

1976

The Development of Job Descriptions for Community Unit District No. 20, Lawrenceville, Illinois

Donn W. Hammer

Eastern Illinois University

This research is a product of the graduate program in [Educational Administration](#) at Eastern Illinois University. [Find out more](#) about the program.

Recommended Citation

Hammer, Donn W., "The Development of Job Descriptions for Community Unit District No. 20, Lawrenceville, Illinois" (1976).
Masters Theses. 3390.
<https://thekeep.eiu.edu/theses/3390>

This is brought to you for free and open access by the Student Theses & Publications at The Keep. It has been accepted for inclusion in Masters Theses by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

PAPER CERTIFICATE #2

TO: Graduate Degree Candidates who have written formal theses.

SUBJECT: Permission to reproduce theses.

The University Library is receiving a number of requests from other institutions asking permission to reproduce dissertations for inclusion in their library holdings. Although no copyright laws are involved, we feel that professional courtesy demands that permission be obtained from the author before we allow theses to be copied.

Please sign one of the following statements:

Booth Library of Eastern Illinois University has my permission to lend my thesis to a reputable college or university for the purpose of copying it for inclusion in that institution's library or research holdings.

April 27, 1976
Date

Author

I respectfully request Booth Library of Eastern Illinois University not allow my thesis be reproduced because _____

Date

Author

pdm

THE DEVELOPMENT OF JOB DESCRIPTIONS FOR

COMMUNITY UNIT DISTRICT NO. 20

(TITLE)

LAWRENCEVILLE, ILLINOIS

BY

DONN W. HAMMER

B.S., Eastern Illinois University, 1962
M.S. in Ed., Eastern Illinois University, 1964

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1976

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

April 27, 1976
DATE

ADVISER

April 27, 1976
DATE

DEPARTMENT HEAD

TABLE OF CONTENTS

Chapter

I. INTRODUCTION	1
STATEMENT OF THE PROBLEM.	1
DEFINITION OF TERMS	4
SCOPE OF THE STUDY.	6
REVIEW OF RELATED LITERATURE.	7
II. METHOD OF OPERATION.	15
PROCEDURE	15
USAGE OF RESULTS.	17
III. LOG OF ACTIVITIES.	19
IV. JOB DESCRIPTION MANUAL	22
V. CONCLUSIONS AND RECOMMENDATIONS.	81
BIBLIOGRAPHY	83
APPENDIX	85

341467

Chapter I

INTRODUCTION

Statement of the Problem

A job description is a permanent record of a management decision that someone is to do certain work.¹ Job descriptions including professional competencies--qualifications, skills, and abilities--are essential for the employer and employee for maximum efficiency and production of the organization. Overlapping work areas, misunderstandings of what is expected, and unqualified individuals filling specific positions can be eliminated by the use of functional job descriptions.

An effective job description has the following characteristics:

1. It identifies the job's title.
2. It indicates the kind and extent of skills, knowledge, and abilities required in the job.
3. It makes clear the job's position in the chain of supervision.
4. It relates each job to its ultimate clients--the students.
5. It presents the major performance responsibilities that make up the job.
6. It states the terms of employment and the evaluation criteria for the job.

¹Job Descriptions in Education (Evanston, Illinois: National School Board Association, 1973), p. 6.

7. It provides for a review procedure and the individual's² acknowledgment of his job description.

School districts need job descriptions because a job can mean many things to many people. Properly used, the job description ties all elements of the employer-employee relationship into a unified perspective. Many teachers have rejected job descriptions in the past, perhaps because they were aware that industry had used job descriptions to evaluate job performance. However, it should be indicated to the dissenters that both government and industry use job descriptions for management workers as well as production workers. The fact is that job descriptions work for the benefit of all workers of the organization. It appears that teacher organizations now accept the usefulness of job descriptions as they surely help eliminate the inept and poorly qualified.³

Mr. James Courtney, superintendent of Unit District No. 20, expressed his feelings on the importance of job descriptions. "I feel that a job description is an important tool for a school system and helps an individual to increase his job satisfaction. Evaluation, formal or informal, takes place in all school systems. An employee should know what is expected of him and how well he is performing. A job description will describe job responsibilities and define limits of authority and areas of concentration. It should also improve

²Ibid., p. 7.

³Ibid., p. 8.

day-to-day efficiency."⁴

At present almost no written job descriptions including professional competencies exist for Community Unit School District No. 20. Because of the newness of the Unit, time has not previously been available for the writing of job descriptions. Community Unit No. 20 was formed in April, 1972, and includes the following schools: Lawrenceville High School, Parkview Junior High School, St. Francisville Junior High School and Elementary, Arlington Elementary, Lincoln Elementary, Central Elementary, and Brookside Elementary. The school district consists of 2,277 students, 137 certified employees, and 72 non-certified employees.

Assistant Superintendent, William Waggoner, expressed the imperative needs for job descriptions for Community Unit District No. 20 with the following statement:

"Unit District No. 20 presently has an urgent need to clearly define the jobs and areas of responsibility for each of its administrative and supervisory personnel. The present practice of defining jobs at the time of initial hiring and then later adding and deleting duties by verbal communications has served to create nebulous, indefinite job descriptions. I believe that every person has a right to know exactly what is expected of him in the way of qualifications and growth expectancies as well as duties and responsibilities. Further, the Unit should be assured that no areas of responsibilities concerning a particular job are left unassigned. Even though the task of writing job descriptions for all supervisory personnel in this district has been left undone until now, I believe

⁴Interview with James Courtney, Superintendent of Community Unit School District No. 20, Lawrenceville, Illinois, January 16, 1976.

that this need is very great for Unit District No. 20."⁵

To be in compliance with the Illinois Program for Evaluation, Supervision, and Recognition of Schools, Circular Series A, Number 160 and its accompanying interpretative letters and with the policies of the Board of Education of Unit No. 20, a set of job descriptions including professional competencies will be written by July 1, 1976, as stated in the local education plan filed with the Illinois Office of Education.⁶

The author has accepted this task after discussing the imperative needs for the job descriptions with Mr. James Courtney and Mr. William Waggoner, administrators of Unit District No. 20. Also, the author will use this project as a means of completing the field study requirement for the Specialist in Education degree at Eastern Illinois University.

Definition of Terms

Terms used in this project or in related study have the following meanings:

Job Description--connotes a written statement of information, gained through a job analysis, which clarifies the nature of the job in order that the job may be identified,

⁵Interview with William Waggoner, Assistant Superintendent of Community Unit No. 20, Lawrenceville, Illinois, January 20, 1976.

⁶Educational Plan, Community Unit School District No. 20, Lawrenceville, Illinois, July, 1975, p. 35.

titled, and understood in terms of all that it includes and requires.⁷

Professional Competencies--refer to the qualifications, skills, and abilities required for a specific job. This includes basic information on every task covered in the job description, plus additional facts that must be considered when an individual is being selected for a specific job.

Job Analysis--involves the analysis of a job to ascertain what the worker does, how he does it, why he does it, and the skills involved.⁸

Job Classification--refers to the orderly arranging of jobs into certified or non-certified groups.⁹

Job Listing--refers to a list of all positions in the system.¹⁰

Job Rating--involves the evaluating and relating of jobs in some logical order for the purpose of ascertaining the relative worth of each job.¹¹

Performance Responsibilities--refers to the specific tasks that occupy an employee's work day.¹²

⁷James Van Zwoll, School Personnel Administration (New York: Appleton-Century-Crofts, 1964), p. 42.

⁸Ibid., p. 41.

⁹Ibid., p. 43.

¹⁰Ibid., p. 40.

¹¹Ibid., p. 48.

¹²Job Descriptions in Education, p. 26.

Scope of the Study

Due to the July 1, 1976, deadline for the completion of job descriptions for Community Unit District No. 20, the author will not have sufficient time to write descriptions for each job in the Unit. Rather, the author will concentrate on writing descriptions for administrative and supervisory jobs and any additional specific jobs desired by Superintendent Courtney. The format used for the descriptions will be the one required by Mr. Courtney, which is based on the model suggested in the National School Board Association's publication, Job Descriptions in Education. For the purposes of this project, professional competencies will be included in the qualifications section of the job descriptions and will be considered integral parts of the descriptions.

The author will write descriptions for the subsequent positions for the purposes of a field study experience for Eastern Illinois University and the completion of mandates placed on Community Unit District No. 20:

1. Adult Education Director
2. Assistant High School Principal
3. Assistant Superintendent (Curriculum)
4. Assistant Superintendent (Pupil Services)
5. Athletic Director
6. Bus Duty Supervisor (Elementary)
7. Educationally Mentally Handicapped Teacher
8. Elementary Librarian
9. Elementary Teacher

10. Executive Secretary
11. Guidance Director
12. Head Cook
13. High School Teacher
14. Junior High School Teacher
15. Learning Disabilities Teacher
16. Librarian (Parkview)
17. Lunch Duty Supervisor (Parkview)
18. Maintenance Engineer
19. Principal (Brookside)
20. Principal (High School)
21. Principal (Parkview)
22. Principal (St. Francisville)
23. Reading Coordinator
24. Safety Officer
25. School Nurse
26. School Psychologist
27. Speech, Hearing, & Language Therapist
28. Superintendent
29. Transportation Coordinator & Maintenance Chief
30. Truant Officer
31. Vocational Education Director

Review of Related Literature

In reviewing related literature, the author came to the conclusion that few articles or books have been written concerning job descriptions in education. In most instances,

information which was found concerning job descriptions was found in school personnel administration books. It is the author's opinion that publications concerning job descriptions will become more numerous as a result of the mandates placed on public school systems.

Only two books dealing solely with job descriptions in education were discovered by the author--Job Descriptions: How to Use Them, How to Write Them and Job Descriptions in Education. Published by the National School Board Association (NSBA) in 1973, Job Descriptions in Education appears to be the "Bible" in this area of personnel administration. The comprehensiveness of the NSBA's service is impressive in that it is based on four interrelated materials:

1. The Job Description in Education Reference Manual--which provides model job descriptions gathered from public school systems across the country and edited in a professionally tested format.
2. The Job Description in Education District Manual--which is a permanent binder for the local job descriptions after they have been written. Job descriptions covering 98 separate occupational titles are listed.
3. The Job Description in Education Quarterly Supplement--which is an updating service that provides 15 to 20 new model descriptions each quarter.
4. The Job Description in Education Handbook for Developing Performance Job Descriptions--which serves as a guide for transferring model descriptions into local descriptions.

