

APPENDIX IV – 99

IV.K.1.a Job Description and Responsibilities

IV. Administrators & Certificated Staff
(New 2016-17 SY)**Wayne Chin-Duncan: Sr. HR Program Coordinator**

<i>Previous Job Title:</i>	Employee Relations Assistant
<i>Other considered for position:</i>	Competitive recruitment process. All documentation located in Human Resources.
<i>Credentials:</i>	2010 Bachelors Civil Engineering , University of Arizona, Tucson, AZ
<i>Responsibilities:</i>	<ul style="list-style-type: none"> • Provides professional Human Resources services to assigned functional areas of TUSD. • Manages and coordinates Human Resources services to TUSD personnel such as recruitment, and selection, classification and compensation, training, personnel processing, involuntary reassignments, maintaining records, accommodations and leaves of absence programs. • Functional area assignments and duties are at the discretion of the Executive Director of HR, and may be re-organized to meet the changing needs of TUSD.

Joseph Murrieta: HR Analyst

<i>Previous Job Title:</i>	Employee Relations Assistant
<i>Other considered for position:</i>	Competitive recruitment process. All documentation located in Human Resources.
<i>Credentials:</i>	2015 General Associates, Pima Community College, Tucson, AZ 2016 HR Certification, Pima Community College, Tucson, AZ
<i>Responsibilities:</i>	<ul style="list-style-type: none"> • Provides professional human resources services to District sites and departments. • Analyzes and makes recommendations to change or improve District practices related to human resources. • Coordinates centralized human resources activities and processes. • Researches and resolves issues related to human resources.

IV.K.1.a Job Description and Responsibilities

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

<i>Previous Job Title:</i>	Lisa Ann Carotenuto: Teacher Adam Duarte: Teacher Sandy Jo Herfkens: Teacher Angela Hixon: Teacher Mauria Jo Terry: Teacher
<i>Other considered for position:</i>	Competitive recruitment process. All documentation located in HR.
<i>Credentials:</i>	<u>Lisa Ann Carotenuto</u> : 2002 M.A. Teaching and Teacher Ed., University of Arizona <u>Adam Duarte</u> : 2007 B.A. Elementary Ed., University of Arizona, Tucson, AZ <u>Sandy Jo Herfkens</u> : 1996 B.A. Elementary Ed., Buena Vista University, Storm Lake, Iowa <u>Angela Hixon</u> : 2004 B.A. Education, Prescott College, Prescott, AZ <u>Mauria Jo Terry</u> : 2005 B.A. Elementary Ed., University of Arizona, Tucson, AZ
<i>Responsibilities:</i>	<ul style="list-style-type: none"> • Primary role is, with principal, to analyze student data • Create and institute an academic achievement plan for the school. • Lead cluster groups and provide demonstration lessons • Collaborate to determine the adoption of learning resources. • Partners with the principal in evaluating/observing other teachers. • Partners with the principal in sharing some of the responsibility of interacting with parents. • On average two hours per day teaching students. • Coaching and team teaching to career teacher.

IV.K.1.a Job Description and Responsibilities

Luis Flores, Professional Development Specialist

<i>Previous Job Title:</i>	Comp & Class Coordinator
<i>Other considered for position:</i>	Competitive recruitment process. All documentation located in HR.
<i>Credentials:</i>	1996 HS Diploma 1999 Associate of General Studies, Pima Community College, Tucson, AZ
<i>Responsibilities:</i>	<ul style="list-style-type: none"> • Designs, Implements, maintains and evaluates professional development program(s) for TUSD staff. • Works collaboratively with other staff and departments to design, coordinate and provide appropriate training.

Norma Gonzalez, Program Coordinator

<i>Previous Job Title:</i>	New Teacher Mentor, CIPD
<i>Other considered for position:</i>	Competitive recruitment process. All documentation located in HR.
<i>Credentials:</i>	1994 Bachelor of Arts, Elementary Bilingual Ed, University of Arizona, Tucson, AZ 2002 Master of Education, Educational Leadership (Distinction), Northern Arizona University, Flagstaff, AZ 2003 Certification in School Administration, Northern Arizona University, Flagstaff, AZ
<i>Responsibilities:</i>	<ul style="list-style-type: none"> • 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. • Provides training, organizes conferences and chair committee related to program.

