

APPENDIX V – 88

Hire Date	DAC	Name	Position Type	Previous Job Title	Others Considered for the Position	Credentials	Explanation of Responsibilities	Job Description
7/30/2018	Curriculum Development 5040	McLemore, Deanna Samantha	Administrative Assistant	New to District	Competitive recruitment process. All documentation located in HR.	Bachelor of Science, Business Management, 2009, U of Phoenix	Acts on administrative decisions and provides confidential secretarial or office support.	√
8/20/2018	Alternative to Suspension 5031	Gonzalez, Melinda Ann	Behavior Intervention Monitor	New to District	Competitive recruitment process. All documentation located in HR.	Diploma, Cholla HS Social Services Certificate, 1/1991, 153 hours of college credit at Pima Community College	Provide support for the Behavior Intervention Program under the direction of the Principal. Mentor, conduct dialogues with students. Serve as liaison between students and the administration, maintain documentation and monitor after-school detention.	√
9/4/2018	Palo Verde High Magnet School 262	Burns-Wortham, Carol Marie	Coordinator-CollCareerReadiness	New to District	Competitive recruitment process. All documentation located in HR.	Bachelor of Arts, 4/2005, Saginaw Valley State University Master of Arts Counseling, 4/2009, Oakland University Doctorate of Philosophy, 4/2019, Oakland University	Intention student equal academic access, student advocacy and college and career readiness. Provides activities and services to meet the needs of students.	√
7/30/2018	Alternative to Suspension 5031	Juhasz, Megan Rose	Instructional Spec-Gen Subj	New to District	Competitive recruitment process. All documentation located in HR.	Bachelor of Science, Hotel Management, 8/2017, Northern Arizona University	Assists regular and special education students in subject(s) for instructional programs.	√
10/29/2018	Alternative to Suspension 5031	Velarde, Shantay	Instructional Spec-Gen Subj	Teacher Assistant at Lynn Urquides	Competitive recruitment process. All documentation located in HR.	BS Early Childhood Education, 5/2019, Grand Canyon University	Assists regular and special education students in subject(s) for instructional programs.	√
7/18/2018	Miller Elementary School 1308	Aragon, Lindsey	Multi-Tiered System of Support Facilitator (M	New to District	Competitive recruitment process. All documentation located in HR.	Bachelors Elementary Education, 12/2010, U of Arizona	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.	√
9/20/2018	Cragin Performing Arts Magnet ES	Brock, Ashley Elizabeth	Multi-Tiered System of Support Facilitator (M	New to District	Competitive recruitment process. All documentation located in HR.	BS in Elementary Ed, 12/1998, Northern Arizona University Master in Sp Ed, 5/2001, Northern Arizona University	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.	√
10/19/2018	Tully Elementary Magnet School 14	Johnson-Marlow, Jennifer Erin	Multi-Tiered System of Support Facilitator (M	MTSS Facilitator	Competitive recruitment process. All documentation located in HR.	M.Ed. Administration, Ex Ed, 10/2007, Northern Arizona University	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.	√
7/18/2018	Utterback Middle School of the Art	Lynch, Jacqueline Ann	Multi-Tiered System of Support Facilitator (M	MTSS Facilitator	Competitive recruitment process. All documentation located in HR.	BA General Studies, 5/1989, U of Arizona MA Ed SPED Emotional Dis., 5/1993, The George Washington University School Counseling Certificate, 5/1997, University of Phoenix Ed Leadership Principal Certificate, 12/2011, U of Arizona	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.	√

