

EXPLANATION OF RESPONSIBILITIES**Quality of Education**

HRED STAFF	Martha Taylor	Michael Konrad	Helen LePage	Denise Orinski
JOB TITLE	ALE Director	Interim ALE Director	GATE Coordinator	Admin Asst - GATE
PREVIOUS JOB TITLE	Principal	Director – Middle School Leadership	Principal	Staffing control clerk
CREDENTIALS	Education: Bachelors –English Masters – Teaching & Teacher Education Juris Doctor - Law Standard Secondary Education, 7-12Principal * Gifted, K-12* Structured English Immersion, K-12	Masters degree in Education AZ Principal K-12 Certificate 3+ years exp with GATE, Pre-AP, AP, IB and Curriculum and program Development. 5+ years teaching and exp in school site administration.		<ul style="list-style-type: none"> • 4+ years Office/Business Exp. • Verbal and written communication skills. • Customer service Proficient using word processing, database, and spreadsheets.
DATES OF EMPLOYMENT IN PRESENT POSITION	Director of Advanced Learning Experiences Dates: 7/01/2013 – 6/30/15	Interim Director of Advanced Learning Experiences: 7/1/15 - Present	07/23/13 to 06/30/2015	01/30/2009 - Present
OTHERS CONSIDERED FOR THIS POSITION?	Yes - Procedures for competitive process were followed. File located in HR.	Yes - Procedures for competitive process were followed. File located in HR.	Yes - Procedures for competitive process were followed. File located in HR.	Yes - Procedures for competitive process were followed. File located in HR.
EXPLANATION OF RESPONSIBILITIES	Hired to carry out Director of Advanced Learning Experiences (ALE) functions for the USP.	Hired to carry out Director of Advanced Learning Experiences (ALE) functions for the USP.	Hired to carry out GATE Coordinator functions for the USP	<p>Hired to carry out GATE Administrative Assistant functions for the USP</p> <ul style="list-style-type: none"> • Provide confidential admin/secretarial support to supervisor and staff • Manage office activities • Investigate and responds to concerns of parents, staff, administrators, district offices, public agencies, and general public • Compose, type, and transcribe correspondence, reports, meeting minutes, agenda, and personnel forms. • Maintain files. <p>Schedule appointments and arrange for meetings and in-services.</p>

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HIRED STAFF	DeLonda Bishop	Sonia Gissart	Elizabeth Slaine	Natasha Conti
JOB TITLE	Admin Secretary - GATE	Admin Assistant - ALE	Dual Credit Teacher	International Baccalaureate Teacher
PREVIOUS JOB TITLE	Substitute (Classified)	School Office Manager	Teacher	Teacher
CREDENTIALS	3+ years business office or clerical experience Customer Service Exp. Computer Skills including word processing, spread sheet, and databases	<ul style="list-style-type: none"> • 4+ years Office/Business Exp. • Verbal and written communication skills. • Customer service • Proficient using word processing, database, and spreadsheets. 		
DATES OF EMPLOYMENT IN PRESENT POSITION	07/01/2014 - 06/30/15	07/01/2013 - Present	SY 8/2014-5/2015	SY 8/2014-5/2015
OTHERS CONSIDERED FOR THIS POSITION?	Yes - Procedures for competitive process were followed. File located in HR.	Yes - Procedures for competitive process were followed. File located in HR.	Yes - P/T position was offered as added duty to certified staff qualified & experienced w/Dual Credit classes	
EXPLANATION OF RESPONSIBILITIES	<ul style="list-style-type: none"> • Compose, type, and transcribe correspondence, reports, meeting minutes, agenda, and personnel forms. • Maintain files. • Schedule appointments and arrange for meetings and in-services. • Maintain ledger balance. • Assist Office staff with registration, attendance, student records preparation and other specialized clerical functions. 	<ul style="list-style-type: none"> • Provide confidential admin/secretarial support to supervisor and staff • Manage office activities • Investigate and responds to concerns of parents, staff, administrators, district offices, public agencies, and general public • Compose, type, and transcribe correspondence, reports, meeting minutes, agenda, and personnel forms. • Maintain files. • Schedule appointments and arrange for meetings and in-services. 	Serve as Dual-Credit Teacher Middle/High Schools.	Serves as IB Coordinator at Cholla Magnet HS

EXPLANATION OF RESPONSIBILITIES**Quality of Education**

HIRED STAFF	Belinda Hantout	Hannah Heath	Jimmy Hart	Maria Figueroa
JOB TITLE	IB Teacher Assistant	Clerk/Receptionist	Director, AFAmSS	Director, MexAmSS
PREVIOUS JOB TITLE	Not in TUSD. (Previously at Little Sprouts Learning Center from 2012-2013)	Not In TUSD, (Previously at Little Sprouts Learning Center from 2012-2013)	Principal	Principal
CREDENTIALS	Associates of Arts Degree – Early Childhood, Currently enrolled in NAU Education program and will graduate Fall of 2015 in Elementary and Special Education	No Degree’s indicated on application.	Education: Masters of Arts - Administration Principal Superintendent Structured English Immersion, K-12	Education: Doctor of Education - Educational Leadership Principal Superintendent Standard Elementary Education, 1-8 Spanish Bilingual K-12 Reading Specialist, K-12
DATES OF EMPLOYMENT IN PRESENT POSITION	Hired 7/2014- Termed 5/2015	Hired 11/2014 – June, 2015	Director-African American Studies Dates: 1/04/10 (Active)	Director – Mexican American Student Services Dates: 7/09/12 (Active)
OTHERS CONSIDERED FOR THIS POSITION?	5 Other Applicants were referred, 1=Declined, 1=Interviewed, Not Selected, 2=Did not respond to school request for interview, 1=Was hired elsewhere in the district.	30 other applicants were referred, 2=Declined, 8=Interviewed, Not Selected, 5=Did not respond to school request for interview, 14=referred, but not chosen for interview.	N/A	N/A
EXPLANATION OF RESPONSIBILITIES	IB Teacher Assistant at Cholla High School who was responsible for: <ul style="list-style-type: none"> • Increased parent contact and communication through mailings, emails, contracts, and phone calls • Monitoring and providing interventions and coordination tutoring for students with attendance and grade concerns • Assisted in identifying current students for potential enrollment in IB courses • Assisted in the completion of IB required assessments, such as CAS and May Exams 	Clerk/Receptionist at University High School who was responsible for: <ul style="list-style-type: none"> • Facilitation of materials distribution for UHS Admissions • Facilitate admissions Testing and coordinate communication for 7th grade testing • Increased parent communication through mailings, emails, face to face contact and phone calls including recruitment • Data entry for student admissions applications and acceptance and registration • Facilitate BOOST registration • Facilitate the Essay 	Designated Academic and Behavior Supports (ABSC) Coordinator functions for the USP	Designated Academic and Behavior Supports (ABSC) Coordinator functions for the USP