Fawcett in School Personnel Administration states that job descriptions are essential tools in selection of personnel, evaluation of performance, planning the work of the organization,

determining salary structure, promotion policies, and other administrative functions. He also feels that for descriptions to be effective it is imperative that they indicate how the work one does fits into the whole plan of work for the district.¹³ Davis and Nickerson in Critical Issues in School Personnel Administration also feel that job descriptions have an essential importance in the recruitment, selection, assignment, and evaluation of personnel. Further, they express that a job description could be used as a basis for allocation of salaries.¹⁴

The administrator who initiates the job description program should pursue these seven steps according to Davis and Nickerson:

1. Educate the staff to the advantages of a job description program.
2. List the functions necessary to achieve the school's objectives.
3. Select the format and style guide to be used in writing the descriptions.
4. Examine the existing system to ascertain who is doing what and what is not being done.
5. Involve all employees in a department in helping determine the job descriptions for that department.
6. Provide for an administrative review of the job description.

¹³ Clyde W. Fawcett, School Personnel Administration (New York: The MacMillan Company, 1964), p. 19.

¹⁴ Donald E. Davis and Neal C. Nickerson, Critical Issues in School Personnel Administration (Chicago: Rand McNally & Company, 1968), p. 37.

7. Make adjustments in the descriptions as changes occur.¹⁵

In Developing an Effective School Staff Evaluation Program, the advantages and disadvantages of job descriptions are listed.

Advantages:

1. Job descriptions let the employee know which task he is expected to perform.
2. Job descriptions eliminate overlapping responsibilities and clarify role expectancies.
3. Job descriptions provide a check of complete district tasks to be performed, and they assure that important tasks are not missed.

Disadvantages:

1. Job tasks change over time, and the descriptions may not be rewritten to reflect the changes.
2. Development of a comprehensive set of descriptions is a costly, time-consuming activity.¹⁶

Also in this book, Herman states that job descriptions can serve as functional evaluative instruments if the descriptions are developed on the basis of an analysis of the work performed.¹⁷ The evaluative value of job descriptions is also mentioned by Chandler and Petty in Personnel Management in School Administration; and in Critical Issues in School Personnel Administration, it is stated that the evaluation of each employee's effectiveness cannot be made unless the

¹⁵Ibid., pp. 39-40.

¹⁶Jerry J. Herman, Developing an Effective School Staff Evaluative Program (West Nyack, N.Y.: Parker Publishing Company, 1973), p. 59.

¹⁷Ibid., p. 93.

evaluator first knows what the employee is to do.¹⁸

In Principles of Staff Personnel Administration in Public Schools, the author expresses that job descriptions enable staff members to better understand and appraise the dimensions of their jobs.¹⁹ It is indicated in The Public Administration of American School Systems that a job description could be used as a tool to encourage well qualified high school students to consider the teaching profession as a career. Providing this kind of information would, hopefully, act as a stimulus to a person considering teaching.²⁰

According to Job Descriptions in Education, job descriptions are the school administration's basic resources in the three important areas of organizational planning, budgeting, and personnel administration. They allow for planning the ways and means by which a job will be done, for controlling operations to see that the job is effectively completed, and for selecting and developing the people who will do the job. It is also stated that a job description program is the best method of accounting for the performance of its employees to the public.²¹

¹⁸Davis and Nickerson, p. 38.

¹⁹Willard S. Elsbree and Edmund Reutter, Principles of Staff Personnel Administration in Public Schools (New York: Bureau of Publications, Columbia University, 1959), pp. 8-9.

²⁰James Kincheloe, George Madden, and Van Miller, The Public Administration of American School Systems (New York: The MacMillan Company, 1972), p. 178.

²¹Job Descriptions in Education, p. 9.

It is stressed in The Superintendency Team that job descriptions must be reviewed and updated in order to be effective. The two reasons for updating are change and the inability to anticipate all tasks, both of which may produce gaps in the total administration of the school system and contribute to overlapping responsibilities.²²

The concept of matching the person to the specific position is essential, as administrators become aware of the unique problems within each building. Without job descriptions, Davis and Nickerson stress that dichotomy of roles and lack of job specifications is inevitable. Also, the evaluation of personnel will be hindered unless the evaluator knows what each employee is supposed to do.

Bolton states in Selection and Evaluation of Teachers that a position analysis is essential before a job description can be done. He further states the position analysis includes an analysis of the job as well as an analysis of the employee. He stressed that in 1966 only 5% of the schools he surveyed used a specific job description form; and that as the size of the district increased, the information in the job descriptions tended to become less specific.²³

Concerning the writing and uses of job descriptions, Van

²²Edwin A. Fensch and Robert E. Wilson, The Superintendency Team (Columbus, Ohio: Charles E. Merrill Books, Inc., 1964), p. 103.

²³Dale L. Bolton, Selection and Evaluation of Teachers (Berkeley: McCutchan Publishing Corporation, 1973), p. 5.

Zwoll in School Personnel Administration states that the matter of language used is important and that the technical language of education--sometimes called pedagogue--should be avoided. To avoid specialized language and to ascertain if the description fits the job, the description should be reviewed by the worker, the supervisor, and by a layman who could attest to the clarity or ambiguity of the description.²⁴

According to Job Descriptions in Education, school boards are legally responsible for the on-the-job performance of every public school employee; and, consequently, the American people are holding school boards accountable for the efficiency and quality of school operations. Because teachers and administrators need to know and the public wants to know what each job means, it is the board of education's responsibility to mandate, through a policy, a program of written job descriptions. This implies that an effective job description program requires a clear agreement between the board and the superintendent as to the content and uses of job descriptions within the unit.²⁵

Green in Administrative Appraisal: A Step to Improved Leadership indicates the importance of job descriptions existing for administrators, especially principals. He further states that many administrators have never seriously reviewed their job descriptions, even though the descriptions

²⁴Van Zwoll, p. 43.

²⁵Job Descriptions in Education, p. 11.

delineate the scope of the principal's responsibility.²⁶

In Profiles of the Administrative Team, a publication of the American Association of School Administrators, it is stated that the trend toward specialization in education has a significant influence on the role of the general administrator. Job descriptions for specialists are essential in defining roles, developing operational procedures, providing pre-service and in-service education, and developing guidelines for helping mesh the specialists' services into the resources of the school system. It is further indicated that job descriptions for specialists are necessary to keep the new positions in proper perspective and to insure that the new positions are appropriately located in the organizational structure.²⁷

²⁶Robert E. Greene, Administrative Appraisal: A Step to Improved Leadership (Washington, D.C.: National Association of Secondary School Principals, 1972), p. 17.

²⁷Profiles of the Administrative Team (Washington, D.C.: American Association of School Administrators, 1971), pp. 36-37.

Chapter II

METHOD OF OPERATION

Procedure

At the Community Unit District No. 20 monthly Board of Education meeting held on December 20, 1975, Superintendent James Courtney informed the Board, "Job descriptions for the Unit are due by July 1, 1976, and Donn Hammer has agreed to undertake the project with your approval." The Board granted approval.²⁸

On Friday, February 13, 1976, Mr. Courtney informed all personnel of Community Unit District No. 20 at a Workshop Day held at Lawrenceville High School that the author was writing job descriptions for the Unit and that certain individuals would be contacted by the author for help with the project. To further introduce the project, Superintendent Courtney prepared a statement to the employees that indicated the value and significance of the study for the betterment of the Unit. A copy of the statement appears in the appendix of this project.

All employees in positions for which job descriptions were to be written were contacted by the author who gave a packet of information to them. Included in the packet were

²⁸Minutes of the monthly meeting, December 20, 1975, Board of Education of Community Unit District No. 20, Lawrenceville, Illinois.

the statement from Mr. Courtney, a model format, a sample job description, a blank job description form, and a set of instructions. Employees were informed that the author would visit them one week from the day the packets were delivered to procure the forms, answer questions, and secure further information.

The employees were asked to consider the following instructions when completing the job description form:

1. Avoid long statements that are difficult to write and read.
2. Avoid vague, indefinite terms and be careful not to use words that are misleading.
3. Stick to statements of facts and avoid unsupported statements of personal opinions or conclusions.
4. Give enough of the why and the how of the job so that it can be understood by one who is only generally familiar with the job.
5. Use an example if a point is difficult to explain.
6. Make the description long enough to accomplish its purposes and concise enough not to waste a reader's time.
7. Be alert to factors that might make the job description obsolete.
8. Complete the blank form in pencil in order that additions and deletions may be made easily.²⁹

Also, employees were asked to review the sample job description and the model format (See Appendix) that were in the packet.

²⁹Job Descriptions in Education, p. 39.

When the author visited the employees approximately a week later to collect the forms and answer questions, he carried a cassette recorder to record information that may not have appeared in the written comments. No employees objected to the use of the recorder, and most seemed to appreciate the opportunity to explain what they had written. Using the pencil-written form and the recordings, the author wrote a final form that he reviewed with the employees to insure an accurate, comprehensive final product.

Usage of Results

When the project is completed, copies of the job descriptions will be presented to the Board of Education for the purpose of approval as official documents of Community Unit District No. 20. Another copy will be sent to the Illinois Office of Education as evidence of Community Unit District No. 20's compliance with the mandates requiring job descriptions, including professional competencies, by July 1, 1976. Also, a copy of each job description will be placed in the Job Description District Manual kept in the superintendent's office.

The superintendent and the assistant superintendents will be given copies of the job descriptions to assist them in selecting applicants for positions, reviewing assignments and duties, developing evaluation forms and criteria, and ascertaining if changes are needed. Also, a copy of the job descriptions will be given to each individual who is

filling a position for which the description was written.

As previously stated, the author will use the completed project as evidence of the completion of a field study project for the Specialist in Education degree at Eastern Illinois University.

