

II.K.1.c Explanation of Responsibilities
SY2022-23

DAC	Name	Position Type	Previous Job Title	Others considered for the Position	Credentials	Explanation of Responsibilities	Job Description
Drachman Montessori Magnet School 1203	Brooks, William	Behavior Intervention Monitor	Ex Ed Teacher Assistant	Competitive recruitment process. All documents located in HR.	BBA - Northern AZ University 5.13.16	Provide support for the Behavior Intervention Program under the direction of the Principal.	✓
Tucson High Magnet School 2660	Garcia, Cecelia Blanca	Curator Asst-Artifact/Exhibit	New to District	Competitive recruitment process. All documents located in HR.	BA - University of Arizona 5.13.22	Oversees multicultural and historical artifact collections that include collecting, preserving, maintaining, teaching/ facilitating exhibiting, researching, and providing information of historical and artistic significance.	✓
Roskrige Bilingual Middle Magnet School (K-8) 1595	Roche, Deborah A	Curriculum Service Provider	Return to Work	Competitive recruitment process. All documents located in HR.	MA - University of Phoenix 6.25.94	Supports district initiatives and instructional goals, curriculum training and implementation, teacher development of professional knowledge and instructional skills improvement.	✓
Mansfeld Middle Magnet School 1520	Westfall, Laurie Ann	Curriculum Service Provider	Return to Work	Competitive recruitment process. All documents located in HR.	BA - Hunter College 5.28.87 Master of Ed - Northern AZ University 5.9.2009	Supports district initiatives and instructional goals, curriculum training and implementation, teacher development of professional knowledge and instructional skills improvement.	✓
Tucson High Magnet School 2660	Cerepak, Elizabeth S	Instruct Data Intervent Spec	Return to Work	Competitive recruitment process. All documents located in HR.	BA - University of the Pacific 5.13.09 Master of Ed - University of the Pacific 12.16.11	Works with site principals and teachers to access, analyze, and collect relevant student achievement data to improve instruction across the curriculum.	✓
Holladay Magnet Elementary School 1239	Pearson, Zia Elaine-Elize	Instructional Specialist	New to District	Competitive recruitment process. All documents located in HR.	BA - University of Arizona 5.14.21	Instruct students in class subjects related to TUSD curriculum.	✓
Magnet Department 5092	Busby, Twila M	Prof Dev Academic Trainer	Return to Work	Competitive recruitment process. All documents located in HR.	BS - University of Arizona MA - University of Arizona 12.20.03	Support district academic initiatives: teacher development; school development; cross content academic writing; instructional support for teachers; and support of district instructional goals.	✓
Communication and Media Outreach 5004	Proano, Noemi E	Program Manager	New to District	Competitive recruitment process. All documents located in HR.		Manages and implements strategic program plans.	✓
Mansfeld Middle Magnet School 1520	Armendariz, Norma	Teacher	Temp Teacher Mentor	Competitive recruitment process. All documents located in HR.	BA - Prescott College 2.20.99	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Tucson High Magnet School 2660	Denneau, Elizabeth Siobhan	Teacher	New to District	Competitive recruitment process. All documents located in HR.	B of Fine Arts - University of Arizona 5.1	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Tucson High Magnet School 2660	Hayes, Aunzane Daisy	Teacher	New to District	Competitive recruitment process. All documents located in HR.	BA - Arizona State University 8.11.20	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Bonillas Basic Curriculum Magnet School 1131	Jones, Stephanie Severa	Teacher	New to District	Competitive recruitment process. All documents located in HR.	BS - Northern Arizona University 5.31.22	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Borton Magnet Elementary School 1143	Lanz, Yvette Marie Camou	Teacher	Teacher	Competitive recruitment process. All documents located in HR.	BA - University of Arizona 1.1.85	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Tucson High Magnet School 2660	Rivera Ruiz, Oscar	Teacher	New to District	Competitive recruitment process. All documents located in HR.	Master of Music - 6.30.17	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Tucson High Magnet School 2660	Straub, Victor Stephen	Teacher	Substitute	Competitive recruitment process. All documents located in HR.	Master of Fine Arts - University of Arizon	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓

II.K.1.c Explanation of Responsibilities
 SY2022-23

Roskrige Bilingual Middle Magnet School (K-8) 1595	Urbina, Luis Alberto	Teacher	Substitute	Competitive recruitment process. All documents located in HR.	BA - Northern Arizona University 8.3.21	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Tucson High Magnet School 2660	Yount, Sydney Ann	Teacher	New to District	Competitive recruitment process. All documents located in HR.	B of Fine Arts - University of Arizona 4.2	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Davis Bilingual Elementary Magnet School 1191	Caldera, Maria De Los Angeles	Teaching Assistant	New to District	Competitive recruitment process. All documents located in HR.	AA 5.16.15 Bilingual Assessment 7.14.22	Assists teachers in performing their classroom teaching responsibilities.	✓
Borton Magnet Elementary School 1143	Darakjy, Taylor Elle	Teaching Assistant	New to District	Competitive recruitment process. All documents located in HR.		Assists teachers in performing their classroom teaching responsibilities.	✓
Borton Magnet Elementary School 1143	Garcia, Grecia Valenzuela	Teaching Assistant	New to District	Competitive recruitment process. All documents located in HR.	Para Professional TUSD 5.2023	Assists teachers in performing their classroom teaching responsibilities.	✓
Bonillas Basic Curriculum Magnet School 1131	Sullivan, Roberta	Teaching Assistant	Substitute	Competitive recruitment process. All documents located in HR.	AA El Paso Comm College B of Business Admin - University of Texas 5.12.90	Assists teachers in performing their classroom teaching responsibilities.	✓
Carrillo Magnet School 1161	Morales, Mia Marie	Teaching Assistant	New to District	Competitive recruitment process. All documents located in HR.	Para Professional TUSD 9.7.22	Assists teachers in performing their classroom teaching responsibilities.	✓

TUCSON UNIFIED SCHOOL DISTRICT

BEHAVIOR INTERVENTION MONITOR

UNIT: TEA White Collar/Food Service

FLSA: Non-Exempt

SUMMARY

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

MINIMUM REQUIREMENTS

High School Diploma or G.E.D.

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

OR

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

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

Two years of experience working with students.

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

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

Any equivalent combination of experience, training or education.

PREFERRED QUALIFICATIONS

Experience with Mojave software.

Experience as a Teacher's Aide.

ADDITIONAL REQUIREMENTS AFTER HIRE

FBI fingerprint background check.

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

Bloodborne Pathogen training offered by TUSD Risk Management Department.

ESSENTIAL FUNCTIONS

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

Assists regular and Special Education students in behavior intervention programs.

Monitor students' individual tutorials on social/emotion competencies.

Facilitate and assist students to complete computer-based modules.

Monitor and assist students in maintaining passing grades in classes.

Conduct dialogues with students about behaviors.

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

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

Serve as a liaison between students, teachers, and administrators.

Prepare and maintain records and documentation on student contacts.

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

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

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

Perform other duties as assigned.

MENTAL TASKS

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

PHYSICAL TASKS

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

EQUIPMENT, AIDS, TOOLS, MATERIALS

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

WORKING CONDITIONS

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

CONTROL, SUPERVISION

None.

M:Comp and Class
New: 5/08
Rev: 3/22

TUCSON UNIFIED SCHOOL DISTRICT

CURATOR OF ARTIFACTS & EXHIBITS

UNIT: Supervisory Confidential
FLSA: Non-Exempt

SUMMARY

Oversees multicultural and historical artifact collections that include collecting, preserving, maintaining, teaching/facilitating exhibiting, researching, and providing information of historical and artistic significance. Catalogs and makes available for reference documents of all art pieces and other artifacts in the collection. Handles, mounts, stores, and exhibits art objects and other artifacts.

MINIMUM REQUIREMENTS

Bachelor's Degree in Art or Art History OR Art Education with experience teaching in a K-12 environment.

2-5 years experience in arts education field

Skills with tools, artistic abilities, and collaborative team efforts.

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

Management skills.

Well-trained artistic eye.

Exhibition and research skills.

Proficiency in creating documents and forms using Microsoft Office suite, Adobe, etc.

ADDITIONAL REQUIREMENTS AFTER HIRE

FBI fingerprint background check.

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.

Oversees a variety of artifacts, which include collecting, preserving, maintaining, exhibiting, researching, and documenting the pieces.

