

APPENDIX V-7:

V.G.1.e Explanation of Responsibilities

DAC	Name	Position Type	Previous Job Title	Others Considered for the Position	Credentials	Explanation of Responsibilities	Job Description
African American Student Services 5060	Bell, Marissa Renee	Behavior Specialist	New to TUSD	Competitive recruitment process. All documents located in HR.	Associate of Arts w/honors 2016 Bachelor of Science, 2018	Counsels Tucson Unified School District teachers, administrators and child study teams in behavior modification programs for students.	✓
Palo Verde High Magnet School 2620	Bryan, Michael Tyler	Coordinator-CollCareerReadiness	New to TUSD	Competitive recruitment process. All documents located in HR.	BS Psychology 1991 MS Psychology 1996 PHD Counseling 2004	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.	✓
Pueblo High School 2630	Cruze, Roberto	Coordinator-CollCareerReadiness	New to TUSD	Competitive recruitment process. All documents located in HR.	BA Spanish 2012 BA Interdisciplinary Studies 2012 MS Student Affairs in Higher Education 2015	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.	✓
Sahuaro High School 2650	Allen, Erica Rey	Coordinator-CollCareerReadiness	New to TUSD	Competitive recruitment process. All documents located in HR.	BA Psychology 2016 Master of Arts Psychology 2019	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.	✓
Santa Rita High School 2655	Bumsted Perry, Diana Gaye	Coordinator-CollCareerReadiness	New to TUSD	Competitive recruitment process. All documents located in HR.	BA Education M.Ed. Counseling & Guidance Ph.D. Communication Arts and Sciences	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.	✓

Gridley Middle School 1511	Sabel, Katherine D	Curriculum Service Provider	New to TUSD	Competitive recruitment process. All documents located in HR.	Available upon request	This position assists in overseeing the district's curriculum and instruction, linking teachers and other instructional staff with the resources and support they need to help students achieve in a standards-based system.	✓
Language Acquisition 5028	Sandoval-Taylor, Patricia	Director	Interim Director	Competitive recruitment process. All documents located in HR.	Available upon request	Directs and manages the Tucson Unified School District Language Acquisition Department.	✓
Alternative to Suspension 5031	Guertler, Nicole Vanessa	Instructional Spec-Gen Subj	New to TUSD	Competitive recruitment process. All documents located in HR.	Bachelor of Arts 2019	Instruct students in class subjects related to TUSD curriculum.	✓
Ochoa Community School 1323	Englert, Diana Lee	Instructional Specialist	New to TUSD	Competitive recruitment process. All documents located in HR.	Bachelor of Science 2016	Instruct students in class subjects related to TUSD curriculum.	✓
Ochoa Community School 1323	Gutierrez, Magdalena Gonzalez	Instructional Specialist	New to TUSD	Competitive recruitment process. All documents located in HR.	Currently attending the U of Arizona, Date expected is 5/2021	Instruct students in class subjects related to TUSD curriculum.	✓
Multi Tiered System of Support 5039	Bailey, Alonzo Allen	Multi-Tiered System of Support Facilitator (MTSS)	New to TUSD	Competitive recruitment process. All documents located in HR.	Bachelor of Arts 2006	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.	✓
Multi Tiered System of Support 5039	Faulkner, Gerald Henry	Multi-Tiered System of Support Facilitator (MTSS)	New to TUSD	Competitive recruitment process. All documents located in HR.	Bachelor of Science Graduate Teacher Certification Program	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.	✓

Multi Tiered System of Support 5039	Lopez, Tommy L Jr	Multi-Tiered System of Support Facilitator (MTSS)	New to TUSD	Competitive recruitment process. All documents located in HR.	Bachelor of Arts SPED 2002 Master of Ed Reading Instruction & Curriculum Master of Ed Administration & Supervision	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.	✓
Multi Tiered System of Support 5039	Murdock, Karrieanne Marie	Multi-Tiered System of Support Facilitator (MTSS)	New to TUSD	Competitive recruitment process. All documents located in HR.	BS Elementary & SPED 2010 M.Ed in Education Administration 2017	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.	✓
Multi Tiered System of Support 5039	Rodriguez, Cassandra Macaluso	Multi-Tiered System of Support Facilitator (MTSS)	New to TUSD	Competitive recruitment process. All documents located in HR.	BA Spanish 2007 MA Education 2011 PH.D. Information - Present	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.	✓