Multi-Tiered System of Support SY 2016-17

Sorted by: Date of Assignment

#	Full Name	Position Date	Race / Ethnicity	Site / Location
1	Barnes, Sarah W	7/20/2016	White	Palo Verde Magnet High School
2	Bradley, Colleen	7/20/2016	White	Santa Rita High School
3	Culbertson, Diva	7/20/2016	Hispanic/Latino	Roberts/Naylor K-8 School
4	Deeds, Michelle F	7/20/2016	White	Catalina High School
5	Encinas, Brenda	7/20/2016	Hispanic/Latino	Miller Elementary School
6	Eulberg, Eric W	7/20/2016	White	Project MORE
7	Evans, Andrea Nylda	7/20/2016	Hispanic/Latino	Lynn/Urquides Elementary School
8	Gonzalez, Sylvi Korhonen	7/20/2016	White	Robison Magnet Elementary School
9	Hoover, Elizabeth	7/20/2016	Hispanic/Latino	Mission View Elementary School
10	Horton, Amy Louise	7/20/2016	White	Davidson Elementary School
11	Huss, Brian Joseph	7/20/2016	White	Secrist Middle School
12	Kelsey, Isabel	7/20/2016	Hispanic/Latino	Pueblo Gardens K-8
13	Palacio, Karla Patricia	7/20/2016	Hispanic/Latino	Valencia Middle School
14	Payne, Joshua Trevor	7/20/2016	White	Utterback Magnet School
15	Rodriguez, Rosalinda	7/20/2016	Hispanic/Latino	Pistor Middle School
16	Shivanonda, Julie A	7/20/2016	White	Howell Elementary School
17	Speight-Clark, Lynnethea J	7/20/2016	Black	Tully Elementary School
18	Stefanek, Megan Lynn	7/20/2016	White	Myers/Ganoung Elementary School
19	Summers, Debra Lynn	7/20/2016	White	Rincon High School
20	Thomas, Carol Diane	7/20/2016	White	Curriculum & Innovation
21	Thompson, Jennifer	7/20/2016	White	Curriculum & Innovation
22	Udner-Alcen, Sofia	7/20/2016	White	Curriculum & Innovation
23	Valenzuela, Andrea	7/20/2016	Hispanic/Latino	Curriculum & Innovation
24	Van Ert, Tracie	7/20/2016	White	Curriculum & Innovation
25	Wong, Carlos G	7/25/2016	Asian	Pueblo Magnet High School
26	Crawley, Ann Renee	8/4/2016	White	Lawrence Elementary School
27	Gabalton, Jeannette	8/29/2016	Hispanic/Latino	Curriculum & Innovation
28	Eisenberg, Scott Naxon	10/18/2016	White	Curriculum & Innovation
29	Adams, Cathy D	1/9/2017	White	Cholla Magnet High School
30	Noboa, Kathleen O'Hara	1/9/2017	White	Safford K-8 Magnet
31	Huang, Frederick	1/17/2017	Asian	Doolen Middle School
32	Felix, Joseph H II	1/23/2017	White	Curriculum & Innovation

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Data source: iVisions, AppliTrack and SY 15-16 report