EXPLANATION OF RESPONSIBILITIES**Quality of Education**

		assessment		
HIRED STAFF	Tsuru Bailey-Jones	Roxanne Begay-James	Deborah Ferryman	Desiree Cueto
JOB TITLE	Director, APASS	Director, NASS	Dropout Prevention Coordinator	Director of Multicultural Curriculum
PREVIOUS JOB TITLE	Principal	Project Specialist	Program Coordinator	Multicultural Integration Specialist
CREDENTIALS	Education: Master of Art Standard Secondary Education, 7-12 Principal Mathematics* Structured English Immersion, K-12	Education: Master of Education Standard Elementary Education, K-8 Principal * Structured English Immersion, K-12	Education: Bachelors - Political Science Minor: American History	Education: Master of Education – Counseling & Personnel Services Certificates: Guidance Counselor, Prek-12
DATES OF EMPLOYMENT IN PRESENT POSITION	<ul style="list-style-type: none"> TUSD/Director-Asian Pacific American Student Services Dates: 7/01/2012 – (Active) TUSD/Director Academic Equity – Pan Asian Dates: 3/22/2012 – 7/01/2012 	TUSD/Director-Native American Student Services Studies Dates: 9/09/2009 – (Active)	TUSD Program Coordinator Dates: 12/03/12 (Active)	Director - Multicultural Curriculum Dates: 7/01/2014 – (Active)
OTHERS CONSIDERED FOR THIS POSITION?	N/A	N/A	N/A	Yes - Procedures for competitive process were followed. File located in HR.
EXPLANATION OF RESPONSIBILITIES	Designated Academic and Behavior Supports (ABSC) Coordinator functions for the USP	Designated Academic and Behavior Supports (ABSC) Coordinator functions for the USP	Designated to carry out functions for the USP	Implement academic curriculum programs with District Certified Staff in selected academic areas.

EXPLANATION OF RESPONSIBILITIES**Quality of Education**

HIRED STAFF	Salvador Gabaldon	Larry Lopez		
JOB TITLE	Director of Culturally Relevant Pedagogy and Instruction	Director of Culturally Relevant Pedagogy and Instruction		
PREVIOUS JOB TITLE	Language Acquisition Specialist	Teacher		
CREDENTIALS	Education: Bachelors – English Standard Secondary Education, 7-12 Principal Approved areas & endorsements: English Spanish Bilingual K-12	Education: Bachelors in Education - Major Social Studies Principal, Standard Secondary Education (6-12) Structure English Immersion (K-12), Political Science/American Governments, Social Studies		
DATES OF EMPLOYMENT IN PRESENT POSITION	SY 13-14	TUSD/Teacher Dates: 12/09/2014 - 8/1/2000		
OTHERS CONSIDERED FOR THIS POSITION?	N/A	Yes - Procedures for competitive process were followed. File located in HR.		
EXPLANATION OF RESPONSIBILITIES	Hired to carry out the functions of the USP.	Hired to carry out functions of Director of Cultural Responsive Pedagogy & Instruction for the USP		



CODE: 16137
UNIT: ADM
GRADE: 5-C
FLSA: Exempt

CLASSIFICATION TITLE

DIRECTOR – ADVANCED LEARNING EXPERIENCES (ALE)

SUMMARY

This position is responsible for Advanced Learning Experience programs including but not limited to such programs as the K-12 Gifted and Talented Education (GATE) Program, Pre-Advanced Placement (Pre-AP), Advanced Placement (AP), Dual Credit, and K-12 International Baccalaureate (IB) programs, and other programs deemed Advanced Learning Experience for Tucson Unified School District (TUSD).

MINIMUM REQUIREMENTS

Masters degree in education, business administration or related field

Arizona Principal K-12 Certificate or Arizona Supervisor K-12 Certificate with Structured English Immersion (SEI) endorsement, or eligibility to obtain such certification

Arizona IVP Fingerprint Clearance Card.

Three (3) years of experience with GATE, Pre-AP, AP, IB, or Curriculum and Program Development

Five (5) years of teaching and/or experience in school site administration

Experience working with diverse populations

PREFERRED QUALIFICATIONS

Experience working with and presenting Professional Development programs

Arizona Superintendent's Certificate with Structured English Immersion (SEI) endorsement, or eligibility to obtain such certification

ADDITIONAL REQUIREMENTS AFTER HIRE

Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

ESSENTIAL FUNCTIONS

THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED.

Provide direction and oversight of Advanced Learning Experience Programs and/or sites with planning that is aligned with District strategic goals and objectives.

Develops, coordinates and monitors TUSD Advanced Learning Experience Access and Recruitment Plan and develops goals, in collaboration with relevant staff, for progress to be made.

Reviews and assesses existing Advanced Learning Experience programs, resources, and practices in the District by school site and recommends improvement and/or updating.

Responsible for the planning and deployment of TUSD's ALE programs such as AP Summer Institute and the GATE Summer Institute.

Uses Systems Thinking to lead, manage and administer effectiveness of the department.

Attends, participates, and presents at workshops, conferences, professional development opportunities, and school and community meetings pertaining to Advanced Learning Experience programs.

Responsible for data analysis to report findings that inform the district of the best methods and policies that will ensure an equitable educational experience for Advanced Learning Experience students.

Develops strategic and tactical program plans and goals, including but not limited to developing and administering annual budgets, recruitment of students for ALE programs, and recruitment of appropriate personee.

Ensures equitable access to Advanced Learning Experience programs by eliminating barriers to ALE enrollment.

Investigates parent, student, staff and community complaints or concerns. Responsible for a satisfactory resolution of the complaints or concerns.

Coordinates with School Administrators or Leadership to ensure College Board and ACT Testing operations are conducted.

Collaborates closely with the College Board and ACT Testing programs to conduct periodic diagnostic reviews to provide professional development to appropriate personnel in TUSD to maximize PSAT, SAT, AP, and ACT Test results.

Represents TUSD and the Advanced Learning Experience Programs to students, district staff, and the community. Acts as a resource for district staff regarding Advanced Learning Experience Programs.

Monitors success of all Advanced Learning Experience students.

Adheres to all court orders, state and federal laws, and District policies and regulations pertaining to Advanced Learning Experience programs.

Shares information with District staff regarding services for students/parents. Interacts and communicates with other departments regarding ALE programs and/or sites.

Writes grants and oversees implementation of grants for ALE programs and/or sites for students.

Keeps current with the latest developments for Advanced Learning Experience programs.

MENTAL TASKS

Communicates. Comprehends. Performs functions from written and oral instructions and from observing others. Evaluates written materials. Reads.

PHYSICAL TASKS

Work involves the performance of duties where physical exertion is not normally required to perform all aspects of the job. Assistance is available as required to perform physically demanding tasks. Work involves sitting for extended periods of time, requires moving from one location to another, reaching, stooping, bending, and holding and grasping objects. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

EQUIPMENT, AIDS, TOOLS, MATERIALS

Utilizes office equipment such as telephone, computer, printer and copier.