Multi Tiered System of Support 5039	Rossman, Jane M	Multi-Tiered System of Support Facilitator (MTSS)	New to TUSD	Competitive recruitment process. All documents located in HR.	BA Sociology 1974 MS Education 1998	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.	✓
Multi Tiered System of Support 5039	Santiesteban, Melinda J	Multi-Tiered System of Support Facilitator (MTSS)	New to TUSD	Competitive recruitment process. All documents located in HR.	BA Education 2011 M.Ed. Educational Leadership 2013	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.	✓
Fine Arts 5047	Hebl, Marc Richard	OMA Design Team Artist	New to District	Competitive recruitment process. All documents located in HR.	AA Engineering & Fine Arts w honors 1997 AS Mathematics 2000 AA Graphic Design 2004 Post-Bac Teacher Certification 2004 BA Classics Cum Laude 2002 BFA Studio Art, Cum Laude 2002 BA Art History, Cum Laude 2003	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.	✓
African American Student Services 5060	Jones, Wendell Oliver Jr	Program Coordinator	New to TUSD	Competitive recruitment process. All documents located in HR.	Bachelor History 2005 Masters Ed Leadership 2018	Coordinates the activities and functions of designated programs. Analyzes, evaluates and ensures that the goals and objectives for the program are accomplished according to established priorities, time and funding limitations or other specifications.	✓
African American Student Services 5060	Fort, Shermain Noel	Program Specialist	New to District	Competitive recruitment process. All documents located in HR.	Master of Arts 2015	Procures materials, equipment and professional service to meet District needs and in accordance with District and regulatory agency standards and policies.	✓
African American Student Services 5060	Harris, Marquita Shantel	Program Specialist	New to District	Competitive recruitment process. All documents located in HR.	Bachelor of Arts 2016 Master of Organizational Leadership 2020	Procures materials, equipment and professional service to meet District needs and in accordance with District and regulatory agency standards and policies.	✓

Mexican American Student Services 5044	Eik Diggs, J	Program Specialist	New to District	Competitive recruitment process. All documents located in HR.	BA Spanish & Communications 2008 M.Ed. Second Languages & Cultures 2013	Procures materials, equipment and professional service to meet District needs and in accordance with District and regulatory agency standards and policies.	✓
Lawrence 3-8 School 1277	Palazuelos, Fabiola Ibeth	Restorative Practice Facilitator	Restorative Practice Facilitator	Competitive recruitment process. All documents located in HR.	AA Early Childhood 2012 Bachelors Human Services 2014 Masters Education 2019	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.	✓
Safford K-8 1535	Martinez, Andrea Roberta	Restorative Practice Facilitator	New to TUSD	Competitive recruitment process. All documents located in HR.	Bachelor of Arts 2019	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.	✓
Secrist Middle School 1537	Cale, Jaclyn Ann	Restorative Practice Facilitator	Restorative Practice Facilitator	Competitive recruitment process. All documents located in HR.	Bachelor of Arts 2014	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.	✓
Tucson High Magnet School 2660	Garate, Ramon	Restorative Practice Facilitator		Competitive recruitment process. All documents located in HR.	Available upon request	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.	✓
African American Student Services 5060	Delajoux, Grace A	RTI Specialist	Reading Interventionist	Competitive recruitment process. All documents located in HR.	BA Elementary Education 1985 MA Counseling 1993	Implement specific strategies designed to promote the academic and social growth of students.	✓
African American Student Services 5060	Marks, Robin Luryne	RTI Specialist	New to TUSD	Competitive recruitment process. All documents located in HR.	BA Media Arts	Implement specific strategies designed to promote the academic and social growth of students.	✓
African American Student Services 5060	Rich, Kevra Lanette	RTI Specialist	New to TUSD	Competitive recruitment process. All documents located in HR.	BA Education MS Psychology	Implement specific strategies designed to promote the academic and social growth of students.	✓
Pueblo High School 2630	Vazquez Mata, Andrea	Social Worker	New to TUSD	Competitive recruitment process. All documents located in HR.	Bachelor Social Work 2016 Master of Social Work 2019	The Social Worker serves the student whose social, emotional and/or family problems interfere with his/her capacity to function adequately within an educational environment.	✓

