It plans and prepares reports on project statuses, tracks and monitors audits to verify adherence to departmental procedures and practices. It reviews special event needs with respect to transportation and develops plans for execution in accordance with Board best practices. It ensures that bus contractors fully comply with the contract specifications throughout the contract term.</p> <p><b>Principal Accountabilities</b></p> <p>Leads the quality assurance team to ensure transportation contract and compliance and cost efficiency in the north, central or south area of operations. Ensures that bus contractors operate in a safe manner. Assists the Transportation Operations manager in the development of bid specifications, awarding contracts and the "route awards" process. Ensures that bus contractors fully comply with the contract specifications throughout the contract term. Verifies that accurate and timely information concerning bus company operational and administrative actions and routes are produced. Ensures that CPS gets full value for its transportation expenditures by working with the routers in assigning and routing vehicles to achieve maximum time and capacity usage. Ensures that transportation related complaints and inquiries from parents, school administrators and bus companies are timely recorded and properly addressed. Assists the Transportation Operations Manager in preparing the transportation budget and verifies the assigned area operates within the constraints of that budget. Works to see that that all personnel matters involving assigned employees are handled timely and in accordance with the CPS Management policies and procedures to include granting of days off, absence tracking, etc. Calculates and submits accounting data concerning bus company route assignment and updates, performance penalty assessments and other required data. Assists and monitors bus companies and schools in their providing pre-service and in-service training to drivers, children welfare attendants, bus aides, bus monitors, and students. Ensures good, consistent communication and mutual respect is maintained between members of the staff, bus companies, and administrators. Ensures that contractors comply with quality assurance audits that are conducted and that follow-up is completed. Develops and maintains positive relationships between the staff, school administrators, bus companies and parents. Maintains a professional demeanor in personal and telephone discussions with other staff, bus companies, school administrators, and parents. Performs related duties as required.</p>

**Qualifications**

**Skills:** Excellent communication skills, both written and verbal. Superior organizational skills. High level of computer proficiency including experience with productivity software such as Microsoft Word, Excel, PowerPoint and Access.

**Type of Education Required:** Bachelor's Degree required, Master's Degree preferred, in business or a related field. Six years of progressively responsible, directly related experience can be substituted if the degree requirement is not met.

**Type of Experience and Number of Years:** At least three years of progressively responsible experience in the area transportation, provided the minimum degree requirement is met. If the degree requirement is not met, seven years of progressively responsible experience in the area of transportation is required.

**BULLETIN NO: 698**  
**DATE: SEPTEMBER 1, 2010**

<b>Title</b>	<b>Manager – City Council Relations</b>
<b>Location</b>	<b>Office of External Affairs</b> <b>Intergovernmental Affairs</b> 125 South Clark Street - 5 <sup>th</sup> floor Chicago, Illinois 60603
<b>Position Number</b>	411679
<b>Position Value</b>	1.0
<b>Position Grade</b>	Salary Band 7
<b>Budget Classification</b>	10450-115-52100-250002-000000
<b>Position Period</b>	12 months
<b>Salary</b>	Minimum: \$78,700, Maximum: \$111,000
<b>Position Summary</b>	The Manager of City Council Affairs is responsible for putting forth and executing the Chicago Public Schools' agenda at the local City Council level. The position responds to matters raised by all public sectors as they relate to City Council legislative actions having an impact on the Chicago Public Schools' policies and operations. <ol style="list-style-type: none"> <li>1. Ensures that the directives and initiatives of the director are carried out in accordance with established guidelines, policies, procedures and timeframes;</li> <li>2. Assists the director in planning and aligning strategic and tactical directions of the department with the Chicago Public Schools' interests and objectives;</li> <li>3. Coordinates unit activities with those of other Chicago Public Schools' units and outside agencies and organizations;</li> <li>4. Represents the unit in the absence of the director;</li> <li>5. Directs the municipal activities of the department pursuant to the interests of the Chicago Public Schools;</li> <li>6. Provides liaison services to the Chicago City Council and other local agencies pursuant to the interests of the Chicago Public Schools;</li> <li>7. Monitors and reports to the Chief Executive Officer, the Chicago Board of Education and department heads on the activities of the Chicago City Council;</li> <li>8. Facilitates meetings and briefings with members of the Chicago City Council; and</li> <li>9. Manages and facilitates requests from members of the Chicago City Council.</li> </ol>
<b>Qualifications</b>	Juris Doctor with a minimum of 5 years of relevant experience.

**BULLETIN No: 699**  
**DATE: SEPTEMBER 1, 2010**

<b>Title</b>	<b>Field Operations Specialist</b>
<b>Location</b>	<b>Nutrition Support Services</b> 125 South Clark – 16 <sup>th</sup> Floor Chicago, IL 60603
<b>Position Number</b>	298189/298156/298194
<b>Position Value</b>	1.0
<b>Position Grade</b>	Salary Band 4
<b>Budget Classification</b>	12050-312-52100-256009.000000.2011
<b>Position Period</b>	12 months

**Salary**  
**Position Summary**

Minimum - \$41,700 Maximum - \$58,400

The Field Operations Specials will be to provide support to administrative personnel during the employee discipline process. This position will conduct site based staffing analysis to confirm the level of staffing at each school. The incumbent must be exceedingly well organized, work independently, be flexible, and enjoy the challenges of supporting an operational function of diverse people and programs.

**Principal Accountabilities:**

1. Consults with School Administrators as it relates to employee relations issues. Provides counsel to the Principals on employee discipline challenges.
2. Assist school based teams with the documentation of progressive discipline.
3. Assist in the progressive discipline for pool employees with guidance of the Director of Field Operations.
4. Participate in discipline hearings for pool employees with the guidance of the Director of Field Operations.
5. Assist with developing and facilitating training programs to support the Nutrition Support Services business strategy
6. Provide guidance to school dining managers and nutrition support specialists on the preparation of work schedules.
7. Conducts staffing and productivity analysis studies.
8. Identifies and documents operations and staffing best practices.
9. Collaborates with Nutrition Support Specialists to implement staffing best practices in schools aimed at increasing productivity.
10. Creates and operates in a true spirit of partnership, open communication, collaboration and sharing to provide a consistent message and approach in field operations and related programs, procedures, practices and policies.
11. Other duties as assigned.

**Qualifications**

- Ability to interact with staff (at all levels) in a fast paced environment, sometimes under pressure, remaining flexible, proactive resourceful and efficient, with a high level of professionalism.
- Ability to learn quickly, an eye for detail, good follow-through, positive people skills, and the flexibility to take on various tasks and projects within the department.
- Solid planning and organizational skills and capable of developing work plans and following through to their completion with limited direction and oversight.
- High standards of personal leadership, ethical behavior, and professionalism; able to maintain objectivity and confidentiality with highly sensitive information.
- Superior organizational, time management, analytical and problem solving skills.
- Ability to perform complex data analysis and research.
- Strong written and verbal communication skills.
- Exceptional customer service skills.
- Team Player and Team Builder.
- Bi-lingual; a plus not required.
- Bachelors Degree preferred in business, administrative management or human resource management or equivalent work experience.
- 1-3 years of operational or human resource experience with a strong emphasis on employee counseling and coaching.
- Knowledge and experience working in a union environment preferred.
- Excellent interpersonal and written communication skills.
- Ability to set priorities.
- Experience working with confidential information.
- Previous customer experience and working with all levels of management required.
- Experience with MS Office (Word, Excel, Access, Power Point and Outlook)
- Knowledge of employment laws and union contracts.
- Flexibility; Willingness to work evenings and weekends.
- Must have own transportation.

<b>Title</b>	<b>Senior Data Analyst, Department of Data Program Management</b>
<b>Location</b>	<b>Chicago Public Schools</b> 125 S. Clark Street Chicago, IL 60616
<b>Position Number</b>	TBD
<b>Position Value</b>	1.0
<b>Position Grade</b>	Salary Band 7
<b>Budget Classification</b>	TBD
<b>Position Period</b>	12 months
<b>Salary</b>	Minimum: \$78,700 Midpoint: \$94,800 Maximum: \$111,000
<b>Position Summary</b>	Conduct analyses on behalf of the Office of College and Career Preparation (OCCP) in order to inform day-to-day practice, inform strategy and policy, and to monitor key postsecondary-related outcomes. The analyst will work with various internal and external groups to provide program staff and external partners with postsecondary information to aid in program improvement and to assess program outcomes.
	<b>Key Responsibilities</b>
	<ul style="list-style-type: none"><li>▪ Have responsibility for all aspects of monitoring key student postsecondary outcomes such as college enrollment, retention, and employment, including oversight for obtaining and cleaning data, conducting analyses and reporting.</li><li>▪ Collaborate with internal program staff around all analysis activities.</li><li>▪ Work formatively with internal management around development of appropriate analysis questions and meaningful performance indicators.</li><li>▪ Engage in capacity building with internal staff around using data to inform practice and strategy.</li><li>▪ Analyze CPS and 3<sup>rd</sup> party student-level data, handle data requests and special analyses, and provide data and reports to external partners.</li><li>▪ Develop processes to systematically collect, archive, and report data.</li><li>▪ Assist in determining key future analyses and metrics based on findings from external research, literature reviews, and collaboration with external partners.</li><li>▪ Prepare and disseminate analysis reports, briefs, and presentations; communicate results meaningfully to various audiences both internal and external.</li></ul>
<b>Qualifications</b>	<ul style="list-style-type: none"><li>▪ Master's degree in social science, public policy, or equivalent field. PhD preferred.</li><li>▪ At least 4 years experience developing and conducting complex data analysis and reporting.</li><li>▪ Ability to conduct multiple projects concurrently, both independently and as a member of a team.</li><li>▪ Ability to work in a fast-paced environment, respond immediately to multiple constituencies, and meet established deadlines.</li><li>▪ Ability to communicate analysis findings, both written and orally, to a broad range of audiences including field staff, internal management, senior leadership, funders, and researchers. Excellent communication skills essential.</li><li>▪ Knowledge of educational research and urban educational systems beneficial.</li><li>▪ Proficiency in SAS required. Must be familiar with programming using syntax.</li><li>▪ Proficiency in Microsoft Office Suite required.</li></ul>

<b>Title</b>	<b>School Start-Up Services Coordinator (Professional IV)</b>
<b>Location</b>	<b>Office of New Schools</b> 125 S. Clark Street, 5 <sup>th</sup> Floor Chicago, IL 60603

**Position Number** 411680  
**Position Value** 1.0  
**Position Grade** Salary Band 6  
**Budget Classification** 13610.115.51100.251006.000000  
**Position Period** 12MONTHS  
**Salary** Minimum: \$63,800, Midpoint \$76,500, Maximum: \$89,300  
**Position Summary** The School Start-Up Services Coordinator ensures that the Office of New Schools has access to the information and resources necessary to meet student achievement goals. The Coordinator serves as a liaison between the school and the district by advocating on behalf of the school as well as the students and families served by the school. Through a issue tracking system, they will work to resolve issues, highlight positive outcomes, and support policy development for the schools. The primary roles of the School Start-up Service Coordinator is to engage in proactive communication with schools and reflect and refine service efforts, address the needs of schools through timely responsiveness to issues and site visits to monitor progress, track problem solving practices and trends to improve service to schools, and develop expertise in key areas to effectively advocate on behalf of schools.  
**Key Responsibilities:**  
 1. Respond to school, parent, and/or other CPS departments inquiries or request within 24 hours.  
 2. Advocate on behalf of the school by working to address parent concerns and constituent needs.  
 3. Log inquiries, requests and/or issues, requiring follow-up and/or involving input and/or response from other ONS units or CPS departments presented by schools in the Issue Tracking Database.  
 4. Initiate relationship development and management with key CPS departments and personnel  
**Qualifications** **Skills:** School/teacher leadership experience preferred; strong interpersonal, communication and organizational skills; problem solver and detail-oriented.  
**Education Required:** Bachelors degree required; Masters degree preferred.  
**Experience Required:** 3 to 5 years

**BULLETIN NO: 702**  
**DATE: SEPTEMBER 1, 2010**

**Title** **New Schools Financial Oversight Manager (Professional IV)**  
**Location** **Office of New Schools**  
 125 S. Clark Street, 5<sup>th</sup> Floor  
 Chicago, IL 60603  
**Position Number** 243520  
**Position Value** 1.0  
**Position Grade** Salary Band 6  
**Budget Classification** 13610.115.52100.262301.000000  
**Position Period** 12 Months  
**Salary** Minimum: \$63,800, Midpoint \$76,500, Maximum: \$89,300  
**Position Summary** Creating, supporting, and holding charter schools accountable are at the forefront of education reform efforts nationwide. As the third largest school district in the country, the Chicago Public Schools (CPS) has authorized charter schools to operate in Chicago since 1997. CPS Office of New Schools (ONS) is charged with authorizing high quality school options across Chicago and ensuring that charter schools are sustainable and achieve high quality.  
 The New School Financial Oversight Manager is responsible for monitoring, analyzing, and reporting out on the financial health and performance of charter schools and managing the financial analyses of the new school applicant review and charter school quality review processes.  
**Job functions**  
 1. Manage the implementation of the financial management components of the accountability system and refine the metrics, as needed, to ensure the system is transparent, responsive, and comprehensive. (cont...)

