

Copies of all job descriptions and explanations of responsibilities for all persons hired or assigned to fulfill the requirements of this Section, identified by name, job title, previous job title (if appropriate), others considered for the position, and credentials. USP Section V.F(1)(e)

Appendix 51

V. Quality of Education**Director of Advanced Learning Experiences [V.A.2.a.]**

Name	Hire/Designate	Previous Position	Credentials
Martha Taylor	Hired	Principal, Doolen MS	<p><u>Education:</u></p> <ul style="list-style-type: none"> • Juris Doctorate • Masters Degree (History Ed.) • Masters Degree (English) • Bachelors (English Ed.) <p><u>Licenses and Certificates:</u></p> <ul style="list-style-type: none"> • Principal • Standard Secondary Ed. (K-12) <p><u>Approved Area/Highly Qualified:</u> English Social Studies</p> <p><u>Endorsement:</u> Gifted, K-12 Structured English Immersion, K-12</p> <p><u>Experience: Job Code # 16137</u> TUSD Director of Advanced Learning Experiences Dates: 7/01/13 (Active)</p> <p>TUSD Principal Dates: 7/01/11 – 7/01/13</p> <p>TUSD Instructional Coach Dates: 8/10/05 – 4/02/08</p> <p>TUSD Teacher Dates: (1999 Conversion for Active Employee in PeopleSoft) – 8/10/05</p>



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 personnel.

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

Name	Dispositions	Race/ Ethnicity	Education/Certifications	Experience
Taylor, Martha	Hired	Hispanic	Education: Juris Doctor - Juvenile/Educational Law; Masters - History Education, & English Education; Bachelors - English Education	7/1/11-present, Principal, Doolen MS, TUSD; 8/1/09-6/30/11, Principal, St Ambrose School and Parish; 1/26/09-5/15/09, Legal Intern, Amphitheater Unified School District-Office of Legal Counsel;6/9/08-12/31/08, Legal Intern, US Department of Education Office of Civil Rights; 1/15/08-5/15/09, 38D Student Attorney, US Law Child Advocacy Clinic;6/1/07-8/15/07, Legal Intern, Southern AZ Legal Aid;8/15/05/5/06, Instructional Coach, Doolen, TUSD;8/15/94-5/31/05, Teacher, Doolen, TUSD;8/15/86-5/31/94, Teacher, St Cyril ES, Diocese of Tucson
			Certifications: Standard Secondary Cert 7-12, Principal, Approved areas: English & Social Studies, Endorsements: Gifted K-12 and Structured English Immersion K-12	
Alvarez, Mark	Interviewed - Not selected	Hispanic	Education: Masters Educational Leadership, Bachelor of Elementary Education with an endorsement in bilingual and ESL	8/16/10-present, Principal, TUSD;10/20/08-present,Language Acquisition Coordinator;8/15/07-10/20/08,Language Acquisition Coach, TUSD;1/7/02-7/26/02,7th Grade Teacher, Wakefield Junior High, TUSD; 8/1/01-1/7/02, Interactive Literacy Coach, TUSD;8/15/94-?,5th Grade Bilingual Teacher;8/15/94-6/25/07,5th Grade Bilingual Teacher
			Certifications: Standard Elementary K-8,Principal, Endorsement: Spanish Bilingual K-12	
Cunningham, Debra	Interviewed - Not selected	White	Education: Doctorate of Philosophy (Ph.D.), Teacher & Teacher Ed, minor Educational Leadership; Master Education, Bachelor Secondary Education & English	8/15/06-present, AIMS Coordinator, Cholla, TUSD;8/15/05-?,Curriculum & Instruction & Assess Coordinator,1/15/04-?,Adjunct Professor, Pima Community College, Dept of Ed;8/15/85-?, Magnet Lead Teacher/AP Coordinator
			Certifications: Standard Secondary 7-12, Principal, Approved areas: English, Endorsements: Gifted K-12, Structured English Immersion K-12	