WORKING CONDITIONS

Indoor. Office environment. Contact with employees, students and public.

CONTROL, SUPERVISION

Supervisory control of staff, which may include interviewing, selecting, training, directing and appraising work, handling employee complaints, disciplining staff, and providing for safety and security.

M: JOB16137
New 6/12
Revised 3/13
Title Change 3 /13



CODE: 92301
UNIT: Exempt Coord (EXC)
GRADE: 2
FLSA: Exempt

CLASSIFICATION TITLE

PROGRAM COORDINATOR – Advancement Academics

SUMMARY

Coordinates the activities and functions of Advanced Academic programs for Tucson Unified School District (TUSD). This includes strategic planning, developing and communicating a long term vision, making policy recommendations, and developing new funding streams and strategic partnerships to ensure the success and sustainability of the programs. Incumbent works with campus principals in providing guidance and technical assistance to Advancement Via Individual Determination (AVID) programs.

MINIMUM REQUIREMENTS

Bachelor's Degree.

Three years of experience administering or coordinating programs.

Knowledge of federal and state legislative requirements related to AVID, Pre Advanced Placement (Pre-AP), Advanced Placement (AP), and International Baccalaureate (IB) programs.

Any combination of experience, training, or education.

PREFERRED QUALIFICATIONS

Master's Degree

Three (3) years experience coordinating the AVID program

ADDITIONAL REQUIREMENTS AFTER HIRE

FBI fingerprint background check (at employee's expense).

Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

ESSENTIAL FUNCTIONS

THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED.

Collaborates with each principal to promote administrative support for and institutionalization of the AVID and Advanced Academic programs.

Monitors the TUSD AVID certification process for each of the AVID campuses, and manages the curriculum alignment efforts.

Works with the national and state AVID Center and College Board to coordinate training and networking. Meets with each team to facilitate progress towards goals identified in the site team plan.

Ensures that program components are implemented according to the program model and supports the development of site conditions that ensure effective program implementation.

Recruits, trains and helps to supervise AVID, Pre-AP, AP, and IB campus staff, provides training for Advanced Academics program tutors and AVID site team members, and ensures site team participation in the national or regional activities.

Monitors and approves program expenditures. Prepares or assists with funding or budget proposals.

Observes, coaches, and facilitates professional development for AVID, Pre-AP, AP, and IB classroom coordinators/teachers at each campus. Attends family workshops and events as needed.

Prepares periodic reports, financial statements and records on program activities, progress or status. Coordinates the analysis and collection of data as guided by the national and Arizona state requirements.

Works with campuses to hold information sessions to increase program publicity and student outreach.

Manages the college tutorial program, including recruitment, hiring, and termination. Coordinates the budget allocations and resources for the college tutorial program.

Supports AVID, Pre-AP, AP, and IB students enrolling at the postsecondary institutions.

Provides technical assistance for district or regional planning.

Develops a communications plan that includes external presentations, a monthly newsletter, and use of free media in coordination with TUSD media personnel. Assists in TUSD media personnel in responding to requests for information regarding the assigned program.

Develops, research, and writes grant applications, and solicits community support for the assigned program. Manages funding and prepares ad hoc reports as required.

MENTAL TASKS

Communicates. Reads. Comprehends. Performs functions from written and oral instructions and from observing others. Evaluates written materials.

PHYSICAL TASKS

Work involves the performance of duties where physical exertion is not normally required to perform all aspects of the job. Assistance is available as required to perform physically demanding tasks. Work involves sitting for extended periods of time, requires moving from one location to another, reaching, stooping, bending, and holding and grasping objects. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

EQUIPMENT, AIDS, TOOLS, MATERIALS

Uses office equipment such as telephone, computer, printer and copier.

WORKING CONDITIONS

Indoor. Office environment. Contact with employees, students and public.

CONTROL, SUPERVISION

May coordinate, monitor or supervise the activities of subordinates.

M: JOB 92301
New: 5/12

Maintains and reconciles budgets/funds for various activities. Monitors account expenditures. Recommends transfer of funds to meet changing requirements and ensure that limits are not exceeded.

Orders equipment and office supplies as approved by supervisor. Maintains records of purchase orders, invoices and requisitions. Contacts vendors for purchases, obtain quotes, evaluate prices and quality and recommend selection of vendors. Acknowledges receipt of equipment and supplies received and approve invoices for payment.

Coordinates and prepares bids for special equipment and supplies for solicitation and Purchasing Department.

May approve requisitions within funding limitations.

Maintains the inventory stock levels of office and instructional supplies.

Performs annual equipment and supply inventory verifications.

Coordinates the collection and submission of Board Agenda items as required and verifies for content, completeness and accuracy.

Assists supervisor with payroll for department staff. Processes timesheets, ensuring accuracy and completeness. May prepare time sheets for teachers who have extra duty school activities. Makes payroll calculations as needed. Distributes paychecks.

Handles limited amounts of money within established guidelines.

MARGINAL FUNCTIONS

May serve as a Notary Public

MENTAL TASKS

Communicating. Comprehending. Reads.

PHYSICAL TASKS

Work involves the performance of duties where physical exertion is not normally required to perform all aspects of the job. Assistance is available as required to perform physically demanding tasks. Work involves sitting for extended periods of time, requires moving from one location to another, reaching, stooping, bending, and holding and grasping objects. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

EQUIPMENT, AIDS, TOOLS, MATERIALS

Uses telephone, computers, copiers, fax, printers, calculators, shredding machine, manuals, and forms.

WORKING CONDITIONS

Indoors. Office environment. Contact with public and employees.

CONTROL, SUPERVISION

Supervises and monitors employees and student aides.

M:JOB41187
New: 6/14



CODE: 41178
UNIT: White Collar
GRADE: 7
FLSA: Non-Exempt

CLASSIFICATION

Administrative Secretary

SUMMARY: Provides secretarial support to a site or department administrator. May have additional functions specific to area of assignment.

MINIMUM REQUIREMENTS

Three (3) years business office or clerical experience

Customer Service Experience

Verbal & written communication skills in English and a demonstrated ability to read and comprehend written/graphic and oral instructions.

Ability to work independently

Computer Skills, to include word processing, spreadsheet, and database experience (Microsoft office)

Basic Math Skills

Any equivalent combination of experience, training, or education.

PREFERRED QUALIFICATIONS

Experience with Legal Contracts

ESSENTIAL FUNCTIONS

THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED

Greets visitors. Receives telephone calls, distributes calls or messages to appropriate personnel.

Composes, types, and transcribes correspondence such as: reports, meeting minutes, announcements, bulletins, grants, evaluations, requisitions, handbooks, agendas, brochures and personnel forms. Processes confidential paperwork.

Sorts, screens and prioritizes mail. Attaches relevant information.

Assists office staff with registration, attendance, student records preparation and other specialized clerical functions and projects

Maintains student, financial, correspondence files and personnel files and other documents such as program records. Forwards, receives and maintains cumulative folders on students.

