



August 7, 2020

Jacqueline Bjers
[REDACTED]
[REDACTED]

VIA EMAIL – jackiebjes@hotmail.com

Re: FOIA Request Dated July 23, 2020 and received July 23, 2020

Subject: A request for a copy of all personnel documents related to Dennis Sullivan including but not limited to:

- A copy of his contract with District 308 during the 2019-2020 school year and/or any other documentation regarding his employment as a teacher at Plank Jr. High.
- A copy of his personnel file
- Copies of any and all certifications, licensures, and proof of completion of any and all trainings, seminars and conferences including but not limited to mandated reporting
- Copies of any parent complaints against Dennis Sullivan.

This letter will serve as Oswego Community Unit School District 308's response to your July 23, 2020 request under the Freedom of Information Act (5 ILCS 140/1 et seq.), in which you asked for the above referenced information. The information responsive to your request is attached.

To promote district transparency and assist others who may have a similar question, this responsive document will be posted online on the district's website. To access it, go to www.sd308.org and select *Our District > Freedom of Information Act Request > FOIA Request Responses*, then select *FOIA ID #20-36*.

Please be advised that to comply with your FOIA request, the district incurred an expense that comprised of the cost of labor and resources used to search for records responsive to your request

Please let me know if you have additional questions. Thank you.

Mary Anne Buckley

Mary Anne Buckley
Freedom of Information Officer



6 match(es) found.

Deduction * 0004 TRS

Status * A - Active

☒ ContinuousDeduction Account

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Check Indicator * S - 1st and 2nd Check

Start Date	
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Stop Date p 12

Deduction Amount/Rate	0.000000
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Maximum Deduction	0.00
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Arrears	0.00
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Number of Times	1.00
-----------------	------

Employer	Bank	Accruals
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Benefit Effective Date	11/1/2012
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Benefit Amount/Rate	0.000000
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Maximum Benefit	0.00
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Encumbrances Remaining 19

OSWEGO DISTRICT 308 INSURANCE ENROLLMENT FORM

Type of Enrollment: ☐ OPEN ENROLLMENT ☒ NEW HIRE ☐ HIPAA EVENTEffective Date: 8/10/2011Health Coverage: Employee Only ☐ Employee + Child(ren) ☐ Employee + Spouse ☐ Family ☐ Waiver/
BC/BS PPO Group #P09041 ☒ Drop Coverage ☒
If Coverage is Waived/Dropped Sign BelowHealth Coverage: Employee Only ☐ Employee + Child(ren) ☐ Employee + Spouse ☐ Family ☐ Waiver/
BC/BS Blue Edge PPO Group #P09892 ☒ Drop Coverage ☒
If Coverage is Waived/Dropped Sign BelowDental Coverage: Employee Only ☐ Employee + Child(ren) ☐ Employee + Spouse ☐ Family ☐ Waiver/
MetLife Dental Group #307027 ☒ Drop Coverage ☒
If Coverage is Waived/Dropped Sign BelowVision Coverage: Employee Only ☐ Employee + Child(ren) ☐ Employee + Spouse ☐ Family ☐ Waiver/
VSP Vision Group #12316495 ☒ Drop Coverage ☒
If Coverage is Waived/Dropped Sign Below

EMPLOYEE INFORMATION:

Birth Date: 8/20/58 Social Security #: [REDACTED] Date of Hire: 8/10/2011

Last Name: DeSullivan First Name: Dennis MI: E

Address: _____ APT#: _____ Gender: Male ☐ Female ☐

City: _____ State: _____ Zip: _____

Phone #: _____ Position: Teacher

FAMILY INFORMATION

FAMILY COVERAGE INFORMATION: (List only those Dependents whom you are covering)					
Name (Last, First, MI)	Social Security #		Date of Birth		Relationship
	/	/	/	/	SPOUSE
	/	/	/	/	
	/	/	/	/	
	/	/	/	/	
	/	/	/	/	
	/	/	/	/	
	/	/	/	/	
	/	/	/	/	

I authorize any source to release to Blue Cross Blue Shield of IL (hereinafter referred to as "the Plan") any medical, dental, health, vision, employment and/or insurance information requested on any enrolled member. I authorize payroll deduction of premiums as required. I agree to abide by the Plan's enrollment provisions. I understand that coverage cannot start until after I have served the waiting period agreed to by the employer as recorded on the Plan's records. I authorize my employer to act as my agent in all matters of administration of the group program and acknowledge that my employer is in no way acting as agent for the plan. I understand there may not be participating physicians available in all specialty fields. I accept binding Arbitration as the method of resolving any disputes arising between me or my enrolled family members and the Plan or a participating provider concerning the applicability of, or benefits payable under the Subscriber Agreement.

I further certify that all information completed on this form is true and correct and acknowledge my coverage is subject to cancellation if any completed information is found to be false or incorrect. I understand that by electing coverage, I authorize pretax payroll deductions for the appropriate amount(s), and that Medical and/or dental coverage(s) and deduction(s) cannot be changed until the next annual open enrollment period, unless I have a qualifying change in status (see Summary Plan Description for details). I understand that pretax payroll deductions may have no effect on social security benefits. (If you choose not to pretax your premium, please contact the Benefits Secretary.)

[Signature]
Employee Signature

8/10/2011
Date

Donna S. Sullivan
Mell K. P. 10/10/11
8/10/11

Section 1
IMMEDIATE ACTION REQUIRED
Certified Staff

- NTO 8/22
- ☒ Certified Personnel Information Sheet
 - ☒ ISBE Race & Ethnicity Data Form
 - ☒ Self-addressed envelope for mailing signed contract
 - ☒ Driver's License (copy)
 - ☒ Social Security Card (copy)
 - ☒ Illinois W4
 - ☒ Federal W4
 - ☒ Teachers' Retirement System Member Information and Beneficiary Designation
New members only - completed online, printed and signed
 - ☒ Social Security Statement
 - ☒ Direct Deposit
 - ☒ Fingerprints (must be completed within 5 days)
 - ☐ Department of Children and Family Services
 - ☒ Department of Homeland Security - I-9
 - ☒ Certificate registered Kendall County (front-to-back copy or ECS print out)
 - ☒ Transcripts - copies are acceptable to initiate contract, but official transcripts must be submitted within thirty (30) business days
 - ☒ Sign-Off Sheets (2) - Sexual Harassment / Harassment Policies
Computer Network System Use Policy
No Smoking Affirmation
 - ☒ Insurance Form (form needs to be completed whether you choose to take the insurance or not)
(Insurance premium letter included)
 - ☒ Unum Provident Life Insurance
 - ☒ Mentor Program/Oswego University - must meet contract requirements
(see link on district intranet for details)
 - ☒ Contract (once the above have been received, Personnel will approve for payroll activation)
 - ☒ Health Exam/TB Form (due 30 business days from signing contract)

Admin initials/date: WPD 8/10/11

Tchr initials/date: P 8/10/2011

TEACHERS REPORT

Date(s): 9-30-09

School: TR

Substitute's Name: Dennis Sullivan

Grade/Subject: _____

Did the substitute complete the following?

	YES	NO	N/A
Lessons	<u>X</u>	_____	_____
Work Graded	<u>X</u>	_____	_____
Routines and Schedules	<u>X</u>	_____	_____
Were all problems, parent communications, accidents, etc. (of which you are aware) communicated to you by the substitute?	_____	_____	<u>X</u>

Donna Dorilio

10/01/09

Teacher's Name (Please Print)

Date:

Comments:

He was very helpful and did a great job!

Yellow Folder

TEACHERS REPORTDate(s): 9-28-09School: TRSubstitute's Name: Dennis SullivanGrade/Subject: 8th/Science

Did the substitute complete the following?

	YES	NO	N/A
Lessons	<u>✓</u>	<u> </u>	<u> </u>
Work Graded	<u> </u>	<u> </u>	<u>✓</u>
Routines and Schedules	<u>✓</u>	<u> </u>	<u> </u>
Were all problems, parent communications, accidents, etc. (of which you are aware) communicated to you by the substitute?	<u>✓</u>	<u> </u>	<u> </u>

Randy Paradise

Teacher's Name (Please Print)

9-29-09

Date:

Comments:

Excellent!

ferguson
2/28

TEACHERS REPORT

Date(s): 2/29
School: PLANK
Substitute's Name: Dennis Sullivan
Grade/Subject: 8th LA.

YES NO N/A

Did the substitute complete the following?

> Lessons

X — —

> Work Graded

X — —

> Routines and Schedules

X — —

Were all problems, parent communications, incidents, etc. (of which you are aware) communicated to you by the substitute?

— — —

STAN FERGUSON
Teacher's Name (Please Print)

3-5-08
Date:

Comments:

Awsome

T Hobbs 2/21

TEACHERS REPORT

Date(s): 2/21/08
School: Plank
Substitute's Name: Sullivan, Dennis
Grade/Subject: 6th grade Math/Science

	YES	NO	N/A
Did the substitute complete the following?			
> Lessons	<u>X</u>	<u> </u>	<u> </u>
> Work Graded	<u> </u>	<u> </u>	<u>X</u>
> Routines and Schedules	<u>X</u>	<u> </u>	<u> </u>
Were all problems, parent communications, accidents, etc. (of which you are aware) communicated to you by the substitute?	<u>X</u>	<u> </u>	<u> </u>

Hobbs

Teacher's Name (Please Print)

2/21/08
Date:

Comments: Great sub!

K. Moran
12/11

TEACHERS REPORT

Date(s):

12/11

School:

Plank

Substitute's Name:

Dennis Sullivan

Grade/Subject:

8th - Math

YES

NO

N/A

Did the substitute complete the following?

> Lessons

X

—

—

> Work Graded

—

—

X

> Routines and Schedules

X

—

—

Were all problems, parent communications, accidents, etc. (of which you are aware) communicated to you by the substitute?

X

—

—

Herri Moran

Teacher's Name (Please Print)

Date:

Comments:

As Always, Dennis never lets me down! Great Day!

J Pine 11/29

TEACHERS REPORT

Date(s): 11/29/07
School: Plank Junior High
Substitute's Name: Dennis Sullivan
Grade/Subject: 7th grade math / LA

YES NO N/A

Did the substitute complete the following?

➤ Lessons	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Work Graded	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
➤ Routines and Schedules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Were all problems, parent communications, accidents, etc. (of which you are aware) communicated to you by the substitute?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Jaimie Pine
Teacher's Name (Please Print)

11/29/07
Date:

Comments: Great job again!

K Moran 11/28

TEACHERS REPORT

Date(s): 11/28
School: Plank
Substitute's Name: Dennis Sullivan
Grade/Subject: 8th - Math

	YES	NO	N/A
Did the substitute complete the following?			
> Lessons	<u>X</u>	<u> </u>	<u> </u>
> Work Graded	<u> </u>	<u> </u>	<u>X</u>
> Routines and Schedules	<u>X</u>	<u> </u>	<u> </u>
Were all problems, parent communications, accidents, etc. (of which you are aware) communicated to you by the substitute?	<u>X</u>	<u> </u>	<u> </u>

Kerri Moran
Teacher's Name (Please Print)

11/28/07
Date:

Comments:

Will continue to Request!
11

Moran 11/19

TEACHERS REPORT

Date(s): 11/19/07
School: Plank Jr. High
Substitute's Name: Dennis Sullivan
Grade/Subject: 8th - Algebra

YES NO N/A

Did the substitute complete the following?

> Lessons

✓

> Work Graded

 ✓

> Routines and Schedules

✓

Were all problems, parent communications, accidents, etc. (of which you are aware) communicated to you by the substitute?

✓

Herri Moran
Teacher's Name (Please Print)

11/19/07
Date:

Comments:

Great! Will continue to Request!

BDavis
11/14

TEACHERS REPORT

Date(s): 11-16-07
School: Plank
Substitute's Name: Dennis Sullivan
Grade/Subject: 6th/7th math

	YES	NO	N/A
Did the substitute complete the following?			
> Lessons	<u>X</u>	<u> </u>	<u> </u>
> Work Graded	<u>X</u>	<u> </u>	<u> </u>
> Routines and Schedules	<u>X</u>	<u> </u>	<u> </u>
Were all problems, parent communications, accidents, etc. (of which you are aware) communicated to you by the substitute?	<u>X</u>	<u> </u>	<u> </u>

William Davis
Teacher's Name (Please Print)

11-19-07
Date:

Comments: Thank you!

Quinn 11/1

TEACHERS REPORT

Date(s):

11/1/07

School:

Plains

Substitute's Name:

Mr. Sullivan

Grade/Subject:

Spec. Ed.

YES

NO

N/A

Did the substitute complete the following?

> Lessons

✓

> Work Graded

✓

> Routines and Schedules

✓

Were all problems, parent communications, accidents, etc. (of which you are aware) communicated to you by the substitute?

✓

Barrie Quinn
Teacher's Name (Please Print)

Nov. 5, 2007
Date:

Comments:

He was wonderful. All the students liked him

2nd Request

Mr Code 10/31

TEACHERS REPORT

Date(s): 10-22-07
School: Plank Jr. High
Substitute's Name: D Sullivan
Grade/Subject: 6th LD

	YES	NO	N/A
Did the substitute complete the following?			
> Lessons	<u>✓</u>	<u> </u>	<u> </u>
> Work Graded	<u>✓</u>	<u> </u>	<u> </u>
> Routines and Schedules	<u>✓</u>	<u> </u>	<u> </u>
Were all problems, parent communications, accidents, etc. (of which you are aware) communicated to you by the substitute?	<u>✓</u>	<u> </u>	<u> </u>

Jack Code
Teacher's Name (Please Print)

10/31/07
Date:

Comments: Mr. Sullivan was great, and the students loved him in class.

2nd request

fine 10/31/07

TEACHERS REPORT

Date(s):

10/25/07

School:

Plank Jr High

Substitute's Name:

D Sullivan

Grade/Subject:

7th grade Math/L.A.

YES

NO

N/A

Did the substitute complete the following?

> Lessons

✓

—

—

> Work Graded

—

—

✓

> Routines and Schedules

✓

—

—

Were all problems, parent communications, accidents, etc. (of which you are aware) communicated to you by the substitute?

✓

—

—

Jaimie Fine

Teacher's Name (Please Print)

10/31/07

Date:

Comments:

Helped students practice problems. Great job!

M. Watson 7/15/6

TEACHERS REPORT

Date(s): Thurs. Oct. 18
School: Blank
Substitute's Name: Dennis Sullivan
Grade/Subject: Math 6/8

	YES	NO	N/A
Did the substitute complete the following?			
> Lessons	<u>✓</u>	<u> </u>	<u> </u>
> Work Graded	<u> </u>	<u> </u>	<u>✓</u>
> Routines and Schedules	<u>✓</u>	<u> </u>	<u> </u>
Were all problems, parent communications, accidents, etc. (of which you are aware) communicated to you by the substitute?	<u>✓</u>	<u> </u>	<u> </u>

Melody Watson
Teacher's Name (Please Print)

10/19/07
Date:

Comments:

Great job!

SUBSTITUTE'S REPORT

Date(s):

10/10/07

School:

Plank Sr High

Teacher's Name:

Kerri Moran

Grade/Subject:

8th Math

YES

NO

N/A

Did the regular teacher provide the following?

- Complete schedule
- Lesson plans
- Explanation of start up activities
- Discipline methods
- P.E., recess times and routines
- Special bathroom break times
- Special problems regarding specific students including special medical and student release information
- Schedule for students who leave room for extra help
- Name of colleague who can answer questions
- Fire/Severe Weather procedure and class list
- Current seating chart

X

X

X

X

—

—

X

—

X

X

—

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—

—

—

—

—

—

X

X

—

X

—

—

Upon arrival did an administrator or secretary check to see if you needed any assistance?

X

—

—

Dennis Sullivan

Substitute's Name (Please Print)

10/10/07

Date:

Comments:

PLEASE LEAVE COMPLETED FORM IN THE OFFICE

TEACHERS REPORT

Date(s): 10/10/07
 School: Plank
 Substitute's Name: Dennis Sullivan
 Grade/Subject: 8th Math

YES NO N/A

Did the substitute complete the following?

➤ Lessons

X

—

X

➤ Work Graded

X

—

—

➤ Routines and Schedules

X

—

—

Were all problems, parent communications, accidents, etc. (of which you are aware) communicated to you by the substitute?

P

—

—

Kerri Moran
 Teacher's Name (Please Print)

10/11/07
 Date:

Comments:

Great Day!
 Will Request Again!

MWatson 9/27

TEACHERS REPORT

Date(s): Thurs., Sept. 27, 2007
School: Plank
Substitute's Name: Dennis Sullivan
Grade/Subject: 6 & 8 Math

	YES	NO	N/A
Did the substitute complete the following?			
➤ Lessons	<u>✓</u>	<u> </u>	<u> </u>
➤ Work Graded	<u>✓</u>	<u> </u>	<u> </u>
➤ Routines and Schedules	<u>✓</u>	<u> </u>	<u> </u>
Were all problems, parent communications, accidents, etc. (of which you are aware) communicated to you by the substitute?	<u> </u>	<u> </u>	<u>X</u>

Melody Watson
Teacher's Name (Please Print)

9/27/2007
Date:

Comments:

Super job!



SUBMISSION SENT TO THE FBI:
CIVIL APPLICANT RESPONSE

ICN [REDACTED] CIDN OCA
SULLIVAN,DENNIS E W 511 [REDACTED]
MNU SOC [REDACTED] SEX M [REDACTED]
FPC
HENRY CLASS API

IL920480Z EDUC REF ACT UNIT DATE FP
JOLIET IL 2007/08/21
A SEARCH OF THE FINGERPRINTS ON THE ABOVE
INDIVIDUAL HAS REVEALED NO PRIOR ARREST
DATA. CJIS DIVISION
2007/08/22 FEDERAL BUREAU OF INVESTIGATION

IL920480Z
EDUC REFORM ACT UNIT
IL DEPT SPOL-INFO/TECHN
ATTN CIVIL PROCESSING
260 N CHICAGO ST

Printed 08-05-2020

OSWEGO COMMUNITY UNIT SCHOOL DST 308
4175 RT 71
OSWEGO, IL 60543

AUG 21 2007

FBI RESPONSE

THE FOLLOWING IS IN RESPONSE TO YOUR SUBMISSION WHICH WAS SENT TO THE
FEDERAL BUREAU OF INVESTIGATION. IF YOU HAVE ANY QUESTIONS REGARDING
THIS RESPONSE, PLEASE CONTACT THE FBI HELP DESK :

FBI HELP DESK
PHONE NUMBER: 1-304-625-2000

IDENTIFIERS

RESULT: NO HIT

DCN: L50625670
SUBMISSION TYPE: FEAPP
NAME: SULLIVAN,DENNIS E
SEX CODE: M

TCN: [REDACTED]
ORI: [REDACTED]
EMPLOYER#: IL047308S
RACE CODE: W

RESPONSE DATE: 20070821
FBI ICN: [REDACTED]
SSN: [REDACTED]
DOB: [REDACTED]

FBI RESPONSE

THIS FEDERAL BUREAU OF INVESTIGATION RAPSHEET IS IN RESPONSE TO YOUR

Printed: 08-05-2020

ILLINOIS STATE POLICE
BUREAU OF IDENTIFICATION
260 NORTH CHICAGO STREET
JOLIET, ILLINOIS 60432-4075

OSWEGO COMMUNITY UNIT SCHOOL DST 308
4175 RT 71
OSWEGO, IL 60543

AUG 21 2007

PURSUANT TO A FINGERPRINT BASED SEARCH USING THE FINGERPRINT CARD SUBMITTED BY YOUR AGENCY, THE FILES OF THIS BUREAU FAILED TO REVEAL ANY CRIMINAL CONVICTIONS FOR THIS SUBJECT. THIS FINGERPRINT CARD IS BEING RETAINED BY THE BUREAU OF IDENTIFICATION.

THE ILLINOIS STATE POLICE IS PERMITTED TO DISSEMINATE ONLY CRIMINAL HISTORY RECORD INFORMATION AUTHORIZED BY STATE LAW. ISP ATTEMPTS TO MAKE RECORDS AS COMPLETE AS POSSIBLE BY RETRIEVING MISSING COURT DISPOSITIONS FROM VARIOUS SOURCES. IN SOME CASES, COURT DISPOSITIONS ARE UNAVAILABLE TO THE ISP. IF COURT DISPOSITIONS ARE UNAVAILABLE, CORRESPONDING ARRESTS CAN NOT BE DISSEMINATED BY THE ISP.

THE SEARCH ROUTINE USED TO PROCESS YOUR SUBMISSION DID NOT INCLUDE AN INQUIRY INTO THE ILLINOIS STATE POLICE SEX OFFENDER REGISTRATION FILE. TO DETERMINE IF THE SUBJECT OF YOUR INQUIRY IS A REGISTERED SEX OFFENDER, PLEASE CHECK THE ILLINOIS STATE POLICE REGISTERED SEX OFFENDER INFORMATION WEB SITE AT "WWW.ISP.STATE.IL.US".

IF YOU HAVE ANY QUESTIONS CONCERNING THIS SITUATION, PLEASE FEEL FREE TO CONTACT SWITCHBOARD OPERATOR AT (815) 740-5160.

IDENTIFIERS

DCN: L50625670

SUBMISSION TYPE: FEAPP

Name: SULLIVAN, DENNIS E

Sex Code: M

TCN: [REDACTED]

RESULT: NO RECORD ON FILE

Employer #: IL047308S

Race Code: W

PURPOSE: CSE

SSN#: [REDACTED]

DOB: [REDACTED]

STATE USE ONLY

WARNING: Release of this information to unauthorized individuals or agencies or misuse is prohibited by Federal Law
Title 42 USC 3789g pertaining to criminal history information.

Printed: 08-05-2020

WAUBONSEE COMMUNITY COLLEGE
ROUTE 17 AT WAUBONSEE DRIVE
SUGAR GROVE, ILLINOIS 60554-9434 • (630) 466-7500
WWW.WAUBONSEE.EDU

ACCREDITATION

Waubensee Community College, founded in 1966, is a two-year public community college accredited by the Commission on Higher Education of the National Association of Colleges and Schools (NCA).

ACADEMIC CALENDAR

Three college semesters begin each fall, spring, and summer. The academic calendar is available on the college website.

COURSE NUMBERING

Courses numbered 001-019 are adult and continuing education courses. These courses are vocational update/skills courses and cannot be applied to any college certificate or degree.

Courses numbered 050-099 are developmental credit courses and cannot be applied to any college certificate or degree.

Courses numbered 100-199 are credit courses intended primarily for freshman.

Courses numbered 200-299 are credit courses intended primarily for sophomores.

Courses numbered 800-999 are non-credit adult and continuing professional education courses. These courses are vocational update/skills courses and cannot be applied to any college certificate or degree.

ACADEMIC SYMBOLS AND DEFINITIONS

Grade	Significance	Grading Points
A	Superior	4.00
B	Good	3.00
C	Average	2.00
D	Poor	1.00
F	Failure	0
W	Withdrew (final grade)	0
I	Incomplete	0
MG	Missing grade (not received from instructor)	0
Z	Audit	0
E	Credit by proficiency	0
Y	Successful completion of a continuing education course	0
N	Unsuccessful completion of a continuing education course	0
(H)	Honors course	0
(G)	Grade forgiveness	0

REPEAT NOTATION

R	Repeated course excluded from GPA
(blank)	Course included in GPA as noted on grade legend above

CREDIT SEMESTER HOURS

This includes semester hours attempted and earned in courses numbered 001-019. Grades of Y, N, and W are not included in grade point average.

PROFICIENCY CREDIT

This includes credit by proficiency courses numbered 001-019. Grades of Y, N, and W are not included in grade point average. Total hours awarded are not included in Waubensee semester hours attempted and earned or in the student's grade point average.

INSTITUTIONAL SEMESTER CREDIT HOURS

This includes semester hours attempted and earned in continuing education courses numbered 001-019. Hours and grades (Y, N, and W) are not included in grade point average.

TRANSFER CREDIT

This includes credit hours transferred from other accredited academic sources. Total hours accepted in transfer are not included in Waubensee semester hours attempted and earned or in the student's grade point average.

GRADES IN REPEATED COURSES

If a semester credit course is repeated, only the higher grade is used to calculate the grade point average. However, certain skill courses are designed to be repeatable. Examples include applied music, physical education and developmental courses. All grades in these repeatable courses are used to calculate the grade point average.

GRADE FORGIVENESS

Grades approved for grade forgiveness are listed on the transcript with a (G) notation and are not included in the calculation of the student's GPA.

DEAN'S LIST

Students who achieve a 3.5-3.9 semester grade point average while enrolled in 12 or more credit semester hours are honored by placement on the Dean's list.

PRESIDENT'S LIST

Students who achieve a 4.0 semester grade point average while enrolled in 12 or more credit semester hours are honored by placement on the President's list.

ACADEMIC PROBATION

Students who do not maintain a cumulative grade point average of 2.0 or higher are placed on academic probation.

GRADUATION ACADEMIC HONORS

All students graduating from Waubensee who have achieved a cumulative 3.5 grade point average in all credit semester hours attempted at Waubensee are designated for graduation honors.

HONORS PROGRAM GRADUATE

All students graduating from Waubensee who have completed 15 or more semester hours of honors courses with a 3.5 cumulative grade point average in all credit semester hours and a 3.0 grade point average in all honors courses are designated as an Honors Program graduate.

8/10

TO TEST FOR AUTHENTICITY: Translucent globe icons *MUST* be visible from both sides when held toward a light source. The face of this transcript is printed on red SCRIP SAFE® paper. When photocopied, a latent security statement containing the institutional name and the words COPY COPY COPY appear over the face of the entire document. When this paper is touched by fresh liquid bleach, an authentic document will stain brown. A black and white or color copy of this document is not an original and should not be accepted as an official institutional document. This document cannot be released to a third party without the written consent of the student. This is in accordance with the Family Educational Rights and Privacy Act of 1971. If you have any questions about this document, please contact our office.

10216910

SCRIP SAFE® Security Products, Inc., Cincinnati, OH • U.S. Patent 5,171,040

Printed: 08-05-2020

Date: 08/08/11

T R A N S C R I P T (ISSUED TO STUDENT)
Waubonsee Community College

Page: 3

Issued To: Dennis Sullivan
Student ID: X00058454

Birth Day: August 20th

For: Sullivan, Dennis E
Soc Sec No: [REDACTED]

===== CUMULATIVE TOTALS =====

H O U R S		GPA HRS	QUALITY POINTS	CUMULATIVE GPA
ATTEMPTED	EARNED			
81.00	81.00	0.00	290.00	3.58

===== TRANSFER TOTALS =====

Institution	Attempted	Earned
JOLIET JUNIOR COLLEGE	22.00	22.00
Totals:	22.00	22.00

===== DEGREES AWARDED =====

Semester	Degree or Certificate	
Spring 2005	AS Associate in Science Associate in Science	With Honors

*** Phi Theta Kappa member ***

** MET CONSTITUTION REQUIREMENTS OF SENATE BILL #195, 1953 **

* * * E N D O F T R A N S C R I P T * * *

T R A N S C R I P T (ISSUED TO STUDENT)

This officially sealed and signed transcript is printed on SCRIP-SAFE® security paper with the signature printed in white. A raised seal is not required.

In accordance with the Family Educational Rights and Privacy Act of 1974, information from this transcript may not be released to a third party without written consent of the student. Explanatory legend and a authenticity confirmation information on back. Please destroy this record when you have no further use for it.

Deborah L. Conlee, Registrar

Printed: 08-05-2020

GRADING LEGEND IS PRINTED ON REVERSE.

A PHOTOCOPY OF THIS TRANSCRIPT IS NOT OFFICIAL.

WAUBONSEE COMMUNITY COLLEGE
ROUTE 47 AT WAUBONSEE DRIVE
SUGAR GROVE, ILLINOIS 60551-9454 • (630) 466-7900
WWW.WAUBONSEE.EDU

ACCREDITATION

Wauboosee Community College, founded in 1966, is a two-year public community college accredited by the Commission on Colleges of the North Central Association of Colleges and Schools (NCA).

ACADEMIC CALENDAR

The college uses a semester system with fall and spring semesters being 15 weeks in length. The final week of the semester being the last week of classes.

COURSE NUMBERING

Courses numbered 001-049 are adult and continuing education courses. These courses are vocational update skills courses and cannot be applied to any college certificate or degree.

Courses numbered 050-099 are developmental credit courses and cannot be applied to any college certificate or degree.

Courses numbered 100-199 are credit courses intended primarily for freshman.

Courses numbered 200-299 are credit courses intended primarily for sophomores.

Courses numbered 800-999 are non-credit adult and continuing professional education courses. These courses are vocational update skills courses and cannot be applied to any college certificate or degree.

ACADEMIC SYMBOLS AND DEFINITIONS

Grade	Significance	Grading Points
A	Superior	4.00
B	Good	3.00
C	Average	2.00
D	Poor	1.00
F	Failure	0
W	Withdraw (final grade)	0
I	Incomplete	0
MG	Missing grade (not received from instructor)	0
Z	Audit	0
E	Credit by proficiency	0
Y	Successful completion of a continuing education course	0
N	Unsuccessful completion of a continuing education course	0
(H)	Honors course	0
(G)	Grade forgiveness	0

REPEAT NOTATION

R	Repeated course excluded from GPA
(blank)	Course included in GPA as noted on grade legend above

CREDIT SEMESTER HOURS

This includes semester hours attempted and earned in courses numbered 001-099. Grades of A, B, C, and D are included in calculating grade point average.

PROFICIENCY CREDIT

Proficiency credit hours are earned in continuing education courses. Total hours attempted and earned in Wauboosee continuing education courses are not included in the student's grade point average.

INSTITUTIONAL SEMESTER CREDIT HOURS

This includes semester hours attempted and earned in continuing education courses numbered 001-049. Hours and grades (Y, N, and W) are not included in grade point average.

TRANSFER CREDIT

This includes credit hours transferred from other accredited academic sources. Total hours accepted in transfer are not included in Wauboosee semester hours attempted and earned or in the student's grade point average.

