

# **APPENDIX IV - 19**

## IV.K.1 a Explanation of Responsibilities

DAC	Name	Position Type	Previous Job Title	Others Considered for the Position	Credentials	Explanation of Responsibilities	Job Description
Human Resources 5068	McNeely, Christopher Joseph	HR Program Coordinator Senior	New to District HR Liaison	Competitive recruitment process. All documents located in HR	BA European Studies MA in Management	Provides professional Human Resource services to assigned functional areas of Tucson Unified School District (TUSD); manages and coordinates Human Resources programs.	✓
Human Resources 5068	Tannous, Cailee Anne	HR Analyst	New to District Metrics Analyst	Competitive recruitment process. All documents located in HR	Bachelor of Science BM	Analyzes and makes recommendations to change or improve District practices related to human resources. Coordinates centralized human resources activities and processes. Researches and resolves issues related to human resources.	✓
Professional Development 5034	Corona, Megan Kristine	Prof Dev Academic Trainer	New to District Master Teacher - Phx,AZ	Competitive recruitment process. All documents located in HR	Master of Education BA Journalism	This position serves as a member of a team, serving in multiple capacities to support district academic initiatives: teacher development; school development; cross content academic writing; instructional support for teachers; and support of district instructional goals.	✓
Alice Vail Middle School 1555	Rothenberg, Natalie Rose	Teacher	New to District Student Teacher - Flagstaff AZ	Competitive recruitment process. All documents located in HR	BS Environmental/ Natural Sciences MA Secondary Education	Effectively manage the learning environment to prepare lesson plans, instruct student, evaluate and monitor students' performance in order to advance student achievement.	✓
Catalina High School 2610	Copeland, Justin Ryan	Teacher	Information unavailable	Competitive recruitment process. All documents located in HR	Bachelors Degree	Effectively manage the learning environment to prepare lesson plans, instruct student, evaluate and monitor students' performance in order to advance student achievement.	✓
Catalina High School 2610	Garcia, Valarie M	Teacher	New to District Health Teacher - Phx, AZ	Competitive recruitment process. All documents located in HR	BS Physical Education	Effectively manage the learning environment to prepare lesson plans, instruct student, evaluate and monitor students' performance in order to advance student achievement.	✓
Doolen Middle School 1505	Barela, Michael David	Teacher	New to District School Bus Driver Durango, CO	Competitive recruitment process. All documents located in HR	BS Chemistry - Secondary Education	Effectively manage the learning environment to prepare lesson plans, instruct student, evaluate and monitor students' performance in order to advance student achievement.	✓
Magee Middle School 1515	Brown, Christine M	Teacher	Substitute Teacher	Competitive recruitment process. All documents located in HR	BS Speech, Language & Hearing Science MA Early Childhood Education	Effectively manage the learning environment to prepare lesson plans, instruct student, evaluate and monitor students' performance in order to advance student achievement.	✓
Secrist Middle School 1537	Rathbone, Betty L	Teacher	New to District Sunday School Teacher	Competitive recruitment process. All documents located in HR	BA Earth and Space Science M Engineering	Effectively manage the learning environment to prepare lesson plans, instruct student, evaluate and monitor students' performance in order to advance student achievement.	✓
Valencia Middle School 1557	Quick, Gordon E	Teacher	New to District English Teacher, Taipei, Taiwan	Competitive recruitment process. All documents located in HR	BS Sports Medicine	Effectively manage the learning environment to prepare lesson plans, instruct student, evaluate and monitor students' performance in order to advance student achievement.	✓

Professional Development 5034	Allard, Susan Lee	Teacher Mentor	Information unavailable	Competitive recruitment process. All documents located in HR	Bachelors Degree	This position serves as a facilitator, coach, resource, and advocate for teachers, and will provide professional development opportunities as appropriate.	<b>v</b>
Professional Development 5034	Gahm, Jana O	Teacher Mentor	New to District English IB Teacher Beirut, Lebanon	Competitive recruitment process. All documents located in HR	MAED Secondary Education MAED C& I	This position serves as a facilitator, coach, resource, and advocate for teachers, and will provide professional development opportunities as appropriate.	<b>v</b>
Professional Development 5034	Gomez, Melinda Sue	Teacher Mentor	New to District Instructional Specialist	Competitive recruitment process. All documents located in HR	BA Education Management and Leadership	This position serves as a facilitator, coach, resource, and advocate for teachers, and will provide professional development opportunities as appropriate.	<b>v</b>
Professional Development 5034	Long, Rebecca Lynn	Teacher Mentor	New to District Sped Teacher	Competitive recruitment process. All documents located in HR	BA Education Elementary	This position serves as a facilitator, coach, resource, and advocate for teachers, and will provide professional development opportunities as appropriate.	<b>v</b>
Professional Development 5034	Shupe, Stephanie Louise	Teacher Mentor	Teacher Elementary	Competitive recruitment process. All documents located in HR	Bachelor Fine Arts	This position serves as a facilitator, coach, resource, and advocate for teachers, and will provide professional development opportunities as appropriate.	<b>v</b>
Professional Development 5034	Wong, Cynthia Miekko	Teacher Mentor	New to District Teacher Coach	Competitive recruitment process. All documents located in HR	Bachelor Fine Arts	This position serves as a facilitator, coach, resource, and advocate for teachers, and will provide professional development opportunities as appropriate.	<b>v</b>



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

**CLASSIFICATION**

HUMAN RESOURCE PROGRAM COORDINATOR - SENIOR

**SUMMARY**

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

**MINIMUM REQUIREMENTS**

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

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

**OR**

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

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

**OR**

Ten years of progressive human resource/personnel experience.