10/18/2018	Howell Elementary School 1245	Morondos, Matthew A	Multi-Tiered System of Support Facilitator (M	Teacher	Competitive recruitment process. All documentation located in HR.	Bachelors Elementary Education, 5/2006, U of Arizona	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.	√
7/30/2018	Robison Elementary School 1353	Powers, Tiffany D	Multi-Tiered System of Support Facilitator (M	New to District	Competitive recruitment process. All documentation located in HR.	BA Special Education, 5/2004, Western New Mexico University MA Educational Leadership, 5/2008, Northern Arizona University ED.D. Educational Leadership, 12/2018, Northern Arizona University	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.	√
7/24/2018	Fine Arts 5047	DeBretto, Miranda Lee	OMA Arts Integration Spec	New to District	Competitive recruitment process. All documentation located in HR.	Bachelor of Music Education, 5/2016, Illinois State University Master of Music, 5/2018, U of Arizona	Enhances student achievement through integrating the arts with core curriculum. The teacher collaborates with principals, curriculum specialists, and classroom teachers to provide the direct delivery of quality arts instruction to students through critical thinking, creative problem solving, and multicultural perspectives.	√
1/7/2019	Fine Arts 5047	Hebl, Marc Richard	OMA Design Team Artist	OMA teaching Artist	Competitive recruitment process. All documentation located in HR.	BA.BFA.BS, 5/2002, U of Arizona AA.AS.AA, 5/2004 Pima Community College	Collaboratively designs, supports and oversees all levels of OMA professional development and facilitates the dissemination of the OMA Arts Integration Program in schools throughout the TUSD.	√
7/30/2018	Fine Arts 5047	Moore, Jose Leonardi	OMA Design Team Artist	OMA teaching Artist	Competitive recruitment process. All documentation located in HR.	Bachelors, 5/2004, Conseratoria de Musica de Puerto Rico Masters, 5/2007, U of Ohio/University of Akron Doctorate, 12/2015, U of Arizona	Collaboratively designs, supports and oversees all levels of OMA professional development and facilitates the dissemination of the OMA Arts Integration Program in schools throughout the TUSD.	√
11/19/2018	Mexican American Student Services	Fierro, Ana Victoria	Program Specialist	New to District	Competitive recruitment process. All documentation located in HR.	BA, Psychology, Human Development, 5/2010, U of California Master of Arts, Early Childhood, 5/2012, U of Arizona	Provide both direct and indirect support services district-wide. The MASSD Program Specialist analyze data, evaluate program success and ensure that the goals and objectives for the department are met.	√
8/20/2018	Mexican American Student Services	Gaxiola, Elizabeth	Program Specialist	New to District	Competitive recruitment process. All documentation located in HR.	Bachelor of Arts, Political Science, 5/1994, U of Arizona Master of Arts, Language Reading and Culture, 12/2017, U of Arizona Ph.D., Language, Reading and Culture, EGD 5/2021, U of Arizona	Provide both direct and indirect support services district-wide. The MASSD Program Specialist analyze data, evaluate program success and ensure that the goals and objectives for the department are met.	√
8/2/2018	Mexican American Student Services	Teran, Priscilla G	Program Specialist	Temp Hourly Summer Work-Classified	Competitive recruitment process. All documentation located in HR.	Bachelor of Fine Arts, 5/11/02, U of Arizona Masters of Arts, 5/17/14, U of Arizona	Provide both direct and indirect support services district-wide. The MASSD Program Specialist analyze data, evaluate program success and ensure that the goals and objectives for the department are met.	√

8/2/2018	Mexican American Student Services	Torres, Guillermina	Program Specialist	Temp Hourly Summer Work-Classified	Competitive recruitment process. All documentation located in HR.	Bachelor of Science in Psychology, 5/2016, University of Phoenix	Provide both direct and indirect support services district-wide. The MASSD Program Specialist analyze data, evaluate program success and ensure that the goals and objectives for the department are met.	√
7/18/2018	Dietz K-8 School 1197	Fimbres, Jason Q	Restorative Practice Facilitator	New to District	Competitive recruitment process. All documentation located in HR.	Bachelors Social and Criminal Justice, 5/2014, Ashford University Masters Educational Leadership K-12, 5/2018, Northern Arizona University	Serve as coordinator for restorative practices campus wide, shall inform the school administration of identified trends and challenges with regard to campus discipline, and shall serve as the facilitator with regard to the school's implementation of PBIS.	√
7/18/2018	Tucson High Magnet School 2660	Lawlor, Mercedes L	Restorative Practice Facilitator	New to District	Competitive recruitment process. All documentation located in HR.	BS family studies and Human development, 2014, AZ state University	Serve as coordinator for restorative practices campus wide, shall inform the school administration of identified trends and challenges with regard to campus discipline, and shall serve as the facilitator with regard to the school's implementation of PBIS.	√
10/15/2018	Valencia Middle School 1557	Lopez, Rachel Rebecca	Restorative Practice Facilitator	New to District	Competitive recruitment process. All documentation located in HR.	BA Human Services, 10/2007, Prescott College MSW Children, Youth & Families Specialist, 5/2012, AZ State University	Serve as coordinator for restorative practices campus wide, shall inform the school administration of identified trends and challenges with regard to campus discipline, and shall serve as the facilitator with regard to the school's implementation of PBIS.	√
7/24/2018	Valencia Middle School 1557	Clayberg, Katharine A	Teacher	New to District	Competitive recruitment process. All documentation located in HR.	BA English & Creative Writing, 2003, 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.	√
2/1/2019	Cholla High School 2615	Collin, Daniel L	Teacher	New to District	Competitive recruitment process. All documentation located in HR.	BA Political Science, History Social Studies, 5/1991, 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.	√
7/24/2018	Alternative to Suspension 5031	Combs, Christy Lynn	Teacher	New to District	Competitive recruitment process. All documentation located in HR.	BA Elementary Education, 5/1994, U of Iowa MA Educational Administration, 2011, U 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.	√
7/24/2018	Catalina High School 2610	Gutierrez, Brisa	Teacher	New to District	Competitive recruitment process. All documentation located in HR.	BS Political Science, 1994, AZ State University MA Education, 1998, Northeastern 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.	√