GRADES IN REPEATED COURSES

If a semester credit course is repeated, only the higher grade is used to calculate the grade point average. However, certain skill courses are designed to be repeatable. Examples include applied music, physical education and developmental courses. All grades in these repeatable courses are used to calculate the grade point average.

GRADE FORGIVENESS

Grades approved for grade forgiveness are listed on the transcript with a (G) notation and are not included in the calculation of the student's GPA.

DEAN'S LIST

Students who achieve a 3.5-3.9 semester grade point average while enrolled in 12 or more credit semester hours are honored by placement on the Dean's list.

PRESIDENT'S LIST

Students who achieve a 4.0 semester grade point average while enrolled in 12 or more credit semester hours are honored by placement on the President's list.

ACADEMIC PROBATION

Students who do not maintain a cumulative grade point average of 2.0 or higher are placed on academic probation.

GRADUATION ACADEMIC HONORS

All students graduating from Wauboosee who have achieved a cumulative 3.5 grade point average in all credit semester hours attempted at Wauboosee are designated for graduation honors.

HONORS PROGRAM GRADUATE

All students graduating from Wauboosee who have completed 15 or more semester hours of honors courses with a 3.5 cumulative grade point average in all credit semester hours and a 3.0 grade point average in all honors courses are designated as an Honors Program graduate.

8-10

TO TEST FOR AUTHENTICITY: Translucent globe icons *MUST* be visible from both sides when held toward a light source. The face of this transcript is printed on red SCRIP-SAFE® paper. When photocopied, a latent security statement containing the institutional name and the words COPY COPY COPY appear over the face of the entire document. When this paper is touched by fresh liquid bleach, an authentic document will stain brown. A black and white or color copy of this document is not an original and should not be accepted as an official institutional document. This document cannot be released to a third party without the written consent of the student. This is in accordance with the Family Educational Rights and Privacy Act of 1974. If you have any questions about this document, please contact our office.

10216910

SCRIP-SAFE® Security Products, Inc., Cincinnati, OH • U.S. Patent 5,171,010

Printed: 08-05-2020

Date: 08/08/11

TRANSCRIPT (ISSUED TO STUDENT)
Waubensee Community College

Page: 2

Issued To: Dennis Sullivan
Student ID: X00058454

Birth Day: August 20th

For: Sullivan, Dennis E
Soc Sec No: [REDACTED]

===== COMPLETED COURSES =====

Semester	Course Number	Course Title	Sem	Hrs	Grade	Qpnts	R
Summer 2004	----- H O U R S -----				QUALITY	SEMESTER	
	ATTEMPTED	EARNED	PASSED	GPA HRS	POINTS	GPA	
Good Standing	9.00	9.00	0.00	9.00	36.00	4.00	
Fall 2004	EDU 202.001	Clinical Experience in Education	3.00	A	12.00		
	ENG 102.016	Freshman English II	3.00	A	12.00		
	ESC 100.007	Survey of Earth Science	3.00	B	9.00		
	MTM 110.004	College Algebra	3.00	C	6.00		
Fall 2004	----- H O U R S -----				QUALITY	SEMESTER	
	ATTEMPTED	EARNED	PASSED	GPA HRS	POINTS	GPA	
Good Standing	12.00	12.00	0.00	12.00	39.00	3.25	
Spring 2005	HIS 122.005	American History Since 1865	3.00	A	12.00		
	MTM 107.004	Basic Statistics	3.00	B	9.00		
	MTM 202.001	Math for Elementary Teachers II	3.00	A	12.00		
	PHL 103.004	Introduction to Philosophy	3.00	A	12.00		
Spring 2005	----- H O U R S -----				QUALITY	SEMESTER	
Dean's List	ATTEMPTED	EARNED	PASSED	GPA HRS	POINTS	GPA	
Good Standing	12.00	12.00	0.00	12.00	45.00	3.75	
Summer 2009	HIS 121.001	American History to 1365	3.00	A	12.00		
Summer 2009	----- H O U R S -----				QUALITY	SEMESTER	
	ATTEMPTED	EARNED	PASSED	GPA HRS	POINTS	GPA	
Good Standing	3.00	3.00	0.00	3.00	12.00	4.00	
Summer 2010	AST 100.001	Introduction to Astronomy	3.00	A	12.00		
Summer 2010	----- H O U R S -----				QUALITY	SEMESTER	
	ATTEMPTED	EARNED	PASSED	GPA HRS	POINTS	GPA	
Good Standing	3.00	3.00	0.00	3.00	12.00	4.00	

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Deborah L. Conlee, Registrar Printed: 08-05-2020

GRADING LEGEND IS PRINTED ON REVERSE.

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WAUBONSEE COMMUNITY COLLEGE
ROUTE 17 AT WAUBONSEE DRIVE
SUGAR GROVE, ILLINOIS 60551-9451 • (630) 466-7900
WWW.WAUBONSEE.EDU

ACCREDITATION

Wauboonsee Community College is accredited by the American Association of Colleges and Schools (AACSB).

ACADEMIC CALENDAR

The college uses a semester system with fall and spring sessions lasting 16 weeks in length. There are also summer sessions.

COURSE NUMBERING

Courses numbered 001-049 are adult and continuing education courses. These courses are vocational update/skills courses and cannot be applied to any college certificate or degree.

Courses numbered 050-099 are developmental credit courses and cannot be applied to any college certificate or degree.

Courses numbered 100-199 are credit courses intended primarily for freshman.

Courses numbered 200-299 are credit courses intended primarily for sophomores.

Courses numbered 800-999 are non-credit adult and continuing professional education courses. These courses are vocational update/skills courses and cannot be applied to any college certificate or degree.

ACADEMIC SYMBOLS AND DEFINITIONS

Grade	Significance	Grading Points
A	Superior	4.00
B	Good	3.00
C	Average	2.00
D	Poor	1.00
F	Failure	0
W	Withdrew (final grade)	0
I	Incomplete	0
MG	Missing grade (not received from instructor)	0
Z	Audit	0
E	Credit by proficiency	0
Y	Successful completion of a continuing education course	0
N	Unsuccessful completion of a continuing education course	0
(H)	Honors course	0
(G)	Grade forgiveness	0

REPEAT NOTATION

R	Repeated course excluded from GPA
(blank)	Course included in GPA as noted on grade legend above

CREDIT/SEMESTER HOURS

This includes semester hours attempted and earned in continuing education courses numbered 001-049. Credit hours earned are not included in the student's grade point average.

PROFICIENCY CREDIT

This includes credit hours earned in continuing education courses numbered 800-999 through out-park examinations or (DRI) testing. Total hours awarded are not included in Wauboonsee semester hours attempted and earned in the student's grade point average.

INSTITUTIONAL SEMESTER CREDIT HOURS

This includes semester hours attempted and earned in continuing education courses numbered 001-049. Hours and grades (Y, N, and W) are not included in grade point average.

TRANSFER CREDIT

This includes credit hours transferred from other accredited academic sources. Total hours accepted in transfer are not included in Wauboonsee semester hours attempted and earned or in the student's grade point average.

GRADES IN REPEATED COURSES

If a semester credit course is repeated, only the higher grade is used to calculate the grade point average. However, certain skill courses are designed to be repeatable. Examples include applied music, physical education and developmental courses. All grades in these repeatable courses are used to calculate the grade point average.

GRADE FORGIVENESS

Grades approved for grade forgiveness are listed on the transcript with a (G) notation and are not included in the calculation of the student's GPA.

DEAN'S LIST

Students who achieve a 3.5 - 3.9 semester grade point average while enrolled in 12 or more credit semester hours are honored by placement on the Dean's list.

PRESIDENT'S LIST

Students who achieve a 4.0 semester grade point average while enrolled in 12 or more credit semester hours are honored by placement on the President's list.

ACADEMIC PROBATION

Students who do not maintain a cumulative grade point average of 2.0 or higher are placed on academic probation.

GRADUATION ACADEMIC HONORS

All students graduating from Wauboonsee who have achieved a cumulative 3.5 grade point average in all credit semester hours attempted at Wauboonsee are designated for graduation honors.

HONORS PROGRAM GRADUATE

All students graduating from Wauboonsee who have completed 15 or more semester hours of honors courses with a 3.5 cumulative grade point average in all credit semester hours and a 3.0 grade point average in all honors courses are designated as an Honors Program graduate.

8/10

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SCRIP SAFE® Security Products, Inc., Cincinnati, OH • U.S. Patent 5,171,040

Date: 08/08/11

T R A N S C R I P T (ISSUED TO STUDENT)

Page: 1

Waubensee Community College
 Illinois Rt. 47 at Waubensee Drive
 Sugar Grove, Illinois 60554-9454

Issued To:
 Dennis Sullivan

For:
 Sullivan, Dennis E

Student ID: X00058454

Birth Day: August 20th

Soc Sec No: [REDACTED]

===== COMPLETED COURSES =====

Semester	Course Number	Course Title	Sem Hrs	Grade	QPnts	R
Summer 2003	BIO 100.001	Introduction to Biology	3.00	C	6.00	
	MTH 060.004	Elementary Algebra	4.00	A	16.00	
	MUS 102.001	Music in America	3.00	A	12.00	
Summer 2003	----- H O U R S -----					QUALITY
	ATTEMPTED	EARNED	PASSED	GPA HRS	POINTS	SEMESTER
						GPA
Good Standing	10.00	10.00	C.00	10.00	34.00	3.40
Fall 2003	EDJ 200.001	Education: Agent for Change	3.00	A	12.00	
	ENG 101.035	Freshman English I	3.00	A	12.00	
	MTH 070.015	Intermediate Algebra	4.00	B	12.00	
	PDV 100.002	College Study Strategies	3.00	B	9.00	
	PSY 100.007	Introduction to Psychology	3.00	B	9.00	
Fall 2003	----- H O U R S -----					QUALITY
	ATTEMPTED	EARNED	PASSED	GPA HRS	POINTS	SEMESTER
						GPA
Good Standing	16.00	16.00	0.00	16.00	54.00	3.38
Spring 2004	BIO 110.005	Environmental Biology	3.00	A	12.00	
	BIO 111.004	Environmental Biology Laboratory	1.00	A	4.00	
	ECU 210.001	Educational Psychology	3.00	A	12.00	
	HED 100.001	Personal Wellness	3.00	C	6.00	
	MTH 075.001	Elementary Geometry	3.00	A	12.00	
	FSC 100.001	Introduction to American Government	3.00	A	12.00	
Spring 2004	----- H O U R S -----					QUALITY
Dean's List	ATTEMPTED	EARNED	PASSED	GPA HRS	POINTS	SEMESTER
						GPA
Good Standing	16.00	16.00	0.00	16.00	56.00	3.63
Summer 2004	COM 100.005	Fund of Speech Communication	3.00	A	12.00	
	HIS 112.001	Western Civilization Since 1648	3.00	A	12.00	
	MTH 201.001	Math for Elementary Teachers I	3.00	A	12.00	

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Deborah L. Conlee, Registrar Printed: 08-05-2020

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TRANSCRIPT TRANSMITTAL INFORMATION

Aurora, IL 60506
630-892-6431
Student Academic Record

Sullivan, Dennis E

(ID: 0572268)

SSN:

DOB:

Term	Course	Title	Credits	Grade	Quality Points
06/FA	CSC-1500	Computer Science I	4.00	C	8.00
	EDU-1750	Clin Immersion in Elem Ed I	1.00	A	4.00
	EDU-3330	Methods of Teaching Science	3.00	A	12.00
	EDU-3360	Methods of Teaching Math	3.00	A	12.00
	EDU-3480	Meth Tchng Reading/Lang Arts	4.00	B	12.00
Term Ern = 15.00 Att = 15.00 Pts = 48.00 GPA = 3.200					
07/SP	EDU-4750	Student Teaching Internship	12.00	A	48.00
	EDU-4760	Student Teaching Seminar	3.00	A	12.00
Term Ern = 15.00 Att = 15.00 Pts = 60.00 GPA = 4.000					

Aurora University Cumulative Grade Information
Converted to Semester Hours as of Fall 1996

Cumulative Earned = 124.00 Attempted = 59.00 Points = 220.00 GPA = 3.729

*****End of Transcript*****

ISSUED TO STUDENT

AN OFFICIAL SIGNATURE IS WHITE WITH A BLUE BACKGROUND

REJECT DOCUMENT IF SIGNATURE BELOW IS ALTERED

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Ellen J. Goldberg, Office of the Registrar

OFFICIAL
ACADEMIC
TRANSCRIPT

AURORA UNIVERSITY

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Administration Center
4175 Route 71
Oswego, IL 60543

Phone 630.636.3080
Fax: 630.554.6242
www.oswego308.org

Todd Colvin
Assistant Superintendent
for Administration

January 26, 2009

Dennis Sullivan (for M. Perdue – TR Tchr)

LETTER OF TEMPORARY EMPLOYMENT

This letter is to inform you of your status as a long-term substitute in District 308. You will be paid \$95.00 per day for the first 10 consecutive workdays and then advance to \$218.77 for the remainder of the days worked.

This position begins April 6, 2009 through the end of the 2008/09 school year. There are no benefits with this position. All days do count toward your allowable 120 yearly sub days in our district due to your actually holding a teaching certificate.

It is understood that you will shadow Mrs. Perdue for full days on both March 31 and April 2, 2009.

You will be expected to fulfill all the duties of the teacher for whom you are substituting. Your principal will apprise you of these responsibilities.

Sincerely,

Todd M. Colvin /bd
Todd M. Colvin

I have read and understand the above terms.

Dennis Sullivan 1/27/09
Dennis Sullivan / Date:

C: Payroll
Sub caller
N. Potts



June 2, 2009

Dennis Sullivan



Dear Dennis:

Thank you for being a substitute teacher for the District for the 2008/2009 school year. We welcome your return for the 2009/2010 school year.

It is very important to us that we keep our substitute records up to date. Please contact us immediately, in the event you are unavailable to be a substitute for the District. You can call the district receptionist at (630)636-3080 to notify us of that change.

Again, thank you for being a substitute teacher for the district. We look forward to your return for the 2009/2010 school year.

Sincerely,

A handwritten signature in cursive script that reads 'Kristy Kuntz'.

Kristy Kuntz
Director of Human Resources

c: file

DISTRICT ADMINISTRATION CENTER
4175 Route 71 Oswego, Illinois 60543
www.oswego308.org
Phone: 630.636.3080
Fax: 630.554.2168

Educational Excellence. *Caring Community.*

Printed: 08-05-2020

Oswego Community Unit School District 308
CANDIDATE RECOMMENDATION (All Admin/Jr. High/Elementary & Support Staff)

POSITION: Language Arts - leave cover
 For Teaching Positions you need to be specific with subjects they will teach to comply with ISBE Highly Qualified list (i.e. Social Studies is not acceptable)

- ☐ New position
☐ Is this a GRANT Funded position? (person will be released yearly) Yes No
☐ Replacement (for who?)
☒ Leave Cover - If so, for who? Elizabeth Hildy Dates Covering 12/10/09 - 2/15/10
 (complete specific dates per Benefits Secretary email notification)
 Are you requesting 'shadow days?' (Maximum of 2 days allowed.) YES or NO
 If 'Yes' you must provide specific 'shadow' dates. 12/18/09, 12/19/09
☐ Temporary

RECOMMENDED CANDIDATE: Dennis Sullivan

Is recommended candidate a current District 308 employee? Yes (No)
 If yes, current building name: Current position:

Is recommended candidate a current sub of any kind in District 308? (Yes) No teacher sub
 (If you know what kind of sub (i.e., sub teacher, sub TA, sub custodian) please indicate:)

☒ Yes, Application and all supporting documents have been submitted to DAC. (If not, principal must contact candidate to complete)

Please note that ALL Teacher Assistants must provide the ISBE NCLB certificate to District Personnel (even if the person has a teaching certificate) before hiring process can begin with District 308.

FULL-TIME?: ☒ PART-TIME?: ☐ (PERCENT EMPLOYED) _____

Building Name: PL (If multiple buildings, list in chart below):

IF MULTIPLE BUILDINGS - PERCENT TIME IN EACH BUILDING:

Percent	Building Location	Percent	Building Location

EMPLOYMENT CHECKED ON RECOMMENDED CANDIDATE

☐ Length of time employed at all previous schools needs to be verified by you with HR level of prior educational employment and application/resume must match. The area below is for verifying employment on the candidate with the HR department of their prior educational employer(s) (not personal). Please find out specifics of their employment (i.e., was all of it as a full time or part time teacher or was some of it as support personnel.) Accurate salary placement is crucial.

Former District HR Location Name	Name of person you spoke with:	Dates of employment (please be specific)	Verified by:

Signature of person making the employment recommendation:

Danien M... ..

Date: 9/28/09



Educational Excellence. Caring Community.

Administration Center
4175 Route 71
Oswego, IL 60543

Phone 630.636.3080
Fax: 630.554.2168
www.oswego308.org

Todd Colvin
Associate Superintendent
for Administrative Services

September 29, 2009

Dennis Sullivan (for PL Tchr Elizabeth Hildy)

LETTER OF TEMPORARY EMPLOYMENT

This letter is to inform you of your status as a long-term substitute in District 308. You will be paid \$95.00 per day for the first 10 consecutive workdays and then advance to \$218.77 for the remainder of the days worked.

This position begins December 10, 2009 and will end the day before Mrs. Hildy returns which is scheduled for February 5, 2010. It is also understood that you will shadow Mrs. Hildy full days on both December 8 and 9. These shadow days do not count toward your 10 consecutive days before the rate increases. All days do count toward your allowable 120 yearly sub days due to your holding a teaching certificate. There are no benefits with this position.

You will be expected to fulfill all the duties of the teacher for whom you are substituting. Your principal will apprise you of these responsibilities.

Sincerely,

Todd M. Colvin /bd
Todd M. Colvin

I have read and understand the above terms.

Dennis Sullivan 9/30/2009
Dennis Sullivan / Date:

C: Payroll
Sub caller
N. Potts

Printed: 08-05-2020

Oswego Community Unit School District 308
CANDIDATE RECOMMENDATION (All Admin/Jr. High/Elementary & Support Staff)

POSITION:

Science

For Teaching Positions you need to be specific with subjects they will teach to comply with ISBE Highly Qualified list (i.e. Social Studies is not acceptable)

☐

New position

☐

Is this a GRANT Funded position? (person will be released yearly) Yes No

☐

Replacement (for who?) -

☒Leave Cover - If so, for who? ERICA LORENZ Dates Covering 3/6/10 - 6/2/10
 (complete specific dates per Benefits Secretary email notification)

Are you requesting 'shadow days?' (Maximum of 2 days allowed.) YES or NO

If 'Yes' you must provide specific 'shadow' dates. 3/11, 3/12☐

Temporary

RECOMMENDED CANDIDATE:

Dennis Sullivan

Is recommended candidate a current District 308 employee? Yes No

If yes, current building name: Current position: No

Is recommended candidate a current sub of any kind in District 308? Yes No

(If you know what kind of sub (i.e., sub teacher, sub TA, sub custodian) please indicate: teacher☒ Yes, Application and all supporting documents have been submitted to DAC. (If not, principal must contact candidate to complete)

Please note that ALL Teacher Assistants must provide the ISBE NCLB certificate to District Personnel (even if the person has a teaching certificate) before hiring process can begin with District 308.

FULL-TIME?: ☒ PART-TIME?: ☐ (PERCENT EMPLOYED) 1.0Building Name: PL (If multiple buildings, list in chart below):

IF MULTIPLE BUILDINGS - PERCENT TIME IN EACH BUILDING:

Percent	Building Location	Percent	Building Location

EMPLOYMENT CHECKED ON RECOMMENDED CANDIDATE

☐ Length of time employed at all previous schools needs to be verified by you with HR level of prior educational employment and application/resume must match. The area below is for verifying employment on the candidate with the HR department of their prior educational employer(s) (not personal). Please find out specifics of their employment (i.e., was all of it as a full time or part time teacher or was some of it as support personnel.) Accurate salary placement is crucial.

Former

District HR

Location Name

Name of person
you spoke with:Dates of employment
(please be specific)

Verified by:

Signature of person making the employment recommendation:

Robert M. [Signature]

Date:

12/18/09



Administrative Center
4175 Ridge Rd.
Oswego, IL 60513

Phone 630.636.3080
Fax 630.554.2168
www.oswego308.org

Todd Colvin
Associate Superintendent
for Administrative Services

December 23, 2009

Dennis Sullivan (for PL Tchr – E. Lorenz)

LETTER OF TEMPORARY EMPLOYMENT

This letter is to inform you of your status as a long-term substitute in District 308. You will be paid \$95.00 per day for the first 10 consecutive workdays and then advance to \$218.77 for the remainder of the days worked.

This position begins March 15, 2010 and will end the last day of school. It is understood that you will shadow Mrs. Lorenz full days on March 11 and 12, 2010. These shadow days do not count toward your ten consecutive days. All days do count toward your allowable 120 yearly sub days due to your holding a teaching certificate

You will be expected to fulfill all the duties of the teacher for whom you are substituting. Your principal will apprise you of these responsibilities.

Sincerely,

Todd M. Colvin

I have read and understand the above terms.

Dennis Sullivan / Date:

C: Payroll
Sub caller
N. Potts



Administration Center
4175 Route 71
Oswego, IL 60543

Phone 630.636.3080
Fax: 630.554.2168
www.oswego308.org

High Academic Expectations within a Caring School Climate

Training Acknowledgement

Return to Oswego Community Unit School District 308 Human Resources Department

I acknowledge that I have watched the Sexual Harassment video and received a copy of Oswego Community Unit School District 308 Sexual Harassment (Policy Number 5:20) and Harassment (Policy Number 5:25) policies. I understand and agree that I am responsible for reading, understanding, and complying with the Sexual Harassment and Harassment policies. I understand that Sexual Harassment and Harassment is prohibited in Oswego Community Unit School District 308 and such conduct will result in disciplinary action as outlined in the Board policies.

A handwritten signature in black ink, appearing to read 'Dennis Sullivan'.

Signature

Dennis Sullivan

Printed Name

12/10/09

Date



May 28, 2010

DENNIS E. SULLIVAN



Dear DENNIS E.:

Thank you for being a substitute teacher for the District for the 2009/2010 school year. We welcome your return for the 2010/2011 school year.

It is very important to us that we keep our substitute records up to date. Please contact us immediately, in the event you are unavailable to be a substitute for the District. You can call the district receptionist at (630) 636-3080 to notify us of that change.

Again, thank you for being a substitute teacher for the district. We look forward to your return for the 2010/2011 school year.

Sincerely,

Kristy Kuntz
Executive Director of Human Resources

c: file

Oswego Community Unit School District 308
CANDIDATE RECOMMENDATION (All Admin/Jr. High/Elementary & Support Staff)

POSITION: Language Arts Teacher - Leave Cover

For Teaching Positions you need to be specific with subjects they will teach to comply with ISBE Highly Qualified list (i.e. Social Studies is not acceptable)

☐ New position
☐ Is this a GRANT Funded position? (person will be released yearly) Yes No
☒ Replacement (for who?) - Kristen Mattson Dates Covering 8/31/10 - 10/8/10
 Leave Cover - If so, for who? Kristen Mattson (complete specific dates per Benefits Secretary email notification)
 Are you requesting 'shadow days?' (Maximum of 2 days allowed.) YES or NO
 If 'Yes' you must provide specific 'shadow' dates: 10/25, 10/26
☐ Temporary

RECOMMENDED CANDIDATE: Dennis Sullivan

Is recommended candidate a current District 308 employee? Yes No
 If yes, current building name: _____ Current position: _____

Is recommended candidate a current sub of any kind in District 308? Yes No
 (If you know what kind of sub (i.e., sub teacher, sub T.A., sub custodian) please indicate: Sub teacher

☒ Yes, Application and all supporting documents have been submitted to DAC. (If not, principal must contact candidate to complete)

Please note that ALL Teacher Assistants must provide the ISBE NCLB certificate to District Personnel (even if the person has a teaching certificate) before hiring process can begin with District 308.

FULL-TIME?: ☒ PART-TIME?: ☐ (PERCENT EMPLOYED) _____

Building Name: Plank (If multiple buildings, list in chart below):

IF MULTIPLE BUILDINGS - PERCENT TIME IN EACH BUILDING:

Percent	Building Location	Percent	Building Location

EMPLOYMENT CHECKED ON RECOMMENDED CANDIDATE

☒ Length of time employed at all previous schools needs to be verified by you with HR level of prior educational employment and application/resume must match. The area below is for verifying employment on the candidate with the HR department of their prior educational employer(s) (not personal). Please find out specifics of their employment (i.e., was all of it as a full time or part time teacher or was some of it as support personnel.) Accurate salary placement is crucial.

Former District HR Location Name	Name of person you spoke with:	Dates of employment (please be specific)	Verified by:
<u>District 308 - Plank</u>		<u>2/2010 - 5/2010</u>	<u>R. Bednar</u>
<u>" "</u>		<u>12/2009 - 2/2010</u>	<u>R. Bednar</u>
<u>" Traugher</u>		<u>3/2009 - 6/2009</u>	<u>R. Bednar</u>

Signature of person making the employment recommendation: Rachel Bednar Date: 7/15/10



Administrative Council
P.O. Box 111
Oswego, IL 61554

Phone 630 636.3080
Fax 630 554 2168
www.oswego308.org

Todd Colvin
Associate Superintendent
for Administrative Services

Building on Excellence... Creating a Future

July 19, 2010

Dennis Sullivan (for PL Tchr – K. Mattson)

LETTER OF TEMPORARY EMPLOYMENT

This letter is to inform you of your status as a long-term substitute in District 308. You will be paid \$95.00 per day for the first 10 consecutive workdays and then advance to \$150.00 for the remainder of the days worked.

This position begins August 31, 2010 and will end October 8, 2010. It is understood that you will shadow Mrs. Mattson, full days on August 25 and August 26, 2010. These two shadow days do not count toward your ten consecutive days. All days do count toward your allowable 120 yearly sub days due to your holding a teaching certificate. There are no benefits with this position.

You will be expected to fulfill all the duties of the teacher for whom you are substituting. Your principal will apprise you of these responsibilities.

Sincerely,

Todd M. Colvin /bd
Todd M. Colvin

I have read and understand the above terms.

Dennis Sullivan 7/21/2010
Dennis Sullivan / Date:

C: Payroll
Sub caller
N. Potts

Printed: 08-05-2020

Oswego Community Unit School District No. 308 Online Application

Sullivan, Dennis - AppNo: 12788

Date Submitted: 7/12/2010

General Information continued

- Can you perform all the essential job function(s) of the position(s) for which you are applying, with or without reasonable accommodation?

Yes

List any accommodations:

Equal Opportunity Employer

District 308 is an Equal Opportunity Employer and provides employment opportunities on a nondiscriminatory basis. The District prohibits discrimination in employment on the basis of race, sex, color, national origin, religion, age, disability, ancestry, marital status, military service or unfavorable discharge from military service. The District has a policy of active recruitment of qualified minority teachers, administrators and non-certified employees.

Any individual needing assistance in making application for any District opening should contact the Personnel Department at (phone) 630-636-3080.

Legal Information

Please Note: Applicants are not obligated to disclose sealed or expunged records of conviction or arrest.

- * If hired, can you submit immediate verification of your legal right to work in the United States? Yes

- * Have you been convicted or plead guilty to any felony in Illinois or a crime in any other state or county which would be considered a felony in Illinois? Applicants are not obligated to disclose sealed or expunged records of conviction or arrest. No

If yes, explain, giving dates:

- * Have you ever had any indicated finding of child abuse filed in your name? No

If yes, explain, giving dates:

Confirmation

The Illinois School Code requires that all applicants for employment with an Illinois public school district submit to a fingerprint based criminal history records check as a condition of employment. By submitting this application I authorize Oswego Community Unit School District 308 to conduct such records check. I understand that I cannot be employed unless such criminal background check has been initiated.

I further certify that the information provided by me in this application is true and accurate and agree that if any information is found to be false or constitute a willful misrepresentation or omission, it will be considered cause to deny my employment or authorize my discharge from employment. Additionally individuals applying for employment as a teacher, administrator or other certificated employee and determined to have willfully made a false statement on his/her application, material to his/her qualifications, or knowingly omits or fails to include information which is material to his/her qualifications, may be guilty of a Class A misdemeanor pursuant to Section 5/22-6.5 of the Illinois School Code.

By submitting the application, the applicant authorizes the above-referenced background check and certifies the truth and accuracy of the submitted information.

Dennis E. Sullivan
(agreed online)

Oswego Community Unit School District No. 308 Online Application

Sullivan, Dennis - AppNo: 12788

Date Submitted: 7/12/2010

Additional Information

List any additional information which will help in determining your professional qualifications for a position.

I am currently enrolled in a class that will satisfy the requirements for my Middle School Science endorsement. I anticipate certification by 8/2010.

Referrals

How did you hear of our vacancy(ies)?

District Employee

4. District Employee

Oswego District 308 Website

General Information

Contract Status

* Are you currently under contract?

No

If Yes, which district?

If Yes, when does it expire?

When may your present employer be contacted?

Professional Status

* Have you obtained tenure status in any other School District?

No

If Yes, where?

When?

* Have you ever been denied tenure?

No

If Yes, where?

When?

* Have you ever had a teaching certificate or teaching license revoked or suspended?

No

If Yes, explain:

Have you ever failed to be rehired, been asked to resign a position, resigned to avoid termination, or terminated from employment?

No

If Yes, explain:

* Are you a relative of any board member, administrator, or supervisor who is currently serving the School District?

No

Name:

Position:

Relationship:

Oswego Community Unit School District No. 308 Online Application

Sullivan, Dennis - AppNo: 12788

Date Submitted: 7/12/2010

Question Continued

that includes the diverse backgrounds of all of the students. My motivation is to mold young lives to be motivated learners, that are successful not only in school, but in life.