Chapter III

LOG OF ACTIVITIES

- December 3, 1975 -- Superintendent Courtney and Assistant Superintendent Waggoner discussed the need for job descriptions with the writer.
- December 8, 1975 -- The writer called Dr. Shuff to discuss the possibility of using the project as a field study topic.
- December 9, 1975 -- The writer sent a project proposal to Dr. Shuff.
- December 16, 1975 -- The writer received approval from Dr. Shuff for using the job description project as a field study topic.
- December 17, 1975 -- Superintendent Courtney informed the Community Unit District No. 20 Board of Education that the writer had agreed to write the job descriptions for the Unit.
- January 10, 1976 -- The writer registered at Eastern for the field study courses.
- January 14, 1976 -- The writer called the Illinois Office of Education office in Mt. Vernon for information concerning professional competencies and job descriptions.
- January 14, 1976 -- The writer called Dr. Shuff concerning the organization of the paper.
- January 16, 1976 -- The writer interviewed Superintendent Courtney.
- January 20, 1976 -- The writer interviewed Assistant Superintendent Waggoner to obtain information concerning the importance of job descriptions for Unit No. 20.
- January 21, 1976 -- The writer visited the library at Eastern Illinois University for research purposes.
- January 28, 1976 -- The writer used the library at Eastern for research purposes.

- February 3, 1976 -- The writer talked with Dr. Shuff by phone concerning the project.
- February 4, 1976 -- The writer used the library at Eastern for research purposes.
- February 6, 1976 -- The writer met with Dr. Shuff to discuss the first three chapters of the paper.
- February 6, 1976 -- The writer was sent to the Eastern library by Dr. Shuff for the purpose of obtaining material from ERIC.
- February 9, 1976 -- The writer distributed job description packets to administrators of Unit District No. 20.
- February 13, 1976 -- The writer received five job descriptions from administrators.
- February 13, 1976 -- Superintendent Courtney informed all teachers of Unit District No. 20 at the Workshop Day that the writer would be writing job descriptions for the Unit.
- February 13, 1976 -- The writer distributed job description packets to certificated personnel.
- February 16, 1976 -- The writer received job descriptions from three administrators.
- February 18, 1976 -- The writer received ERIC and CIJE citations from the library at Eastern.
- February 18, 1976 -- The writer distributed job description packets to non-certificated personnel.
- February 20, 1976 -- The writer received job descriptions from the reading coordinator, psychologist, and athletic director.
- February 23, 1976 -- The writer received job descriptions from the adult education director.
- February 24, 1976 -- The writer received job descriptions from the vocational educational director, elementary teacher, and elementary librarian.
- February 24, 1976 -- The writer received job descriptions from the speech correctionist, EMH teacher, and learning disabilities teacher.

- February 26, 1976 -- The writer received the bus supervision and lunchroom supervisor job descriptions.
- February 27, 1976 -- The writer received the truant officer and safety officer job descriptions.
- March 1, 1976 -- The writer received the job descriptions from a high school teacher, junior high school teacher, the transportation coordinator, and the guidance director.
- March 2,3,4, 1976 -- The writer reviewed the job descriptions with Assistant Superintendent Waggoner, edited the descriptions, corrected faulty English, and returned the job descriptions to the people who originally wrote them. All personnel agreed with the editing and correcting. Parkview secretaries typed the job descriptions in rough draft form.
- March 5,8,9
- March 6, 1976 -- The writer worked on footnotes and the bibliography for the paper, using Turabian as a guide.
- March 8-9, 1976 -- The writer wrote the conclusions and recommendations for the project.
- March 10-11, 1976 -- The writer wrote the log from notes accumulated as the project was written.
- March 13, 1976 -- The writer wrote the abstract for the project.
- March 19, 1976 -- The writer contacted Dr. Shuff for an appointment to discuss the project.
- March 30, 1976 -- The writer met with Dr. Shuff and gave him a copy of the project.
- April 12, 1976 -- The writer picked up the project from Dr. Shuff.
- April 27, 1976 -- The writer had the oral examination and obtained final approval of the paper.

Chapter IV

JOB DESCRIPTION MANUAL FOR COMMUNITY UNIT SCHOOL DISTRICT NO. 20--LAWRENCEVILLE, ILLINOIS

List of Job Descriptions

1. Adult Education Director
2. Assistant High School Principal
3. Assistant Superintendent (Curriculum)
4. Assistant Superintendent (Pupil Services)
5. Athletic Director
6. Bus Duty Supervisor (Elementary)
7. Educationally Mentally Handicapped Teacher
8. Elementary Librarian
9. Elementary Teacher
10. Executive Secretary
11. Guidance Director
12. Head Cook
13. High School Teacher
14. Junior High Teacher
15. Learning Disabilities Teacher
16. Librarian (Parkview)
17. Lunch Duty Supervisor (Parkview)
18. Maintenance Engineer
19. Principal (Brookside)
20. Principal (High School)
21. Principal (Parkview)

22. Principal (St. Francisville)
23. Reading Coordinator
24. Safety Officer
25. School Nurse
26. School Psychologist
27. Speech, Hearing, & Language Therapist
28. Superintendent
29. Transportation Coordinator & Maintenance Chief
30. Truant Officer
31. Vocational Education Director

JOB DESCRIPTION

Community Unit District No. 20

Title: Adult Education Director

Qualifications: Valid administrative certificate
Other such qualifications as the Board may
find appropriate and acceptable

Reports to: Superintendent and/or assistant superintendent
of curriculum

Supervises: Adult Education Program staff

Job Goal: To extend the benefits of the district's
educational program to as wide a section of
the community as are interested and as can
benefit from continued exposure to academic
work and avocational courses

Performance Responsibilities:

1. Arrange courses to fit the expressed needs of adults in the community.
2. Secure competent and certified part-time instruction for the program.
3. Supervise instruction and administer the program of adult education.
4. Maintain all necessary records and oversee attendance bookkeeping.
5. Publicize the offerings of the program.
6. Assist in estimating the annual financial needs of the program.
7. Requisition necessary supplies.
8. File, or cause to be filed, all state reports and claims.
9. Cooperate with the principal of the high school where the classes are conducted.
10. Perform such other tasks and assume such other responsibilities as may from time to time be assigned by the superintendent or assistant superintendent of curriculum.

Terms of Employment: Length of each year's program

Evaluation: Performance of this position will be
evaluated annually.

JOB DESCRIPTION

Community Unit District No. 20

Title: Assistant Principal (High School)

Qualifications: 1. Master's Degree
2. Valid certification as an administrator or supervisor
3. Such alternatives to the above qualifications as the Board may find appropriate and acceptable

Reports to: Principal

Job Goal: To relieve the principal of such duties that prevent him from fulfilling his chief responsibility of promoting the educational well-being of each student in the school

Performance Responsibilities:

1. Serve as principal in the absence of the regular principal.
2. Assist the principal in the overall administration of the school.
3. Perform such tasks and assume such responsibilities as may from time to time be assigned.
4. Assist in maintaining discipline and developing disciplinary policies.
5. Assist in hiring and evaluating staff members.
6. Assist in preparing the master schedule.
7. Administer and enforce rules regarding attendance.
8. Assist in conducting safety drills and procedures.
9. Assist in developing the student handbook.
10. Supervise at extracurricular activities and be responsible for securing workers for all activities.

Terms of Employment: Ten months; salary to be established by the Board

Evaluation: Performance will be evaluated annually

JOB DESCRIPTION

Community Unit District No. 20

Title: Assistant Superintendent (Curriculum)

Qualifications: 1. Valid administrative certificate

2. Master's Degree

3. Other such qualifications as the Board may find appropriate and acceptable

Reports to: Superintendent

Supervises: Such staff members as the superintendent may designate and personnel in the areas of responsibility

Job Goal: To assist the superintendent substantially and effectively in the task of providing leadership in developing, achieving, and maintaining the best possible educational programs and services

Performance Responsibilities:

1. Provide leadership in the development of a modern educational program for the district.
2. Keep informed as to the operation of the instructional program in all the schools for the purpose of evaluating the instructional program and for improving teaching procedures through conferences, demonstrations, and other supervisory techniques.
3. Inaugurate studies and research in the areas of enrollment growth, staffing needs, building needs, and population trends.
4. Assist in the preparation and administration of the budget.
5. Collect data and other information as assigned by the superintendent.
6. Review reports as assigned by the superintendent.
7. Supervise such personnel as the superintendent may assign to his supervision either temporarily or regularly.

8. Determine the textbook requirements in the individual schools, consolidate those requirements, and cause the necessary books to be ordered and distributed.
9. Recommend the addition of new courses and grade placement of courses.
10. Improve present instructional program in cooperation with principals, teachers, and other staff members.
11. Plan and organize in-service programs related to curriculum.
12. Select textbook committees in cooperation with principals and administer the textbook selection and adoption of books.
13. Serve as administrator of Title I, Title II, and Gifted programs.
14. Be responsible for all records and reports required by Title I, Title II, and Gifted programs.
15. Attend and participate in all regular and special board meetings except when own employment and/or salary is being considered.
16. Supervise the testing program for determining the effectiveness of the total educational program.
17. Perform such other tasks and assume such other responsibilities as may from time to time be assigned by the superintendent.

Terms of Employment: Twelve months a year; salary to be established by the Board

Evaluation: Performance of this position will be evaluated annually

JOB DESCRIPTION

Community Unit District No. 20

Title: Assistant Superintendent (Pupil Services)

Qualifications: 1. Valid administrative certificate
2. Master's Degree
3. Other such qualifications as the Board may find appropriate and acceptable

Reports to: Superintendent

Supervises: Such staff members as the superintendent may designate and personnel in the areas of responsibility

Job Goal: To assist the superintendent substantially and effectively in the task of providing leadership in developing, achieving, and maintaining the best possible educational programs and services

Performance Responsibilities:

1. Provide leadership in the development of modern educational programs for the district.
2. Supervise such personnel as the superintendent may assign to his supervision either temporarily or regularly.
3. Supervise the district's transportation system and plan for its needs.
4. Maintain all records and cause to be prepared all transportation reports required by the superintendent and the various state agencies.
5. Recommend personnel needs of the transportation department.
6. Direct and coordinate the special services program for the mentally and physically handicapped and for the emotionally disturbed.
7. Compile operational information and reports for the special services program.