7/24/2018	Roskruge Bilingual Middle Magnet	Karna, John Dennis	Teacher	New to District	Competitive recruitment process. All documentation located in HR.	MS 1972, University of Washington Doctor of Jurisprudence, 1985, University of Puget Sound College of Law Master of Divinity, 2000, Fuller Theological Seminary college of Theology Th.D., 2008, El Seminario Convenio de La Fe Master of Law, 2016, U of Arizona Law school	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.	√
7/24/2018	Roskruge Bilingual Middle Magnet	Murrieta Garza, Dora Luz	Teacher	New to District	Competitive recruitment process. All documentation located in HR.	Bachelor of Arts, 12/1997, U of Arizona Systems Engineer and Spanish Minor	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.	√
7/30/2018	Cholla High School 2615	Pina, Marie Rita	Teacher	Returning Teacher	Competitive recruitment process. All documentation located in HR.	Bachelor in Education History, 5/16/1987, 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.	√
9/21/2018	Grijalva Elementary School 1231	Saini, Poonam	Teacher	New to District	Competitive recruitment process. All documentation located in HR.	Bachelor of Arts in Education, 6/16/04, Panjab 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.	√
7/23/2018	Rincon High School 2640	Strack, Michael David	Teacher	New to District	Competitive recruitment process. All documentation located in HR.	BA English Education, 5/2004, Bethany College MS. Ed Curriculum and Instruction, 5/2015, Fort Hays 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.	√
7/30/2018	Alternative to Suspension 5031	Suarez-Hairgrove, Sandra L	Teacher	Teacher. Returning to TUSD since 2015	Competitive recruitment process. All documentation located in HR.	BA in Education, 12/2000, 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.	√
7/24/2018	Alternative to Suspension 5031	Truckenmiller, Matthew James	Teacher	New to District	Competitive recruitment process. All documentation located in HR.	BA Cross Categorical Special Education K-12 and Elementary Ed, 12/2013, Western Governors 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.	√

8/1/2018	Language Acquisition 5028	Ledvina, Lisa Ann	Teacher Reading Recovery	New to District	Competitive recruitment process. All documentation located in HR.	BA elementary Education, 1992, U of Arizona M.ED. Elementary Education, 8/2005, 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.	√
11/29/2018	Secrist Middle School 1537	Al Najjar, Lara Butrus Ayooob	Teacher-In-School Intervention	School Community Liaison	Competitive recruitment process. All documentation located in HR.	BA English, 1/1999, Mousel University	Supervises students who are reassigned to in school suspension for disciplinary reasons.	√
7/24/2018	Catalina High School 2610	Brownstone, Kathryn June	Teacher-In-School Intervention	New to District	Competitive recruitment process. All documentation located in HR.	Associate of Arts, Education, Hesston College Bachelor of Arts, Secondary Extended English Ed, U of Arizona	Supervises students who are reassigned to in school suspension for disciplinary reasons.	√
7/24/2018	Magee Middle School 1515	Burnison, Ryan Wayne	Teacher-In-School Intervention	New to District	Competitive recruitment process. All documentation located in HR.	Bachelor of Science, 12/2015, Wayne State College Associate of Arts, 5/2012, Iowa Western Community College	Supervises students who are reassigned to in school suspension for disciplinary reasons.	√
8/7/2018	Booth-Fickett Math/Science Magnet	Henson, Eric D	Teacher-In-School Intervention	New to District	Competitive recruitment process. All documentation located in HR.	BA General Studies, 2008, Western New Mexico University BS Kinesiology, 2009, Western New Mexico University Master Education, 2014, North Central University	Supervises students who are reassigned to in school suspension for disciplinary reasons.	√
2/14/2018	Safford K-8 1535	Tenace, Angela L	Teacher-In-School Intervention	New to District	Competitive recruitment process. All documentation located in HR.	Associated degree Liberal Arts, 5/2005, Pima Community College BS Elementary Education, 12/2008, Northern Arizona University	Supervises students who are reassigned to in school suspension for disciplinary reasons.	√
11/1/2018	Sabino High School 2645	Williams, Bruce A	Teacher-In-School Intervention	Learning Supports Coordinator	Competitive recruitment process. All documentation located in HR.	BS Education, 1/1984, Lubbock Christian College Masters in Educational Leadership, Northern AZ University	Supervises students who are reassigned to in school suspension for disciplinary reasons.	√
7/30/2018	Mary Belle McCorkle Academy of E	Aubrey, Elisa A	Teaching Assistant	New to District	Competitive recruitment process. All documentation located in HR.	HS Diploma, Nogales HS Associates, Computer Aided Drafting and Architecture, 3/1996	Assists teachers in performing their classroom teaching responsibilities.	√
8/3/2018	Bloom Elementary School 1128	Edgar, Awilda I	Teaching Assistant	New to District	Competitive recruitment process. All documentation located in HR.	Bachelors- Spanish, Rutgers University Master Education, U of Arizona	Assists teachers in performing their classroom teaching responsibilities.	√
10/15/2018	Roskruge Bilingual Middle Magnet	Gomez, Hilda Elisa	Teaching Assistant	New to District	Competitive recruitment process. All documentation located in HR.	Associate of Arts General Studies, 2012, Pima Community College	Assists teachers in performing their classroom teaching responsibilities.	√
7/30/2018	Mary Belle McCorkle Academy of E	Martinez, Brianda	Teaching Assistant	New to District	Competitive recruitment process. All documentation located in HR.	Bachelor Spanish Translations and Interpretations, 12/2018, U of Arizona	Assists teachers in performing their classroom teaching responsibilities.	√
7/30/2018	Grijalva Elementary School 1231	Padilla, Elia	Teaching Assistant	ESI Leased employee	Competitive recruitment process. All documentation located in HR.	BA in Education, 6/1982, Escuela Normal Experimental	Assists teachers in performing their classroom teaching responsibilities.	√
9/17/2018	Hollinger K-8 School 1233	Reyes, Esperanza	Teaching Assistant	New to District	Competitive recruitment process. All documentation located in HR.	Associate in Engineering, 3/2013 Bachelor of Science, 3/2013, U of PHX MBA, 6/2015, U of PHX	Assists teachers in performing their classroom teaching responsibilities.	√
12/17/2018	Roskruge Bilingual Middle Magnet	Rogers, Anne Joan	Teaching Assistant	New to District	Competitive recruitment process. All documentation located in HR.	BA Fine Arts, 12/1989, University of Texas Austin	Assists teachers in performing their classroom teaching responsibilities.	√
10/29/2018	Davis Bilingual Elementary Magnet	Salgado Hermosillo, Martina Angelica	Teaching Assistant	New to District	Competitive recruitment process. All documentation located in HR.	Bachelor in Education Social Sciences and Humanities, 05/30/1986, Universidad de Baja California	Assists teachers in performing their classroom teaching responsibilities.	√