Language Skills

Do you know any language other than English? No

Professional References

	Reference 1 of 3	Reference 2 of 3
Name:	Rachel Bednar	Beth Kovalenko
School/Org:		
Current Position:	Asst Principal	Teacher
Home Phone:		
Cell Phone:		
Work Phone:	(630) 551-9400	630-551-9469
Mailing Address:	Plank Junior High 510 Secretariat Lane Oswego, IL 60543	Plank Junior High 510 Secretariat Lane Oswego, IL 60543
Email:	RBednar0209@oswego308.org	BKovalenko1127@oswego308.org
Relationship to Candidate:	Former co-worker	Former co-worker
Years Known:	6	3

	Reference 3 of 3	
Name:	Katherine Barry	
School/Org:		
Current Position:	Teacher	
Home Phone:		
Cell Phone:		
Work Phone:	(630) 551-9438	
Mailing Address:	Plank Junior High 510 Secretariat Lane Oswego, IL 60543	
Email:	KBarry0330@oswego308.org	
Relationship to Candidate:	Former co-worker	
Years Known:	3	

Oswego Community Unit School District No. 308 Online Application

Sullivan, Dennis - AppNo: 12788

Date Submitted: 7/12/2010

Highly Qualified Teacher Continued

For the subject areas below in which you meet the federal highly qualified standard, select the method used to meet the standard. Only select a method for those subjects in which you meet the federal highly qualified standard.

Subject Area	Method	Subject Area	Method
History	State Content Test/Praxis/NTE	Mathematics	State Content Test/Praxis/NTE
Reading and Language Arts	State Content Test/Praxis/NTE		

Extracurricular Activities

Athletic	Baseball	Basketball	Football	
Club	Concessions	Cultural Awareness	Detention Supervisor	Mathematics
	On Our Own	Peo Club	Pirate Pals	Presidents Club
	Reading	Saturday School	Service	Special Olympics
	Student Congress	Student Council	Test Preparation	Tickets
	Variety Show			

Please provide more details regarding your experience or interest in your selected extra curricular activities. For instance, provide details on any experience as a participant at the high school or college level or as a director, coach, supervisor, or sponsor.

Statement

TCA1. Describe the skills or attributes you believe are necessary to be an outstanding teacher.

I believe the number one attribute to being an outstanding teacher is patience. With children at the elementary and junior high level, the world is happening so fast. Physically and emotionally, these students are experiencing changes and challenges on a daily basis. And school presents some of the most dramatic challenges. If I can recognize each student as an individual, and apply the patience that child needs, I can teach to the needs of that student. An outstanding teacher must also have good time management skills. This is probably the most valuable lesson I learned while student teaching. Depending on the situation, I have as little as thirty minutes to teach a lesson. My lesson planning has to use those precious few minutes as effectively as possible. Classroom management and organization are a big part of my time management. The students need to understand the expectations of the classroom, beginning the very first day. Setting the tone for the classroom early on will make their time in the classroom more productive. An outstanding teacher also needs to relate to the students. I believe using real life experiences, both my own and the students, makes learning more effective. If a student can relate a lesson to something they have experienced, or I can relate a lesson to something I have experienced, the retention is greater. Finally, I believe an outstanding teacher needs to have a sense of humor. The student needs to see the teacher as a real human being. If we can laugh and learn at the same time, I believe the lesson is more effective. An outstanding teacher is dedicated, organized, caring, and a real human being.

TCA2. How would you address a wide range of skills in your classroom?

With the wide range of abilities and learning styles within a classroom, I believe in an active classroom. My ideal classroom has a lot of visual displays of subject related information. The classroom is set up in such a way as to allow me to move freely around the room when working with the students. The students in the classroom are encouraged to participate, regardless of skill level. It is important to recognize students that can help other less talented students. Often times, students can understand lessons better when they work with another student. My lessons would vary, keeping in mind not just the kinesthetic/tactile learner, but the auditory and visual learner. Most importantly, I would be available to the student with questions. Students would be encouraged to ask if they don't understand. All of the students would recognize that it is more important to ask a question and understand, than to fear asking a question. For all of my years in the business world, my greatest pleasure was working with diverse groups of people and building effective teams of associates. In much the same way, I would use the diverse make-up of the classroom as an advantage, to help foster a positive learning experience. My goal as a classroom teacher is to create not only an effective learning environment, but also a fun learning environment.

Oswego Community Unit School District No. 308 Online Application

Sullivan, Dennis - AppNo: 12788

Date Submitted: 7/12/2010

Education Continued

Highest Degree Attained
BA/BS

Grad Hrs Beyond Highest Degree

Grad Program Of Study

List honors, awards or distinctions you have:

Graduated Cum Laude - Aurora University

Graduated With Honors - Waubesa Community College

Member Phi Theta Kappa

Middle School Teaching Areas

Please indicate how many semester hours you have and/or if you are endorsed in the following teaching areas.

Language Arts:.....18 (ENDORSED) Math:.....18 (ENDORSED) Music:.....3 PE/Health:.....4 Science:.....16 Social Studies:.....18 (ENDORSED)

Certification

Do you hold a National Board for Professional Teaching Standards certification? No

Do you hold or anticipate an Illinois certificate?

Certificate is held

Illinois Educator Identification Number (IEIN):

[REDACTED]

Type	Certificate Number	Expiration Date	Status
Elementary Certificate (K-9) (Type 03 - Initial, Self Contained General Education)	[REDACTED]	06/30/2011	Current

Please list any other endorsements and/or verifications documented on your certificate(s):

Mathematics, Language Arts, Social Science - Middle School

Do you hold a current out-of-state certificate? No

State	Type	Certificate Number	Expiration Date	Current?
			mm/dd/yyyy	

List your out-of-state certified teaching/administration fields:

Highly Qualified Teacher

* Have you previously obtained Highly Qualified status from a school district?

No

If Yes, what type of school district considered you Highly Qualified?

Oswego Community Unit School District No. 308 Online Application

Sullivan, Dennis - AppNo. 12788

Date Submitted: 7/12/2010

Experience Continued

Position Title	School/Facility Held At	District/Organization Held At
General Manager	Marriott International 9550 West Higgins Road Suite 400 Rosemont, Illinois 60018 (847) 318-1205	Marriott International 9550 West Higgins Road Suite 400 Rosemont, Illinois 60018 (847) 318-1205
Immediate Supervisor Contact Information		
Mike Yonker	(847) 318-1205	
Additional Information		
Dates From - To:	1/1987 - 5/2003	Full/Part Time: Full Annual Salary: approx \$70/K
Reason For Leaving:	Pursue career in education	

Student Teaching

	First	Second
School	Madison Junior High	Greenman Elementary School
Location	1000 River Oak Drive Naperville, IL 60565	729 West Galena Boulevard Aurora, IL 60506
School Phone #	(630) 420-6400	(630) 844-4475
School Year	January - May 2007	Sept - Nov 2006
Grade Level(s)/ Subject Area(s) Taught	6th Grade Math	4th Grade Math and Reading
Name and Phone of Cooperating Teacher	Janet Schild (630) 420-2728 jschild@naperville203.org	Ms. Kelly Epley (630) 801-6223 kschnable@mail.sd129.org
Name and Phone of Additional Cooperating Teacher		
Name and Phone of University Supervising Contact	Roy Kauzlarich (630) 510-9025 rkauzlar@aurora.edu	Lisa Moore (630) 844-5427 ljmoore30@yahoo.com
Academic Grade Received	A	A

Education

High School Attended: Rich Central Olympia Fields, Illinois
 Graduation Status: H.S. Diploma

Colleges, Universities and Technical Schools Attended:

Name and location	Dates Attended: From - To	Major area of study and number of semester hours	Minor area of study and number of semester hours	Degree / GPA	Date Conferred or Expected
Aurora University Aurora, Illinois	8/2005 5/2007	Elementary Education Hrs: 44.0	Math Hrs: 4.0	B. A. 3.7	5/2007
Waubensee Community College Sugar Grove, Illinois	8/2003 5/2005	Education Hrs: 9.0	Math Hrs: 18.0	Assoc./Sci 3.7	5/2005

 YellowFolder

Oswego Community Unit School District No. 308 Online Application

Sullivan, Dennis - AppNo: 12788

Date Submitted: 7/12/2010

Experience Continued

Position Title	School/Facility Held At	District/Organization Held At
Math Teacher - Leave Coverage	Oswego District 308/Traughber Junior High 570 Colchester Oswego, IL 60543 630.626-2700	Oswego District 308 Route 71 Oswego, IL 60543 630.636.3080
Immediate Supervisor Contact Information		
Dr. Ralph Kober	630.626-2700	rkober@oswego308.org
Additional Information		
Dates From - To:	3/2009 - 6/2009	Full/Part Time: Full Annual Salary: \$218/day
Reason For Leaving: 9 week Leave Coverage		
World History Teacher - Leave Coverage	Oswego District 308/Plank Junior High 510 Secretariat Lane Oswego, IL 60543 630.551-9400	Oswego District 308 Route 71 Oswego, IL 60543 630.636.3080
Immediate Supervisor Contact Information		
Bryan Buck	630.551.9400	BBuck@oswego308.org
Additional Information		
Dates From - To:	12/2008 - 1/2009	Full/Part Time: Full Annual Salary: \$218/day
Reason For Leaving: 3 week Leave Coverage		
Language Arts Teacher - Leave Coverage	Oswego District 308/Plank Junior High 510 Secretariat Lane Oswego, IL 60543 630.551-9400	Oswego District 308 Route 71 Oswego, IL 60543 630.636.3080
Immediate Supervisor Contact Information		
Bryan Buck	630.551.9400	BBuck@oswego308.org
Additional Information		
Dates From - To:	9/2008 - 10/2008	Full/Part Time: Full Annual Salary: \$218/day
Reason For Leaving: 6 week Leave Coverage		
Math Teacher - Leave Coverage	Thompson Junior High 440 Boulder Hill Pass Oswego, IL 60543 630.636.2600	Oswego District 308 Route 71 Oswego, IL 60543 630.636.3080
Immediate Supervisor Contact Information		
Tracy Murphy	630.636.2600	TMurphy@oswego308.org
Additional Information		
Dates From - To:	4/2008 - 6/2008	Full/Part Time: Full Annual Salary: \$209/day
Reason For Leaving: 9 week Leave Coverage		
Math and Language Arts Teacher - Leave Coverage	Plank Junior High 510 Secretariat Lane Oswego, IL 60543 630.551.9400	Oswego District 308 Route 71 Oswego, IL 60543 630.636.3080
Immediate Supervisor Contact Information		
Bryan Buck	630.551.9400	BBuck@oswego308.org
Additional Information		
Dates From - To:	1/2008 - 2/2008	Full/Part Time: Full Annual Salary: \$209/day
Reason For Leaving: 6 week Leave Coverage		

Oswego Community Unit School District No. 308 Online Application

Sullivan, Dennis - AppNo: 12788

Date Submitted: 7/12/2010

Personal Data

Name: Sullivan Dennis E
(Last) (First) (Middle Initial)

Other name(s) under which transcripts, certificates, and former applications may be listed:

Other: (Last) (First) (Middle Initial)

Email Address:

Postal Address

Permanent Address

Number & Street:

City:

State:

Zip Code:

Home Phone:

Work Phone:

Cell Phone:

Other Phone:

Other Email:

Present Address

Number & Street:

City:

State:

Zip Code:

Home Phone:

Work Phone:

Cell Phone:

Other Phone:

Employment Desired

Position Desired:

Middle School Teaching

1. Language Arts
2. Mathematics
3. Science
4. Social Studies

Experience in
Similar Positions

1 year

1 year

1 year

1 year

Experience

Position Title	School/Facility Held At	District/Organization Held At
Science Teacher - Leave Coverage	Oswego District 308/Plank Junior High 510 Secretariat Lane Oswego, IL 60543 630.551-9400	Oswego District 308 Route 71 Oswego, IL 60543 630.636.3080
Immediate Supervisor Contact Information		
Bryan Buck	630.551.9400	BBuck@oswego308.org
Additional Information		
Dates From - To:	2/2010 - 5/2010	Full/Part Time: Full Annual Salary: \$218/day
Reason For Leaving: 11 week Leave Coverage		
Language Arts Teacher - Leave Coverage	Oswego District 308/Plank Junior High 510 Secretariat Lane Oswego, IL 60543 630.551-9400	Oswego District 308 Route 71 Oswego, IL 60543 630.636.3080
Immediate Supervisor Contact Information		
Bryan Buck	630.551.9400	BBuck@oswego308.org
Additional Information		
Dates From - To:	12/2009 - 2/2010	Full/Part Time: Full Annual Salary: \$218/day
Reason For Leaving: 7 week Leave Coverage		

Dennis Sullivan

OBJECTIVE: To mold students into life long learners through teaching.

EDUCATION:

Bachelor of Arts in Elementary Education, May 2007

Aurora University, Aurora, IL

Middle School Math, Social Studies and Language Arts Endorsements Academic Honors GPA: 3.7/4.0

Associate in Science, May 2005 Emphasis: Elementary Education

Waubensee Community College, Sugar Grove, IL

Academic Honors GPA: 3.6/4.0

TEACHING EXPERIENCE:

Teacher (substitute), Plank Junior High, Oswego, IL February 2010 to May 2010

- Taught 6th grade Science – 11 week leave coverage

Teacher (substitute), Plank Junior High, Oswego, IL December 2009 to February 2010

- Taught 6th grade Language Arts and AT Language Arts – 7 week leave coverage

Teacher (substitute), Traughber Junior High, Oswego, IL April 2009 to June 2009

- Taught 7th grade Math and AT Math - 9 week leave coverage.

Teacher (substitute), Plank Junior High, Oswego, IL December 2008 to January 2009

- Taught 7th grade World History - 3 week leave coverage.

Teacher (substitute), Plank Junior High, Oswego, IL September 2008 to October 2008

- Taught 8th grade Language Arts - 6 week leave coverage.

Teacher (substitute), Thompson Junior High, Oswego, IL March 2008 to June 2008

- Taught 8th grade Pre-Algebra, Algebra and AT Algebra - 9 week leave coverage.

Teacher (substitute), Plank Junior High, Oswego, IL January 2008 to February 2008

- Taught 7th grade Math, 7th grade Language Arts and 8th grade Algebra - 6 week leave coverage

Student Teacher, Madison Junior High, Naperville, IL January 2007 to May 2007

- Taught 6th grade math with full classroom control for 10 weeks.

Clinical Experience, Greenman Elementary, Aurora, IL September 2006 to December 2006

- Focused on reading and literature circles in a 4th grade classroom.

Clinical Experience, Traughber Junior High, Oswego, IL September 2004 to December 2004

- Assisted in a classroom that included 7th grade Pre-Algebra and AT Algebra.

Teacher, Illinois Youth Center, Joliet, IL November 1979 to March 1981

- Taught basic food preparation at facility of the Illinois Department of Corrections.

WORK EXPERIENCE:

General Manager, Marriott International, Bethesda, MD January 1987 to May 2003

Food and Beverage Director, Holiday Inn, Willowbrook, IL February 1986 to January 1987

Manager, Abigail's Restaurant, Champaign, IL February 1983 to November 1985

Sous Chef, Olympia Field's Country Club, Olympia Fields, IL March 1980 to January 1983

Chef, The Second Story Restaurant, Peotone, IL March 1978 to March 1980

RELATED EXPERIENCE:

- Religious Education Instructor/Aide, St. Anne Church, Oswego, IL
- Volunteer Baseball Coach, Oswego Cobra Baseball, Oswego, IL
- Volunteer Baseball Coach, Oswego Pony Baseball, Oswego, IL



Bernadette DuSell <bdusell@oswego308.org>

Plank Teaching Info Attached

Bernadette DuSell <bdusell@oswego308.org>

Tue, Aug 9, 2011 at 1:23 PM

To: Bernadette DuSell <BDuSell@oswego308.org>

Bcc: Dennis Sullivan <[REDACTED]> Victoria D'Aleo
<VRDAleo@oswego308.org>

Hi,

I have received a candidate rec for 1-year only teaching contracts at Plank. I have placed you at BA Lane 1, Step 1 for a TBD dollar amount due to the union agreement currently being in negotiations.

I have attached a memo that I ask that you review very carefully as it details how to proceed in this hiring process. Some of the items do not pertain to you as you have been sub teaching in our district. Some items still do, like supplying official/original transcripts, insurance information, and health exam. I know the attached indicates to call Victoria to setup a New Hire Meeting at 10 or 2 on Tuesday and Thursdays, but due to the fact you have so much paperwork completed for being a sub, just contact her to setup a time as your further paperwork will be minimal.

Thank you.
Bernadette

--

Bernadette DuSell
Secretary to Associate Supt. for Administrative Services
Oswego Comm. Unit School District 308
Phone: [630/636.3089](tel:6306363089)
FAX: [630/636.3669](tel:6306363669)

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NOTES FOR CERTIFIED NEW HIRES 11 12 WITH INSURANCE INFO.pdf
218K

OSWEGO SCHOOL DISTRICT No. 308
TELEPHONE REFERENCE CHECK

ALL AREAS IN THIS SECTION NEED TO BE COMPLETED

Candidate's Name: DENNIS SULLIVAN Date: 8/9/11

Name of Reference: Kristen Mattson

Reference's School District/Organization: Oswego #308

Sample Prompt: Hi, this is _____ with OCUSD No 308. Can I take a few minutes of your time to speak with you regarding (candidate), who has recently applied for a position in our district?

1. What were the dates of their employment? Or how long have you known the candidate? What was the nature of his/her job? Known Dennis for 4 years as both a long-term & daily substitute.
2. How is the candidate perceived by other staff members in your building/organization? Organized, fair, high expectations for self & --- students, works hard, always willing to help
3. Please comment on the candidate's character, dependability and attendance? Excellent; always helpful
4. Does the candidate have any weaknesses or special problems that impacted their job performance while employed with your district/organization? NO
5. Is the candidate able to communicate effectively in order to establish a rapport with
 - a. Co-workers? yes
 - b. Students? (Teachers only) yes
 - c. Parents? (Teachers only) yes - great!
6. (Teachers only) On a scale of 1-10, with 10 being the highest, how would you rank the candidate's knowledge of the subject matter/curriculum in his/her assignment? 8 - knows curriculum well - will be able to grow in his teaching strategies
7. (Teachers only) Does the candidate have the ability to maintain an appropriate classroom environment? yes - gains respect from students easily
8. Would you rehire the candidate? (Yes) or No
(Teachers only) Was he/she offered a contract for coming school year? (Yes) or No
9. Is there anything else of significance that we should know?
Glad he will be part of our team!

Bryan Birch
(Signature of Supervising Administrator)

8/9/11
(Date)

01/1/2009

OSWEGO SCHOOL DISTRICT No. 308
TELEPHONE REFERENCE CHECK

ALL AREAS IN THIS SECTION NEED TO BE COMPLETED

Candidate's Name: DENNIS SULLIVAN Date: 8-9-11

Name of Reference: Elizabeth Hildy

Reference's School District/Organization: Plmk

Sample Prompt: Hi, this is _____ with OCUSD No. 308. Can I take a few minutes of your time to speak with you regarding (candidate), who has recently applied for a position in our district?

1. What were the dates of their employment? Or how long have you known the candidate? What was the nature of his/her job?

Dec-Jan 2009-2010

5 years

maternity leave
care & sub

2. How is the candidate perceived by other staff members in your building/organization?

Very well. Good control of environment. Collaborates. Goes above & beyond

3. Please comment on the candidate's character, dependability and attendance?

Engaged, caring, follows through

excellent

excellent

4. Does the candidate have any weaknesses or special problems that impacted their job performance while employed with your district/organization?

Everyone has weaknesses. He could be more flexible with kids at times. He needs to see the situation not the rule.

5. Is the candidate able to communicate effectively in order to establish a rapport with

a. Co-workers? Yes

b. Students? (Teachers only) Almost always

c. Parents? (Teachers only) Yes

6. (Teachers only) On a scale of 1-10, with 10 being the highest, how would you rank the candidate's knowledge of the subject matter/curriculum in his/her assignment?

No idea. He's been hired for Math & our relationship has been in Language Arts.

7. (Teachers only) Does the candidate have the ability to maintain an appropriate classroom environment?

Yes. Needs to develop a smidge more rapport w/ class-in-whole environment

8. Would you rehire the candidate? Yes or No

(Teachers only) Was he/she offered a contract for coming school year? Yes or No

9. Is there anything else of significance that we should know?

Dennis lost his mother-in-law and finished grading for me in the same 2 days.

(Signature of Supervisor/Principal)
personnel/careercheck.c50

8/11/2011

(Date)

CANDIDATE RECOMMENDATION

POSITION:

MATH - JUNIOR HIGH - LEAVE

- ☐ New position
☐ Replacement (for who) -
☒ Leave Cover - If so, for who?
☐ Temporary

JASON COLEY

Dates Covering

8/11/2011

RECOMMENDED CANDIDATE:

DENNIS SULLIVAN

Is recommended candidate a current District 308 employee? Yes

No

If yes, current building name:

Current position:

*or
quit*

☐ Yes, Application and all supporting documents have been submitted to DAC. (If not, principal must contact candidate to complete)

FULL-TIME ONE BUILDING ONLY?:

Yes

If yes, building name:

PLANK

No

PART-TIME ONE BUILDING ONLY?:

Yes

No

PERCENT EMPLOYED:

IF MULTIPLE BUILDINGS - PERCENT TIME IN EACH BUILDING:

Percent	Building Location	Percent	Building Location

INTERNAL APPLICANTS (All must be interviewed - use backside of this sheet if necessary)

Name

School

Interviewed by:

EXTERNAL APPLICANTS INTERVIEWED (Use backside of this sheet if necessary)

Name

School

Interviewed by:

DENNIS SULLIVAN

BUCK

EMPLOYMENT CHECKED ON RECOMMENDED CANDIDATE

☐ Length of time employed at all previous schools needs to be verified by you with HR and application/resume must match. The area below is for verifying employment on the candidate with the HR department of their prior educational employer(s) (not personal).

Name

School

Dates of employment

Verified by:

ELIZABETH HILLY PLANK

Buck

KRISTEN MATISON PLANK

Buck

Signature of person making the employment recommendation:

Dennis Sullivan

Date:

8/9/11

****Maintenance/Custodial Only:** After the Building level has completed this form, please forward the completed form and reference checks to the Director of Building and Grounds at the Maintenance Department.

To be completed by Director of Building and Grounds:

Recommended start date (pending completion of required paperwork):

Recommended Step placement:

Director of Building and Grounds

4/17/2008 candidate reco revised

Rod R. Blagojevich
Governor



Erwin McEwen
Director

Illinois Department of Children & Family Services

ACKNOWLEDGEMENT OF MANDATED REPORTER STATUS

I, Dennis Sullivan, understand that when I am employed as a
(Employee Name)

Teacher, I will become a mandated reporter under the
(Type of Employment)

Abused and Neglected Child Reporting Act [325 ILCS 5/4]. This means that I am required to report or cause a report to be made to the child abuse Hotline number (1-800-25A-BUSE) whenever I have reasonable cause to believe that a child known to me in my professional or official capacity may be abused or neglected. I understand that there is no charge when calling the Hotline number and that the Hotline operates 24-hours per day, 7 days per week, 365 days per year.

I further understand that the privileged quality of communication between me and my patient or client is not grounds for failure to report suspected child abuse or neglect, I know that if I willfully fail to report suspected child abuse or neglect, I may be found guilty of a Class A misdemeanor. This does not apply to physicians who will be referred to the Illinois State Medical Disciplinary Board for action.

I also understand that if I am subject to licensing under the Illinois Nursing Act of 1987, the Medical Practice Act of 1987, the Illinois Dental Practice Act, the School Code, the Acupuncture Practice Act, the Illinois Optometric Practice Act of 1987, the Illinois Physical Therapy Act, the Physician Assistants Practice Act of 1987, the Podiatric Medical Practice Act of 1987, the Clinical Psychologist Licensing Act, the Clinical Social Work and Social Work Practice Act, the Illinois Athletic Trainers Practice Act, the Dietetic and Nutrition Services Practice Act, the Marriage and Family Therapy Act, the Naprapathic Practice Act, the Respiratory Care Practice Act, the Professional Counselor and Clinical Professional Counselor Licensing Act, the Illinois Speech-Language Pathology and Audiology Practice Act, I may be subject to license suspension or revocation if I willfully fail to report suspected child abuse or neglect.

I affirm that I have read this statement and have knowledge and understanding of the reporting requirements, which apply to me under the Abused and Neglected Child Reporting Act.

[Signature]
Signature of Applicant/Employee

8/10/2011
Date

CANTS 22
Rev. 1/2008

Office of the Director
406 E. Monroe Street • Springfield, Illinois 62701



ACCREDITED • COUNCIL ON ACCREDITATION FOR CHILDREN AND FAMILY SERVICES

Printed 08-05-2020



Administration Center
4175 Route 71
Oswego, IL 60543

Phone 630.636.3080
Fax: 630.554.2168
www.oswego308.org

High Academic Expectations within a Caring School Climate

Acknowledgement

Return to Oswego Community Unit School District 308 Human Resources Department

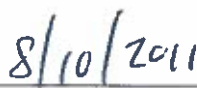
I acknowledge that I have received a copy of Oswego Community Unit School District 308 Sexual Harassment (Policy Number 5:20), Harassment (Policy Number 5:25) and Computer Network System Use policies and that I am responsible for reading, understanding, and abiding by these policies. I agree to fully comply with the Sexual Harassment, Harassment and Computer Network System Use policies.



Signature



Printed Name



Date



Administration Center
4175 Route 71
Oswego, IL 60543

Phone 630.636.3080
Fax: 630.554.2168
www.oswego308.org

High Academic Expectations within a School Climate

NO SMOKING AFFIRMATION

Per Illinois School Code 105 ILCS 5/10-20.5b Tobacco Prohibition

Sec. 10-20.5b Tobacco prohibition. Each school board shall prohibit the use of tobacco on school property by any school personnel, student, or other person when such property is being used for any school purposes. The school board may not authorize or permit any exception to or exemption from the prohibition at any place or at any time, including without limitation outside of school buildings or before or after the regular school day or on days when school is not in session. "School purposes" include but are not limited to all events or activities or other use of school property that the school board or school officials authorize or permit on school property, including without limitation all interscholastic or extracurricular athletic, academic, or other events sponsored by the school board or in which pupils of the district participate. For purposes of this Section "tobacco" shall mean cigarette, cigar, or tobacco in any other form, including smokeless tobacco which is any loose, cut, shredded, ground, powdered, compressed or leaf tobacco that is intended to be placed in the mouth without being smoked.

I understand and abide by the above No Smoking Policy.

Signed: _____

Please print name: _____

Date: _____

NO SMOKING AFFIRMATION1.doc

Printed: 08-05-2020

ECS - Educator Certification System

IEIN: 741183 **Current Educator Credentials** - Frequently Asked Questions Dennis E Sullivan

[My Profile](#) | [My Credentials](#) | [Applications](#) | [Professional Development and Renewal](#) | [Register Certificates](#)

My Credentials		Select	Cert No	Cert Code	Description	Cert Level	Status	Issue Date	Renewal Date
Home Current Credentials Pending Applications Expired Credentials Previous Credentials NCLB Areas IL Teaching History Document History Degrees Tests Substitute Teaching Info ECS Help Options ECS User Manuals Contact Regional Office Other Links ISBE Home Prof. Dev. Provider ECS Login Screen IL Admin Academies Log Out Of ECS		0		03	Elementary Teaching	Initial	Issued	07/09/2007	July 1st, 2015

Certificate 2286479 - 03 Initial Elementary Teaching			
Grade Level Desc:	Kindergarten to Grade 9	Certificate Level:	Initial
Issue Date:	07/09/2007	Certificate Status:	Issued
Expiration Date:	(More Info...)	Issuing Region:	AUR - Aurora University
Renewal Date:	07/01/2015	Application Received:	07/09/2007
Entitling Institution:	Aurora University		

Endorsements				
Code	Description	Grade Level	Issue Date	Status
GESC	General Science	Middle School	08/11/2010	Issued
LA	Language Arts	Middle School	06/16/2008	Issued
MATH	Mathematics	Middle School	07/09/2007	Issued
SCGE	Self Contained General Education, Kindergarten - Grade 9	Grade level of Certificate	07/09/2007	Issued
SOSC	Social Science	Middle School	09/21/2009	Issued

IL Approved Programs				
Code	Description	Grade Level	State	Institution
ELEM	Elementary Education	Grade level of Certificate	Illinois	Aurora University

Registration		
Region	Region Description	Registered Through
24	GRUNDY/KENDALL ROE	06/30/2015

Certificate History	
Date	Description
5/25/2007	Notification received at ISBE from university
7/9/2007	Certificate Registered at ROE 24 - GRUNDY/KENDALL ROE through June 30th, 2011
7/9/2007	Entitlement application received in OTIS
4/1/2008	Endorsement evaluation application received at ROE 24 - GRUNDY/KENDALL ROE
4/10/2008	Endorsement evaluation application received at ISBE from ROE 24 - GRUNDY/KENDALL ROE



Administration Center
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Oswego, IL 60543

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High Academic Expectations within a School Climate

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I understand and abide by the above No Smoking Policy.

Signed: Dennis Sullivan

Please print name: Dennis Sullivan

Date: 8/15/2007

NO SMOKING AFFIRMATION1.doc



Administration Center
4175 Route 71
Oswego, IL 60543

Phone 630.636.3080
Fax: 630.554.2168
www.oswego308.org

High Academic Expectations within a Caring School Climate

Acknowledgement

Return to Oswego Community Unit School District 308 Human Resources Department

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Dennis Sullivan
Signature

Dennis Sullivan
Printed Name

8/15/2007
Date

Rod R. Blagojevich
Governor

Bryan Samuels
Director



Illinois Department of Children & Family Services

ACKNOWLEDGMENT OF MANDATED REPORTER STATUS

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Teacher, I will become a mandated reporter under the
(Type of Employment)

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I affirm that I have read this statement and have knowledge and understanding of the reporting requirements, which apply to me under the Abused and Neglected Child Reporting Act.

