

**APPENDIX IV – 27**

IV.K.1.a Explanation of Responsibilities  
(New SY2018-19 Sorted by Position Type)

DAC	Name	Position Type	Previous Job Title	Others Considered for the Position	Credentials	Explanation of Responsibilities	Job Description
Doolen Middle School 1505	Sagi, Stephen John	Master Teacher	New to TUSD	Competitive recruitment process. All documents located in HR.	Bachelor of Arts 8.14.2008, U of Arizona Master of Education 5.15.2010, U of Arizona	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.	√
Palo Verde High Magnet School 2620	Badri, Yasmin Suliman	Teacher	AVID Teacher	Competitive recruitment process. All documents located in HR.	Master, Film Production/Journalism, 5/1998 Master Economics and Social Studies, 5/2002, Southern New Hampshire University MBA, 5/2014, Thunderbird School of Global Management	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	√
Dodge Traditional Magnet Middle Sc	Beasley, Otis	Teacher	New to TUSD	Competitive recruitment process. All documents located in HR.	Bachelor of Science, 1/1985, Grand Canyon University Master of Education, 5/2007, Northern Arizona University	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	√
Pistor Middle School 1527	Castillon, Leizell Perez	Teacher	New to TUSD	Competitive recruitment process. All documents located in HR.	BS Engineering, 3/2007 Technological University of the Philippines	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	√
Booth-Fickett Math/Science Magnet	Centurion, Paul	Teacher	New to TUSD	Competitive recruitment process. All documents located in HR.	BS Health Science , 2003, U of Arizona BA Spanish American Literature, 1990, AZ State University	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	√
Dodge Traditional Magnet Middle Sc	Cohen, Arnold Scott	Teacher	Substitute Teacher	ESI Substitute	Substitute certification, 5.4.16-11.30.22	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	√
Doolen Middle School 1505	Dee, David Fenton	Teacher	Substitute Teacher	ESI Substitute	BS, Embry-Riddle Aero University Master of Arts in Education Curriculum and Instruction, 6/2008, U of Phoenix	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	√
Pueblo Gardens K-8 1329	DuMontier, Benjamin John	Teacher	MS Social Studies Teacher	Competitive recruitment process. All documents located in HR.	BA History, 5/2007, Marquette University MA Latin American Studies, 5/2012, U of Arizona Ph.D. History, 5/2018, U of Arizona	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	√
Valencia Middle School 1557	Felix, Rene Antonio	Teacher	New to TUSD	Competitive recruitment process. All documents located in HR.	BA Mathematics, 1995, U of Arizona Juris Doctor, 5/1998, U of Arizona College of Law	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	√
Pistor Middle School 1527	Fioretto, Natalie Rose	Teacher	New to TUSD	Competitive recruitment process. All documents located in HR.	BA of Science, 8/6/16, James Madison University	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	√