## Position Summary

1. Develop and maintain a performance portfolio dashboard detailing the financial performance of charter and contract schools.
2. Conduct appropriate quarterly and annual analyses, including reading audits and fiscal policy and procedures, to monitor the financial health and practices of the schools and ensure that schools are fiscally sustainable
3. Determine schools' annual performance ratings on financial metrics of the accountability system.
4. Discuss, as needed, issues and concerns about the financial health of schools with internal staff and the financial directors and/or board members of the schools.
5. Manage financial analyses related to charter school renewal evaluation process. Responsibilities include analyzing the historic performance of the schools and the projected five year budget and presenting findings to the team charged with voting on the renewal of the charter.
6. Manage the financial analysis aspects of the new school applicant process. Responsibilities include evaluating the proposed budget and financial management structure proposed in the new school RFP application and presenting findings to the team charged with voting on the approval of the applicant.
7. Manage corrective action plans for schools with fiscal issues.
8. Manage closure process of charter schools, specifically related to financial/operational wind-down of non-profit entities.
9. Coach internal CPS staff on analysis activities as needed.

## Qualifications

### Qualifications

- Extensive experience in financial reporting, financial analysis, and cash flow management
  - Experience preparing accurate monthly financial reports and annual budgets
  - Experience facilitating annual audit process
  - Experience in setting fiscal and internal control policies
  - Full knowledge and understanding of generally accepted accounting principles (GAAP)
  - Working knowledge of nonprofit accounting and small business accounting systems
- Financial strategy and planning skills
- Exemplary verbal and written communication skills
- A keen attention to detail and self-directed, independent self-starter with ability to follow through and complete tasks without prompting
- Strong problem-analysis and problem-solving abilities
- Advanced skills with Microsoft Office applications
- Minimum of five years in accounting, finance or operations experience
- Experience in K-12 public education preferred
- Bachelor's degree in finance and/or accounting
- Master's degree strongly preferred

Salary commensurate with experience.

To apply, please email cover letter and resume to: Jennifer Dai at: [jdai@cps.k12.il.us](mailto:jdai@cps.k12.il.us)  
Director of Academic and Operational Evaluation

**BULLETIN No: 703**  
**DATE: SEPTEMBER 1, 2010**

<b>Title</b>	<b>Community Schools Initiative Program Coordinators</b>
<b>Location</b>	<b>Office of Extended Learning Opportunities</b> Chicago Public Schools 125 S. Clark, 10 <sup>th</sup> Floor Chicago, IL 60603
<b>Position Number</b>	TBD
<b>Position Value</b>	2.0
<b>Position Grade</b>	Professional III, Salary Band 5
<b>Budget Classification</b>	TBD

**Position Period**  
**Salary**  
**Position Summary**

12 months  
Minimum: \$53,000 Midpoint: \$ 63,600 Maximum: \$74,200

**Organization**

**Summary:** The Chicago Public Schools (CPS) administers the largest community schools initiative in the nation. Launched in 2003 at 36 schools, the Community Schools Initiative (CSI) included over 150 elementary and high schools during the 2009-10 school year. The CSI envisions schools as central, neighborhood locations where students receive an education and schools work with community groups to connect children and families to a range of services that foster individual and economic well-being. The CSI also extends the hours that schools are open so buildings may stay in use up to seven days a week and during the summer, creating a vibrant community meeting place.

**Position Description – Community Schools Coordinator**

The Community Schools Initiative (CSI) in the Office of Student Support and Engagement is currently seeking two Community Schools Coordinators to assist with the administration of Community Schools funded through the 21st Century Community Learning Centers (21<sup>st</sup> CCLC) program, for an assigned cohort of recipient school partnerships. The positions are at the Professional III level; with a salary band of \$51,500 - \$72,000, based on experience.

Responsibilities include, but are not limited to:

- **Grants Management.** Manage the 21st CCLC grants, other grants and funding streams, responsible for all required grant reporting, track all activities offered, manage funding allocations for a portfolio of participating schools. Assist with grant writing.
- **Training and Technical Assistance.** Provide support and guidance to participating schools regarding program development, implementation, and evaluation; plan and implement professional development activities and other needs as they arise.
- **Evaluation.** Oversee the evaluation of the CSI, primarily the 21st CCLC funded community schools; assist schools throughout the evaluation process; manage relationships with outside evaluators. Conduct data analysis of the CSI and individual community schools as needed.
- **Research.** Research nationwide community school programs, best practices, community school evaluations, policy and issues, as well as potential grant opportunities.
- **Service Delivery and Data Analysis.** Review and approve service delivery plans and budgets, monitor service plan compliance and data entry of all CSI activities on a school by school basis, collect essential evaluation data and generate reports as needed.
- **Presentations.** Develop presentations for various conferences and workshops related to community school programming, participate in presentations as needed.
- **Site Visits.** Regularly visit schools during out of school time hours.
- **Relationships Management.** Address the needs of schools through timely responses to issues; work closely with CSI team and CPS departments to solve problems on behalf of schools; broker relationships between school and community partners.
- **Other.** Provide user support for and develop reports from the OELO attendance reporting system; assist other OELO staff with responsibilities related to operations and delivery on an as-needed basis.

**Qualifications**

- B.A. required; Masters preferred.
- Minimum of 5 to 7 years relevant work experience.
- Detail-oriented, flexible, dedicated and responsible individual with experience in program management.
- Strong analytical skills with demonstrated research, data analysis and evaluation experience.

(cont...)

**Qualifications**

- Familiarity with non-profit organizations and school-community partnerships.
- Exceptional written and verbal communication skills.
- Strong ability to organize and prioritize information quickly and strategically.
- Successful experience writing and obtaining grants.
- High degree of fluency in the full MS Office Professional Suite.

**BULLETIN No: 704**  
**DATE: SEPTEMBER 1, 2010**

<b>Title</b>	<b>Legal Assistant</b>
<b>Location</b>	Chicago Public Schools <b>Office of Special Education and Support</b> 125 S. Clark Street Chicago, IL 60616
<b>Position Number</b>	TBD
<b>Position Value</b>	1.0
<b>Position Grade</b>	Professional III, Salary Band 5
<b>Budget Classification</b>	TBD
<b>Position Period</b>	12 months
<b>Salary</b>	Minimum: \$53,000 Midpoint: \$63,600 Maximum: \$74,200
<b>Position Summary</b>	This position, under the direct supervision of the Director of Due Process & Mediation, will perform a variety of legal and administrative duties in support of the Due Process & Mediation legal staff. Primary responsibilities include assisting the legal staff in preparing for hearings, conducting and analyzing legal research, drafting legal documents, coordinating case relevant scheduling, and maintaining office database. Must possess or quickly achieve considerable expertise in legal and educational terminology, procedures, and time limits as they relate to special education regulations.
	<b>Principal Accountabilities</b>
	<ol style="list-style-type: none"> <li>1. Assist legal staff in preparing for due process hearings and/or mediations, including conducting case investigations, witness interviews, and preparing hearing documents</li> <li>2. Assist legal staff during due process hearings with note-taking, witness scheduling, and other trial-related matters</li> <li>3. Conduct legal and educational research, analyze findings, and prepare reports and/or memoranda of law</li> <li>4. Draft complaint responses, motions, resolutions, and other legal documents and correspondence</li> <li>5. Coordinate the scheduling of resolution sessions, IEP meetings, and other meetings with District staff, parents, parent advocates, and other agencies</li> <li>6. Facilitate the implementation of resolution session agreements, settlement agreements, and hearing orders</li> <li>7. Maintain and update Due Process &amp; Mediation database with respect to due process hearings and mediations</li> <li>8. Assist with file management and organization</li> <li>9. Utilize technical and legal information to make independent decisions and recommendations to supervising legal staff</li> <li>10. Provide clerical support to Due Process &amp; Mediation office, including copying documents, answering phones, and delivering correspondence</li> <li>11. Coordinate responding to requests from parent attorney for student records</li> <li>12. Performs miscellaneous job-related duties as assigned.</li> </ol>
<b>Qualifications</b>	<b>Education and Experience Requirements</b>
	<ul style="list-style-type: none"> <li>▪ Bachelor's Degree combined with a minimum of one year of law-related experience</li> <li>▪ Associate's degree, combined with a minimum of two years of law-related experience</li> <li>▪ A certificate of completion or a degree from an approved paralegal/legal assistant program or post-secondary institution.</li> <li>▪ Two years of teaching experience is preferred</li> <li>▪ Two years of law related experience is preferred (cont...)</li> </ul>

## Qualifications

- Knowledge of general legal terminology and legal principles.
- Ability to perform legal research using reference materials generally available within a law library and/or electronic resource tools such as Westlaw.
- Knowledge of the policies and procedures relating to Federal and Illinois special education laws and regulations
- Ability to analyze and review agreements and other legal documents to ensure necessary provisions are contained therein.
- Ability to draft complaint responses and legal motions.
- Ability to establish and maintain effective working relations with others.
- Exceptional ability to communicate effectively orally and in writing.
- Ability to interview complainants and witnesses.
- Ability to organize and prioritize workload.
- Ability to understand and follow written and oral directions.
- Ability to use and knowledge of modern office equipment, including MS Word software.
- Ability to work independently and manage confidential information.
- Knowledge of general legal terminology and legal principles.
- Ability to perform legal research using reference materials generally available within a law library and/or electronic resource tools such as Westlaw.
- Knowledge of the policies and procedures relating to Federal and Illinois special education laws and regulations.

**BULLETIN No: 705**  
**DATE: SEPTEMBER 1, 2010**

<b>Title</b>	<b>Turnaround Teaching and Learning Specialist (Professional V)</b>
<b>Location</b>	<b>Fenger High School</b> 11220 S Wallace Street Chicago, Illinois 60628
<b>Position Number</b>	399279
<b>Position Value</b>	1.0
<b>Position Grade</b>	A07
<b>Budget Classification</b>	TBD
<b>Position Period</b>	12 Months
<b>Salary</b>	Minimum: \$78,700, Midpoint: \$94,800, Maximum: \$111,000
<b>Position Summary</b>	<b>Purpose of the Position:</b> Reporting to the Manager of Teaching and Learning, the Turnaround Teaching & Learning Specialist will assist teachers in focusing their instruction on the College Readiness Standards, with an emphasis on assessment. This professional will focus on individual and group professional development that will expand and refine the understanding about research-based effective instruction as outlined by parameters detailed the CPS Turnaround Model. In order to meet this purpose, this Specialist will provide personalized support that is based on the goals and identified needs of individual teachers. This is an individual with extensive successful classroom instructional experience and as well versed in instructional best practices.
<b>Qualifications</b>	<b>APPLICANTS, please choose one of the below as your specialty:</b> <b>Understanding by Design Specialty:</b> The coach will need to possess a high degree of comfort and ability with the Understanding by Design curriculum framework. In order to lead professional development sessions and evaluate teacher created work, the coach will need to be familiar with topic selection, standards alignment, enduring understandings, essential questions, assessment creation and alignment, GRASPs, and the creation of learning plans. The coach preferably will have experience leading a group of teachers in similar work and should be familiar, not only with the UbD text, but also the UbD workbook. The coach should also be able to give constructive criticism to professionals and guide their learning in an effort to gain mastery of this curriculum framework. Experience with large-scale interactive professional development preferred. Candidate should be able to showcase tangible examples of either curriculum they have created using UbD, professional development they have led around this topic, or both. (cont...)

## Qualifications

**2. Assessment Specialty:** The Assessment Specialist will be responsible for coordinating assessment data loading, coding benchmark assessments, maintaining and monitoring implementation of interim assessment schedule, developing and loading of assessments and instructional resources, creating and maintaining EPAS like assessment data bank, and problem solving any data issues with CIM. The Assessment Specialist will provide data reports to various schools/groups and provide CIM training to staff and provide professional development on the above responsibilities to subject matter experts and academic department chairs.

**3. Response to Intervention (RtI) Specialty:** The RtI Specialist will coordinate and assist with the implementation of intervention strategies and / or programs within and outside the classroom setting. Candidate will be responsible for the implementation of the acceleration lab and reading and math interventions, data analysis and collection of individualized interim assessments for students identified as needing remedial instruction within the RTI guidelines and the dissemination of data using CIM to building and district level school personnel.