Teacher Mentors - SY 2016-17
Sorted by: Date of Assignment

#	Name	Position Date	Race/Ethnicity	DAC
1	Paco, Karina H	7/26/2016	Hispanic/Latino	Curriculum & Innovation
2	Flannery, Joan Michelle	8/1/2016	White	Curriculum & Innovation
3	Hamilton, Lindsay Jean	8/1/2016	White	Curriculum & Innovation
4	Hernandez, Alison Nicole	8/1/2016	White	Curriculum & Innovation
5	Maleski, Rachel Ann	8/1/2016	White	Curriculum & Innovation
6	Elias, Jenna S	9/6/2016	White	Curriculum & Innovation
7	Rivera, Norma	9/26/2016	Hispanic/Latino	Curriculum & Innovation
8	Allard, Susan Lee	9/28/2016	White	Curriculum & Innovation
9	Gomez, Melinda Sue	10/3/2016	White	Curriculum & Innovation
10	Brookshire, Annie L	10/17/2016	White	Curriculum & Innovation
11	Akwaowo, Crystal Leigh	1/9/2017	White	Curriculum & Innovation

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

2/1/2017 1:29 PM IV.K.1.a. - Teacher Mentors List SY 2016-17 2.1.17

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

Sorted by: Date of Assignment

#	Full Name	Position Date	Race / Ethnicity	Site/Location
1	Cruz, Mary Carmen	8/2/2016	Hispanic/Latino	Curriculum & Innovation
2	Bieberstein, Margaret	10/31/2016	White	Curriculum & Innovation

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Data source: iVisions, AppliTrack and SY 15-16 USP report

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Restorative and Positive Practices Site Coordinatos (RPPSC) SY 2016-17

Sorted by: DESIGNATION DATE

#	Full Name	Designation Date	Race / Ethnicity	Site / Location
1	Aleshire, Seth P	8/4/2016	White	Pueblo Gardens K-8
2	Alexander, Jaquetta Lee	8/4/2016	White	Howell Elementary School
3	Almonte, Eva M	8/4/2016	Hispanic	Maldonado Elementary School
4	Ambrosio, Jennifer A	8/4/2016	White	Bonillas Basic Curriculum Magnet School
5	Anderson, Mary J	8/4/2016	White	Fruchthendler Elementary School
6	Armenta, Frank Javier	8/4/2016	Hispanic	Cholla Magnet High School
7	Barajas, Victoria Estrada	8/4/2016	Hispanic	Van Buskirk Elementary School
8	Beck, Michael Carl	8/4/2016	White	Valencia Middle School
9	Bellisario, John Edward	8/4/2016	White	Henry Elementary School
10	Bolasky, Kathryn R	8/4/2016	White	Booth/Fickett Magnet
11	Brock, Eric Scott	8/4/2016	White	Sam Hughes Elementary School
12	Brunenkant, Lucinda Peralta	8/4/2016	Hispanic	Palo Verde Magnet High School
13	Campos, Deanna P	8/4/2016	Hispanic	Bloom Elementary School
14	Campuzano, Carmen D	8/4/2016	Hispanic	Wright Elementary School
15	Carmona, Alma Leticia	8/4/2016	Hispanic	Davis Bilingual Magnet
16	Carranza, Maricella C	8/4/2016	Native American	C. E. Rose K-8 School
17	Celaya, Jesus R	8/4/2016	Hispanic	Miller Elementary School
18	Christopherson, Tamara Ann	9/12/2016	White	Oyama Elementary School
19	Cislak, Amy Corinne	8/4/2016	White	University High School
20	Conner, Lori Anne	8/4/2016	White	Carrillo Intermediate Magnet
21	Contreras, Denice A	8/4/2016	Hispanic	Borton Primary Magnet
22	Cota, Hortensia	8/4/2016	Hispanic	Mission View Elementary School
23	De Salvo, Cathryn A	8/4/2016	White	Blenman Elementary School
24	Dotson, Oscar J	8/4/2016	Hispanic	Soleng Tom Elementary School
25	Doty, Russell Wayne	8/4/2016	White	Sabino High School
26	Dudley, Anne M	8/4/2016	White	Teenage Parent Program
27	Dunbar, Robin Lynn	8/4/2016	African American	Utterback Magnet School
28	Edwards, Nathan R	8/4/2016	White	Cragin Elementary School
29	Estrella, Roberto A	8/4/2016	Hispanic	Sahuaro High School
30	Figuroa, Jennifer Ann	8/4/2016	White	Gale Elementary School
31	Filler, Larissa Ann	8/4/2016	White	Alice Vail Middle School
32	Flores, Norma Teresa	8/4/2016	Hispanic	Booth/Fickett Magnet
33	Gabaldon, Steven Paul	8/4/2016	Hispanic	Safford K-8 Magnet
34	Garcia, Deborah A	8/4/2016	Native American	Secrist Middle School
35	Gomez, Olga Montes	8/4/2016	Hispanic	Myers/Ganoung Elementary School
36	Grijalva, Helen M	8/4/2016	Hispanic	Dunham Elementary School
37	Griovis-Shah, Timothy Michael	8/4/2016	White	Grijalva Elementary School
38	Jewett, Robert D	8/4/2016	White	Sewell Elementary School
39	Johnston, Diana Marie	8/4/2016	White	Ford Elementary School
40	Kobritz, Ann B	8/4/2016	White	Lawrence Elementary School

