IV(K)(1)(a) Hire or Designated USP Positions

In SY2015-16, one Administrator assignment changed. As a result of the Director of Professional Development and Support being assigned to the Interim Assistant Superintendent for Curriculum and Instruction position, the District appointed an Interim Director of Professional Development and Support.

<table>
<thead>
<tr>
<th>USP Section</th>
<th>USP Page</th>
<th>Position Description</th>
<th>Employee's Name</th>
<th>Race/Ethnicity</th>
<th>Hire/Designate</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV.B.3.</td>
<td>16</td>
<td>Director Professional Development and Support (Interim)</td>
<td>Mary Carmen Cruz</td>
<td>Hispanic</td>
<td>Designate</td>
</tr>
</tbody>
</table>

Additionally, the District assigned three additional Professional Development Academic Trainers (PDATs) and nine Teacher Mentors in SY 2015-2016. Others considered for the position and their credentials are provided.

<table>
<thead>
<tr>
<th>FULL NAME</th>
<th>JOB TITLE</th>
<th>PREVIOUS JOB TITLE</th>
<th>OTHER CONSIDERED FOR THE POSITION</th>
<th>CREDENTIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deeds, Michelle F.</td>
<td>Academic Trainers</td>
<td>TUSD: Math Teacher Coach / Curriculum Facilitator</td>
<td>HR hiring protocols were followed.</td>
<td>* TUSD: Professional Development Academic Trainer, Curriculum Development (6/4/2015-Present)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>* TUSD: Math Teacher Coach / Curriculum Facilitator- Roberts Naylor - TUSD: Tucson, AZ (07/17/2013 - present)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>* TUSD: K-5 Math Specialist - Peter Howell - Tucson, AZ (08/2012 - 07/2013)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>* TUSD: 1st Grade Teacher- Peter Howell Elementary - Tucson, AZ (08/2006 - 08/2012)</td>
</tr>
<tr>
<td>Hall, Melissa M.</td>
<td>Academic Trainers</td>
<td>TUSD: Teacher</td>
<td>HR hiring protocols were followed.</td>
<td>* Teacher Coach - TUSD - Cholla High Magnet School: Tucson, AZ (08/2012 - Present)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>* Teacher - TUSD - Cholla High Magnet School: Tucson, AZ (08/2006 - 05/2012)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>* Teacher - TUSD - Doolen Middle School: Tucson, AZ (08/1997 - 05/2006)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>* Teacher - TUSD - Pistor Middle School: Tucson, AZ (10/1996 - 05/1997) Education: Masters</td>
</tr>
</tbody>
</table>

IV - 98, p. 1
<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Position</th>
<th>Degree</th>
</tr>
</thead>
</table>
* Arizona State Coach for teacher leadership cadre - Teacher Leadership Institute: Washington DC, (8/2014 - present)  
* Adjunct Instructor Writing - Pima Community College: Tucson, AZ (1/2008 - present)  
* Master Teacher Curriculum Writer ELA 10th grade - Better Lesson: Cambridge, MA (08/2014 - 07/2015) |
| Michelle           |                       |                                               |                                             |
* general education teacher grades 3 and 1 - Bonillas Back to Basic Magnet TUSD: Tucson, AZ (08/2003 - 05/2008)  
* teacher - Acacia Elementary School Vail Unified School District: Vail, AZ (08/1996 - 05/2001)  
Education: Masters Degree |
| Margaret Welch     |                       |                                               |                                             |
| Chapin, Diane Marie| Teacher Mentor        | TUSD: Second Grade Teacher                    | *TUSD: Teacher Mentor (9/2015-present)  
* Second Grade Teacher, Blenman - TUSD: Tucson, AZ (07/2014 - Present)  
* Fifth Grade Teacher, Tolson Elementary - TUSD: Tucson, AZ (07/2013 - 05/2014)  
* Fourth Grade Teacher, Blenman - TUSD: Tucson, AZ (07/2012 - 05/2013)  
Education: |
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Education/Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hudson, Andrea</td>
<td>Teacher Mentor</td>
<td>TUSD: 3rd GATE Lineweaver Elementary Teacher: Tucson, AZ (08/03 - current) Education: Masters Degree</td>
</tr>
<tr>
<td><strong>Paquette, Karen</strong></td>
<td>Teacher Mentor</td>
<td><strong>TUSD: Learning Supports Coordinator</strong></td>
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<td>---------------------</td>
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</tr>
<tr>
<td><strong>Van Loan, Katherine R.</strong></td>
<td>Teacher Mentor</td>
<td><strong>Assistant Superintendent of Catholic Schools for the Diocese of Tucson - Diocese of Tucson</strong></td>
</tr>
<tr>
<td><strong>Zhonack, Catrhine Mary</strong></td>
<td>Teacher Mentor</td>
<td><strong>TUSD: Math Co-Teacher</strong></td>
</tr>
</tbody>
</table>