African American Student Services 5060	Chappelle, Braswell Jr	Student Success Coach	New to TUSD	Competitive recruitment process. All documents located in HR.	BA Education 2019	The Student Success Coach will implement culturally responsive practices and utilize evidenced-based accountability systems (EBAS) to promote positive and successful learning experiences. Coaches will focus on the assets students bring to school to assist with goal setting, follow-up and goal attainment.	✓
African American Student Services 5060	Clark, Joseph Jerrod	Student Success Coach	Student Success Coach	Competitive recruitment process. All documents located in HR.	Bachelor of Science 2018	The Student Success Coach will implement culturally responsive practices and utilize evidenced-based accountability systems (EBAS) to promote positive and successful learning experiences. Coaches will focus on the assets students bring to school to assist with goal setting, follow-up and goal attainment.	✓
African American Student Services 5060	Tsadwa, Alexander Samuel	Student Success Coach	New to TUSD	Competitive recruitment process. All documents located in HR.	Bachelor of Arts 2016 Deans List in Fall 2012, Spring 2013, Fal 2013 and Spring 2015	The Student Success Coach will implement culturally responsive practices and utilize evidenced-based accountability systems (EBAS) to promote positive and successful learning experiences. Coaches will focus on the assets students bring to school to assist with goal setting, follow-up and goal attainment.	✓
African American Student Services 5060	Chappelle, Braswell Jr	Student Success Coach	New to TUSD	Competitive recruitment process. All documents located in HR.	Bachelor Arts Education 2019	The Student Success Coach will implement culturally responsive practices and utilize evidenced-based accountability systems (EBAS) to promote positive and successful learning experiences. Coaches will focus on the assets students bring to school to assist with goal setting, follow-up and goal attainment.	✓
Bloom Elementary School 1128	Berkey, Laura Jean	Teacher	New to TUSD	Competitive recruitment process. All documents located in HR.	Bachelor of Arts Education 2019	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.	✓
Booth-Fickett Math/Science Magnet Schod	Payette, Bruce Allen	Teacher	New to TUSD	Competitive recruitment process. All documents located in HR.	Bachelor Arts 1967 Master of Science 1969 Ed.D Counseling & Psychology 1977	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.	✓

Catalina High School 2610	Stocker Downing, Cody James	Teacher	New to TUSD	Competitive recruitment process. All documents located in HR.	BS Psychology 2013 BA Business Management 2013	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.	✓
CRPI Culturally Responsive Pedagogy and Inst 5045	Gabaldon, Salvador Armando	Teacher	Retiree	Competitive recruitment process. All documents located in HR.	BA English 1976 MA Language, Reading and Culture 1998 Doctoral Program student 2005-2007	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.	✓
Grijalva Elementary School 1231	Breton, McKenna Quinn	Teacher	New to TUSD	Competitive recruitment process. All documents located in HR.	BA Elementary Education 2019	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.	✓
Roskruge Bilingual Middle Magnet School	Beets, Robert Nicholas II	Teacher	New to TUSD	Competitive recruitment process. All documents located in HR.	Bachelor of Arts Spanish 1997 Master Arts English Second Language 2001	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.	✓
Teenage Parent High School (TAP) 2676	Hoy, Anita Lynn	Teacher	New to TUSD	Competitive recruitment process. All documents located in HR.	BA English 2004 Master of Arts 2009	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.	✓
Van Buskirk Elementary School 1431	Tapia, Mayte	Teacher	New to TUSD	Competitive recruitment process. All documents located in HR.	Bachelor of Arts Education May 2019	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.	✓

Language Acquisition 5028	Benton, Santiago Xavier	Teacher Dual Language Itinerant	New to District	Competitive recruitment process. All documents located in HR.	Bachelors of Arts Education 1998 Masters Counseling 15 hours	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.	✓
Language Acquisition 5028	Mendez, Geraldine Tye	Teacher Reading Recovery	New to District	Competitive recruitment process. All documents located in HR.	BA Elementary Ed 1985	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.	✓
Safford K-8 1535	Drake, Mark P	Teacher-In-School Intervention	New to District	Competitive recruitment process. All documents located in HR.	BS Business Administration 1994	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.	✓
Bloom Elementary School 1128	Bustamante, Josephina	Teaching Assistant	New to District	Competitive recruitment process. All documents located in HR.	Arizona Academy of Beauty 2001	Assists teachers in performing their classroom teaching responsibilities.	✓
Bloom Elementary School 1128	Sosa, Roselia	Teaching Assistant	New to District	Competitive recruitment process. All documents located in HR.	Associates 2015	Assists teachers in performing their classroom teaching responsibilities.	✓
Bloom Elementary School 1128	Valenzuela, Yvette Yolanda	Teaching Assistant	New to District	Competitive recruitment process. All documents located in HR.	Bachelor of Arts 2001	Assists teachers in performing their classroom teaching responsibilities.	✓
Davis Bilingual Elementary Magnet School	Ramirez Martinez, Berenice	Teaching Assistant	New to District	Competitive recruitment process. All documents located in HR.	High School Diploma PCC 15 hours	Assists teachers in performing their classroom teaching responsibilities.	✓
Hollinger K-8 School 1233	Fonseca, Alejandra	Teaching Assistant	New to District	Competitive recruitment process. All documents located in HR.	High School Diploma Apolla College 2007	Assists teachers in performing their classroom teaching responsibilities.	✓

CODE: 45054
UNIT: WHITE COLLAR
GRADE: 14
FLSA: Non-Exempt

CLASSIFICATION TITLE
BEHAVIORAL SPECIALIST

SUMMARY

Counsels Tucson Unified School District teachers, administrators and child study teams in behavior modification programs for students.