Schedules and coordinates appointments, conferences, in-services, and meetings.

Maintains a ledger balance of operating expenses. Monitors and tracks account expenditures.

Maintains records of purchase orders, invoices and requisitions. Contacts vendors for purchases, obtains quotes, evaluate price and quality, recommends selection.

Orders office and instructional supplies as approved by supervisor. Maintains the supply inventory.

Maintains absence records of staff, arranges for and informs substitutes of their working hours, and prepares timesheets.

Serves as a resource to staff and public regarding District procedures and policies.

Monitors, coordinates and trains student aides in office procedures and in the operation of office equipment. May monitor and train co-workers in office procedures and office equipment.

Searches for and retrieves information from computer or paper files in response to requests.

Prepares work orders for maintenance services.

Coordinates travel and transportation arrangements. Maintains transportation requisition and logs.

Recommends final grade to supervisor for COE students.

Takes and/or transcribes dictation.

Handles limited amount of money within established guidelines.

MARGINAL FUNCTIONS

May serve as a contact for school safety, law or probation enforcement, child protective services, contractors or project issues.

Conduct and coordinate presentations as requested.

MENTAL TASKS

Communicating. Comprehending. Reads.

PHYSICAL TASKS

Work involves the performance of duties where physical exertion is not normally required to perform all aspects of the job. Assistance is available as required to perform physically demanding tasks. Work involves sitting for extended periods of time, requires moving from one location to another, reaching, stooping, bending, and holding and grasping objects. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

EQUIPMENT, AIDS, TOOLS, MATERIALS

Uses telephone, computers, copiers, fax, printers, calculators, shredding machine, manuals, and forms.

WORKING CONDITIONS

Indoors. Office environment. Contact with public and employees.

CONTROL, SUPERVISION

May monitor employees and student aides.

M:JOB41178

New: 6/14

CODE: 44001
UNIT: WHITE
GRADE: 2
FLSA: Non-Exempt

CLASSIFICATION TITLE

TEACHER ASSISTANT

SUMMARY

Assists teachers in performing their classroom teaching responsibilities.

MINIMUM REQUIREMENTS

Speak, read and write in English.
One year of experience working with youth.
High School Diploma or G.E.D.

Associate's (or higher) degree OR
60 Semester-Hour credits from an accredited institution OR
AZ Dept. of Education-approved Academic Assessment Test

Related training or education

ADDITIONAL REQUIREMENTS AFTER HIRE

Copy of diploma, transcript or test results must be submitted at time of hire.
FBI fingerprint background check (at employee's expense).
Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

ESSENTIAL FUNCTIONS

THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED.

Assists individual students and groups of students in performing their assignments in accordance with teacher guidelines. Reviews and explains lessons to them. May also assist students in the use of the English language.

Under the teacher's supervision, develops and implements lesson plans and instructs students in subjects such as creative writing, handwriting, art, language arts, social studies and math in accordance with the curriculum guide.

Assists teacher in arranging students into cooperative reading groups. Coordinates a group discussion of a story and encourages all students participation. Reinforces the development of comprehension, vocabulary and pronunciation skills.

Assists teacher in developing lesson plans for students. Implement instructional games in areas such as spelling or math to reinforce lessons. Prepares supplies and materials needed for lessons.

Scores tests, workbooks, book reports, assignments and homework in accordance with teacher's answer key. Records grades and scores in teacher's grade book or by computer entry.

Orders instructional supplies and materials and maintains the classroom inventory. Maintains student files.

Arrange field trips for students. Contacts parents to participate and arranges for transportation. Also collects money and records amount received.

Perform clerical functions such as typing, filing, laminating and copying

Compile an honor roll report and assists in the preparation of report cards for distribution. Assist teacher in the administration of tests. Translates tests. Arrange and participate in teacher/parent/staff conferences to review student's progress.

Assist students with special projects such as computer lab, cooking and sewing.

Assists students in developing their library skills in areas such as how to research, how to use the card index and how to check out a book.

MARGINAL FUNCTIONS

Prepare bulletin boards of current events and prepares display of students' works and achievements. Decorates classroom with appropriate themes during the school year.

Takes attendance. Prepare the hot lunch count of students and records amount of money received for lunch. Inform Food Service personnel of number of students ordering hot lunch.

Monitors student behavior in class. Assists teacher in disciplining students for misconduct in accordance with the Student Code of Conduct.

Arrange student learning centers for children in appropriate grade areas.

Attend and participates in instructional workshops and in-services to improve methods of instruction and performance in the classroom.

MENTAL TASKS

Communicates. Comprehends. Reads to children. Evaluates written material.

PHYSICAL TASKS

Work involves the performance of duties where physical exertion is required only to supplement normal sedentary work. Assistance is available in the event heavy physical exertion is required. Work may involve occasional lifting and carrying weights up to 25 pounds. Moderate walking, stooping, bending, reaching and sitting for extended periods may be required as a normal part of the job. Employees may be required to obtain a driver's license in some instances. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

EQUIPMENT, AIDS, TOOLS, MATERIALS

Utilizes office equipment such as typewriter, copier, and computer.

WORKING CONDITIONS

Indoors. Classroom, library, lunchroom environment. Outdoors. Playground.
Exposure to noise.

CONTROL, SUPERVISION

Monitor students indoors and outdoors.

M: JOB 44001
REVIEW DATE: 2/93
Revised 7/02 & 4/03, 06/04



CODE: 41150
UNIT: White Collar
GRADE: 3
FLSA: Non-Exempt

CLASSIFICATION

Clerk/Receptionist

SUMMARY: Performs a variety of general office work including typing, filing and receptionist duties in support of a TUSD school, department or office.

MINIMUM REQUIREMENTS

High School Diploma or G.E.D.

One (1) year of clerical and/or receptionist experience.

Experience taking and transferring telephone calls

Customer Service Experience

Basic computer and word processing skills

Verbal & written communication skills in English and a demonstrated ability to read and comprehend written/graphic and oral instructions.

Any equivalent combination of training, education, or experience that meets the minimum requirements

ADDITIONAL REQUIREMENTS AFTER HIRE

FBI fingerprint background check (at employee's expense).

Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

ESSENTIAL FUNCTIONS

THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED

Greets visitors and directs them to the appropriate office or location. Assists visitors with inquires and provides directions as needed. Maintains information and/or visitor logs.

Assists delivery personnel and vendors and refers them to appropriate areas.

Operates multi-line phone system and/or switchboard consoles and routes telephone calls to appropriate area. Takes and relays messages. Telephones departments and/or individuals to inform them of walk-in visitors.

Screens, sorts and distributes incoming mail and/or prepares mail for distribution. Attaches relevant information to mail as needed. Hands out or accepts forms, applications or documents.

Types letters, forms reports, requisitions and records from prepared copy as requested by supervisor or faculty members and makes required number of copies. Sorts forms for processing and examines forms for accuracy.