8. Supervise the organization and operation of the cafeteria programs in the district.
9. Compile operational information and reports for the cafeteria programs in the district.
10. Assist the superintendent in scheduling and coordinating maintenance work on buildings and grounds.
11. Receive calls and direct emergency maintenance work in schools.
12. Assist in the preparation and administration of the budget.
13. Collect data and other information as assigned by the superintendent.
14. Review reports as assigned by the superintendent.
15. Attend and participate in all regular and special board meetings, except when own employment and/or salary is being considered.
16. Perform such other tasks and assume such other responsibilities as may from time to time be assigned by the superintendent.
17. Supervise and coordinate the health services of the district.
18. Assume control and supervision of the total school organization in the temporary absence of the superintendent and act in his stead. Such control shall be exercised to handle problems of an immediate nature and shall be subject to review and change upon the return of the superintendent.

Terms of Employment: Twelve months a year; salary to be established by the Board

Evaluation: Performance of this position will be evaluated annually

JOB DESCRIPTION

Community Unit District No. 20

Title: Athletic Director

Qualifications: Valid teaching certificate

Reports to: Principal of the High School

Supervises: Coaches

Job Goal: To make the school athletics a productive program for the working and learning benefit of as many students as possible and to make the total athletic and educational program as beneficial and successful as possible.

Performance Responsibilities:

1. Prepare or supervise the preparation of athletic records and reports, such as eligibility certificates, game schedules, player roster, athletic inventories, athletic insurance claim information, scouting reports, meeting and trip requests, and all other paper work required or appropriate to the high school's athletic program, including the contracting of events and securing of game officials.
2. Prepare or supervise the preparation of the athletic program budget (wantlist) and present to the principal of the high school. Review all requisitions and monitor expenditures of the athletic department. This includes tournament expenses and meals for away games within the allotted request.
3. Make recommendations for transfers and for placing individuals in coaching vacancies and to counsel with the head coach in each sport in assigning available assistants.
4. Establish athletic guidelines for proper conduct of athletes/coaches and resolve individual coach and/or athlete problems.
5. Plan, organize, supervise, and directly implement all high school athletic programs.
6. Establish and maintain favorable relationships with local community groups and individuals to foster an understanding and solicit support for the overall high school athletic program.

7. Orient newly assigned high school coaches and assist in their development.
8. Evaluate and counsel all high school coaches regarding their individual and group performance.
9. Arrange the practice schedules for the coaches on the fields and in the gymnasiums.
10. Participate and represent the high school in athletic meetings, especially conference, as are required or appropriate.
11. Conduct high school coaches' meeting to keep members informed of rule and policy changes at the local, state, and national levels as well as conference changes.
12. Keep abreast of changes and developments in the field of athletics by attending select athletic meetings, reading athletic publications, and discussing athletic-oriented problems with others in the field.
13. Publicize tournament information and other high school athletics and recommend admission programs as appropriate.
14. Plan and supervise an annual recognition program for school athletes.

Terms of Employment: Nine months; salary established by the Board.

Evaluation: Performance of this job will be evaluated annually by the high school principal.

JOB DESCRIPTION

Community Unit District No. 20

Title: Bus Supervisor (Lincoln)

Qualifications: Valid teaching certificate

Reports to: Building Principal

Supervises: Bus students who arrive before school begins in the morning and who await transportation after school dismissal

Job Goal: To insure the safety and to be aware of the whereabouts of bus students before and after school

Performance Responsibilities:

1. Supervise and be aware of the whereabouts of bus students awaiting the beginning of school or transportation home.
2. Take appropriate measures to protect and provide emergency care for all students for whom responsibility is assigned.
3. Report to the principal, parents, and bus drivers any knowledge of a "mix-up" or misunderstanding of a student's accountability or of the student's assigned destination for a particular day.
4. Maintain an atmosphere of pleasantness and concern for the bus students that will foster feelings of security and comfortableness.

Terms of Employment: Nine months; salary established by the Board

Evaluation: Continuous evaluation by building principal

JOB DESCRIPTION

Community Unit District No. 20

Title: Educable Mentally Handicapped Classroom Teacher

Qualifications: Valid standard Illinois teacher's certificate with specialization in the area of educable mentally handicapped

Reports to: Principal and Director of Special Education

Job Goals: To provide experiences to help each student develop appropriate knowledge, skills, and attitudes consonant with his ability to become a functioning member of society

Performance Responsibilities:

1. Plan a program of study that provides for individual needs, recognizing the limitations of the special education student.
2. Provide a noncompetitive classroom environment to individualize the attainable skills and emphasize the positive self-concept of the student.
3. Provide individual educational goals that direct the student toward developing his learning potential.
4. Employ instructional methods and materials that are most appropriate for meeting stated individual objectives.
5. Assess the accomplishment of students by providing progress reports, parent conferences, and staffings to help the individual become aware of his own progress.
6. Maintain a positive school-parent relationship to help students and parents understand the program.
7. Make diagnosis of individual needs and provide for meeting these needs.
8. Seek to establish support for the child through counseling with school personnel.
9. Develop reasonable rules of classroom behavioral procedures and maintain order in an appropriate manner; with the administration, guidance department, and psychological services, implement school policies of behavior.

10. Plan and supervise purposeful assignments for teacher aides and volunteers and evaluate their performances when necessary.
11. Strive to maintain and improve professional competencies by attending staff meetings, in-service activities, and professional education courses.

Terms of Employment: Nine months; salary established by the Board

Evaluation: Performance evaluated twice annually

JOB DESCRIPTION

Community Unit District No. 20

Title: Elementary Librarian (Lincoln)

Qualifications: Valid teaching certificate with a minimum of 18 semester hours in library science.

Reports to: Building principal

Job Goal: To produce an educational setting where students seek answers to questions and learn concepts and skills through personal experiences.

Performance Responsibilities:

1. Direct the library center in a manner that permits the students to learn by the "discovery" method.
2. Supervise students assigned to the library center to study or to do special work.
3. Assist students in locating materials for their study.
4. Select books and other instructional material to serve specific purposes.
5. Circulate books and other materials to students and teachers.
6. Help in the selection and coordination of the film orders for each grade.
7. Work with children in small groups or individually.
8. Provide books and other materials to students which will stimulate and challenge them to further learning.
9. Help teachers decide when and where to use other technological devices in the teaching of students.
10. Understand the school curriculum and methods of teaching it.
11. Work cooperatively with other teachers in the school system.
12. Maintain a broad knowledge of materials, equipment, and techniques needed to utilize effectively the IMC, including cataloging and classification.

Terms of Employment: Nine months; salary established by the Board

Evaluation: Performance of this position will be evaluated twice annually

JOB DESCRIPTION

Community Unit District No. 20

Title: Elementary Teacher

Qualifications: Valid teaching certificate

Reports to: Principal

Supervises: Teacher aide
Student teacher
Assigned volunteers

Job Goal: To help students learn subject matter and/or skills that will contribute to their development as mature, able, and responsible adults

Performance Responsibilities:

1. Plan a course of study that meets the individual needs, interests, and abilities of students.
2. Create a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
3. Guide the learning process toward the achievement of curriculum goals--and in harmony with the goals, establish clear objectives.
4. Employ instructional methods and materials that are most appropriate for meeting stated objectives.
5. Assess the accomplishments of students on a regular basis and provide progress reports as required.
6. Refer learning disabilities of students to district specialists.
7. Counsel with colleagues, students, and/or parents.
8. Assist the administration in implementing all policies of the classroom, develop reasonable rules of classroom behavior and procedure, and maintain order in the classroom in a fair and just manner.
9. Plan and supervise purposeful assignments for teacher aide(s), student teacher(s), and/or volunteer(s); cooperatively with department head, evaluate their job performance.

10. Strive to maintain and improve professional competence.
11. Attend staff meetings and serve on staff committees as required.

Terms of Employment: Nine months; salary established by the Board

Evaluation: Performance of this job will be evaluated twice yearly

JOB DESCRIPTION

Community Unit District No. 20

Title: Executive Secretary

Qualifications:

1. High school diploma
2. Demonstrated proficiency in typing, taking of dictation, and a working command of mathematics
3. Demonstrated personality traits that encourage friendliness, frankness, and an atmosphere of imperturbation
4. Demonstrated willingness to further the cause of the district at every opportunity
5. Demonstrated loyalty to each other and to the Central Office administrators

Reports to: Superintendent and Assistant Superintendents

Job Goal: To assist and relieve administration of paper work and impedimenta so that he may devote maximum attention to the central problems of education and educational administration

Performance Responsibilities:

1. Become familiar with all functions of the district office so that business can proceed during the absence of any district office personnel.
2. Prepare correspondence, reports, and notices as required.
3. Obtain, gather, and organize pertinent data as needed and put into usable form.
4. Maintain filing system.
5. Place and receive telephone calls.
6. Order and maintain supplies as needed.
7. Perform any bookkeeping tasks associated with the specific position.

8. Serve as a receptionist.
9. Attend Board meetings, prepare the official minutes, and perform tasks necessitated by Board action.
10. Schedule appointments and make arrangements for conferences and interviews.
11. Maintain confidentiality of verbal and written information available by virtue of the position.

Terms of Employment: Twelve months (eight-hour day); vacation schedule and salary established by the Board of Education

Evaluation: Continuously by administrators

JOB DESCRIPTION

Community Unit District No. 20

Title: Guidance Director-Counselor

Qualifications: 1. Valid teaching certificate
2. Pupil personnel services certificate

Reports to: High School Principal

Supervises: Guidance secretary

Job Goal: To help students overcome problems that impede learning and to assist them in making educational, occupational, and life plans that will lead to meaningful, successful lives.

Performance Responsibilities:

1. Assume responsibility for making the budget for the department.
2. Order tests, career materials, etc., for the department.
3. Administer testing program.
4. Confer with other counselors in the organization and development of the department.
5. Register new students and orient them to school procedures and the school's varied opportunities for learning.
6. Aid students in course and subject selection.
7. Maintain student records and protect their confidentiality.
8. Work to resolve students' educational handicaps.
9. Work to discover and develop special abilities of students.
10. Work to prevent students from dropping out of school.
11. Make recommendations to colleges for admissions and scholarships.
12. Arrange for tutors and summer school work.

