APPENDIX IV – 99
IV.K.1.a Job Description and Responsibilities

IV. Administrators & Certificated Staff
(New 2016-17 SY)

Wayne Chin-Duncan: Sr. HR Program Coordinator

<table>
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<tr>
<th>Previous Job Title:</th>
<th>Employee Relations Assistant</th>
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<td>Other considered for position:</td>
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<tr>
<td>Credentials:</td>
<td>2010 Bachelors Civil Engineering, University of Arizona, Tucson, AZ</td>
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| Responsibilities: | • Provides professional Human Resources services to assigned functional areas of TUSD.  
• Manages and coordinates Human Resources services to TUSD personnel such as recruitment, and selection, classification and compensation, training, personnel processing, involuntary reassignments, maintaining records, accommodations and leaves of absence programs.  
• Functional area assignments and duties are at the discretion of the Executive Director of HR, and may be re-organized to meet the changing needs of TUSD. |

Joseph Murrieta: HR Analyst

<table>
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<tr>
<th>Previous Job Title:</th>
<th>Employee Relations Assistant</th>
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<tr>
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| Credentials: | 2015 General Associates, Pima Community College, Tucson, AZ  
2016 HR Certification, Pima Community College, Tucson, AZ |
| Responsibilities: | • Provides professional human resources services to District sites and departments.  
• Analyzes and makes recommendations to change or improve District practices related to human resources.  
• Coordinates centralized human resources activities and processes.  
• Researches and resolves issues related to human resources. |
## IV.K.1.a Job Description and Responsibilities

| Lisa Ann Carotenuto, Master Teacher  |  
| Adam Duarte, Master Teacher  |  
| Sandy Jo Herfkens, Master Teacher  |  
| Angela Hixon, Master Teacher  |  
| Mauria Jo Terry, Master Teacher  |  

**Previous Job Title:**  
Lisa Ann Carotenuto: Teacher  
Adam Duarte: Teacher  
Sandy Jo Herfkens: Teacher  
Angela Hixon: Teacher  
Mauria Jo Terry: Teacher

**Other considered for position:**  
Competitive recruitment process. All documentation located in HR.

**Credentials:**  
Lisa Ann Carotenuto: 2002 M.A. Teaching and Teacher Ed., University of Arizona  
Sandy Jo Herfkens: 1996 B.A. Elementary Ed., Buena Vista University, Storm Lake, Iowa  
Angela Hixon: 2004 B.A. Education, Prescott College, Prescott, AZ  

**Responsibilities:**  
- Primary role is, with principal, to analyze student data  
- Create and institute an academic achievement plan for the school.  
- Lead cluster groups and provide demonstration lessons  
- Collaborate to determine the adoption of learning resources.  
- Partners with the principal in evaluating/observing other teachers.  
- Partners with the principal in sharing some of the responsibility of interacting with parents.  
- On average two hours per day teaching students.  
- Coaching and team teaching to career teacher.
IV.K.1.a Job Description and Responsibilities

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<tr>
<th>Luis Flores, Professional Development Specialist</th>
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<td>1999 Associate of General Studies, Pima Community College, Tucson, AZ</td>
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<tr>
<td><strong>Responsibilities:</strong></td>
<td>• Designs, Implements, maintains and evaluates professional development program(s) for TUSD staff.</td>
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<td>• Works collaboratively with other staff and departments to design, coordinate and provide appropriate training.</td>
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<th>Norma Gonzalez, Program Coordinator</th>
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<td>2003 Certification in School Administration, Northern Arizona University, Flagstaff, AZ</td>
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<td><strong>Responsibilities:</strong></td>
<td>• Coordinates the activities and functions of designated programs.</td>
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<td>• 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.</td>
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<td>• Provides training, organizes conferences and chair committee related to program.</td>
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# Multi-Tiered System of Support SY 2016-17

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Data Source: iVisions, AppliTrack, and SY 2015-16 report

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## PD Academic Trainer - SY 2016-17 - 1st Semester

Sorted by: Date of Assignment

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Data source: iVisions, AppliTrack and SY 15-16 USP report
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### Restorative and Positive Practices Site Coordinators (RPPSC) SY 2016-17