Restorative and Positive Practices Site Coordinatos (RPPSC) SY 2016-17

Sorted by: DESIGNATION DATE

#	Full Name	Designation Date	Race / Ethnicity	Site / Location
41	La Turco, Steven Raul	8/4/2016	Hispanic	Manzo Elementary School
42	Laird, Julie A	8/4/2016	White	Robison Magnet Elementary School
43	Lambert, Brian A	8/4/2016	White	Hollinger K-8 School
44	Langford, Antoinette A	8/4/2016	African American	Collier Elementary School
45	Larochelle, Cheri D	8/4/2016	White	Hudlow Elementary School
46	Leeson, Carol A	8/4/2016	White	Cavett Elementary School
47	Lindsay, Jason Brandon	8/4/2016	White	Magee Middle School
48	Loya, Christopher	8/4/2016	Hispanic	Marshall Elementary School
49	Lugo, Maria Cristina	8/4/2016	Hispanic	White Elementary School
50	Macias-Reyes, Israel	8/4/2016	Hispanic	Project MORE
51	Mccorkle, Lisa M	8/4/2016	White	Ochoa Community Magnet School
52	Mckee, Tiffany Ewart	8/4/2016	White	Dietz K-8 School
53	Meneguín, Brenda Michelle	8/4/2016	White	Kellond Elementary School
54	Morales, Venessa Renee	8/4/2016	Hispanic	Doolen Middle School
55	Morse, Mary Gail	8/4/2016	White	Tully Elementary School
56	Olivas, Jose Luis	8/4/2016	Hispanic	Roskruge Bilingual Magnet K-8
57	Ortiz-Montoya, Rosanna A	8/4/2016	Hispanic	Maxwel
58	Palacios, James R	8/4/2016	Hispanic	Santa Rita High School
59	Rodriguez, Shawna D	8/4/2016	African American	Tucson Magnet High School
60	Romero, Augustine Francis	8/4/2016	Hispanic	Pueblo Magnet High School
61	Ross, Patricia N	8/4/2016	White	Miles E.L.C.
62	Ruiz, Marco A	8/4/2016	Hispanic	Warren Elementary School
63	Salcido, Marisa G	8/4/2016	Hispanic	Lynn/Urquides Elementary School
64	Saldamando, Dora C	8/4/2016	Hispanic	Wheeler Elementary School
65	Sanchez, Richard Henry	8/4/2016	Hispanic	Mansfeld Middle School
66	Schulter, Daniel Joseph	8/4/2016	White	Dodge Traditional Magnet Middle School
67	Sisler, Katherine J	8/4/2016	White	Borman Elementary School
68	South, Lisa G	8/4/2016	White	Whitmore Elementary School
69	Stallworth, Chelsia Y	8/4/2016	African American	Erickson Elementary School
70	Strozier, Tonya Renea	8/4/2016	African American	Holladay Magnet ES
71	Taravati, Kamren Cory	8/4/2016	White	Gridley Middle School
72	Tenace, Theresa R	8/4/2016	White	Mary Meredith K-12 School
73	Thiffault, Sandra O Camacho	8/4/2016	Hispanic	Mary Belle McCorkle K-8
74	Thomas, Chandra R	8/4/2016	African American	Robins K-8 School
75	Thomas, Lisa L	8/4/2016	White	Steele Elementary School
76	Uhrig, Jeffrey M	8/4/2016	Hispanic	Vesey Elementary School
77	Volpe, Marcia A	8/4/2016	White	Dodge Traditional Magnet Middle School
78	Walls, Emily Anne	8/4/2016	Hispanic	Lineweaver Elementary School
79	Weaver, Jason A	8/4/2016	White	Davidson Elementary School
80	Welch, Alissa Marie	8/4/2016	White	Rincon High School