Inputs information into databases or spreadsheets as requested.

Schedules meetings, reservations, and appointments as requested.

Assists in maintaining student, correspondence and/or personnel files. Receives and incorporates materials into existing filing system. Searches for and retrieves information from files or from computer file in response to requests. Requests or forwards student files in accordance with District policies.

Gathers and compiles data for required reports in accordance with established procedures.

Assist office staff in areas such as registration, attendance and student records preparation and maintenance.

Performs minor maintenance of copying machine such as replacing toner and clearing paper jams.

Contacts custodian, courier, or other TUSD staff as required by supervisor.

May order equipment and supplies as approved by supervisor. Maintains the inventory stock levels of office supplies.

Assists with specialized clerical functions and special projects.

MARGINAL FUNCTIONS

Administer prescription medications to students according to physician's instructions and with parental approval.

Process documents required by Food Service Programs in accordance with established procedures.

Assist supervisor with payroll for department staff.

Handles limited amount of money within established guidelines.

MENTAL TASKS

Communicating. Comprehending. Reads.

PHYSICAL TASKS

Work involves the performance of duties where physical exertion is not normally required to perform all aspects of the job. Assistance is available as required to perform physically demanding tasks. Work involves sitting for extended periods of time, requires moving from one location to another, reaching, stooping, bending, and holding and grasping objects. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

EQUIPMENT, AIDS, TOOLS, MATERIALS

Uses telephone, computers, copiers, fax, printers, calculators, shredding machine, manuals, and forms.

WORKING CONDITIONS

Indoors. Office environment. Contact with public and employees.

CONTROL, SUPERVISION

None.

M:JOB41150
New: 6/14



JOB CODE: 15298
UNIT: ADE
GRADE: 5-C
FLSA: Exempt

CLASSIFICATION

DIRECTOR - AFRICAN AMERICAN STUDENT SERVICES

SUMMARY

Directs the African American Student Services program for Tucson Unified School District (TUSD) to improve academic achievement, provide mentorship and guidance, reduce dropout and increase the college going rate.

MINIMUM REQUIREMENTS

Masters degree in Education, Educational Administration/Leadership, Curriculum Development or related field

Experience in African American Studies, Cultural Studies, Ethnic Studies, Urban Education or Multicultural Education or related field

Arizona Administrator Certificate with Structured English Immersion (SEI) endorsement, or eligibility to obtain such certification

Arizona IVP fingerprint clearance card.

Five or more years of classroom teaching experience or administrative experience in a multicultural setting, which includes African American Students.

Three (3) years program management and/or supervisory experience.

PREFERRED QUALIFICATIONS

Master's or Doctorate degree in specific area of: African American Studies, Cultural Studies, Ethnic Studies or Multicultural Education

Experience designing and implementing academic and/or social programs focusing on African-American students.

Experience writing grants, fund development, public speaking and presentation preparation.

Experience developing and conducting student leadership groups.

Active participation in African American social and civic organizations.

Experience working with African American Students or other diverse urban populations.
Administrative experience in an educational environment

ADDITIONAL REQUIREMENTS AFTER HIRE

Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

ESSENTIAL FUNCTIONS

THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED.

Directs the African American Student Services support program to improve academic achievement, provide mentorship and guidance, and reduce the dropout rates and increase college-going rates.

Supervises and evaluates assigned staff.

Uses Systems Thinking to lead, manage and administer effectiveness of the department.

The Director will participate in the evaluation of models that meet the academic needs of African American students.

Serves as consultant to curriculum, instructional and other District committees to review policies, procedures and material to ensure cultural sensitivity.

Using current research creates reports that inform the District of the best methods and policies that will ensure an equitable educational experience for African American students.

Initiates and conducts student/parent/community departmental and other District staff in-services and programs as required or needed.

Develops strategic and tactical program plans, including but not limited to, developing and administering annual budgets, mentor intervention programs to decrease dropout rates, and academic intervention programs to increase college going rates.

Investigates concerns of students, parents, staff and community regarding African American students and family issues in the District and develops mutually agreeable solutions to problems.

Acts as a resource to District staff about the African American Student Services support in the District.

Participates in student meetings, special education meetings, meetings with supervisor, and student placement meetings.

Utilizes available resources and models for program improvement.

Monitors success of African American students

Adheres to all court orders, state, and federal laws, and District policies and regulations.

MENTAL TASKS

Communicates. Reads. Comprehends. Develops, plans, evaluates, and analyzes written and verbal information and materials. Performs functions from written and oral instructions and from observing and listening to others.

PHYSICAL TASKS

Work involves the performance of duties where physical exertion is not normally required to perform all aspects of the job. Assistance is available as required to perform physically demanding tasks. Work involves sitting for extended periods of time, requires moving from one location to another, reaching, stooping, bending, and holding and grasping objects. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

EQUIPMENT, AIDS, TOOLS, MATERIALS

Uses office equipment such as telephone, computer, printer, calculator and copier and other technology.

WORKING CONDITIONS

Indoor. Office environment. Exposure to noise. Contact with employees, students and public.

CONTROL, SUPERVISION

Supervisory control of staff, which includes interviewing, selecting, training, directing and appraising work, handling employee complaints, disciplining staff, and providing for safety and security.

M:JOBS16298
Reviewed 5/2000
Revised, 1/03, 9/03, 3/04, 6/04, 5/09, 5/10, 6/12, 3/13
Title Chg: 6/12
Review for USP: 3/13



CODE: 163011
UNIT: ADE
GRADE: 5-C
FLSA: Exempt

CLASSIFICATION

DIRECTOR - MEXICAN AMERICAN STUDENT SERVICES

SUMMARY

Directs the Mexican American Student Services support program for Tucson Unified School District (TUSD) to improve academic achievement, provide mentorship and guidance, reduce dropout and increase the college going rate..

MINIMUM REQUIREMENTS

Masters degree in Education, Educational Administration/Leadership, Curriculum Development or a related field

Experience in Mexican American Studies, Cultural Studies, Ethnic Studies, Urban Education, Multicultural Education or a related field

Arizona Administrator Certificate with a Structured English Immersion (SEI) endorsement, or eligibility to obtain such certification.

Arizona IVP fingerprint clearance card.

Five or more years of classroom teaching experience or administrative experience in a multicultural setting which includes Mexican American students.

Three (3) years program management and/or supervisory experience.

PREFERRED QUALIFICATIONS

Master's or Doctorate degree in specific area of: Mexican American Studies, Cultural Studies, Ethnic Studies or Multicultural Education.

Experience designing and implementing academic and/or social programs focusing on Mexican American students.

Experience writing grants, fund development, public speaking and presentation preparation.

Experience developing and conducting student leadership groups.

Active participation in Mexican American social and civic organizations.

Experience working with Mexican American students or other diverse urban populations.

Administrative experience in an educational environment.

ADDITIONAL REQUIREMENTS AFTER HIRE

Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

ESSENTIAL FUNCTIONS

THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED.