Name	Dispositions	Race/ Ethnicity	Education/Certifications	Experience
Thomas, Chandra	Interviewed - Not selected	African American	Education: Administrator Certificate, Masters of Education - Bilingual Multicultural Education, Bachelors of Arts in Elementary Education Certifications: Standard Elementary K-8, Principal, Endorsements: Early Childhood Birth -Age 8 & English as a Second Language K-12	7/1/08-present, Assistant Principal, Santa Rita HS, TUSD;7/1/03-6/30/08,Principal, Van Buskirk ES, TUSD;8/11/02-6/20/03, Curriculum Specialsit;8/10/98-5/24/02,Teacher Self Contained Gifted, White ES, TUSD;1/3/94-5/22/98,Teacher, Grijalva Esm TUSD;
Niecikowski, David	Interviewed - Not selected	White	Education: Doctoral Candidate - Language, Reading and Culture; Master of Arts in Education/Curriculum and Instructions, Bachelor of Arts in Education, Associate of General Studies, Certifications: Standard Elementary Ed K-8, Standard Secondary Ed 7-12, Principal; Approved areas: Economics, Geography, Political Science. American Governments, Social Studies & Middle Grades Language Arts 7-9; Endorsements: Gifted, K-12, Structured English Immersion K-12, Early Childhood Endorsement Birth-Age 8	8/11/08-present, Sr Pr Coordinator Gifted / Talent Ed, TUSD;8/11/03-8/10/08, Elementary GATE Teacher;8/11/97-8/10/03, TUSD,HS Teacher, TUSD;62/97/7/29/04,HS Teacher, Amphitheater Community Extensions Programs,1/15/96-8/10/08,Homwork Help TutorPima county Public Library;8/16/93-12/15/95,Tutor, Flowing Wells Extension Programs
Lundstrom, RJ	Interviewed - Not selected	White	Education: Master in Education, Bachelor of Arts - History, Bachelor of Arts - Speech Communication, and Teacher Preparation Program ASU Certifications: Standard Secondary Ed 7-12, Principal, Approved areas: Economics, Political Science/American Government, History, Endorsements: Structured English Immersion K-12	7/2/12-present, Assistant Principal, Sahuaro HS, TUSD;8/2/07-7/2/12,Teacher, Sahuaro HS, TUSD;7/20/07-11/10/10Head Swim and Dive Coach- HS, Catalina Foothills School District;8/1/06-12/1/08,Assistant Senior Swim Coach, Tucson Swimming Association;4/18/04-7/13/12,Swim coach-Aquatic SupervisorTucson Country Club;8/7/03-8/2/07,Teacher, Catalina HS, TUSD;8/1/03-7/31/06,Senior Swim Coach, Swim Tucson Foundation (El Dorado)

Name	Dispositions	Race/ Ethnicity	Education/Certifications	Experience
Strohm, Jane	Interviewed - Not selected	White	Education: Master of Science General Biology, Post Baccalaureate Teacher Certification Programs - Secondary Education-Biology minor Chemistry, Bachelor of Science General Biology biology minor Chemistry, Mathematics & Physics	8/1/09-present, Researcher, Education Informatics, University of AZ; 8/1/06-5/31/09,Biology, Chemistry , Spanish Teacher, BASIS Tucson;8/1/04-5/31/06,Algebra & Biology Faculty, Verde Valley School;12/8/03-5/31/04,Language Arts and Social Studies GATE, Pistor MS, TUSD;1/2/02-12/2/03,Firefighter/EMT-B,Northwest Fire/Rescue District;8/1/01-12/31/01,Reserve Firefighter/EMT-B, Rural/Metro Fire Dept, Tucson;1/3/99-5/31/01,Bilingual Science Teacher, Pistor MS, Tucson;8/1/98-12/15/98,Student Teacher, Pueblo HS, TUSD
			Certifications: Standard Secondary Ed 7-12, Approved Area: Biology, Endorsements: Spanish Bilingual K-12 and Gifted K-12	
Hartmann, Terry	Interviewed - Not selected	White	Education: Master Education Leadership, Post Baccalaureate Teacher Certification, Bachelor Communication and Media Arts	8/20/02-present, Teacher, TUSD;5/21/00-8/19/02, Ex Ed Teaching Assistant, TUSD;8/20/98-5/20/00,Media Technician/Co Teacher, AZ School for the Deaf and the Blind;1/3/94-6/20/97,Media Ops Manager/Adj Faculty, University of AZ;8/20/82-8/20/97,Adjunct Faculty, Pima Community College, Tucson;1/3/82-12/20/93,Director of Video & Audio Services
			Certifications: Standard Elementary Ed K-8, Principal, Endorsements, Gifted K-12, Structured English Immersion K0-12, Early Childhood Birth-Age 8	
Duran, Alex	Interviewed - Not selected	Hispanic	Education: Doctorate of Philosophy (Ph.D.) Educational Psychology, Master of Arts Educational Psychology, Bachelor of Arts Psychology	7/16/12-present,Executive Director ETS, Sacramento, CA;7/1/10-7/1/12, Director of Assessment and Evaluation, Pima county Superintendent's Office, Tucson, AZ;1/11/996/30/10,Director of Research Assessment, Sunnyside Unified School District;9/1/94-1/9/99,Program Evaluator, TUSD
			Certifications: Superintendent Cert, Endorsement: Structured English Immersion K-12	