Restorative and Positive Practices Site Coordinatos (RPPSC) SY 2016-17**Sorted by: DESIGNATION DATE**

#	Full Name	Designation Date	Race / Ethnicity	Site / Location
81	Wichers, Angela Marie	8/4/2016	White	Pistor Middle School
82	Wilken, Sean B	8/4/2016	White	Banks Elementary School
83	Wilson, Ryan Thomas	8/4/2016	White	Tolson Elementary School
84	Zepeda, Concepcion	8/4/2016	Native American	Roberts/Naylor K-8 School

Restorative Practices PBIS Trainers SY 2016-17

Sorted by: Name

#	Full Name	Designation Date	Race / Ethnicity	Site / Location
1	Aleshire, Seth	8/4/2016	White	Pueblo Gardens K-8
2	Armenta, Frank	8/4/2016	Hispanic	Cholla Magnet High School
3	Grivois-Shah, Timothy	8/4/2016	White	Grijalva Elementary School
4	Lambert, Brian	8/4/2016	White	Hollinger K-8 School
5	Sanchez, Richard	8/4/2016	Hispanic	Mansfeld Middle School
6	South, Lisa	8/4/2016	White	Whitmore Elementary School
7	Thiffault, Sandra	8/4/2016	Hispanic	Mary Belle McCorkle K-8
8	Thomas, Lisa	8/4/2016	White	Steele Elementary School
9	Weaver, Jason	8/4/2016	White	Davidson Elementary School



CODE: 92241
UNIT: EXC
GRADE: 3
FLSA: Exempt

CLASSIFICATION

HUMAN RESOURCE PROGRAM COORDINATOR - SENIOR

SUMMARY

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

MINIMUM REQUIREMENTS

Master's degree in Business Administration, Business Management or Human Resources, or a related field
AND

Two (2) years of experience in Human Resources or related field;

OR

Bachelor's degree in Business Administration, Business Management or Human Resources, or a related field
AND

Five (5) years of experience in Human Resources or related field;

OR

Ten years of progressive human resource/personnel experience.

Knowledge of federal and state legislative requirements related to Human Resources

Three (3) years supervisory experience

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

Any equivalent combination of experience, training, or education.

PREFERRED QUALIFICATIONS

SPHR Certification.

ADDITIONAL REQUIREMENTS AFTER HIRE

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

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

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

ESSENTIAL FUNCTIONS

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

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

Engages in research to resolve the more difficult Human Resource issues. Responds orally and in writing.

Responsible for the ability to utilize TUSD Human Resource Information Systems (HRIS) to recommend functional design, process flow improvement, and HRIS systems upgrades and improvements.

Conducts training seminars, information sessions and high level meetings.

Implements and recommends process improvement methods to management.

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

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

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

Investigate concerns of staff, parents and community members.

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

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

Analyzes data and prepares reports as requested.

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

MARGINAL FUNCTIONS

Serve on district committees as needed.

MENTAL TASKS

Communicates. Reads. Comprehends. Develops, plans, evaluates and analyzes written and verbal information and materials. Performs functions from written and oral instructions and from observing and listening to others. Interpersonal skills, such as critical thinking, problem analysis and resolution.

PHYSICAL TASKS

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

EQUIPMENT, AIDS, TOOLS, MATERIALS

Utilizes office equipment such as computers, telephones, printers and copiers. Operates a standard or automatic transmission motor vehicle.