Directs the Mexican American Student Services program to improve academic achievement, provide mentorship and guidance, and reduce the dropout rates and increase college-going rates.

Supervises assigned staff.

Uses Systems Thinking to lead, manage, and administer effectiveness of the department

Under the supervision of the Deputy Superintendent and/or the Curriculum, Instruction, and Professional Development Department the Director will participate in the evaluation of models that meet the academic needs of Mexican American students.

Serves as consultant to curriculum, instructional and other District committees to review policies, procedures and material to ensure cultural sensitivity.

Using current research creates reports that inform the district of the best methods and policies that will ensure an equitable educational experience for Mexican American / Latino students.

Initiates and conducts student/parent/community departmental and other District staff in-services and programs as require or needed.

Develops strategic and tactical program plans, including but not limited to, developing and administering annual budgets, mentor intervention programs to decrease dropout rates, and academic intervention programs to increase college going rates.

Investigates concerns of students, parents, staff and community regarding Mexican American students and family issues in the District and develops mutually agreeable solutions to problems.

Acts as a resource to District staff about the Mexican American Student Support services in the District.

Participates in student meetings, special education meetings, meetings with supervisor, and student placement meetings.

Utilizes available resources, best practices, and models for program improvement.

Monitors success of Mexican American students.

Adheres to all court orders, state, and federal laws, and District policies, and regulations.

MENTAL TASKS

Communicates. Reads. Comprehends. Develops, plans, evaluates, and analyzes written and verbal information and materials. Performs functions from written and oral instructions and from observing and listening to others.

PHYSICAL TASKS

Work involves the performance of duties where physical exertion is not normally required to perform all aspects of the job. Assistance is available as required to perform physically demanding tasks. Work involves sitting for extended periods of time, requires moving from one location to another, reaching, stooping, bending, and holding and grasping objects. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

EQUIPMENT, AIDS, TOOLS, MATERIALS

Uses office equipment such as telephone, computer, printer, calculator and copier.

WORKING CONDITIONS

Indoor. Office environment. Exposure to noise. Contact with employees, students and public.

CONTROL, SUPERVISION

Supervisory control of staff, which includes interviewing, selecting, training, directing and appraising work, handling employee complaints, disciplining staff, and providing for safety and security.

M:JOBS163011
New: 3/04
Revised 6/04, 5/09, 4/12, 5/12, 6/12, 3/13
Title Chg: 4/12, 6/12
USP Reviewed: 3/13



CODE: 16298
UNIT: ADE
GRADE: 5-C
FLSA: Exempt

CLASSIFICATION

DIRECTOR - ASIAN PACIFIC AMERICAN STUDENT SERVICES

SUMMARY

Directs the Asian Pacific American Student Services program for Tucson Unified School District (TUSD) to improve academic achievement, provide mentorship and guidance, reduce dropout and increase the college going rate.

MINIMUM REQUIREMENTS

Masters degree in Education, Educational Administration/Leadership, Curriculum Development or related field

Experience in Asian Pacific American Studies, Cultural Studies, Ethnic Studies, Urban Education or Multicultural Education or related field

Arizona Administrator Certificate with Structured English Immersion (SEI) endorsement, or eligibility to obtain such certification

Arizona IVP fingerprint clearance card.

Five or more years of classroom teaching experience or administrative experience in a multicultural setting, which includes Asian Pacific American Students

Three (3) years program management and/or supervisory experience

PREFERRED PLUS QUALIFICATIONS

Doctorate in Asian Pacific American Studies, Cultural Studies, Ethnic Studies or Multicultural Education.

Experience designing and implementing academic and/or social programs focusing on Asian Pacific American students.

Experience writing grants, fund development, public speaking and presentation preparation.

Experience developing and conducting student leadership groups.

Active participation in Asian Pacific American social and civic organizations.

Experience Working with Asian Pacific American Students or other diverse urban populations.

Administrative experience in an educational environment.

ADDITIONAL REQUIREMENTS AFTER HIRE

Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

ESSENTIAL FUNCTIONS

THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED.

Directs the Asian Pacific American Student Services support program to improve academic achievement, provide mentorship and guidance, and reduce the dropout rates and increase college-going rates.

Supervises and evaluates assigned staff.

Uses Systems Thinking to lead, manage and administer effectiveness of the department.

The Director will participate in the evaluation of models that meet the academic needs of Pan Asian American students.

Serves as consultant to curriculum, instructional and other District committees to review policies, procedures and material to ensure cultural sensitivity.

Using current research creates reports that inform the district of the best methods and policies that will ensure an equitable educational experience for Asian Pacific American students.

Initiates and conducts student/parent/community departmental and other District staff in-services and programs as required or needed.

Develops and implements language acquisition programs.

Develops strategic and tactical program plans, including but not limited to, developing and administering annual budgets, mentor intervention programs to decrease dropout rates, and academic intervention programs to increase college going rates.

Investigates concerns of students, parents, staff and community regarding Asian Pacific American students and family issues in the District and develops mutually agreeable solutions to problems.

Acts as a resource to District staff about the Asian Pacific American Student Support services in the District.

Participates in student meetings, special education meetings, meetings with supervisor, and student placement meetings.

Utilizes available resources and models for program improvement.

Monitors success of Asian Pacific American students.

Adheres to all court orders, state and federal laws, and District policies and regulations.

MENTAL TASKS

Communicates. Reads. Comprehends. Develops, plans, evaluates, and analyzes written and verbal information and materials. Performs functions from written and oral instructions and from observing and listening to others.

PHYSICAL TASKS

Work involves the performance of duties where physical exertion is not normally required to perform all aspects of the job. Assistance is available as required to perform physically demanding tasks. Work involves sitting for extended periods of time, requires moving from one location to another, reaching, stooping, bending, and holding and grasping objects. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

EQUIPMENT, AIDS, TOOLS, MATERIALS

Uses office equipment such as telephone, computer, printer, calculator and copier.

WORKING CONDITIONS

Indoor. Office environment. Exposure to noise. Contact with employees, students and public.

CONTROL, SUPERVISION

Supervisory control of staff, which includes interviewing, selecting, training, directing and appraising work, handling employee complaints, disciplining staff, and providing for safety and security.

M:JOBS16298

New: 3/04

Revised 6/04, 5/09, 10/11, 1/12, 6/12, 3/13

Grade Chg 5/09

Title Chg: 1/12, 6/12

USP Reviewed 3/13



CODE: 16299
UNIT: ADE
GRADE: 5-C
FLSA: Exempt

CLASSIFICATION

DIRECTOR - NATIVE AMERICAN STUDENT SERVICES

SUMMARY

Directs the Native-American student services support program for Tucson Unified School District (TUSD) to improve academic achievement, provide mentorship and guidance, reduce dropout and increase the college going rate.