- **Learning Supports Coordinator**
  - Tucson USD: Tucson, AZ (08/2012 - current)
  - Education: Masters Degree

- **Assistant Superintendent**
  - Catholic Schools for the Diocese of Tucson - Diocese of Tucson: Tucson, AZ (07/01/2014 - 06/30/2015)
  - Interim Principal - St. Joseph Catholic School: Tucson, AZ (03/01/2014 - 06/30/2014)
  - Principal - Santa Cruz Catholic School: Tucson, AZ (06/01/2013 - 12/16/2013)
  - Assistant Principal, Junior High Coordinator, Teacher K-8th grades - St. Elizabeth Ann Seton Catholic School: Tucson, AZ (07/01/2002 - 05/31/2013)
  - Modern Languages Dept. Chair and Teacher - Salpointe Catholic High School: Tucson, AZ (08/01/1985 - 05/30/2002)
  - Education: Masters Degree

- **Math Co-Teacher**
<p>| Others Considered for Professional Development Academic Trainer and Teacher Mentors |
|-----------------------------------------------|------------------|---------------------------------|----------------------------------|
| Christ, James                                | Applied for PD Academic Trainer | AP teacher                      | HR hiring protocols were followed. |
|                                               |                               |                                | * Assistant Principal - Tempe Union HSD: Tempe, AZ (07/2000 - 06/2003) Education: Master Degree |
| Glyn-Anderson, Elizabeth                      | Applied for PD Academic Trainer | TUSD: Teacher                   | HR hiring protocols were followed. |
| Meyer, Christine                              | Applied for PD Academic Trainer | TUSD: Teacher                   | HR hiring protocols were followed. |
| Manickam, Sent                                | Applied for PD Academic Trainer | TUSD: Teacher                   | HR hiring protocols were followed. |
|                                               |                               |                                | * Math Instructor (Pre-Algebra, Introductory Alg, Intermediate Alg, College Alg, Pre-Calculus) - Tohono O'odham Community College: Sells, AZ (08/2006 - 01/2010) |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Applied for PD Academic Trainer</th>
<th>TUSD: Teacher</th>
<th>HR hiring protocols were followed.</th>
<th>* Math Teacher - Tucson Unified School District: Tucson, AZ (08/2002 - 05/2015) Education: Master Degree</th>
</tr>
</thead>
</table>
| Name          | Applied for Teacher Mentor | TUSD: Teachers | HR hiring protocols were followed. | * Teacher - Tucson Unified School District: Tucson, AZ (08/2007 - present)  
* Teacher/Curriculum Management Team - Marana School District: Marana, AZ  
* Teacher - Clark County School District: Las Vegas, NV Education: Masters Degree |
|---------------|-----------------------------|----------------|------------------------------------|--------------------------------------------------------------------------------|
| McAllister, Amy | Applied for Teacher Mentor | Teacher        | HR hiring protocols were followed. | * Drama Teacher (1st through 6th grades) - BASIS Tucson: Tucson, AZ (07/17/2012 - 05/29/2015)  
* Lecturer-Division of Curriculum & Instructional Leadership, School of Education, UMKC - School of Education, University of Missouri-Kansas City  
| Beider, Kenneth | Applied for Teacher Mentor | Assistant Principal | HR hiring protocols were followed. | * Assistant Principal - Vail School District/Andrada Polytechnic High School: Tucson, AZ (06/2012 - present)  
* Teacher and Administrative Designee - Vail School District/Pantano High School: Tucson, AZ (06/2008 - 06/2012)  
* Clinical Assistant Professor/Student Teacher Supervisor - University of Arizona: Tucson, AZ (06/2004 - 06/2007) Education: Masters Degree |
| Fiore, Analizbeth | Applied for Teacher Mentor | Graduate Research Assistant | HR hiring protocols were followed. | * Coordinator of Instruction, Research, and Evaluation - University of Arizona: Tucson, AZ (08/2014 - 07/2015)  
<table>
<thead>
<tr>
<th>Name</th>
<th>Applied for</th>
<th>Position</th>
<th>HR hiring protocols were followed.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>* Executive Director - Rutas Alternas, Inc.: Tucson, AZ (05/2011 - present)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Education: Master Degree</td>
</tr>
<tr>
<td>Dalby, Patricia</td>
<td>Applied for Teacher Mentor</td>
<td>TUSD: Reading Specialist</td>
<td>* Reading Specialist - Tucson Unified School District: Tucson, AZ (08/2012 - 05/2013)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>* Research Assistant Professor - University of Arizona: Tucson, AZ (06/2006 - 07/2008)</td>
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<td></td>
<td></td>
<td></td>
<td>Education: Doctorate Degree</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>* Academic Specialist/Mentor - TUSD: Tucson, AZ (02/2014 - 05/2014)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>* AVID tutor - TUSD: Tucson, AZ (03/2012 - 04/2014)</td>
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<td></td>
<td></td>
<td></td>
<td>Education: Master Degree</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>* ESL/English Teacher - Desert View High School: Tucson, AZ (07/2013 - 05/2014)</td>
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<td></td>
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<td></td>
<td>* Tutor - ARoad2Learning: Gilbert, AZ (12/2007 - 05/2013)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Education: Master Degree</td>
</tr>
</tbody>
</table>
CLASSIFICATION TITLE
DIRECTOR - PROFESSIONAL DEVELOPMENT