8/3/2018	Bloom Elementary School 1128	Valdez Jimenez, Ana M	Teaching Assistant	New to District	Competitive recruitment process. All documentation located in HR.	BA Psychology, 2014, Universidad de Sonora, Hermosillo Campus	Assists teachers in performing their classroom teaching responsibilities.	√
2/4/2019	Bloom Elementary School 1128	Valenzuela, Yvette Yolanda	Teaching Assistant	New to District	Competitive recruitment process. All documentation located in HR.	BA English, 5/2001, U of Arizona	Assists teachers in performing their classroom teaching responsibilities.	√
12/3/2018	Pueblo High School 2630	Vargas, Bethzaida	Teaching Assistant	New to District	Competitive recruitment process. All documentation located in HR.	HS Diploma, Academia Adventista del Oeste Mayaguez, Puerto Rico Integrative Studies, 8/2021, Oakland University	Assists teachers in performing their classroom teaching responsibilities.	√
8/2/2018	Hollinger K-8 School 1233	Wascher, Carolyn A	Teaching Assistant	New to District	Competitive recruitment process. All documentation located in HR.	Associate, Bachelors Child Development, 11/2010, ITSON	Assists teachers in performing their classroom teaching responsibilities.	√



CODE: 41187
UNIT: White Collar
GRADE: 9
FLSA: Non-Exempt

CLASSIFICATION

Administrative Assistant

SUMMARY: Acts on administrative decisions and provides confidential secretarial or office support. May have additional functions specific to area of assignment.

MINIMUM REQUIREMENTS

Four (4) years Business/Office Experience

Basic knowledge of accounting/bookkeeping practices and principals

Proficient using 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.

PREFERRED QUALIFICATIONS

Supervisory Experience

ESSENTIAL FUNCTIONS

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

Provides confidential administrative/secretarial support to supervisor and staff and may manage office activities. May have additional functions specific to area of assignment.

Greets visitors, receives and distributes telephone calls, messages and mail. Sorts, screens and prioritizes supervisor's mail and attaches relevant information. Monitors departmental email; answers, sorts, screens, and attaches relevant information when forwarding

Coordinates or monitors and/or supervises the activity of classified staff, temporary workers and/or student helpers; provides training as appropriate. Arranges for substitute personnel; orients and explains policies and procedures to substitutes.

Investigates and responds to concerns of parents, staff, administrators, district offices, public agencies and the general public. Serves as a reference source on district and board policies and procedures.

Serves as resource to parents and staff for the interpretation of interscholastic regulations.

Coordinates with vendors, delivery persons and TUSD property control regarding miscellaneous equipment, athletic equipment and supplies.

Composes, types, and transcribes correspondence, reports, meeting minutes, agendas and personnel forms. Maintains files.

Assists supervisor with special projects.