MINIMUM REQUIREMENTS

Masters degree in Education, Educational Administration/Leadership, Curriculum Development or related field

Experience in Native American Studies, Cultural Studies, Ethnic Studies, Urban Education, Multicultural Education, or a related field

Arizona Administrator Certificate with Structured English Immersion (SEI) endorsement, or eligibility to obtain such certification

Arizona IVP fingerprint clearance card.

Five or more years of classroom teaching experience or administrative experience in a multicultural setting which includes Native American students.

Three (3) years program management and/or supervisory experience

PREFERED QUALIFICATIONS

Masters degree or Doctorate in Native American Studies, American Indian Studies, Cultural Studies, Ethnic Studies or Multicultural Education

Experiencing designing, implementing, and evaluating parent empowerment seminars and workshops

Experience writing grants, fund development, public speaking and presentation preparation.

Experience developing and conducting student leadership groups

Active participation in Native American social and civic organizations

Experience designing and implementing academic and/or social programs focusing on Native American students

Working with Native American students or other diverse urban populations

ADDITIONAL REQUIREMENTS AFTER HIRE

Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

ESSENTIAL FUNCTIONS

THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED.

Directs the Native American Student Services support program to improve academic achievement, provide mentorship and guidance, and reduce the dropout rates and increase college-going rates.

Supervises and evaluates assigned staff.

Uses Systems Thinking to lead, manage and administer effectiveness of the department.

Under the supervision of the Deputy Superintendent and/or the Curriculum, Instruction, and Professional Development Department the Director will participate in the evaluation of models that meet the academic needs of Native American students.

Serves as consultant to curriculum, instructional and other District committees to review policies, procedures and material to ensure cultural sensitivity.

Using current research creates reports that inform the district of the best methods and policies that will ensure an equitable educational experience for Native American students.

Initiates and conducts student/parent/community departmental and other District staff in-services and programs as require or needed.

Develops and implements language acquisition programs.

Develops strategic and tactical program plans, including but not limited to, developing and administering annual budgets, mentor intervention programs to decrease dropout rates, and academic intervention programs to increase college going rates.

Investigates concerns of students, parents, staff and community regarding Native American students and family issues in the District and develops mutually agreeable solutions to problems.

Acts as a resource to District staff about the Native American Student Support services in the District.

Participates in student meetings, special education meetings, meetings with supervisor, and student placement meetings.

Utilizes available resources and models for program improvement.

Monitors success of Native American students.

Participates with, advises and assists in tribal groups, parent Indian Education Advisory Committee, tribal Nations, State, university and colleges, and local educational communities in promoting teaching, learning, cultural and diversity appreciation programming.

Oversees grants that are specific to the Native American Student Support services in TUSD.

Adheres to all court orders, state, and federal laws, and District policies, and regulations.

MENTAL TASKS

Communicates. Reads. Comprehends. Develops, plans, evaluates, and analyses written and verbal information and materials. Perform functions from written and oral instructions and from observing, listening and developing strong personal relationships in guiding staff development and programming in meeting department goals.

PHYSICAL TASKS

Work involves the performance of duties where physical exertion is not normally required to perform all aspects of the job. Assistance is available as required to perform physically demanding tasks. Work involves sitting for extended periods of time, requires moving from one location to another, reaching, stooping, bending, and holding and grasping objects. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

EQUIPMENT, AIDS, TOOLS, MATERIALS

Use office equipment such as telephone, computer, printer, calculator and copier.

WORKING CONDITIONS

Indoor. Office environment. Exposure to noise. Contact with employees, students and public.

CONTROL, SUPERVISION

Supervisory control of staff, which includes interviewing, selecting, training, directing and appraising work, handling employee complaints, disciplining staff, and providing for safety and security.

M: JOB16299
Reviewed 5/2000
Revised 3/04, 6/04, 4/05, 5/09, 6/12, 3/13
Title Chg: 6/12
USP Reviewed: 3/13



CODE: 92243
UNIT: Exempt
Coord (EXC)
GRADE: 2
FLSA: Exempt

CLASSIFICATION TITLE
PROGRAM COORDINATOR

SUMMARY

Coordinates the activities and functions of designated programs. Analyzes, evaluates and ensures that the goals and objectives for the program are accomplished according to established priorities, time and funding limitations or other specifications.

[A "program" refers to carrying out a specific service or specific activity within a department or the district.]

Note: Specific summary information relating to the program for this position will be provided by the department and approved by Human Resources

MINIMUM REQUIREMENTS

Bachelor's Degree.

AND

Four years of experience administering or coordinating programs.

OR

Eight (8) years of progressive experience administering or coordinating programs.

Knowledge and ability to use word processing, database, and spreadsheet programs.

One (1) year of supervisory experience.

Knowledge of federal and state legislative requirements related to specific program.

Any combination of experience, training, or education.

Some positions within this classification may require some type of certification.

PREFERRED QUALIFICATIONS

Master's Degree.

ADDITIONAL REQUIREMENTS AFTER HIRE

FBI fingerprint background check (at employee's expense).

Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

ESSENTIAL FUNCTIONS

THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED.

Coordinates the activities of the program with interrelated activities, or with other programs or departments or schools.

Supervises and evaluates assigned personnel

Provides training, organize conferences and chair committees related to program.

Develops and recommends new or revised program goals and objectives. Develops and implements action plans.

Develops and schedules program work plans based upon established priorities, time and funding limitations or other specifications.

Monitors and approves program expenditures. Prepares or assists with funding or budget proposals.

Confers with and advises staff, students, community members, or others of program goals and objectives, and of the means to achieving those goals and objectives. Collaborates with community, governmental and/or social service agencies as needed.

Prepares periodic reports, financial statements and records on program activities, progress or status.

Adheres to all federal and state laws, court orders, and District policies and regulations.

MENTAL TASKS

Communicates. Reads. Comprehends. Performs functions from written and oral instructions and from observing others. Evaluates written materials.

PHYSICAL TASKS

Work involves the performance of duties where physical exertion is not normally required to perform all aspects of the job. Assistance is available as required to perform physically demanding tasks. Work involves sitting for extended periods of time, requires moving from one location to another, reaching, stooping, bending, and holding and grasping objects. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

EQUIPMENT, AIDS, TOOLS, MATERIALS

Uses office equipment such as telephone, computer, printer and copier.

WORKING CONDITIONS

Indoor. Office environment. Contact with employees, students and public.

CONTROL, SUPERVISION

May coordinate, monitor or supervise the activities of subordinates.

M: JOB 92243
New: 7/06
Revised 5/13
USP Reviewed 5/13



CODE: 16515
UNIT: ADM
GRADE: 5-C
FLSA: Exempt

CLASSIFICATION TITLE
DIRECTOR MULTICULTURAL CURRICULUM

SUMMARY

Implements academic curriculum programs with district Certified Staff in selected academic areas. Works with all schools/department on curriculum and resource needs and ensures alignment of curriculum and resources. Works with appropriate departments, programs, and personnel to develop and implement strategies ensuring engagement and achievement for all Tucson Unified School District (TUSD) students.

