

APPENDIX IV – 24

**IV.K.1.a - Job Descriptions and Responsibilities
(New 2017-18 SY)**

DAC	Name	Position Type	Previous Job Title	Others Considered for the Position	Credentials	Explanation of Responsibilities	Job Description
Doolen Middle School 1505	Carotenuto, Lisa Ann	Master Teacher	Teacher	Competitive recruitment process. All documentation located in HR.	HS Diploma BA History MA Teaching and Teacher Education	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.	✓
Doolen Middle School 1505	Flannery, Joan Michelle	Master Teacher	Teacher	Competitive recruitment process. All documentation located in HR.	HS Diploma Secondary Teaching Certification Biology Bachelor of Science Molecular Cellular Biology Bachelor of Arts Business Administration	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.	✓
Doolen Middle School 1505	Johnson-Roe, Wendy Lee	Master Teacher	Teacher	Competitive recruitment process. All documentation located in HR.	HS Diploma BA English Education Middle School Endorsement Education SEI Endorsement Structured English Immersion Bilingual Education	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.	✓
Human Resources 5068	Edwards, Martha Peyton	HR Analyst	HR Associate	Competitive recruitment process. All documentation located in HR.	HS Diploma Bachelor of Science Information Technology	Provides professional human resources services to District sites and departments. Analyzes and makes recommendations to change or improve District practices related to human resources.	✓
Human Resources 5068	Rodriguez Jr, Jose M	HR Analyst	Benefits Associate	Competitive recruitment process. All documentation located in HR.	HS Diploma BS Sociology	Provides professional human resources services to District sites and departments. Analyzes and makes recommendations to change or improve District practices related to human resources.	✓
Human Resources 5068	Ybarra, Eva Estrella	Program Coordinator Senior	New to District	Competitive recruitment process. All documentation located in HR.	HS Diploma Certificate Human Resources AA Liberal Arts General Studies/Liberal Arts AA Business Operations BS Business Management Masters of Business Administration	Provides professional human resources services to assigned functional areas of TUSD. Manages and coordinates Human Resources programs. Engages in research to resolve the more difficult Human Resources issues.	✓
Mansfeld Middle School	Jones, Joyce	Teacher Assistant	Ex Ed Teacher Asst	A collaboration between New York University on behalf of NYU Steinhardt (also known as "NYU") and the Tucson Unified School District ("District") to provide a teacher residency preparation program for students enrolled in the "Embedded Masters of Arts in Teaching" Program (also known as "EMAT") at NYU.	Associate Business Administration Bachelor Magna Cum Laude	Assists individual students and groups of students in performain their assignments in accordance with teacher guidelines. Reviews and explains lessons to them.	✓
Professional Development 5034	Akwaowo, Crystal Leigh	Teacher Mentor	New to District	Competitive recruitment process. All documentation located in HR.	HS Diploma Bachelors Arts Secondary Education Masters of Education Exception Students Education doctorate Special Education	Serves a maximum of 4 years providing support for teachers new to the profession, teachers new to TUSD, and other teachers assigned by building professional knowledge and refining instructional skills to enhance student learning and achievement.	✓
Professional Development 5034	Chamberlin, Regina Marie	Teacher Mentor	New to District	Competitive recruitment process. All documentation located in HR.	HS Diploma AA Liberal Arts B.A. Social Studies M.Ed. Curriculum and Instruction	Serves a maximum of 4 years providing support for teachers new to the profession, teachers new to TUSD, and other teachers assigned by building professional knowledge and refining instructional skills to enhance student learning and achievement.	✓
Professional Development 5034	Pizano, Marco A	Teacher Mentor	New to District	Competitive recruitment process. All documentation located in HR.	Bachelor of Education Secondary Social Studies Master of Education Administration Education and Supervision	Serves a maximum of 4 years providing support for teachers new to the profession, teachers new to TUSD, and other teachers assigned by building professional knowledge and refining instructional skills to enhance student learning and achievement.	✓
Professional Development 5034	Rincon, Lisa M	Teacher Mentor	New to District	Competitive recruitment process. All documentation located in HR.	HS Diploma Bachelor or Arts in Education Elementary Education Masters of Arts in Educational Counseling	Serves a maximum of 4 years providing support for teachers new to the profession, teachers new to TUSD, and other teachers assigned by building professional knowledge and refining instructional skills to enhance student learning and achievement.	✓