**4. Well Managed Classroom Specialty:** The Girls and Boys Town Education Model is an integral component of the Turnaround Schools culture and climate model at the High School level is the Boys Town Educational Model. The Boys Town Education Model, which “is a school-based intervention strategy that emphasizes behavior management practices, relationship-building techniques, and social skills instruction. The Education Model is rooted in applied behavior analysis and social learning theory.”

## REGULAR DUTIES

1. Support the implementation of interim assessments, plans for re-teaching based on interim results, and effective practices for teaching the skills assessed in the EPAS and PSAE tests
2. Provide organized individual and/or group learning opportunities for teachers as needed; as well as planning, monitoring, and feedback activities. Model effective practices through classroom demonstrations.
3. Provide organized individual and/or group learning opportunities for administrators and support staff as appropriate.
4. Analyze classroom and school level data to inform program and professional development. Generate appropriate reports and data on a consistent and ongoing basis.
5. Provide organized individual and/or group learning opportunities for teachers in data analysis/use to improve student learning. Assist staff with designing teaching and learning decisions based on assessment data.
6. Provide support for school/classroom motivation and management strategies.
7. Assist the school in developing and implementing school improvement plans. Work positively toward meeting identified school performance management objectives.
8. Keep supervisor informed of potential problems or unusual events.

Attend staff meetings and training sessions

## QUALIFICATIONS MINIMUM REQUIREMENTS AND APPLICATION INSTRUCTIONS

- Bachelor’s degree from an accredited college/university required, advanced degree preferred.
- Teaching Certification. Valid Certification in English Language Arts or Reading Specialist highly preferred.
- Ability to exercise independent judgment.
- Documented experience and proficiency in “Understanding by Design”
- Demonstrated experience in research-based educational practices.
- Demonstrated experience in data-informed decision making.
- Ability to deal effectively and courteously with students, school personnel and the general public.
- Attention to detail and exceptionally strong organization skills.
- Responds to inquires and concerns in a timely and positive manner.
- Exhibits interpersonal skills to work as an effective team member.
- Demonstrates support for the school system and its goals and priorities.
- Demonstrates initiative in identifying potential problems or opportunities for improvement.
- Demonstrate sound judgment and ethical practice.
- Receptive to feedback and committed to ongoing growth.

(cont...)

**QUALIFICATIONS  
MINIMUM  
REQUIREMENTS AND  
APPLICATION  
INSTRUCTIONS**

**To apply, please follow the below instructions:**

To be considered for this role, candidates possessing all of the above qualifications and appropriate certification(s) should:

1. Choose one specialty
2. Submit a letter of interest and intent that includes:
  - Acknowledgement of and candidate’s agreement to meet the commitments and conditions for position.
  - A detailed description of how candidate meets each of the mandatory minimum qualifications, abilities, proficiencies and experiences and description of any preferred qualifications.
  - Evidence that candidate possesses all mandatory minimum qualifications.
3. Submit at least 3 references from persons with knowledge of candidate’s teaching and instructional abilities and other skills, proficiencies and experience.
4. Please include your specialty in the subject line of your submission

**Please send all applications to:**

Krystal C. Rogers-Minter  
Project Manager  
CPS Office of School Turnaround  
[kcrogers3@cps.edu](mailto:kcrogers3@cps.edu)

**BULLETIN NO: 714  
DATE: SEPTEMBER 1, 2010**

<b>Title</b>	<b>Field Operations Specialist</b>
<b>Location</b>	<b>Nutrition Support Services</b> 125 South Clark – 16 <sup>th</sup> Floor Chicago, IL 60603
<b>Position Number</b>	298189/298156/298194
<b>Position Value</b>	1.0
<b>Position Grade</b>	Salary Band 4
<b>Budget Classification</b>	12050-312-52100-256009.000000.2011
<b>Position Period</b>	12 months
<b>Salary</b>	Minimum - \$41,700 Maximum - \$58,400
<b>Position Summary</b>	The Field Operations Specials will be to provide support to administrative personnel during the employee discipline process. This position will conduct site based staffing analysis to confirm the level of staffing at each school. The incumbent must be exceedingly well organized, work independently, be flexible, and enjoy the challenges of supporting an operational function of diverse people and programs.
	<b>Principal Accountabilities:</b>
	<ol style="list-style-type: none"> <li>1. Consults with School Administrators as it relates to employee relations issues. Provides counsel to the Principals on employee discipline challenges.</li> <li>2. Assist school based teams with the documentation of progressive discipline.</li> <li>3. Assist in the progressive discipline for pool employees with guidance of the Director of Field Operations.</li> <li>4. Participate in discipline hearings for pool employees with the guidance of the Director of Field Operations.</li> <li>5. Assist with developing and facilitating training programs to support the Nutrition Support Services business strategy</li> <li>6. Provide guidance to school dining managers and nutrition support specialists on the preparation of work schedules.</li> <li>7. Conducts staffing and productivity analysis studies.</li> <li>8. Identifies and documents operations and staffing best practices.</li> <li>9. Collaborates with Nutrition Support Specialists to implement staffing best practices in schools aimed at increasing productivity.</li> <li>10. Creates and operates in a true spirit of partnership, open communication, collaboration and sharing to provide a consistent message and approach in field operations and related programs, procedures, practices and policies.</li> <li>11. Other duties as assigned.</li> </ol>

## Qualifications

## Education and Experience Requirements

- Bachelors Degree preferred in Business, Administrative Management or Human Resource Management or equivalent work experience.
- 1-3 years of operational or human resource experience with a strong emphasis on employee counseling and coaching.
- Ability to interact with staff (at all levels) in a fast paced environment, sometimes under pressure, remaining flexible, proactive resourceful and efficient, with a high level of professionalism.
- Ability to learn quickly, an eye for detail, good follow-through, positive people skills, and the flexibility to take on various tasks and projects within the department.
- Solid planning and organizational skills and capable of developing work plans and following through to their completion with limited direction and oversight.
- High standards of personal leadership, ethical behavior, and professionalism; able to maintain objectivity and confidentiality with highly sensitive information.
- Superior organizational, time management, analytical and problem solving skills.
- Ability to perform complex data analysis and research.
- Strong written and verbal communication skills.
- Exceptional customer service skills.
- Team Player and Team Builder.
- Bi-lingual; a plus not required.
- Knowledge and experience working in a union environment preferred.
- Excellent interpersonal and written communication skills.
- Ability to set priorities.
- Experience working with confidential information.
- Previous customer experience and working with all levels of management required.
- Experience with MS Office (Word, Excel, Access, Power Point and Outlook)
- Knowledge of employment laws and union contracts.
- Flexibility; Willingness to work evenings and weekends.
- Must have own transportation.

**BULLETIN NO: 715**  
**DATE: SEPTEMBER 1, 2010**

<b>Title</b>	<b>Teacher Portal Design Architect</b>
<b>Location</b>	Chicago Public Schools <b>Office of Performance</b> 125 S. Clark Street Chicago, IL 60616
<b>Position Number</b>	TBD
<b>Position Value</b>	1.0
<b>Position Grade</b>	Professional V, Salary Band 7
<b>Budget Classification</b>	TBD
<b>Position Period</b>	12 months
<b>Salary</b>	Minimum: \$78,700 Midpoint: \$94,800 Maximum: \$111,000
<b>Position Summary</b>	CPS' Office of Performance is responsible for creating and implementing management-focused processes that ensure that decisions are based on empirical evidence about what supports schools and students. Our role includes assisting in the creation of data systems to capture and report on critical information. We're seeking a strong technology project manager that is passionate about urban educational reform and thrives in a fast-paced environment to fill the role of Teacher Portal Design Architect. The Architect will be responsible for guiding the teacher portal development project, which is intended to create a single access point for student data/information, teacher resources and professional development materials that are currently housed in different systems and modules. The ideal candidate will be able to: (cont...)

## Position Summary

- Define a teacher portal strategy for Chicago Public Schools (CPS) and develop the project plan for implementation.
- Envision and architect solutions using best-in-class middleware portfolio that spans JAS, TPM, SOA, BPM, UI, Web2.0, IDM/IAM, BIM, ECM.
- Interact with content management systems, create information/process portals, and implement complex web interfaces.

### Primary responsibilities will include, but are not limited to:

- Defining the technology stack, solution and application architecture for the customer's needs. Understanding functional requirements and providing recommendations on feasibility of implementation on selected technology platform.
- Identifying risk areas, defining and implementing proof-of-concepts along with the development team.
- Planning and executing performance testing models by closely working with various CPS teams.
- Ensuring performance and scalability of the applications
- Actively participating in rollout of applications to different environments including production.
- Reviewing and evaluating proposed teacher portal /web site designs.
- Working with multiple teams across different divisions within Chicago Public Schools.
- Reviewing the proposed solution to ensure flexibility of design so that it may accommodate new technologies when business requirements change.

## Qualifications

### Knowledge, Skills and Experience Required:

- Bachelor degree in a related field (computer science/programming) plus 6-10 years of professional experience required; master's degree a plus
- Experience in Portals, WSRP, Databases, JSR168, Struts, JSF, MVC, Design Patterns, architecting, designing, and implementing Java/J2EE based applications.
- Knowledgeable in Iterative Software Development Methodologies.
- Strong project management and problem solving skills.
- Knowledgeable of the latest trends and drivers in technology and how they can apply at the classroom level.
- Strong oral and written communication skills; capable of effectively working with cross-functional teams and communicating with a variety of audiences.

### How to Apply:

Interested candidates should submit a resume and cover letter to [performancemanagement@cps.k12.il.us](mailto:performancemanagement@cps.k12.il.us).

**BULLETIN NO: 716**  
**DATE: SEPTEMBER 1, 2010**

<b>Title</b>	<b>Teacher Portal Design Architect</b>
<b>Location</b>	Chicago Public Schools <b>Office of Performance</b> 125 S. Clark Street Chicago, IL 60616
<b>Position Number</b>	TBD
<b>Position Value</b>	1.0
<b>Position Grade</b>	Professional V, Salary Band 7
<b>Budget Classification</b>	TBD
<b>Position Period</b>	12 months
<b>Salary</b>	Minimum: \$78,700 Midpoint: \$94,800 Maximum: \$111,000

## Position Summary

CPS' Office of Performance is responsible for creating and implementing management-focused processes that ensure that decisions are based on empirical evidence about what supports schools and students. Our role includes assisting in the creation of data systems to capture and report on critical information. We're seeking a strong technology project manager that is passionate about urban educational reform and thrives in a fast-paced environment to fill the role of Teacher Portal Design Architect.

The Architect will be responsible for guiding the teacher portal development project, which is intended to create a single access point for student data/information, teacher resources and professional development materials that are currently housed in different systems and modules. The ideal candidate will be able to:

- Define a teacher portal strategy for Chicago Public Schools (CPS) and develop the project plan for implementation.
- Envision and architect solutions using best-in-class middleware portfolio that spans JAS, TPM, SOA, BPM, UI, Web2.0, IDM/IAM, BIM, ECM.
- Interact with content management systems, create information/process portals, and implement complex web interfaces.

### **Primary responsibilities will include, but are not limited to:**

- Defining the technology stack, solution and application architecture for the customer's needs. Understanding functional requirements and providing recommendations on feasibility of implementation on selected technology platform.
- Identifying risk areas, defining and implementing proof-of-concepts along with the development team.
- Planning and executing performance testing models by closely working with various CPS teams.
- Ensuring performance and scalability of the applications
- Actively participating in rollout of applications to different environments including production.
- Reviewing and evaluating proposed teacher portal /web site designs.
- Working with multiple teams across different divisions within Chicago Public Schools.
- Reviewing the proposed solution to ensure flexibility of design so that it may accommodate new technologies when business requirements change.

### **Knowledge, Skills and Experience Required:**

- Bachelor degree in a related field (computer science/programming) plus 6-10 years of professional experience required; master's degree a plus
- Experience in Portals, WSRP, Databases, JSR168, Struts, JSF, MVC, Design Patterns, architecting, designing, and implementing Java/J2EE based applications.
- Knowledgeable in Iterative Software Development Methodologies.
- Strong project management and problem solving skills.
- Knowledgeable of the latest trends and drivers in technology and how they can apply at the classroom level.
- Strong oral and written communication skills; capable of effectively working with cross-functional teams and communicating with a variety of audiences.

### **How to Apply:**

Interested candidates should submit a resume and cover letter to [performancemanagement@cps.k12.il.us](mailto:performancemanagement@cps.k12.il.us).

## Qualifications

**BULLETIN No: 717**  
**DATE: SEPTEMBER 1, 2010**

<b>Title</b>	<b>Field Operations Team Lead</b>
<b>Location</b>	<b>Nutrition Support Services</b> 125 South Clark Chicago, IL 60610
<b>Position Number</b>	242873
<b>Position Value</b>	1.0
<b>Position Grade</b>	Salary Band 5
<b>Budget Classification</b>	12010-312-52100-256104-000000-2011
<b>Position Period</b>	12 months

**Salary**  
**Position Summary**

Minimum - \$53,000 Maximum - \$74,200

The Field Operations Team Lead will perform a wide range of personnel relate responsibilities with little or no supervision. This position will provide leadership to a team of administrative support personnel and assist Director of Field Operations. The incumbent must be exceedingly well organized, work independently, be flexible, and enjoy the challenges of supporting an operational function of diverse people and programs.