WORKING CONDITIONS

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

CONTROL, SUPERVISION

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

M:JOB92241
New: 01/10 le
Revised: 5/13
USP Reviewed: 5/13

TUCSON UNIFIED SCHOOL DISTRICT

CODE: 62320
UNIT: Super/Conf
GRADE: 14
FLSA: Non-Exempt *

CLASSIFICATION
HUMAN RESOURCES ANALYST

SUMMARY

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

MINIMUM REQUIREMENTS

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

One year of human resources, or business management experience.

Excellent customer service skills.

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

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

Any equivalent combination of experience, training, or education.

ADDITIONAL REQUIREMENTS AFTER HIRE

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

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

ESSENTIAL FUNCTIONS

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

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

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

Researches and resolves the more difficult human resources issues.

Implements and recommends process improvement methods to management.

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

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

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

MENTAL TASKS

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

PHYSICAL TASKS

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

EQUIPMENT, AIDS, TOOLS, MATERIALS

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

WORKING CONDITIONS

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

CONTROL, SUPERVISION

Supervisory control of assigned staff.

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

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

Tucson Unified School District

Master Teacher, Elementary and Middle School
TUSD Careers Job Number: TBD

ABOUT TUCSON UNIFIED

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

Five reasons to work in Tucson Unified:

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

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

Mission Statement

The mission of the Tucson Unified School District, in partnership with parents and the greater community, is to assure each pre-K through 12th grade student receives an engaging, rigorous and comprehensive education.

The District is committed to inclusion and non-discrimination in all District activities. At all times, District staff should work to ensure that staff, parents, students and members of the public are included and welcome to participate in District activities.

Purpose of Position:

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

Role

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

Responsibilities

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

Leadership Team Participation (LT)

Analyze student data to identify student learning goals;
collaborate with site leadership on a universal school improvement plan;
create a school assessment plan;

monitor goal setting, activities
classroom follow-up and goal attainment for cluster groups and Individual Growth Plans (IGPs);
assess teacher observation results

PLC Planning and Implementation

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

Manage Teachers' Individual Growth Plans (IGPs)

oversee group of teachers in developing goals,
provide instructional interventions with proven results
facilitate teacher proficiency with the new strategies through classroom-based follow-up, and
ensure that the progression of teacher skill development is aligned with changing student learning needs

Observations/Conferencing

conduct classroom observations and conferencing for both announced and unannounced observations.

Classroom Follow-Up

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

Professional Growth

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

Evaluation

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

ADDITIONAL REQUIREMENTS AFTER HIRE

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

COMMENTS:

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

Notice of Nondiscrimination

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

TUCSON UNIFIED SCHOOL DISTRICT

CODE: 65204
GRADE: 13
UNIT: Super/Prof
FLSA: Non-Exempt *

CLASSIFICATION

PROFESSIONAL DEVELOPMENT SPECIALIST

SUMMARY

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

MINIMUM REQUIREMENTS

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

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

Experience in budgeting and financial reporting.

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

Any equivalent combination of experience, training, or education.

ADDITIONAL REQUIREMENTS AFTER HIRE

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

Proof of immunity to 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.

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

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

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

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

Attends training as required.

MENTAL TASKS

Communicates. Evaluates policies and practices and other written materials. Performs functions from written and oral instructions. Reads.

PHYSICAL TASKS

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

EQUIPMENT, AIDS, TOOLS, MATERIALS

Uses office equipment such as telephones, computers and copiers.

WORKING CONDITIONS

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

CONTROL, SUPERVISION

Supervisory control of assigned personnel.

M: JOB 65204

New: 9/2003

Revised 6/04, 12/06, 2/14

FLSA Status Chg 7/11

Revised per FLSA 12/1/2016

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



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

TUCSON UNIFIED
SCHOOL DISTRICT

CODE: 92272
UNIT: EXC (10.5 Months)
GRADE: 2
FLSA: Exempt *

CLASSIFICATION

Multi-tiered System of Support (MTSS) Facilitator

REPORTS TO:

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

SUMMARY

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

MINIMUM JOB REQUIREMENTS

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

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

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

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

Previous experience with academic behavior interventions.