13. Obtain and disseminate occupational information to students and to classes studying occupations.
14. Help students evaluate career interests and choices.
15. Work with students on an individual basis in the solution of personal problems related to such items as home and family relations, health, and emotional adjustment.
16. Confer with parents whenever necessary.
17. Advise administrators and faculty on matters of student discipline.

Terms of Employment: Eleven months; salary established by the Board

Evaluation: Performance will be evaluated annually by the high school principal

JOB DESCRIPTION

Community Unit District No. 20

Title: Head Cook (Parkview)

Qualifications: Demonstrated aptitude for successful performance of the tasks listed
Skills in recordkeeping

Reports to: Building Principal

Supervises: Kitchen workers and student help

Job Goal: To serve the students attractive and nutritious meals in an atmosphere of efficiency, cleanliness, and warmth.

Performance Responsibilities:

1. Supervise and instruct kitchen personnel in the safe, proper, and efficient use of all kitchen equipment.
2. Act as the head cook at the Parkview building and supervise the food preparation for the satellite programs at Arlington and Lincoln.
3. Maintain high standards of cleanliness and safety in the kitchen.
4. Plan the menus and order the supplies.
5. Check all invoices and keep records of the inventory.
6. Order commodities each month.
7. Call substitutes when needed and orient them to the job.
8. Sell lunch tickets each morning before school.
9. Analyze and cost out each menu.
10. Assist in the supervision of the satellite programs at Arlington and Lincoln.
11. Report immediately to the principal any problems or accidents occurring in the kitchen or cafeteria.
12. Check food shipments into the school, signing inventories after each order has been verified.

13. Determine the quantity of food to be prepared each day.

Terms of Employment: Nine months; salary to be established by the Board

Evaluation: Performance of this position will be evaluated twice annually

JOB DESCRIPTION

Community Unit District No. 20

Title: High School Teacher

Qualifications: Valid teaching certificate

Reports to: High School Principal

Supervises: Student teachers and teacher aides

Job Goal: To accomplish the objectives as set forth in the high school "Philosophy and Objectives"

Performance Responsibilities:

1. Know the orientation of his/her field of work in relation to the entire secondary program.
2. Know the techniques of selecting textbooks, work-books, and other teaching equipment.
3. Be skilled in the construction, use, and interpretation of tests.
4. Be acquainted with various instructional techniques and know when and how to use them for maximum learning.
5. Be prepared to assume his/her share of the responsibility in the pupil-guidance program.
6. Create a classroom environment conducive to learning.
7. Be enthusiastic and know the basic principles of the psychology of motivation.
8. Be professionally prepared in teaching areas.
9. Attend seminars, conferences, and lectures to keep updated on the latest developments in one's area.
10. Assist the administration in carrying out the rules and regulations of the high school.

Terms of Employment: Nine months; salary to be established by the Board

Evaluation: Twice yearly by the principal or assistant principal

JOB DESCRIPTION

Community Unit District No. 20

Title: Junior High Teacher

Qualifications: Valid teaching certificate

Reports to: Principal

Job Goal: To help students learn subject matter and/or skills that will contribute to their development as mature, able, and responsible adults.

Performance Responsibilities:

1. Plan a program of study that meets the individual needs, interests, and abilities of students.
2. Create a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
3. Guide the learning process toward the achievement of curriculum goals.
4. Employ instructional methods and materials that are most appropriate for meeting stated objectives.
5. Assess the accomplishments of students on a regular basis and provide progress reports as required.
6. Diagnose the learning disabilities of students on a regular basis, seeking the assistance of district specialists as required.
7. Counsel with colleagues, students, and/or parents on a regular basis.
8. Assist the administration in implementing all policies in the classroom, develop reasonable rules of classroom behavior and procedure, and maintain order in the classroom in a fair and just manner.
9. Strive to maintain and improve professional competence.
10. Attend staff meetings and serve on staff committees as required.

Terms of Employment: Nine months; salary determined by Board

Evaluation: Twice a year

JOB DESCRIPTION

Community Unit District No. 20

Title: Learning Disabilities Teacher

Qualifications: Special K-12 certificate, Learning Disabilities

Reports to: Assistant Superintendent

Job Goal: To provide appropriate, effective, and comprehensive learning instructions for each child identified as learning disabled to help him develop and maintain his individual physical, social, emotional, and academic goals.

Performance Responsibilities:

1. Confer with teachers, parents, public or private agencies on referrals for testing, or make referrals for testing with the school psychologist.
2. Attend staffings to evaluate needs and to recommend action after determining each child's individual needs from the test results and conferences.
3. Place each child identified as learning disabled in the class on an itinerant basis--the number not to exceed the ceiling limit.
4. Develop a schedule at each school to see each child individually three times a week for thirty-minute sessions each.
5. Write individual objectives and list the procedures to be used to help each child meet his objectives.
6. Keep current informative files on each child containing such information as test results, individual objectives, parent reports, and other correspondence.
7. Provide appropriate and adequate facilities, equipment, and materials to help each child develop and maintain his individual goals.
8. Use other public and private agencies to help supplement and enhance the school's special education program.
9. Incorporate materials and techniques with classroom teachers and other concerned people to further develop the education of each child.

10. Have interaction with parents through conferences and written reports.
11. Write end-of-the-year progress reports and suggestions for parents and school files.
12. Plan for program growth and improvements based on all evaluations.
13. Plan for district-supported activities as requested during the school year.
14. Strive to improve professional abilities by keeping informed of new materials, techniques, and theories.

Terms of Employment: Nine months; salary to be established by the Board

Evaluation: Performance of this job will be evaluated twice yearly by the assistant superintendent

JOB DESCRIPTION

Community Unit District No. 20

Title: Librarian (Parkview)

Qualifications: Valid teaching certificate and completion of a library program as approved by the Illinois Office of Education

Reports to: Building principal

Supervises: The clerical routines of the student staff necessary for the smooth operation of the library

Job Goal: To assist learners in locating, evaluating, organizing, and applying information to enable them to develop helpful interests, make satisfactory adjustments, and acquire desirable social attitudes

Performance Responsibilities:

1. Establishes and maintains an appropriate atmosphere conducive to the learning and recreational needs of the patron.
2. Formulates and implements a library program commensurate with established district philosophy and goals.
3. Becomes familiar with individual student needs, interests, goals, and abilities in order to provide materials and guidance for individualized learning.
4. Evaluates the library program, services, and materials in terms of meeting student interests, curricular needs, and state and national standards.
5. Selects and trains student staff.
6. Establishes routines and procedures for selecting, ordering, processing, organizing, and circulating materials.
7. Maintains equipment and mends materials for their constant availability.
8. Supervises students who frequent the library for use as a study hall or for the utilization of library materials.

9. Provides incidental instruction in library skills.
10. Disseminates information concerning the services, resources, and new materials.
11. Works with teachers in the selection and utilization of all types of library materials which contribute to the teaching program.
12. Plans and arranges library furnishings and equipment for efficient and effective use.
13. Administers the library budget.
14. Takes inventory and maintains accurate records of the library holdings.
15. Discards obsolete and worn materials.
16. Provides professional materials for the faculty.
17. Participates in professional organizations on a state, local, and national level.
18. Remains conversant with current educational research, trends, methods, and materials.

Terms of Employment: Nine months; salary to be established by the Board

Evaluation: Twice yearly by building principal

JOB DESCRIPTION

Community Unit District No. 20

Title: Lunch Duty Supervisor (Parkview)

Qualifications: Valid teaching certificate

Reports to: Building principal

Supervises: Students during lunch hours

Job Goal: To supervise the lunchroom to insure that students eat and behave in a socially accepted manner

Performance Responsibilities:

1. Help students develop and observe proper dining habits, both in terms of etiquette and nutrition.
2. Circulate among tables during the meal period so as to be available to help students when the need arises.
3. Organize students for orderly disposal of food wastes, trays, and utensils.
4. Organize groups for orderly dismissal from the lunchroom.
5. Take proper action immediately when any serious infraction of disciplinary rules occurs.

Terms of Employment: Same as teaching contract

Evaluation: Performance of this position will be evaluated twice annually

JOB DESCRIPTION

Community Unit District No. 20

Title: Maintenance Engineer

Qualifications:

1. General electrical and mechanical knowledge
2. Ability to supervise and advise custodial staff
3. Ability to plan for the sequential handling and solving of problems

Reports to: Assistant Superintendent

Supervises:

1. Custodial staff during summer work season
2. District's facility and equipment maintenance and repairs

Job Goal: To maintain as effectively and efficiently as possible all the district's facilities and equipment with the exception of the Lawrenceville High School and the Area Vocational School. Such duties shall not include transportation vehicles.

Performance Responsibilities:

Provide the following services to all the district's facilities and equipment except for Lawrenceville High School and the Area Vocational School unless otherwise assigned:

1. Supervise the operation of the district's heating equipment.
2. Maintain in a state of good repair the district's grounds and play equipment.
3. Supervise the summer maintenance and cleaning work.
4. Supervise the maintenance of supply inventories and the distribution of the same.
5. Assist the custodians in the repair and maintenance of the buildings.
6. Provide assistance in the securing of substitute custodial help and orientation as needed.

7. Provide for emergency repairs for all critically needed equipment.
8. Check all refrigerators and furnaces during weekends and holidays.
9. Assist in whatever way necessary (as determined by the administration) to further the goals and programs involving the facilities and equipment of the district.
10. Provide consultation services to all the district's custodial staff concerning products and work techniques.

Terms of Employment: Twelve months a year; salary to be determined by the Board

Evaluation: Performance of this job will be evaluated twice each year

JOB DESCRIPTION

Community Unit District No. 20

Title: Principal (Brookside)

Qualifications: 1. Valid administrative certificate

2. Master's Degree

3. Other qualifications as required by the Board

Reports to: Unit Superintendent

Supervises: All personnel serving in Brookside school

Job Goal: To make the school facility an attractive, pleasant, and efficient working and learning place

Performance Responsibilities:

1. Supervise the school's educational program, including the development, revision, and evaluation of curriculum.
2. Assume responsibility for implementation and observance by school staff and students of all Board policies and regulations.
3. Supervise all professional, paraprofessional, administrative, and nonprofessional personnel attached to the school, including the orientation of newly assigned staff members.
4. Assist in the recruiting, screening, hiring, training, and evaluating of the school's professional staff. Evaluating shall include the recommendation for removal of any teacher whose work is unsatisfactory, according to established procedures.
5. Assume responsibility for the safety and administration of the school plant.
6. Delegate authority to responsible personnel for operation of the school in the principal's absence.
7. Supervise the maintenance of accurate records on progress and attendance of students, maintaining high standards of conduct, and enforcing discipline as necessary, according due process to students' rights.