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Palo Verde High Magnet School 2620	Garrett, Elana Faye	Teacher	New to TUSD	Competitive recruitment process. All documents located in HR.	Bachelor of Science in Accounting, 2009, Western International University	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	√
Roberts/Naylor K-8 School 1525	Gibbons, Daniel F	Teacher	New to TUSD	Competitive recruitment process. All documents located in HR.	BA Environmental Studies, 5/1984 MS Printing Technology, 11/88, Rochester Institute of Technology	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	√
Palo Verde High Magnet School 2620	Green, Dianne Smith	Teacher	Substitute Teacher	Competitive recruitment process. All documents located in HR.	Arizona College BS Family Consumer Sciences, 5/1967, U of Arizona MS Family Consumer Science, 2/1971, U of Arizona	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	√
Palo Verde High Magnet School 2620	Jordan, Anaid	Teacher	New to TUSD	Competitive recruitment process. All documents located in HR.	BA, 5/2011, U of Arizona MA Secondary Education, 12/2019, U of Arizona	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	√
Booth-Fickett Math/Science Magnet	Matzkin, Georgina Jimenez	Teacher	New to TUSD	Competitive recruitment process. All documents located in HR.	BA In Environmental Analysis and Design, 6/1997 U of California at Irvine MS in Elementary Education 5/2002, Dowling College NY	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	√
Pistor Middle School 1527	Nicolette, Daniel J	Teacher	New to TUSD	Competitive recruitment process. All documents located in HR.	BA Mathematics, 2013, Misericordia University Master in Education, 2018, Arizona State University	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	√
Booth-Fickett Math/Science Magnet	Slick, Seth Alan	Teacher	New to TUSD	Competitive recruitment process. All documents located in HR.	Bachelor of Arts Liberal Arts, 8/2010, Auburn University Masters of Fine Arts, 9/2012, New York Film Academy	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	√
Pistor Middle School 1527	Starks, Elizabeth Marie	Teacher	New to TUSD	Competitive recruitment process. All documents located in HR.	BS in Molecular Biosciences and Biotechnology, 2011, Arizona State University	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	√
Magee Middle School 1515	Turner, Tanya Cheyenne	Teacher	New to TUSD	Competitive recruitment process. All documents located in HR.	Bachelor of Science, 5/2018, U of Arizona	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	√
Valencia Middle School 1557	Waldron, Jeanna Marie	Teacher	MS Science Teacher	Competitive recruitment process. All documents located in HR.	BS in Curriculum and Instruction, 6/2005	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	√

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Pueblo Gardens K-8 1329	Wellman, Shelby Louise	Teacher	3rd Grade Teacher	Competitive recruitment process. All documents located in HR.	B of Arts, 6/2009, Gustavus Adolphus College Master of Education, 12/2016, Arizona State University	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	v
Professional Development 5034	Allard, Susan Lee	Teacher Mentor	New to TUSD	Competitive recruitment process. All documents located in HR.	Master in Education, 5/1996, U of Arizona	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.	v
Professional Development 5034	Chapin, Diane Marie	Teacher Mentor	Returning Teacher	Competitive recruitment process. All documents located in HR.	Standard Elementary Education, 1-8 9.16.15-11.28.21	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.	v
Professional Development 5034	Dadante, Elizabeth Frances	Teacher Mentor	New to TUSD	Competitive recruitment process. All documents located in HR.	Bachelor of Arts Secondary Education, 5/1990, Prescott College	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.	v
Professional Development 5034	Dadante, Elizabeth Frances	Teacher Mentor	New to TUSD	Competitive recruitment process. All documents located in HR.	Bachelor of Arts in Education, 5/1990, Prescott College	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.	v
Professional Development 5034	Dow, Cheryl Ann	Teacher Mentor	Returning Teacher	Competitive recruitment process. All documents located in HR.	Standard Elementary Education, 1-8 1.26.17-2.28.25 Standard Special Education, LD K-12 1.26.17-2.28.2025	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.	v
Professional Development 5034	Fiore, Analizbeth	Teacher Mentor	New to TUSD	Competitive recruitment process. All documents located in HR.	BA Education, 12/1986, U of Arizona MA Educational Leadership, 1/2004, U of Arizona	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.	v

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Professional Development 5034	Fiore, Analizbeth	Teacher Mentor	New to TUSD	Competitive recruitment process. All documents located in HR.	BA, Elementary Education, 1987, U of Arizona M.ED. Educational Leadership, 2004, Northern AZ University Principal Graduate Certificate, 2013, Northern AZ University	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.	v
Professional Development 5034	Hernandez, Haydee	Teacher Mentor	New to TUSD	Competitive recruitment process. All documents located in HR.	BA, Elementary Education, 1997, U of Arizona M.Ed. Educational Leadership, 2004, Northern AZ University	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.	v
Professional Development 5034	Kent, Katherine Louise	Teacher Mentor	New to TUSD	Competitive recruitment process. All documents located in HR.	BA English, 12/2011, U of Arizona Master in Education, 5/2013, U of Arizona	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.	v
Professional Development 5034	Kredich, Nicole C	Teacher Mentor	Returning to TUSD (left May 2018)	Competitive recruitment process. All documents located in HR.	Masters of Education, 5/2001, U of Arizona BA of Science in Microbiology/Chemistry, 8/1997, U of Arizona	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.	v
Professional Development 5034	Mace, Heather M	Teacher Mentor	Reading Intervention Teacher	Competitive recruitment process. All documents located in HR.	Bachelor of Arts, 5/2001, University of Nebraska-Lincoln Master of Education, 8/2003, AZ State University	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.	v
Professional Development 5034	Maxwell, Jill Schafer	Teacher Mentor	Teacher 1st & 2nd grade	Competitive recruitment process. All documents located in HR.	Bachelor of Science, 2002, University of PHX MAED Elementary Education, 2005, University of PHX	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.	v
Professional Development 5034	Miles, Christina Louise	Teacher Mentor	Teacher 1st & 5th grade	Competitive recruitment process. All documents located in HR.	Bachelor of Arts in Music, 8/1989, U of Arizona Master of Arts, 11/1992, Chapman University	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.	v