Any equivalent combination of experience, training, or education.

Arizona IVP Fingerprint Clearance Card.

PREFERRED QUALIFICATIONS

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

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

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

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

Bilingual

ADDITIONAL REQUIREMENTS AFTER HIRE

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

ESSENTIAL FUNCTIONS

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

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

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

Meet deadlines.

Understand and can apply concepts of adult learning and motivation.

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

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

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

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

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

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

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

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

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

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

MENTAL TASKS

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

PHYSICAL TASKS

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

EQUIPMENT, AIDS, TOOLS, MATERIALS

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

WORKING CONDITIONS

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

CONTROL, SUPERVISION

No formal authority for control or supervision.

M:Comp and Class/JOB92272
USP Reviewed: 2/2016
Updated per FLSA 12/1/2016

*Position meets Administrative & Educational duties exemption test.
Position stays exempt



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



CODE: 35204
UNIT: Consensus (TCH)
FLSA: Exempt

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

PROFESSIONAL SKILLS REQUIRED

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

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

Works successfully with diverse populations

Demonstrates successful collaboration

ESSENTIAL FUNCTIONS

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

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

Provides training in researched-based instructional strategies to teachers and principals.

Provides support and monitoring for the successful implementation and evaluation of District instructional programs.

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

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

Develops and facilitates curriculum using instructional school improvement framework.

Supports the development of district and site level assessment framework

Supports instructional initiatives under School Improvement Grants

MENTAL TASKS

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

PHYSICAL TASKS

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

EQUIPMENT, AIDS, TOOLS, MATERIALS

Uses office equipment such as telephones, computers and copiers. Uses Microsoft Office Suite, including Outlook, Word, Excel and PowerPoint. Uses projection equipment, and other technology incorporated with curriculum such as SMART/Promethean boards.

WORKING CONDITIONS

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

CONTROL, SUPERVISION

None

M: JOB35204

New: 5/2003

Revised 6/04, 12/06, 5/07, 5/11, 5/12, 2/13

Title Change 5/11

TUCSON UNIFIED
SCHOOL DISTRICT

CODE: 64028
UNIT: Super/Prof
GRADE: 10
FLSA: Non-Exempt

CLASSIFICATION TITLE

Restorative Practices Site Coordinator

REPORTS TO:

Site Administrator

SUMMARY

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

MINIMUM REQUIREMENTS

Bachelor's Degree in Social Work or related field

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

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

PREFERRED QUALIFICATIONS

Experience working with diverse populations.

Masters degree.

Restorative Practices Training.

ADDITIONAL REQUIREMENTS AFTER HIRE

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

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

ESSENTIAL FUNCTIONS

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

Serves as the school/ site coordinator for the TUSD student mediation program (scheduling, tracking, follow up, assignment, and training)

Serves as the school/site coordinator for PBIS and all related PBIS professional development and training

Serves as the school/site's discipline team facilitator

Facilitates weekly meetings with the site discipline team to identify trends and areas of challenge with regard to student management and behavior, trends in disciplinary infractions, and any trends in racial/ethnic disparities with regard to disciplinary infractions and consequences, specifically Level 3,4, and 5 infractions.

Establish and facilitate re-integrative counseling/mentoring for students.

Coordinates school wide responses to weekly discipline team data in the areas of adjusted practices, professional development, and systematic interventions.

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

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

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

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

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

Assists students to resolve and prevent conflicts.

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

Facilitates Restorative Circles for behavioral and academic success.

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

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

MENTAL TASKS

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

PHYSICAL TASKS

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

EQUIPMENT, AIDS, TOOLS, MATERIALS

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

WORKING CONDITIONS

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

CONTROL, SUPERVISION

May coordinate, monitor or supervise the activities of subordinates.

M: Comp and Class/JOB64028
New: 12/16