MINIMUM REQUIREMENTS

Experience in Mexican American Studies, African American Studies, Cultural Studies, Urban Education, Multicultural Education or a related field

Arizona Administrator Certificate with a Structured English Immersion (SEI) endorsement, or eligibility to obtain such certification.

Arizona IVP fingerprint clearance card.

Five or more years of classroom teaching experience or administrative experience in a multicultural setting, which includes Mexican American Students

Three (3) years program management and/or supervisory experience.

Verbal & written communication skills in English and a demonstrated ability to read and comprehend written/graphic and oral instructions.

ADDITIONAL REQUIREMENTS AFTER HIRE

Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

PREFERRED QUALIFICATIONS

Master's or Doctorate degree in specific area of: African American Studies, Mexican American Studies, Cultural Studies, or Multicultural Education

Experience designing and implementing academic and/or social programs focusing on multicultural students

Experience writing grants, fund development, public speaking and presentation preparation

Experience developing and conducting student leadership groups

Active participation in culturally diverse social and civic organizations

Experience working with diverse urban populations

Administrative experience in an educational environment

ESSENTIAL FUNCTIONS

THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED.

Supervises the development and integration of multicultural and culturally relevant curriculum and instruction programs to ensure compliance with court orders, district policy, and state and federal law.

Coordinates with other TUSD departments such as African American Student Services and Mexican American Students Services to develop and implement strategies to ensure engagement by all TUSD students.

Adheres to all state curricular laws, regulations and guidelines. Serves as a resource to TUSD personnel regarding multicultural and culturally relevant curriculum and instruction laws, regulations, guidelines, governing board policies, and specialist rulings.

Serves as consultant to curriculum, instructional and other District committees to review policies, procedures and material to ensure cultural and historical sensitivity.

Assists TUSD personnel with planning and monitoring professional development related to multicultural and culturally relevant curriculum implementation and culturally responsive instructional practices. Researches multicultural and culturally relevant curriculum practices and applies knowledge of training best practices and instructional design principals.

Evaluates programs to determine if objectives have been met.

Initiates and conducts student/parent/community departmental and other District staff in-services and programs as require or needed.

Develops strategic and tactical program plans, including developing and administering annual budgets.

May represent the District in professional and community activities directly related to multicultural or culturally relevant curriculum programs.

Assists with common and benchmark assessment development, analysis, and implementation.

Prepares ad hoc reports as assigned.

Supervises assigned staff.

Adheres to all court orders, District policies and regulations, and state and federal laws.

MENTAL TASKS

Communicates. Comprehends. Performs functions from written and oral instructions and from observing others. Evaluates written materials.

PHYSICAL TASKS

Work involves the performance of duties where physical exertion is not normally required to perform all aspects of the job. Assistance is available as required to perform physically demanding tasks. Work involves sitting for extended periods of time, requires moving from one location to another, reaching, stooping, bending, and holding and grasping objects. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

EQUIPMENT, AIDS, TOOLS, MATERIALS

Utilizes office equipment such as telephone, computer, printer and copier.

WORKING CONDITIONS

Indoor. Office environment. Contact with employees, students and public.

CONTROL, SUPERVISION

Supervisory control of staff; which includes interviewing, selecting, training, directing and appraising work, handling employee complaints, disciplining staff, and providing for staff safety and security.

Job: 16515
New: 3/13
Rev: 4/14
USP Reviewed: 3/13, 4/14



CODE: 16176
UNIT: ADM
GRADE: 5-C
FLSA: Exempt

CLASSIFICATION TITLE

DIRECTOR – CULTURALLY RESPONSIVE PEDAGOGY

SUMMARY

Directs district wide culturally responsive pedagogy and practices to allow academic success for all students at Tucson Unified School District (TUSD).

MINIMUM REQUIREMENTS

Bachelor's Degree in related field

Experience in Mexican American Studies, African American Studies, Cultural Studies, Ethnic Studies, Urban Education, Multicultural Education or a related field

Five (5) or more years of any combination of teaching experience, administrative/supervisory or program management experience in a multicultural setting.

Verbal & written communication skills in English and a demonstrated ability to read and comprehend written/graphic and oral instructions.

PREFERRED REQUIREMENTS

Master's or Doctorate degree in specific area of: African American Studies, Mexican American Studies, Cultural Studies, Ethnic Studies or Multicultural Education

Experience designing and implementing academic and/or social programs focusing on multicultural students.

Experience writing grants, fund development, public speaking and presentation preparation.

Experience developing and conducting student leadership groups.

Active participation in culturally diverse social and civic organizations.

Experience working with diverse urban populations.

Administrative experience in an educational environment

ADDITIONAL REQUIREMENTS AFTER HIRE

Must hold the Arizona IVP fingerprint clearance card.

Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

ESSENTIAL FUNCTIONS

THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED.

Directs District-wide culturally responsive instructional strategies to meet the needs of all students, especially those at-risk.

Oversees the development and implementation of culturally responsible pedagogy.

Works with appropriate TUSD personnel to establish and implement district policies and procedures to have an equity based and culturally responsive curriculum and instructional services.

Directs educational approaches and practices which create and support inclusive learning environments utilizing learner centered approaches that emphasize students' cultural assets, backgrounds, social conditions, and individual strengths, while engaging families of students as partners in the learning process.

Collaborates with appropriate TUSD personnel to facilitate opportunities to create best practices in the classroom and/or school to coach and mentor students for academic success using culturally responsive pedagogy.

Collaborates with appropriate TUSD personnel to develop and implement curriculum and instruction focusing on cultural and historical experiences to engage all TUSD students.

Supervises the implementation of culturally responsive courses.

Responsible for development and oversight of budget.

Promotes inclusive practices, respect for diversity and equity among TUSD staff, students, and public.

Prepares and monitors assigned budgets.

Supervises assigned staff.

Represents the District in professional and community activities as directed.

Adheres to all court orders, state and federal laws, and District policies and regulations.

Prepares ad hoc reports as requested

Directs the collection and dissemination of information on available training sources for district wide personnel relating to Cultural Responsive Pedagogy and directs and coordinates the implementation.

MENTAL TASKS

Communicates. Comprehends. Performs functions from written and oral instructions and from observing others. Evaluates written materials.

PHYSICAL TASKS

Work involves the performance of duties where physical exertion is not normally required to perform all aspects of the job. Assistance is available as required to perform physically demanding tasks. Work involves sitting for extended periods of time, requires moving from one location to another, reaching, stooping, bending, and holding and grasping objects. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

EQUIPMENT, AIDS, TOOLS, MATERIALS

Utilizes office equipment such as telephone, computer, printer and copier

WORKING CONDITIONS

Indoor. Office environment. Contact with employees, students and public.

CONTROL, SUPERVISION

Supervisory control of staff, which includes interviewing, selecting, training, directing and appraising work, handling employee complaints, disciplining staff, and providing for staff safety and security.

M:JOB16176
New/Rev: 8/13
USP Rev: 4/14