Assists with specialized clerical functions and special projects.

Coordinates schedules, appointments, and arranges for meetings and in-services. Prepares information necessary for appointments, meetings, or in-services. Coordinates out of town travel arrangements.

Researches information to assist supervisor with the compilation of reports.

Maintains and reconciles budgets/funds for various activities. Monitors account expenditures. Recommends transfer of funds to meet changing requirements and ensure that limits are not exceeded.

Orders equipment and office supplies as approved by supervisor. Maintains records of purchase orders, invoices and requisitions. Contacts vendors for purchases, obtain quotes, evaluate prices and quality and recommend selection of vendors. Acknowledges receipt of equipment and supplies received and approve invoices for payment.

Coordinates and prepares bids for special equipment and supplies for solicitation and Purchasing Department.

May approve requisitions within funding limitations.

Maintains the inventory stock levels of office and instructional supplies.

Performs annual equipment and supply inventory verifications.

Coordinates the collection and submission of Board Agenda items as required and verifies for content, completeness and accuracy.

Assists supervisor with payroll for department staff. Processes timesheets, ensuring accuracy and completeness. May prepare time sheets for teachers who have extra duty school activities. Makes payroll calculations as needed. Distributes paychecks.

Handles limited amounts of money within established guidelines.

MARGINAL FUNCTIONS

May serve as a Notary Public

MENTAL TASKS

Communicating. Comprehending. 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 telephone, computers, copiers, fax, printers, calculators, shredding machine, manuals, and forms.

WORKING CONDITIONS

Indoors. Office environment. Contact with public and employees.

CONTROL, SUPERVISION

Supervises and monitors employees and student aides.

M:JOB41187
New: 6/14



CODE: 45045
UNIT: WHITE COLLAR
GRADE: 6
FLSA: Non-Exempt

CLASSIFICATION TITLE

BEHAVIOR INTERVENTION MONITOR

SUMMARY

Provide support for the Behavior Intervention Program under the direction of the Principal. Monitor and conduct dialogues with students, serves as liaison between students and the administration, maintain documentation, and monitor after-school detention.

MINIMUM REQUIREMENTS

High School Diploma or G.E.D.

Associate's (or higher) degree, or two-years (60 Semester-Hour credits) of study at an institute of higher learning.

OR

Completion of an AZ Department of Education-approved Academic Assessment Test.

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

Two years of experience working with students.

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 training, education or experience that meets the minimum requirements will be accepted.

PREFERRED QUALIFICATIONS

Experience with Mojave software.

Experience as a Teachers Aide.

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.

Assists regular and Special Education students in behavior intervention programs.

Monitor students' individual tutorials on social/emotion competencies.

Facilitate and assist students to complete computer based modules.

Monitor and assist students in maintaining passing grades in classes.

Conduct dialogues with students about behaviors.

Plan weekly follow-up appointments for continuing dialogues on changing behaviors.

Schedule students for follow-up appointments with counselors, peer mediators, probation officers or with other appropriate agencies.

Serve as a liaison between students, teachers and administrators.

Prepare and maintain records and documentation on student contacts.

Monitor students in after-school or lunch detention, parent conferences or related programs.

Observe the behavior of students, gathers information regarding that behavior and its frequency, and documents it.

MENTAL TASKS

Communicates – verbally and in writing. Performs functions from oral and written instructions and from observing others.

PHYSICAL TASKS

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

EQUIPMENT, AIDS, TOOLS, MATERIALS

Use office equipment and materials such as fax, copier, and computer.

WORKING CONDITIONS

Indoor. Classroom and shop environment. Outdoor. Playground environment. Contact with students, employees and public.

CONTROL, SUPERVISION

None.

M: JOB45045
New: 5/08
Revised 2/14

CODE: 92268
Unit: EXC
Grade: 01
FLSA: Exempt

CLASSIFICATION

COLLEGE AND CAREER READINESS COORDINATOR

SUMMARY

Through the implementation of the National Career Development Guidelines, with specific attention to restorative practices, intentional student equal academic access, student advocacy and college and career readiness, provides activities and services to meet the needs of the students. Consult with teachers, staff and parents and provide support to other educational programs and the Post Unitary Status Plan.

MINIMUM REQUIREMENTS

Masters degree in School Guidance and Counseling or a related area.

PREFERRED REQUIREMENTS

Arizona School Guidance and Counseling Certificate.

Experience working with diverse populations.

Arizona Teacher's Certification.

Three years experience as a teacher.

Three years experience as a school counselor.

Bilingual – Spanish/English.

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.

ESSENTIAL FUNCTIONS

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

Guide and counsel groups and individuals

- Conduct guidance learning activities (lessons) in classrooms and in small groups that meet the National Career Development Guidelines.
- Provide age-appropriate restorative school culture and climate learning activities for students and families
- Provide age-appropriate college and career readiness learning activities for students and families.
- Provide resources and information to help students take appropriate steps toward implementing their educational and career plans.