MINIMUM REQUIREMENTS

Bachelor's degree in Counseling, Education or related area.

Two years of experience working with culturally diverse students.

Experience designing behavioral modification plans.

Demonstrated experience with children who have been identified as having behavioral difficulties.

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 member of a child study team.

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

Participates as an active member of the child study team to determine source of student's behavior problems and recommends alternative methods of behavior modification to be used. Assists in developing the Individual Behavior Plan (IBP) for students.

Observes the behavior of students, gathers information regarding their behavior and frequency and advises teachers on method of behavior intervention for implementation. Provides guidance to teachers in the implementation and monitors the behavior programs of students.

Arranges for meetings with students to counsel them in their behavioral problem. Advises and assists them in developing acceptable behavior.

Plans, develops, and conducts training programs for teachers in areas such as classroom behavior management and behavior modification techniques.

Serves as a resource to teachers who have mainstreamed students and District Staff regarding student behavior.

Counsel parents to assist them in utilizing behavior modification techniques to encourage and maintain appropriate behavior from their child.

MENTAL TASKS

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

PHYSICAL TASKS

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

EQUIPMENT, AIDS, TOOLS, MATERIALS

Utilizes office equipment such as computers, telephones, printers, and copiers.

WORKING CONDITIONS

Indoors. Office environment. Contact with employees, public.

CONTROL, SUPERVISION

None.

M: JOB45054
scarda, Revised 8/22/97
Updated 12/00 & 5/03, 06/04

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: 92652
UNIT: Teacher
FLSA: Exempt - Academic
LENGTH: 10 ½ months

CLASSIFICATION TITLE

CURRICULUM SERVICE PROVIDER

SUMMARY

This district level position provides curriculum and instructional support for teachers and school leaders under the direction of Curriculum, Instruction and Professional Development. This position supports district initiatives and instructional goals, curriculum training and implementation, teacher development of professional knowledge and instructional skills improvement.

This position assists in overseeing the district's curriculum and instruction, linking teachers and other instructional staff with the resources and support they need to help students achieve in a standards-based system.

MINIMUM REQUIREMENTS

Valid Arizona teaching certificate

Arizona IVP fingerprint clearance card

Seven (7) years of teaching experience

Proven outstanding classroom teaching performance as evidenced by performance evaluation results

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

Experience working with district adoptions and initiatives

Experience working with adult learners.

Knowledge and experience in planning, implementing and evaluating effective professional development, including but not limited to such activities such as coaching teachers

Knowledge and/or experience as a trainer in the Essential Elements of Instruction, or willingness to complete this requirement within one year

Knowledge of and/or experience as a trainer in the most recent Arizona State Standards (including the Common Core Standards) and district curriculum or willingness to complete this requirement within one year

Ability to apply current research in best practices to work with diverse student populations

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

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

PREFERRED QUALIFICATIONS

Knowledge of Formative Assessment Support System Tools

Master's degree in Education, Curriculum & Instruction, a Core Content Area or a related field

Two (2) years experience working with adult learners

Three (3) years experience working with diverse populations

Three (3) years experience with Tucson Unified School District

Knowledge, experience or training in a coaching framework or methodology

Strong knowledge of the Danielson Framework and how it defines effective instruction and assessment practices.

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.

Transcripts must be from an accredited university or college and Transcripts or official diploma must be presented at the time of hire.

ESSENTIAL FUNCTIONS

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

Assists teachers in implementing effective instruction and assessment strategies to meet students' differentiated learning styles and needs.

Determines teacher needs and provides support (onsite coaching and modeling of instructional strategies, whisper coaching, in and out coaching, data collection, reflective conversations, providing relevant feedback, co-planning, teacher visits/observations).

Provides training in researched-based instructional strategies at assigned sites.

Provides ongoing professional development in Arizona College and Career Ready Standards (ACCRS), assessment, instruction and other relevant curricular initiatives and instructional strategies.

Provides support and monitoring for the successful implementation of District instructional Programs and curriculum

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

Trains teachers how to read data and how to use it in planning and driving the district's curriculum and the school's Continuous Improvement Plan.

Assists teachers in using the district curriculum pacing guide and aligning resources to set instructional outcomes.

