

Kathleen L. Duncan

██████████
Aurora, Illinois 60504

Education

Masters of Education <i>Masters in Educational Leadership</i>	Aurora University Aurora, Illinois
Graduate Hours in Education <i>Certification in Elementary Education</i>	National-Louis University Evanston, Illinois
Bachelor of Science in Education <i>History and Business Education</i>	Pittsburg State University Pittsburg, Kansas

Professional Experiences

Indian Prairie School District 204 Aurora/Naperville, Illinois <i>Chief Academic Officer</i>	2012 to 2015 (retired)
Naperville Community School District 203 Naperville, Illinois <i>Chief Academic Officer</i>	2010 to 2012
Naperville Community School District 203 Naperville, Illinois <i>Principal, Ranch View Elementary School</i>	2008 to 2010
Indian Prairie School District 204 Aurora/Naperville, Illinois <i>Principal, Patterson Elementary School</i>	1997 to 2004
West Aurora School District 129 Aurora, Illinois <i>Principal, Greenman Elementary School</i>	1995 to 1997
Indian Prairie School District 204 Aurora/Naperville, Illinois <i>Student Services Coordinator, Steck Elementary School</i> <i>Grade One Teacher, Steck Elementary School</i> <i>Substitute Teacher/Teacher Assistant</i>	1992 to 1995
Coral Springs School Coral Springs, Florida <i>Kindergarten Teacher/Preschool Teacher</i>	1989 to 1992
Webb City High School Webb City, Missouri <i>History and Business Education Teacher</i>	1977 to 1979

Key Achievements

Chief Academic Officer

- ❖ *Provide leadership in meeting the District's mission and goals by substantially and effectively uniting and organizing the work of the following departments around learning for all: Assessment, Curriculum/Instruction, Professional Learning, Instructional Technology, Special Education and Elementary and Secondary Operations and Leadership;*
- ❖ *Provide leadership and shared vision for Indian Prairie School District 204 staff as changes in the field of education challenge current practices and beliefs;*
- ❖ *Collaborate with district leaders in the evaluation and definition of the Pre K-12 programs and structures to address the needs of the future;*
- ❖ *Creation of structures designed to lead the district through intentionally developed plans to understand and implement the Common Core State Standards and prepare for participation in newly designed assessment structures, practices and accountability expectations;*
- ❖ *Design plans to successfully execute a new evaluation system for principals and teachers, based in part on student growth measures, as a result of Senate Bill 7;*
- ❖ *Establish a strong working relationship with the members of the Board of Education to share information and define the future focus required to meet the needs and challenges ahead.*

Assistant Superintendent, Instructional Services

- ❖ *Provide leadership for Pre K-12 curriculum, instruction and assessment in thirty-one buildings comprising a diverse district of 29,000 students;*
- ❖ *Identification of research-based reading interventions, focusing on grades K-12, by committee composed of reading specialists, problem solving coaches, classroom teachers, special educators and district personnel;*
- ❖ *Introduction and early development of common summative and formative assessments at the high school level;*
- ❖ *Development and implementation of a school improvement model using a "Dashboard of Academic Indicators" and formative assessment data to review progress at regular intervals;*
- ❖ *Development of a successfully implemented All Day Kindergarten curriculum with team of 20 kindergarten teachers, district leaders and central office directors.*

Principal, Ranch View Elementary School, Patterson Elementary School and Greenman Elementary School

- ❖ *Established the vision, provided the leadership and shared management for educational programs and building operations for very different elementary buildings;*
- ❖ *Developed and maintained a collaborative culture of academic excellence and support throughout the school;*
- ❖ *Introduced the Problem Solving Model and Rtl initiatives through the efforts of a committee of teacher leaders;*
- ❖ *Redefined the use of building resources (staff, schedule, budget) to better meet the needs of all students;*
- ❖ *Implemented school improvement planning practices using data to establish ambitious goals that held all accountable for demonstrating progress toward these goals;*
- ❖ *Analyzed school data and conferred with building leadership to identify professional learning needs;*
- ❖ *Planned and facilitated training experiences using designs that addressed the needs of a diverse staff;*
- ❖ *Coached, modeled and processed new learning with building educators;*
- ❖ *Consulted, coached and collaborated with teachers through reflective evaluation practices;*
- ❖ *Worked collectively with parents and community members to establish a connected, unified school vision focused on providing excellent educational opportunities and a safe learning environment for all students.*

Professional Organizations

American Association of School Administrators
Illinois Association of School Administrators
Association for Supervision and Curriculum Development
Illinois Association for Supervision and Curriculum Development
DuPage County Curriculum Directors

Community Involvement

Children's Museum of DuPage – Education Committee
Naper Settlement – Education Committee
Hobson Cooperative Preschool – Advisory Board