Prepares for ARTSmoblies, library panels, dioramas, and OMAgination Studio, identifying themes in consultation with departments and selected personnel. Align with curricular content. Determine how to secure, mount and design exhibit.

Examines art objects and other artifacts to determine need for repair and method of preservation, consulting with specialists for authentic restoration and researches manner in which artifacts should be handled and protected.

Monitor the infiltration of bugs, clean and store artifacts with correct materials and lighting.

Design space in which artifacts are housed when not in use; oversee and monitor security of the collections/exhibits.

Researches information about artifacts. Catalogs, labels, and maintains inventory, including narrative descriptions, photographs and digital recordings, and makes available for reference documents of all art pieces in the collection.

Conducts workshops/professional development about the collection, ARTSmobiles, thematic exhibits, etc.

Prepares reports concerned with the collection, including reporting condition of collection.

Trains and prepares docents and other support staff on exhibition's presentation and information.

Participates as an active member of the Fine and Performing Arts Department, with other TUSD Departments and community organizations.

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 lifting and carrying weight up to 25 lbs., walking, stooping, reaching, bending, holding and grasping objects, climbing ladders, hammering, painting, hanging exhibits, and creating exhibit boxes is required. Assistance is available as required to perform physically demanding tasks. Work involves sitting for extended periods of time and moving from one location to another. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability is required of public contact responsibilities.

EQUIPMENT, AIDS, TOOLS, MATERIALS

Utilizes office equipment such as telephone, computer, printer and copier/scanner. Utilizes exhibit design and building tools including but not limited to ladder, hammer, various hand tools, and painting equipment.

WORKING CONDITIONS

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

CONTROL, SUPERVISION

Responsible to the Director of Fine and Performing Arts Department

M:Comp and Class
New: 3/23

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 flexible 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

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.

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

Revised: 3/2020

TUCSON UNIFIED SCHOOL DISTRICT

EXCEPTIONAL EDUCATION TEACHER ASSISTANT

UNIT: TEA White Collar/Food Service

FLSA: Non-Exempt

SUMMARY

The Exceptional Education Teacher Assistant assists the Exceptional Education and General Education Teacher with instruction and medically relevant support for students with disabilities. This position assists with academic and functional curriculum. The Exceptional Education Teacher Assistant may provide adult support with daily living skills such as feeding, dressing, grooming and toileting, that correlate to mandatory Medicaid billing, and enhancement of present levels of performance, behavioral support, reinforcement of therapy goals, and job skills. Degree and level of support is based on grade level and student need. Transition and community-based tasks are specific to secondary students.

MINIMUM REQUIREMENTS

High School Diploma or G.E.D.

AND

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

OR

Associate's (or higher) degree

OR

Two (2) years (60 Semester-Hour credits) of study at an institute of higher learning

Two (2) years of experience working with youth or children

Computer skills, to include the ability to use email.

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

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

Any equivalent combination of experience, training or education.

PREFERRED QUALIFICATIONS

Special Education experience

Experience working with children with disabilities

Experience working with children or adults in a vocational setting

ADDITIONAL REQUIREMENTS AFTER HIRE

FBI fingerprint background check.

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

CPR and First Aid Certification - Certification must be maintained current during course of employment.

Physical Examination with Lift Test to be done by one of the clinics with which the District contracts (Category B) and sign a Medical History form.

Must complete Student Intervention Techniques (SIT) training within 6 months of hire.

Must release Social Security Number to be eligible for [Arizona Health Care Cost Containment System] AHCCCS-Provider ID Number.

Nonviolent Crisis Intervention (NCI) Training.

Bloodborne Pathogen training offered by TUSD Risk Management Department.

ESSENTIAL FUNCTIONS

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

Assists teacher to implement teacher-developed lesson plans to an individual student or small groups of students. Under the direction of the teacher, implements instructional activities in areas such as reading, writing, math, or self-help. Reinforces lessons and lesson plans in accordance with Individual Education Plan (IEP) and teacher's instructions. Collects data and may draft daily logs.

Under the direction of the teacher, assists with preparing and/or modifying activities and instructional materials/supplies needed for lessons.

Assists teacher in ordering instructional supplies and maintain the classroom inventory.

Under the direction of the teacher, assists in arranging students into cooperative reading groups and coordinate a group discussion of a story and encourage all students to participate. May give dictation to class.