Attends required district training to maintain job responsibilities.

Collaborates with district content area specialists, district and site leadership teams, and Teacher Mentors to support teachers.

Maintains a schedule that is available to all school personnel and documents in a weekly work log.

Documents classroom observations and follow-up with teachers

Assists schools in becoming professional learning communities by attending and helping facilitate grade level or department meetings to promote learning and professional growth opportunities.

Attends and participates in Mentor Academy Year 1, Mentor Forums and Cognitive Coaching, and CIPDA Academies.

Conducts walk-throughs with site administration to collect data and provides feedback toward the goals stated in the schools Continuous Improvement Plan.

Meet weekly with program coordinator and other Curriculum Service Providers.

Demonstrates flexibility and willingness to reflect and analyze personal professional practice.

Use district protocols consistently to collect and share classroom data with teachers and site administration.

MENTAL TASKS

Written and verbal communication skills.

Assesses needs and progress and plans support.

Performs functions from written and oral instructions and from observing and listening to others.

Demonstrates critical thinking and problem-solving skills.

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

WORKING CONDITIONS

Indoor – office/classroom environment. Contact with the public, employees, and staff members

CONTROL, SUPERVISION

None

M: Comp and Class/JOB 92652

New: 3/15

Update:10/16 FLSA, 3/19

TUCSON UNIFIED SCHOOL DISTRICT

CODE: 16313
UNIT: ADE
GRADE: 4
FLSA: Exempt

CLASSIFICATION

DIRECTOR - LANGUAGE ACQUISITION

SUMMARY

Directs and manages the Tucson Unified School District Language Acquisition Department.

MINIMUM REQUIREMENTS

Master's Degree in Education or related field.

Valid AZ Administrators Certification.

Five years of teaching experience in a bilingual education or other language acquisition program.

Any equivalent combination of experience, training, or education.

PREFERRED QUALIFICATIONS

Central administration and campus administration experience.

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.

Bilingual endorsement required or eligibility and willingness to obtain.

ESSENTIAL FUNCTIONS

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

Provide vision and leadership to support student achievement and effective services by identifying best practices, developing and implementing strategic improvement plans, determining professional development areas and interfacing ELL programs with district goals and initiatives.

Directs, supervises, and evaluates Language Acquisition Coaches, Language Assessment Coordinators, Testing Technicians, Secretaries/Clerks, among others assigned.

Develops goals, establishes objectives and monitors work schedules for department staff members.

Evaluates needs assessments for Language Acquisition and student intervention programs within TUSD.

Plans, implements, and monitors all district services relating to the Language Acquisition program.

Directs and manages the Meaningful Access Services staff, including translators and interpreters.

Coordinates the preparation of reports to the Arizona Department of Education, US Department of Education, Office for Civil Rights, as required by law.

Directs and coordinates the development and implementation of information technology program for the collection, storage, maintenance and analysis of data pertaining to Dual Language and Structured English Immersion (SEI) Programs.

Develops, facilitates and monitors the implementation of the TUSD Alternate Language Program Guidebook.

Assists site and central administrators in the development, implementation and evaluation of the Language Acquisition instructional programs to ensure compliance with District Policy and State and Federal law.

Oversee the coordination of trainings for Avenues, Discrete Skills Inventory (DSI), Visions/Edge, SIOP, and ELL compliance.

Responsible for directing and managing the LEA District Improvement Plan.

Directs and coordinates the initial assessment and reassessment of language proficiency of students with a primary or home language other than English (PHLOTE) in accordance with state law.

Prepares and submits proposals for external funding to governmental and private funding sources. Acts as the Director of funded programs.

Acts as an advocate on matters related to Dual Language and SEI Programs for District and community entities including but not limited to: Governing Board, the Parent Advisory Council, schools, PTA's, the ICC, the OCR Committee, the SCPS and departments within the Division Teaching and Learning, other school districts and Institutes of higher education.

Directs the Language Acquisition's Grow our Own program.

MENTAL TASKS

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

PHYSICAL TASKS

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

EQUIPMENT, AIDS, TOOLS, MATERIALS

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

WORKING CONDITIONS

Indoor. Office environment. Contact with employees, students and public.

CONTROL, SUPERVISION

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

M:Comp and Class/ JOB16313
New: 8/2010
Title Chg: 3/12
Updated-change to Gr 4 from 4-B, 12/16/16

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.



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: 92243
UNIT: Exempt Coord EXC
GRADE: 2
FLSA: Exempt *

CLASSIFICATION TITLE

PROGRAM COORDINATOR

SUMMARY

Coordinates the activities and functions of designated programs. Analyzes, evaluates and ensures that the goals and objectives for the program are accomplished according to established priorities, time and funding limitations or other specifications.