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Professional Development 5034	Ruiz, Marco A	Teacher Mentor	New to District	Competitive recruitment process. All documentation located in HR.	HS Diploma BA Bilingual Elementary Education MA Education of Gifted Students MA Education Leadership	Serves a maximum of 4 years providing support for teachers new to the profession, teachers new to TUSD, and other teachers assigned by building professional knowledge and refining instructional skills to enhance student learning and achievement.	✓
Professional Development 5034	Shupe, Stephanie Louise	Teacher Mentor	New to District	Competitive recruitment process. All documentation located in HR.	HS Diploma Fine Arts Art History Post Bach Advanced Certificate in Education	Serves a maximum of 4 years providing support for teachers new to the profession, teachers new to TUSD, and other teachers assigned by building professional knowledge and refining instructional skills to enhance student learning and achievement.	✓
Professional Development 5034	Simmons, Rachel Deurloo	Teacher Mentor	New to District	Competitive recruitment process. All documentation located in HR.	HS Diploma B.A. Sociology M.Ed Elementary Education	Serves a maximum of 4 years providing support for teachers new to the profession, teachers new to TUSD, and other teachers assigned by building professional knowledge and refining instructional skills to enhance student learning and achievement.	✓
Tucson High Magnet School 2660	Iovino, Brian James	Teaching Assistant	New to District	A collaboration between New York University on behalf of NYU Steinhardt (also known as "NYU") and the Tucson Unified School District ("District") to provide a teacher residency preparation program for students enrolled in the "Embedded Masters of Arts in Teaching" Program (also known as "EMAT") at NYU.	HS Diploma Bachelors Degree from SUNY New Paltz Bachelors Degree from Scranton	Assists individual students and groups of students in performain their assignments in accordance with teacher guidelines. Reviews and explains lessons to them.	✓

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: 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



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



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: 44001
UNIT: WHITE
GRADE: 2
FLSA: Non-Exempt

CLASSIFICATION TITLE
TEACHER ASSISTANT

SUMMARY

Assists teachers in performing their classroom teaching responsibilities.

MINIMUM REQUIREMENTS

Speak, read and write in English.
One year of experience working with youth.
High School Diploma or G.E.D.

Associate's (or higher) degree OR
60 Semester-Hour credits from an accredited institution OR
AZ Dept. of Education-approved Academic Assessment Test

Related training or education

ADDITIONAL REQUIREMENTS AFTER HIRE

Copy of diploma, transcript or test results must be submitted at time of 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.

Assists individual students and groups of students in performing their assignments in accordance with teacher guidelines. Reviews and explains lessons to them. May also assist students in the use of the English language.

Under the teacher's supervision, develops and implements lesson plans and instructs students in subjects such as creative writing, handwriting, art, language arts, social studies and math in accordance with the curriculum guide.

Assists teacher in arranging students into cooperative reading groups. Coordinates a group discussion of a story and encourages all students participation. Reinforces the development of comprehension, vocabulary and pronunciation skills.

Assists teacher in developing lesson plans for students. Implement instructional games in areas such as spelling or math to reinforce lessons. Prepares supplies and materials needed for lessons.

Scores tests, workbooks, book reports, assignments and homework in accordance with teacher's answer key. Records grades and scores in teacher's grade book or by computer entry.

Orders instructional supplies and materials and maintains the classroom inventory. Maintains student files.

Arrange field trips for students. Contacts parents to participate and arranges for transportation. Also collects money and records amount received.

Perform clerical functions such as typing, filing, laminating and copying

Compile an honor roll report and assists in the preparation of report cards for distribution. Assist teacher in the administration of tests. Translates tests. Arrange and participate in teacher/parent/staff conferences to review student's progress.

Assist students with special projects such as computer lab, cooking and sewing.

Assists students in developing their library skills in areas such as how to research, how to use the card index and how to check out a book.

MARGINAL FUNCTIONS

Prepare bulletin boards of current events and prepares display of students' works and achievements. Decorates classroom with appropriate themes during the school year.

Takes attendance. Prepare the hot lunch count of students and records amount of money received for lunch. Inform Food Service personnel of number of students ordering hot lunch.

Monitors student behavior in class. Assists teacher in disciplining students for misconduct in accordance with the Student Code of Conduct.

Arrange student learning centers for children in appropriate grade areas.

Attend and participates in instructional workshops and in-services to improve methods of instruction and performance in the classroom.

MENTAL TASKS

Communicates. Comprehends. Reads to children. Evaluates written material.

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 weights up to 25 pounds. Moderate walking, stooping, bending, reaching and sitting for extended periods may be required as a normal part of the job. Employees may be required to obtain a driver's license in some instances. 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 typewriter, copier, and computer.

WORKING CONDITIONS

Indoors. Classroom, library, lunchroom environment. Outdoors. Playground.
Exposure to noise.

CONTROL, SUPERVISION

Monitor students indoors and outdoors.

M: JOB 44001
REVIEW DATE: 2/93
Revised 7/02 & 4/03, 06/04