SUMMARY
Plans and implements all approved professional development programs for the Tucson Unified School District (TUSD). Elicits input from all schools/department on staff development needs and ensures alignment of offering district-wide. Coordinates and develops with appropriate personnel to implement culturally responsive pedagogy and instruction as appropriate. This position is responsible for New Administrator and Teacher Induction Programs, Teacher Mentors, Leadership Programs, and developing and implementing support for underperforming and/or struggling teachers.

MINIMUM REQUIREMENTS
Master’s degree in Elementary/Secondary/Special Education or Education Leadership/Administration, Curriculum and Instruction or related field.

Five years of teaching experience in elementary or secondary education.

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

IVP fingerprint clearance card.

Experience in working with curriculum and instruction issues, national and state standards, instructional design, facilitation, and event planning.

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

PREFERRED REQUIREMENTS
Experience as a school administrator.

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

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

Directs the coordination of District-wide staff development; eliminates duplication and promotes efficient use of resources.

Directs professional development with appropriate personnel to implement culturally responsive pedagogy and instruction as appropriate.

Collaborates with the Deputy and Assistant Superintendents to direct the design and delivery of administrative, certificated, and classified professional development.

Directs and coordinates district wide training with administrators and certified staff for programs including, but not limited to, Advanced Academic Courses, Professional Learning Communities, Unitary Status Plan (USP) and provides expertise, training, and resources necessary to ensure successful professional development for all TUSD personnel.

Directs and coordinates with administrators and certified staff for targeted training to staff members.

Coordinates educational opportunities for school councils; consults with school councils on the development of their professional development plans.
Directs programs including but not limited to New Teacher and Administrator Induction, Teacher Mentor, Teacher Coaching programs Leadership Administrator programs, and other district programs.

Ensures support for teacher and administrator professional learning community study groups.

Coordinates support for teachers and paraprofessionals to become highly qualified.

Evaluates programs to determine if objectives have been met.

Prepares and monitors the Professional Development budget.

Develops and monitors district wide professional development strategic plans for areas such as New Teacher Induction Programs, Underperforming/Struggling Teacher Plans, PLC Training Plan, and Plans for Identifying/Developing Administrative Leaders.

Directs and coordinates analyzing and presenting performance data related to practical research-based strategies in the areas including but not limited to: professional evaluations, student engagement, student data, working with students with diverse needs, behavior and discipline, and culturally relevant teaching strategies.

Represents the District in professional and community activities directly related to Professional Growth programs.

Supervises and evaluates assigned staff

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

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

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

**EQUIPMENT, AIDS, TOOLS, MATERIALS**
Utilizes office equipment such as telephone, computer, printer and copier. Expertise in the use of Microsoft Office Suite including Word, Excel, Outlook and Power Point

**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:JOB18301
REVIEW: Jan 1993, May 2000
R: 9/15/99
Revised 6/04; 5/07, 3/09, 4/13
Regrade: 4/13
USP Review 4/13
CLASSIFICATION
PROFESSIONAL DEVELOPMENT ACADEMIC TRAINER
[Note: Central Administration Based Only, 10 ½ 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

Availability 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 rubella (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  
Rev: 5/2003  
Revised: 6/04, 12/06, 5/07, 5/11, 5/12, 2/13  
Title Change 5/11  
USP Review 6/13
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 rubella (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