Dennis Sullivan

Signature of Applicant/Employee

8/15/2007

Date

CANTS 22
Rev. 8/00

406 East Monroe Street • Springfield, Illinois 62701-1498
217-785-2509 • 217-524-3715/TTY



ACCREDITED • COUNCIL ON ACCREDITATION FOR CHILDREN AND FAMILY SERVICES

Printed: 08-05-2020

- 6 – 12 Substitutes Only
- ☐ Grades 6 – 8
- Preferred subjects:
Math
- ☐ Grades 9 – 12
- Preferred subjects:

- ☒ Traditional classrooms
- ☒ LD classrooms
- ☒ Physical Education
- ☒ Bednarcik Junior High (BE)
- ☒ Plank Jr. High (PK)
- ☒ Thompson Junior High (TH)
- ☒ Traughber Junior High (TR)
- ☐ Oswego Senior High (OHS)
- ☐ Oswego East (OEHS)

REFERENCES (Work related references preferred. Do not list family.)

Name	Company	Position/Relationship	Telephone	Years Known
Ted Cannon	Sordexha USA	Dist. Mgr / Co-Worker	(630) 842-6966	20
Melody Watson	Oswego Dist 308	Cooperating Teacher	(630) 551-9441	4
Sue Warren	Oswego Dist 308	Teacher	(630) 897-4008	16

Signature: Ann Sullin

Date: 8/15/07

For Administration Office Use Only

ROE Approval / Date: _____

Add to Sub List: _____

Availability Questionnaire For Sub Teaching.doc
Revised 1/1/07

Printed: 08-05-2020

AVAILABILITY QUESTIONNAIRE FOR SUBSTITUTE TEACHING
(RETURN TO OSWEGO SCHOOL DISTRICT 308)

NAME (MR., MRS., MISS, MS)

Dennis Sullivan

HOME PHONE

CELL PHONE

ADDRESS

1. Type of Certificate Initial Elementary Teaching / Sr High Math End.
Cert # [REDACTED] Kendall County Cert Expiration Date 6/30/2011
2. College Major Elementary Education Minor Jr High Math Endorsement
3. Are you a retired teacher receiving a pension from the Illinois Teachers' Retirement System? YES NO
4. Do you plan to substitute in other school districts? YES NO
5. Are you interested in full-time employment if it becomes available? YES NO
6. Are you interested in homebound tutoring if it becomes available? YES NO

Please answer the following with regards to substitute teaching within District 308:

I am available:

- | | | | | |
|---|---------|------------------------|---------|---------|
| <input checked="" type="checkbox"/> Monday | for the | <u>full school day</u> | AM only | PM only |
| <input checked="" type="checkbox"/> Tuesday | for the | <u>full school day</u> | AM only | PM only |
| <input checked="" type="checkbox"/> Wednesday | for the | <u>full school day</u> | AM only | PM only |
| <input checked="" type="checkbox"/> Thursday | for the | <u>full school day</u> | AM only | PM only |
| <input checked="" type="checkbox"/> Friday | for the | <u>full school day</u> | AM only | PM only |

I prefer to substitute (check only one):

☐ K - 5

☒ 6 - 12

I will accept placements for (check all that apply):

K - 5 Substitutes Only

- ☐ Traditional classrooms
- ☐ LD classrooms
- ☐ Art
- ☐ Music
- ☐ Physical Education
- ☐ Pre-Kindergarten
- ☐ Boulder Hill Elementary (BH)
- ☐ Churchill Elementary (CHC)
- ☐ East View Elementary (EV)
- ☐ Fox Chase Elementary (FC)
- ☐ Grande Park Elementary (GP)
- ☐ Homestead Elementary (HM)
- ☐ Lakewood Creek Elementary (LC)
- ☐ Long Beach Elementary (LB)
- ☐ Old Post Elementary (OP)
- ☐ Prairie Point Elementary (PP)
- ☐ The Wheatlands Elementary (TW)

- ☐ Wolf's Crossing Elementary (WLF)
- ☐ Early Childhood Center

E/F

OSWEGO COMMUNITY UNIT SCHOOL DISTRICT 308
SUBSTITUTE TEACHER INFORMATION SHEET

718

SOCIAL SECURITY NO. [REDACTED]

BIRTHDATE: [REDACTED]

NAME: Please circle one: Mr. Mrs. Miss

Gender: F ND

(Please print name as shown on your social security card)

Sullivan
(Last)

Dennis
(First)

E
(Middle)

(Maiden or Previous)

STREET ADDRESS: [REDACTED]

CITY: [REDACTED]

HOME PHONE: [REDACTED]

CELL PHONE: [REDACTED]

EMERGENCY CONTACT: Shawna Sullivan

PHONE: [REDACTED]

ETHNIC CODE: Please circle one of the following

- 1 White, Non-Hispanic
- 2 Black, Non-Hispanic
- 3 Hispanic

- 4 Asian or Pacific Islander
- 5 American Indian or Alaskan Native

ARE YOU A RETIRED TEACHER RECEIVING A PENSION FROM THE
ILLINOIS TEACHERS' RETIREMENT SYSTEM? YES

NO
(PLEASE CIRCLE ONE OF THE ABOVE)

31 EDU-3500 S2-01 Meth Tchng Phys Ed in Elem Ed	A	2.00	06/S2
32 EDU-3330 01 Methods of Teaching Science	A	3.00	06/FA
33 EDU-3360 01 Methods of Teaching Math	A	3.00	06/FA
34 EDU-1750 01 Clin Immersion in Elem Ed I	A	1.00	06/FA
35 EDU-3480 01 Meth Tchng Reading/Lang Arts 36	B	4.00	06/FA
CSC-1500 01 Computer Science I	C	4.00	06/FA
37 EDU-4750 01 Student Teaching Internship	A	12.00	07/SP
38 EDU-4760 01 Student Teaching Seminar	A	3.00	07/SP

Total Earned Credits	124.00
Total Grade Points	220.00
Cumulative GPA	3.729

Aurora University

WebAdvisor

Transcript

Dennis Sullivan

Course/Section and Title	Grade	Credits	Repeat	Term
1 GENED-ASAA Gen Ed Req - ASAA		0,00		
2 EL T-1000 Elective Credit		3,00		04/FA
3 PED-1 01 0 Physical Education Elective		1,00		04/F A
4610-1000 Biology Elective		3,00		04/FA
5 MUS-2500 American Music		3,00		04/FA
6 ENG-1010 Comp 1: Intro to Acad Writing 7		3,00		04/FA
PSY -1100 General Psychology		3,00		04/FA
8 610-2200 Humans and the Environment		4,00		04/FA
9 EDU-2260 Theories of Learning		3,00		04/FA
10 HED-1000 Health Education Elective 11		3,00		04/FA
PSC-2110 United States Government		3,00		04/FA
12 HIS-1000 History Elective		3,00		04/FA
13 EDU-2100 How Schools Work		6,00		05/SU
14 COM-1500 Human Communctn/Public Spkng 15		3,00		05/SU
MTH-1210 Math for Elementary Teachers I		3,00		05/SU
16 ENG-1020 Comp 11: Intro to Research Writ		3,00		05/SU
17 NSM-1300 Earth Science		3,00		05/SU
18 MTH-11 00 College Algebra		3,00		05/SU
19 HIS-1210 American Hist II (since 1877)		3,00		05/SU
20 S6S-2320 General Statistics		3,00		05/SU
21 MTH-1220 Math for Elem Teach II		3,00		05/SU
22 PHL-1100 Problems of Philosophy		3,00		05/SU
23 EDU-3350 01 AssmntlAppr to Elem Ed Instct 24	A	3,00		05/FA
PSY-3350 04 Child & Adolescent Development 25 EDU-	B	4,00		05/FA
4360 01 Mthds Tchng Math: Mddl Schl 26 EDU-3440 01	A	3,00		05/FA
Middle Schl: Mission & Methods 27 PSY -3460 03	A	4,00		05/FA
Exceptional Individual	A	3,00		06/SP
28 S6S-11 00 01 Intro to Social Sciences	A	4,00		06/SP
29 EDU-3380 02 RdnglWrng Cntnt Areas/Soc St; 30	A	4,00		06/SP
EDU-3420 S1-01 Methods of Teaching Fine Arts	A	2,00		06/S1

Printed: 08-05-2020

NAPERVILLE COMMUNITY UNIT SCHOOL DISTRICT 203

Madison Junior High School | 1000 River Oak Drive | Naperville, Illinois 60565-2700 | 630/420-6400 | FAX 630/420-6402
Erin K Anderson, Principal DJ Skogsberg, Assistant Principal ShannaLewis-Bajusz, Assistant Principal

April 25, 2007

To Whom It May Concern:

It has been my distinct pleasure to work with Mr. Dennis Sullivan during his sixteen-week student teaching experience. During this time, he taught four sections of sixth grade math. These classes were comprised of students following the regular sixth grade math curriculum and included a number of special education students coping with a variety of learning disabilities. I found Mr. Sullivan to be extremely capable and professional in carrying out his teaching duties and very knowledgeable of the subject area.

Mr. Sullivan consistently demonstrated his concern for students and worked hard to help them achieve. He employed different methods of presentation during his lessons to insure that all students were able to grasp concepts. He frequently worked with individuals and small groups to help struggling students. His lessons were well planned, and he regularly engaged in self-evaluation in order to refine his presentations. Mr. Sullivan was an enthusiastic member of a five-person team of teachers and participated in weekly meetings to discuss solutions to common problems and to plan special events.

Mr. Sullivan consistently displays professionalism, dependability, and maturity of judgment. He shows a genuine enthusiasm for teaching, an eagerness to help students achieve their full potential, and a desire to improve his teaching abilities. He has blended well with our staff and has an excellent rapport with our students. I feel he is a very capable individual and will be an excellent addition to any educational staff.

Sincerely,

Janet T. Schild
Madison Junior High School
Naperville, IL 60565 630-
420-2728

April 12, 2007

To Whom It May Concern:

I am writing this letter on behalf of Dennis Sullivan. I have had the pleasure of supervising Dennis during the Spring Semester of 2007 for his Student Teaching experience.

Dennis has many fine qualities that will help him become an excellent teacher. He is enthusiastic, extremely hard working, well planned and organized and has very strong classroom management skills. Dennis relates very well to the students. Dennis has developed an excellent working relationship with Jan Schild, his cooperating teacher, at Madison Middle School. Dennis has a strong desire to learn and grow as a professional and actively seeks out new strategies from his cooperating teacher. He is a very polite and respectful individual who serves as an excellent role model for the students. Dennis also brings with him a maturity that most new teachers do not possess.

The qualities that impress me the most about Dennis are his excellent instructional, and his classroom management skills. Dennis plans and organizes appropriate learning activities for his students that have variety and student involvement incorporated into each lesson that I have observed. He begins each lesson with a "menu" on the overhead for the students to see. This is his agenda for the period and the students know exactly what to expect to be learning during that period. Dennis's skills are well beyond what is usually seen from a student teacher.

I know that Dennis is ready and able to become a quality teacher who will be an asset to the profession. He has been one of the most talented student

teachers I have had the privilege of supervising.

Roy Kauzlarich

University Supervisor

AU College of Education Final Credential File Evaluation

Aurora University College of Education
16-Week Student Teaching Final Evaluation Form for Credential File

STUDENT NAME: Dennis Sullivan
SUBJECT: SCHOOL: Mathematics
EVALUATOR NAME: Madison Junior High School
EVALUATOR ROLE: Janet Schild
SEMESTER/YEAR: Cooperating Teacher
DATE SUBMITTED: Second semester/2007
04/18/07

- | | |
|---------------------|---|
| 1 - Strongly Agree | Personal appearance: is always well groomed. |
| 2 - Strongly Agree | Voice is pleasant. |
| 3 - Strongly Agree | Candidate is energetic and alert. |
| 4 - Strongly Agree | Exemplary self control. |
| 5 - Strongly Agree | High degree of dependability. |
| 6 - Strongly Agree | Judgment and tact is very mature. |
| 7 - Strongly Agree | Excellent rapport with children. |
| 8 - Strongly Agree | Rapport easily established with adults. |
| 9 - Strongly Agree | Consistently high quality command of the language. |
| 10 - Strongly Agree | High degree of enthusiasm for teaching. |
| 11 - Strongly Agree | Well-informed mastery of the subject matter. |
| 12 - Strongly Agree | Planning is thorough. |
| 13 - Strongly Agree | Uses effective communication in presentations. |
| 14 - Strongly Agree | Frequent and appropriate use of supplementary materials. Good |
| 15 - Strongly Agree | classroom control. |
| 16 - Strongly Agree | OVERALL CANDIDATE PERFORMANCE IS SUPERIOR. |

Comments:

Working with Dennis this semester has been my pleasure. He is highly motivated and enthusiastic about teaching. He continues to work hard to improve his skills. It is clear that he enjoys working with students and is always thinking about what is best for them. He has blended with our staff quite easily and they have enjoyed having him as a part of our team. I feel he will be very successful in his teaching career.

Signature of Evaluator: ..tJL IL.L/~

Date: 4/18/07

IN ACCORDANCE WITH THE FAMILY RIGHTS/AND PRIVACY ACT OF 1974-1975,

I do not waive the privilege to see this recommendation.
Signature of Candidate:

Date: 4/19/07

III. PREPARATION FOR TEACHING

Professional Education Courses		Semester Hours	Courses in Major (in minor if Elementary)	Semester Hours
EDU-2260	Theories of Learning	3.00	MTH-1219	
EDU-2100	How Schools Work	6.00	Math for Elem Tchr I	3.00
EDU-3350	Assmntj Appr to Elem Ed Instr	3.00	Mth-II00 Col Alg	3.00
EDU-4360	Mthds Tchng Math Middle School	3.00	MTH-1220	
EDU 3440	Middle School Missions and Methods	4.00	Math for Elem Tchr II	3.00
EDU 3380	RdngjWrng Cntnt Areas Social Studies	4.00	CSC-1500 Comp Sci	4.00
EDU-3420	Meth of Teaching Fine Arts	2.00	SBS-2320 Gen Stat	3.00
EDU-3500	Meth of Teaching Phys Ed in Elem Ed	2.00		
EDU-3330	Meth of Teaching Sci	3.00		
EDU-3360	Meth of Teaching Math Clinical	3.00		
EDU-1750	Immersion in Elem Ed I	1.00		
EDU-3480	Meth of Teaching Reading and Lang Arts	4.00		
EDU-4750	Student Teach Intern	12.00		
EDU-4760	Student Teach Sem	3.00		

Candidates, please note that you MUST complete this "Personal Data, Educational Data and Teaching Philosophy" form, to include in your credential file.

PERSONAL DATA

Name: Dennis Sullivan

Date: 5/3/2007

Permanent Address:

Phone Number:

Present Address:
same as above

Present Phone Number: same as above

Date of Birth:

Marital Status: Married

Gender: Male

EDUCATIONAL DATA

<u>Name of Institution</u>	<u>Location</u>	<u>Dates of Attendance</u>	<u>Degree or Diploma</u>	<u>Date of Degree or Diploma</u>
Aurora University	Aurora, Illinois	8/05 - 5/07	BS Education	5/07
Waubensee Community College	Sugar Grove, Illinois	8/03 - 5/05	Associate of Science	5/05

TEACHING GOALS AND PHILOSOPHY

(This is the candidate's personal statement of their desire for a career in education)

Dear Prospective Employer;

After many years spent working in the hospitality industry, teaching others as well as learning from others, I realize that my greatest impact can be made in molding the lives of children. In the business world, the success of the team is the ultimate goal. However, the training and leadership of the team is where the greatest satisfaction can be derived. In the same way, the key to the success of the teacher is their ability to motivate the many different personalities and skill levels that make up a classroom. Motivation and a willingness to learn come from the leader's motivation and willingness to teach. The success of the student should be the motivation for the teacher. What greater satisfaction can come from motivating and teaching than watching a child succeed? My desire is to motivate children, give them the tools to learn, and send them off with a vision of what will help them succeed, not only in school, but in life.

AURORA UNIVERSITY
TEACHER PLACEMENT SERVICE

College of Education 347
S. Gladstone Avenue
Aurora, IL 60506

Professional Credentials of:

Full Name: Dennis Edward Sullivan

Present Address:

[REDACTED]

Telephone:

[REDACTED]

**WE APPRECIATE YOUR CONSIDERATION OF AN
AURORA UNIVERSITY PREPARED TEACHER**

Oswego Community Unit School District No. 308 Online Application

Sullivan, Dennis - AppNo: 12788

Date Submitted: 7/19/2007

General Information continued

List any accommodations:

Equal Opportunity Employer

District 308 is an Equal Opportunity Employer and provides employment opportunities on a nondiscriminatory basis. The District prohibits discrimination in employment on the basis of race, sex, color, national origin, religion, age, disability, ancestry, marital status, military service or unfavorable discharge from military service. The District has a policy of active recruitment of qualified minority teachers, administrators and non-certified employees.

Any individual needing assistance in making application for any District opening should contact the Personnel Department at (phone) 630-636-3080.

Legal Information

Please Note: Applicants are not obligated to disclose sealed or expunged records of conviction or arrest.

*If hired, can you submit immediate verification of your legal right to work in the United States? Yes

*Have you been convicted or plead guilty to any felony in Illinois or a crime in any other state or county which would be considered a felony in Illinois? Applicants are not obligated to disclose sealed or expunged records of conviction or arrest. No

If yes, explain, giving dates:

*Have you ever had any indicated finding of child abuse filed in your name? No

If yes, explain, giving dates:

Confirmation

The Illinois School Code requires that all applicants for employment with an Illinois public school district submit to a fingerprint based criminal history records check as a condition of employment. By submitting this application I authorize Oswego Community Unit School District 308 to conduct such records check. I understand that I cannot be employed unless such criminal background check has been initiated.

I further certify that the information provided by me in this application is true and accurate and agree that if any information is found to be false or constitute a willful misrepresentation or omission, it will be considered cause to deny my employment or authorize my discharge from employment. Additionally individuals applying for employment as a teacher, administrator or other certificated employee and determined to have willfully made a false statement on his/her application, material to his/her qualifications, or knowingly omits or fails to include information which is material to his/her qualifications, may be guilty of a Class A misdemeanor pursuant to Section 5/22-6.5 of the Illinois School Code.

By submitting the application, the applicant authorizes the above-referenced background check and certifies the truth and accuracy of the submitted information.

Dennis E. Sullivan
(agreed online)

 YellowFolio

Oswego Community Unit School District No. 308 Online Application

Sullivan, Dennis - AppNo: 12788

Date Submitted: 7/19/2007

Additional Information

List any additional information which will help in determining your professional qualifications for a position.

Referrals

How did you hear of our vacancy(ies)?

4. District Employee

Other: District Web Site

General Information

Contract Status

* Are you currently under contract?

No

If Yes, which district?

If Yes, when does it expire?

When may your present employer be contacted?

Professional Status

* Have you obtained tenure status in any other School District?

No

If Yes, where?

When?

* Have you ever been denied tenure?

No

If Yes, where?

When?

* Have you ever had a teaching certificate or teaching license revoked or suspended?

No

If Yes, explain:

Have you ever failed to be rehired, been asked to resign a position, resigned to avoid termination, or terminated from employment?

No

If Yes, explain:

* Are you a relative of any board member, administrator, or supervisor who is currently serving the School District?

No

Name:

Position:

Relationship:

* Can you perform all the essential job function(s) of the position(s) for which you are applying, with or without reasonable accommodation?

Yes

Oswego Community Unit School District No. 308 Online Application

Sullivan, Dennis - AppNo: 12788

Date Submitted: 7/19/2007

Question Continued

experiences, both my own and the students, makes learning more effective. If a student can relate a lesson to something they have experienced, or I can relate a lesson to something I have experienced, the retention is greater. Finally, I believe an outstanding teacher needs to have a sense of humor. The student needs to see the teacher as a real human being. If we can laugh and learn at the same time, I believe the lesson is more effective. An outstanding teacher is dedicated, organized, caring, and a real human being.

TCA2. How would you address a wide range of skills in your classroom?

With the wide range of abilities and learning styles within a classroom, I believe in an active classroom. My ideal classroom has a lot of visual displays of subject related information. The classroom is set up in such a way as to allow me to move freely around the room when working with the students. The students in the classroom are encouraged to participate, regardless of skill level. It is important to recognize students that can help other less talented students. Often times, students can understand lessons better when they work with another student. My lessons would vary, keeping in mind not just the kinesthetic/tactile learner, but the auditory and visual learner. Most importantly, I would be available to the student with questions. Students would be encouraged to ask if they don't understand. All of the students would recognize that it is more important to ask a question and understand, than to fear asking a question.

For all of my years in the business world, my greatest pleasure was working with diverse groups of people and building effective teams of associates. In much the same way, I would use the diverse make-up of the classroom as an advantage, to help foster a positive learning experience. My goal as a classroom teacher is to create not only an effective learning environment, but also a fun learning environment that includes the diverse backgrounds of all of the students. My motivation is to mold young lives to be motivated learners, that are successful not only in school, but in life.

Language Skills

Do you know any language other than English? No

Professional References

Name	Relationship to Candidate	Phone	Current Position
Ted Gannon	Former co-worker	(630) 842-6966	Dist Mgr Sodexo USA
Postal Address: 3020 Woodcreek Drive Suite B Downers Grove, IL 60515			Email: ted.gannon@sodexhousa.com
Name	Relationship to Candidate	Phone	Current Position
Janet Schild	Student teaching cooperating teacher	(630) 420-2728	Teacher
Postal Address: Madison Junior High 1000 River Oak Drive Naperville, IL 60565-2700			Email: jschild@naperville203.org
Name	Relationship to Candidate	Phone	Current Position
Melody Watson	Clinical Immersion cooperating teacher	(630) 551-9441	Teacher
Postal Address: 510 Secretariat Lane Oswego, IL 60543			Email: mwatson_308@yahoo.com

Oswego Community Unit School District No. 308 Online Application

Sullivan, Dennis - AppNo: 12788

Date Submitted: 7/19/2007

Certification

Do you hold or anticipate an Illinois certificate?

Certificate is held

Illinois Educator Identification Number (IEIN):

[REDACTED]

Type	Certificate Number	Expiration Date	Status
Elementary Certificate (K-9) (Type 03 - Initial, Self Contained General Education)	[REDACTED]	06/30/2011	Current

Please list any other endorsements and/or verifications documented on your certificate(s):

Mathematics - Middle School

Do you hold a current out-of-state certificate? No

State	Type	Certificate Number	Expiration Date	Current?

List your out-of-state certified teaching/administration fields:

Highly Qualified Teacher

• Have you previously obtained Highly Qualified status from a school district?

No information entered on Highly Qualified Teacher Subject(s)/Method(s).

Extracurricular Activities

Athletic Club	Baseball	Basketball	Football	
	Concessions	Cultural Awareness	Detention Supervisor	Mathematics
	On Our Own	Pep Club	Pirate Pals	Presidents Club
	Reading	Saturday School	Service	Special Olympics
	Student Congress	Student Council	Test Preparation	Tickets
	Variety Show			

Please provide more details regarding your experience or interest in your selected extra curricular activities. For instance, provide details on any experience as a participant at the high school or college level or as a director, coach, supervisor, or sponsor.

Statement

TCA1. Describe the skills or attributes you believe are necessary to be an outstanding teacher.

I believe the number one attribute to being an outstanding teacher is patience. With children at the elementary and junior high level, the world is happening so fast. Physically and emotionally, these students are experiencing changes and challenges on a daily basis. And school presents some of the most dramatic challenges. If I can recognize each student as an individual, and apply the patience that child needs, I can teach to the needs of that student. An outstanding teacher must also have good time management skills. This is probably the most valuable lesson I learned while student teaching. Depending on the situation, I have as little as thirty minutes to teach a lesson. My lesson planning has to use those precious few minutes as effectively as possible. Classroom management and organization are a big part of my time management. The students need to understand the expectations of the classroom, beginning the very first day. Setting the tone for the classroom early on will make their time in the classroom more productive. An outstanding teacher also needs to relate to the students. I believe using real life

Oswego Community Unit School District No. 308 Online Application

Sullivan, Dennis - AppNo: 12788

Date Submitted: 7/19/2007

Student Teaching

	First	Second
School	Madison Junior High	Greenman Elementary School
Location	1000 River Oak Drive Naperville, IL 60565	729 West Galena Boulevard Aurora, IL 60506
School Phone #	(630) 420-6400	(630) 844-4475
School Year	January - May 2007	Sept - Nov 2006
Grade Level(s)/ Subject Area(s) Taught	6th Grade Math	4th Grade Math and Reading
Name and Phone of Cooperating Teacher	Janet Schild (630) 420-2728 jschild@naperville203.org	Ms. Kelly Epley (630) 801-6223 kschnable@mail.sd129.org
Name and Phone of Additional Cooperating Teacher		
Name and Phone of University Supervising Contact	Roy Kauzlarich (630) 510-9025 rkauzlar@aurora.edu	Lisa Moore (630) 844-5427 ljmoore30@yahoo.com
Academic Grade Received	A	A

Education

High School Attended: Rich Central Olympia Fields, Illinois
Graduation Status: H.S. Diploma

Colleges, Universities and Technical Schools Attended:

Name and location	Dates Attended: From - To	Major area of study and number of semester hours	Minor area of study and number of semester hours	Degree / GPA	Date Conferred or Expected
Aurora University Aurora, Illinois	8/2005 5/2007	Elementary Education Hrs: 44.0	Math Hrs: 4.0	B. A. 3.7	5/2007
Waubensee Community College Sugar Grove, Illinois	8/2003 5/2005	Education Hrs: 9.0	Math Hrs: 12.0	Assoc./Sci 3.6	5/2005

Highest Degree Attained
BA/BS

Grad Hrs Beyond Highest Degree

Grad Program Of Study

List honors, awards or distinctions you have:

Middle School Teaching Areas

Please indicate how many semester hours you have and/or if you are endorsed in the following teaching areas.

Language Arts:.....9 Math:.....16 (ENDORSED) Music:.....3 PE/Health:.....4 Science:.....10 Social Studies:.....9

Oswego Community Unit School District No. 308 Online Application

Sullivan, Dennis - AppNo: 12788

Date Submitted: 7/19/2007

Personal Data

Name: Sullivan Dennis E
(Last) (First) (Middle Initial)

Other name(s) under which transcripts, certificates, and former applications may be listed:

Other: (Last) (First) (Middle Initial)

Email Address:

Postal Address

Permanent Address

Number & Street:

City:

State:

Zip Code:

Home Phone:

Work Phone:

Cell Phone:

Other Phone:

Other Email:

Present Address

Number & Street:

City:

State:

Zip Code:

Home Phone:

Work Phone:

Cell Phone:

Other Phone:

Employment Desired

Position Desired:

Experience in
Similar Positions

Elementary School Teaching

1. Intermediate - Grades 4, 5

Student Taught

Middle School Teaching

1. Mathematics

Student Taught

Experience

Position Title	School/Facility Held At	District/Organization Held At
General Manager	Marriott International 9550 West Higgins Road Suite 400 Rosemont, Illinois 60018 (847) 318-1205	
Immediate Supervisor Contact Information		
Mike Yonker	(847) 318-1205	
Additional Information		
Dates From - To:	January/1987 - May/2003	Full/Part Time: Full Annual Salary: approx \$70/K
Reason For Leaving:	Pursue career in education	



WISCONSIN AURORA NORTH AURORA MONTGOMERY

www.sd129.org

Greenman Elementary School
Principal, Erin Slater

729 W. Galena Boulevard Aurora,
1160506

Office: 630 844 4475
Sole Phone: 630 844 4476

May 2, 2007

To Whom It May Concern:

It is with great pleasure that I write this letter of recommendation for Dennis Sullivan. Dennis volunteered in my classroom in the Fall Semester for three afternoons a week. He put forth extra effort each time he was in our classroom. He was always willing to help or do whatever was needed to better the students, this included working with the whole group, small group, or one-on-one with a student.

Mr. Sullivan really worked hard when he volunteered at Greenman. He helped students who needed extra math support, taught a Science lesson about inventions and integrated technology into it, led shared reading and guided reading lessons, chose the literature circle books for each group, graded papers, and even taught Second/Fourth grade Learning Buddies every Friday afternoon. He always followed through with suggested strategies and has a natural and calm demeanor towards the students. He had a positive attitude with all of the students in the classroom and truly is a team player! I admire his willingness to be so flexible and the rapport he has between the students is amazing. He took the time to get to know each student and their learning styles. I enjoyed watching Dennis getting to know the students and their strengths and weaknesses.

His energy, enthusiasm, and involvement, are characteristics that I have recognized that will contribute to a successful classroom. His dedication to his profession, his work ethic, his commitment to learn and experience with children will allow Dennis to be an exceptional educator. Mr. Sullivan would be an asset to any school district that hires him. I strongly recommend Dennis without any reservation, as he has worked hard proving he is ready to enter the education arena. Please contact me at 630-801-6223 if you need any further information.