Name	Dispositions	Race/ Ethnicity	Education/Certifications	Experience
Antelo, Janent	Incomplete application	Hispanic	Bachlors of Arts	
Asch, Alissa	Incomplete application	White	Master in Education	
Coles-Rivers, JoAnn	Incomplete application	African American	Doctorate in Education (Ed.D)	
Gonzalez, Norma	Not referred after phone interview	Hispanic	Master in Education	
Jimenez, Patricia	Incomplete application	White	Masters of Arts	
Kobritz, Ann B	Not referred after phone interview	Unspecified	Master in Education	
Lazar, Clare	Incomplete application	White	Master of Science	
Metcalf, Muriel	Withdrawal	White	Master in Education	
Molina-Garcia, Melissa	Not referred after phone interview	Hispanic	Master in Education	
Moreno, Patricia	Not referred after phone interview	Hispanic	Doctorate in Education (Ed.D)	
Quijada, Michael	Incomplete application	Hispanic	NA	
Rodriguez, Rosalinda	Not referred after phone interview	Hispanic	Master in Education	
Ruiz, Marco	Not referred after phone interview	Hispanic	Master in Education	
Sinner, Gregory	Not referred after phone interview	White	Doctor	
Smith, Jacque	Incomplete application	White	Masters	
Sprung, Jennifer L.	Not referred after phone interview	Unspecified		
Truman Jana	Not referred after phone interview	White	Masters	
Zanin, Kathryn	Not referred after phone interview	White	Master in Education	

Academic and Behavioral Supports Coordinator [V.E.2.a.]

Name	Hire/Designate	Active Position	Credentials
Brian Lambert	Designate	Job Code: 92267 Program Manager, Student Equity and Intervention	<p><u>Education:</u></p> <ul style="list-style-type: none"> • Bachelors - Elementary Education, Minor; History • Associates - General Studies <p><u>Licenses and Certificates:</u></p> <ul style="list-style-type: none"> • Principal • Standard Elementary Ed. (K-8) <p><u>Endorsement:</u></p> <ul style="list-style-type: none"> • Structured English Immersion, K-12 <p><u>Experience:</u></p> <p>TUSD Program Manager Dates: 11/26/12 (Active)</p> <p>TUSD Asst Principal Dates: 7/31/06 – 11/26/12</p> <p>TUSD Teacher Dates: (1999 Conversion for Active Employee in PeopleSoft) – 6/04/06</p>



CODE: 92267
UNIT: Exempt
Coord (EXC)
GRADE: 004
FLSA: Exempt

CLASSIFICATION TITLE
PROGRAM MANAGER

SUMMARY

Manages and implements strategic program plans. Oversight of complex program(s), department and/or grant level responsibilities or multiple components of an overall program/department/grant. (A "Program" refers to carrying out a specific service or specific activity within a department or the district.) (This classification is differentiated from the Senior Program Coordinator by the level of the program/department/grant and the strategic decision making involved within these areas.)

MINIMUM REQUIREMENTS

Master's Degree.

Four years of experience administering or coordinating programs.

Proven expertise of federal and state legislative requirements related to specific program, department or grant.

Any combination of experience, training, or education.

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

PREFERRED QUALIFICATIONS

Doctorate 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.

Supervise and evaluate staff to ensure that all program/department/grant needs are met.

Designs, implements and evaluates program/department/grant specific characteristics and needs.

Develops and implements strategic and tactical programmatic plans, new goals and objectives.

Coordinates the activities of the program/department/grant with interrelated activities, or with other programs, departments, schools or other entities.

Conducts research studies, compiles and evaluates data, monitors outcomes, formulates grant proposals and implements strategical changes.

Provides training, acts as a resource, organizes conferences and chair committees related to program.

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

Monitors and approves program expenditures. Develops and administers annual budget.

Confers and collaborates 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/department/grant activities, progress or status.

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: JOBS/JOB92267

New: 11/09

Dropout Coordinator [V.E.2.b.i.II.]