1. Consults with School Administrators as it relates to employee relations issues. Provides counsel to School Administrators on employee discipline challenges.
2. Assists in a wide range of tasks including: general human resource support such as training, records management, interviewing scheduling, phone screening, conducting face to face interviews, employee relations, and hiring.
3. Provides leadership to administrative support personnel.
4. Assist with developing and facilitating various training programs to support the Nutrition Support Services business strategy.
5. Leads the coordination for the registration of employees for computer classes with the CPS Board of Administration and tracks data as it relates to employee completed course work.
6. Leads the coordination for the scheduling of the Blitz inspection with Nutrition Support Services and CPS Operations.
7. Acts as the liaison with the Chicago Department of Public Health with regard to Health Inspections. Processes fines for health inspection tickets.
8. Leads the Local 7 and Local 1 bid process for staffing. Manages in-house promotions. Evaluates candidates and determines if employee meets minimum qualification and skill set for open positions.
9. Leads the development and implementation of the new employee orientation program for Nutrition Support Services
10. Creates and operates in a true spirit of partnership, open communication, collaboration and sharing to provide a consistent message and approach in field operations and related programs, procedures, practices and policies.
11. Other duties as assigned.

**Qualifications**

- Ability to interact with staff (at all levels) in a fast paced environment, sometimes under pressure, remaining flexible, proactive resourceful and efficient, with a high level of professionalism.
  - Ability to learn quickly, an eye for detail, good follow-through, positive people skills, and the flexibility to take on various tasks and projects within the department.
  - Solid planning and organizational skills and capable of developing work plans and following through to their completion with limited direction and oversight.
  - High standards of personal leadership, ethical behavior, and professionalism; able to maintain objectivity and confidentiality with highly sensitive information.
  - Superior organizational, time management, analytical and problem solving skills.
  - Ability to perform complex data analysis and research.
  - Strong written and verbal communication skills.
  - Exceptional customer service skills.
  - Team Player and Team Builder.
  - Bi-lingual; a plus not required.
  - Bachelors Degree in business, administrative management or human resource management. Masters preferred.
  - 4-6 years of progressive human resource generalist experience with a strong emphasis on employee counseling and coaching, human resource procedures and employment laws.
  - Knowledge and experience working in a union environment preferred.
  - Excellent interpersonal and written communication skills.
  - Ability to set priorities.
  - Experience working with confidential information.
  - Previous customer experience and working with all levels of management required.
- (cont...)

**Qualifications**

- HRIS or other technical systems experience and knowledge preferred.
- Experience with MS Office (Word, Excel, Access, Power Point and Outlook)
- Oracle, PeopleSoft, and Kronos knowledge preferred.
- Knowledge of employment laws and union contracts.
- Flexibility; Willingness to work evenings and weekends.

**BULLETIN No: 718**  
**DATE: SEPTEMBER 1, 2010**

**Title** **Sport/Crowd Control Coordinator (Professional IV)**

**Location** Citywide  
**Department of After School Learning/Sports Administration**  
501 West 35th Street  
Chicago, Illinois 60616

**Position Number** 243066  
**Position Value** 1.0  
**Position Grade** A06 (Salary Band 6)  
**Budget Classification** 13735 – 115 – 52100 - 221217 – 000000  
**Position Period** 52 Weeks

**Salary** Minimum: \$63,800, Midpoint: \$76,500, Maximum: \$89,300

**Position Summary**

- Organize and manage citywide interscholastic sport programs
- Provide ongoing communication and monitoring to schools, coaches, and officials throughout the sports seasons as adjustments are needed
- Assignment of officials for contests
- Liaison to the Illinois High School Association Sport Coordinator
- Collect School's Eligibility Documents
- Schedule regular season and citywide playoffs
- Conduct coaches clinics
- Facilitate rules and regulations meetings with coaches
- Organize crowd control plans for schools and stadiums
- Work closely with the individual sport coaches committee.
- Master's degree in Physical Education or related field preferred
- Bachelor's degree in Physical Education or related field required
- 5 years of experience in interscholastic sports or a related field
- 3 years of supervisory/management experience
- Comprehensive knowledge of sports rules and regulations
- Familiarity with IHSA rules and regulations
- General understanding of game operations and crowd control
- Good working knowledge of eligibility rules
- Ability to work effectively with diverse personalities.

**Qualifications**

**BULLETIN No: 719**  
**DATE: SEPTEMBER 1, 2010**

**Title** **Deputy Inspector General (Senior Professional)**

**Location** **Office of the Inspector General**  
850 West Jackson Boulevard  
Suite 500  
Chicago, IL 60607 (or GSR #38)

**Position Number** 242830  
**Position Value** 1.0  
**Position Grade** Salary Pay Band 8  
**Budget Classification** 10320-115-52100-252801-000000  
**Position Period** 12.00 Months  
**Salary** Minimum: \$95,100, Midpoint: \$114,600, Maximum: \$136,000

**Position Summary**

Manage, conduct, supervise and review investigations into allegations of waste, fraud, financial mismanagement and employee misconduct. Analyze and interpret Board Rules, CPS Policies, the CPS Employee Discipline Code and criminal laws to determine if investigations substantiate allegations of wrongdoing; support recommendations for discipline and prosecution; and/or warrant recommendations to enhance internal controls. Draft Investigative Summaries of investigations. Coordinate with outside law enforcement entities and investigative agencies as appropriate.

Supervise administrative and investigative staff. Participate in developing office policies and operating procedures. Monitor assignments to ensure work is completed in a timely fashion in compliance with established quality control standards. Develop and implement work standards, policies and procedures. Conducts staff performance evaluations.

**Qualifications**

- Bachelor's Degree required supplemented by seven years of investigative experience, including three years in a managerial or supervisory capacity, or an equivalent combination of training and experience.
- Law degree and legal experience preferred.

## ADMINISTRATIVE POSITION INFORMATION

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**BULLETIN No: 697, 698, 699, 700, 701, 702, 703, 704, 705 AND 714, 715, 716, 717, 718, 719**  
**DATE: SEPTEMBER 1, 2010**

### **RESIDENCY REQUIREMENTS (04-0825-P02)**

All employees of the Chicago Public Schools must adhere to the Residency Policy for All Employees of the Board of Education, adopted by Board Action on August 25, 2004, Board Report Number 04-0825-P02. All officers and employees hired on or after the effective date of the residency policy November 20, 1996 will be required to be actual residents of the City of Chicago within six months from the day their employment begins.

### **APPLICATION**

Letter of application should contain the following information in the upper right hand corner: bulletin number, position title, name of the department, applicant's name, current work location, home address, and daytime telephone number. Submit letter of application and a resume to: **Résumé Intake Mailbox**, Office of Human Capital, 125 South Clark Street, 2<sup>nd</sup> Floor, Chicago, Illinois 60603 (or GSR #125).

Initial screening of applicants will be based on the contents of letters of application and resumes.

**APPLICATION DEADLINE: by 5:00 p.m. of the close of the Business Day of September 16, 2010**

### **STAFFING**

Staffing will be consistent with the *Plan for...Integration of Faculties* and established personnel policies and procedures of the Board of Education of the City of Chicago.

*If this position is closed or eliminated or if the employee is relieved of his or her duties in this position for any reason other than good cause, the Chicago Public Schools will accept application from the employee for another position appropriate with the employee's certification/qualifications.*

It is the policy of the Board of Education of the City of Chicago not to discriminate on the basis of race, color, creed, religion, national origin, age, disability or sex. Inquiries concerning the application of Title IX of the Education of Amendments of 1972 and the regulations promulgated there under concerning sex discrimination should be referred to the Title IX Officer, Chicago Public Schools, 125 South Clark, Chicago, IL, 773-553-2688 (TTY-773-553-2699).

# EDUCATIONAL SUPPORT PERSONNEL POSITIONS

**BULLETIN No: 706**  
**DATE: SEPTEMBER 1, 2010**

<b>Title</b>	<b>Telephone Operator (Administrative I)</b>
<b>Location</b>	<b>Cluster One Office</b> 6323 North Avondale Chicago, Illinois 60631
<b>Position Number</b>	259462
<b>Position Value</b>	1.0
<b>Position Grade</b>	A01
<b>Budget Classification</b>	05011-115-52100-232105-000000
<b>Position Period</b>	12 Months
<b>Salary</b>	Minimum: \$23,600, Midpoint: \$28,300, Maximum: \$33,000
<b>Position Summary</b>	Under supervision, operates telephone systems in a Chicago Public Schools' organizational unit, answers incoming telephone calls, refers callers to appropriate parties, refers problem calls as directed, prepares appropriate documentation on calls, screens calls, directs visitors, accepts deliveries, and provides routine information to the public. Performs clerical duties such as copying, filing, organizing, recordkeeping, minor word processing, and maintenance of premises.
<b>Qualifications</b>	Graduation from high school or G.E.D. equivalent, with at least one year of responsible work experience in an office or school setting. Good knowledge of Chicago Public Schools' rules and regulations. Ability to follow written and oral instructions, ability to prepare routine reports and records, and ability to communicate effectively with the public. Demonstrates good judgment to evaluation situations and make decisions. Ability to lift ten pounds frequently to lift, carry, and move objects. Bilingual Spanish desirable, not necessary.

**BULLETIN No: 707**  
**DATE: SEPTEMBER 1, 2010**

<b>Title</b>	<b>Watchman</b>
<b>Location</b>	<b>Cluster One Office</b> 6323 North Avondale Chicago, Illinois 60631
<b>Position Number</b>	147688
<b>Position Value</b>	1.0
<b>Position Grade</b>	E27
<b>Budget Classification</b>	05011-210-52100-254608-000000
<b>Position Period</b>	12 Months
<b>Salary</b>	The annual salary is: \$34,016.40
<b>Position Summary</b>	Protects and maintains the security and safety in and around Chicago Public Schools' buildings, properties, and construction sites; and performs related duties as required. Examines the interior and exterior of assigned locations at periodic intervals and remains alert at all times while on duty to ensure that normal conditions prevail, takes temporary emergency measures when minor irregularities occur, notifies police, fire, engineer, custodian, emergency control operator, or appropriate authorities when emergencies arise. Guards machinery, materials, and supplies, opens and closes building as needed, allows admittance to authorized personnel, id's visitors, maintains daily record of persons entering premises as required, and reports unusual incidences. Assists with transporting materials and supplies in and out of premises, cleans premises, and answers telephones as needed.

**Qualifications**

Graduation from high school or G.E.D. equivalent, with at least one year of responsible security experience, or an equivalent combination of training and experience. Completion of security training courses is highly desirable. Ability to follow written and oral instructions, ability to prepare routine reports and records, ability to communicate effectively with the public. Demonstrates good judgment to evaluation situations and make decisions. Ability to lift up to twenty pounds occasionally and ten pounds frequently, ability to stand and walk to a significant degree.