Reinforces the development of language skills in areas such as comprehension, vocabulary, plurals and synonyms, use of augmentative communication devices and assistive technology.

Supports and practices individual training in phonics, sign language, auditory skills, spelling, writing, and mathematics.

Instructs students in self-help skills such as: combing hair, brushing teeth, trimming nails, dressing, washing clothes, feeding, general personal hygiene and maintaining attention and focus.

Under supervision by Teacher and/or Job Developer Instructor, assists in providing Community Based Instruction (CBI) and training in areas including but not limited to such areas as how to live independently in the community, how to order food in a restaurant, how to use public transportation, how to shop for groceries and how to fill out forms. Assists implementing supported work assessments and job training plans.

Reinforces Community Based Instruction (CBI) safety procedures, the use of tools, and production requirements used in work settings.

Assists supervising students to ensure that the student performs the required work in a vocational setting.

Operates and maintains instructional and/or adaptive equipment.

Assists students with disabilities who may require care for their physical hygiene needs such as but not limited to diapering, toileting, catheterizing and cleaning and flushing their tracheotomy tubes.

Supervises student behavior and monitors students in the hallways, cafeteria, playground, community, etc. Monitors safety (assess, manage, and respond to student risk behavior as outlined in NCI model) and health matters.

Implement positive behavior strategies as outlined in the Individual Education Plan (IEP).

Collects and maintains record data on students' behavior and performance. Implements positive behavior reinforcement by awarding points for good conduct and activities completed. Follows behavior plans.

Observes, records, and maintains on paper logs and in online platforms, detailed records of services provided, and progress achieved.

Assists teacher in the administration of student tests and in the distribution of progress reports. May enter test results on computer. Helps manage student files that include performing clerical functions such as computer entry, filing, laminating, and copying.

Assists with classroom setup and organization including bulletin boards and displays.

Attends Individual Education Plan (IEP) or other staff meeting at the request of the teacher or administrator.

Meets with teachers as needed.

Required to do Medicaid billing paperwork.

Participates in professional development trainings provided by the District as required.

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

Perform other duties as assigned.

MARGINAL FUNCTIONS

Assists Teacher with bulletin boards of current events and prepare displays of student's works and achievements, with decorating classroom with appropriate themes during the school year, and with arranging field trips for students. Contacts parents to participate and arrange for transportation. Collects money and record amount received.

Accompanies student to class, takes notes and assists student in completing assignments. Assists students in computer instruction.

Monitors students during eating to ensure children do not choke on food. May prepare foods and hand feed or tube feed children through their mouth or stomach.

MENTAL TASKS

Communicating. Reading to students. Comprehending instructions received from supervisor. Performs functions from oral and written instructions and from observing others.

PHYSICAL TASKS

Work involves the performance of duties where physical exertion is required as a normal part of assigned duties. Assistance is available to perform unusually physically demanding tasks. Work may involve lifting and carrying objects weighing as much as 50 pounds as a regular part of the job. May require occasional lifting weights up to 75 pounds. Considerable walking, climbing, stooping, bending, reaching, and sitting for considerable periods of time may be required as a normal part of the job. 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

Use of general office equipment: telephones, computers, printers, copy machines and scanners. Use of hand and power tools: scissors, handsaws, and drills.

WORKING CONDITIONS

Indoor. Classroom and shop environment. Outdoor. Playground, garden, and swimming pool environment. Contact with students, parents, staff, and public. Students may hit, bite, curse, kick, spit, urinate on, or otherwise act out requiring intervention.

CONTROL, SUPERVISION

Monitor and intervene regarding student behavior.

M:Comp and Class
New: 10/94
Rev: 3/22

CLASSIFICATION

INSTRUCTIONAL DATA & INTERVENTION SPECIALIST

SUMMARY

Works with site principals and teachers to access, analyze, and collect relevant student achievement data to improve instruction across the curriculum. The Instructional Data & Intervention Specialist is committed to improving staff assessment skills as well as data analysis and data collection skills to ensure that students meet state and district academic standards.

MINIMUM REQUIREMENTS

Valid Arizona Teaching Certificate.

Arizona IVP Fingerprint clearance card

Three (3) years teaching experience

Knowledge of classroom assessment models and rubric formation and uses

One (1) year experience providing instructional data analysis.