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<td>8/4/2016</td>
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<td>Manzo Elementary School</td>
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<tr>
<td>42</td>
<td>Laird, Julie A</td>
<td>8/4/2016</td>
<td>White</td>
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<td>43</td>
<td>Lambert, Brian A</td>
<td>8/4/2016</td>
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<td>44</td>
<td>Langford, Antoinette A</td>
<td>8/4/2016</td>
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<td>Leeson, Carol A</td>
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<td>47</td>
<td>Lindsay, Jason Brandon</td>
<td>8/4/2016</td>
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<td>Lugo, Maria Cristina</td>
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<td>Mccorkle, Lisa M</td>
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<td>Ochoa Community Magnet School</td>
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<td>Mckee, Tiffany Ewart</td>
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<td>Meneguin, Brenda Michelle</td>
<td>8/4/2016</td>
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<td>Miles E.L.C.</td>
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<td>Sanchez, Richard Henry</td>
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<td>Schulter, Daniel Joseph</td>
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<td>Sisler, Katherine J</td>
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<td>Thiffault, Sandra O Camacho</td>
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<td>Uhrig, Jeffrey M</td>
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<td>Walls, Emily Anne</td>
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<td>Weaver, Jason A</td>
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<td>Welch, Alissa Marie</td>
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## Restorative and Positive Practices Site Coordinators (RPPSC) SY 2016-17

Sorted by: DESIGNATION DATE

<table>
<thead>
<tr>
<th>#</th>
<th>Full Name</th>
<th>Designation Date</th>
<th>Race / Ethnicity</th>
<th>Site / Location</th>
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<td>Wichers, Angela Marie</td>
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<td>Wilken, Sean B</td>
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<td>Wilson, Ryan Thomas</td>
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Data source: iVisions, AppliTrack and SY 15-16 report
## Restorative Practices PBIS Trainers SY 2016-17

<table>
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<td>Weaver, Jason</td>
<td>8/4/2016</td>
<td>White</td>
<td>Davidson Elementary School</td>
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</table>
CLASSIFICATION
HUMAN RESOURCE PROGRAM COORDINATOR - SENIOR

SUMMARY
Provides professional Human Resource services to assigned functional areas of Tucson Unified School District (TUSD); manages and coordinates Human Resources programs. (A “Program” refers to carrying out a specific service/activity within the Human Resources Department. This classification is differentiated from the “HR Coordinator” by the number of affected people, the greater impact on the district and the size of the program as determined by Human Resources.) Functional area assignments and duties are at the discretion of the Executive Director of HR, and may be re-organized to meet the changing needs of TUSD. All areas work together providing exceptional professional Human Resource services to TUSD.

MINIMUM REQUIREMENTS
Master's degree in Business Administration, Business Management or Human Resources, or a related field
AND
Two (2) years of experience in Human Resources or related field;

OR
Bachelor's degree in Business Administration, Business Management or Human Resources, or a related field
AND
Five (5) years of experience in Human Resources or related field;

OR
Ten years of progressive human resource/personnel experience.

Knowledge of federal and state legislative requirements related to Human Resources

Three (3) years supervisory experience

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

Any equivalent combination of experience, training, or education.

PREFERRED QUALIFICATIONS
SPHR Certification.

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.

Valid AZ Driver’s License required within 10 days of hire. Must not have accrued eight points against driver’s license within the past two years.

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

Manages and provides professional Human Resource services to TUSD personnel such as recruitment and selection, classification and compensation, training, personnel processing, involuntary reassignments, maintaining records, accommodations and leaves of absence programs or functions within assigned functional areas.

Engages in research to resolve the more difficult Human Resource issues. Responds orally and in writing.
Responsible for the ability to utilize TUSD Human Resource Information Systems (HRIS) to recommend functional design, process flow improvement, and HRIS systems upgrades and improvements.

Conducts training seminars, information sessions and high level meetings.

Implements and recommends process improvement methods to management.

Compiles and analyzes data and reports concerning personnel issues, including but not limited to such areas as: recruitment, transfers, terminations, absences, lay-offs, legal issues or Workers Compensation issues related to District personnel. Implements process improvements based on data.

Manages the Human Resources Information systems and ensures data is accurate, reconciled and the department is fully integrated with the system.