Sincerely,

~~~~~  
Kelly Epley  
Fourth Grade Teacher  
Greenman Elementary

Printed 08-05-2020





ALAN E. LEIS, ED.D., SUPERINTENDENT OF SCHOOLS

NAPERVILLE COMMUNITY UNIT SCHOOL DISTRICT 203

Madison Junior High School, 1000 River Oak Drive, Naperville Illinois 60565-2700 • 630/420-6400

-Erin K. Anderson, Principal - DJ Skogsberg, Assistant Principal - Shanna Lewis-Bajusz, Assistant Principal

April 26, 2007

To Whom It May Concern:

It is with great pleasure that I write this letter for Dennis Sullivan. During the second and third trimesters, Dennis participated in his student teaching experience at Madison Junior High School in Naperville CUSD 203. In all that he has done at Madison, Mr. Sullivan has excelled.

Dennis's love for the profession of education is demonstrated daily in his classes. He sets high expectations for himself, and accepts no less from his students. His influence in the classroom has been a strong and positive one. Mr. Sullivan has played an important role outside the classroom as well, assisting students as needed, and consistently going above and beyond.

Mr. Sullivan not only teaches our students to be life long learners, but sets the example as well. He provides his classes with real world opportunities, proving that living through diversity and challenging times makes us unique and builds our character. Through these experiences Dennis guides his students to reach their full potential, and seek out that which they have the heart, drive, and determination to be successful at.

Through the granting of many invitations, I have had the opportunity to observe Dennis and give him feedback just as I would any fully credentialed teacher. During the course of each of our collegial conversations, I found Dennis to be reflective and always striving to do better. At times, it was a challenge for me to be able to give any criticism, as Dennis, in my observations, performed at a level commensurate with that of a veteran teacher; a true sign of being skilled in both the art and science of teaching children.

It is clear to me that Dennis Sullivan is the type of educator that others will be measured up to. In his asking me to provide him with this letter of recommendation, it is Dennis who honors me. It is without any reservation that I refer Mr. Dennis Sullivan to you.

Sincerely,

DJ Skogsberg

Assistant Principal for  
Curriculum and Instruction

Printed: 08-05-2020



YellowFolde.





## Oswego Community Unit District 308

PLANK JUNIOR HIGH SCHOOL  
510 Secretariat Lane Oswego, IL  
60543 (630) 551-9400

Mr. Bryan Buck, Principal  
Mrs. Pamela Jensen, Assistant Principal  
Mrs. Kathleen Melton, Assistant Principal

May 2007

To Whom It May Concern:

During the fall of 2004, it was my pleasure to have Dennis Sullivan complete his clinical education experience with me. Dennis was able to experience a variety of junior high math courses as the classes he observed with me were Accelerated 7th grade Pre-Algebra, Accelerated 6th grade math, and regular 6th grade math.

During class, Dennis would often join in the discussion with additional examples and explanations. Dennis interacted well with the students. As lessons were taught and discussed, Dennis worked his way throughout the room helping students with math concepts and problems. He assisted the students in solving problems without giving them the answers. He used questioning techniques that allow students to think on their own. Students knew that Dennis was approachable and easy to talk to regarding their work. He has a calm, comfortable personality that works well with students. Dennis worked effectively in a one-on-one situation with a student as well as with a group of students. His enthusiasm for what he did with my students was very obvious.

Dennis set his own schedule for observing and assisting with my classes. He was always very prompt in arriving and often stayed later than intended to complete work that he had started. Once he knew my daily class schedule, he adjusted his schedule so as to be available to my students once a week during Study Hall. Dennis familiarized himself with the subject content so as to be more effective with the students.

I feel very fortunate that I was able to have Dennis observe and assist in my classroom. He was always very eager to work with the students and to help with the lessons. He is self-motivating as well as being a team player. Dennis makes it easy and comfortable to work with him. His professionalism and enthusiasm for teaching and for students are excellent. I feel that he has chosen the right profession to pursue. He will be a wonderful asset to any school staff and our profession. If you have any questions, please feel free to contact me at 630.551.9441.

A handwritten signature in cursive script that reads "Melody" followed by a small flourish.

Melody Watson  
Mathematics Teacher  
Plank Junior High School  
510 Secretariat Lane  
Oswego, IL 60543





**OBJECTIVE:** To obtain a math teaching position at the junior high/middle school level.

**EDUCATION:**

**Bachelor of Arts in Elementary Education, May 2007**

Aurora University, Aurora, IL

K-9 with Middle School Math Endorsement

Academic Honors GPA: 3.7/4.0

**Associate in Science, May 2005**

Emphasis: Elementary Education

Waubensee Community College, Sugar Grove, IL

Academic Honors GPA: 3.6/4.0

**TEACHING EXPERIENCE:**

**Student Teacher, Madison Junior High, Naperville, IL January 2007 to May 2007**

- Taught 6<sup>th</sup> grade math with full classroom control for 10 weeks.

**Clinical Experience, Greenman Elementary, Aurora, IL September 2006 to December 2006**

- Focused on reading and literature circles in 4<sup>th</sup> grade classroom for approximately 90 hours.
- Assisted with other subject areas as requested

**Clinical Experience, Traughber Junior High, Oswego, IL September 2004 to December 2004**

- Observed and assisted in 6<sup>th</sup> and 7<sup>th</sup> grade classes on Pre-Algebra, Accelerated 6<sup>th</sup> grade and regular 6<sup>th</sup> grade math classroom for approximately 75 hours.

**Teacher, Illinois Youth Center, Joliet, IL November 1979 to March 1981**

- Taught basic food preparation at juvenile facility of the Department of Corrections as part of the Vocational Education program.

**WORK EXPERIENCE:**

**General Manager, Marriott International, Bethesda, MD January 1987 to May 2003**

- Held various positions within the organization based on performance and promotions including but not limited to: Lodging Director of Loss Prevention and Training, General Manager of Food and Dining Services, Foodservice Director.

**Food and Beverage Director, Holiday Inn, Willowbrook, IL February 1986 to January 1987**

**Manager, Abigail's Restaurant, Champaign, IL February 1983 to November 1985**

**Sous Chef, Olympia Field's Country Club, Olympia Fields, IL March 1980 to January 1983**

**Chef, The Second Story Restaurant, Peotone, IL March 1978 to March 1980**

**RELATED EXPERIENCE:**

- Volunteer Baseball Coach, Oswego Pony Baseball, Oswego, IL
- Volunteer Baseball Coach, Oswego Cobra Baseball, Oswego, IL
- Religious Education Instructor/Aide, St. Anne Church, Oswego, IL



Dennis Sullivan



December 4, 2007

To Whom It May Concern:

My name is Dennis Sullivan and I am very interested in the Middle School Math teaching positions you have available in Oswego District 308. As a recent graduate of Aurora University, I am very anxious to begin my career as an educator. Since education is a second career for me, I think you will find that my dedication and determination to become a teacher, combined with the maturity I possess, would be an asset to your school district.

After many years in Hospitality Management, most recently with Marriott International, I returned to school to pursue my dream of becoming a teacher. I have been married for 25 years, and my wife and I have three teenage children. I think that my life experience and my enthusiasm for my new career have helped prepare me to be an excellent teacher. I hope you will consider me for one of your open positions.

Thank you for your consideration. I look forward to hearing from you.

Sincerely,

Dennis Sullivan



## Oswego Community Unit School District 308

## CANDIDATE RECOMMENDATION

POSITION: Math / LA teacher

- ☐ New position  
☐ Replacement (for who) - \_\_\_\_\_  
☒ Leave Cover - If so, for who? Jaimee Pine Dates Covering 1/14/08 - 2/26/08  
☐ Temporary

RECOMMENDED CANDIDATE: Dennis Sullivan

Is recommended candidate a current District 308 employee? Yes ☐ No ☒  
 If yes, current building name: \_\_\_\_\_ Current position: \_\_\_\_\_

☐ Yes, Application and all supporting documents have been submitted to DAC. (If not, principal must contact candidate to complete)

FULL-TIME ONE BUILDING ONLY?: ☒ Yes If yes, building name: PL No ☐

PART-TIME ONE BUILDING ONLY?: Yes ☐ No ☐

PERCENT EMPLOYED: \_\_\_\_\_

IF MULTIPLE BUILDINGS - PERCENT TIME IN EACH BUILDING:

| Percent | Building Location | Percent | Building Location |
|---------|-------------------|---------|-------------------|
|         |                   |         |                   |
|         |                   |         |                   |
|         |                   |         |                   |
|         |                   |         |                   |

INTERNAL APPLICANTS (All must be interviewed - use backside of this sheet if necessary)

| Name  | School | Interviewed by: |
|-------|--------|-----------------|
| _____ | _____  | _____           |
| _____ | _____  | _____           |

EXTERNAL APPLICANTS INTERVIEWED (Use backside of this sheet if necessary)

| Name                 | School | Interviewed by:    |
|----------------------|--------|--------------------|
| <u>Bridget Wolfe</u> | _____  | <u>K McIlhenny</u> |
| _____                | _____  | _____              |

## EMPLOYMENT CHECKED ON RECOMMENDED CANDIDATE

☐ Length of time employed at all previous schools needs to be verified with HR and application/resume must match.  
 The area below is for verifying employment on the candidate with the HR department of their prior educational employer(s) (not personal).

| Name                               | School | Dates of employment | Verified by: |
|------------------------------------|--------|---------------------|--------------|
| <u>* Dennis is a district sub.</u> | _____  | _____               | _____        |
| _____                              | _____  | _____               | _____        |

Signature of person making the employment recommendation:

Karen MillerDate: 12/3/07

**\*\*Maintenance/Custodial Only:** After the Building level has completed this form, please forward the completed form and reference checks to the Director of Building and Grounds at the Maintenance Department.

To be completed by Director of Building and Grounds:

Recommended start date (pending completion of required paperwork): \_\_\_\_\_

Recommended Step placement: \_\_\_\_\_

\*Shadow Days: December 17, 19





Administration Center  
4175 Route 71  
Oswego, IL 60543

Phone 630.636.3080  
Fax: 630.554.6242  
www.oswego308.org

Todd Colvin  
Assistant Superintendent  
for Administration

December 4, 2007

Dennis Sullivan (for J. Pine – Tchr, Plank)

### LETTER OF TEMPORARY EMPLOYMENT

This letter is to inform you of your status as a long-term substitute in District 308. You will be paid \$95.00 per day for the first 10 consecutive workdays and then advance to \$209.35 for the remainder of the days worked.

This position begins on January 14, 2008, and will end February 25, 2008. There are no benefits with this position. All days do count toward your allowable 120 sub days in our district due to you actually holding a teaching certificate. It is understood that you will job shadow Mrs. Pine on both December 17 and December 19, 2007.

You will be expected to fulfill all the duties of the teacher for whom you are substituting. Your principal will apprise you of these responsibilities.

Sincerely,

*Todd M. Colvin*  
Todd M. Colvin

I have read and understand the above terms.

*Dennis Sullivan* 12/5/07

Dennis Sullivan / Date:

C: Payroll  
Sub caller



OSWEGO SCHOOL DISTRICT No. 308  
TELEPHONE REFERENCE CHECK

Candidate's Name: Dennis Sullivan Date: 1/30/08  
 Name of Reference: Pam Jensen  
 Reference's School District/Organization: Plank

Sample Prompt: Hi, this is \_\_\_\_\_ with OCUSD No.308. Can I take a few minutes of your time to speak with you regarding (candidate), who has recently applied for a position in our district?

1. What were the dates of their employment? Or how long have you known the candidate? What was the nature of his/her job?  
2nd sem leave at Plank
2. How is the candidate perceived by other staff members in your building/organization?  
they love him!
3. Please comment on the candidate's character, dependability and attendance?  
goes over + above esp. for being a long term sub
4. Does the candidate have any weaknesses or special problems that impacted their job performance while employed with your district/organization?  
no
5. Is the candidate able to communicate effectively in order to establish a rapport with
  - a. Co-workers?
  - b. Students? (Teachers only)
  - c. Parents? (Teachers only)> all good, very friendly
6. (Teachers only) On a scale of 1-10, with 10 being the highest, how would you rank the candidate's knowledge of the subject matter/curriculum in his/her assignment?  
n/a due to being sub - has  
long the endowment
7. (Teachers only) Does the candidate have the ability to maintain an appropriate classroom environment?  
yes
8. Would you hire the candidate? ☒ Yes or ☐ No  
 (Teachers only) Was he/she offered a contract for coming school year? Yes or No  
N/A
9. Is there anything else of significance that we should know?  
no

J. Murphy  
 (Signature of Supervising Administrator)

1/30/08  
 (Date)



**Oswego Community Unit School District 308**  
**CANDIDATE RECOMMENDATION**

POSITION: Math teacher

- ☐ New position  
☐ Replacement (for who) - \_\_\_\_\_  
☒ Leave Cover - If so, for who? Autumn DeLiden Dates Covering Apr 3 - June 4  
☐ Temporary

RECOMMENDED CANDIDATE: Dennis Sullivan

Is recommended candidate a current District 308 employee? ☒ Yes ☐ No  
 If yes, current building name: Plank Current position: Subbing for Jamie Pine  
(maternity leave)  
☒ Yes, Application and all supporting documents have been submitted to DAC. (If not, principal must contact candidate to complete)

FULL-TIME ONE BUILDING ONLY?: ☒ Yes If yes, building name: TH ☐ No

PART-TIME ONE BUILDING ONLY?: ☐ Yes If yes, building name: \_\_\_\_\_ ☐ No

PERCENT EMPLOYED: \_\_\_\_\_

IF MULTIPLE BUILDINGS - PERCENT TIME IN EACH BUILDING:

| Percent | Building Location | Percent | Building Location |
|---------|-------------------|---------|-------------------|
|         |                   |         |                   |
|         |                   |         |                   |
|         |                   |         |                   |
|         |                   |         |                   |

INTERNAL APPLICANTS (All must be interviewed - use backside of this sheet if necessary)

Name \_\_\_\_\_ School \_\_\_\_\_ Interviewed by: \_\_\_\_\_  
none \_\_\_\_\_

EXTERNAL APPLICANTS INTERVIEWED (Use backside of this sheet if necessary)

Name \_\_\_\_\_ School \_\_\_\_\_ Interviewed by: \_\_\_\_\_  
Dennis Sullivan T. Murphy

**REFERENCES CHECKED ON RECOMMENDED CANDIDATE**

☒ Length of time employed at all previous schools needs to be verified with schools and application/resume matching.

Name \_\_\_\_\_ School \_\_\_\_\_ Dates of employment \_\_\_\_\_ Verified by: \_\_\_\_\_  
Pam Jensen Plank Current leave coverage T. Murphy

Signature of person making the employment recommendation: \_\_\_\_\_

J. Murphy Date: 1/30/08

**\*\*Maintenance/Custodial Only:** After the Building level has completed this form, please forward the completed form and reference checks to the Director of Building and Grounds at the Maintenance Department.

To be completed by Director of Building and Grounds:

Recommended start date (pending completion of required paperwork): \_\_\_\_\_

Recommended Step placement: \_\_\_\_\_

Director of Building and Grounds

candidate not reviewed.doc / revised 12/7/06



**From:** Tracy Murphy  
**To:** DuSell, Bernadette  
**Date:** 1/31/2008 11:55 AM  
**Subject:** Re: A. Desiderio

I do want shadow days and I even know the dates--I just forgot to put them on the sheet. The days are March 18th and 19th. Thanks for the reminder!

>>> Bernadette DuSell 1/31/2008 11:21 AM >>>

Hi,

Just to let you know, Sullivans letter WILL say his last day is May 30 (not June 4). Autumn indicated she is returning June 2 so therefore he needs to NOT be there on her return.

Bernie

Also, I trust you don't want any shadow days because you did not indicate it on the cand rec as you would need to give me specific shadow dates as I've mentioned previously.

Bernie

Bernadette - Oswego Personnel  
Email: [bdusell@oswego308.org](mailto:bdusell@oswego308.org)  
Phone: 630/636-3089  
FAX: 630/554-6242



*High Academic Achievement - Our District's Goal*



Administration Center  
4175 Route 71  
Oswego, IL 60543

Phone 630.636.3080  
Fax: 630.554.6242  
www.oswego308.org

Todd Colvin  
Assistant Superintendent  
for Administration

January 31, 2008

Dennis Sullivan – (for A. Desiderio / Tehr - TH)

**LETTER OF TEMPORARY EMPLOYMENT**

This letter is to inform you of your status as a long-term substitute in District 308. You will be paid \$95.00 per day for the first 10 consecutive workdays and then advance to \$209.35 for the remainder of the days worked.

This position begins on April 3, 2008, and will end May 30, 2008. There are no benefits with this position. All days do count toward your allowable 120 sub days in our district. It is understood that you will shadow Mrs. Desiderio on March 18 and 19, 2008.

You will be expected to fulfill all the duties of the teacher for whom you are substituting. Your principal will apprise you of these responsibilities.

Sincerely,

Todd M. Colvin

I have read and understand the above terms.

*Dennis Sullivan 2/4/08*

Dennis Sullivan / Date:

C: Payroll  
Sub caller





*High Academic Expectations within a Caring School Climate*

June 19, 2008

Administration Center  
4175 Route 71  
Oswego, IL 60543

Phone 630.636.3080  
Fax: 630.554.2168  
www.oswego308.org

DENNIS E. SULLIVAN  
[REDACTED]

Dear DENNIS E.,

Thank you for being a substitute teacher for the District for the 2007/2008 school year. We welcome your return for the 2008/2009 school year.

It is very important to us that we keep our substitute records up to date. Please contact us immediately, in the event you are unavailable to be a substitute for the District. You can call the district receptionist at (630)636-3080 to notify us of that change.

Again, thank you for being a substitute teacher for the district. We look forward to your return for the 2008/2009 school year.

Sincerely,

A handwritten signature in cursive script that reads "Kristy Kuntz".

Kristy Kuntz  
Director of Human Resources

CC: file

Printed 08-05-2020



**Oswego Community Unit School District 308**  
**CANDIDATE RECOMMENDATION**

POSITION: Language Arts

- ☐ New position  
☐ Replacement (for who) - \_\_\_\_\_  
☒ Leave Cover - If so, for who? Kristen Mattson Dates Covering 9/17/08 - 10/29/08  
☐ Temporary

RECOMMENDED CANDIDATE: Dennis Sullivan

Is recommended candidate a current District 308 employee? Yes ☐ No ☒  
 If yes, current building name: \_\_\_\_\_ Current position: \_\_\_\_\_

☒ Yes, Application and all supporting documents have been submitted to DAC. (If not, principal must contact candidate to complete)

FULL-TIME ONE BUILDING ONLY?: ☒ Yes If yes, building name: PL No ☐

PART-TIME ONE BUILDING ONLY?: Yes ☐ No ☐

PERCENT EMPLOYED: \_\_\_\_\_

IF MULTIPLE BUILDINGS - PERCENT TIME IN EACH BUILDING:

| Percent | Building Location | Percent | Building Location |
|---------|-------------------|---------|-------------------|
|         |                   |         |                   |
|         |                   |         |                   |
|         |                   |         |                   |

INTERNAL APPLICANTS (All must be interviewed - use backside of this sheet if necessary)

| Name  | School | Interviewed by: |
|-------|--------|-----------------|
| _____ | _____  | _____           |
| _____ | _____  | _____           |

EXTERNAL APPLICANTS INTERVIEWED (Use backside of this sheet if necessary)

| Name                      | School | Interviewed by:        |
|---------------------------|--------|------------------------|
| <u>Caitlin Montgomery</u> | _____  | <u>Kristen Mattson</u> |
| _____                     | _____  | _____                  |

**EMPLOYMENT CHECKED ON RECOMMENDED CANDIDATE**

☐ Length of time employed at all previous schools needs to be verified by you with HR and application/resume must match. The area below is for verifying employment on the candidate with the HR department of their prior educational employer(s) (not personal).

| Name                | School | Dates of employment | Verified by: |
|---------------------|--------|---------------------|--------------|
| <u>District 308</u> | _____  | _____               | _____        |
| _____               | _____  | _____               | _____        |

Signature of person making the employment recommendation: \_\_\_\_\_

Date: 8/23/08

**\*\*Maintenance/Custodial Only:** After the Building level has completed this form, please forward the completed form and reference checks to the Director of Building and Grounds at the Maintenance Department.

To be completed by Director of Building and Grounds:

Recommended start date (pending completion of required paperwork): \_\_\_\_\_

Recommended Step placement: \_\_\_\_\_

Director of Building and Grounds  
 4/17/2008 candidate rec revised

AUG 25 2008

Shadow dates: 8/27, 8/28



*High Academic Expectations within a Caring School Climate*

Administration Center  
4175 Route 71  
Oswego, IL 60543

Phone 630.636.3080  
Fax: 630.554.6242  
www.oswego308.org

Todd Colvin  
Assistant Superintendent  
for Administration

August 26, 2008

Dennis Sullivan (for K. Mattson - PL Tchr)

**LETTER OF TEMPORARY EMPLOYMENT**

This letter is to inform you of your status as a long-term substitute in District 308. You will be paid \$95.00 per day for the first 10 consecutive workdays and then advance to \$218.77 for the remainder of the days worked.

This position begins on September 17, 2008, and will end October 27, 2008. There are no benefits with this position. All days do count toward your allowable 120 yearly sub days in our district due to your actually holding a teaching certificate. It is understood that you will shadow Mrs. Mattson full days on both August 27 and 28, 2008.

You will be expected to fulfill all the duties of the teacher for whom you are substituting. Your principal will apprise you of these responsibilities.

Sincerely,

*Todd M. Colvin /bd*

Todd M. Colvin

I have read and understand the above terms.

*Dennis Sullivan* 8/27/08

Dennis Sullivan / Date:

C: Payroll  
Sub caller  
N. Potts



## Oswego Community Unit School District 308

CANDIDATE RECOMMENDATIONPOSITION: Social Studies

☐ New position  
☐ Replacement (for who) - \_\_\_\_\_  
☒ Leave Cover - If so, for who? Dan Dunbar Dates Covering 12/17/08 - 1/20/09  
☐ Temporary

RECOMMENDED CANDIDATE: Dennis Sullivan

Is recommended candidate a current District 308 employee? Yes ☐ No ☒  
 If yes, current building name: \_\_\_\_\_ Current position: \_\_\_\_\_

☒ Yes, Application and all supporting documents have been submitted to DAC. (If not, principal must contact candidate to complete)

FULL-TIME ONE BUILDING ONLY?: ☒ Yes If yes, building name: PL No ☐

PART-TIME ONE BUILDING ONLY?: Yes ☐ No ☐

PERCENT EMPLOYED: \_\_\_\_\_

IF MULTIPLE BUILDINGS - PERCENT TIME IN EACH BUILDING:

| Percent | Building Location | Percent | Building Location |
|---------|-------------------|---------|-------------------|
|         |                   |         |                   |
|         |                   |         |                   |
|         |                   |         |                   |

INTERNAL APPLICANTS (All must be interviewed - use backside of this sheet if necessary)

|       |        |                 |
|-------|--------|-----------------|
| Name  | School | Interviewed by: |
| _____ | _____  | _____           |
| _____ | _____  | _____           |

EXTERNAL APPLICANTS INTERVIEWED (Use backside of this sheet if necessary)

|       |        |                 |
|-------|--------|-----------------|
| Name  | School | Interviewed by: |
| _____ | _____  | _____           |
| _____ | _____  | _____           |

EMPLOYMENT CHECKED ON RECOMMENDED CANDIDATE

☒ Length of time employed at all previous schools needs to be verified by you with HR and application/resume must match. The area below is for verifying employment on the candidate with the HR department of their prior educational employer(s) (not personal).

|                    |        |                     |              |
|--------------------|--------|---------------------|--------------|
| Name               | School | Dates of employment | Verified by: |
| <u>Current sub</u> | _____  | _____               | _____        |
| _____              | _____  | _____               | _____        |

Signature of person making the employment recommendation:

[Signature]Date: 12/10/08

**\*\*Maintenance/Custodial Only:** After the Building level has completed this form, please forward the completed form and reference checks to the Director of Building and Grounds at the Maintenance Department.

To be completed by Director of Building and Grounds:

Recommended start date (pending completion of required paperwork): \_\_\_\_\_

Recommended Step placement: \_\_\_\_\_

Director of Building and Grounds

4/17/2008 candidate rec revised

Shadow Days: 12/11, 12/12





June 18, 2014

Administration  
Center  
4175 Route 71  
Oswego, IL 60543

Dr. John W. Sparlin  
Assistant  
Superintendent of  
Administrative  
Services  
Phone 630.636.3080  
Fax 630.636.3688

**NOTIFICATION OF ASSIGNMENT  
NON-TENURED STAFF  
2014-2015**

**Name: DENNIS E. SULLIVAN**

**Building Assignment: PLANK**

**Grade/Subject Area: MATH INTERVENTION**

**Salary Schedule Placement:**

**1<sup>st</sup> Semester - Lane: 01 Mid-Step: 2 Salary: \$ 20,620.25**

**2<sup>nd</sup> Semester - Lane: 01 Step: 3 Salary: \$ 20,925.00**

**Contract Days: 181 Percent Time: 100%**

**Other information:**

**Note:** Per the union contract, this statement is to inform teachers what their building assignment will be and what grade/subject they will teach. Changes in above assignments may be made if necessary, and the teacher involved in such changes will be notified as soon as possible.

Dr. John W. Sparlin  
Assistant Superintendent for Administrative Services



**TEACHER EVALUATION PLAN**  
**Summative Observation/Monitoring Report**  
**Classroom Teacher**

**Teacher:** Dennis Sullivan

**Class:** Math Dyanmics

**Evaluator:** Chris Puckett

**EMPLOYMENT STATUS**

☒ Non-Tenured Employee

☐ Tenured Employee

**EVALUATION SEQUENCE**

☐ Track I

☒ Track II

**EVALUATION TYPE**

☒ Observation

☐ Professional Growth Plan

☐ Remediation

| Date of Pre-Observation Conference | Date of Performance Observation | Length of Visit(s) | Type of Class | Date of Post-Observation Conference |
|------------------------------------|---------------------------------|--------------------|---------------|-------------------------------------|
| 2-27-14                            | 2-28-14                         | 41 min             |               | 3-3-14                              |
|                                    |                                 |                    |               |                                     |
|                                    |                                 |                    |               |                                     |

**Overall Performance Rating:**

☐ Excellent

☒ Proficient

☐ Needs Improvement

☐ Unsatisfactory

**Employment Recommendation:**

☒ Reemployment

☐ Remediation

☐ Termination

**SIGNATURES**

**Evaluator:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Signing of this instrument acknowledges participation in, but not necessarily Concurrence with, this report.**



Yellowstone

Yellowstone  
National Park  
Yellowstone  
National Park  
Yellowstone  
National Park



## TEACHER EVALUATION PLAN

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |  |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--|--|--|
| 4e. Growing Professionally                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>X</b> |  |  |  |
| 4f. Showing Professionalism                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>X</b> |  |  |  |
| <p>Comments: Mr. Sullivan is an extremely hard worker. He is always willing to do anything for anyone. He often is up in the office asking if anyone needs anything. He is the ultimate team player. He is constantly contributing to the success of others and genuinely cares about his teammates. He strives to be better and make sure he is doing his part. I know that if I give Dennis a task it will get done. I look forward to his continued improvement and his upbeat personality. Thanks for being positive.</p> |          |  |  |  |



|   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |
|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|

Yellowstone



## TEACHER EVALUATION PLAN

problems on the boards when students are struggling. I believe organizing and staying on top of the students to be one of his strengths. Mr. Sullivan manages his daily responsibilities. He works extremely hard to make sure the class is run smoothly. He uses a timer for time management and smooth transitions. Rules are fair, clear, and understood. Mr. Sullivan truly cares for his students and pushes them to be the best.

| <b>Domain 3:<br/>Delivering Instruction</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <i>Meets<br/>Expectations</i> | <i>Emerging</i> | <i>Does Not<br/>Meet</i> | <i>N/A</i> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------|--------------------------|------------|
| 3a. Employing Communication Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>X</b>                      |                 |                          |            |
| 3b. Engaging Students in Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>X</b>                      |                 |                          |            |
| 3c. Demonstrating Flexibility and Responsiveness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>X</b>                      |                 |                          |            |
| Comments:Class is organized to rotate students within groups and work on class work assigned in other classes. He can be seen creating problems to help students understand certain concepts. He is stern but fair with his students. Mr.Sullivan engages all students and encourages thoughtful questions and work. He will not settle for students not giving their best. He works individually with students that aren't fulfilling there part of assignments. Mr. Sullivan uses periodic checks of homework to ensure comprehension. Class is designed in a way the allows for teacher intervention and student practice. Success is in the set up of class routines and instruction. Data will be the determining factor to individual and class success. |                               |                 |                          |            |

| <b>Domain 4:<br/>Demonstrating Professional Behavior</b> | <i>Meets<br/>Expectations</i> | <i>Emerging</i> | <i>Does Not<br/>Meet</i> | <i>N/A</i> |
|----------------------------------------------------------|-------------------------------|-----------------|--------------------------|------------|
| 4a. Reflecting on Teaching                               | <b>X</b>                      |                 |                          |            |
| 4b. Keeps Records                                        | <b>X</b>                      |                 |                          |            |
| 4c. Relating to Families and Other Professionals         | <b>X</b>                      |                 |                          |            |
| 4d. Contributing to the School and District              | <b>X</b>                      |                 |                          |            |



**OSWEGO COMMUNITY UNIT SCHOOL DISTRICT 308  
TEACHER'S CONTRACT**

It is Hereby Agreed by and between the Board of Education of School District No. 308; Counties of Kendall, Kane and Will; State of Illinois; and **Dennis Sullivan** a legally qualified teacher, that the said teacher shall teach in said school district for the school year 2013 - 2014. Compensation will be paid for the following services rendered below. *This contract is contingent upon proper ISBE and NCLB certification, official transcripts and successful background check.*

It is Further Agreed that this total amount is payable in 24 equal installments at the end of each pay period as scheduled by the Board (15<sup>th</sup> and 30<sup>th</sup> of each month).

It is Further Agreed that said Board shall contribute 9.40% toward each teacher's mandated contribution to TRS for teachers' retirement and .88% towards the teacher's mandated THIS contribution to TRS for teachers' health insurance (THIS).

It is Further Agreed that this contract is subject to the School Laws of Illinois and the reasonable and lawful regulations of said Board.

It is Further Agreed that, if negotiations are in progress when this contract is approved, adjustments, if necessary, can be made when said negotiations are concluded and a new Professional Negotiation Agreement becomes effective.

Pursuant to an aye and nay vote taken and recorded at a lawful meeting of the said Board of Education held at Oswego, Illinois, on the 10th day of June, 2013, and by order of said Board of Education this contract is executed in duplicate this 10<sup>th</sup> day of June, 2013.

*Willi Perall*

President

*Dennis Sullivan*  
Teacher

*Dennis Paul*

Secretary

|                               |                |
|-------------------------------|----------------|
| <b>BUILDING ASSIGNMENT(S)</b> | Plank Jr. High |
| <b>TEACHING ASSIGNMENT(S)</b> | Math Dynamics  |

|                                                      |                       |           |
|------------------------------------------------------|-----------------------|-----------|
| <b>SALARY SCHEDULE PLACEMENT:</b>                    | <b>Lane and Step:</b> |           |
| 1 <sup>st</sup> semester 9/13/2013-2/28/2014 payroll | Lane 1, Step 1        | 20,207.75 |
| 2 <sup>nd</sup> semester 3/14/2014-8/30/2013         | Lane 1, Step 2        | 20,315.50 |
|                                                      |                       |           |
|                                                      |                       |           |
|                                                      |                       |           |
| <b>OTHER:</b>                                        |                       |           |

Contract cert 2013 2014





## TEACHER EVALUATION PLAN

Classroom Teacher

**Teacher:** Dennis Sullivan

**Class:** Math Dynamics

**Evaluator:** Chris Puckett

### EMPLOYMENT STATUS

☒ Non-Tenured Employee

☐ Tenured Employee

### EVALUATION SEQUENCE

☐ Track I

☒ Track II

### EVALUATION TYPE

☒ Observation

☐ Professional Growth Plan

☐ Remediation

| Date of Pre-Observation Conference | Date of Performance Observation | Length of Visit(s) | Type of Class | Date of Post-Observation Conference |
|------------------------------------|---------------------------------|--------------------|---------------|-------------------------------------|
| 10/7/13                            | 10/8/13                         | 41 Min             |               | 10/15/13                            |
|                                    |                                 |                    |               |                                     |
|                                    |                                 |                    |               |                                     |

### **Overall Performance Rating:**

☐ Excellent

☒ Proficient

☐ Needs Improvement

☐ Unsatisfactory

### **Employment Recommendation:**

☐ Reemployment

☐ Remediation

☐ Termination

### SIGNATURES

**Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signing of this instrument acknowledges participation in, but not necessarily Concurrence with, this report.**



## TEACHER EVALUATION PLAN

### TRACK II Teacher Goals (Minimum of Two)

**Observation #1: Goals will be developed collaboratively at the post conference.**

**Observation #2: Please comment on the pursuit of your goals this year (fill out prior to post conference).**

### TEACHER EVALUATION PLAN

## Summative Observation/Monitoring Report



## TEACHER EVALUATION PLAN

Dennis a task it will get done. I look forward to his continued improvement and his upbeat personality. Thanks for being positive.



## TEACHER EVALUATION PLAN

management and smooth transitions. Rules are fair, clear, and understood. Mr. Sullivan truly cares for his students and pushes them to be the best.

| <b>Domain 3:<br/>Delivering Instruction</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <i>Meets<br/>Expectations</i> | <i>Emerging</i> | <i>Does Not<br/>Meet</i> | <i>N/A</i> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------|--------------------------|------------|
| 3a. Employing Communication Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>X</b>                      |                 |                          |            |
| 3b. Engaging Students in Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>X</b>                      |                 |                          |            |
| 3c. Demonstrating Flexibility and Responsiveness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>X</b>                      |                 |                          |            |
| Comments:Mr.Sullivan engages all students and encourages thoughtful questions and work. He will not settle for students not giving their best. He works individually with students that aren't fulfilling there part of assignments. Mr. Sullivan uses periodic checks of homework to ensure comprehension. Class is designed in a way the allows for teacher intervention and student practice. Success is in the set up of class routines and instruction. Data will be the determining factor to individual and class success. |                               |                 |                          |            |