Knowledge of federal and state legislative requirements related to Human Resources

Three (3) years supervisory experience

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

Any equivalent combination of experience, training, or education.

**PREFERRED QUALIFICATIONS**

SPHR Certification.

**ADDITIONAL REQUIREMENTS AFTER HIRE**

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

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

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

**ESSENTIAL FUNCTIONS**

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

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

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

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

Conducts training seminars, information sessions and high level meetings.

Implements and recommends process improvement methods to management.

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

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

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

Investigate concerns of staff, parents and community members.

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

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

Analyzes data and prepares reports as requested.

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

#### **MARGINAL FUNCTIONS**

Serve on district committees as needed.

#### **MENTAL TASKS**

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

#### **PHYSICAL TASKS**

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

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

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

#### **WORKING CONDITIONS**

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

#### **CONTROL, SUPERVISION**

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

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

# TUCSON UNIFIED

SCHOOL DISTRICT

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

## **CLASSIFICATION**

HUMAN RESOURCES ANALYST

## **SUMMARY**

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

[Human Resources Analyst may be assigned to a specific department or program within the Human Resources 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 Human Resources, Business Administration, Public Administration, or a related field.

One year of human resources, or business management experience.

Excellent customer service skills.

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

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

Any equivalent combination of experience, training, or education.

## **ADDITIONAL REQUIREMENTS AFTER HIRE**

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

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

## **ESSENTIAL FUNCTIONS**

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

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

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

Researches and resolves the more difficult human resources issues.

Implements and recommends process improvement methods to management.

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

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

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

**MENTAL TASKS**

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

**PHYSICAL TASKS**

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

**EQUIPMENT, AIDS, TOOLS, MATERIALS**

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

**WORKING CONDITIONS**

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

**CONTROL, SUPERVISION**

Supervisory control of assigned staff.

M: JOB 62320  
New: 6/03  
Revised 6/04, 9/17  
FLSA Status Chg 7/11  
Revised per FLSA 12/1/2016

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

Reclassification: Exempt 10/2017



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

**CLASSIFICATION**

PROFESSIONAL DEVELOPMENT ACADEMIC TRAINER  
[Note: Central Administration Based Only, 10 ½ Months]

**SUMMARY**

This position serves as a member of a team, serving in multiple capacities to support district academic initiatives: teacher development; school development; cross content academic writing; instructional support for teachers; and support of district instructional goals.

**MINIMUM REQUIREMENTS**

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

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

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

Arizona Teachers Certification with Arizona Structured English Immersion (SEI)

Arizona IVP fingerprint clearance card

Seven (7) years of teaching experience

Three (3) years experience working with at risk populations

Three (3) years experience providing professional development

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

**PREFERRED QUALIFICATIONS**

Three (3) years experience with Tucson Unified School District

**ADDITIONAL REQUIREMENTS AFTER HIRE**

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

**PROFESSIONAL SKILLS REQUIRED**

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

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

Works successfully with diverse populations

Demonstrates successful collaboration

**ESSENTIAL FUNCTIONS**

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

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

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



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

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

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

Develops and facilitates curriculum using instructional school improvement framework.

Supports the development of district and site level assessment framework

Supports instructional initiatives under School Improvement Grants

**MENTAL TASKS**

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

**PHYSICAL TASKS**

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

**EQUIPMENT, AIDS, TOOLS, MATERIALS**

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

**WORKING CONDITIONS**

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

**CONTROL, SUPERVISION**

None

M: JOB35204

New: 5/2003

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

Title Change 5/11

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

**CLASSIFICATION**  
CERTIFIED TEACHER

**SUMMARY**

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

**MINIMUM REQUIREMENTS**

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

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

**ADDITIONAL REQUIREMENTS AFTER HIRE**

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

**ESSENTIAL FUNCTIONS**

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

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

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

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

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

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

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

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

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

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

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

Collaborate with specialists as needed to assist students.

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

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

**MARGINAL FUNCTIONS**

Order classroom supplies and instructional materials.

**MENTAL TASKS**

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

**PHYSICAL TASKS**

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

**EQUIPMENT, AIDS, TOOLS, MATERIALS**

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

**WORKING CONDITIONS**

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

**CONTROL, SUPERVISION**

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

M: JOB35001  
Review: 10/1992  
Revised: 8/2002, 6/04



**Job Code: 350013**  
**Unit: TCH**  
**FLSA: Exempt**

**JOB TITLE**

TEACHER MENTOR

**SUMMARY**

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

**MINIMUM JOB REQUIREMENTS**

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

Arizona IVP fingerprint clearance card

Five years teaching experience

Proven outstanding classroom teaching performance as evidenced by performance evaluation results

Two (2) years experience working with adult learners

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

Experience working with district adoptions and initiatives

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

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

**PREFERRED QUALIFICATIONS**

Master's Degree in Education

Two (2) years experience within Tucson Unified School District

**ADDITIONAL REQUIREMENTS AFTER HIRE**

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

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

**ESSENTIAL FUNCTIONS**

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

Attend and participate in mentor trainings and forums.

Attend TUSD professional development about instructional best practices and content.

Attend summer trainings.

Work with a caseload of 15 new teachers.

Travel to multiple school sites to work with teachers.

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

Apply training about the skills of an effective mentor.

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

Identify new teacher needs and tailor support.

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

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

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

Maintain a schedule which is aligned to school site schedules.

Document classroom observations and follow-up with teachers.

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

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

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

Meet regularly with program coordinator and other mentors.

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

### **MENTAL TASKS**

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

### **PHYSICAL TASKS**

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

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

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

**WORKING CONDITIONS**

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

**CONTROL, SUPERVISION**

Monitor control Teachers

M: JOB350013

New: 1/08

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