Name	Hire/Designate	Active Position	Credentials
Deborah Ferryman	Designate	Job Code: 92243 Dropout Prevention Program Coordinator	<u>Education:</u> Bachelors - Political Science Minor: American History <hr/> <u>Licenses and Certificates:</u> Substitute <hr/> <u>Experience:</u> TUSD Program Coordinator Dates: 12/03/12 (Active) TUSD Prevention- Intervention Specialist Dates: 12/09/02 – 7/01/11



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

Director of Support Services for African American Student Achievement [V.E.4.a.]

Name	Hire/Designate	Active Position	Credentials
Jimmy Hart	Designate	Job Code: 15298 Director – African American Studies Department	<u>Education</u> Masters of Arts <u>Licenses and Certificates:</u> Principal Superintendent <u>Endorsement:</u> Structured English Immersion, K-12 <u>Experience:</u> TUSD Director-African American Studies Dates: 1/04/10 (Active) TUSD Principal Dates: 8/13/04 – 1/04/10 TUSD Program Specialist Dates: 7/12/04 – 8/13/04



CODE: 15298
UNIT: ADM
GRADE: 5-C
FLSA: Exempt

CLASSIFICATION

DIRECTOR - AFRICAN AMERICAN STUDENT SERVICES

SUMMARY

Manages the African American Student Services program for Tucson Unified School District.

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

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

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

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.

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 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.

Manages the African American Student Services support program; supervises and evaluates assigned staff.

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 developing and administering annual budgets.

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.

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

Title Chg: 6/12

TUSD's Director of African American Student Services, Jimmy Hart

Serving as TUSD's Director of African American Student Services, Jimmy Hart earned his Bachelor of Science degree from Langston University, Langston, Oklahoma. He earned his Master of Education degree from the University of Central Oklahoma in Administration. He is currently working on his doctorate degree in Educational Leadership from the University of Arizona.

Mr. Hart has served African American students for 22 years. While attending Langston University he and several classmates created a Saturday program to teach students about technology. It was during this time he decided to become an educator. While interning for the Oklahoma Department of Career and Technical Education, Jimmy worked to increase the state-wide participation of African American students in the Technology Education programs. With the support of the state director, he organized successful state-wide leadership development conferences for African American students.

Upon completing his internship and graduating with his bachelor's degree, he began teaching at Millwood M.S. in Oklahoma City, OK. The student demographic at Millwood was and is 99% African American. Mr. Hart served as a teacher, lead technology person, after-school program coordinator and served on the school's award winning School-to-Work committee. All efforts focused on supporting the academic and social needs of African American students. Mr. Hart served the Millwood community from 1993 – 1998.

Mr. Hart served as an Individualized Cooperative Education Teacher at Francis Tuttle Technology Center, Oklahoma City, OK from 1998 - 1999. There he worked closely with Millwood Public Schools and other districts to recruit students into the nationally recognized drop-out prevention program, Project HOPE. Students in his program created a school-based enterprise working with local businesses to develop websites. The learning format was conducive to students from all backgrounds.

In 1999 he began work in Tulsa Public Schools, Tulsa, OK. In Tulsa Public Schools he served as a CTE specialist, assistant principal of middle school and an assistant principal of high school. In each position he supported the needs of African American students. Serving as an assistant principal at Whitney M.S., Mr. Hart implemented restorative practices. His efforts were discussed in the national best seller, *Eight Habits of the Heart for Educators*. While at Booker T. Washington High School (40% African American students), a nationally ranked high school, he served as the advanced placement coordinator, supported the international baccalaureate program and established partnerships with the community for scholarships. From 2002 – 2004 Mr. Hart served as an administrator for Tulsa Technology Center, Tulsa, OK. Tulsa Technology Center is a national model for CTE programs. Mr. Hart was responsible for all hi-tech programs and worked to recruit Tulsa Public Schools students. His work also included implementing CTE programs to address industry needs.

In 2004 Mr. Hart moved back to Tucson, AZ. Having graduated from Tucson High, it was an opportunity to serve his community. In his current capacity as Director of African American Student Services, he has implemented several programs as a result of dynamic team members. For example, the district Parent University, district Multicultural Symposium, Male Leadership Academy, Achieve 3000 and greater community involvement. Also, under his leadership, a pilot program to recruit and retain African American students in rigorous course offerings was implemented in partnership with the Sahuaro High School administration in fall 2010. The success of the pilot set the stage for the TUSD Advanced Learning Experiences process. Each initiative was developed or implemented to create greater capacity to address the needs of students.