8. Budget school time for efficient conduct of school instruction and business including meetings of the staff as necessary for proper school functioning.
9. Plan and supervise fire and tornado drills including emergency preparedness for bomb threats.
10. Supervise the preparation of all district office reports and make recommendations concerning the school's administration and instruction, including preparation of school budget requests and monitoring of expenditures.
11. Assume responsibility for attendance, conduct, and health and safety of students.
12. Establish and maintain favorable relationships with local community groups and individuals to foster support for school objectives and programs; to interpret Board policies and administrative objectives; and to discuss and resolve individual student problems.
13. Cooperate and coordinate programs with assistant superintendents and special area personnel; perform other tasks and assume other responsibilities assigned by the superintendent.

Terms of Employment: Ten months; salary to be established by the Board

Evaluation: Performance of this position will be evaluated annually

JOB DESCRIPTION

Community Unit District No. 20

Title: Principal (High School)

Qualifications:

1. Master's Degree or higher, with a major in educational administration
2. Valid state certificate to practice as a school principal
3. At least three years' experience in public school administration and supervision
4. At least two years' successful experience as a classroom teacher
5. Such alternatives to the above qualifications as the Board may find appropriate and acceptable

Reports to: Superintendent

Supervises: All personnel serving in assigned school

Job Goal: To make the school facility an attractive, pleasant, and productive place in which to work and learn

Performance Responsibilities:

1. Establish and maintain an effective learning climate in the school.
2. Program classes within established guides to meet student needs.
3. Supervise the guidance program to enhance individual student education and development.
4. Establish guides for proper student conduct and maintain student discipline.
5. Supervise the school's teaching process.
6. Plan, organize, and direct implementation of all school activities.
7. Initiate, design, and implement programs to meet specific needs of the school.

8. Establish and maintain favorable relationships with local community groups and individuals to foster understanding and solicit support for overall school objectives and programs; to interpret Board policies and administrative directives; and to discuss and resolve individual student problems.
9. Orient newly assigned staff members and assist in their development, as appropriate.
10. Coordinate or supervise such support services as maintenance, security, food services, recreational program, financial and accounting functions, library activities, and the like.
11. Supervise the school's special education programs.
12. Assume leadership in the direction of the school's athletic and extracurricular activities.
13. Evaluate and counsel all staff members regarding their individual and group performance.
14. Prepare or supervise the preparation of reports, records, lists, and all other paper work required or appropriate to the school's administration.
15. Participate in principals' meetings, negotiations, and such other meetings as are required or appropriate.
16. Prepare and submit the school's budgetary requests and monitor expenditures of funds.
17. Attend special events held to recognize student achievement and attend school-sponsored activities, functions, and athletic events.
18. Maintain and control the various local funds generated by student activities.
19. Cooperate with college and university officials regarding teacher training and preparation.
20. Work with various members of the central administrative staff on school problems of more than in-school import, such as transportation, special services, and the like.
21. Conduct staff meetings to keep members informed of policy changes, new programs, and the like.

22. Keep the superintendent informed of the school's activities and problems.
23. Keep abreast of changes and developments in the profession by attending professional meetings, reading professional journals and other publications, and discussing problems of mutual interest with others in the field.

Terms of Employment: Twelve months a year; salary and work year to be established by the Board

Evaluation: Performance of this job will be evaluated annually

JOB DESCRIPTION

Community Unit District No. 20

Title: Principal (Parkview)

Qualifications: 1. Valid administrative certificate
2. Master's Degree
3. Other such qualifications as the Board may find appropriate

Reports to: Superintendent

Supervises: All personnel serving in assigned school

Job Goal: To make the school facility an attractive, pleasant, and productive place in which to work and learn

Performance Responsibilities:

1. Supervise the school's educational program.
2. Assume responsibility for the implementation and observance of all Board policies and regulations by the school's staff and students.
3. Assist in the development, revisions, and evaluation of the curriculum.
4. Supervise all professional, paraprofessional, administrative, and nonprofessional personnel attached to the school.
5. Assist in the recruiting, screening hiring, training, and evaluating of the school's professional staff.
6. Assume responsibility for the safety and administration of the school plant.
7. Delegate authority to responsible personnel to assume responsibility for the school in the absence of the principal.
8. Budget school time to provide for the efficient conduct of school instruction and business.
9. Plan and supervise fire drills and an emergency preparedness program.

10. Maintain a high standard of student conduct and enforce discipline as necessary, according due process to the rights of students.
11. Supervise and evaluate the school's extracurricular and athletic programs and secure workers for the programs.
12. Orient newly assigned staff members and assist in their development, as appropriate.
13. Supervise the preparation of all school reports for the district office.
14. Make recommendations concerning the school's administration and instruction.
15. Assume responsibility for the attendance, conduct, and health of students.
16. Prepare and submit the school's budgetary request and monitor expenditures of funds.
17. Supervise the maintenance of accurate records on the progress and attendance of students.
18. Establish and maintain favorable relationships with local community groups and individuals to foster understanding and solicit support for overall school objectives and programs.
19. Recommend the removal of a teacher whose work is unsatisfactory, according to established procedures.
20. Conduct meetings of the staff as necessary for the proper functioning of the school.
21. Cooperate and coordinate programs with the assistant superintendents and other special area personnel.
22. Develop the master schedule and make schedules for students.
23. Administer the standardized testing program.
24. Develop and write the faculty and student handbooks.
25. Serve as custodian of the activity fund.
26. Serve as a guidance function when necessary.
27. Cooperate with the high school principal in developing an orientation program for eighth graders.

28. Perform such other tasks and assume such other responsibilities as may be assigned from time to time by the superintendent.

Terms of Employment: Twelve months; salary to be established by the Board

Evaluation: Performance of this position will be evaluated annually

JOB DESCRIPTION

Community Unit District No. 20

Title: Principal (St. Francisville)

Qualifications: 1. Valid administrative certificate

2. Master's Degree

3. Other such qualifications as the Board may find appropriate

Reports to: Superintendent

Supervises: All personnel serving in assigned school

Job Goal: To make the school facility an attractive, pleasant, and productive place in which to work and learn

Performance Responsibilities:

1. Supervise the school's educational program.
2. Assume responsibility for the implementation and observance of all Board policies and regulations by the school's staff and students.
3. Assist in the development, revision, and evaluation of the curriculum.
4. Supervise all professional, paraprofessional, administrative, and nonprofessional personnel attached to the school.
5. Assist in the recruiting, screening, hiring, training, and evaluating of the school's professional staff.
6. Assume responsibility for the safety and administration of the school plant.
7. Delegate authority to responsible personnel to assume responsibility for the school in the absence of the principal.
8. Budget school time to provide for the efficient conduct of school instruction and business.
9. Plan and supervise fire drills and an emergency preparedness program.

10. Maintain high standards of student conduct and enforce discipline as necessary, according due process to the rights of students.
11. Supervise and evaluate the school's extracurricular program and athletic program.
12. Orient newly assigned staff members and assist in their development, as appropriate.
13. Supervise the preparation of all school reports for the district office.
14. Make recommendations concerning the school's administration and instruction.
15. Assume responsibility for the attendance, conduct, and health of students.
16. Prepare and submit the school's budgetary request and monitor expenditures of funds.
17. Supervise the maintenance of accurate records on the progress and attendance of students.
18. Establish and maintain favorable relationships with local community groups and individuals to foster understanding and solicit support for overall school objectives and programs; interpret Board policies and administrative directives; and discuss and resolve individual student problems.
19. Recommend the removal of a teacher whose work is unsatisfactory, according to established procedures.
20. Conduct meetings of the staff as necessary for the proper functioning of the school.
21. Cooperate and coordinate programs with the assistant superintendents and other special area personnel.
22. Assume the assignment and instruction of one class as established in the school class schedule.
23. Perform such other tasks and assume such other responsibilities as may be assigned from time to time by the superintendent.

Terms of Employment: Ten months a year; salary established by the Board

Evaluation: Performance of the position will be evaluated annually

JOB DESCRIPTION

Community Unit District No. 20

Title: Reading Coordinator

Qualifications:

1. Valid teacher certificate
2. A minimum of three years' successful classroom teaching in which the teaching of reading is an important responsibility of the position
3. A master's degree from an accredited institution, with at least one graduate level course in the psychology of reading, and one course on reading difficulties
4. Such alternative to the above qualifications as the Board may find appropriate and acceptable

Reports to: Assistant Superintendent (Curriculum)

Supervises: Regular teachers of reading K-5

Job Goal: To help provide the kind of instruction and learning environment that will enable each student in the district to master the reading skills appropriate to age, grade level, and individual capacity

Performance Responsibilities:

1. Assist in the district-wide testing program to determine the reading abilities of all students and to identify those needing special help.
2. Interpret student needs and progress in reading to the classroom teacher and the parents.
3. Provide leadership and coordination in the regular program of reading instruction.
4. Develop a district-wide reading philosophy and curriculum and interpret it to the school administration, the staff, and the public.
5. Evaluate reading personnel and personnel needs in all phases of the K-5 reading program.

6. Recommend adoption and use of varied instructional materials, including textbooks, kits, trade books, and the like.
7. Conduct in-service workshops and demonstrations pertinent to methods and materials appropriate to various levels of reading instruction.
8. Observe reading instruction in elementary classrooms, and upon request of principals, help teachers improve their performance.
9. Devise and maintain such records and reports as are necessary to the successful execution of the job.
10. Review want lists for the reading program (K-5).