Consult with teachers, staff and parents

- Consult with and/or be a resource person for teachers to facilitate the infusion of the National Career Development Guidelines into the regular educational curricula with specific attention to restorative practices, intentional student equal academic access, student advocacy and college and career readiness.
- Conduct in-service programs for faculty, parents, and community members.

- Conduct or provide opportunities for parent education programs.

Evaluate and revise the program:

- Use data to assess and evaluate progress.
- Comply with TUSD Post Unitary Status Plan
- Complete all required program documentation.

MENTAL TASKS

Communicating. Reading. Performs functions from written and oral instructions and from observing/listening to 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. Requires vision and hearing and the ability to speak, write, print and draw. May require lifting weights up to 50 pounds (children). Verbal communicative ability required.

WORKING CONDITIONS

Indoor. Classroom environment. All weather conditions/temperatures. Contact with the public, employees, children and parents. May have exposure to noise.

M:JOB35310

New: 4/10

CODE: 44011
UNIT: WHITE COLLAR
GRADE: 6
FLSA: Non-Exempt

CLASSIFICATION TITLE

INSTRUCTIONAL SPECIALIST – GENERAL SUBJECTS

*(*the subjects will vary in the minimum qualifications and the equipment used will vary depending on the job.)*

SUMMARY

Instruct students in class subjects related to TUSD curriculum.

MINIMUM REQUIREMENTS

High School Diploma or G.E.D.

Associate's (or higher) degree, or two-years (60 Semester-Hour credits) of study at an institute of higher learning

OR

Completion of an AZ Department of Education-approved Academic Assessment Test.

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

Two years of experience (*department must provide subject(s) before advertisement).

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.

PREFERRED QUALIFICATIONS

Experience as a teacher aide.

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.

Employees assigned to certain sites that are working towards or hold NAEYC (National Association for the Education of Young Children) accreditation, are required to have or be pursuing ECE (Early Childhood Education) certification; ECE Certification is required within two years of hire.

ESSENTIAL FUNCTIONS

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

Assists regular and Special Education students in subject(s) for instructional programs.

Implements lesson plans for students to include tasks and projects in a variety of subjects.

Corrects tests and book reports for content, grammar, spelling and sentence structure. Administers tests.

Plans and conducts informational lectures in subject areas.

Assists teacher with classroom instruction and in the preparation of tests for students. Distributes workbooks and recommends homework assignments to teacher.

Demonstrates the use and safety of hand and power equipment and materials.

Assists students in the preparation of school projects.

Prepares materials and substances for class projects.

Maintains the inventory of equipment and tools. Orders materials for projects as approved by principal.

MENTAL TASKS

Communicates. Performs functions from oral and written instructions and from observing others.

PHYSICAL TASKS

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

EQUIPMENT, AIDS, TOOLS, MATERIALS

Department must provide the equipment, tools, aids, materials required.

WORKING CONDITIONS

Indoor. Classroom and shop environment. Outdoor. Playground environment. Contact with students, employees and public.

CONTROL, SUPERVISION

None.

M: JOB44011

9/1999

Revised 11/99, 7/02, 4/03, 6/04, 8/04

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.

TUCSON UNIFIED

SCHOOL DISTRICT

CODE: 33003
UNIT: TCH
FLSA: Exempt

CLASSIFICATION

Teacher - OMA Arts Integration

SUMMARY

The OMA Arts Integration Teacher is committed to enhancing student achievement through integrating the arts with core curriculum. The teacher collaborates with principals, curriculum specialists, and classroom teachers to provide the direct delivery of quality arts instruction to students through critical thinking, creative problem solving, and multicultural perspectives

MINIMUM JOB REQUIREMENTS

Valid Arizona Teaching Certification in elementary or secondary education with an endorsement in Art, Dance, Drama or Music

OR

An AZ Standard Professional Arts Education Certification in Art, Dance, Drama or Music

Structured English Immersion (SEI) requirement

Arizona IVP fingerprint clearance card.

Experience with one or more of the arts disciplines (music, drama, dance, visual arts)

Experience with integration of the art form(s) with tested curricular subjects.

Knowledge of the Arizona State Standards for the Arts

Knowledge of the National Arts Standards, current brain-based learning research, and multiple/alternative assessment methods.

PREFERRED REQUIREMENTS

ESL Endorsement or Bilingual Spanish Endorsement

Three years of classroom instruction experience.

Knowledge of Opening Minds through the Arts (OMA) program and its tenants of implementation.

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 setting up musical instruments and/or visual arts supplies, 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. Uses instruments related to arts' disciplines (music, drama, dance, visual arts).

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: JOB33003

New: 8/07

Updated: 7/11, 3/18

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 needs.

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.

Collaborate with school staff to integrate the arts with core curriculum while facilitating creative problem solving and critical thinking.