Mr. Hart's passion for students has resulted in the following acknowledgements:

2013 Unsung Male Heroes Award, Women's Progressive & Civic Club, Tucson, AZ
2013 Southern Arizona 25 Most Influential African Americans, Tucson Black Chamber
2009 Southern Arizona 25 Most Influential African Americans, Tucson Black Chamber

2008 Honoree, National Exchange Club – Tucson Chapter
1997 Young Entrepreneur of the Year, OKC Minority Business Development Center
1997 Keeper of The Dream Award, Ebony Tribune, Oklahoma City, OK

Director of Support Services for Latino Student Achievement [V.E.4.b.]

Name	Hire/Designate	Active Position	Credentials
Maria Figueroa	Designate	Job Code: 163011 Director – Mexican American Studies Department	<p><u>Education</u> Bachelors of Arts</p> <p><u>Licenses and Certificates:</u> Principal Superintendent Standard Elementary Education, 1-8</p> <p><u>Endorsement:</u> Spanish Bilingual K-12 Reading Specialist, K-12</p> <p><u>Experience:</u> TUSD Director – Mexican American Studies Department Dates: 7/09/12 (Active)</p> <p>TUSD Principal Dates: (1999 Conversion for Active Employee in PeopleSoft) – 5/27/12</p>



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

CLASSIFICATION

DIRECTOR - MEXICAN AMERICAN STUDENT SERVICES

SUMMARY

Manages the Mexican American Student Services support program for Tucson Unified School District (TUSD).

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.

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

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

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.

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.

Manages the Mexican American Student Services program and supervises assigned staff.

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.

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.

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

Title Chg: 4/12, 6/12

Director of TUSD's Mexican American Student Services Maria Figueroa

Director of TUSD's Mexican American Student Services Maria Figueroa has earned a bachelor's degree from the University of Arizona in Bilingual and Elementary Education; two master's degrees - in Reading and Education Administration (University of Arizona and Arizona State University) and a doctoral degree in Education Leadership from Northern Arizona University.

Dr. Figueroa has served TUSD Latino students for 25 years. Before being named director of TUSD Mexican American Student Services she served as a Bilingual Teacher for elementary and intermediate students (k-6) for 10 years, from 1987 to 1997. Within these ten years she also worked in several Westside elementary schools with high Latino student populations and Title I schools. She served as a Curriculum & Reading Specialist for Title I programs. She specialized in providing interventions and strategies in reading, writing and mathematics for Latino students and offered training to teachers and adults from TUSD Title I schools and professional teaching conferences. The numerous adult trainings and presentations she delivered encompassed information on how to teach Chicano Literature in Bilingual Classrooms. From 1994 to 1997 Doctor Figueroa taught General Education (GED) classes for Pima County Adult Education & Pima County Adult Detention Centers. The majority of her GED students were former Latino students from TUSD and other surrounding school districts who did not complete their high school requirements and later enrolled in GED Tucson programs. Her students' success rate of completing their GED requirements was well over 90%. Dr. Figueroa also worked with South Phoenix and Tempe, Arizona Latino students when she received her 2nd Master's degree from ASU in Educational Leadership. In the Roosevelt School District she initiated a K-8 program which afforded Latino students, administrators and teachers the opportunity to begin to learn and teach Bilingual Chicano/Latino History and Social Studies courses. During her internship at Valley View K-8 school she initiated the organization and opening of four neighborhood community libraries. She purchased Spanish and English books written by Latino authors for four community home libraries with funds she secured from the Women's Junior League of South Phoenix.

From 1997 to 1999, Dr. Figueroa was a Curriculum Specialist who assisted in the initiation and planning for the Curriculum/Instruction and Student Learning Committee for the TUSD Hispanic Studies Department. She and one other Curriculum Specialist, Mr. Salvador Gabaldon, were the primary responsible advisors and specialists for overseeing, organize and write, with many teachers, all of the multicultural curriculum and thematic units for that department. She then continued to teach Chicano Literature classes to Latino students in several South Tucson, TUSD schools and in the John Valenzuela Center to TUSD classroom teachers.

