

INDIVIDUAL FACULTY MEMBER PROFILE

Name: T.J. Hilsinger

School: Lyons-Decatur Northeast Public School

Position: Industrial Technology Instructor

Subjects Taught: Alternative Energy, Energy, Power & Transportation, Electricity, Small Engines, Tech Ed, Woods, World Construction, Construction, IT 7, IT 8, Drafting, Advanced Drafting, Architectural Drawing, Robotics

I. FACULTY ASSIGNMENTS

TABLE A: Classes, Assigned Duties or Planning Periods during the school day

Period/Time	Class/Assignment	Grade Level	Enrollment	Number per week	Length (Min)
1/8:15-9:05	Woods	11	5	5	50
2/9:08-9:58	IT 8 (1 st Quarter)	8	10	5	50
2/9:08-9:58	IT 8 (2 nd Quarter)	8	10	5	50
2/9:08-9:58	IT 7 (3 rd Quarter)	7	10	5	50
2/9:08-9:58	IT 7 (4 th Quarter)	7	10	5	50
3/10:01-10:51	Tech Ed	9-10	9	5	50
4/10:54-11:44	Construction	10-12	7	5	50
5/11:47-12:37	Electricity	10-12	3	5	50
5/11:47-12:37	Robotics	10-12	3	5	50
6/1:07-1:57	Prep	-	-	5	50
7/2:00-2:50	Drafting (1 st Semester)	11-12	0	5	50
7/2:00-2:50	Advanced Drafting (2 nd Semester)	11-12	0	5	50
8/2:53-3:43	Alternative Energy	10-12	2	5	50

TABLE B: Student Activity or other assignment scheduled before/after school day

Season	Activity	Student Enrollment	Sessions per week	Hours per week
All Year	Powerdrive	7	Varies	5-10
Spring	Track	20-30	5-6	10-30
Fall	Football	18	5	15-50

TABLE C: All other professional activities in this school

Nature of Activity	Hours per week
Safety Committee	Varies
School Improvement Profile Committee	Varies

II. INDIVIDUAL FACULTY INFORMATION

1. **Name:** T.J. Hilsinger
2. **Secondary School from which graduated**

Secondary School	Location
Bancroft-Rosalie High School	Bancroft, NE

3. **College and University Preparation**

Institution	Years attended	Degree	Major	Minor
Wayne State College	4	BSE	Secondary Education	
Wayne State College	4	30 Hours Master's	Curriculum and Instruction	

4. **Areas of Certification and/or endorsement**

7-12 Industrial Technology Education

5. **Summary of professional school experience:**

Position	School	Dates of Service
Industrial Technology Instructor	Lyons-Decatur Northeast	August 2006-Present

6. **Describe any significant non-school teaching experience**

7. **List current professional activities and memberships, including publications, special achievements, special recognitions, and professional presentations.**

- NEA Member
- NSEA Member
- LDEA Member
- 2006 WSC School of Business & Technology Outstanding Graduate
- 2006-07 Outstanding First Year Powerdrive Program
- 2007 Powerdrive Instructor's Workshop Presenter
- 2008 Powerdrive Instructor's Workshop Presenter
- 2009 Powerdrive Instructor's Workshop Presenter

8. **Describe specific staff development activities in which you have participated within the past five years that relate to your present assignment.**

- STARS 101 Assessment Literacy Workshop
- 2007 NCE Conference
- ANGEL Software Training Series
- 2008 NCE Conference
- Apple Training
- WSC Powerdrive Curriculum Writer
- 2010 NCE Conference
- 2011 NCE Conference

9. **Describe any citizenship activities and community service within the past five years that relate your present assignment.**

JUDGEMENTS AND RECOMMENDATIONS

Strengths

Describe those aspects of the school that are most satisfactory.

Technology

Our school is very technologically advanced for a school of our size or even one much bigger. The implementation and support for our one-to-one computing and ANGEL software has really boosted the technology in the school. This gives our students exposure to technologies that will better prepare them for further education or employment. In a society where technology is so rapidly advancing, it is good to see our school put so much effort into trying to stay as up-to-date as possible.

Administration/Staff

Our school has a great staff. Most of our teachers are teaching in their endorsement area. Our staff does a great job of pursuing professional development and keeping up with advances in their area. Many of them have taken additional college hours or are working toward or have their Master's degree. In addition to this, staff members partake in many other types of professional development such as seminars and workshops. The administration is also very supportive of the staff and their wishes. They encourage the staff to participate in professional development activities in order to better the school. They are also very open to input from staff and support their teachers when handling discipline. The faculty as a whole has done many things to help all students, especially those who are struggling. The communication maintained between staff and parents is great. The programs put into place to help students complete missing work is also an example of something that makes our school stand out.

Community Relationship

Our school has a strong relationship with the community and its members. Many businesses and families in our community donate time, money and resources to our school to help make it a better place to learn. Many of these are things that would normally have to be done without, but thanks to the generosity of our community, we are able to have them. This makes us a stronger and more productive school.

Course Offerings

Our school has a wide variety of classes for students to choose from. Our school has many elective courses within the content area. This provides students who are interested in a particular area with the opportunity to further their education in that area. We also have three Career Education programs that offer students the opportunity to take classes that will provide them with skills that can help better prepare them for their future, whether that is further education or entering the workforce. Most schools our size cannot match the amount of offerings we have for our students. That is why I feel this is one of our strengths.

Limitations

Describe those aspects of the school that are most in need of improvement.

Outdated Machinery in Industrial Tech Lab

Many of the tools in the Industrial Tech Lab have been updated recently. There are however, some pieces of equipment that still need to be looked at for updating. The table saw for instance is very old and lacks many of the safety features that are common on newer models. Also, the radial arm saw and wood lathes were removed for safety reasons, but have not been replaced.

Lack of Enforced Prerequisites

In our size of school, it is very difficult to enforce prerequisites all of the time because of the limited number of students able to take elective classes to begin with. However, many of our upper level classes are limited in what can be covered, because they cannot build upon previous classes. For example, Art II cannot build upon Art I if half of the students in Art II haven't taken Art I.

Scheduling

Our scheduling process is in need of improvement. It is very unorganized; students usually aren't very well informed on their schedule and their options when it comes to their schedule. Also, it is done so late in the year that it makes budgeting for the following year as a teacher very difficult when you don't have an idea of what size class you will be dealing with.

Recommendations

Describe, in priority order, specific means for correcting the limitations.

Outdated Machinery

While it is quite expensive to replace some of this equipment, if the school is going to continue to offer classes where the equipment is used it needs to be updated. To help divert the cost, the machinery could be replaced at least one piece at a time each year. That is how some of the smaller machines have been replaced, but in the near future this will need to take place for several of the more expensive machines in the lab.

Prerequisites

Correcting this problem has a simple solution. Basically, whenever possible, simply follow the course sequence set up for each department. In unique instances, where student schedules are difficult, obtain teacher approval before simply placing students into classes. I feel like having a linear progression through our classes, especially our elective classes, can really improve what can be accomplished in the upper level classes.

Scheduling

Combining the scheduling process with spring parent teacher conferences or having a separate scheduling night in the spring are options to help the scheduling problem. I also feel the parents need to be more involved in the scheduling process. I feel that if the parents choose the classes with the students, the parents will be more supportive of the students' classes and the students will probably end up in classes that are more suited for them. This could be accomplished by simply having the guidance counselor, principal or both being available at conferences to go through the students' schedule for the following school year.