**BULLETIN No: 708**  
**DATE: SEPTEMBER 1, 2010**

<b>Title</b>	<b>Special Education Classroom Assistant (SECA)</b>
<b>Location</b>	<b>Pershing East Magnet School</b> 3113 S. Rhodes Chicago, IL 60616 (or GSR # 40)
<b>Position Number</b>	393187
<b>Position Value</b>	1.0
<b>Position Grade</b>	
<b>Budget Classification</b>	TBD
<b>Position Period</b>	38.60 Weeks
<b>Salary</b>	The minimum annual salary is: \$TBD
<b>Position Summary</b>	Under the general direction of the school principal, and under the immediate supervision of a Special Education teacher holding a valid teaching certificate directly engaged in teaching subject matter or conducting activities, assists in the instruction of disabled students; and performs related duties as required. In addition to duties specified by the administration, the successful SECA candidate for Pershing East will: <ul style="list-style-type: none"> <li>• have outstanding attendance and punctuality</li> <li>• have superior communication skills (written, verbal and listening) that support positive interpersonal and organizational skills</li> <li>• have the ability to follow through with assigned tasks given by Special Education Teacher and or Principal in a timely manner</li> <li>• work collaboratively with teachers, Itinerant Staff members (Case Manager, Social Worker, Psychologist, Nurse, OT &amp; PT) and parents to meet the needs of our students</li> <li>• attend professional development activities/workshops to support our students</li> <li>• support instruction and provide accommodations to each student as identified in their Individualized Education Plan (IEP)</li> <li>• provide support to students in inclusive settings, the community and on field trips as indicated by the teacher</li> <li>• photocopy and or scan correspondence as required.</li> <li>• <b>Previous Applicants need not to reapply.</b></li> <li>• <b>No faxed or mail letters of application will be accepted!</b></li> </ul>
<b>Qualifications</b>	The successful candidate will have an Associate's degree from a college or university accredited by the North Central Association or another regional accrediting body, or the successful completion of at least sixty (60) semester hours of college credit at a college or university. Additionally, the candidate will have past experience working with children and will be proficient in reading, writing and mathematics. All applicants must email an introductory letter outlining accomplishments and experiences related to the position and a copy of their resume to the Principal at <a href="mailto:aLhill1@cps.k12.il.us">aLhill1@cps.k12.il.us</a> . To obtain information about the school, visit the school <b>Web Site</b> at: <a href="http://www.pershing.cps.k12.il.us">http://www.pershing.cps.k12.il.us</a>

<b>Title</b>	<b>Culture of Calm - School Advocate</b>
<b>Location</b>	<b>TEAM Englewood Community Academy, Unit # 8080</b> 6201 South Stewart Chicago, IL 60621 or GSR #45
<b>Position Number</b>	TBD
<b>Position Value</b>	1.0
<b>Position Grade</b>	TBD
<b>Budget Classification</b>	TBD
<b>Position Period</b>	52 weeks
<b>Salary</b>	The minimum annual salary is: \$44,577.56
<b>Position Summary</b>	The Culture of Calm School Advocate will be the point person for all efforts to establish/maintain a Culture of Calm at TEAM Englewood. This person will work with students with disciplinary issues and create/monitor interventions and re-entry procedures. This person will also lead Peer Jury and other student groups to focus on Culture of Calm.
<b>Qualifications</b>	Peggy Korellis-Byrd, via email only <a href="mailto:pakorellis@cps.k12.il.us">pakorellis@cps.k12.il.us</a> <b>Applicants are strongly preferred to have the following qualifications:</b> <ul style="list-style-type: none"><li>• Expertise and passion for working with youth in need of guidance</li><li>• Expertise in assisting school to reach its goals with developing a Culture of Calm</li><li>• Assist with student safety and safe passage</li><li>• Knowledge in developing and monitoring intervention plans for student behavior</li><li>• Knowledge in (or willingness to be trained) in Peer Jury and/or Peace Circles</li><li>• Able to provide character education lessons such as: anger management, conflict resolution, etc.</li><li>• Expertise in data management</li><li>• Able to maintain a firm stance on student discipline, but done so with respect, integrity, and fairness</li><li>• Are willing to coach, sponsor or assist with an extra-curricular activity</li><li>• Culture of Calm: School Advocate: Bachelor's Degree is preferred.</li></ul>

<b>Title</b>	<b>School Bus Aide</b>
<b>Location</b>	<b>Kennedy High School</b> 6325 West 56th Street Chicago, IL 60638
<b>Position Number</b>	425821
<b>Position Value</b>	1.00
<b>Position Grade</b>	TBD
<b>Budget Classification</b>	46201-115-52100-255051-376709
<b>Position Period</b>	38.60 weeks
<b>Salary</b>	The minimum annual salary is: \$17.57/ hour
<b>Position Summary</b>	Under immediate supervision, assists students riding on school buses en route to and from school; lifts physically disabled students onto and off school buses, fastens various types of seat belts around students as a precautionary measure, maintains order and discipline on school buses, refers misbehaved students to school principal for disciplinary action, completes routing lists and related transportation forms for the purpose of communicating sequence of bus stops and performs related duties as required.
<b>Qualifications</b>	<ul style="list-style-type: none"><li>• High School diploma or GED equivalent.</li><li>• Willingness and ability to perform the essential functions of the job.</li><li>• Previous experience in student transportation desirable.</li><li>• General knowledge of the behavior patterns of school aged children.</li><li>• Ability to lift children on and off buses to maintain an orderly environment on buses.</li><li>• Skills in communicating with school aged children.</li></ul>

<b>Title</b>	<b>Administrative Assistant- Nutrition Support Services (Warehouse)</b>
<b>Location</b>	Chicago Public Schools <b>Office of Nutrition Support Services</b> 125 S. Clark Street Chicago, IL 60603
<b>Position Number</b>	242667
<b>Position Value</b>	1.0
<b>Position Grade</b>	Administrative II, Salary Band 2
<b>Budget Classification</b>	TBD
<b>Position Period</b>	12 months
<b>Salary</b>	Minimum: \$27,700 Midpoint: \$33,200 Maximum: \$38,800
<b>Position Summary</b>	Primary Duties and Responsibilities Provide administrative support to warehouse and distribution operations. Principal Accountabilities: <ul style="list-style-type: none"><li>• Efficiently provides excellent customer service for incoming and outgoing phone calls to warehouse.</li><li>• Directs calls to the appropriate owner.</li><li>• Processes phone orders from school dining managers.</li><li>• Maintains monthly reports and files all documentations associated with warehouse &amp; distribution operations including files for sites, driver logs, administrative office and departmental files.</li><li>• Completes monthly weight reports for warehousing and distribution.</li><li>• Enter data from receiving information forms into Excel.</li><li>• Provide management with all discrepancies pertaining to receiving information immediately.</li><li>• Maintain excellent communication with peers and all customers.</li><li>• All other duties as assigned.</li></ul>
<b>Qualifications</b>	Education and Experience Requirements: <ul style="list-style-type: none"><li>• High School Diploma/GED required.</li><li>• Two years of office experience, or an equivalent combination of training and experience.</li><li>• Ability to perform routine clerical duties as needed.</li><li>• Ability to perform in a highly organized fashion.</li><li>• Knowledge of computer programs – Microsoft Office Suite</li><li>• Preferred candidates will have previous foodservice warehouse/delivery experience.</li><li>• Strong verbal and written communication skills.</li><li>• Strong organizational skills.</li><li>• Exceptional customer service skills.</li><li>• Ability to communicate on various levels.</li><li>• Must be able to perform all job functions safely.</li><li>• Must be able to use, or learn to use, all equipment, used to perform the job.</li><li>• Must have proven math skills with the ability to add, subtract, multiply and divide.</li></ul>

<b>Title</b>	<b>Warehouse Inventory Specialist</b>
<b>Location</b>	Chicago Public Schools <b>Office of Nutrition Support Services</b> 125 S. Clark Street Chicago, IL 60603
<b>Position Number</b>	242661
<b>Position Value</b>	1.0
<b>Position Grade</b>	Administrative II, Salary Band 2
<b>Budget Classification</b>	TBD

**Position Period**  
**Salary**  
**Position Summary**

12 months  
Minimum: \$27,700 Midpoint: \$33,200 Maximum: \$38,800

**Primary Duties and Responsibilities of Position:**

Performs stock handling activities and routine clerical work in monitoring & maintaining control of the receipt, storage, disbursement and inventory of all materials, supplies and equipment.

**Principal Accountabilities:**

1. Assists in loading and unloading of vehicles.
2. Assists with breakdown of distribution.
3. Processes incoming and outgoing stock items.
4. Ensures that Receiving Information Form's (RIF's) are complete and accurate.
5. Inspects condition of any shipments both arriving and being distributed; alerting management of any discrepancies.
6. Picks and prepares requisitions of materials and supplies for shipment.
7. Assists in physical inventories of materials and supplies for shipment.
8. Responsible for an organized and clean work area at all times.
9. Advises supervisor when inventory levels become low.
10. Operates power equipment as needed.
11. Reports to supervisor of any damage product, inventory missing and discrepancies as needed.
12. All other duties as assigned.

**Qualifications**

**Education and Experience Requirements**

- High School Diploma required.
- 1 year of inventory control experience a plus.
- Ability to lift 70 pounds on a daily basis.

**Skills:**

- Exceptional customer service skills.
- Organizational skills
- Flexibility and Judgment
- Team Player
- Strong Communication skills both written and verbal.

## EDUCATIONAL SUPPORT PERSONNEL POSITION INFORMATION

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**BULLETIN NO: 706, 707, 708, 709, 710 AND 720, 721**  
**DATE: SEPTEMBER 1, 2010**

### **RESIDENCY REQUIREMENTS (04-0825-P02)**

All employees of the Chicago Public Schools must adhere to the Residency Policy for All Employees of the Board of Education, adopted by Board Action on August 25, 2004, Board Report Number 04-0825-P02. All officers and employees hired on or after the effective date of the residency policy November 20, 1996 will be required to be actual residents of the City of Chicago within six months from the day their employment begins.

### **APPLICATION**

Letter of application should contain the following information in the upper right hand corner: bulletin number, position title, name of the department, applicant's name, current work location, home address, and daytime telephone number. Submit letter of application and a resume to: **Résumé Intake Mailbox**, Office of Human Capital, 125 South Clark Street, 2<sup>nd</sup> Floor, Chicago, Illinois 60603 (or GSR #125).

Initial screening of applicants will be based on the contents of letters of application and resumes.

**APPLICATION DEADLINE: by 5:00 p.m. of the close of the Business Day of September 16, 2010**

### **STAFFING**

Staffing will be consistent with the *Plan for...Integration of Faculties* and established personnel policies and procedures of the Board of Education of the City of Chicago.

*If this position is closed or eliminated or if the employee is relieved of his or her duties in this position for any reason other than good cause, the Chicago Public Schools will accept application from the employee for another position appropriate with the employee's certification/qualifications.*

It is the policy of the Board of Education of the City of Chicago not to discriminate on the basis of race, color, creed, religion, national origin, age, disability or sex. Inquiries concerning the application of Title IX of the Education of Amendments of 1972 and the regulations promulgated there under concerning sex discrimination should be referred to the Title IX Officer, Chicago Public Schools, 125 South Clark, Chicago, IL, 773-553-2688 (TTY-773-553-2699).

# ASSISTANT PRINCIPALSHIP POSITIONS

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**BULLETIN No: 711**  
**DATE: SEPTEMBER 1, 2010**

<b>Cluster/Area</b>	06/23
<b>School Name/ Address</b>	<b>Tilden Career Community Academy – Unit #1590</b> 4747 South Union Chicago, Illinois 60609 or GSR #42
<b>Telephone</b>	(773) 535-1625
<b>Fax</b>	(773) 535-1581
<b>Freed Assistant Principal Grade</b>	4
<b>Certificate Requirements</b>	<b>See Assistant Principalship Position Information</b>
<b>Submit To Principal:</b>	Marcey Sorensen
<b>Other Information</b>	Mail or email ( <a href="mailto:masorensen@cps.k12.il.us">masorensen@cps.k12.il.us</a> ) a letter of interest along with a resume that outlines experiences and accomplishments related to the position. Faxed resumes will not be accepted. Candidates interested in applying for the Assistant Principalship position at Tilden Career Community Academy should possess the following: <ul style="list-style-type: none"><li>▪ Previous instructional leadership experience</li><li>▪ Experience coaching and supporting teachers with high quality instructional practices, classroom management, and curriculum planning</li><li>▪ Support curriculum development aligned to the College Readiness Standards, and that encourages student discourse, inquiry, and reflection</li><li>▪ Implement and support formative and summative assessment cycle</li><li>▪ Ability to plan and facilitate professional development</li><li>▪ Outstanding collaboration, communication, and managerial skills</li><li>▪ Ability to work with all faculty and staff to set clear goals, expectations, and monitoring systems to ensure goals are met</li><li>▪ Experience in using real-time data and performance management for school improvement</li><li>▪ Discipline with respect and fairness to promote a positive learning environment and support restorative justice practices</li><li>▪ Ability to create a safe and supportive student culture</li><li>▪ Supervise and participate with grade level and department teams to become high functioning professional learning communities</li><li>▪ Commitment to excellence with a strong and tireless work ethic</li><li>▪ Strong advocate for student success academically, socially, and emotionally</li><li>▪ Experience with IMPACT, ORACLE, DS2, and other CPS operating systems</li><li>▪ Enthusiasm for working in the Back of the Yards community</li></ul>

# ASSISTANT PRINCIPALSHIP POSITION INFORMATION

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**BULLETIN No: 711**  
**DATE: SEPTEMBER 1, 2010**

## **CERTIFICATE REQUIREMENTS**

A valid Type 75 State of Illinois Administrative Certificate with the General Administrative Endorsement is required for an assistant principalship (freed and/or teaching). In addition, a valid State of Illinois standard teaching certificate appropriate to the school setting is also required for a teaching assistant principalship. (Note: Certificate(s) must show a current registration date.)

## **RESIDENCY REQUIREMENTS (04-0825-PO2)**

All employees of the Chicago Public Schools must adhere to the Residency Policy for All Employees of the Board of Education, adopted by Board Action on August 25, 2004, Board Report Number 04-0825-PO2. According to this policy all employees hired on or after November 20, 1996, are required to be actual residents of the City of Chicago within six months from the day their employment with the Chicago Public Schools begins.