| <b>Domain 4:<br/>Demonstrating Professional Behavior</b>                                                                                                                                                                                                                                                                                                                           | <i>Meets<br/>Expectations</i> | <i>Emerging</i> | <i>Does Not<br/>Meet</i> | <i>N/A</i> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------|--------------------------|------------|
| 4a. Reflecting on Teaching                                                                                                                                                                                                                                                                                                                                                         | <b>X</b>                      |                 |                          |            |
| 4b. Keeps Records                                                                                                                                                                                                                                                                                                                                                                  | <b>X</b>                      |                 |                          |            |
| 4c. Relating to Families and Other Professionals                                                                                                                                                                                                                                                                                                                                   | <b>X</b>                      |                 |                          |            |
| 4d. Contributing to the School and District                                                                                                                                                                                                                                                                                                                                        | <b>X</b>                      |                 |                          |            |
| 4e. Growing Professionally                                                                                                                                                                                                                                                                                                                                                         | <b>X</b>                      |                 |                          |            |
| 4f. Showing Professionalism                                                                                                                                                                                                                                                                                                                                                        | <b>X</b>                      |                 |                          |            |
| Comments:Mr. Sullivan is an extremely hard worker. He is always willing to do anything for anyone. He often is up in the office asking if anyone needs anything. He is the ultimate team player. He is constantly contributing to the success of others and genuinely cares about his teammates. He strives to be better and make sure he is doing his part. I know that if I give |                               |                 |                          |            |



## TEACHER EVALUATION PLAN

### District 308 Observation Form

| <b>Domain 1:</b><br><b>Planning and Preparation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <i>Meets<br/>Expectations</i> | <i>Emerging</i> | <i>Does Not<br/>Meet</i> | <i>N/A</i> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------|--------------------------|------------|
| 1a. Demonstrating Knowledge of Content and Pedagogy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>X</b>                      |                 |                          |            |
| 1b. Demonstrating Knowledge of Students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>X</b>                      |                 |                          |            |
| 1c. Demonstrating Knowledge of Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                               | <b>X</b>        |                          |            |
| 1d. Selecting Instructional Goals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>X</b>                      |                 |                          |            |
| 1e. Designing Instruction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                               | <b>X</b>        |                          |            |
| 1f. Assessing Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                               | <b>X</b>        |                          |            |
| <p>Comments: This is Mr. Sullivan's first year as the math dynamics teacher. He has done a fantastic job of trying to learn and set up his class. Students can be from multiple classes and may be in different tasks within that lesson depending on the teacher's class. Mr. Sullivan stays up on the assignments and speaks with the teachers regularly. He is working on the data collection that will allow him to alter instruction to help students. Fridays, Mr. Sullivan calls individual students up to go over the work for the week in the backpack created by the computer program. Students are given rewards based on completion and competency. He knows many of the kids in classes because he taught them last year in math. This is a benefit to teacher and student. Mr. Sullivan will look at student grades at term as well as the map scores assess the progress of students in math. Mr. Sullivan told me that math was not getting together as of now but that he goes to see them during his plan. Dennis has clear and measurable goals for his students.</p> |                               |                 |                          |            |

| <b>Domain 2:</b><br><b>Creating the Learning Environment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <i>Meets<br/>Expectations</i> | <i>Emerging</i> | <i>Does Not<br/>Meet</i> | <i>N/A</i> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------|--------------------------|------------|
| 2a. Creating an Environment for Respect and Rapport                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                               | <b>X</b>        |                          |            |
| 2b. Establishing a Culture for Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>X</b>                      |                 |                          |            |
| 2c. Managing Daily Responsibilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>X</b>                      |                 |                          |            |
| 2d. Managing Student Behavior                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>X</b>                      |                 |                          |            |
| 2e. Organizing Physical Space                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>X</b>                      |                 |                          |            |
| 2f. Utilizing Technology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>X</b>                      |                 |                          |            |
| <p>Comments: Mr. Sullivan has organized his class so that students know and understand the routines of the class. The class is split between homework help and computer practice. Students are divided into groups according to teacher and ability levels. Mr. Sullivan does a good job of monitoring the students and the progress. He takes time to point out and work problems on the boards when students are struggling. I believe organizing and staying on top of the students to be one of his strengths. Mr. Sullivan manages his daily responsibilities. He works extremely hard to make sure the class is run smoothly. He uses a timer for time</p> |                               |                 |                          |            |



UNITED STATES POSTAL SERVICE Certified Mail Provides:

- A mailing receipt
- A unique identifier for your mailpiece
- A record of delivery kept by the Postal Service for two years

**Important Reminders:**

- Certified Mail may ONLY be combined with First-Class Mail® or Priority Mail®.
- Certified Mail is *not* available for any class of international mail.
- **NO INSURANCE COVERAGE IS PROVIDED** with Certified Mail. For valuables, please consider Insured or Registered Mail.
- For an additional fee, a *Return Receipt* may be requested to provide proof of delivery. To obtain Return Receipt service, please complete and attach a Return Receipt (PS Form 3811) to the article and add applicable postage to cover the fee. Endorse mailpiece "Return Receipt Requested". To receive a fee waiver for a duplicate return receipt, a USPS® postmark on your Certified Mail receipt is required.
- For an additional fee, delivery may be restricted to the addressee or addressee's authorized agent. Advise the clerk or mark the mailpiece with the endorsement "Restricted Delivery".
- If a postmark on the Certified Mail receipt is desired, please present the article at the post office for postmarking. If a postmark on the Certified Mail receipt is not needed, detach and affix label with postage and mail.

**IMPORTANT: Save this receipt and present it when making an inquiry.**

PS Form 3800, August 2006 (Reverse) PSN 7530-02-000-9047

• Sender: Please print

Osw

Per:

417

Osw



Printed 08-05-2020



**SENDER: COMPLETE THIS SECTION**

Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits.

Article Addressed to:

Mr. Dennis Sullivan

**COMPLETE THIS SECTION ON DELIVERY**

A. Signature

X

*[Signature]*

☐ Agent

☒ Addressee

B. Received by (Printed Name)

C. Date of Delivery

4/11/12

D. Is delivery address different from item 1?

☐ Yes

If YES, enter delivery address below:

☐ No

3. Service Type

☒ Certified Mail

☐ Express Mail

☐ Registered

☒ Return Receipt for Merchandise

☐ Insured Mail

☐ C.O.D.

4. Restricted Delivery? (Extra Fee)

☐ Yes

Article Number

(Transfer from service label)

7008 1830 0000 3957 3460

3 Form 3811, February 2004

Domestic Return Receipt

Printed: 06-05-2020

102595-02-M-1540



NOTICE OF NON-REEMPLOYMENT

VIA FIRST CLASS MAIL:  
CERTIFIED MAIL - RETURN RECEIPT REQUESTED;  
AND PERSONAL DELIVERY - WITH RECEIPT

April 9, 2012

Mr. Dennis Sullivan  


Dear Mr. Sullivan:

We regret to advise you that the Board of Education of Oswego Community Unit School District No. 308, Kendall County, Illinois, pursuant to Section 5/24-11 of *The Illinois School Code*, has determined not to reemploy you for the 2012-2013 school term. Your services to the School District shall terminate on June 4, 2012 or the last teacher employment day during the 2011-2012 school term, whichever is later.

Very truly yours,

Board of Education  
Oswego Community Unit School  
District No. 308  
Kendall County, Illinois

By:

Will Powell, President  
Board of Education

ATTEST:

Laurie Posters, Secretary  
Board of Education

I received this Notice of Non-Reemployment by personal delivery on 4/10/2012,  
2012.

Don Sh.

[Insert Name]

EXHIBIT 2012-34



Try to have every student in class participate at least once each day. You tended to only call on the students whose hands were raised. In some cases, it is more effective to have a "no hands" policy and "randomly" call on students around the room to ensure that all students remain engaged.

You do a great job giving students "props" for catching the tricky stuff. Good to ask them "How many of you think it's the only answer. Then asked if they'd get an A if they got a 98, 99 or 100.

You also do a great job pushing kids to explain their thinking on the Pacman, mouth, alligator strategy for greater than/less than symbols. It's important that students decide what works best for them. I was also happy to see you solicit multiple specific examples from kids in terms of what less than and greater than mean and to give examples of decimals.

For the whiteboard activity, you gave them good directions, but they were all auditory. Remember that approximately 30% of your class is visual. Try to create an overhead sheet or PowerPoint slide of directions, or put them on the whiteboard. Many students forgot to give two examples of numbers that would make the inequality true.

Another way to use the white boards would be to orally dictate an expression and see if the students can write it, then solve it. This would give you a sense immediately if they understood the lesson.

| <b>Domain 4:<br/>Demonstrating Professional Behavior</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <i>Meets<br/>Expectations</i> | <i>Emerging</i> | <i>Does Not<br/>Meet</i> | <i>N/A</i> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------|--------------------------|------------|
| 4a. Reflecting on Teaching                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                               | <b>X</b>        |                          |            |
| 4b. Keeps Records                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                               | <b>X</b>        |                          |            |
| 4c. Relating to Families and Other Professionals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                               | <b>X</b>        |                          |            |
| 4d. Contributing to the School and District                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                               | <b>X</b>        |                          |            |
| 4e. Growing Professionally                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                               | <b>X</b>        |                          |            |
| 4f. Showing Professionalism                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                               | <b>X</b>        |                          |            |
| Dennis, we are so happy to have you as a full-time member of our staff. You are a model of work ethic, positive energy, and professional communication. You are a true team-player, willing to do anything to help anyone—students and staff alike. Your willingness to supervise walkers and car riders as they enter the building every morning is much appreciated as is your assistance in the Student Services office during the homeroom period. You respond to inquiries from counselors and other members of the RTI team in very quickly and have done an excellent job with parents in IEP meetings. Thanks for your hard work! |                               |                 |                          |            |



out why people had different answers. Continue to also use choral answers when all students should know an answer or a tip such as "Check your work!" Also, try giving your students a problem to try "on their own" with the whiteboard, right after walking them through just a couple of samples. This may work better than teaching a concept, doing a lot of examples for the class and then letting them do several problems on their own. Using the whiteboard will help you quickly establish who "gets it" right away versus who needs more examples. Once you have only a few who need extra help, send the others off to do some independent practice while you work with the group who may need some reteaching.

Try to have the students do as much of the "work" as possible. When there was a word problem, you read it aloud instead of a student. Your students clearly have your routines down pat. There was no messing around. Books were out, binders were out, kids were facing front. There was no poor behavior. It was good to have students distribute the white boards rather than you, but consider having the kids pick them up on the way into the room. This will save you time and effort.

You demonstrate respect for students, especially when needing to talk to one privately. You do so in quiet, whispered tones so other students are (mostly) unaware of the conversation. At the same time, you also like to joke with them and use your sense of humor to make class fun.

Your desks are set up in rows, which works particularly well for this subject area. It is important that all students can focus on the front of the room. When you are saying something important that you need them to remember, be sure to stand still at the front of the room when saying it. Research shows that students are more apt to pay attention to what their teacher is saying when they are standing still. One concern was with the overhead copy of the worksheet/homework. It was very small from the back of the room. It seemed that Kendall checked out while you were going through the answers. I am not sure he could see it.

### Domain 3:

#### **Delivering Instruction**

|                                                  | <i>Meets Expectations</i> | <i>Emerging</i> | <i>Does Not Meet</i> | <i>N/A</i> |
|--------------------------------------------------|---------------------------|-----------------|----------------------|------------|
| 3a. Employing Communication Skills               |                           | <b>X</b>        |                      |            |
| 3b. Engaging Students in Learning                |                           | <b>X</b>        |                      |            |
| 3c. Demonstrating Flexibility and Responsiveness |                           | <b>X</b>        |                      |            |

Whenever possible, make the students do more work than you. When going through the hiking problem, you did all the talking and you wrote the expression. Have the students tell you how to write the expression instead. Do you have students go up to the board? Again, research shows that students who teach others what they know retain the information more than if they just were taught the information themselves. When possible, build in opportunities for students to teach others what they know.

I was happy to see that students are working on more challenging word problems rather than just solving expressions. These problems help students make connections to real world applications for math. You made additional connections to the real world related to grades and football, which should help the students link the abstract concepts of inequalities to familiar concepts they can understand.



## District 308 Observation Form

| <b>Domain 1:<br/>Planning and Preparation</b>       | <i>Meets<br/>Expectations</i> | <i>Emerging</i> | <i>Does Not<br/>Meet</i> | <i>N/A</i> |
|-----------------------------------------------------|-------------------------------|-----------------|--------------------------|------------|
| 1a. Demonstrating Knowledge of Content and Pedagogy |                               | <b>X</b>        |                          |            |
| 1b. Demonstrating Knowledge of Students             |                               | <b>X</b>        |                          |            |
| 1c. Demonstrating Knowledge of Resources            |                               | <b>X</b>        |                          |            |
| 1d. Selecting Instructional Goals                   |                               | <b>X</b>        |                          |            |
| 1e. Designing Instruction                           |                               | <b>X</b>        |                          |            |
| 1f. Assessing Student Learning                      |                               | <b>X</b>        |                          |            |

Dennis, your understanding of the math concepts you are teaching and your knowledge of the students is solid. Take advantage of the wealth of knowledge in your colleagues for additional pedagogical tools and strategies for teaching the same concepts you do. It was great to see you use the white boards, but they could be more effectively used if everyone worked on the same problem at one time. This ensures that some students don't finish early and sit around with nothing to do while you work with a student on another problem across the room.

Please get in the habit of listing an agenda on the board for students, complete with the essential question, skill or target for the day and a listing of the activities involved in that class period. This is extremely beneficial for visual and routine-oriented students.

Continue to find ways to spiral your curriculum, linking all past learning to new concepts. Students at this age need us to explicitly make these connections for them.

The bellringer quiz is a great way to keep the students engaged in the bellringer each day. You use your entire class period and send students home with homework on a regular basis. This demonstrates how you value your subject and demonstrates to students that there is no time to waste when it comes to learning math. 😊

| <b>Domain 2:<br/>Creating the Learning Environment</b> | <i>Meets<br/>Expectations</i> | <i>Emerging</i> | <i>Does Not<br/>Meet</i> | <i>N/A</i> |
|--------------------------------------------------------|-------------------------------|-----------------|--------------------------|------------|
| 2a. Creating an Environment for Respect and Rapport    |                               | <b>X</b>        |                          |            |
| 2b. Establishing a Culture for Learning                |                               | <b>X</b>        |                          |            |
| 2c. Managing Daily Responsibilities                    |                               | <b>X</b>        |                          |            |
| 2d. Managing Student Behavior                          |                               | <b>X</b>        |                          |            |
| 2e. Organizing Physical Space                          |                               | <b>X</b>        |                          |            |
| 2f. Utilizing Technology                               |                               | <b>X</b>        |                          |            |

You know your students by name and you call on a variety of students during the class period. It is evident that you encourage critical thinking from the opening bellringer to the end of class. For example, you solicited multiple answers for the same problem and then asked students to figure



**OSWEGO UNIT DISTRICT 308**  
**Observation/Monitoring Report**  
**Classroom Teacher**

**Teacher:** Mr. Dennis Sullivan

**Class:** 7<sup>th</sup> Grade Math

**Evaluator:** Mrs. Rachel Bednar

**EMPLOYMENT STATUS**

☒ Non-Tenured Employee

☐ Tenured Employee

**EVALUATION SEQUENCE**

| Date of Pre-Observation Conference | Date of Performance Observation | Length of Visit(s) | Type of Class | Date of Post Observation Conference |
|------------------------------------|---------------------------------|--------------------|---------------|-------------------------------------|
| 10/13/11                           | 10/13/11                        | 40 mins.           | Math 7        | 10/19/11                            |
|                                    |                                 |                    |               |                                     |
|                                    |                                 |                    |               |                                     |

**SIGNATURES**

Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Signing of this instrument acknowledges participation in, but not necessarily concurrence with, this report.



When you moved around to collect the cards, it gave you a chance to make sure students were on the right track in terms of preparing for the data collection. I might have on the overhead screen step-by-step directions of what they should do in their small groups for the rest of the class period. For example: 1. Draw/design your data collection table, considering what the likely responses to the survey will be. Label each column and determine who will be responsible for each step of the data collection process on Monday. 2. Determine what your graph will look like and what supplies you will need in order to complete your graph. Bring in those supplies on Monday.

I like that you suggest to kids to look in the paper at samples of graphs. That could be a great assignment—for each student to find a picto-, histo-, line and/or bar graph and present one to the class, explaining what it displays and represents.

| <b>Domain 3:<br/>Delivering Instruction</b>      | <i>Meets<br/>Expectations</i> | <i>Emerging</i> | <i>Does Not<br/>Meet</i> | <i>N/A</i> |
|--------------------------------------------------|-------------------------------|-----------------|--------------------------|------------|
| 3a. Employing Communication Skills               |                               | <b>X</b>        |                          |            |
| 3b. Engaging Students in Learning                |                               | <b>X</b>        |                          |            |
| 3c. Demonstrating Flexibility and Responsiveness |                               | <b>X</b>        |                          |            |

You do an excellent job explaining your expectations and your faith that all students can be successful. You also do a great job explaining that students will be graded on their individual work on the group project and will not be penalized for the lack of effort of their teammates. You spend a lot of time on directions for the survey.

It is good that you project a rubric. When you go over appropriate numbering, you give them all the examples. Try to make the students explain what each of the areas mean. They should be able to analyze the rubric. Instead of using a rubric, it might be a good idea to just show them the Standard of Excellence. That is less to project, easier to read, and clearly outlines your expectations.

I like the idea of the students doing some self-assessment. You also do a great job showing students samples. While showing samples, though, you do all the talking. Again, try to ask kids what kind of graph they are seeing. Have them point out what is good about the graph. Have them grade the graph based on their rubric. You did a good job asking what's wrong with the pictograph about the book sales (missing key).

When you are going through examples of how to prepare for the data collection, it might have been a good idea to draw a few examples of tables on the side white board. It would be an added challenge to have them complete a data collection table as well.



## District 308 Observation Form

| <b>Domain 1:</b><br><b><u>Planning and Preparation</u></b> | <i>Meets<br/>Expectations</i> | <i>Emerging</i> | <i>Does Not<br/>Meet</i> | <i>N/A</i> |
|------------------------------------------------------------|-------------------------------|-----------------|--------------------------|------------|
| 1a. Demonstrating Knowledge of Content and Pedagogy        |                               | <b>X</b>        |                          |            |
| 1b. Demonstrating Knowledge of Students                    |                               | <b>X</b>        |                          |            |
| 1c. Demonstrating Knowledge of Resources                   |                               | <b>X</b>        |                          |            |
| 1d. Selecting Instructional Goals                          |                               | <b>X</b>        |                          |            |
| 1e. Designing Instruction                                  |                               | <b>X</b>        |                          |            |
| 1f. Assessing Student Learning                             |                               | <b>X</b>        |                          |            |

As soon as the bell rings, students take out their notebooks or binders and work on the bell work, which you have projected on the overhead screen. The problem for the day was pretty advanced, requiring multiple steps. It is great to see that you expect students to do a challenging problem. I love that you had multiple students suggest an answer for the problem. Is it possible that some kids have NO idea what steps you took to find the answer? You might consider having them write it out in t-chart form and do it as practice for the short answer section of the ISAT.

I am happy to see that you have a basic plan on the board for each class period, but it is hard to read them when the screen is down. You might want to put the tape boxes on the board when the screen is down so the kids can see the whole box, even when the screen is pulled down.

It was a great idea to have students take notes on their rubrics of the page numbers they can reference for the different kinds of graphs.

| <b>Domain 2:</b><br><b><u>Creating the Learning Environment</u></b> | <i>Meets<br/>Expectations</i> | <i>Emerging</i> | <i>Does Not<br/>Meet</i> | <i>N/A</i> |
|---------------------------------------------------------------------|-------------------------------|-----------------|--------------------------|------------|
| 2a. Creating an Environment for Respect and Rapport                 |                               | <b>X</b>        |                          |            |
| 2b. Establishing a Culture for Learning                             |                               | <b>X</b>        |                          |            |
| 2c. Managing Daily Responsibilities                                 |                               | <b>X</b>        |                          |            |
| 2d. Managing Student Behavior                                       |                               | <b>X</b>        |                          |            |
| 2e. Organizing Physical Space                                       |                               | <b>X</b>        |                          |            |
| 2f. Utilizing Technology                                            |                               | <b>X</b>        |                          |            |

Students are a little chatty from time to time, but you are very patient with them and simply "shhh" them from time to time. Your energy and enthusiasm seems to keep them engaged. I like that you used a deck of cards to determine random student groups. It is important for students to learn to work in a variety of groups and be effective team members, regardless of the members of the team.



**OSWEGO UNIT DISTRICT 308**  
**Observation/Monitoring Report**  
**Classroom Teacher**

**Teacher:** Mr. Dennis Sullivan

**Class:** 7<sup>th</sup> Grade Math

**Evaluator:** Mrs. Rachel Bednar

**EMPLOYMENT STATUS**

☒ Non-Tenured Employee

☐ Tenured Employee

**EVALUATION SEQUENCE**

| Date of Pre-Observation Conference | Date of Performance Observation | Length of Visit(s) | Type of Class | Date of Post Observation Conference |
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| 10/13/11                           | 10/13/11                        | 40 mins.           | Math 7        | 10/19/11                            |
| 1/6/12                             | 1/6/12                          | 40 mins.           | Math 7        | 1/12/12                             |
|                                    |                                 |                    |               |                                     |

**SIGNATURES**

Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Signing of this instrument acknowledges participation in, but not necessarily concurrence with, this report.



**Domain 4:****Demonstrating Professional Behavior**

You are constantly reflecting on your teaching and working to improve. Your attendance and grades are regularly submitted on time. You work hard to communicate with parents and fellow staff about students. Be careful, though, to keep conversations about students limited to the staff who work with that student or within the context of the Student Success Teams where all teachers are working together to determine interventions that might work for students at that particular grade level. In terms of working with a support teacher or aide, consider making announcements to the class such as, "Mr. \_\_\_\_\_ and I are going to split the room and make sure everyone has done the first few problems correctly. If you don't know what you are doing, be sure to ask one of us for help." Perhaps such directives and cues will better engage your support staff. Your leadership with morning and after-school supervision with the walkers and car riders is much appreciated as is your willingness to help Mrs. Guseman and Mrs. DeWitt with anything they need during the homeroom time. You are a member of Classroom Strategies that Work school committee, and have attended the new teacher meetings with Mr. Buck. Continue to seek opportunities to work with your more veteran colleagues and mentors to improve your skills. Your work ethic, positive attitude and incredible energy are a model for students and staff alike. We're fortunate to have you at Plank.



When you go through the bellringer problem, you read it aloud, and have students verbally explain how they figured out the answer. Have a student volunteer read the problem for the class. Also, have students come to the board—maybe the white board on the side—to show their work. We have discussed before how it is important for the visual learners to see the different strategies for solving problems. This would also provide students who don't understand very clearly several models of how to do one problem. This visual component is very important. Using your document camera to review the homework is helpful for the visual learners. It also enables you to quickly flip between homework and the notes to review the steps to finding the answers. You do an excellent job calling on a variety of students to go over the homework answers. You also do a good job working with a variety of student personalities. In one case, you successfully pulled a student back from a near shutdown. You lowered your volume and intensity in order to encourage her. You encourage students to refer back to their notes when they are stumbling to find an answer. All students must learn this important skill in order to be successful in their education. You also encourage students to look at several other problems to find a pattern and determine the correct answer. For example, when one student (Joey S.) gave an incorrect answer, rather than just correcting him, you gave him several other examples so he could recognize his own error and correct it himself. Whenever possible, avoid correcting students, but instead guide them until they are able to correct themselves or ask the class if they all agree with the answer provided. For example, Cameron made an error in reading a decimal, you corrected him. As much as possible, utilize teachable moments to review vocabulary your students should have mastered. For example, when counting squares, to determine the percentage of shaded squares, you could have reviewed the concept of area ( $L \times H$ ). A second student (Lexi) made a mistake determining the number of total squares, which provided another teachable moment to review how to find area. At the same time, you do a great job making each student responsible for answering a question from start to finish. Although there is value in having fill-in notes for students with IEPs and other learning difficulties, we have to weigh the benefits against the risk of them not learning to take their own notes. It would be a good idea to articulate with your department and with the high school about fill-in notes and the expectation at the high school level. We need to be sure that we are not only teaching them the grade level content, but at the same time, helping them develop the skills they need to be successful in high school and beyond. You take advantage of the time students work on their guided practice problems to work with students who need some reteaching. (e.g., Jimmyra after going to the bathroom.) You may consider directly asking your support teacher to do some of this reteaching as well. Be careful to provide enough guided practice problems to allow you to make it around the room to determine if everyone understands. Or, have a challenge problem for students to work on if they finish early. After students complete their work, you encourage them to check their work, a tip that will serve them well for years to come. Jarod tried to just give you the answer, but you made him walk you through the whole thing. You also insist that students show their work and explain their answers from start to finish. It's important to have them explain themselves as much as possible in order for them to retain the concepts. You provide students basic tips for calculator usage as well. (e.g., clear, clear, clear before starting a new problem). This will hopefully keep some of them from calculating wrong answers due to previously stored information. You provide students with an appropriate amount of time to begin working on homework. It is important to have time to explain the homework—and address any tricky problems—so all students know how to approach the work. Just be sure you insist they listen to you until you are completely finished explaining; do not allow them to stop listening in order to pack up their things at the end of the period.



## District 308 Observation Form

### Domain 1:

#### **Planning and Preparation**

You are well prepared for your lessons. You have a bellringer on the overhead screen ready for students to begin as soon as they walk in the door. Your target for the day is on your side white board as is the homework. You demonstrate a command of the content and are able to break the concepts into small, manageable steps for the students. You teach both a low level and a regular level of the class and are able to adjust to the needs of both groups. You design your according to the Illinois Learning Standards, but have also begun to incorporate a focus on the Common Core Math Practices. After the bellringer you take time to review homework, which is essential for students to see value in completing it. Afterwards, you connect the previous lesson to the new lesson and allow for some guided practice prior to independent practice. You call on each student during the class period to assess each child's understanding of the material; however, it would be beneficial to integrate whole-class formative assessment into every class. By assessing which children are able to successfully and independently complete 2-3 problems after your lesson, you will be able to determine who needs additional help prior to starting the homework. Then, you and Mr. Washington can address those needs, either individually or by grouping the students for a quick review of the lesson.