Serve as the Arts Integration coordinator or Artistic Director for the school, coordinating meetings between the Teaching Artists, classroom teachers, administrators, etc., overseeing arts-related field trips and school informances or performances.

Collaborate with classroom teachers regarding student progress. Enter OMA grades through Synergy.

Meet regularly with Classroom Teachers, by grade level, to design lessons, assess the success of these lessons, and refine arts integration.

Meet quarterly with Teaching Artists and Classroom Teachers, by grade level, to coordinate lessons with pacing calendar.

Attend training as required by TUSD.

Participate in professional development training that occurs at least three times per year and in the summer through IDEA: Instructional Design for the Arts.

Provide on-site support and monitoring for the successful school wide implementation and evaluation of district instructional strategies demonstrating the integration of arts standards.

Submit one formalized OMA lesson plan, on the template provided, per quarter, to the Fine Arts/OMA Department.

MENTAL TASKS

Communicates – verbally and in writing. Reads. Develops, implements, and evaluates plans.

Promotes learning and ensures safety. Performs functions from written and oral instructions and from observing and listening to others. Evaluates written materials to include written assignments and tests.



CODE: 63003
UNIT: SPE
GRADE: 16
FLSA: Exempt

CLASSIFICATION TITLE

OMA DESIGN TEAM ARTIST

[OMA: Opening the Minds through the Arts]

SUMMARY

Collaboratively designs, supports and oversees all levels of OMA professional development and facilitates the dissemination of the OMA Arts Integration Program in schools throughout the Tucson Unified School District.

MINIMUM REQUIREMENTS

Bachelor's Degree in a specified art form, such as in Dance, Music, Theater or Visual Arts,

AND

One year of instructional or teaching experience, or one year working or training in a studio or conservatory required;

OR

Five years of instructional or teaching experience, or working or training in a studio or conservatory required.

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.

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.

Maintains a practice within specified art form as exhibited by the production of three public performances or exhibits in the specified art form per year.

Serves as a Teaching Artist in OMA Schools throughout the year.

Mentors and supervises Teaching Artists serving OMA Schools in the appropriate art form of expertise.

Serves as liaison between Teaching Artists in mentorship groups and their classroom teachers.

Observes and evaluates the practice and teaching of Teaching Artists in mentorship groups and reports back to OMA Program Coordinator or Director of Fine Arts/OMA and the writing team.

Meets for a minimum of bi-weekly Professional Development Team meetings throughout the school year, as well as attending the quarterly Teaching Artists' Meetings and Collaborative Meetings as scheduled throughout the school year.

Writes and submits OMA arts integration lesson plans used throughout the year for the OMA Schools.

Collaboratively designs and implements the major professional development models for arts integration including the Fine Arts Summer Institute (FASI) and the Teaching Artist Summer Institute (TASI).

Evaluates the needs of Professional Development for the OMA Staff, across roles, and designs and implements changes to meet those needs.

Participates with West Ed Evaluation or other evaluation firm requirements.

Leads facilitation and participates in the implementation of OMA Professional Development.

Advises the OMA Program Coordinator and Fine Arts Director on the design needs of the OMA Program and OMA Professional Development.

MENTAL TASKS

Communicates. Reads. Actively listens. Comprehends. Performs functions from written, graphic and oral instructions and from observing physical environment and observing and listening to people. Evaluates written materials. Identifies, evaluates and solves problems.

PHYSICAL TASKS

Work involves performing duties where physical exertion is required only to supplement normally assigned duties. 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 of time. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability required. Sort, separate and file documents and forms. Writes and types. Requires hearing to normal range.

EQUIPMENT, AIDS, TOOLS, MATERIALS

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

WORKING CONDITIONS

Office and other indoor environments. Contact with employees, students, and the public.

CONTROL, SUPERVISION

None.

M:JOB 63003
New 6/07
Revised 12/13

TUCSON UNIFIED

SCHOOL DISTRICT

CODE: 46034
UNIT: WCL
GRADE: 14
FLSA: NON-EXEMPT

CLASSIFICATION TITLE

MASSD PROGRAM SPECIALIST

SUMMARY

Mexican American Student Services Department (MASSD) Program Specialist report to the Director of the MASSD and provide both direct and indirect support services district-wide. The MASSD Program Specialist analyze data, evaluate program success and ensure that the goals and objectives for the department are met. MASSD Program Specialist should be considered subject matter experts in their assigned roles and provide consistent data based reporting as requested.

[MASSD Program Specialist may be assigned to a specific department or program within the Mexican American Student Services Department based on the programmatic needs of the District.]

A "program" refers to carrying out a specific service or specific activity within a department or the district.]

Note: Specific summary information and preferred requirements relating to the specific expertise area for this position will be provided by and approved by Human Resources

MINIMUM REQUIREMENTS

Bachelor's degree in Education, Social Services, Counseling, Mexican American Studies or a related field.