## **SALARY**

Assistant Principals are compensated according to a 52-week Administrative Compensation Plan (ACP), a graded salary schedule for administrative personnel. The ACP for Assistant Principals consists of four (4) administrative grade levels that reflect the four possible (4) administrative grades of Principals. All administrators on the ACP, including Assistant Principals, are in salaried positions and do not receive additional compensation for time worked in excess of eight hours per day or forty hours per week.

An Assistant Principal's placement on the ACP is determined by the administrative grade level assigned to the school and the individual's current six-hour per day salary (if a teacher) or monthly salary (if an administrator). Individuals nominated for Assistant Principal positions should verify administrative grade levels on the ACP with hiring Principals. Individuals nominated for Assistant Principal positions should verify step placement on the ACP with the Office of Compensation Management, Office of Human Capital at 773/ 553-1210.

## **APPLICATION**

Qualified persons interested in applying for the position must submit a letter of application, a résumé and a copy of the certificate(s) to the principal of the school in which the vacancy exists.

A letter of application and résumé must be submitted for each advertised assistant principalship vacancy sought by the applicant.

Send copies of application, résumé, and certificate(s) to **Résumé Intake Mailbox**, Office of Human Capital, 125 South Clark St., 2<sup>nd</sup> Floor, Chicago, Illinois 60603 (or GSR #125).

The letter of application should contain the following information in the upper right-hand corner: bulletin number; position number or title and name of school; and applicant's name, current work location, and home address and telephone number. Initial screening will be based on the contents of the letter of application and résumé.

**APPLICATION DEADLINE: by 5:00 p.m. of the close of the Business Day of September 16, 2010**

## **SELECTION**

Staffing of programs will be consistent with the Plan for Integration of Faculties and established personnel policies and procedures of the Board of Education of the City of Chicago.

Principals should review all letters from applicants and must conduct applicant interviews after receiving from the Office of Human Capital a list of applicants and a recommendation form for completion for the advertised position at their schools.

The principal will submit for processing a recommendation to the Office of Human Capital, 125 South Clark Street, 2<sup>nd</sup> Floor, Chicago, Illinois 60603 (or GSR #125).

*If the advertised position is closed or eliminated or if the employee appointed to the position is relieved of his or her duties and responsibilities in the position for any reason except good cause, the Board of Education of the City of Chicago will accept application from the employee for another available position appropriate with the employee's certification.*

It is the policy of the Board of Education of the City of Chicago not to discriminate on the basis of race, color, creed, religion, national origin, age, disability or sex. Inquiries concerning the application of Title IX of the Education of Amendments of 1972 and the regulations promulgated there under concerning sex discrimination should be referred to the Title IX Officer, Chicago Public Schools, 125 South Clark, Chicago, IL, 773-553-2688 (TTY-773-553-2699).

## COUNSELOR POSITIONS

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**BULLETIN No: 712**  
**DATE: SEPTEMBER 1, 2010**

<b>Cluster/Area</b>	02/54
<b>School Name/ Address</b>	<b>Sayre Language Academy - Unit #5720</b> 1850 N. Newland Ave. Chicago, IL 60707 - or GSR #29
<b>Telephone</b>	773-534-3351
<b>Fax</b>	773-534-3394
<b>Certificate Requirements</b>	<b>See Counselor Position Information</b>
<b>Submit To Principal:</b>	Suzana Ustabecir
<b>Other Information</b>	Type 73 and Type 10 with LBS1 endorsement. Candidates are requested to submit a cover letter, resume, and two letters of reference. Application must be submitted via email to the Assistant Principal, Dr. Marjorie Aitken at <a href="mailto:maaitken@cps.k12.il.us">maaitken@cps.k12.il.us</a> Resumes and cover letters received via fax or mail will not be considered.
<b>Cluster/Area</b>	02/04
<b>School Name/ Address</b>	<b>Stowe School – Unit #25521</b> 3444 W Wabansia Chicago, IL 60647 – or GSR #34
<b>Telephone</b>	773-534-4175
<b>Fax</b>	773.534-4167
<b>Certificate Requirements</b>	<b>See Counselor Position Information</b>
<b>Submit To Principal:</b>	Dr. Charles Kyle
<b>Other Information</b>	Type 73 with Bilingual approval or Type 29. This is a Bilingual (Spanish-English) Counselor/Case Manager position for a pre-K to 8 elementary school.
<b>Cluster/Area</b>	03/26
<b>School Name/ Address</b>	<b>Douglass Academic High School – Unit #</b> 543 North Waller6630 Chicago, IL, 60644 – or GSR #36
<b>Telephone</b>	773-534-6176
<b>Fax</b>	773-534-6172
<b>Certificate Requirements</b>	<b>See Counselor Position Information</b>
<b>Submit To Principal:</b>	Dr. Debra Crump
<b>Other Information</b>	candidate must provide evidence to demonstrate proficiency in the following counseling domains: <b><u>Academic Support:</u></b> <ul style="list-style-type: none"><li>• Weekly monitoring of student caseload to ensure students are academically on-pace to graduate</li><li>• Monitoring of five week student progress reports and collaborating with teachers and parents to develop and implement academic interventions</li><li>• Individual conferences with students to support, guide and monitor individual academic plans</li></ul> (Cont...)

## Other Information

- Progress monitoring of student attendance and performance in credit recovery classes; communicating progress to parents
- Informing students and parents of available resources and opportunities
- Scheduling and supporting teachers in administering school-wide quarterly interim assessments and PSAE

### **Social Emotional Development:**

- Attend weekly grade level meetings to collaborate with teachers on individual student plans to support students academically and social emotionally
- Collaborate with grade level teams to develop focused and meaningful advisory lessons to foster a positive school culture
- Providing professional development to staff on advisory initiatives to increase student understanding of EPAS and college readiness.
- Refer students to social workers and mental health agencies

### **Post-Secondary Education:**

- Collaborate with senior English teacher to design bi-weekly senior seminar sessions to support postsecondary education including, but not limited to: writing personal statements, application completion workshops, scholarship application workshops, FAFSA completion workshops, hosting quarterly family college nights, and organizing college fairs and tours

### **Interested candidates must be willing to commit to shared accountability in the following areas:**

- Collaboration with staff during one week of summer vertical planning.
- Commitment to lead community outreach initiatives, including but not limited to: sponsoring after school events, conducting home visits, and participation in parental involvement initiatives, such as workshops and grade level nights.
- Collaboration within grade level teams and departments to develop and commit to implementing grade level and instructional initiatives to improve school climate and support student learning.
- Leading staff in summer orientation planning and implementation.
- Weekly meetings with principal, assistant principal and counseling team to review, monitor, assess, and plan counseling team strategies and initiatives

### **Other Information:**

- Collaboration with staff and administration to develop and implement a daily advisory program to improve school culture and support student achievement.
- Collaboration with staff, parents, and students to strategically develop and consistently implement data-driven behavioral interventions to improve academic achievement and to meet the social-emotional needs of students.
- Participation in quarterly performance management sessions to reflect on school counseling team practices to develop strategic, data-driven adjustments to counseling practices to promote student learning.

Interested applicants should submit a cover letter, resume, and two letters of reference. Applications must be submitted via e-mail to Douglas Key,

[dxkey@cps.k12.il.us](mailto:dxkey@cps.k12.il.us)

# COUNSELOR POSITION INFORMATION

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**BULLETIN No: 712**  
**DATE: SEPTEMBER 1, 2010**

## **QUALIFICATIONS**

Applicants must have been awarded from an accredited college or university a master's degree in guidance and counseling or a master's degree for completion of an approved program in guidance, consisting of 48 semester hours of coursework. Applicants must also hold a valid Type 73 State of Illinois School Service Personnel Certificate with an Endorsement Guidance. (Note: Certificate(s) must show a current registration date.)

## **RESIDENCY REQUIREMENTS (04-0825-P02)**

All employees of the Chicago Public Schools must adhere to the Residency Policy for All Employees of the Board of Education, adopted by Board Action on August 25, 2004, Board Report Number 04-0825-P02. All officers and employees hired on or after the effective date of the residency policy November 20, 1996 will be required to be actual residents of the City of Chicago within six months from the day their employment begins.

## **SALARY**

Based on the appropriate lane and step of the 40-week teacher salary schedule.

## **APPLICATION**

Qualified persons interested in applying for the position must submit a letter of application, a résumé and a copy of the certificate(s) to the principal of the school in which the vacancy exists.

A letter of application and résumé must be submitted for **each** advertised counselor vacancy the applicant seeks. Send copies of application, résumé, and certificate(s) to **Résumé Intake Mailbox**, Office of Human Capital, 125 South Clark St., 2<sup>nd</sup> Floor, Chicago, Illinois 60603 (or GSR #125).

The letter of application should contain the following information in the upper right-hand corner: bulletin number; position number or title and name of school; and applicant's name, current work location, and home address and telephone number. Initial screening will be based on the contents of the letter of application and résumé.

**APPLICATION DEADLINE: by 5:00 p.m. of the close of the Business Day of September 16, 2010**

## **SELECTION**

Staffing of programs will be consistent with the *Plan for ... Integration of Faculties* and established personnel policies and procedures of the Board of Education of the City of Chicago.

Principals should review all letters from applicants and must conduct applicant interviews after receiving from the Office of Human Capital a list of applicants for the advertised position at their schools.

The principal will submit for processing a recommendation to the Office of Human Capital, 125 South Clark St., 2<sup>nd</sup> Floor, Chicago, Illinois 60603 (or GSR #125).

*If the advertised position is closed or eliminated or if the employee appointed to the position is relieved of his or her duties and responsibilities in the position for any reason except good cause, the Board of Education of the City of Chicago will accept application from the employee for another available position appropriate with the employee's certification.*

It is the policy of the Board of Education of the City of Chicago not to discriminate on the basis of race, color, creed, religion, national origin, age, disability or sex. Inquiries concerning the application of Title IX of the Education of Amendments of 1972 and the regulations promulgated there under concerning sex discrimination should be referred to the Title IX Officer, Chicago Public Schools, 125 South Clark, Chicago, IL, 773-553-2688 (TTY-773-553-2699).

# TEACHING OPPORTUNITIES POSITIONS

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**BULLETIN No.: 713**  
**DATE: SEPTEMBER 1, 2010**

<b>Cluster/Area</b>	01/01
<b>School Name/Address</b>	<b>New Field School – Unit #7060</b> 1707 W. Morse Chicago, IL 60626 - or GSR #32
<b>Telephone</b>	773-534-2760
<b>Fax</b>	773-534-2773
<b>Grade or Subject</b>	<b>Librarian</b>
<b>Certificate Requirements</b>	Type 03 w/Library Endorsement
<b>Submit To Principal</b>	Susan Kilbane Syed Ahmed, Assistant Principal
<b>Other information</b>	
<b>Cluster/Area</b>	02/06
<b>School Name/Address</b>	<b>Hawthorne Scholastic Academy - Unit #3830</b> 3319 N. Clifton Chicago, Il. 60657 - or GSR #33
<b>Telephone</b>	773-534-5550
<b>Fax</b>	773-534-5781
<b>Grade or Subject</b>	<b>Half time (.5) Art</b>
<b>Certificate Requirements</b>	Type 10 w/Art Endorsement
<b>Submit To Principal</b>	Anna M. Alvarado
<b>Other information</b>	Please mail or fax resume to the address/number provided.
<b>Cluster/Area</b>	2/6
<b>School Name/Address</b>	<b>Peabody School – Unit #</b> 1444 W. Augusta Boulevard Chicago, IL 60629 – or GSR #35
<b>Telephone</b>	(773) 534-4170
<b>Fax</b>	(773) 534-4172
<b>Grade or Subject</b>	<b>Half-time (.5) Mathematics</b>
<b>Certificate Requirements</b>	Type 3 w/Mathematics Endorsement
<b>Submit To Principal</b>	Federico Flores
<b>Other information</b>	<ul style="list-style-type: none"><li>▪ <b>Seeking a 0.5-half-time, retired Mathematics teacher</b></li><li>▪ Provide classroom support for improved instruction.</li><li>▪ Knowledgeable about CMSI curriculum, instructional strategies and materials.</li><li>▪ Ability to communicate expertise in subject area effectively through strong collaborative and interpersonal skills.</li><li>▪ Collect and analyze classroom data and collaborate with teachers to target effective best practices and differentiation of instruction.</li><li>▪ Participate and contribute in grade level meetings</li></ul>
<b>Cluster/Area</b>	02/06
<b>School Name/Address</b>	<b>Pritzker School – Unit #25871 (6460)</b> 2009 W. Schiller St. Chicago, IL 60622 – or GSR #35

**Telephone** 773-534-4415  
**Fax** 773-534-4634  
**Grade or Subject** **6-8 (0.5) ELL, Language Arts**  
**Certificate Requirements** Type 3 or Type 09 w/Bilingual Education/ESL and Middle School Language Arts Endorsements  
**Submit To Principal** Dr. Joenile Albert-Reese  
**Other information** **Please No Emails or Phone Calls**  
**The successful candidate must:**

- Have excellent classroom management skills.
- Provide effective teaching strategies in order to provide differentiated instruction.
- Be able to challenge students academically.
- Establish and maintain a positive classroom environment.
- A team player with strong communication skills willing to plan with their team.
- Excellent Spanish Language Skills.
- Knowledge to Supported Core Reading Materials and Content Areas.
- Have outstanding attendance and punctuality.
- Experience with WIDA, ACCESS, ISEL and other tests assessments for bilingual students.
- Strong emphasis on reading and vocabulary skills with familiarity with Guided Reading, Readers' and Writing Workshop.