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

Note: Specific summary information relating to the program for this position will be provided by the department and approved by Human Resources

MINIMUM REQUIREMENTS

Bachelor's Degree.

AND

Four years of experience administering or coordinating programs.

OR

Eight (8) years of progressive experience administering or coordinating programs.

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

One (1) year of supervisory experience.

Knowledge of federal and state legislative requirements related to specific program.

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

Any combination of experience, training, or education.

Some positions within this classification may require some type of certification.

PREFERRED QUALIFICATIONS

Master's Degree.

ADDITIONAL REQUIREMENTS AFTER HIRE

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

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

ESSENTIAL FUNCTIONS

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

Coordinates the activities of the program with interrelated activities, or with other programs or departments or schools.

Supervises and evaluates assigned personnel

Provides training, organize conferences and chair committees related to program.

Develops and recommends new or revised program goals and objectives. Develops and implements action plans.

Develops and schedules program work plans based upon established priorities, time and funding limitations or other specifications.

Monitors and approves program expenditures. Prepares or assists with funding or budget proposals.

Confers with and advises staff, students, community members, or others of program goals and objectives, and of the means to achieving those goals and objectives. Collaborates with community, governmental and/or social service agencies as needed.

Prepares periodic reports, financial statements and records on program activities, progress or status.

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

MENTAL TASKS

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

PHYSICAL TASKS

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

EQUIPMENT, AIDS, TOOLS, MATERIALS

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

WORKING CONDITIONS

Indoor. Office environment. Contact with employees, students and public.

CONTROL, SUPERVISION

May coordinate, monitor or supervise the activities of subordinates.

M:Comp and Class/ JOB 92243
New: 7/06
Revised 5/13, 3/14
USP Reviewed 5/13
Updated per FLSA 12/1/2016

**Position meets Administrative duties Exemption test.
Position stays exempt

CODE: 62428
UNIT: SCF
GRADE: 12
FLSA: Non-Exempt

CLASSIFICATION TITLE
PROCUREMENT SPECIALIST

SUMMARY

Procures materials, equipment and professional service to meet District needs and in accordance with District and regulatory agency standards and policies.

MINIMUM REQUIREMENTS

Three years buying/procurement experience, preferably in the public sector.

One year large volume buying/procurement experience.

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

Basic math skills.

Knowledge of principles and practices of competitive procurement.

Knowledge of and experience with warehouse operations to include inventory control procedures.

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

Any equivalent combination of experience, training, or education.

PREFERRED QUALIFICATIONS

Prior experience with automated purchasing/warehouse systems.

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.

Analyze the need for procurement and determine the appropriate procurement process, scope of services and the appropriate contract terms and conditions.

Manage the bid proposal process to include researching vendors and sources, preparing detailed bid specification packets and preparing award recommendations and proposal problem resolutions for the director.

Conduct bid openings and provides the public with bid information.

Advise vendors on procurement issues.

Analyze bids and bid abstracts to select or recommend vendor according to established guidelines.

Administer the procurement contract, which includes enforcing or revising terms, ensuring delivery and maintaining appropriate budget balances for sites or departments.

Review requests for warehouse purchase of items not subject to bidding process. Determine quantities to order and proper vendor quotation procedure to use, based on established guidelines. Contact vendors for prices. Select vendors and prepares requisitions for purchase of items. Submits to supervisor for approval when totals exceed allowed monetary limit.

Review purchase requisitions and vendor selection to ensure proper purchasing procedures has been followed. Select a more cost-effective vendor if appropriate. Inform department or site of change in vendor.

Update and maintain warehouse commodities inventory and track inventory status records.

Review purchase orders to determine goods not received. Contact vendors regarding status.

Analyzes purchase order receipt discrepancies including material overage/shortage, damaged material, and incorrect pricing. Determines appropriate action to be taken.

Prepare disposal of asset bids and negotiate for surplus and donated materials.

MARGINAL FUNCTIONS

Serve on committees, projects as requested.

Provide in-service for district staff as needed.

Serve as Substitute for the Assistant Purchasing Agent during absence

MENTAL TASKS

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

WORKING CONDITIONS

Indoor. Office environment. Contact with employees, students and public.

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.

CONTROL, SUPERVISION

None.

M: JOB 42428
Revised 7/98
Unit Chg – 5/01
Revised 6/04

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 rubella (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.