Supervises and coordinates the activities of staff within assigned functional area, which includes selection, counseling, disciplinary actions, establishing workloads, assigning tasks and reviewing results.

Investigate concerns of staff, parents and community members.

Serves as a liaison between the district and outside districts, state, county and city agencies.

Serves as a resource to interpret collective bargaining unit agreements, board policy and personnel requirements as they apply to all employment groups.

Analyzes data and prepares reports as requested.

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

MARGINAL FUNCTIONS
Serve on district committees as needed.

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. Interpersonal skills, such as critical thinking, problem analysis and resolution.

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 weight up to 25 pounds. Moderate walking, stooping, bending, reaching and sitting for extended periods may be required as a normal part of the job. 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 computers, telephones, printers and copiers. Operates a standard or automatic transmission motor vehicle.

WORKING CONDITIONS
Indoor. Shop environment. Office environment. Exposure to noise, dust, pollution. Outdoor. Exposure to all weather/climate conditions and temperatures. May work in small cramped areas. May drive in all types of traffic conditions.

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.
CLASSIFICATION
HUMAN RESOURCES ANALYST

SUMMARY
Provides professional human resources services to District sites and departments. Analyzes and makes recommendations to change or improve District practices related to human resources. Coordinates centralized human resources activities and processes. Researches and resolves issues related to human resources.

MINIMUM REQUIREMENTS
Bachelor's Degree in Human Resources, Business Administration, Public Administration, or a related field.

One year of human resources, or business management experience.

Excellent customer service skills.

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

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

Any equivalent combination of experience, training, or education.

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

Supervises and coordinates activities of staff, which includes, selection, counseling, disciplinary actions, establishing workloads, assigning tasks and reviewing results.

Plans and carries out District policies concerned with human resources activities.

Researches and resolves the more difficult human resources issues.

Implements and recommends process improvement methods to management.

Serves as a resource to interpret collective bargaining agreements, Board policy, State and Federal laws, and personnel requirements.

Organizes, collaborates, participates and implements special human resource projects.

Works with management in developing, writing, and updating procedural manuals.

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

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

**CONTROL, SUPERVISION**
Supervisory control of assigned staff.

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M: JOB 62320  
New: 6/03  
Revised 6/04  
FLSA Status Chg 7/11  
Revised per FLSA 12/1/2016

*Per FLSA requirements Eff. 12/1/2016, position does not meet FLSA exec, Admin & Prof Duties exemption test, therefore position will be moved to hourly non-exempt*
ABOUT TUCSON UNIFIED

As Southern Arizona's largest district, Tucson Unified School District is able to provide its team cutting edge educational training and support programs.

Five reasons to work in Tucson Unified:

1. We're the place for your talent and passion for student achievement and closing the achievement gap.
2. We're an urban school district that believes all students can achieve at high levels.
3. We're committed to providing our students with multicultural and culturally responsive education.
4. We're transforming our school district and the community by making a difference in the lives of our students.
5. We value and recognize our innovative, highly performing, and creative staff.

Join Tucson Unified and serve in the forefront of American education in beautiful Tucson, Arizona. As the second largest district in the state we have 89 schools and proudly serving, over 49,000 students, parents, and families since 1867.

Mission Statement
The mission of the Tucson Unified School District, in partnership with parents and the greater community, is to assure each pre-K through 12th grade student receives an engaging, rigorous and comprehensive education. The District is committed to inclusion and non-discrimination in all District activities. At all times, District staff should work to ensure that staff, parents, students and members of the public are included and welcome to participate in District activities.

Purpose of Position:
primary role is, with the principal, to analyze student data
create and institute an academic achievement plan for the school
lead cluster groups and provide demonstration lessons,
coaching and team teaching to career teachers.
on average two hours per day teaching students
collaborate to determine the adoption of learning resources
partners with the principal in evaluating/observing other teachers
partner with the principal in sharing some of the responsibility of interacting with parents.

Role
Analyze school-wide student data as the basis for developing a school plan
Develop the school plan utilizing the Opportunity Culture processes
Oversee planning, facilitation and follow-up of cluster group meetings during PLCs

Responsibilities
Team teach with colleagues, demonstrate model lessons, and help implement curriculum
Observe and provide peer assistance and coaching toward meeting teachers' IGP goals
Observe teacher performance using the PLC Rubrics and conduct follow-up teacher conferences
Participate in all PLC trainings and become a Certified Danielson Evaluator
Attend professional development meetings
Work an expanded calendar year (compensated 20 additional days per diem)

Leadership Team Participation (LT)
Analyze student data to identify student learning goals;
collaborate with site leadership on a universal school improvement plan;
create a school assessment plan;
monitor goal setting, activities
classroom follow-up and goal attainment for cluster groups and Individual Growth Plans (IGPs);
assess teacher observation results

**PLC Planning and Implementation**
develop the long-range PLC plan, weekly PLC group meeting records, and activities with other members of the leadership team
lead, co-lead or attend selected PLC meetings weekly following the *STEPS for Effective Learning (training by NIET)*
provide appropriate follow-up in the classroom; and
assess all PLC groups' progress toward goals

**Manage Teachers' Individual Growth Plans (IGPs)**
oversee group of teachers in developing goals,
provide instructional interventions with proven results
facilitate teacher proficiency with the new strategies through classroom-based follow-up, and
ensure that the progression of teacher skill development is aligned with changing student learning needs

**Observations/Conferencing**
conduct classroom observations and conferencing for both announced and unannounced observations.

**Classroom Follow-Up**
provide support following every PLC meeting (e.g., observation/feedback, model teaching, demonstrated lessons and team teaching following every PLC meeting and in individual teacher mentoring situations).

**Professional Growth**
has a high level of educational knowledge
afforded the opportunity to work with the site leadership and other master teachers to enhance their skills
provide teachers with only the best instructional interventions and strategies
mentor teachers will also attend selected in-service training sessions.

**Evaluation**
The principal will observe master teacher through announced and unannounced observations on an ongoing basis; as well as, mentor and career teachers will participate in master teacher observations.

**ADDITIONAL REQUIREMENTS AFTER HIRE**
Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

**COMMENTS:**
Please be sure to upload cover letter, 3 letters of reference and resume

**Notice of Nondiscrimination**

Tucson Unified School District is committed to a policy of nondiscrimination based on disability, race, color, religion/religious beliefs, sex, sexual orientation, gender identity or expression, age, or national origin. This policy will prevail in all matters concerning Governing Board, District employees, students, the public, educational programs and services, and individuals with whom the Board does business.
CLASSIFICATION
PROFESSIONAL DEVELOPMENT SPECIALIST

SUMMARY
Designs, implements, maintains, and evaluates professional development program(s) for TUSD staff.

MINIMUM REQUIREMENTS
Bachelor's degree in Business, Management, or a related field.

Five years of administrative or clerical experience, including experience implementing or working with professional development programs or equivalent.

Experience in budgeting and financial reporting.

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

Any equivalent combination of experience, training, or education.

ADDITIONAL REQUIREMENTS AFTER HIRE
FBI fingerprint background check (at employee’s expense).

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

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

Designs, implements, and evaluates professional development program(s) for TUSD classified staff.

Works collaboratively with other staff and departments to design, coordinate and provide appropriate training.

Ensures that the training program is research-based and continuous throughout the year and year-to-year.

Ensures sites are kept informed of training and professional development opportunities.

Attends training as required.

MENTAL TASKS
Communicates. Evaluates policies and practices and other written materials. Performs functions from written and oral instructions. 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 office equipment such as telephones, computers and copiers.
WORKING CONDITIONS
Indoor. Office environment. Contact with employees and the public.

CONTROL, SUPERVISION
Supervisory control of assigned personnel.

M: JOB 65204
New: 9/2003
Revised 6/04, 12/06, 2/14
FLSA Status Chg 7/11
Revised per FLSA 12/1/2016

*Per FLSA requirements Eff. 12/1/2016, position does not meet
FLSA exec, Admin & Prof Duties exemption test,
Therefore, position will be moved to hourly non-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 rubella (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.
TUCSON UNIFIED SCHOOL DISTRICT

CLASSIFICATION
Multi-tiered System of Support (MTSS) Facilitator

REPORTS TO:
Multi-tiered System of Support (MTSS) Coordinator
Curriculum and Instruction Department

SUMMARY
The MTSS Facilitator will facilitate school academic community and ensure development in the areas of classroom management, tier one instruction, and interpreting data. Promotes the practice in the areas of student's academic, social and emotional, and behavioral needs. Works in collaboration with Teachers, Counselors, Student Success Specialists, and Principal to further the work of the Unitary Status Plan in the area of Positive Behavior Intervention Strategies (PBIS), restorative practices and the fair and equitable treatment of students of color in the school.

MINIMUM JOB REQUIREMENTS
Valid Arizona teaching certificate with Arizona SEI (Structured English Immersion).

Five years successful teaching experience with diverse student populations at any level.

Experience facilitating staff development in the areas of classroom management, tier one instruction, and interpreting data.

Knowledge of the implementation of the Response to Intervention for academics, social emotional and behavior and the ability to communicate this process with staff.

Previous experience with academic behavior interventions.

Any equivalent combination of experience, training, or education.

Arizona IVP Fingerprint Clearance Card.

PREFERRED QUALIFICATIONS
Master's degree in Curriculum, Teaching, Educational Administration, subject matter, or related field.

Knowledge and or experience training in cognitive coaching or other similar coaching frameworks or methodologies

Knowledge of Restorative Practices and Positive Behavior Intervention Strategies (PBIS).

Knowledge of and/or experience as a trainer in the most recent Arizona State Standards or willingness to complete this requirement within one year.

Bilingual

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.

Assess training needs and work with individual teachers or teams of teachers to provide support, coaching, and feedback through reflective dialogue.

Apply current research in best practices to work with diverse student populations.

Meet deadlines.
Understand and can apply concepts of adult learning and motivation.

Work as a member of the team to support implementation of restorative and positive practices.

Use best practices for coaching/modeling or observing in a formative way and providing feedback through reflective dialogue for teachers.

Analyze school level, grade level, and classroom data in order to identify strengths and weaknesses and plan targeted support to improve the effectiveness of the MTSS program.

Collaborate with teachers in their Professional Learning Communities to review data and reflect on instruction as it relates to positive behavior intervention strategies.

Facilitate small group learning of new content, pedagogy, and instructional strategies.

Assist the Administration with planning & implementing building level professional development focused on restorative practices.

Demonstrate/model lessons for classroom management, instructional strategies, etc.

Plan and implement staff development activities based on corrective action plans to ensure discipline practices are language accessible.

Provide on site support and monitoring for the successful school wide implementation and evaluation of any site instructional initiative.

Serves as an advocate for families who are seeking optional program placements for their children.

MENTAL TASKS
Communicates – verbally and in writing. Reads. Analyzes and evaluates teacher progress and course curriculum. Develops, implements and evaluates plans. Perform functions from written and oral instructions and from observing and listening to others. Evaluates written materials to include written assignments and tests.

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 blackboard, whiteboard, easel, bulletin board, chalk, markers, and office or instructional equipment, such as telephones, fax-machines, computers and associated technology. May use hand tools and operate power-driven machinery.

WORKING CONDITIONS
Indoor - classroom environment. Contact with the public, employees, and staff members.

CONTROL, SUPERVISION
No formal authority for control or supervision.
JOB TITLE
TEACHER MENTOR

SUMMARY
The Teacher Mentor position serves a maximum of 4 years providing support for teachers new to the profession, teachers new to Tucson Unified School District (TUSD), and other teachers as assigned by building professional knowledge and refining instructional skills to enhance student learning and achievement. This position serves as a facilitator, coach, resource, and advocate for teachers, and will provide professional development opportunities as appropriate.

MINIMUM JOB REQUIREMENTS
Valid Arizona teaching certificate, with Structured English Endorsement (SEI)
Arizona IVP fingerprint clearance card
Five years teaching experience
Proven outstanding classroom teaching performance as evidenced by performance evaluation results
Two (2) years experience working with adult learners
Experience analyzing and interpreting student achievement data and its application to instruction
Experience working with district adoptions and initiatives
Experience providing job-embedded professional development such as coaching teachers.

Availability to work flex hours as needed, to include evenings and weekends.

PREFERRED QUALIFICATIONS
Master's Degree in Education
Two (2) years experience within Tucson Unified School District

ADDITIONAL REQUIREMENTS AFTER HIRE
Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization
Valid AZ Driver's License required within 10 days of hire. Must not have accrued eight points against driver's license within the past two years.

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

Attend and participate in mentor trainings and forums.
Attend TUSD professional development about instructional best practices and content.
Attend summer trainings.
Work with a caseload of 15 new teachers.
Travel to multiple school sites to work with teachers.
Provide consistent, job-embedded support to each assigned new teacher once a week-dedicating an average of two hours per teacher per week.

Apply training about the skills of an effective mentor.

Use the Professional Teaching Standards as a tool to guide new teachers.

Identify new teacher needs and tailor support.
  • Improve teacher skill and capacity through on-site coaching and mentoring.
  • Help new teachers become familiar with school procedures.
  • Help new teachers become familiar with school and district resources.
  • Co-develop lesson plans.
  • Model lessons, strategies or procedures.
  • Suggest options for dealing with student behavior.
  • Assist with room arrangement to facilitate effective lesson delivery.
  • Employ a systematic approach to classroom observation beginning with a planning conference with new teacher, followed by an observation that includes gathering data and ending with a follow up conference to provide feedback.
  • Use program protocols to collect and share classroom data with new teachers.
  • Share strategies for student assessment and evaluation.
  • Work with new teachers to examine examples of student work in order to assess student learning.
  • Assist new teachers in preparing for communication with parents.
  • Engage teachers in reflective conversations about issues or concerns.
  • Guide new teachers in reflection to identify areas of strength and areas for professional growth.

Document activities in a work log and report to New Teacher Induction Coordinator.

Collaborate with program coordinator to maintain an accurate, updated caseload list of new teachers.

Maintain a schedule which is aligned to school site schedules.

Document classroom observations and follow-up with teachers.

Communicate directly with principal, new teachers, and district level personnel.

Collaborate with district content area specialists to support teachers in the implementation of curriculum.

Collaborate with coordinator and other mentors to provide professional development for new teachers.

Meet regularly with program coordinator and other mentors.

Collaborate with program coordinator to provide information to school leaders about supporting new teachers.

MENTAL TASKS
Communicates – verbally and in writing. Reads. Assesses needs and progress and plans support. Develops, implements, and evaluates plans. 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. 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 is required of public contact positions.

EQUIPMENT, AIDS, TOOLS, MATERIALS
Uses blackboard, whiteboard, easel, bulletin board, chalk, markers, and office or instructional equipment, such as telephones, fax-machines, computers and associated technology.

**WORKING CONDITIONS**
Indoor - classroom environment. Contact with the public, employees, and staff members

**CONTROL, SUPERVISION**
Monitor control Teachers

M: JOB350013
New: 1/08
Revised 4/09, 9/12, 2/13
CLASSIFICATION
PROFESSIONAL DEVELOPMENT ACADEMIC TRAINEER
[Note: Central Administration Based Only, 10 1/2 Months]

SUMMARY
This position serves as a member of a team, serving in multiple capacities to support district academic initiatives: teacher development; school development; cross content academic writing; instructional support for teachers; and support of district instructional goals.

MINIMUM REQUIREMENTS
Knowledge and/or experience as a trainer in the Essential Elements of Instruction, or willingness to complete this requirement within one year

Knowledge of and/or experience as a trainer in the most recent Arizona State Standards (including the Common Core Standards) or willingness to complete this requirement within one year

Master's degree in Education, Curriculum & Instruction, a Core Content Area or a related field

Arizona Teachers Certification with Arizona Structured English Immersion (SEI)

Arizona IVP fingerprint clearance card

Seven (7) years of teaching experience

Three (3) years experience working with at risk populations

Three (3) years experience providing professional development

Availabilility to work flex hours as needed, to include evenings and weekends.

PREFERRED QUALIFICATIONS
Three (3) years experience with Tucson Unified School District

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

PROFESSIONAL SKILLS REQUIRED
Knowledge and or experience training in cognitive coaching or other similar coaching frameworks or methodologies

Demonstrates excellent communication skills, including coaching skills, writing competency, professional development presentation skills, well versed in the use and integration of technology, and flexibility.