Terms of Employment: Nine months a year; salary to be established by the Board

Evaluation: Performance of this position will be evaluated annually

JOB DESCRIPTION

Community Unit District No. 20

Title: Safety Officer

Qualifications: 1. Valid teaching certificate
2. Training in first aid and personal safety

Reports to: Building principal

Supervises: Teachers assigned to stretcher duty, tornado watch, and other emergency positions; fire and tornado practice drills

Job Goal: To insure that all safety precautions and drills and emergency first aid measures have been practiced and are available for immediate implementation when needed

Performance Responsibilities:

1. Help the principal write the emergency preparedness plan.
2. Report any unsafe school situations to the principal.
3. Plan and direct monthly fire drills.
4. Maintain a record of the date of the fire drills and the times for evacuating the building.
5. Plan and initiate tornado drills three times per year.
6. Teach first aid techniques to teachers who are selected for specific safety or emergency positions.
7. Serve at the command post as a reporting agent for teachers when they report attendance during emergencies or drills.

Terms of Employment: Nine months; salary established by the Board

Evaluation: Performance of this position will be evaluated twice annually

JOB DESCRIPTION

Community Unit District No. 20

Title: School Nurse

Qualifications: Valid state license to practice as a registered nurse

Reports to: Assistant Superintendent (Pupil Services)

Supervises: 1. Kindergarten registration for all schools
2. Immunizations and physicals
3. Employee and student insurance claims

Job Goal: To promote the general health and well being of all students and employees in the district

Performance Responsibilities:

1. Conduct school health service, including physical examinations, immunizations, and follow-up for hearing and vision.
2. Assume responsibility for selection and referral of students in need of medical and dental care.
3. Report to parents, school personnel, and physicians on school medical matters.
4. Maintain up-to-date cumulative health records on all students.
5. Observe students to detect health needs.
6. Assume authority in the absence of physician for the care of a student or staff member who has suffered injury or emergency illness.
7. Authorize exclusion and readmission of students in connection with infections and contagious disease.
8. Assume responsibility of assisting and making accident reports on all students.
9. Assist in pre-school registration.
10. Obtain health history for psychologicals.
11. Assist in getting help for needy families.

12. Assist in obtaining glasses for students unable to purchase them.

Terms of Employment: Ten months; salary established by the Board

Evaluation: Twice annually by the assistant superintendent

JOB DESCRIPTION

Community Unit District No. 20

Title: School Psychologist

Qualifications: Valid certificate to practice as a school psychologist

Reports to: Assistant Superintendent (Pupil Services)

Job Goal: To provide psychological services to students who require psychological evaluation and assistance in their educational or behavioral adjustment and to assist in the process of developing an educational climate conducive to the optimum development of children

Performance Responsibilities:

1. Screen school enrollments to identify children who should be referred for individual study.
2. Provide individual psychological evaluation and interpretation of those findings and recommendations which will lead to meaningful educational experiences for the child.
3. Perform therapy and other psychological remedial measures as appropriate to the needs of the students individually or in groups.
4. Participate in parent education and help develop parent understanding.
5. Consult with teachers and other school personnel in relation to behavioral management and learning problems.
6. Provide consultive services and program development.
7. Make referrals to appropriate outside professionals and agencies.
8. Emphasize prevention as well as rehabilitation, indirect as well as direct service.
9. Keep abreast of new developments in the field.

Terms of Employment: Eleven months; salary to be established by the Board

Evaluation: Performance of this position will be evaluated annually

JOB DESCRIPTION

Community Unit District No. 20

Title: Speech, Hearing, & Language Therapist

Qualifications: Standard special certificate in speech correction

Reports to: Assistant Superintendent (Pupil Services)

Job Goal: To aid students in the correction of speech, hearing, and/or language difficulties in order to further their total development

Performance Responsibilities:

1. Develop an overall yearly program including tentative screening and beginning therapy dates.
2. Screen grades 1, 3, and 5 for speech and language problems using an acceptable and proven method of testing.
3. Accept and process referrals from classroom teachers, parents, and other sources.
4. Make referrals to appropriate professionals or agencies.
5. Diagnose particular communicative disorders and select for therapy enrollment those students who would benefit most from speech, hearing, and/or language therapy.
6. Schedule students for therapy attempting to avoid times previously allotted for music, art, PE, recess, and lunch.
7. Plan individual therapy program and write individual objectives for each student.
8. Keep current informative file on each student including test results, goals, techniques used, progress reports, and previous therapy methods and results.
9. Assess progress periodically through acceptable means and update files accordingly.
10. Devise and send periodic progress reports for use by classroom teachers and parents, including suggestions for speech work in class and at home.

11. Strive to establish and maintain open communication with teachers and principals concerning the program and individual students.
12. Participate in staffings.
13. Counsel with teachers, students, and parents concerning speech, hearing, and/or language problems.
14. Participate in those activities, such as pre-school testing, as required.
15. Strive to improve upon professional abilities by keeping informed of new materials, techniques, and theories.

Terms of Employment: Nine months; established by the Board

Evaluation: Performance will be evaluated twice annually by assistant superintendent

JOB DESCRIPTION

Community Unit District No. 20

Title: Superintendent

Qualifications: 1. Valid superintendent's certificate issued by the State of Illinois

2. Other such qualifications as the Board may find appropriate and acceptable

Reports to: Board of Education

Supervises: Directly, or indirectly, every district employee

Job Goal: To provide leadership, achieving and maintaining the best possible educational programs and services

Performance Responsibilities:

1. Act as executive and advisory officer of the Board of Education.
2. Assume the responsibility for the operation of the entire school system.
3. Prepare and present a school calendar for Board approval.
4. Assume responsibility for the overall financial planning of the district; assume responsibility for the preparation of the annual budget and submission of that budget to the Board for review and approval.
5. Attend and participate in all regular and special meetings of the Board, except when own employment or salary is under consideration, and make recommendations of any nature affecting the schools.
6. Establish and maintain efficient procedures and effective controls for all expenditures of school funds in accordance with the adopted budget, subject to direction and approval of the Board.
7. File, or cause to be filed, all reports required by the state and the school code.

8. Recommend to the Board the hiring and dismissal of all certified and non-certified personnel of the school district.
9. Act as purchasing agent for the Board and establish procedures for the purchasing of books, materials, and supplies.
10. Attend such conventions and conferences as are necessary to keep abreast of latest educational trends.
11. Accept responsibility for the general efficiency of the school system, for the development of the school staff, and for the educational growth and welfare of the students.
12. Define educational needs and formulate policies and plans for recommendation to the Board.
13. Make all administrative decisions within the school necessary to the proper functions of the school district.
14. Fill vacancies caused by temporary absences of personnel.
15. Has charge of the assignment of teachers and other personnel to their positions as will promote the best interest of the school.
16. Make and prepare the agenda for meetings of the Board of Education and have all data and materials, which make for the most business with the least confusion, present for meetings.
17. Has the power to make decisions of any type in an emergency and when time is of the essence--the "prudent man" rules would apply in this case.
18. Is aware of state and federal aids which are available and makes a maximum effort to take advantage of them when the overall situation would indicate benefits to the schools.
19. Is approachable enough that personnel feel that the open door is meant for all people--teachers, staff, and the public.
20. Perform such other tasks as may from time to time be assigned by the Board.

Terms of Employment: Twelve months a year; salary to be established by the Board

Evaluation: Performance of this position will be evaluated annually

JOB DESCRIPTION

Community Unit District No. 20

Title: Transportation Coordinator and Maintenance Chief

Qualifications:

1. Demonstrated knowledge in the performance of a wide variety of tasks involved in vehicle maintenance and operation
2. Supervisory capabilities necessary to assure the effective and efficient management of the district's transportation system
3. Friendly and cooperative personality qualities that promote comradeship with other employees

Reports to: Assistant Superintendent (Pupil Services)

Supervises: Bus drivers and garage personnel

Job Goal: To perform the necessary maintenance and supervisory tasks necessary for the efficient operation of the district's transportation system

Performance Responsibilities:

1. Diagnose and repair the district's transportation vehicles.
2. Supervise and maintain the cleanliness and orderliness of the bus barn facility.
3. Establish and maintain an effective system of vehicle maintenance and preventive care.
4. Assist in the recruitment, screening, and training of bus drivers and garage employees.
5. Assign drivers and vehicles for all extracurricular bus runs.
6. Promote high standards of safety in the maintenance and operation of all transportation vehicles.
7. Share with the assistant superintendent the responsibility of supervising all bus drivers in the performance of their duties.
8. Assist and advise in the selection of new vehicles.

9. Act in times of emergency to secure help and assistance for all situations involving bus transportation.
10. Make every attempt to protect and secure district's transportation equipment against damage and loss.

Terms of Employment: Twelve months; salary established by the Board

Evaluation: Continuous by the assistant superintendent

JOB DESCRIPTION

Community Unit District No. 20

Title: Truant Officer

Qualifications: 1. High school diploma
 2. Valid driver's license
 3. Bondable
 4. Experience in peace-keeping activities

Reports to: Assistant Superintendent (Pupil Services)

Job Goal: To enforce the school attendance laws of the
 State of Illinois and the attendance policies
 of Community Unit District No. 20

Performance Responsibilities:

1. Check each morning with the unit office secretary for names of students who are suspected of truancy.
2. Visit the homes of suspected truants.
3. Return truant children to school.
4. Discuss the importance of the child's attendance with the parents.
5. Serve as a liaison agent between the school and the states attorney concerning trancies.
6. Serve as a witness for the school in court proceedings.
7. Maintain records of visits to homes and the number of miles driven.
8. Be conservator of the peace within the district's educational facilities.
9. Arrest and bring before the proper authorities such persons that cannot be dealt with by other peaceful measures.

Terms of Employment: Nine months; salary established by the Board

Evaluation: Performance will be evaluated twice yearly by the assistant superintendent

JOB DESCRIPTION

Community Unit District No. 20

Title: Vocational Education Director

Qualifications: 1. Valid administrative certificate
2. Experience in vocational education
3. Such requirements as the Board may find appropriate and acceptable

Reports to: Superintendent

Supervises: Vocational program staff

Job Goal: To provide students enrolled in the vocational education program with education and training of sufficient excellence to enable them upon graduation to enter the job market with well developed skills, varied intellectual interests, and sufficient understanding and curiosity to continue their growth and maturation as workers and as individuals

Performance Responsibilities:

1. Recommend and develop new programs and curricula in vocational education.
2. Investigate and report on funding opportunities available for such programs.
3. Administer and coordinate work-study and work-experience programs and counsel students and employers involved in such programs.
4. Evaluate vocational programs and make recommendations concerning additions, deletions, and changes in such programs.
5. Establish representative lay advisory committees as needed.
6. Serve as consultant to the Board and professional staff on matters pertaining to vocational information and on the interpretation of laws affecting vocational education.
7. Assist in the recruitment and screening of vocational teachers.