### Domain 2:

#### **Creating the Learning Environment**

During the passing period, you are out in the hall, loudly telling students to hurry up. Yet, at the beginning of the class, your class is very quiet, working on the bellringer. It is great that you good to see that you can change your approach with students to fit the situation. It is evident that your students know the routine and expectations for your class. You expect everyone to pay attention, to participate, to listen to one another. You address behaviors quickly and respectfully so you do not have behavior concerns in your class. You effectively use humor with your class to keep the atmosphere of the class fun yet focused on the work. Just be sure to be consistent with students in terms of rules/expectations. One girl was allowed to run out of class to get her glasses w/o planner and signing out, yet another was required to fill out her planner and sign out. Students often perceive that we treat them differently. The more consistent we are, even with the little things, the better we are able to dispel that myth. You use your document camera to review the homework. You praise students to help boost their confidence. When one student converted the % to a decimal "in his head" you told him you were impressed. Particularly in the low classes, finding ways to celebrate student success and learning is critical. You have established a system for doing your attendance, and your grades are submitted in a timely fashion for progress reports and report cards. At the same time, consider designing your webpage in a way that allows you to keep it updated. It is far better to only have information posted that never goes out of date than to fail to keep information updated. Talk with some of your colleagues about their strategies for maintaining their webpages.

### Domain 3:

#### **Delivering Instruction**



**OSWEGO UNIT DISTRICT 308**  
**Observation/Monitoring Report**  
**Classroom Teacher**

**Teacher:** Mr. Dennis Sullivan

**Class:** 7<sup>th</sup> Grade Math

**Evaluator:** Mrs. Rachel Bednar

**EMPLOYMENT STATUS**

☒ Non-Tenured Employee

☐ Tenured Employee

**EVALUATION SEQUENCE**

☒ Track I

☐ Track II

**EVALUATION TYPE**

☒ Observation

☐ Professional Growth Plan

☐ Remediation

**EVALUATION SEQUENCE**

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|------------------------------------|---------------------------------|--------------------|---------------|-------------------------------------|
| 10/13/11                           | 10/13/11                        | 40 mins.           | Math 7        | 10/19/11                            |
| 1/6/12                             | 1/6/12                          | 40 mins.           | Math 7        | 1/12/12                             |
| 2/29/12                            | 2/29/12                         | 40 mins.           | Math 7        | 3/1/12                              |

**Overall Performance Rating:**

☐ Excellent

☒ Satisfactory

☐ Unsatisfactory

**Employment Recommendation:**

☒ Reemployment

☐ Remediation

☐ Termination

**SIGNATURES**

**Evaluator:**



**Date:**

3/1/12

**Teacher:**



**Date:**

3/1/12

**Signing of this instrument acknowledges participation in, but not necessarily Concurrence with, this report.**





## TEACHER EVALUATION PLAN

- Mr. Sullivan has placed the ELMO behind the students and works from the back of the room when presenting the lesson. No student will have his/her view of the screen blocked by the teacher.
- Mr. Sullivan demonstrates patience while teaching and re-teaching the concept of borrowing to the students.
- The 25 students in the classroom are very respectful of one another.
- Students who write answers on the board are given Jolly Ranchers as a reward.
- The period concludes with a reminder of what the HW is.

| <b>Domain 3:</b><br><b>Delivering Instruction</b>                                                                                                                                                                                                                                                                                                     | <i>Meets<br/>Expectations</i> | <i>Emerging</i> | <i>Does Not<br/>Meet</i> | <i>N/A</i> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------|--------------------------|------------|
| 3a. Employing Communication Skills                                                                                                                                                                                                                                                                                                                    | <b>X</b>                      |                 |                          |            |
| 3b. Engaging Students in Learning                                                                                                                                                                                                                                                                                                                     |                               | <b>X</b>        |                          |            |
| 3c. Demonstrating Flexibility and Responsiveness                                                                                                                                                                                                                                                                                                      | <b>X</b>                      |                 |                          |            |
| Comments:-Mr. Sullivan commands attention from students.<br>-Although the concept was already taught several times, Mr. Sullivan continues to repeat the steps required when borrowing. There are many students who have completed the task successfully and are now required to sit while other students try to figure out the process of borrowing. |                               |                 |                          |            |

| <b>Domain 4:</b><br><b>Demonstrating Professional Behavior</b>                                                                                                                                                                                                                                                                                                                         | <i>Meets<br/>Expectations</i> | <i>Emerging</i> | <i>Does Not<br/>Meet</i> | <i>N/A</i> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------|--------------------------|------------|
| 4a. Reflecting on Teaching                                                                                                                                                                                                                                                                                                                                                             | <b>X</b>                      |                 |                          |            |
| 4b. Keeps Records                                                                                                                                                                                                                                                                                                                                                                      | <b>X</b>                      |                 |                          |            |
| 4c. Relating to Families and Other Professionals                                                                                                                                                                                                                                                                                                                                       | <b>X</b>                      |                 |                          |            |
| 4d. Contributing to the School and District                                                                                                                                                                                                                                                                                                                                            | <b>X</b>                      |                 |                          |            |
| 4e. Growing Professionally                                                                                                                                                                                                                                                                                                                                                             | <b>X</b>                      |                 |                          |            |
| 4f. Showing Professionalism                                                                                                                                                                                                                                                                                                                                                            | <b>X</b>                      |                 |                          |            |
| Comments: All homework is assessed and recorded in the grade book.<br>-Mr. Sullivan's enthusiasm is entertaining and well received by the students.<br>-He also uses constant praise when students are successful and is supportive if they answer a question incorrectly.<br>-Mr. Sullivan jokes about improper fractions and supports the student who used these in the calculation. |                               |                 |                          |            |



## TEACHER EVALUATION PLAN

### District 308 Observation Form

| <b>Domain 1:</b><br><b>Planning and Preparation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <i>Meets<br/>Expectations</i> | <i>Emerging</i> | <i>Does Not<br/>Meet</i> | <i>N/A</i> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------|--------------------------|------------|
| 1a. Demonstrating Knowledge of Content and Pedagogy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>X</b>                      |                 |                          |            |
| 1b. Demonstrating Knowledge of Students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                               | <b>X</b>        |                          |            |
| 1c. Demonstrating Knowledge of Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>X</b>                      |                 |                          |            |
| 1d. Selecting Instructional Goals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>X</b>                      |                 |                          |            |
| 1e. Designing Instruction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                               | <b>X</b>        |                          |            |
| 1f. Assessing Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>X</b>                      |                 |                          |            |
| <p>Comments:-Students begin the class period by completing a Bell Work activity shown on the board.</p> <p>-Student Bell Work responses are discussed and explained for the rest of the students in the class.</p> <p>-Mr. Sullivan asks, "Who is still having some trouble with borrowing?"</p> <p>-Following homework review, students are given 6 math problems; they are each assigned 3 problems to be completed in 5 minutes. Mr. Sullivan and Ms. Mimblera circulate to help students in need.</p> <p>-HW assignments for the week are written and displayed on a white board.</p> <p>-Upon completion of in-class assignment, students are selected to write answers on the white board.</p> |                               |                 |                          |            |

| <b>Domain 2:</b><br><b>Creating the Learning Environment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <i>Meets<br/>Expectations</i> | <i>Emerging</i> | <i>Does Not<br/>Meet</i> | <i>N/A</i> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------|--------------------------|------------|
| 2a. Creating an Environment for Respect and Rapport                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>X</b>                      |                 |                          |            |
| 2b. Establishing a Culture for Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>X</b>                      |                 |                          |            |
| 2c. Managing Daily Responsibilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                               | <b>X</b>        |                          |            |
| 2d. Managing Student Behavior                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>X</b>                      |                 |                          |            |
| 2e. Organizing Physical Space                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>X</b>                      |                 |                          |            |
| 2f. Utilizing Technology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>X</b>                      |                 |                          |            |
| <p>Comments:-While Bell Work is completed, Mr. Sullivan takes care of daily class matters.</p> <p>-Bell Work is followed by students taking out HW. Mr. Sullivan circulates the room to check for HW completion.</p> <p>-HW answers are displayed on ELMO projector. They are then reviewed with the students and clarified if a student still has trouble finding the correct solution. This leads to a review of borrowing.</p> <p>-Mr. Sullivan uses the ELMO projector to show work and calculations during lesson. He stresses the concept of common denominators and number conversion to a fraction when borrowing.</p> |                               |                 |                          |            |



## TEACHER EVALUATION PLAN

### OSWEGO UNIT DISTRICT 308 Observation/Monitoring Report Classroom Teacher

Teacher: Sullivan, Dennis

Class: Math 702

Evaluator: Jamie Max

#### EMPLOYMENT STATUS

☒ Non-Tenured Employee

☐ Tenured Employee

#### EVALUATION SEQUENCE

| Date of Pre-Observation Conference | Date of Performance Observation | Length of Visit(s) | Type of Class         | Date of Post Observation Conference |
|------------------------------------|---------------------------------|--------------------|-----------------------|-------------------------------------|
| 10/16/12                           | 10/17/12                        | 40 minutes         | 7 <sup>th</sup> Grade | 10/18/12                            |
|                                    |                                 |                    |                       |                                     |
|                                    |                                 |                    |                       |                                     |

#### SIGNATURES

Evaluator:  Date: 10/18/12

Teacher:  Date: 10/18/12

Signing of this instrument acknowledges participation in, but not necessarily concurrence with, this report.



## TEACHER EVALUATION PLAN

last year.

-Students are ensured throughout that this is not new math; it is just scary because it has not been done before.

-Mr. Sullivan shows a short video that students watch while he and Ms. Nolte pass out a word problem handout. At the end of the video, Mr. Sullivan identifies that this video also asks students to show all of their work. It is not just something that he expects. It is universal.

-Mr. Sullivan's use of the document camera is a nice tool for presenting solutions to the students.

-While students are completing the handout with Mr. Sullivan, several students jump ahead and complete the entire activity on their own.

-As students exit the classroom they are reminded that all work must be shown on the equations to ensure that maximum points are received!

-Mr. Sullivan does a nice job of allowing the students to explore the material and identify areas that need to be discussed or reviewed.

| <b>Domain 3:<br/>Delivering Instruction</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <i>Meets<br/>Expectations</i> | <i>Emerging</i> | <i>Does Not<br/>Meet</i> | <i>N/A</i> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------|--------------------------|------------|
| 3a. Employing Communication Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>X</b>                      |                 |                          |            |
| 3b. Engaging Students in Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>X</b>                      |                 |                          |            |
| 3c. Demonstrating Flexibility and Responsiveness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>X</b>                      |                 |                          |            |
| <p>Comments:-Flexibility and responsiveness are key attributes to Mr. Sullivan's success. There are various levels of student math ability in this classroom. Through our discussion, it was obvious that Mr. Sullivan seamlessly extends lessons and alters lesson plans to ensure that all students have the best opportunity to succeed and grow.</p> <p>-All presented material in today's class was presented in a clear and concise manner. There were very few instances when he or the Special Education teacher in the classroom, Ms. Nolte, were required to clear-up any student misunderstandings.</p> |                               |                 |                          |            |

| <b>Domain 4:<br/>Demonstrating Professional Behavior</b>                                                                                                                                                                                                                                           | <i>Meets<br/>Expectations</i> | <i>Emerging</i> | <i>Does Not<br/>Meet</i> | <i>N/A</i> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------|--------------------------|------------|
| 4a. Reflecting on Teaching                                                                                                                                                                                                                                                                         | <b>X</b>                      |                 |                          |            |
| 4b. Keeps Records                                                                                                                                                                                                                                                                                  | <b>X</b>                      |                 |                          |            |
| 4c. Relating to Families and Other Professionals                                                                                                                                                                                                                                                   | <b>X</b>                      |                 |                          |            |
| 4d. Contributing to the School and District                                                                                                                                                                                                                                                        | <b>X</b>                      |                 |                          |            |
| 4e. Growing Professionally                                                                                                                                                                                                                                                                         | <b>X</b>                      |                 |                          |            |
| 4f. Showing Professionalism                                                                                                                                                                                                                                                                        | <b>X</b>                      |                 |                          |            |
| <p>Comments:-Mr. Sullivan has demonstrated that he is very organized and takes the time to assess the students' comprehension on a consistent basis. As always, his enthusiasm is infectious and he is always willing to share ideas and try new techniques to be successful in the classroom.</p> |                               |                 |                          |            |





## TEACHER EVALUATION PLAN

### District 308 Observation Form

| <b>Domain 1:</b><br><b>Planning and Preparation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <i>Meets<br/>Expectations</i> | <i>Emerging</i> | <i>Does Not<br/>Meet</i> | <i>N/A</i> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------|--------------------------|------------|
| 1a. Demonstrating Knowledge of Content and Pedagogy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>X</b>                      |                 |                          |            |
| 1b. Demonstrating Knowledge of Students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>X</b>                      |                 |                          |            |
| 1c. Demonstrating Knowledge of Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>X</b>                      |                 |                          |            |
| 1d. Selecting Instructional Goals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>X</b>                      |                 |                          |            |
| 1e. Designing Instruction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>X</b>                      |                 |                          |            |
| 1f. Assessing Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>X</b>                      |                 |                          |            |
| <p>Comments:- The class begins with Bell Work, (How many addition signs should be put between digits of the number 987654321, and where should we put them to get a total of 99?) While students are working on this, Mr. Sullivan takes care of house keeping and then he circulated the room helping students with the bell work. While working on the Bell Work, students are encouraged and informed that there are not many students who have ever found the solution to the equation.</p> <p>-Following the Bell Work, students are asked to take out their homework to allow Mr. Sullivan to check for completion.</p> <p>-Using the document camera, Mr. Sullivan works on solving equations using reciprocals. He also is able to review cross-simplifying and checking work. This entire process is repeated when an additional equation is written on the screen.</p> <p>-The next activity is a worksheet comprised of several word problems. Mr. Sullivan uses the document camera to begin to solve the equations. While students attempt to find the solution, Mr. Sullivan reminds the students that their answers must include a check and a label.</p> <p>-It is easy to recognize that you have a strong understanding of your students' strengths and weaknesses in the math classroom.</p> |                               |                 |                          |            |

| <b>Domain 2:</b><br><b>Creating the Learning Environment</b>                                                                                                                                                                                                                                                                                                 | <i>Meets<br/>Expectations</i> | <i>Emerging</i> | <i>Does Not<br/>Meet</i> | <i>N/A</i> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------|--------------------------|------------|
| 2a. Creating an Environment for Respect and Rapport                                                                                                                                                                                                                                                                                                          | <b>X</b>                      |                 |                          |            |
| 2b. Establishing a Culture for Learning                                                                                                                                                                                                                                                                                                                      | <b>X</b>                      |                 |                          |            |
| 2c. Managing Daily Responsibilities                                                                                                                                                                                                                                                                                                                          | <b>X</b>                      |                 |                          |            |
| 2d. Managing Student Behavior                                                                                                                                                                                                                                                                                                                                | <b>X</b>                      |                 |                          |            |
| 2e. Organizing Physical Space                                                                                                                                                                                                                                                                                                                                | <b>X</b>                      |                 |                          |            |
| 2f. Utilizing Technology                                                                                                                                                                                                                                                                                                                                     | <b>X</b>                      |                 |                          |            |
| <p>Comments:- Mr. Sullivan states, "Ladies and gentlemen, for your show your work pleasure the equation on the board is what your work should look like in order to receive full credit for an answer." This is attention getting and very clear.</p> <p>-Mr. Sullivan refers back to a process named KFC (keep, flip, change) that the students learned</p> |                               |                 |                          |            |





## TEACHER EVALUATION PLAN

### OSWEGO UNIT DISTRICT 308 Observation/Monitoring Report Classroom Teacher

Teacher: Sullivan, Dennis

Class: Math 702

Evaluator: Jamie Max

#### EMPLOYMENT STATUS

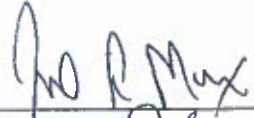
☒ Non-Tenured Employee


☐ Tenured Employee

#### EVALUATION SEQUENCE

| Date of Pre-Observation Conference | Date of Performance Observation | Length of Visit(s) | Type of Class | Date of Post Observation Conference |
|------------------------------------|---------------------------------|--------------------|---------------|-------------------------------------|
| 12/3/12                            | 12/4/12                         | 40 minutes         | Grade 7       | 12/6/12                             |

#### SIGNATURES

Evaluator:  Date: 12/6/12

Teacher:  Date: 12/6/12

Signing of this instrument acknowledges participation in, but not necessarily concurrence with, this report.





**PLEASE NOTE: THE ACCURACY OF ALL THE FOLLOWING INFORMATION IS EXTREMELY IMPORTANT AS IT IS USED FOR THE STATE OF ILLINOIS TEACHER SERVICE RECORD (THIS EFFECTS YOUR CERTIFICATION / PENSION!)**

**\*\*\*CERTIFICATION\*\*\***

**ILLINOIS**

**TYPE**(Please note: Type is NOT a number)

Initial - Glen  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**ISSUE DATE**

7/9/2007  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**CE**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**\*\*\*EDUCATION – STARTING WITH HIGHEST DEGREE FIRST\*\*\* Please list ONLY COMPLETED DEGREES**

| Degree (B.S., M.A., C.A.S., Ph.D) | Year        | University/College       | City and State Location of College | Major (s) Please indicate the major listed on your transcript | Minor(s) Please indicate the listed on your transcript |
|-----------------------------------|-------------|--------------------------|------------------------------------|---------------------------------------------------------------|--------------------------------------------------------|
| <u>B.S.</u>                       | <u>2007</u> | <u>Aurora University</u> | <u>Aurora, IL</u>                  | <u>Glen, Ed</u>                                               |                                                        |
|                                   |             |                          |                                    |                                                               |                                                        |
|                                   |             |                          |                                    |                                                               |                                                        |
|                                   |             |                          |                                    |                                                               |                                                        |
|                                   |             |                          |                                    |                                                               |                                                        |

**EXPERIENCE**

**Years of experience should equal creditable service recognized by the Teachers' Retirement System**

**Total Years Taught in District 308**

(Example: If you are starting in D308 at the start of the school year, put a '1' below.)

This should NEVER be blank or a '0'

1

**Total Years Taught in Public Illinois Schools**

(Add whatever number you have in D308 to this total.)

Do NOT include experience in NON-Public schools.

1

**Total Years Taught  
Illinois**

\_\_\_\_\_



PERSONNEL USE ONLY

BOARD MEETING DATE: 8/22/11

ACTUAL START DATE: 8/22/11

OSWEGO COMMUNITY UNIT SCHOOL DISTRICT 308  
CERTIFIED PERSONNEL INFORMATION SHEET

SOCIAL SECURITY NO. [REDACTED]

BIRTHDATE: [REDACTED]

NAME: Please circle one: Mr. Mrs. Miss

Gender: F M

(Please print name as shown on your social security card)

Sullivan Dennis E  
(Last) (First) (Middle) (Maiden or Previous)

STREET ADDRESS: [REDACTED]

CITY: [REDACTED]

HOME PHONE: [REDACTED]

CELL PHONE: [REDACTED]

EMERGENCY CONTACT: Shawn Sullivan

PHONE: [REDACTED]

ASSIGNMENT: Plunk

(Building)

Teacher

Position – (Teacher, Counselor, etc.)

Math

(Grade or Subject Area)

OVER

Please continue on side 2



# TEACHER'S CONTRACT

It is Hereby Agreed by and between the Board of Education of School District No. 308; Counties of Kendall, Kane and Will; State of Illinois; and **Dennis E. Sullivan** a legally qualified teacher, that the said teacher shall teach in said school district for the school year 2011 - 2012. Compensation will be paid for the following services rendered below. *This contract is contingent upon proper ISBE and NCLB certification, official transcripts and successful background check.*

It is Further Agreed that this total amount is payable in 24 at the end of each pay period as scheduled by the Board (15<sup>th</sup> and 30<sup>th</sup> of each month).

It is Further Agreed that said Board shall contribute 9.40% toward each teacher's mandated contribution to TRS for teachers' retirement and .88% towards the teacher's mandated THIS contribution to TRS for teachers' health insurance (THIS).

It is Further Agreed that this contract is subject to the School Laws of Illinois and the reasonable and lawful regulations of said Board.

It is Further Agreed that, if negotiations are in progress when this contract is approved, adjustments, if necessary, can be made when said negotiations are concluded and a new Professional Negotiation Agreement becomes effective.

Pursuant to an aye and nay vote taken and recorded at a lawful meeting of the said Board of Education held at Oswego, Illinois, on the 22nd day of August, 2011, and by order of said Board of Education this contract is executed in duplicate this 22nd day of August, 2011.

*Will. P. Wahl*

President

*Dennis E. Sullivan*

Teacher

*Laurie Pasterni*

Secretary

|                            |                      |  |
|----------------------------|----------------------|--|
| BUILDING ASSIGNMENT(S)     | Plank Jr. High       |  |
| TEACHING ASSIGNMENT(S)     | Math ( 1- year only) |  |
| SALARY SCHEDULE PLACEMENT: | Lane and Step:       |  |
| TBD pending negotiations   | Lane 1, Step 1       |  |
|                            |                      |  |
|                            |                      |  |
|                            |                      |  |
| OTHER:                     |                      |  |

Contracts ichrs with\$ BD 2010 2011 .doc





Administration Center  
4175 Route 71  
Oswego, IL 60543

Todd M. Colvin  
Associate Superintendent  
for Administrative Services  
Phone 630.636.3080  
Fax: 630.636.3688

November 18, 2011

**NOTIFICATION OF ASSIGNMENT  
2011-2012**

**NAME: DENNIS E. SULLIVAN**

**BUILDING ASSIGNMENT: PLANK JR HIGH**

**GRADE/SUBJECT AREA: MATH**

**SALARY SCHEDULE PLACEMENT:**

**Lane: 1 Step: 1 Salary: \$ 40,000.00**

**Contract Days: 181 Percent Time: 100%**

**Other information:**

**Note: This statement is a revision of the notification of assignment you received in May 2011. It verifies your salary, step and lane for the 2011-12 school year. Schedule A,B & C assignments are not reflected on this statement. In addition, a leave of absence may adjust the days worked and the earnings of this statement.**

**Todd Colvin  
Associate Superintendent for Administration**



**OSWEGO COMMUNITY UNIT SCHOOL DISTRICT 308  
TEACHER'S CONTRACT**

It is Hereby Agreed by and between the Board of Education of School District No. 308; Counties of Kendall, Kane and Will; State of Illinois; and **Dennis E. Sullivan** a legally qualified teacher, that the said teacher shall teach in said school district for the school year 2012 - 2013. Compensation will be paid for the following services rendered below. *This contract is contingent upon proper ISBE and NCLB certification, official transcripts and successful background check.*

It is Further Agreed that this total amount is payable in 24 equal installments at the end of each pay period as scheduled by the Board (15<sup>th</sup> and 30<sup>th</sup> of each month).

It is Further Agreed that said Board shall contribute 9.40% toward each teacher's mandated contribution to TRS for teachers' retirement and .88% towards the teacher's mandated THIS contribution to TRS for teachers' health insurance (THIS).

It is Further Agreed that this contract is subject to the School Laws of Illinois and the reasonable and lawful regulations of said Board.

It is Further Agreed that, if negotiations are in progress when this contract is approved, adjustments, if necessary, can be made when said negotiations are concluded and a new Professional Negotiation Agreement becomes effective.

Pursuant to an aye and nay vote taken and recorded at a lawful meeting of the said Board of Education held at Oswego, Illinois, on the 23rd day of April, 2012, and by order of said Board of Education this contract is executed in duplicate this 23rd day of April, 2012.

*Will Puchall*

President

*Dennis E. Sullivan*

Teacher

*Laurie Pasteris*

Secretary

|                        |                        |
|------------------------|------------------------|
| BUILDING ASSIGNMENT(S) | Plank Jr. High School  |
| TEACHING ASSIGNMENT(S) | 1.0 Math (1-year only) |

|                                                                             |                |     |
|-----------------------------------------------------------------------------|----------------|-----|
| SALARY SCHEDULE PLACEMENT:                                                  | Lane and Step: |     |
| TBD pending negotiations                                                    | Lane 1, Step X | TBD |
| (Note: Dennis was hired 2011/2012 at L1/Step 1 at beginning of school year) |                |     |
|                                                                             |                |     |
| OTHER:                                                                      |                |     |

Contracts 1chrs with\$ BD 2012 2013 doc



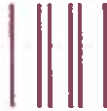
**Certified Mail Provides:**

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- A record of delivery kept by the Postal Service for two years

**Important Reminders:**

- Certified Mail may **ONLY** be combined with First-Class Mail® or Priority Mail®.
- Certified Mail is **not** available for any class of international mail.
- **NO INSURANCE COVERAGE IS PROVIDED** with Certified Mail. For valuables, please consider Insured or Registered Mail.
- For an additional fee, a *Return Receipt* may be requested to provide proof of delivery. For an additional fee, a *Return Receipt* may be requested to provide proof of delivery.

UNITED STATES POSTAL SERVICE



First-Class Mail  
Postage & Fees Paid  
USPS  
Permit No. G-10

10 APR 2020

• Sender: Please print your name, address, and ZIP+4 in this box •

Oswego School District 308  
Personnel  
4175 Rt. 71  
Oswego, IL 60543



Printed: 08-05-2020



**CERTIFIED MAIL™ RECEIPT**

(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at [www.usps.com](http://www.usps.com)**OFFICIAL USE**

Postage

\$

Certified Fee

Return Receipt Fee  
(if required)Restricted Delivery Fee  
(if required)

Total Postage &amp; Fees

\$

Postmark  
Here**NOTATION ON DELIVERY**

Sent To

Zip Code

or PO Box No.

City, State, ZIP+4

