

December 8, 2014

Mr. Matt Vandercar, Principal
Pleasantdale Elementary School
8100 School Street
LaGrange, IL 60525

Dear Mr. Vandercar, Dr. Fredisdorf, and District 107 Board of Education,

The purpose of this letter is to officially request that Stephany Bassett and Jennifer Maita be considered for a job share position in First Grade for the 2015-2016 school year.

The attached "Job Share Proposal" includes all information related to our request including proposed responsibilities, schedules, means of communication, and more. We hope that the proposal contains everything you need. After reviewing the attached proposal, we would welcome the opportunity to address any questions you may have.

We both value working at Pleasantdale Elementary School, and we recognize all District 107 does for its students. We would like to continue to be a part of that success. A job share would allow us the opportunity to do what we love, work with the children of District 107 and be with our own children. We appreciate your consideration of our request.

Thank you!

Sincerely,


Stephany Bassett


Jennifer Maita

Job Share Proposal

Job Share Proposal

The purpose of this proposal is to request that Stephany Bassett and Jennifer Maita share the position of First Grade Teacher for the 2015-2016 school year.

Qualifications

Stephany Bassett – Type 04 Early Childhood Certification (I completed my student teaching experience in a 2nd grade classroom in 2008); Learning Behavior Specialist I (LBSI); Masters in Early Childhood Special Education. I have been a Preschool Teacher at Pleasantdale Elementary School since 2010. I was recognized by the Pleasantdale Board of Education for being featured in the statewide training video (Apples Video Magazine) on Early Childhood Education in 2012. I have 10 years of experience working with preschool aged children (3-5), with and without special needs. I have 11 years of experience working and collaborating with a variety of adults (teachers, therapists, and instructional assistants) and really enjoy the co-teaching model.

Jennifer Maita – Type 03 Elementary Education Certification. Masters in Elementary Education. I have been a First Grade Teacher at Pleasantdale Elementary School since 2005. I am very fortunate to be a part of the Pleasantdale community.

Job Share Responsibilities

We will divide all classroom responsibilities equally. We will teach Phonics, Reading, Writing, Math, Science, Social Studies, and Health according to the curriculum. We will be responsible for creating lesson plans and instructional ideas for all subjects taught. We will create a positive, structured, learning environment for all students. We will communicate with each other via phone, email or in person to address any issues that arise, and to discuss plans for the upcoming week. We will assess student achievement and record data in Skyward. We will create a classroom management system that reinforces positive behavior. We will communicate student progress, academic strengths and weaknesses to parents and each other. We will attend educational trainings and workshops for professional growth. We will facilitate Parent Teacher Conferences, Curriculum Night, Experience Elementary and attend Faculty, Content Area and Team meetings.

Proposed Job Sharing Schedule

Stephany Bassett teaching days:

First and last day of school, Monday, Wednesday (every other), Thursday

Jennifer Maita teaching days:

First and last day of school, Tuesday, Wednesday (every other), Friday

We will both make every effort to substitute for one another if known ahead of time. If advance notice is not given, we ask that the other partner be called to substitute first. When the 2015-2016 school calendar is approved and if our proposal is accepted, we will secure the number of working days to make sure they are equal.

Management of Teaching Responsibilities

A. Classroom Management

We will effectively manage our classroom to ensure all students are safe and have the ability to reach their maximum learning potential. Consistency will be our main goal. Our class will create a class mission and rules to be followed each day. We will establish a daily routine that will be respected and followed. We will communicate with each other daily via phone or email.

B. Parent Communication

We will send home a weekly newsletter to inform parents of the exciting things happening in their child's classroom. The newsletter will include curriculum information, ideas to work on at home, upcoming assessments or activities at school.

If student issues arise, we will deal with them promptly through email or a phone call home. The teacher who is working on the day of a circumstance will make every effort to handle the issue immediately. If communication is done through email we will always copy each other on the emails. If a phone call occurs, whom-ever is working on that day will handle the phone call and then communicate the outcome with the partner teacher. We will never hesitate to call each other first to conference or share our thoughts/concerns before reaching out to a parent. Frequent, relevant notes will be sent home with information contributed by both teachers and signed by us.

At the end of every trimester we will send home a survey to parents that will ask: How effective has the communication between home and school been? How can we improve our communication skills? As well as, thoughts/suggestions on our job sharing experience.

C. Communication to each other

We will keep a lesson plan binder that will hold our lesson plans. We will create lesson plans during our planning times on days we are scheduled to work. A scheduled time each day will be reserved for talking to one another. We will use this time to share curriculum lessons or assessment information, student work/observations and become informed with all necessary information. We will communicate school activities to one another and plan them accordingly in our lesson plan book. We will keep a daily writing log. We know that informing each other on a daily basis is pertinent to a successful classroom. Information we will communicate daily with each other through a book, email, or over the phone will include: attendance, anecdotes of student behaviors or academic needs, any incident that resulted in consequences to students, notes from parents and school news. We will call each other daily, especially during the beginning of the school year when the routine is being developed in the classroom to ensure we are aware of all that is happening.

D. Report Cards and Grading

We will both be responsible for evaluating all of our first grade students. When an assessment is administered the assigned teacher working that day will be responsible for scoring and entering into Skyward the grade for that assessment and sharing the information with the partner teacher. We will both monitor grades in Skyward on a daily basis. We will complete the comment section on student report cards together.

E. Curriculum Night/Experience Elementary

We will prepare for Curriculum Night and Experience Elementary together. We will both attend Curriculum Night and share first grade expectations, class mission, rules, curriculum, and any other important information to parents. We will plan and attend Experience Elementary together.

F. Parent/Teacher Conferences

We will both attend the parent/teacher conferences for every student. We will deliver the same message to families. During each meeting with parents, we will take turns sharing a positive anecdote and student work. We will support one another around any issue that arises.

G. Faculty/Content Area/Team Meetings

We will be alternating workdays each Wednesday therefore we will split the responsibilities of attending these meetings equally. Jennifer is part of Social Studies Committee and will attend these meetings. All information from any meeting will be shared with partner teacher.

H. Institute Days

The teacher who is scheduled to work on an Institute Day will be in attendance. Both partner teachers will be in attendance for the August institute day. This opportunity is a wonderful way to be together and set a positive tone with colleagues and each other for a successful school year.

I. Field Trips

When we plan a field trip with our grade level team, we will seek to schedule them so that each partner teacher can attend one field trip.

Benefits to the First Grade Students

We have 20 years of combined teaching experience in early childhood education. It will be comforting for Mrs. Bassett's former pre-school students and parents to see her as one of their teachers again. First grade students' can benefit from a variety of teaching styles, and two fresh, energized educators. The quality of teaching may be improved due to a "two heads are better than one" problem-solving approach; allow for more creativity and varied solutions to a problem. We have met several times to discuss the best approach for student learning and success using the job share model. We are passionate about teaching and will constantly engage our students. Having multiple teachers and a variety of teaching styles definitely serves as a positive experience for young children's learning and education.

Respectfully submitted,



Stephany Bassett



Jennifer Maita