8. Prepare or supervise all reports required to be filed with state education agencies in connection with vocational education, including annual one- and five-year vocational plans.
9. Prepare and administer the area vocational school's budget.
10. Supervise and evaluate all teachers in the area vocational school.
11. Cooperate and coordinate programs of vocational education with the assistant superintendent of curriculum and principal of the high school.
12. Maintain, or cause to be maintained, a perpetual inventory.
13. Assist guidance department of area vocational school in coordinating student personnel service and maintaining sufficient student records (recruitment, placement, and follow-up of graduates).
14. Promote and publicize the total program of vocational education; build a positive image of the program.
15. Develop close relations with labor, employers, and other community groups outside the school.
16. Perform such other tasks and assume such other responsibilities as may be assigned from time to time by the superintendent.

Terms of Employment: Twelve months a year; salary to be established by the Board

Evaluation: Performance of this position will be evaluated annually

Chapter V

CONCLUSIONS AND RECOMMENDATIONS

The development of job descriptions for Community Unit District No. 20 was extremely educational for the writer and the participants. Since no job descriptions existed prior to this project, each employee filling a position for which a description was written was required to analyze and describe the intricacies of his job. All participants, including administrators, expressed that the project was worthwhile and caused them to evaluate and consider aspects of their jobs which they had previously taken for granted.

The format used in which each participant was given a packet of information seemed to be efficient and effective. Also, the strategy of the writer's obtaining the information from the participants one week from the day of delivery worked well. This was soon enough for the participants to remember the questions they had concerning the project and long enough to give them an opportunity to organize their writings. The use of the tape recorder served the writer well, as he could review comments and questions at the end of the day when working on the project.

Without question, the most difficult aspects of the project were the obtaining of related literature and the editing of the pencil-written job descriptions completed by the employees. Many of the pencil-written descriptions needed grammatical

revision, rewording, and a logical sequence.

All employees agreed that the project was beneficial and increased the insight of the importance of their jobs. Further, they felt that Community Unit District No. 20 would be a better educational organization because of the project. Superintendent Courtney and the Board of Education expressed their appreciation and gratitude for the project, and stated that Unit District No. 20 had strengthened its position as an outstanding educational system by possessing job descriptions.

Using the experience and knowledge gained from writing this project, the writer offers the following recommendations:

1. Job descriptions should be written for the few remaining positions in Unit 20 which do not have them.
2. Each employee and his immediate administrator should have a copy of the job description.
3. Each job description should be reviewed at the end of the school year to ascertain if updating or deleting of materials is necessary.
4. The administrator who evaluates personnel should have a copy of the job description with him when he evaluates. This should lead to a more valid evaluation.
5. Job descriptions should be written for any new or anticipated positions in Unit District No. 20.
6. Job descriptions should be used when selecting and employing new personnel for the Unit, as there is no better source describing the work required.

BIBLIOGRAPHY

- Action Goals for the Seventies: An Agenda for Illinois Education. The office of the Superintendent of Public Instruction, State of Illinois, May 1972.
- Bolton, Dale L. Selection and Evaluation of Teachers. Berkeley: McCutchan Publishing Corporation, 1973.
- Campbell, Ronald F., Bridges, Edwin M., Corbally, John E., Nystrand, Raphael O., Ramseyer, John A. Introduction to Educational Administration. Boston: Allyn and Bacon, Inc., 1966.
- Chandler, B. J., and Petty, Paul V. Personnel Management in School Administration. Yonkers-on-Hudson, N.Y.: World Book Company, 1955.
- Davis, Donald E., and Nickerson, Neal C. Critical Issues in School Personnel Administration. Chicago: Rand McNally & Company, 1968.
- Educational Plan. Community Unit School District No. 20, Lawrenceville, Illinois, Phase II, July 1975.
- Elsbree, Willard S., and Reutter, Edmund E. Principles of Staff Personnel Administration in Public Schools. New York: Bureau of Publications, Columbia University, 1959.
- Fawcett, Claude W. School Personnel Administration. New York: The MacMillan Company, 1964.
- Fensch, Edwin A., and Wilson, Robert E. The Superintendency Team. Columbus, Ohio: Charles E. Merrill Books, Inc., 1964.
- Greene, Robert E. Administrative Appraisal: A Step to Improved Leadership. Washington, D.C.: National Association of Secondary School Principals, 1972.
- Herman, Jerry J. Developing an Effective School Staff Evaluation Program. West Nyack, N.Y.: Parker Publishing Company, Inc., 1973.
- Hoppock, Robert. Occupational Information. New York: McGraw-Hill Book Company, 1967.

Job Descriptions: How to Write Them, How to Use Them.

Washington, D.C.: Educational Service Bureau, Inc., 1966.

Job Descriptions in Education. Evanston, Illinois: National School Boards Association, 1973.

Lewis, James, Jr. Appraising Teacher Performance. West Nyack, N.Y.: Parker Publishing Company, Inc., 1973.

Miller, Von, Madden, George, and Kincheloe, James. The Public Administration of American School Systems. New York: The MacMillan Company, 1972.

Moore, Harold E., and Walters, Newall B. Personnel Administration in Education. New York: Harper & Brothers, Publishers, 1955.

Profiles of the Administrative Team. Washington, D.C.: American Association of School Administrators, 1971.

Shartle, Carroll L. Occupational Information. New York: Prentice-Hall, Inc., 1952.

The Now World of Education. Washington, D.C.: National Association of Secondary School Principals, Volume 56, May 1972.

Van Zwoll, James A. School Personnel Administration. New York: Appleton-Century-Crofts, 1964.

Wynn, D. Richard. Organization of Public Schools. New York: The Center for Applied Research in Education, Inc., 1964.

OTHER SOURCES

Community Unit School District No. 20, Lawrenceville, Illinois. Interview with Superintendent James J. Courtney. January 16, 1976.

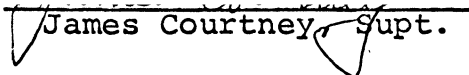
Community Unit School District No. 20, Lawrenceville, Illinois. Interview with Assistant Superintendent William Waggoner. January 20, 1976.

APPENDIX

February 2, 1976

TO: Unit District No. 20 Employees
FROM: James Courtney, Superintendent
SUBJECT: Job Descriptions

This is to inform you that Donn Hammer is writing job descriptions for Unit District No. 20 as required by the Illinois Office of Education. Please give him your cooperation and time when he visits you. The finished job descriptions will be adopted by the Board of Education as official documents.

James Courtney, Supt.

INSTRUCTIONS FOR WRITING JOB DESCRIPTION

Please consider the following suggestions when completing the job description form:

1. Avoid long statements that are difficult to write and read.
2. Avoid vague, indefinite terms and be careful not to use words that are misleading.
3. Stick to statements of facts and avoid unsupported statements of personal opinion or conclusion.
4. Give enough of the why and the how of the job so that it can be understood by one who is only generally familiar with the job.
5. Use an example if a point is difficult to explain.
6. Make the description long enough to accomplish its purpose and concise enough not to waste a reader's time.
7. Be alert to factors that might make the job description obsolete.

Review the sample job description attached to these instructions and try to organize your thoughts about your job in terms of the format on the next page. Job descriptions should be written in factual statements and in clear English that avoids opinions. Do not use vague expressions or special terms that have no meaning outside the job. I will review your writing with you and then produce a final copy based on your input.

SAMPLE FORMAT FOR JOB DESCRIPTION

1. Title: Indicate standard job title.
2. Qualifications: Indicate any special skills, education, training, or certification required to perform your job.
3. Reports to: Identify supervisor by title, not by name.
4. Supervises: If your job has supervisory responsibilities, indicate by titles the jobs in your area of supervision.
5. Job Goal: Relate your job, as best you can, to the broad purposes of the school district.
6. Performance Responsibilities: Beginning with a present tense verb, list each major responsibility of your job separately and describe each clearly so that what is involved in its performance can be understood. A major responsibility is any responsibility which occupies a significant amount of the employee's time. Ordinarily, these responsibilities will be listed in order of importance or in order of work sequence. This list should also indicate the extent of a job's authority for making decisions, recommendations, or official commitments; devising or revising ways of doing things; or persuading others to a course of action.
7. Terms of Employment: State the length and the contract terms of your employment agreement. Refer to your letter of employment/reemployment in the school personnel files, if necessary.
8. Evaluation: If this item has been left blank, indicate your understanding of the procedure for evaluating your job performance.

SAMPLE JOB DESCRIPTION

Title: Teacher

Qualifications: As set by state certification authorities

Reports to: Principal

Supervises: Teacher Aide and Assigned Volunteers

Job Goal: To help students learn subject matter and/or skills that will contribute to their development as mature, able, and responsible adults

Performance Responsibilities:

1. Plans a program of study that meets the individual needs, interests, and abilities of students.
2. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
3. Guides the learning process toward the achievement of curriculum goals.
4. Employs instructional methods and materials that are most appropriate for meeting stated objectives.
5. Assesses the accomplishments of students on a regular basis and provides progress reports as required.
6. Diagnoses the learning disabilities of students on a regular basis, seeking the assistance of district specialists as required.
7. Counsels with colleagues, students, and/or parents on a regular basis.
8. Assists the administration in implementing all policies and/or rules governing student life and conduct; and, for the classroom, develops reasonable rules of classroom behavior and procedure and maintains order in the classroom in a fair and just manner.
9. Plans and supervises purposeful assignments for teacher aide(s) and/or volunteer(s) and, cooperatively with department head, evaluates their job performance.

10. Strives to maintain and improve professional competence.
11. Attends staff meetings and serves on staff committees as required.

Terms of Employment: Nine months; salary and work year to be according to the current schedule

Evaluation: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy

JOB DESCRIPTION

Community Unit District No. 20

Title:

Qualifications: 1.
2.
3.
4.
5.
6.

Reports to:

Supervises: 1.
2.
3.
4.

Job Goal:

Performance Responsibilities:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

10.

11.

12.

Terms of Employment:

Evaluation: