

# **APPENDIX IV-43**

## IV.K.1.a Explanation of Responsibilities

DAC	Name	Position Type	Previous Job Title	Others Considered for the Position	Credentials	Explanation of Responsibilities	Job Description
Gridley Middle School 1511	Cunningham, Paul A	Teacher	New To TUSD	Competitive recruitment process. All documents located in HR.	Bachelor of Arts 1997	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Magee Middle School 1515	Aro, Arneil D	Teacher	New To TUSD	Competitive recruitment process. All documents located in HR.	BA in Physical Ed 1990 Master Mathematics Ed 2017 Doctorate Mathematics Ed 2020	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Magee Middle School 1515	Hoyo-A, Christen Jerusalem	Teacher	New To TUSD	Competitive recruitment process. All documents located in HR.	Master of Arts in Mathematics 2016 Bachelor of Secondary Ed 2003	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Pueblo Gardens K-8 1329	McIntyre, Chelsea Brooke	Teacher	New To TUSD	Competitive recruitment process. All documents located in HR.	Bachelor of Arts 2004 Master of Arts 2022	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Pueblo High School 2630	Bangoy, Marvencent Trias	Teacher	New To TUSD	Competitive recruitment process. All documents located in HR.	Bachelor Degree 2006	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Pueblo High School 2630	Cleland, Taylor Danielle	Teacher	New To TUSD	Competitive recruitment process. All documents located in HR.	Cum Laude BA 2013 Med in Secondary Education English 2019	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Pueblo High School 2630	Fioramanti, Caroline Louise	Teacher	New To TUSD	Competitive recruitment process. All documents located in HR.	Bachelor of Arts in Education 1989 Specialized Honors BA 1988	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Utterback Middle School of the Arts	Good, Megan Elaine	Teacher	New To TUSD	Competitive recruitment process. All documents located in HR.	Bachelor of Arts 2019	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Valencia Middle School 1557	Acuna, Nicole Ellen	Teacher	New To TUSD	Competitive recruitment process. All documents located in HR.	Bachelor of Science 2016	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓

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Valencia Middle School 1557	Gatila, Romel Blanco	Teacher	New To TUSD	Competitive recruitment process. All documents located in HR.	Master of Arts 2011 Doctor of Education 2016	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Professional Development 5034	Fradette, Danielle N	Teacher Mentor	Ex Ed Resources Teacher	Competitive recruitment process. All documents located in HR.	Bachelor of Science 2010 Master of Arts in SPED 2015	This position serves as a facilitator, coach, resource, and advocate for teachers, and will provide professional development opportunities as appropriate.	✓
Professional Development 5034	Gomez, Olga Montes	Teacher Mentor	Principal	Competitive recruitment process. All documents located in HR.	BA Elementary Ed 1995 Master SPED 2002 Leadership Principalship 2006	This position serves as a facilitator, coach, resource, and advocate for teachers, and will provide professional development opportunities as appropriate.	✓
Professional Development 5034	Herring, Sharon Louise	Teacher Mentor	ELA Curriculum Writer	Competitive recruitment process. All documents located in HR.	BA Elementary Education 1990 Master of Art Multicultural Literature 1997 Master of Education 2012	This position serves as a facilitator, coach, resource, and advocate for teachers, and will provide professional development opportunities as appropriate.	✓
Professional Development 5034	Raptis, Anita Zamorano	Teacher Mentor	Teacher	Competitive recruitment process. All documents located in HR.	Bachelor of Arts 1986 Master of Arts 1992	This position serves as a facilitator, coach, resource, and advocate for teachers, and will provide professional development opportunities as appropriate.	✓
Professional Development 5034	Ruhnke, Carol Marie	Teacher Mentor	New To TUSD	Competitive recruitment process. All documents located in HR.	Bachelor of Science/Secondary Mathematics Education 1996 Master of Education Educational Leadership 2015	This position serves as a facilitator, coach, resource, and advocate for teachers, and will provide professional development opportunities as appropriate.	✓
Professional Development 5034	Stonecipher, Dana L	Teacher Mentor	New To TUSD	Competitive recruitment process. All documents located in HR.	Bachelors in Education 2006 Master of Early Childhood Education 2009 Cross Categorical Sped K-12 Certification 2014	This position serves as a facilitator, coach, resource, and advocate for teachers, and will provide professional development opportunities as appropriate.	✓



**CODE: 25639**  
**UNIT: ADE**  
**GRADE: 4**  
**FLSA: Exempt**

**CLASSIFICATION TITLE**

DIRECTOR-TALENT ACQUISITION RECRUITMENT & RETENTION

**SUMMARY**

The Director of Talent Acquisition will effectively attract and coordinate the District's efforts in the recruitment of qualified individuals to fill vacancies across the academic and business related functions. The Director of Talent Acquisition will work with team members to accomplish the expected recruitment results. By understanding the District's needs and developing effective relationships with internal as well as external customers, the Director of Talent Acquisition will design, develop, and execute highly effective talent acquisition systems, processes, and tools with measured results and continuous improvement.

**REPORTS TO:** Chief Human Resources Officer (CHRO)

**MINIMUM REQUIREMENTS**

Bachelor's Degree in Human Resources, Business Administration, Public Administration, or a related field,  
**And**

Four years of human resources, business, or management experience

Proven capability in utilizing a wide variety of recruiting methods and tools to source both active and passive candidates to fill current and future talent needs.

Demonstrated ability to develop and implement recruiting plans that identify current and future talent gaps to proactively source and develop robust talent pool pipelines in advance of need.

Experience with continuous improvement methods that result in simplifying, standardizing, and automating talent acquisition processes and practices

Knowledge of applicable state and federal laws and regulations are required.

Excellent verbal and written communications skills required.

**PREFERRED QUALIFICATIONS**

Master's Degree in Human Resources, Business Administration, Public Administration, or a related field

**ADDITIONAL REQUIREMENTS AFTER HIRE**

FBI fingerprint background check required.

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.**

Manages the day-to-day operations of assigned Talent Acquisition and Recruitment areas. Administers methods, systems, and procedures to maximize the efficiency of specified areas.

Keep the CHRO advised on a variety of employment issues.

Develop, plan and evaluate HR recruitment procedures and policies.

Manage the recruitment functions including developing applications and Affirmative Action forms, developing policies and procedures, training, supervisor orientations, and ensuring that selection procedures comply with AA, EEOC, ADA, fingerprint and state and federal certification laws.

Coordinates all recruitment processes for the District.

Provides guidance to site administrators regarding compliance with the No Child Left Behind Act (NCLB) as it relates to the recruitment of certificated teachers.

Acts as principal advisor to District Administrators, Managers, and Supervisors on issues related to recruitment and retention of employees.

Develop procedures to assign qualified staff to appropriate vacancies in accordance with employee agreements. Reviews and interprets State and Federal legislation regarding employee hiring and assignment.

Direct the efforts to recruit and increase the District's substitute-teaching workforce and enhance the substitute program to ensure adequate coverage is available daily and retain the current pool of substitutes.

Collaborate with the Employment area of Human Resources to ensure the Applicant Tracking System (ATS) data is correct and produces the necessary data for state and federal reporting on hiring demographics.

Provide on going training of the system to all levels across the District, generate personnel related reports, evaluate, and update the system as necessary.

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

Coordinate and review the District's outreach, recruitment, hiring, assignment and retention efforts, and any reductions in force.

Responsible for managing the development of the recruitment plan with the recruitment team, and organizing and monitoring District recruitment efforts.

Ensure interview committees are diverse comprised of school-level and district-level administrators, certificated staff and human resources personnel.

Annually review previous year's recruiting data and the effectiveness of past recruiting practices.

Maintain a centralized electronic database of all applicants for administrative and certificated staff positions.

Ensure interview committee, at both the site level and district level, utilize a standard interview instrument with core uniform questions to be asked of each candidate that applies for that position and a scoring rubric.

Track and report why individuals who are offered positions do not accept the position.

Track and report information on school-based administrators/certificated staff as required by the USP.

Adheres to all court orders, state and federal laws, 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**

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

**WORKING CONDITIONS**

Indoor. Office environment. Exposure to noise. Contact with employees, students and public. May require in and out of state travel.

**CONTROL, SUPERVISION**

Supervisory control of assigned staff.

M:Comp and Class/JOB26539

New: 2/14

Rev: 4/14

USP Rev: 4/14

Updated-change to Gr 4 from 4B, 12/16/16

**CODE: 35001**  
**UNIT: Teacher**  
**FLSA: Exempt**

**CLASSIFICATION**  
CERTIFIED TEACHER

**SUMMARY**

Effectively manage the learning environment to prepare lesson plans, instruct student, evaluate and monitor students' performance in order to advance student achievement. Understand and appreciate diversity. Work collaboratively with a team to plan instruction. Demonstrate commitment to continuous learning.

**MINIMUM REQUIREMENTS**

Appropriate Arizona Teaching Certificate  
Structured English Immersion (SEI) requirement  
Arizona IVP Fingerprint Clearance Card

Certain endorsement/approved areas(s) may be required for highly qualified/appropriately carried purposes.

**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.**

Prepare lesson plans and instruct students in accordance with established curriculum and student need.

Assess student needs and performance. Develop, implement and evaluate daily lesson plans, to include scheduled activities and materials. Modify instruction to meet the needs of each child.

Plan, organize and display classroom materials appropriate to curricular activities.

Uses and implement classroom management techniques to maintain organization, orderliness, student safety, and a productive learning environment.

Plans instruction and implement instructional techniques to encourage and motivate students.

Evaluate students' performance regarding achievements in curriculum and activities. Make necessary provisions to meet learning needs.

Ensure parents and students are informed of methods of evaluation used in the classroom.

Inform parents of student progress and school activities. Advise parents of instructional methods that may assist student.

Participates as a member of an instructional team to promote learning activities for students, consistent with district and school education objectives.

Notify site administrator of the special needs of students who display characteristics that vary from the norm.

Collaborate with specialists as needed to assist students.

Observe behavior of children in the classroom and on the playground.

May monitor the activities of a teacher assistant and classroom volunteers.

**MARGINAL FUNCTIONS**

Order classroom supplies and instructional materials.

**MENTAL TASKS**

Communicates – verbally and in writing. Reads. Analyze and evaluate student progress and course curriculum. Develop, implement and evaluate plans. Manages classroom. Promotes learning and ensures safety. Perform functions from written and oral instructions and from observing and listening to others. Evaluate 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. Outdoor - all weather conditions and temperatures. Playground environment. Contact with the public, employees, children and parents. Exposure to noise, dusts, gas and fumes.

**CONTROL, SUPERVISION**

Monitor control of students, volunteers and/or assistants in the classroom, playground, field-trips, lunchroom, library, school buses and other areas.

M: JOB35001  
Review: 10/1992  
Revised: 8/2002, 6/04





**Job Code: 350013**  
**Unit: TCH**  
**FLSA: Exempt**

**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