

# KIMBERLY A. PHELAN

---

## **CREENTIALS**

### **DEGREES**

- ❑ Masters Degree in Educational Administration – Concordia University, December 2011
- ❑ Masters Degree in Elementary Education – St. Xavier University, December 2005
- ❑ Bachelor of Science in Human Development and Family Studies – University of Illinois @ Urbana-Champaign, May 2001.

### **CERTIFICATIONS**

- ❑ Type 03 Elementary Education with Social Science and Language Arts Endorsement
- ❑ Type 75 General Administration Certificate

### **PROFESSIONAL MEMBERSHIPS/ORGANIZATIONS**

- ❑ Illinois Principals Association
- ❑ Illinois Education Association
- ❑ National Education Association

## **ADMINISTRATIVE EXPERIENCE**

---

*JANE ADDAMS JUNIOR HIGH – DISTRICT 54*  
Assistant Principal

*July 2017 – present*  
Schaumburg, Illinois

- ❑ Working collaboratively with the principal to design a focus for 2017-2018 school year based on staff feedback: Provide Authentic Feedback, Foster Positive Relationships, and Maintain a Healthy Balance
- ❑ Coordinate with the School Psychologist to establish a system for problem solving students: coordinating with staff to arrange grade level meetings (GLM), maintaining a digital record system, establishing systems of support, and coordinating a follow up procedure.
- ❑ Collaborate with the attendance secretary, nurse, and school resource officer to address truancy concerns
- ❑ Design a system for communicating educational needs of students with IEPs and 504 plans – accommodation supports, individualized goals, present levels of student progress, etc.
- ❑ Implemented a structured communication system where all teachers will meet with administration to discuss students not meeting academic expectations and establish specific academic supports aiming at academic improvement.
- ❑ Conducted data review meetings after MAP testing with Math and Language Arts departments in an effort to make instructional decisions for whole departments, classes and individual students.
- ❑ Designed a building testing schedule for state and district level assessments
- ❑ Created a Happiness Team to design monthly staff development presentations and activities to communicate and address our districtwide initiative, “The Happiness Advantage”.
- ❑ Active member of the Child Study Team for three special education programs housed in my building: Therapeutic Day School, Instructional Classroom and the Intellectually Delayed Program.
- ❑ Collaborated with the school principal to design agendas and facilitate discussions within the following leadership teams: Guidance PLC, School Leadership Team (SLT) and Department Chair Meetings.
- ❑ Responsible for all aspects of discipline: investigation, communication with students, teachers, parents, district office administration, follow up, submitting all necessary paperwork, reviewing behavioral data and utilizing it to make decisions on current practices, supports, interventions, and staff development opportunities.
- ❑ Collaborated with the building principal to design a master schedule to accommodate for 700+ students and 7 special programs: a Therapeutic Day School, an ED/BD Instructional program, an ID program, a Deaf and Hard of Hearing Program, an ELL program, a Discovery Program, a Chinese Immersion Program and a Japanese Dual Language Program.
- ❑ Managed and scheduled all afterschool duties: chaperone, detention supervisors, extra-curricular event (athletics, drama, tournaments) workers.
- ❑ Worked with District Level Coaches to design staff development opportunities around the needs of the building