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Professional Development 5034	Nunez, Yolanda Isabel	Teacher Mentor	New to TUSD	Competitive recruitment process. All documents located in HR.	Bachelor of Science, 12/1996, U of Arizona Master of Education, Educational Leadership, 12/2004, Northern AZ University	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.	v
Professional Development 5034	Pizano, Marco A	Teacher Mentor	Principal (Returning to TUSD since 12/2017)	Competitive recruitment process. All documents located in HR.	Bachelor of Arts, Secondary Social Studies, 2000, U of Arizona Master of Education, 2008, Northern AZ University Master of Education Educational Administration and Supervision, 2014, Arizona State University	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.	v
Professional Development 5034	Quijada, Marcos A	Teacher Mentor	Dean of Students	Competitive recruitment process. All documents located in HR.	BS Education, 6/1984, Northern Arizona University MA Education, 6/1996, Northern Arizona University	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.	v
Professional Development 5034	Ruiz, Marco A	Teacher Mentor	Teacher Mentor	Competitive recruitment process. All documents located in HR.	Bachelor of Arts Elementary Bilingual Education K-8, 1986, U of Arizona Master of Arts, Education of Gifted Students, 1996, U of Arizona Master of Education, Education Administration, 2010, Grand Canyon University	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.	v
Professional Development 5034	Santiesteban, Melinda J	Teacher Mentor	New to TUSD	Competitive recruitment process. All documents located in HR.	BA Education with Science emphasis, 2011, Phoenix M.ED - Education Leadership, 2013, Northern AZ University	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.	v
Professional Development 5034	Silverman, Nancy Grace	Teacher Mentor	Returning to TUSD (left 2016)	Competitive recruitment process. All documents located in HR.	Arizona Teacher Proficiency Assessment-Elementary Education, Professional Knowledge, 11.20.1999 Standard Elementary Education, 1-8, 6.18.14-7.5.20 (SEI, K-12, Early Childhood Education, birth-age8)	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.	v

## 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 12<sup>th</sup> 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 NJET)*  
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.



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

**CLASSIFICATION**  
CERTIFIED TEACHER

**SUMMARY**

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

**MINIMUM REQUIREMENTS**

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

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

**ADDITIONAL REQUIREMENTS AFTER HIRE**

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

**ESSENTIAL FUNCTIONS**

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

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

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

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

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

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

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

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

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

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

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

Collaborate with specialists as needed to assist students.

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

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

**MARGINAL FUNCTIONS**

Order classroom supplies and instructional materials.

**MENTAL TASKS**

Communicates- verbally and in writing. Reads. Analyze and evaluate student progress and course curriculum. Develop, implement and evaluate plans. Manages classroom. Promotes learning and ensures safety. Perform functions from written and oral instructions and from observing and listening to others. Evaluate written materials to include written assignments and tests.

**PHYSICAL TASKS**

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

**EQUIPMENT, AIDS. TOOLS. MATERIALS**

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

**WORKING CONDITIONS**

Indoor - classroom environment. Outdoor - all weather conditions and temperatures. Playground environment. Contact with the public, employees, children and parents. Exposure to noise, dusts, gas and fumes.