Understands the antecedents of school reform

Knowledge of research on best practices, specific models to improve student achievement, and whole school reform

Experience working with diverse student populations.

Experience with Word Processing/Database/Spreadsheet programs

Any equivalent combination of experience, training, or education

PREFERRED REQUIREMENTS

Master's Degree in Education or a related field

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.

Works with staff to identify students who are not making adequate academic progress.

Assists in the design of effective research based interventions.

Assist sites in the development of data collection models and tools to capture benchmark student achievement data.

Collaborates with site personnel for data collection and analysis.

Assists with Federal, State and District report preparation and data collection.

Attend trainings and workshops as required.

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.

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 telephones, computers and copiers.

WORKING CONDITIONS

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

CONTROL, SUPERVISION

None

M: Comp an Class/JOB35205
New: 5/2003
Update: 10/16, 11/17
Revised 6/04, 9/11, 3/12, 2/2020
Title Chg: 3/12

TUCSON UNIFIED SCHOOL DISTRICT

INSTRUCTIONAL SPECIALIST – GENERAL SUBJECTS

UNIT: TEA White Collar/Food Service

FLSA: Non-Exempt

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 (2) 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.

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.

Bloodborne Pathogen training offered by TUSD Risk Management Department.

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.

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

Perform other duties as assigned.

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:Comp and Class
New: 9/99
Rev: 3/22

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

USP Review 6/13

TUCSON UNIFIED

SCHOOL DISTRICT

PROGRAM MANAGER

UNIT: Non-Bargaining

FLSA: Exempt

SUMMARY

Manages and implements strategic program plans. Oversight of complex program(s), department and/or grant level responsibilities or multiple components of an overall program/department/grant.

(A "Program" refers to carrying out a specific service or specific activity within a department or the district.)

(This classification is differentiated from the Senior Program Coordinator by the level of the program/department/grant and the strategic decision making involved within these areas.).

MINIMUM REQUIREMENTS

Master's Degree.

Four years of experience administering or coordinating programs.

Proven expertise of federal and state legislative requirements related to specific program, department or grant.

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

Any equivalent combination of experience, training or education.

PREFERRED QUALIFICATIONS

Doctorate degree.

ADDITIONAL REQUIREMENTS AFTER HIRE

FBI fingerprint background check.

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.

Supervise and evaluate staff to ensure that all program/department/grant needs are met.

Designs, implements and evaluates program/department/grant specific characteristics and needs.

Develops and implements strategic and tactical programmatic plans, new goals and objectives.

Coordinates the activities of the program/department/grant with interrelated activities, or with other programs, departments, schools or other entities.

Conducts research studies, compiles and evaluates data, monitors outcomes, formulates grant proposals and implements strategical changes.

Provides training, acts as a resource, organizes conferences and chair committees related to program.

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

Monitors and approves program expenditures. Develops and administers annual budget.

Confers and collaborates 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/department/grant activities, progress or status.

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

Perform other duties as assigned.

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. Exposure to noise. Contact with employees, students and public,

CONTROL, SUPERVISION

May coordinate, monitor or supervise the activities of subordinates.

M:Comp and Class
New: 11/09
Rev: 4/22

UNIT: Teacher
FLSA: Exempt

CLASSIFICATION

CERTIFIED TEACHER

SUMMARY

Effectively manage the learning environment to prepare lesson plans, instruct students, 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 certified 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.

Other duties as assigned.

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, fieldtrips, lunchroom, library, school buses and other areas.

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

TUCSON UNIFIED SCHOOL DISTRICT

TEACHER ASSISTANT

UNIT: TEA White Collar/Food Service

FLSA: Non-Exempt

SUMMARY

Assists teachers in performing their classroom teaching responsibilities.

MINIMUM REQUIREMENTS

Speak, read, and write in English.

One (1) year of experience working with youth.

High School Diploma or G.E.D.

AND

Associate's (or higher) degree

OR

60 Semester-Hour credits from an accredited institution

OR

AZ Dept. of Education-approved Academic Assessment Test

Any equivalent combination of experience, training or education.

PREFERRED QUALIFICATIONS

Related training or education

ADDITIONAL REQUIREMENTS AFTER HIRE

FBI fingerprint background check.

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

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

Bloodborne Pathogen training offered by TUSD Risk Management Department.

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.

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

Perform other duties as assigned.

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.