- ❑ Developed and implemented a process for identifying, monitoring, and scheduling students for Math and Reading Acceleration, a tier two level support provided during the school day.
- ❑ Worked collaboratively with the principal to conduct data dissection meetings with the Language Arts, Math, Social Studies, and Science departments
- ❑ Designed all monthly school recognition assemblies with an emphasis on increasing student participation
- ❑ Managed all aspects of state and district testing – scheduling, accommodations, reporting, teacher education, and preparation of materials
- ❑ Worked collaboratively with the principal and guidance department to develop a process for increasing levels of behavioral and academic support. Maintained accountability for this program and provided solutions to concerns as we went through the initial stages of implementation.
- ❑ Responsible for facilitating all problem-solving meetings and designing a follow up system so to evaluate the interventions/supports/changes after 6 weeks.
- ❑ Responsible for all aspects of discipline: investigation, communication with students, teachers, parents, district office administration, follow up, submitting all necessary paperwork, reviewing behavioral data and utilizing it to make decisions on current practices, supports, interventions, and staff development opportunities
- ❑ Designed and facilitated all “Mead Mixers” (activities for get-to-know-you or team building activities) for every Wednesday staff development to encourage a positive school culture.
- ❑ Collaborated with the building principal to design a master schedule to accommodate for 600 students and 4 special programs: a Magnet program, a Discovery Program, a Dual Spanish Program, and an Instructional Self-Contained Program.
- ❑ Worked with District Level Coaches to design staff development opportunities around the needs of the building
- ❑ Facilitated Weekly Child Study Team Meetings in an effort to address all aspects of special education – IEPs, meeting schedules, collaboration with general education teachers, necessary staff development, accommodations, transition meetings, student problem solving, district and building level expectations and procedures, available community supports, building needs, trends, etc.

- ❑ Evaluated teachers and assistive/support staff according to the Charlotte Danielson evaluation tool.
- ❑ Designed a PBIS behavioral program that provides students with tiered social and emotional support
- ❑ Introduced a systematic, school wide goal setting process to increase student ownership of learning
- ❑ Assisted in the preparation, design, and of all faculty meetings, student leadership team meetings and common core ambassador team meetings
- ❑ Facilitated grade level data team collaboration to determine the academic intervention needs of the student population and finalize the delivery plan of the reading and math interventions.
- ❑ Facilitated instructional leadership meetings with our Common Core Ambassador team to determine professional development needs, promote instructional leadership among teachers, establish collaboration among colleagues, and encourage best practice instructional sharing.
- ❑ Coordinated the discipline system for all students while promoting a positive approach to adolescent behavior
- ❑ Increased student achievement in math and reading by revising the current intervention program and adjusting the master schedule to allow for more intervention during the school day.
- ❑ Implemented a student recognition program that rewarded students for academic and behavioral successes.
- ❑ Developed a discipline tracking system and created management systems in order to maintain a safe and orderly environment in the school cafeteria.
- ❑ Facilitated PBIS secondary team meetings to address social and emotional needs of our students and ensure effective supports were available and being offered and utilized.
- ❑ Designed statewide assessment schedule and district wide assessment schedule at the building level
- ❑ Implemented grade level team meeting schedule to facilitate dialogue among all staff regarding the common core state standards and professional development initiatives that support the standards and new instructional practices.
- ❑ Designed and implemented a new student advisory committee to allow for student feedback in decision making with regards to the school climate, social/emotional and character education, and building based decisions such as assemblies and incentive programs
- ❑ Served as the LEA representative in all high school transition meetings and IEP meetings
- ❑ Maintain and update student records and statistical reports in order to comply with district and state requirements.

## *DISTRICT LEVEL LEADERSHIP CONTRIBUTIONS*

- ❑ Active member of the Social Emotional Learning Task Force – Charged with the responsibility of developing district wide goals and lessons to address critical social and emotional learning topics to be implemented across all 28 schools in the 2018-2019 school year.
- ❑ Member of the Literacy Taskforce- Charged with the responsibility of navigating through a new textbook series and preparing for the implementation for the 2017-2018 school year
- ❑ Trained in HumanEx Ventures and equipped to select excellent educators in the screening/ interview process.
- ❑ Designed a more comprehensive district safety plan for each of the three buildings in the district
- ❑ Collaborated with district administration to implement safety protocols across all buildings
- ❑ Established a district-wide bullying prevention and intervention plan and conducted a multi- stakeholder meeting to approve the plan for implementation
- ❑ Responsible for the revision of the school code of conduct each year and facilitation of a multi-stakeholder meeting to approve the school handbook/code of conduct for the upcoming school year.

## **INSTRUCTIONAL EXPERIENCE**

### **TEACHER**

**PALOS SOUTH MIDDLE SCHOOL – SCHOOL DISTRICT #118**

**September 2005 – July 2012**

**Palos Park, Illinois**