Dr. Figueroa has been an accomplished and successful TUSD and school administrator for the past 14 years (1999-2013). In the wake of several changes in TUSD administrations, she served as a Leadership Coach for new TUSD principals who served in schools with high Latino student populations. She also mentored newly appointed Principals as a Wallace Coach for Arizona's Department of Education (2006-2009). She served as Principal in TUSD's Andy Tolson Elementary from 1999 to 2012. She and her staff successfully raised the school's high Latino student population's academic achievement. Initially Tolson was labeled a STARR school with low student AIMS achievement scores. For an entire decade, from 2001-2012 Tolson Elementary School has yielded high percentages of students meeting AIMS assessment standards which have granting this school consistent ADE labels of "**Performing Plus**" and a "**B**" grade from Arizona Learns. The work Dr. Figueroa is most proud of is the training she and the Tolson staff were involved in with author Howard Glassar's work on *The Nurtured Heart Approach*. This work encourages adults who work with children to love them, interact and discipline students in a positive, humane and loving manner. In 2007, Howard Glassar wrote and dedicated his book titled *The Inner Wealth Initiative: The Nurtured Heart Approach for Educators* to Doctor Figueroa and the entire Tolson teaching staff. A picture of Doctor Figueroa and Tolson's teaching staff can be seen in the book's front cover page.

Director of Culturally Responsive Pedagogy and Instruction [V.E.4.c.]

Name	Hire/Designate	Previous Position	Credentials
Augustine Romero	Designate	Job Code: 16515 Student Equity Director	<p><u>Education:</u> Ph.D. - Language, Reading & Culture Minor: Mexican American Studies Masters - Bilingual Multicultural Education Bachelors – Sociology</p> <p><u>Licenses and Certificates:</u> Principal Standard Secondary Ed. (7-12) <u>Approved Area:</u> Social Studies <u>Endorsement</u> Structured English Immersion, K-12</p> <p><u>Experience:</u> TUSD Director – Multicultural Curriculum Dates: 7/01/12 (Active)</p> <p>TUSD Director-Student Equity Dates: 8/24/08 – 7/01/12</p> <p>TUSD Director-Mex-Am/Raza Studies Dates: 7/14/04 – 7/01/08</p> <p>TUSD Curriculum Specialist Dates: 8/12/02 – 7/01/04</p> <p>TUSD Teacher Dates: (1999 Conversion for Active Employee in PeopleSoft) – 8/11/02</p>

Director of Multicultural Curriculum [V.E.4.d.]

Name	Hire/Designate	Previous Position	Credentials
Augustine Romero	Designate	Job Code: 16515 Student Equity Director	<p><u>Education:</u> Ph.D. (Language, Reading & Culture) Minor: Mexican American Studies Masters (Bilingual Multicultural Ed.) Bachelors (Sociology)</p> <p><u>Licenses and Certificates:</u> Principal Standard Secondary Ed. (7-12)</p> <p><u>Approved Area:</u> Social Studies</p> <p><u>Endorsement</u> Structured English Immersion, K-12</p> <p><u>Experience:</u> TUSD Director – Multicultural Curriculum Dates: 7/01/12 (Active)</p> <p>TUSD Director-Student Equity Dates: 8/24/08 – 7/01/12</p> <p>TUSD Director-Mex-Am/Raza Studies Dates: 7/14/04 – 7/01/08</p> <p>TUSD Curriculum Specialist Dates: 8/12/02 – 7/01/04</p> <p>TUSD Teacher Dates: (1999 Conversion for Active Employee in PeopleSoft) – 8/11/02</p>

CODE: 16511
UNIT: ADM
GRADE: 5-C
FLSA: Exempt

CLASSIFICATION TITLE

DIRECTOR of STUDENT EQUITY

SUMMARY

This position is responsible for directing and managing activities related to student discipline and guiding and informing equity based approaches to curriculum and instruction. Work with site principals and other departments to ensure students are being disciplined and/or suspended in a consistent manner, in accordance with laws and policies, and so that students' education rights are not denied or abridged.

MINIMUM REQUIREMENTS

Master's Degree in Educational Leadership, Curriculum and Instruction or related area

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

Five years of teaching experience at any level.

Any equivalent combination of education and experience that meets the minimum requirements.

PREFERRED QUALIFICATIONS

Administrative experience is preferred.

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.

Ensures that student suspensions are, from the suspension through appeals and expulsion, tracked and documented properly, and handled consistently throughout the District.

Ensures training is provided to Principals on how to apply student discipline, based on the severity of the infraction and its consequences.

Reviews enrollment, expulsions, suspensions and discipline to ensure due process is followed and students' education rights are not denied or abridged.

Ensures that students with disabilities receive appropriate accommodations and services in accordance with their Individual Education Plan (IEP) and the law.

Initiates action(s) to resolve parent issues and concerns.

Investigates formal parent complaints regarding discipline and report results to supervisor.

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

Uses office equipment such as telephone/TDD, computer, printer and copier. May use special needs adaptive devices.

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 safety and security.

M: JOB 16511
New 8/08
Revised 3/09