W. Comp and Class/JOB0402A
Rev: 12/16,
Revised 2/18



UNIT: EXC
GRADE: Step 2
FLSA: Exempt
10.5 Months

CLASSIFICATION

Response to Intervention Specialist (RTI) – African American Student Services

SUMMARY

Responsible for push-in and pull out services in planning academic support and/or adaptation of academic support using the Response to Intervention (RTI) model to facilitate academic growth of students. Implement specific strategies designed to promote the academic and social growth in all identified intervention students. Monitor and document the effectiveness of specific RTI strategies and interventions in order to enhance support.

MINIMUM REQUIREMENTS

- Bachelor's Degree
- Teacher certification
- Two years of experience working with diverse students in an education setting and/or related field
- Computer skills, to including use of Microsoft Office Suite products
- Ability to develop and maintain cooperative relationships with student, parents and staff
- 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

- Three years teaching experience

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.

- Assist schools in the coordination, collaboration and implementation of RTI literacy and math programs for student learning.
- Collaborate with department and site staff to develop RTI plans to benefit students academically and socially.
- Maintain and monitor students' achievement data, and academic progress, associated with RTI by providing regular updates to the Director of AASSD and Principal or designee.
- Provide academic intervention opportunities to students and ensure fidelity of core academic support.
- Seventy (70) percent of contract time to be spent providing direct academic support to students in coordination with the school's implementation of RTI and the Multi-Tiered System of Supports (MTSS) model.
- Work with teachers to create a plan of targeted interventions in targeted schools.
- Assist in the development of RTI enrichment experience for students supported.
- Monitor discipline of students supported and advocate on behalf of the students.
- Reinforce best instructional practices through interventions and supports.
- Participate in department and school professional development (PD); including PD focused on academic intervention strategies.
- Make home visits as needed and/or requested.

MENTAL TASKS

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

PHYSICAL TASKS

Work involves the performance of duties where considerable physical exertion is required as a normal part of the job. Assistance is normally available to perform unusually physically demanding tasks. Work may involve lifting and carrying objects weighing as much as 75 pounds up to 50 yards as a regular part of the job. Climbing, stooping, bending, reaching, walking and sitting for extended periods may be required as a normal part of the job. Employees must not have any limitations of motion, and vision and hearing should be rated as acceptable to obtain the required driver's license. Verbal communicative ability may be required of public contact positions.

EQUIPMENT, AIDS, TOOLS, MATERIALS

Uses office/instructional equipment such as computer, printers, copiers, and telephones.

WORKING CONDITIONS

Indoors, classroom environment. Contact with volatile students, parents, public, and employees. Outdoors. Campus environment, exposure to noise and extreme temperature/climate changes.

CONTROL, SUPERVISION

Monitor and intervene regarding student behavior.

M: JOBS44352
New 07/18
Revised 5/19

TUCSON UNIFIED
SCHOOL DISTRICT

UNIT: WCL
GRADE: 13
FLSA: NON-EXEMPT
10.5 months

CLASSIFICATION TITLE

Student Success Coach – Student Equity

SUMMARY

Serves as an advocate for an assigned group of students to support them toward academic success and grade promotion/graduation. The Student Success Coach will implement culturally responsive practices and utilize evidenced-based accountability systems (EBAS) to promote positive and successful learning experiences. Coaches will focus on the assets students bring to school to assist with goal setting, follow-up and goal attainment.

MINIMUM REQUIREMENTS

Bachelor's Degree in Education, Social Services, Counseling, or a related field.

Two years of experience working with diverse students in an education setting and/or related field.

Computer skills, to including use of Microsoft Office Suite products, Synergy and Clarity.

Ability to develop and maintain cooperative relationships with students, parents and staff.

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

PREFERRED QUALIFICATIONS

Arizona Teacher Certificate

Three years experience working with African American students.

Background in education advising.

ADDITIONAL REQUIREMENTS AFTER HIRE

Arizona IVP Fingerprint Clearance Card

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

Must hold a current Driver's license and personal vehicle insurance coverage greater than or equal to the state required minimum for car insurance as described under [Governing Board Policy: EEB-R-1](#) Business and Personnel Transportation Services - Transportation by Employees.

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

ESSENTIAL FUNCTIONS

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

Work collaboratively with identified school staff to develop processes, structures, and tools to maximize student success.

Serve as an advocate and regularly communicate with school leaders and site teams to support students.

Work collaboratively with the MTSS coordinator and counselor to implement evidence-based accountability systems (EBAS) use to advocate on behalf of students..

Work closely with the multi-tiered system of supports (MTSS) coordinator at assigned schools.

Connect students to school and community-based tutoring supports.

Participate in department and school professional development (PD); including PD focused on success coaching.