<b>Cluster/Area</b>	02/06
<b>School Name/Address</b>	<b>Pritzker School – Unit # 25871 (6460)</b> 2009 W. Schiller St. Chicago, IL 60622 – or GSR #35
<b>Telephone</b>	773-534-4415
<b>Fax</b>	773-534-4634
<b>Grade or Subject</b>	<b>6-8 Middle School Science</b>
<b>Certificate Requirements</b>	Type 3 or Type 09 w/Middle School and Biology / Physical Science and General Science Endorsements
<b>Submit To Principal</b>	Dr. Joenile Albert-Reese
<b>Other information</b>	<b>Please No Emails or Phone Calls</b> <b>The successful candidate must:</b> <ul style="list-style-type: none"> <li>• Have excellent classroom management skills.</li> <li>• Provide effective teaching strategies in order to provide differentiated instruction.</li> <li>• Be able to challenge students academically.</li> <li>• Establish and maintain a positive classroom environment.</li> <li>• A team player with strong communication skills willing to plan with their team.</li> <li>• Familiar with grades 6-8 assessments, curriculum and instructional strategies.</li> <li>• Able to collect and analyze classroom and student data to help guide instructional practices.</li> <li>• Have outstanding attendance and punctuality.</li> <li>• Willing to sponsor extra-curricular activities</li> <li>• Familiar with CMSI FOSS and IAPS curriculum.</li> </ul>

<b>Cluster/Area</b>	02/54
<b>School Name/Address</b>	<b>Sayre Language Academy - Unit #5720</b> 1850 N. Newland Ave. Chicago, IL 60707 - or GSR #29
<b>Telephone</b>	773-534-3351
<b>Fax</b>	773-534-3394
<b>Grade or Subject</b>	<b>Technology Coordinator</b>
<b>Certificate Requirements</b>	Type 03 w/Computer Applications Endorsement or Type 10 w/Technology Specialist
<b>Submit To Principal</b>	Suzana Ustabecir

**Other information** Candidates are requested to submit a cover letter, resume, and two letters of reference.  
 Application must be submitted via email to the Assistant Principal, Dr. Marjorie Aitken at: [maaitken@cps.k12.il.us](mailto:maaitken@cps.k12.il.us)  
 Resumes and cover letters received via fax or mail will not be considered.

<b>Cluster/Area</b>	02/54
<b>School Name/Address</b>	<b>Sayre Language Academy - Unit #5720</b> 1850 N. Newland Ave. Chicago, IL 60707 - or GSR #29
<b>Telephone</b>	773-534-3351
<b>Fax</b>	773-534-3394
<b>Grade or Subject</b>	<b>Physical Education (K – 8)</b>
<b>Certificate Requirements Submit To Principal</b>	Type 10 or Type 03/09 w/Physical Education Endorsement Suzana Ustabecir
<b>Other information</b>	Candidates are requested to submit a cover letter, resume, and two letters of reference. Application must be submitted via email to the Assistant Principal, \ Dr. Marjorie Aitken at: <a href="mailto:maaitken@cps.k12.il.us">maaitken@cps.k12.il.us</a> . Resumes and cover letters received via fax or mail will not be considered.

<b>Cluster/Area</b>	3/9
<b>School Name/Address</b>	<b>Holden Elementary School - Unit #4020</b> 1104 W. 31 <sup>st</sup> Street Chicago, IL 60608 or GSR # 40
<b>Telephone</b>	(773) 535-7200
<b>Fax</b>	(773) 535-7113
<b>Grade or Subject</b>	<b>Third Grade</b>
<b>Certificate Requirements Submit To</b>	Type 3 (K-9) Andrew Wawrzyniak
<b>Other information</b>	Candidate must: possess excellent classroom management skills; be able to diversify instruction to meet the needs of students with various disabilities; and cooperate and collaborate well with team, teachers and parents.

<b>Cluster/Area</b>	03/19
<b>School Name/Address</b>	<b>Juarez Community Academy – Unit #1890</b> 2150 S. Laflin St. Chicago, IL 606 - or GSR #39
<b>Telephone</b>	(773) 534-7030
<b>Fax</b>	(773) 534-7058
<b>Grade or Subject</b>	<b>Mathematics</b>
<b>Certificate Requirements Submit To</b>	Type 9 w/Mathematics Endorsement Ms. Laura LeMone, Assistant Principal
<b>Other information</b>	

<b>Cluster/Area</b>	03/19
<b>School Name/Address</b>	<b>Juarez Community Academy – Unit #1890</b> 2150 S. Laflin St. Chicago, IL 606 - or GSR #39
<b>Telephone</b>	(773) 534-7030
<b>Fax</b>	(773) 534-7058
<b>Grade or Subject</b>	<b>Chemistry and Biology</b>
<b>Certificate Requirements Submit To</b>	Type 9 w/Chemistry and Biology Endorsement Ms. Laura LeMone, Assistant Principal

## Other information

<b>Cluster/Area</b>	03/19
<b>School Name/Address</b>	<b>Juarez Community Academy – Unit #1890</b> 2150 S. Laflin St. Chicago, IL 606 - or GSR #39
<b>Telephone</b>	(773) 534-7030
<b>Fax</b>	(773) 534-7058
<b>Grade or Subject</b>	<b>Computer Science</b>
<b>Certificate Requirements</b>	Type 9 w/Computer Science Endorsement
<b>Submit To</b>	Ms. Laura LeMone, Assistant Principal
<b>Other information</b>	
<b>Cluster/Area</b>	03/19
<b>School Name/Address</b>	<b>Juarez Community Academy – Unit #1890</b> 2150 S. Laflin St. Chicago, IL 606 - or GSR #39
<b>Telephone</b>	(773) 534-7030
<b>Fax</b>	(773) 534-7058
<b>Grade or Subject</b>	<b>Special Education</b>
<b>Certificate Requirements</b>	Type 9 w/Special Education Endorsement
<b>Submit To</b>	Ms. Laura LeMone, Assistant Principal
<b>Other information</b>	
<b>Cluster/Area</b>	03/19
<b>School Name/Address</b>	<b>Juarez Community Academy – Unit #1890</b> 2150 S. Laflin St. Chicago, IL 606 - or GSR #39
<b>Telephone</b>	(773) 534-7030
<b>Fax</b>	(773) 534-7058
<b>Grade or Subject</b>	<b>Social Studies</b>
<b>Certificate Requirements</b>	Type 9 w/Social Studies Endorsement
<b>Submit To</b>	Ms. Laura LeMone, Assistant Principal
<b>Other information</b>	
<b>Cluster/Area</b>	03/19
<b>School Name/Address</b>	<b>Juarez Community Academy – Unit #1890</b> 2150 S. Laflin St. Chicago, IL 606 - or GSR #39
<b>Telephone</b>	(773) 534-7030
<b>Fax</b>	(773) 534-7058
<b>Grade or Subject</b>	<b>Biology</b>
<b>Certificate Requirements</b>	Type 9 w/Biology Endorsement
<b>Submit To</b>	Ms. Laura LeMone, Assistant Principal
<b>Other information</b>	
<b>Cluster/Area</b>	03/07
<b>School Name/Address</b>	<b>Tilton School – Unit #6210</b> 223 North Keeler Chicago, Illinois 60624 or GSR #36
<b>Telephone</b>	773- 534-6746
<b>Fax</b>	

**Grade or Subject****Certificate Requirements  
Submit To Principal****Other information****Special Education**

Type 03 with LBS1; Type 09 with LBS1

Sean Clayton, **Principal****Submit via U.S. mail to the school address listed.****Please no phone calls, emails or faxes.**

The special education teacher will:

- Collaborate with general education and special education teachers to develop and implement individualized instruction for students with IEPs
- Provide instruction through co-teaching and inclusion in general education rooms and/or instruction in separate classroom settings
- Differentiate instruction based on students' needs
- Communicate students' academic and behavioral progress with staff and parents
- Have strong technology skills to write and maintain eIEPs, electronic gradebook, and data entry in CPS online systems and to integrate technology into the curriculum
- Be professional, reliable, punctual and supportive of all school programs, including before and after school initiatives
- Be self-motivated, flexible and reflective regarding teaching strategies and outcomes
- Use data to drive instruction
- Have effective classroom management skills
- Be highly organized and effectively contribute to the overall success of Tilton School

**Cluster/Area**

05/26

**School Name/Address****Farragut Career Academy – Unit #1300**

2345 S. Christiana Ave

Chicago, IL 60623 or GSR #37

**Telephone**

773-534-1300

**Fax**

773-534-1336

**Grade or Subject****9-12, Science, Chemistry and Physics****Certificate Requirements**

Type 09 w/Science, Chemistry and Physics Endorsements

**Submit To Principal**

Theresa Plascencia

**Other information**

Science, Chemistry and Physics Preferred.

Please send resumes to [taplascencia@cps.k12.il.us](mailto:taplascencia@cps.k12.il.us)**Cluster/Area**

05/26

**School Name/Address****Farragut Career Academy – Unit #1300**

2345 S. Christiana Ave

Chicago, IL 60623 or GSR #37

**Telephone**

773-534-1300

**Fax**

773-534-1336

**Grade or Subject****9-12, Science, Chemistry, Physics, & Environmental Science****Certificate Requirements**

Type 09 w/Science, Chemistry, Physics and Environmental Science Endorsements

**Submit To Principal**

Theresa Plascencia

**Other information**

Science, Chemistry, Physics, &amp; Environmental Science Preferred Please send

Please send resumes to [taplascencia@cps.k12.il.us](mailto:taplascencia@cps.k12.il.us)**Cluster/Area**

05/14

**School Name/Address****Kershaw Magnet School – Unit #4270**

6450 S. Lowe Ave.

Chicago, Il, 60621 or GSR#45

**Telephone**

(773) 535-3050

**Fax**

(773) 535-3677

**Grade or Subject** Intermediate & Upper Departmental Science

**Certificate Requirements** Type 03 w/Science Endorsement

**Submit To Principal** Veronica Nash

**Other information** Seeking an Intermediate/ Upper Grade Teacher, who is familiar with an IB School. We are looking for someone who believes that children must be nurtured to become their ideal selves, while inspiring them to respect themselves, others and our society. Teacher must be flexible and demonstrate best practices. Applicant should possess the following:

- Must be able to implement rigorous instruction aligned to the Illinois Learning Standards for Science.
- Must be organized and have excellent communication skills.
- Must exhibit a comprehensive understanding and passion for cultural awareness, and international education.
- Outstanding attendance and punctuality required
- Demonstrate knowledge on how to differentiate instruction and create a flexible learning environment.
- Possess a general caring, nurturing, and patient disposition with sincerity and a strong desire to help all students
- Ability to integrate and infuse technology.

Interested applicants should mail cover letter, resume and letter of references:

**Cluster/Area** 5/15

**School Name/Address** **Reavis Elementary School**  
834 E. 50<sup>TH</sup> St.  
Chicago, IL 606 - or GSR #41

**Telephone** (773) 535-1060

**Fax** (773) 535-1032

**Grade or Subject** **Music**

**Certificate Requirements** Type 3 w/ Music endorsement

**Submit To Principal** Mr. Michael T. Johnson

**Other information** Join Chicago's first Expeditionary Learning Public School where we are designing an engaging curriculum for student learning. Interested candidates should email resumes and a cover letter to akhelghati@cps.k12.il.us  
The candidate for this position must have the following qualifications:

- Minimum of 2 years working as a music teacher or strong experience in a similar position.
- Effective classroom management skills that lead to student success and general organizational skills to support a range of projects

**Cluster/Area** 06/17

**School Name/Address** **Coles Model for Excellence Language Academy – Unit #2830**  
8441 South Yates Blvd.  
Chicago, IL 60617 - or GSR #46

**Telephone** 773-535-6550

**Fax** 773-535-6570

**Grade or Subject** **4<sup>th</sup>/ 5<sup>th</sup> Mathematics**

**Certificate Requirements** Type 03 w/Mathematics and/or Appropriate Endorsement (s)

**Submit To** Eboni McDonald, Math Lead Teacher - via email only at emmcdonald@cps.edu.

**Other information** **Faxes, phone calls and/ or hard-copies will not be accepted.**  
This is an anticipated 4<sup>th</sup>/ 5<sup>th</sup> Grade Mathematics Teacher position opening. The successful candidate must:

- Minimum of one year teaching experience with Everyday Mathematics
- Proficient in all areas of the Illinois State Learning Goals for mathematics
- Experience with data retrieval and analysis from Impact/CIM (cont...)