AND

Two (2) years experience in providing direct services and program oversight for a program or project involving school age children.

Bilingual (English/Spanish) proficiency

Arizona IVP Fingerprint Clearance Card

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

Reliable mode of personal transportation

Availability to work flex hours as needed, to include evenings and/or weekends

PREFERRED/ PROGRAMMATIC QUALIFICATIONS

Masters in Education, Social Services, Counseling, Mexican American Studies or a related field

Appropriate Arizona Teaching Certificate

Extensive community contacts and outreach experience

Supervisory experience

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 six points against driver's license within the past two years.

Reliable mode of personal transportation with evidence of auto insurance policy. Coverage must be valid throughout term of employment.

PROGRAMMATIC ESSENTIAL FUNCTIONS

[Programmatic essential functions for each MASSD Program Specialist will be listed below]

ESSENTIAL FUNCTIONS

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

Plans, coordinates, develops, and implements mentor program(s) and related activities for students and families. Monitors and reviews mentoring programs as necessary, recommends and implements changes as needed.

Develops and implements comprehensive actions plans to achieve position responsibilities; prepares ad hoc reports as directed.

Confers with appropriate TUSD personnel to identify asset-based strategies for students' academic, social, and behavioral needs.

Collaborates with appropriate TUSD and community resources to identify and coordinate direct services to promote long-term academic and social achievement.

Conducts home visits to provide information and support to students and families. Refers students and families to appropriate community, district, or school resources as needed.

Adheres to all district, federal, and state regulations in the maintenance of pertinent confidential records and data for services with students and families.

Assists in programs, projects or functions in support of supervisor, assigned area, and department goals.

MARGINAL FUNCTIONS

May transport students and families as needed.

May support district initiatives as needed.

May counsel and/or meet with students and families regarding attendance and advise them of TUSD attendance policies.

MENTAL TASKS

Communication. Ability to understand written and verbal instructions. Evaluation. Comprehension. Observes behavior of students in the classroom.

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

Operates a motor vehicle. Use office and education equipment such as telephones, computers, printers, copiers and overhead projectors.

WORKING CONDITIONS

Indoor. Office/classroom environment. Outdoors, exposure to varying types of weather conditions. Contact with students, parents, employees and public. Exposure to noise.

CONTROL, SUPERVISION

Monitor control of assigned personnel

M:Comp and Class/JOB46034

New: 3/2018

TUCSON UNIFIED

SCHOOL DISTRICT

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

CLASSIFICATION TITLE

Restorative Practices Facilitator

REPORTS TO:

MTSS Coordinator

SUMMARY

The Restorative Practices Facilitator shall serve as the coordinator for restorative practices campus wide, shall inform the school administration of identified trends and challenges with regard to campus discipline, and shall serve as the facilitator 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.

Master's degree in Social Work or related field

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.

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



CODE: 35018
UNIT: Teacher
FLSA: Exempt

CLASSIFICATION
IN-SCHOOL INTERVENTION TEACHER

SUMMARY
Supervises students who are assigned to in school suspension for disciplinary reasons.

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

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.

Will review classroom rules and procedures and ensure that the work is assigned to students is returned to teachers in a timely manner each day.

Maintain accurate attendance records.

Employs the use of PBIS strategies and Restorative Practices to help get the student ready to return to class while completing their school work.

Responsible for creating a successful plan for how students will re-integrate into their regular classes

Employ a variety of methods for students to demonstrate learning and accomplishments.

Reports students who may have further violations, using school approved procedures; Will ensure appropriate referral and follow up practices as required.

Assists in implementing behavior plans as defined by the teacher(s), administrator and/or counselor for the purpose of developing and/or improving students basic social and interpersonal skills.

Performs various record keeping and clerical functions (e.g. student ISS report, attendance logs, student activity documentation, etc.) for the purpose of meeting mandated requirements.

Protects confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.

Monitors students during assigned periods and/or activities for the purpose of ensuring the safety and welfare of students.

Assists students in the completion of assigned class work for the purpose of providing ongoing support in the accurate completion of student assignments.

Provides verbal and/or written feedback concerning student performance and/or behavior for the purpose of informing teachers and/or school administrators of students progress.

Responds to inquiries from a variety of sources (e.g. students, teachers, administrators, and/or parents) for the purpose of solving problems, providing information and/or directing to other sources

Ensure parents and students are informed of methods of evaluation used in the classroom: inform parents of student progress and school activities and advises parents of instructional methods that may assist student.

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

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

Assume responsibility for all students within the school, beyond those specifically assigned, supervising in a fair and constructive manner to ensure the safety and well-being of all students.

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.

TUCSON UNIFIED

SCHOOL DISTRICT

CODE: 44001 (TEMP/HOURLY 74001)
UNIT: White Collar
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.

PREFERRED REQUIREMENTS

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 teachers 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.