Work collaboratively with Family and Community Outreach, and site staff to foster family communication and home/school connections via telephonic contact, email messages and home visits as need.

Work closely with the MTSS coordinator and counselor to create a personalized success plan for each student.

Work closely with the Family and Community Outreach to communicate effectively with African American parents about District educational resources.

Provide parent and student advocacy.

Serve as an advocate and resource at designated sites for multi-tiered system of support (MTSS), restorative practices (RP) and, positive behavior intervention and supports (PBIS).

MENTAL TASKS

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

PHYSICAL TASKS

Work involves the performance of duties where considerable physical exertion is required as a normal part of the job. Assistance is normally available to perform unusually physically demanding tasks. Work may involve lifting and carrying objects weighing as much as 75 pounds up to 50 yards as a regular part of the job.

Climbing, stooping, bending, reaching, walking and sitting for extended periods may be required as a normal part of the job. Employees must not have any limitations of motion, and vision and hearing should be rated as acceptable to obtain the required driver's license. Verbal communicative ability may be required of public contact positions.

EQUIPMENT, AIDS, TOOLS, MATERIALS

Uses office/instructional equipment such as computer, printers, copiers, and telephones.

WORKING CONDITIONS

Indoors, classroom environment. Contact with volatile students, parents, public, and employees. Outdoors. Campus environment, exposure to noise and extreme temperature/climate changes.

CONTROL, SUPERVISION

Monitor and intervene regarding student behavior.

New 3/19

TUCSON UNIFIED
SCHOOL DISTRICT

CODE: 35302
UNIT: Certified
TDR B – Social Workers
FLSA: Exempt

CLASSIFICATION
SOCIAL WORKER – LICENSED CLINICAL

SUMMARY: The Social Worker serves the student whose social, emotional and/or family problems interfere with his/her capacity to function adequately within an educational environment. The Social Worker professionally assesses the problem(s) in order to provide and refer for interventions that help eliminate barriers to learning. Interventions may include the school, family and/or community resources.

MINIMUM REQUIREMENTS

Current Licensed Clinical Social Worker (LCSW) issued by the Arizona Board of Behavioral Health.

Master's degree in Social Work from an accredited graduate school of social work.

AHCCS provider number.

Dependable mode of transportation.

Availability to work flexible hours as needed.

PREFERRED REQUIREMENTS.

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 ten days of hire.

Must release Social Security Number to be eligible for AHCCS-Provider ID Number.

ESSENTIAL FUNCTIONS

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

Provides information and acts as a liaison between the District, School, Community and families including, but not limited to, counseling referrals, home visits and access to community resources.

Participates in the development of Individualized Education Plans, and the creation of behavioral and counseling goals.

Provides direct services to Exceptional Education Students/General Education Students and their families, within a multi-cultural framework, by providing therapeutic interventions, counseling crisis intervention and short-term support groups (i.e.; anger management, anxiety strategies, grief/loss, mediations, substance abuse, return from suspensions, and abeyance counseling).

Provides accurate and comprehensive documentation of services provided to Exceptional Education and General Education Students according to required deadlines.

Participates in school and District based meetings, including Exceptional Education, Social Work and other staff meetings.

Assists in coordinating the return of students to district schools from any alternative settings as appropriate.

Engages in on-going professional development including the most recent best practices related to ethics, values and cultural awareness for School Social Workers.

Serves as a member of the Exceptional Education multidisciplinary teams to support students' academic success and conduct counseling assessments as needed.

Consults with the campus administration to provide support for students involved with Substance Abuse and makes recommendations as needed, for in school services or referrals to outside agencies.

Performs other Social Worker duties within the scope of the Social Work practice as requested by the principal or Exceptional Education Administration.

Provide supervision of interns or MSWs.

Any other duties assigned by the Exceptional Education Social Worker Lead.

MARGINAL FUNCTIONS

Develops and conducts presentation for parents, students and staff regarding issues affecting students' educational progress.

MENTAL TASKS

Communicates. Reads. Comprehends. Performs functions from written and oral instructions and from observing and listening to others. Analyze interpersonal relationships among students, family, school and community members in order to assist in maximizing student potential.

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, calculator and copier. Operates a motor vehicle.

WORKING CONDITIONS

Indoor. Office and classroom environment. Exposure to noise. Contact with employees, students, parents and public. MAY BE ASSIGNED TO MULTIPLE SITES.

CONTROL, SUPERVISION

None

M: JOB35302
Updated 4/2001, 04/2018, 5/2018, 12/2018
Revised 10/02, 6/04, 3/06, 04/18, 05/18, 12/18
Updated, Name Change 3/11, 3/19

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

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.