**CONTROL. SUPERVISION**

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

M: JOB35001

Review: 10/1992

Revised: 8/2002, 6/04



Job Code: 350013  
Unit: TCH  
FLSA: Exempt

JOB TITLE

TEACHER MENTOR

SUMMARY

The Teacher Mentor position serves a maximum of 4 years providing support for teachers new to the profession, teachers new to Tucson Unified School District (TUSD), and other teachers as assigned by building professional knowledge and refining instructional skills to enhance student learning and achievement. This position serves as a facilitator, coach, resource, and advocate for teachers, and will provide professional development opportunities as appropriate.

MINIMUM JOB REQUIREMENTS

Valid Arizona teaching certificate, with Structured English Endorsement (SEI)

Arizona IVP fingerprint clearance card

Five years teaching experience

Proven outstanding classroom teaching performance as evidenced by performance evaluation results

Two (2) years experience working with adult learners

Experience analyzing and interpreting student achievement data and its application to instruction

Experience working with district adoptions and initiatives

Experience providing job-embedded professional development such as coaching teachers.

*Availability to work flex hours as needed, to include evenings and weekends.*

PREFERRED QUALIFICATIONS

Master's Degree in Education

Two (2) years experience within Tucson Unified School District

ADDITIONAL REQUIREMENTS AFTER HIRE

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

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

ESSENTIAL FUNCTIONS

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

Attend and participate in mentor trainings and forums.

Attend TUSD professional development about instructional best practices and content.

Attend summer trainings.

Work with a caseload of 15 new teachers.

Travel to multiple school sites to work with teachers.

Provide consistent, job-embedded support to each assigned new teacher once a week-dedicating an average of two hours per teacher per week.

Apply training about the skills of an effective mentor.

Use the Professional Teaching Standards as a tool to guide new teachers.

Identify new teacher needs and tailor support.

- Improve teacher skill and capacity through on-site coaching and mentoring.
- Help new teachers become familiar with school procedures.
- Help new teachers become familiar with school and district resources.
- Co-develop lesson plans.
- Model lessons, strategies or procedures.
- Suggest options for dealing with student behavior.
- Assist with room arrangement to facilitate effective lesson delivery.
- Employ a systematic approach to classroom observation beginning with a planning conference with new teacher, followed by an observation that includes gathering data and ending with a follow up conference to provide feedback.
- Use program protocols to collect and share classroom data with new teachers.
- Share strategies for student assessment and evaluation.
- Work with new teachers to examine examples of student work in order to assess student learning.
- Assist new teachers in preparing for communication with parents.
- Engage teachers in reflective conversations about issues or concerns.
- Guide new teachers in reflection to identify areas of strength and areas for professional growth.

Document activities in a work log and report to New Teacher Induction Coordinator.

Collaborate with program coordinator to maintain an accurate, updated caseload list of new teachers.

Maintain a schedule which is aligned to school site schedules.

Document classroom observations and follow-up with teachers.

Communicate directly with principal, new teachers, and district level personnel.

Collaborate with district content area specialists to support teachers in the implementation of curriculum.

Collaborate with coordinator and other mentors to provide professional development for new teachers.

Meet regularly with program coordinator and other mentors.

Collaborate with program coordinator to provide information to school leaders about supporting new teachers.

### **MENTAL TASKS**

Communicates- verbally and in writing. Reads. Assesses needs and progress and plans support. Develops, implements, and evaluates plans. Performs functions from written and oral instructions and from observing and listening to others.

### **PHYSICAL TASKS**

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

### **EQUIPMENT, AIDS, TOOLS. MATERIALS**

Uses blackboard, whiteboard, easel, bulletin board, chalk, markers, and office or instructional equipment, such as telephones, fax-machines, computers and associated technology.

**WORKING CONDITIONS**

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

**CONTROL SUPERVISION**

Monitor control Teachers

M: JOB350013

New: 1/08

Revised 4/09,9/12, 2/13