PS Form 3800, August 2004

Mr. Dennis Sullivan

Agent  
Address

Full Name

C. Date of Delivery

4-10-13

different from item 1? ☐ Yes  
any address below: ☐ No

Mr. Dennis Sullivan

## 3. Service Type

☒ Certified Mail☐ Express Mail☐ Registered☒ Return Receipt for Merchandise☐ Insured Mail☐ C.O.D.

## 4. Restricted Delivery? (Extra Fee)

☐ Yes

## 2. Article Number

(Transfer from service label)

7009 0820 0000 6599 1783

PS Form 3811, February 2004

Domestic Return Receipt

Printed 08-15-2011  
102505-02-11-154

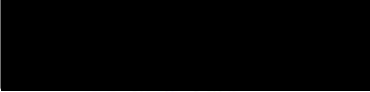


NOTICE OF NON-REEMPLOYMENT

VIA FIRST CLASS MAIL;  
CERTIFIED MAIL - RETURN RECEIPT REQUESTED;  
AND PERSONAL DELIVERY - WITH RECEIPT

April 9, 2013

Mr. Dennis Sullivan



Dear Mr. Sullivan:

We regret to advise you that the Board of Education of Oswego Community Unit School District No. 308, Kendall County, Illinois, pursuant to Section 5/24-11 of *The Illinois School Code*, has determined not to reemploy you for the 2013-2014 school term. Your services to the School District shall terminate on May 31, 2013 or the last teacher employment day during the 2012-2013 school term, whichever is later.

Very truly yours,

Board of Education  
Oswego Community Unit School  
District No. 308  
Kendall County, Illinois

By: , President  
Board of Education

ATTEST:

, Secretary  
Board of Education

I received this Notice of Non-Reemployment by personal delivery on 4/9/2013,  
2013.

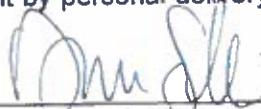
  
[Insert Name]

EXHIBIT 2013-FT06



**OBJECTIVE:** To mold students into life long learners through teaching.

**EDUCATION:**

**Bachelor of Arts in Elementary Education,** May 2007

Aurora University, Aurora, IL

Middle School Math, Social Studies, General Science and Language Arts Endorsements

Academic Honors GPA: 3.7/4.0

**Associate in Science,** May 2005 **Emphasis: Elementary Education**

Waubensee Community College, Sugar Grove, IL

Academic Honors GPA: 3.6/4.0

**TEACHING EXPERIENCE:**

**Teacher** Plank Junior High, Oswego, IL August 2012 to Present

- Currently teaching 7<sup>th</sup> grade Math 701 and 702 and 8<sup>th</sup> grade Language Arts

**Teacher** Plank Junior High, Oswego, IL August 2011 to June 2012

- Taught 7<sup>th</sup> grade Math 701 and 702

**Teacher** (substitute), Plank Junior High, Oswego, IL August 2010 to October 2010

- Taught 8<sup>th</sup> grade Language Arts – 6 week leave coverage

**Teacher** (substitute), Plank Junior High, Oswego, IL February 2010 to May 2010

- Taught 6<sup>th</sup> grade Science – 11 week leave coverage

**Teacher** (substitute), Plank Junior High, Oswego, IL December 2009 to February 2010

- Taught 6<sup>th</sup> grade Language Arts and AT Language Arts – 7 week leave coverage

**Teacher** (substitute), Traughber Junior High, Oswego, IL April 2009 to June 2009

- Taught 7<sup>th</sup> grade Math and AT Math - 9 week leave coverage.

**Teacher** (substitute), Plank Junior High, Oswego, IL December 2008 to January 2009

- Taught 7<sup>th</sup> grade World History - 3 week leave coverage.

**Teacher** (substitute), Plank Junior High, Oswego, IL September 2008 to October 2008

- Taught 8<sup>th</sup> grade Language Arts - 6 week leave coverage.

**Teacher** (substitute), Thompson Junior High, Oswego, IL March 2008 to June 2008

- Taught 8<sup>th</sup> grade Pre-Algebra, Algebra and AT Algebra - 9 week leave coverage.

**Teacher** (substitute), Plank Junior High, Oswego, IL January 2008 to February 2008

- Taught 7<sup>th</sup> grade Math, 7<sup>th</sup> grade Language Arts and 8<sup>th</sup> grade Algebra - 6 week leave coverage

**Student Teacher**, Madison Junior High, Naperville, IL January 2007 to May 2007

- Taught 6<sup>th</sup> grade math with full classroom control for 10 weeks.

**Clinical Experience**, Greenman Elementary, Aurora, IL September 2006 to December 2006

- Focused on reading and literature circles in a 4<sup>th</sup> grade classroom.

**Clinical Experience**, Traughber Junior High, Oswego, IL September 2004 to December 2004

- Assisted in a classroom that included 7<sup>th</sup> grade Pre-Algebra and AT Algebra.

**Vocational Education Instructor**, Illinois Youth Center, Joliet, IL November 1979 to March 1981

- Taught basic food preparation at facility of the Illinois Department of Corrections.

**WORK EXPERIENCE:**

**General Manager**, Marriott International, Bethesda, MD January 1987 to May 2003

**RELATED EXPERIENCE:**

- Religious Education Instructor/Aide, St. Anne Church, Oswego, IL
- Volunteer Baseball Coach, Oswego Cobra Baseball, Oswego, IL
- Volunteer Baseball Coach, Oswego Pony Baseball, Oswego, IL



Dennis Sullivan



April 22, 2013

Mr. John W. Sparlin  
Executive Director of Administrative Services  
Oswego Community School District #308  
Route 71  
Oswego, IL 60543

Dear Mr. Sparlin:

My name is Dennis Sullivan and I am interested in the Math Teacher positions you have available at Plank Junior High. I am currently completing my second year of teaching at Plank, both of which were under one year contracts. These contracts were to cover Jason Coley's position as District Curriculum Coordinator. I would appreciate the opportunity to be considered for the open positions at Plank. I have enclosed my resume for your review. I look forward to the opportunity to discuss a permanent position at Plank.

Thank you for your consideration. I look forward to hearing from you.

Sincerely,

A handwritten signature in cursive script that reads "Dennis Sullivan".

Dennis Sullivan

recd 4-22-13  
scanned to Jamie Max



## TEACHER EVALUATION PLAN

### Summative District 308 Observation Form

#### Domain 4: Demonstrating Professional Behavior

The following is a summation of my observations in the area of Demonstrating Professional Behavior for the 2012-2013 school year:

- Record keeping is one of Mr. Sullivan's strengths. He is meticulous with completing/updating his grade book and providing academic feedback to both students and parents when necessary. It is common to see him meeting with parents outside of school hours to discuss ways that students could improve their efforts. Feedback from parents regarding Mr. Sullivan's dedication identifies that his passion for helping a student is endless.
- Mr. Sullivan took on a new subject area at Plank this year when asked to teach one section of Language Arts. He jumped into this and became an effective member of the department. He works very closely with the other Language Arts teachers.
- Outside of the classroom, Mr. Sullivan is an effective leader. He leads students into and out of the building at the beginning and end of the day and is a positive voice of encouragement in our hallways.
- Mr. Sullivan's confidence in the classroom continues to grow. He is effective at his job and can be counted on to do whatever it takes to be effectively prepared for the students entering his classroom. I look forward to witnessing his future growth and comfort with the materials that he presents to the students.



## TEACHER EVALUATION PLAN

### Summative District 308 Observation Form

#### Domain 3: Delivering Instruction

The following is a summation of my observations in the area of Delivering Instruction for the 2012-2013 school year:

- Following the bell ringer and the sample equation, the students were given 4 new equations to solve. Mr. Sullivan once again reminded the students to CLT. He is always willing to repeat himself and slow things down for a student who is having difficulty grasping the mathematical concepts. Although multi-step equations can be confusing, he finds a way to present the material in a manner that students will follow.
- With today's group of students, Mr. Sullivan would not be able to accomplish his goals if he was not as flexible as he is. He constantly changes lesson plans to ensure that students do not get "left behind" as others move on to new concepts. He stressed the importance of using a number line if the students get lost. This is yet another example of Mr. Sullivan reminding the students of past lessons.
- Mr. Sullivan lets students know that it is time to dig deep. In a clear and concise manner students are lead through the lesson.
- In past lessons, Mr. Sullivan has effectively generated lessons and instruction that bridged the many levels of math ability in the classroom. With more experience at the Junior High level, Mr. Sullivan will continue to develop his presentation abilities for students at all levels of learning.



## TEACHER EVALUATION PLAN

### Summative District 308 Observation Form

#### Domain 2: Creating the Learning Environment

The following is a summation of my observations in the area of Creating the Learning Environment for the 2012-2013 school year:

- Today's group of students required additional one-on-one help from Mr. Sullivan. He has worked hard to establish a classroom environment that challenges the students to take risks. The confidence level of many of these students is low when it comes to solving math equations. Fortunately, Mr. Sullivan continuously presents the students with past material and topics to help boost their self-esteem and give them confidence when he slowly introduces more complex equations.
- Although the daily bell-ringer focuses the students, Mr. Sullivan's constant use of technology in all of his lessons, helps to keep the students engaged. He has consistently used a combination of mathematic videos and effective use of a document camera to display and present his lessons.
- Students in Mr. Sullivan's classroom are well aware of the expectations that he has put into place for them. This never-give-up and never-stop-trying attitude is skillfully handed down to the students and has slowly translated into student achievement. Any person who walks into one of Mr. Sullivan's classroom will immediately observe the respect and camaraderie that he and the students have for one another.



## TEACHER EVALUATION PLAN

### Summative District 308 Observation Form

#### Domain 1: Planning and Preparation

The following is a summation of my observations in the area of Planning and Preparation for the 2012-2013 school year:

- Today's lesson began with a bell work activity involving simplifying expressions. Mr. Sullivan always begins the class period in the fashion. It enables him to take care of housekeeping as well as review topics with the students. "What we learned last week, month, or year we need to remember this week, month, year." This is a statement that Mr. Sullivan wants the students to appreciate. It will help them with their future math assignments.
- Review and repetition are a big part of Mr. Sullivan's lesson today. While Mr. Sullivan's students were asked to recall past information, the two other adults present in the room, Mr. Mederos and Ms. Boothby circulated the room and helped students in need.
- Following the bell ringer, students were asked to solve the equation  $9m - 12m = -12$ . While solving the equation, students were reminded to think "CLT" combine-like-terms. Once again, Mr. Sullivan emphasized recall of past lessons. Negatives verses positives were a tricky concept for many of the students in the classroom. Currently, this group of students is approximately 3 – 4 weeks behind the progress of other students. However, Mr. Sullivan does push the students to work hard and have continual growth.
- In each of the lessons I observed this year, Mr. Sullivan had clear-cut instructional goals that he wanted the students to strive for. The patience that he had with the students was a very important component for goal attainment, especially in his Math 701 classrooms. These two sections of students typically and traditionally have struggled in the area of mathematics. What Mr. Sullivan provides this particular group of students is repetition, hope, and increased self-esteem in the subject area.







# DENNIS SULLIVAN

04/30/2019

MATH | Tenured  
Plank

Evaluator: COURTNEY DIFIORE

## 1 Planning and Preparation:

Excellent/Distinguished

### Comments

Mr. Sullivan does a great job of setting instructional outcomes for his students. He utilizes planbook.com to plan and prepare his lessons and shares the lessons with his fellow colleagues who support him in his classes. He works diligently with his special education teacher support to address those students needs during the class period, assessments, etc.

## 2 The Classroom Environment:

Proficient

### Comments

It is evident that Mr. Sullivan has established clear expectations and procedures for his classroom. His students know what to do when they enter the classroom. Additionally, he has built a rapport with the students in his classroom and has open communication with his students families.

## 3 Instruction:

Proficient

### Comments

Mr. Sullivan does a great job walking around and working with students individually or as a whole group. He encourages students to participate in the lesson. Mr. Sullivan provided student to student activities in which the students discussed and worked together to solve mathematical problems. Be sure to differentiate for the students who do not understand or who already understand the concepts, this can be done with strategic grouping. Additionally, be sure to include higher order thinking questions and class discussions to enrich the content being taught.

## 4 Professional Responsibilities:

Excellent/Distinguished

### Comments

Mr. Sullivan is very supportive of the students and staff within Plank Junior High School. He volunteers his time outside of school hours to assist in after school activities and robotics. Mr. Sullivan works very well with his grade level and his PLC. Mr. Sullivan does a great job at communicating with parents and is a dedicated staff member at Plank.

## Summative Rating: Proficient

Administrator's Signature



02/22/2019 10:14am

Administrator's Remarks

Teachers's Signature



04/30/2019 3:30pm

Teachers's Remarks



# TEACHER EVALUATION PLAN

## TEACHER EVALUATION PLAN

### Summative Observation/Monitoring Report Classroom Teacher

Teacher: Dennis Sullivan

Class: Math

Evaluator: Jamie Max

#### EMPLOYMENT STATUS

☒ Non-Tenured Employee

☐ Tenured Employee

#### EVALUATION SEQUENCE

☒ Track I

☐ Track II

#### EVALUATION TYPE

☒ Observation

☐ Professional Growth Plan

☐ Remediation

| Date of Pre-Observation Conference | Date of Performance Observation | Length of Visit(s) | Type of Class | Date of Post-Observation Conference |
|------------------------------------|---------------------------------|--------------------|---------------|-------------------------------------|
| 10/16/12                           | 10/17/12                        | 40 Minutes         | Grade 7       | 10/18/12                            |
| 12/3/12                            | 12/4/12                         | 40 Minutes         | Grade 7       | 12/6/12                             |
| 2/12/13                            | 2/13/13                         | 40 Minutes         | Grade 7       | 2/15/13                             |

#### Overall Performance Rating:

☐ Excellent

☒ Proficient

☐ Needs Improvement

☐ Unsatisfactory

#### Employment Recommendation:

☒ Reemployment

☐ Remediation

☐ Termination

#### SIGNATURES


Evaluator:



Date:

2/15/13

Teacher:



Date:

2/15/13

Signing of this instrument acknowledges participation in, but not necessarily Concurrence with, this report.





Bernadette DuSell <bdusell@oswego308.org>

## FTE Update - Dennis Sullivan PL

1 message

Kathleen Lopez <klopez@oswego308.org>

Fri, Feb 15, 2013 at 2:54 PM

To: Bernadette DuSell <bdusell@oswego308.org>

Per Kristy Kuntz, I am emailing you based on confirmation from Jamie Max, Dennis Sullivan FTE is revised

Currently: 1.0 Math

Actual: 0.8 Math, 0.2 Language Arts

--

Kathy Lopez  
Human Resources  
Data Processor  
Oswego CUSD #308  
630-636-3692

*"Live the life you love, love the life you live"*



## INTERNAL APPLICANTS (All from same association must be interviewed)

| Name            | School   | Interviewed by:    |
|-----------------|----------|--------------------|
| Dennis Sullivan | Plank    | Jamie Max and Team |
| Eugenia Cross   | Eastview | " "                |
| _____           | _____    | _____              |
| _____           | _____    | _____              |

## EXTERNAL APPLICANTS INTERVIEWED

| Name           | School | Interviewed by:    |
|----------------|--------|--------------------|
| Debbie Simpson |        | Jamie Max and Team |
| Zach Steffes   |        | " "                |
| Joe Matuch     |        | " "                |
| Jill Nehring   |        | " "                |
| Bill Martin    |        | " "                |
| Kirsten Lang   |        | " "                |

**\*\*Maintenance/Custodial Only:** After the Building level has completed this form, please forward the completed form and reference checks to the Director of Building and Grounds at the Maintenance Department.

To be completed by Director of Building and Grounds:

Recommended start date (pending completion of required paperwork): \_\_\_\_\_

Recommended Step placement: \_\_\_\_\_

Director of Building and Grounds \_\_\_\_\_

Date \_\_\_\_\_

## \*\*\*Transportation Department Only:

To be completed by Transportation Coordinator:

Online Application Completed: \_\_\_\_\_

References (2 minimum): Received \_\_\_\_\_

Fingerprints: Sent \_\_\_\_\_ Date \_\_\_\_\_ Result Received \_\_\_\_\_ Date \_\_\_\_\_ Result \_\_\_\_\_ OK or Need Admin approval

Health / TB: Received \_\_\_\_\_

IMRF Rate / Salary First Sixty (60) Days: \$ \_\_\_\_\_

First Day Worked: \_\_\_\_\_

Note: Must be after Board of Education approval unless approval received from Exec. Dir. of Admin. Services

Rate / Salary after 60 Days: \$ \_\_\_\_\_

Effective Date for Rate / Salary Change \_\_\_\_\_

Date of First Check: \_\_\_\_\_

School Bus Permit Status: Permit Received \_\_\_\_\_ Already licensed \_\_\_\_\_

Date of Orientation: \_\_\_\_\_ Sent for Physical: \_\_\_\_\_

Transportation Coordinator Signature: \_\_\_\_\_

Candidate will not be processed without the above signature.



## Oswego Community Unit School District 308

## CANDIDATE RECOMMENDATION (All Admin/Jr. High/Elementary &amp; Support Staff)

## POSITION:

Math Dynamics

For Teaching Positions you need to be specific with subjects they will teach to comply with ISBE. Highly Qualified list (i.e. Social Studies is not acceptable)

☐

New position

☐

Is this a GRANT Funded position? (person will be released yearly) Yes No

☒

Replacement (for who?) -

Mr. Lody-Watson

was actually, took Math Dynamics on 12/13, but

☐

Leave Cover - If so, for who?

Dates Covering

we were never held until

(complete specific dates per Benefits Secretary email notification) Jan. 2013

Are you requesting 'shadow days?' (Maximum of 2 days allowed.) YES or NO

If 'Yes' you must provide specific 'shadow' dates.

☐

Temporary

## RECOMMENDED CANDIDATE:

Dennis Sullivan

Please ask candidate if he/she was ever fingerprinted by D308?

☒ Yes

No

Is recommended candidate a current District 308 employee?

☒ Yes

If yes, current building name:

Plank

Current position:

Math Teacher (1yr. contract)

Is recommended candidate a current sub of any kind in District 308? Yes

☒ No

(if you know what kind of sub (i.e. sub teacher, sub TA, sub custodian) please indicate:

☒ Yes, Application and all supporting documents have been submitted to DAC. (If not, principal must contact candidate to complete)

Please note that ALL Teacher Assistants must provide either the ISBE NCLB certificate or some sort of teaching certificate to District Personnel before hiring process can begin with District 308.

FULL-TIME?: ☒ PART-TIME?: ☐ (PERCENT EMPLOYED) \_\_\_\_\_Building Name: Plank (If multiple buildings, list in chart below):

## IF MULTIPLE BUILDINGS - PERCENT TIME IN EACH BUILDING:

| Percent | Building Location | Percent | Building Location |
|---------|-------------------|---------|-------------------|
|         |                   |         |                   |
|         |                   |         |                   |
|         |                   |         |                   |
|         |                   |         |                   |

## EMPLOYMENT CHECKED ON RECOMMENDED CANDIDATE

☒ Length of time employed at all previous schools needs to be verified by you with HR level and application/resume must match. The area below is for verifying employment on the candidate with the HR department of their prior educational employer(s) (not personal). Please find out specifics of their employment (i.e., was all of it as a full time or part time teacher or was some of it as support personnel.) Accurate salary placement is crucial. Example, if you are hiring a TEACHER, you only verify TEACHING experience in this area. If you are hiring a Teacher Assistant, you only verify prior Teaching Assistant experience in this area.

Former

District HR  
Location NameName of person  
you spoke with:Dates of employment  
(please be specific)

Verified by:

Signature of person making the employment recommendation:

John Marx

Date:

5/16/13

11/28/2012 candidate rec revised



## TEACHER EVALUATION PLAN

### District 308 Observation Form

| <b>Domain 1:</b><br><b>Planning and Preparation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <i>Meets<br/>Expectations</i> | <i>Emerging</i> | <i>Does Not<br/>Meet</i> | <i>N/A</i> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------|--------------------------|------------|
| 1a. Demonstrating Knowledge of Content and Pedagogy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>X</b>                      |                 |                          |            |
| 1b. Demonstrating Knowledge of Students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>X</b>                      |                 |                          |            |
| 1c. Demonstrating Knowledge of Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                               | <b>X</b>        |                          |            |
| 1d. Selecting Instructional Goals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>X</b>                      |                 |                          |            |
| 1e. Designing Instruction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                               | <b>X</b>        |                          |            |
| 1f. Assessing Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                               | <b>X</b>        |                          |            |
| <p>Comments: Math Dynamics has been a perfect fit for Mr. Sullivan. He is very organized and works very hard. He stays on top of student assignments and works with students for homework help and math proficiencies. He has done a fantastic job of trying to learn and set up his class. Students can be from multiple classes and may be in different tasks within that lesson depending on the teacher's class. Mr. Sullivan stays up on the assignments and speaks with the teachers regularly. He is working on the data collection that will allow him to alter instruction to help students. Fridays, Mr. Sullivan calls individual students up to go over the work for the week in the backpack created by the computer program. Students are given rewards based on completion and competency. He knows many of the kids in classes because he taught them last year in math. This is a benefit to teacher and student. Mr. Sullivan will look at student grades at term as well as the map scores assess the progress of students in math. Mr. Sullivan told me that math was not getting together as of now but that he goes to see them during his plan. Dennis has clear and measurable goals for his students.</p> |                               |                 |                          |            |

| <b>Domain 2:</b><br><b>Creating the Learning Environment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <i>Meets<br/>Expectations</i> | <i>Emerging</i> | <i>Does Not<br/>Meet</i> | <i>N/A</i> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------|--------------------------|------------|
| 2a. Creating an Environment for Respect and Rapport                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                               | <b>X</b>        |                          |            |
| 2b. Establishing a Culture for Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>X</b>                      |                 |                          |            |
| 2c. Managing Daily Responsibilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>X</b>                      |                 |                          |            |
| 2d. Managing Student Behavior                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>X</b>                      |                 |                          |            |
| 2e. Organizing Physical Space                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>X</b>                      |                 |                          |            |
| 2f. Utilizing Technology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>X</b>                      |                 |                          |            |
| <p>Comments: He continues to build ways to get students motivated and complete work. He has built in incentives to motivate his students. Computer time is used to take advantage of skill development. Mr. Sullivan has organized his class so that students know and understand the routines of the class. The class is split between homework help and computer practice. Students are divided into groups according to teacher and ability levels. Mr. Sullivan does a good job of monitoring the students and the progress. He takes time to point out and work</p> |                               |                 |                          |            |





**TEACHER EVALUATION PLAN**  
**OSWEGO UNIT DISTRICT 308**  
**Observation/Monitoring Report**  
**Classroom Teacher**

**Teacher:** Dennis Sullivan

**Class:** Math Dyanmics

**Evaluator:** Chris Puckett

**EMPLOYMENT STATUS**

☒ Non-Tenured Employee

☐ Tenured Employee

**EVALUATION SEQUENCE**

| Date of Pre-Observation Conference | Date of Performance Observation | Length of Visit(s) | Type of Class | Date of Post Observation Conference |
|------------------------------------|---------------------------------|--------------------|---------------|-------------------------------------|
| 2-27-14                            | 2-28-14                         | 41min              |               | 3-3-14                              |
|                                    |                                 |                    |               |                                     |
|                                    |                                 |                    |               |                                     |

**SIGNATURES**

Evaluator:

Date:

3/3/14

Teacher:

Date:

3/6/14

**Signing of this instrument acknowledges participation in, but not necessarily concurrence with, this report.**



**TEACHER EVALUATION PLAN  
OSWEGO UNIT DISTRICT 308  
Observation/Monitoring Report  
Classroom Teacher**

**Teacher:** Dennis Sullivan

**Class:** Math Dynamics

**Evaluator:** Chris Puckett

**EMPLOYMENT STATUS**

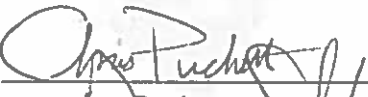
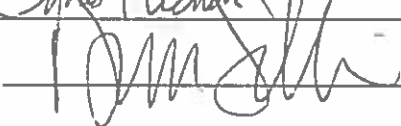
☒ Non-Tenured Employee

☐ Tenured Employee

**EVALUATION SEQUENCE**

| Date of Pre-Observation Conference | Date of Performance Observation | Length of Visit(s) | Type of Class | Date of Post Observation Conference |
|------------------------------------|---------------------------------|--------------------|---------------|-------------------------------------|
| 10/7/13                            | 10/8/13                         | 41min              |               | 10/15/13                            |
|                                    |                                 |                    |               |                                     |
|                                    |                                 |                    |               |                                     |

**SIGNATURES**

Evaluator:  Date: 10/15/13  
 Teacher:  Date: 10/23/13

**Signing of this instrument acknowledges participation in, but not necessarily concurrence with, this report.**







May 2, 2014

Administration  
Center  
4175 Route 71  
Oswego, IL 60543

Dr. John W. Sparlin  
Assistant  
Superintendent of  
Administrative  
Services  
Phone 630.636.3080  
Fax 630.636.3688

**NOTIFICATION OF ASSIGNMENT  
NON-TENURED STAFF  
2014-2015**

**Name:** DENNIS E. SULLIVAN

**Building Assignment:** PLANK

**Grade/Subject Area:** MATH INTERVENTION

**Salary Schedule Placement:**

**1<sup>st</sup> Semester - Lane: 01 Mid-Step: 2**

**2<sup>nd</sup> Semester - Lane: 01 Step: 3**

**Contract Days: 181 Percent Time: 100%**

**Other information:**

**Note:** Per the union contract, this statement is to inform teachers what their building assignment will be and what grade/subject they will teach. Changes in above assignments may be made if necessary, and the teacher involved in such changes will be notified as soon as possible.

Dr. John W. Sparlin  
Assistant Superintendent for Administrative Services



# DENNIS SULLIVAN

03/05/2015

MATH | Non-Tenured  
Plank

Evaluator: James Martin

**1 Planning and Preparation:**

**Proficient**

Comments

**2 The Classroom Environment:**

**Proficient**

Comments

**3 Instruction:**

**Excellent/Distinguished**

Comments

**4 Professional Responsibilities:**

**Proficient**

Comments

**Summative Rating: Proficient**

**Administrator's Signature**



03/05/2015 9:11am

**Teachers's Signature**



03/05/2015 9:20am

**Administrator's Remarks**

**Teachers's Remarks**



May 14, 2015

**Notification of Assignment  
2015 – 2016****Name:** DENNIS E. SULLIVAN **Tenured:** Yes**Assignment:** 1.0 MATH INTERVENTION**Building:** PLANK JR HIGH**Lane:** 01**First Semester Step:** 3 **First Semester Salary:** \$ 21,239.00**Mid-year Step:** 4 **Mid-year Salary:** \$ 21,553.00**Contract Days:** 181***Lane, Step, Salary and Contract Days are pending contract negotiations.***

**Note:** Per the union contract, this statement is to inform teachers what their building assignment will be and what grade/subject they will teach. Changes in above assignments may be made if necessary, and the teacher involved in such changes will be notified as soon as possible.



Roxana Sanders  
Director of Human Resources



November 6, 2015

**Revised Notification of Assignment  
2015 - 2016****Name:** DENNIS E. SULLIVAN **Tenured:** Yes**Assignment:** 1.0 MATH**Building:** PLANK JR HIGH**Salary Schedule Placement:****Lane:** 01 **Step:** 4 **Salary:** \$ 43,106.00**Contract Days:** 181**Other Information:**

**Note:** Per Article XI, Section 1 (Teacher Assignment) of the OEA Professional Agreement, this Notification of Assignment is provided to you twenty (20) days prior to the end of the school year. In the event it is necessary to make a change to your assignment, you will be notified in writing.



Roxana Sanders  
Director of Human Resources





April 22, 2016

**Notification of Assignment  
2016 – 2017**

**Name:** DENNIS E. SULLIVAN **Tenured:** Yes  
**Assignment:** 1.00 MATH  
**Building:** PLANK JR HIGH

**Salary Schedule Placement:**

**Lane:** 01 **Step:** 5

**Contract Days:** 181

**Other Information:**

**Note:** Per Article XI, Section 1 (Teacher Assignment) of the OEA Professional Agreement, this Notification of Assignment is provided to you twenty (20) days prior to the end of the school year. In the event it is necessary to make a change to your assignment, you will be notified in writing.

A handwritten signature in black ink, which appears to read "R. Sanders", is written over a horizontal line.

Roxana Sanders  
Director of Human Resources



# DENNIS SULLIVAN

04/25/2017

MATH | Tenured  
Plank

Evaluator: Leslie Springer

## 1 Planning and Preparation:

Proficient

### Comments

Mr. Sullivan does a nice job of setting instructional outcomes and following the pace and guidelines of the district curriculum.

## 2 The Classroom Environment:

Proficient

### Comments

Mr. Sullivan is organized and sets clear expectations for his students. He has built a rapport with students in an outside of the classroom.

## 3 Instruction:

Needs Improvement/Basic

### Comments

3b: Increase student participation through flexible groups higher level thinking. Facilitate the students as they discuss problem solving. Most of your questioning is short response. All discussion is between the teacher and students, not student to student. 3c: While students participated and followed along they were not given opportunities to work in groups. Every class I observed was whole group direct instruction. Be sure to differentiate for the students who already understand the concepts.

## 4 Professional Responsibilities:

Excellent/Distinguished

### Comments

Mr. Sullivan goes above and beyond to support students and staff in all areas of the building. He volunteers his time outside of the school day to help with teacher absences, sports record and time keeping, and robotics. Mr. Sullivan works well with his grade level and content teams in curricular work and student problem solving. Mr. Sullivan keeps up communication with parents and maintains adequate records. Mr. Sullivan is a dedicated and joyful presence at Plank.

## Summative Rating: Excellent/Distinguished

### Administrator's Signature



04/25/2017 10:04am

### Administrator's Remarks

19 Days absent due to FMLA

### Teachers's Signature



04/25/2017 10:05am

### Teachers's Remarks

Printed: 08-05-2020





April 28, 2017

**Notification of Assignment  
2017 – 2018**

**Name:** DENNIS E. SULLIVAN **Tenured:** Yes

**Assignment:** 1.00 MATH

**Building:** PLANK JR HIGH

**Salary Schedule Placement:**

**Lane:** 1 **Step:** 7

**Contract Days:** 181

**Other Information:**

**Note:** Per Article XI, Section 1 (Teacher Assignment) of the OEA Professional Agreement, this Notification of Assignment is provided to you twenty (20) days prior to the end of the school year. In the event it is necessary to make a change to your assignment, you will be notified in writing.

Roxana Sanders  
Executive Director of Human Resources









April 27, 2018

**Notification of Assignment  
2018 – 2019**

**Name:** Dennis E Sullivan      **Tenured:** Yes

**Assignment:** 1.00      Math Teacher

**Building:** Plank Jr. High

**Salary Schedule Placement**

**Lane:** 1      **Step:** 8

**Contract Days:** 181

**Other Information:**

**Note:** Per Article XI, Section A.1 (Assignment Notification) of the OEA Professional Agreement, this Notification of Assignment is provided to you twenty (20) days prior to the end of the school year. In the event it is necessary to make a change to your assignment, you will be notified in writing.

A handwritten signature in black ink, appearing to read "R Sanders".

Roxana Sanders  
Executive Director of Human Resources









May 3, 2019

**Notification of Assignment  
2019 – 2020**

**Name:** DENNIS E SULLIVAN **Tenured:** Yes

**Assignment:** 1.00 Math Teacher

**Building:** Plank Jr. High

**Salary Schedule Placement\*:**

**Lane:** 01 **Step:** 9

**Contract Days:** 181

**Other Information:**

**Note:** Per Article XI, Section A.1 (Assignment Notification) of the OEA Professional Agreement, this Notification of Assignment is provided to you twenty (20) days prior to the end of the school year. In the event it is necessary to make a change to your assignment, you will be notified in writing.

A handwritten signature in black ink, appearing to read "Ken Miller".

**Kenneth L. Miller**  
Executive Director of Human Resources, Payroll and Benefits

*\*Annual Salary is per current CBA and is subject to change pending the outcome of negotiations.*







☐ User Accounts (2)

Record Status



☐ SULLIVAN, DENNIS E.

5 / 19



User ID: 71870

Email Address: dsullivan@sd308.org

Date Created: 6/20/2019

Employee ID:

#### User Fields

##### Job Title(s)

TEACHER-SEC

##### Department(s)

PLANK JR HIGH

##### Supervisor(s)

Tyler Haymond (PL)

#### Tutorial Progress:

##### Completed Tutorials (Active)

ADHD

12/2/2019

Asthma -- IL

12/2/2019

Ethics and Boundaries for School Employees

12/2/2019

Mental Illness and Disorders Awareness for Educators (short)

12/2/2019

Suicide Prevention -- IL

12/2/2019

Allergy Management/Food Allergies

Anaphylaxis and Anaphylactic Shock

Bloodborne Pathogens

Chronic Health Conditions

Cultural Competency and Racial Bias -- IL HB3869

Diabetes Awareness

Diversity for Employees

Domestic and Sexual Violence

Mandated Reporter -- IL (disabled 7/1/2020)

Peer Counseling, Anti-Violence and Conflict Resolution Programs

Psycho-Tropic and Psycho-Stimulant Medications

Section 504

Sexual Harassment

Student Discipline



Dennis Sullivan



February 26, 2020

Mr. Tyler Haymond

Plank Junior High

510 Secretariat Lane

Oswego, IL 60543

Dear Tyler,

This letter is to let you know it's time for me to retire. The past nine years at Plank, and four years before that covering every maternity leave in the building, have been a tremendous experience. Being able to spend my entire second career as a Pirate has been a dream come true. However, it can't compare to being able to retire with my wife and travel the country.

My last day will be the last contract day of the 2019-2020 school year. I understand that my paychecks will continue through August 15, 2020. It is also my understanding that my insurance will stay in effect through August 31, 2020. I am considering this letter my official notification of my intent to retire at the end of this school year.

Good luck to you and to Plank!

Once a Pirate,

A handwritten signature in black ink that reads "Dennis Sullivan".

Dennis Sullivan



## Termination/Resignation Form

Sent By: thaymond

Completed By: User - ssauer

Sent On: 3/3/2020 12:39pm CT

Completed: 3/3/2020 2:52pm CT

- \* Employee Last Name:
- \* Employee First Name:
- \* Position:
- \* Location:
- \* Last Day Worked:
- \* Reason for Termination:

Sullivan  
Dennis  
Math Teacher  
Plank Junior High School  
05/21/2020  
R - Resigned - Non-Medical

Comments:

\*Dennis is not eligible for retirement with SD308

Eligible for Rehire?

Yes

\* Replacing Position? (If yes, please complete the Posting Request Form on AppliTrack):

Yes

\* Did you collect all District Property, i.e., keys, phone, etc.? (If no, please specify under Comments.)

No

Comments:

Will be collected as part of check out at the end of the school year.

Please upload resignation letter/termination paperwork  
Sullivan Ret.pdf

Supervisor Signature:

X Signed: Tyler Haymond  
Stamped: 3/3/2020 12:53:25 PM; 50.201.194.225; User - thaymond - thaymond@sd308.org;

### FOR HR USE ONLY

Human Resources Signature

X Signed: Sharon Sauer  
Stamped: 3/3/2020 2:51:46 PM; 107.1.119.254; User - ssauer - ssauer@sd308.org;

Date of Board Meeting

03/16/2020