Works successfully with diverse populations

Demonstrates successful collaboration

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

Co-plans professional learning for Teacher/Coaches and provides ongoing support for the role.

Provides training in researched-based instructional strategies to teachers and principals.
Provides support and monitoring for the successful implementation and evaluation of District instructional programs.

Provides on site coaching and modeling of instructional strategies for teachers and site Teacher/Coach.

Interprets data from the Department of Accountability and Research and state mandated assessments for instructional purposes in the classroom in collaboration with administration, support staff and teachers.

Develops and facilitates curriculum using instructional school improvement framework.

Supports the development of district and site level assessment framework.

Supports instructional initiatives under School Improvement Grants.

MENTAL TASKS
Written and verbal communication skills. Evaluates policies, practices, and other written materials. Performs functions from written and oral instructions. Reads and comprehends professional literature and materials required to effectively carry out role responsibilities. Demonstrates critical thinking and problem-solving skills.

PHYSICAL TASKS
Work involves the performance of duties where physical exertion is required to perform some 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 telephones, computers and copiers. Uses Microsoft Office Suite, including Outlook, Word, Excel and PowerPoint. Uses projection equipment, and other technology incorporated with curriculum such as SMART/Promethean boards.

WORKING CONDITIONS
Indoor. Office environment. Contact with employees and the public.

CONTROL, SUPERVISION
None

M: JOB35204
New: 5/2003
Revised 8/04, 12/06, 5/07, 5/11, 5/12, 2/13
Title Change 5/11
CLASSIFICATION TITLE
Restorative Practices Site Coordinator

REPORTS TO:
Site Administrator

SUMMARY
The Restorative Practices Site Coordinator shall serve as the Principal's Designee and advisor regarding the implementation and coordination of restorative practices campus wide, shall inform the school administration of identified trends and challenges with regard to campus discipline, and shall serve as the principal's designee with regard to the school's implementation of PBIS.

MINIMUM REQUIREMENTS
Bachelor's Degree in Social Work or related field

Experience working with diverse student populations in an educational or volunteer setting

Experience with educational training in conflict mediation, restorative practices, and the coordination of programmatic interventions for substance abuse and to meet the socio-emotional needs of children and adolescents

PREFERRED QUALIFICATIONS
Experience working with diverse populations.

Masters degree.

Restorative Practices Training.

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.
Serves as the school/site coordinator for the TUSD student mediation program (scheduling, tracking, follow up, assignment, and training)
Serves as the school/site coordinator for PBIS and all related PBIS professional development and training
Serves as the school/site's discipline team facilitator
Facilitates weekly meetings with the site discipline team to identify trends and areas of challenge with regard to student management and behavior, trends in disciplinary infractions, and any trends in racial/ethnic disparities with regard to disciplinary infractions and consequences, specifically Level 3, 4, and 5 infractions.
Establish and facilitate re-integrative counseling/mentoring for students.
Coordinates school wide responses to weekly discipline team data in the areas of adjusted practices, professional development, and systematic interventions.

Coordinates support groups for students in the areas of tolerance education, positive choices/impulse control, drug and alcohol awareness, conflict resolution, and any additional area needed to meet the socio-emotional needs of the student body.

Maintains a working caseload of the school’s identified Tier 3 (behavior/non-EXED) students, ensuring that each student receives the appropriate behavioral interventions on an individual basis (behavior plan).

Assists the School Community Liaison with the procurement of community resources and the services of relevant community agencies to meet the needs of the student body.

Collaborates with School Leadership and staff to develop a customized plan based on the needs and goals of students.

Provides implementations support and co-facilitation opportunities with staff to practice their skills.

Assists students to resolve and prevent conflicts.

Deliver training for parents and teachers in basic Restorative concepts and skills.

Facilitates Restorative Circles for behavioral and academic success.

Provides implementations support and co-facilitation opportunities with staff to practice their skills.

Collaborates with teachers to learn and incorporate those informed strategies with students to resolve classroom issues.

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, classroom environment. All weather conditions/temperatures. Contact with employees, students and public.

CONTROL, SUPERVISION
May coordinate, monitor or supervise the activities of subordinates.

M: Comp and Class JOB64028
New: 12/16