**Other information**

- Experience planning and implementing differentiation strategies aligned with the Illinois State Goals for mathematics
- Experience writing, scoring and analyzing Math Extended Responses according to the Illinois State Scoring Rubric
- Experience with a variety of research based mathematical instructional strategies and best practices to improve student understanding of mathematical content
- Ability to integrate technology into mathematics instruction
- Display a willingness to participate in professional development and professional collaboration with other members of the mathematics department
- Be enthusiastic
- Be energetic
- Have excellent classroom management skills
- Provide effective teaching strategies in order to provide differentiated instruction
- Have excellent attendance and punctuality
- Have a belief, passion and commitment to educating all children
- Communicate effectively with colleagues, students, parents and administration
- Possess a positive attitude about student learning
- Set high expectations for all students

<b>Cluster/Area</b>	00/19
<b>School Name/Address</b>	<b>Bronzeville Scholastic Institute – Unit #7270</b> 4934 S. Wabash Ave Chicago, IL 60615 - or GSR #42
<b>Telephone</b>	(773) 535-1150
<b>Fax</b>	(773)535-1228
<b>Grade or Subject</b>	<b>Social Science</b>
<b>Certificate Requirements</b>	Type 09 w/Social Science Endorsement
<b>Submit To Principal</b>	Dr. Latunja Williams
<b>Other information</b>	Bronzeville Scholastic Institute is in search of a dynamic Social Science teacher who will join our team to provide a rigorous college preparatory curriculum, while offering significant personal attention and support to its students. The applicant must : <ul style="list-style-type: none"> <li>• possess strong interpersonal skills and work as a team player who recognizes that all parties contribute to school success.</li> <li>• demonstrate an ability to team with teachers on implementing effective instructional practices</li> <li>• have experience teaching in an urban school setting</li> <li>• be data driven and have experience with various forms of assessments</li> <li>• have knowledge of differentiated instruction</li> <li>• demonstrate knowledge of College Readiness Standards</li> <li>• Additionally, the individual must set high expectations for academic achievement.</li> </ul> Please e-mail resumes and Letters of Application to <a href="mailto:khfrank@cps.edu">khfrank@cps.edu</a>

<b>Cluster/Area</b>	00/19
<b>School Name/Address</b>	<b>Bronzeville Scholastic Institute – Unit #7270</b> 4934 S. Wabash Ave Chicago, IL 60615 - or GSR #42
<b>Telephone</b>	(773) 535-1150
<b>Fax</b>	(773)535-1228
<b>Grade or Subject</b>	<b>English</b>
<b>Certificate Requirements</b>	Type 09 w/English Endorsement
<b>Submit To Principal</b>	Dr. Latunja Williams

**Other information**

Bronzeville Scholastic Institute is in search of a dynamic English teacher who will join our team to provide a rigorous college preparatory curriculum, while offering significant personal attention and support to its students. The applicant must :

- possess strong interpersonal skills and work as a team player who recognizes that all parties contribute to school success.
- demonstrate an ability to team with teachers on implementing effective instructional practices
- have experience teaching in an urban school setting
- be data driven and have experience with various forms of assessments
- have knowledge of differentiated instruction
- demonstrate knowledge of College Readiness Standards

Additionally, the individual must set high expectations for academic achievement. Please

e-mail resumes and Letters of Application to [khfrank@cps.edu](mailto:khfrank@cps.edu)

<b>Cluster/Area</b>	54/AMPS
<b>School Name/Address</b>	<b>Pershing East Magnet School – Unit #5400</b> 3113 S. Rhodes Chicago, Illinois 60616 - or GSR #40
<b>Telephone</b>	(773) 534-9272
<b>Fax</b>	
<b>Grade or Subject</b>	<b>Half time (0.5) Physical Education</b>
<b>Certificate Requirements</b>	Type 03 (K-9) w/Physical Education Endorsement
<b>Submit To Principal</b>	Mrs. Antonia L. Hill
<b>Other information</b>	<b><i>NO FAXED OR EMAIL LETTERS OF APPLICATION WILL BE ACCEPTED/ CONSIDERED!</i></b> The successful candidate must: <ul style="list-style-type: none"> <li>• Have a belief, passion and firm commitment in educating ALL children.</li> <li>• Have outstanding attendance and punctuality</li> <li>• Be able to integrate content material within the physical education curriculum.</li> <li>• Be able to work cooperatively and collaboratively with parents and colleagues in a team setting.</li> <li>• Provide a program that incorporates exercise and nutrition (health) as well as teach activities/skills that are conducive and appropriate for effective learning and teaching.</li> <li>• Have excellent classroom management skills.</li> <li>• Participate in special school activities/events that may extend beyond the school day/weekends.</li> <li>• Have superior communication skills (written, verbal, and listening) that supports positive interpersonal and organizational skills.</li> <li>• Attend professional development activities at the local, state, and national level to acquire content knowledge and expertise needed to support our students.</li> <li>• Previous applicants need not apply.</li> </ul>
<b>Cluster/Area</b>	0/26
<b>School Name/Address</b>	<b>Roosevelt High School – Unit #1520</b> 3436 W. Wilson Chicago, IL 60625 or GSR #31
<b>Telephone</b>	773-534-5000
<b>Fax</b>	
<b>Grade or Subject</b>	<b>World Languages - Spanish</b>
<b>Certificate Requirements</b>	Type 09 w/Spanish Endorsement
<b>Submit To Principal</b>	Assistant Principal Josefina Melendez, <a href="mailto:jmelendez@cps.k12.il.us">jmelendez@cps.k12.il.us</a> Email only. Faxes will not be accepted.

**Other information**

Additional Endorsement in English preferred.

**Experience**

- Deep understanding of reading, writing, grammar and critical thinking strategies
- Prior experience with curriculum mapping
- A collaborative professional who embraces opportunities to share ideas with colleagues
- Able to collect and analyze data to help guide instructional practices
- Able to work with ELL and Special Education students
- Consistent and proactive in classroom management
- Able to work collaboratively with administration, students, parents, teachers
- Proficient with technology (interactive board, grade book, First Class, maintenance teacher website pages)
- Uses data to drive instruction
- Commitment to the mission and vision of the school
- Commitment to all school-wide initiatives, including those before and after school

**Preferred**

1. National Board Certified
2. Experience teaching AP English Language or AP English Literature
3. Additional Endorsement in English
4. Experience teaching AP Spanish Language or AP Spanish Literature

**Cluster/Area** 0/26**School Name/Address** **Roosevelt High School – Unit #1520**

3436 W. Wilson  
 Chicago, IL 60625 or GSR #31  
 773-534-5000

**Telephone****Fax****Grade or Subject****School Technology Coordinator****Certificate Requirements**

TYPE 09 w/Computer Technology Endorsement

**Submit To Principal**Assistant Principal Josefina Melendez, [jmelendez@cps.k12.il.us](mailto:jmelendez@cps.k12.il.us)

Email only. Faxes will not be accepted.

**Other information**

Responsibilities include but are not limited to:

- Ability to troubleshoot basic problems for both PC and Mac computers and servers
- Knowledge of CPS programs including assessment programs, management of the school network, peripherals, software, and hardware including connectivity issues, printing issues, drivers, maintenance, basic repairs, etc.
- Support teachers working with technology including integrating technology into the curriculum, technical training, navigating CPS programs (Gradebook, SIM, CIM, SSM, CPS University, NWEA, First Class, etc.), and identification of needs and resources to support instruction
- Work on the SIPAAA Technology Plan
- Collaborate with the Administration to prioritize technology purchases.
- Commitment to the mission and vision of the school
- Commitment to all school-wide initiatives
- Organization and time-management skills
- Eagerness to collaborate with colleagues

**Cluster/Area** 03/08**School Name/Address** **Johnson School of Excellence**

1420 S. Albany Avenue  
 Chicago, IL 60623

**Grade or Subject****Intermediate (4-5)**

## Other information

### Position Summary

We are seeking full-time elementary PK-8 teachers whose educational mission is to enhance and advance knowing, teaching, and learning. Teachers who have the ability to create and sustain an authentic, engaging, and subject centered learning environment for all students are invited to apply.

The Academy for Urban School Leadership, a not-for-profit organization, will assume responsibility for the operation of this CPS performance school. As a Performance School, all teachers at the AUSL Turnaround School of Excellence are employees of CPS. The terms of the Board of Education/Chicago Teachers Union collective bargaining agreement shall apply unless waived in accordance with the collective bargaining agreement or in accordance with State law.

The teacher hours include the 8:30-2:45 school day. In addition, our staff will be asked to teach after-school programs one hour on each of three days per week and attend after-school staff professional development for teachers one day per week. Compensation for after-school hours will be paid according to the CTU collective bargaining agreement.

### Mandatory Application Elements

The fifth grade teacher will

1. Have effective classroom management skills
2. Provide effective instruction by ...
  - a) Being familiar with balanced literacy and have experience using Reading Street or similar texts along with Lucy Calkins Writing workshop to implement a balanced literacy program.
  - b) Identifying what students should know, understand and be able to do at the conclusion of a lesson or unit
  - c) Designing assessments that verify that the above-mentioned learning has occurred
  - d) Preparing lessons that...
    1. Outline a series of coherent sequenced lessons that will equip students with essential knowledge, skills and understandings in Reading, Math, Science and Social Studies.
    2. Design and teach lessons in a manner that engages and motivates students; provides clear explanations, illustrations and models of the content; offers an ample amount of deliberate step-by-step teacher led practice, and prevents rapid forgetting by providing adequate amounts of guided and independent practice
3. Regularly assess student learning and use the assessment data to plan and adjust instruction
4. Work collaboratively with teachers in their grade cluster to plan more effective instruction
5. Be professional, reliable, punctual and supportive of all school programs, including before and after school activities
6. Establish respectful productive relationships with students and their families

Candidates may email cover letters, references and resumes to the assistant principal, Mr. Kamau LaRaviere, at [taraviere@cps.k12.il.us](mailto:taraviere@cps.k12.il.us).

# TEACHING OPPORTUNITIES POSITION INFORMATI

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**BULLETIN No.: 713**  
**DATE: SEPTEMBER 1, 2010**

## **RESIDENCY REQUIREMENTS (04-0825-P02)**

All employees of the Chicago Public Schools must adhere to the Residency Policy for All Employees of the Board of Education, adopted by Board Action on August 25, 2004, Board Report Number 04-0825-P02. All officers and employees hired on or after the effective date of the residency policy November 20, 1996 will be required to be actual residents of the City of Chicago within six months from the day their employment begins.

## **SALARY**

Based on the salary the individual would receive at the appropriate lane and step of the 40-week teacher salary schedule.

## **APPLICATION**

Interested, qualified persons are encouraged to communicate directly with the administrative unit head named by letter or by telephone.

**The letter of application should contain the following information in the upper right-hand corner: bulletin number; position title, name of school; and the applicant's name, current work location, telephone number, home address and telephone number. (Note: Copy/copies of required certificate(s) should be submitted with application for position. Certificate(s) must show a current registration date.)**

A letter of application and résumé must be submitted for each advertised teaching vacancy the applicant seeks. Send copies of letter of application, résumé and certificate(s) for each position to **Résumé Intake Mailbox**, Office of Human Capital, 125 South Clark St., 2<sup>nd</sup> Floor, Chicago, Illinois 60603 (or GSR #125). Initial screening will be based on the contents of the letter of application and résumé. Letters of Application will not be accepted through e-mail.

**APPLICATION DEADLINE: by 5:00 p.m. of the close of the Business Day of September 16, 2010**

## **STAFFING**

Staffing will be consistent with the *Plan for...Integration of Faculties* and established personnel policies and procedures of the Board of Education of the City of Chicago.

*If the advertised position is closed or eliminated or if the employee appointed to the position is relieved of his or her duties and responsibilities in the position for any reason except good cause, the Board of Education of the City of Chicago will accept application from the employee for another available position appropriate with the employee's certification.*

It is the policy of the Board of Education of the City of Chicago not to discriminate on the basis of race, color, creed, religion, national origin, age, disability or sex. Inquiries concerning the application of Title IX of the Education of Amendments of 1972 and the regulations promulgated there under concerning sex discrimination should be referred to the Title IX Officer, Chicago Public Schools, 125 South Clark, Chicago, IL, 773-553-2688 (TTY-773-553-2699).