

Department	Name	Position Type	Previous Job Title	Others Considered for the Position	Credentials	Explanation of Responsibilities
Professional Development 5034	Lewis, Christina Rebecca Metler	Prof Dev Academic Trainer	New to TUSD	Competative recruitment process. All documents located in HR.	BS - Brigham Young University M of Ed - Brigham Young Univ	Supports district academic initiatives, teacher development, school development, cross content academic writing, instructional support for teachers, and support of district instructional goals.
Human Resources 5068	Haber, Sarah Ann	Recruitment Manager	New to TUSD	Competative recruitment process. All documents located in HR.	MBA - Prescott College	Oversee and participate in communication, partnership and brand management activities in District recruitment efforts. Manage, coordinate and participate in District recruitment and retention activities to ensure all events are supported equitably and that all groups have access to attend.
Pueblo High School 2630	Miller, Randy Robert II	Teacher	New to TUSD	Competative recruitment process. All documents located in HR.	M of Public Admin - Grand Canyon Univ	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.
Alice Vail Middle School 1555	Molina, James Anthony	Teacher	New to TUSD	Competative recruitment process. All documents located in HR.	BS - Southern New Hampshire Univ	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.
Pueblo High School 2630	Sterr, Julie Karen	Teacher	New to TUSD	Competative recruitment process. All documents located in HR.	MA - Chapman University	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.
Professional Development 5034	Peters, Eva Leticia	Teacher Mentor	New to TUSD	Competative recruitment process. All documents located in HR.	BA - U of Arizona	Build professional knowledge and refine 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.

TUCSON UNIFIED

SCHOOL DISTRICT

CERTIFIED TEACHER

UNIT: TEA Consensus

FLSA: Exempt

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.

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

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.

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 implements 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.

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

Perform other duties as assigned.

MENTAL TASKS

Order classroom supplies and instructional 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 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, dust, gas, and fumes.

CONTROL, SUPERVISION

Supervises assigned classroom staff.

M:Comp and Class
New: 10/92
Rev: 8/02

TUCSON UNIFIED

SCHOOL DISTRICT

PROFESSIONAL DEVELOPMENT ACADEMIC TRAINER

UNIT: TEA Consensus

FLSA: Exempt

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

Arizona Teachers Certification

Arizona IVP Fingerprint Clearance Card

Five (5) years of teaching experience

Three (3) years experience working with at-risk populations

Three (2) years experience providing professional development

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

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

Excellent communication skills (verbal, and written), writing competency, professional development, and presentation skills, and proficiency in the use and integration of technology.

Ability to work successfully with diverse populations.

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

PREFERRED QUALIFICATIONS

Three (3) years of teaching with Tucson Unified School District

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.

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/Coaches.

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

Researches and develop curriculum that includes a variety of perspectives, facilitates discussion on views and ideas that are less common or underrepresented and promotes students critical thinking skills and self-understanding.

Designs and conducts professional development that supports both integration of TUSD's curriculum and fosters understanding, and culturally sensitive learning environments for administrators, departments, and sites.

Assists in creating, implementing, and assessing effective methodologies that contribute to greater academic success for all students.

Serves as a member of the district textbook/curriculum adoption process at all stages of implementation.

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

Responds to all other expressed needs of school sites.

Attends training as required.

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

Performs all other duties assigned.

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:Comp and Class
New: 5/03
Rev: 4/24

TUCSON UNIFIED

SCHOOL DISTRICT

RECRUITMENT MANAGER

UNIT: Non-Bargaining

FLSA: Exempt

SUMMARY

Oversee and participate in communication, partnership and brand management activities in District recruitment efforts. Manage, coordinate and participate in District recruitment and retention activities to ensure all events are supported equitably and that all groups have access to attend. The Recruitment Manager will work closely with the District Leadership Team to manage sourcing, interviewing and recruitment processes.

Develop effective, growth-oriented recruitment advertising strategies. Manage advertising placement across multiple media platforms as well as customized production of videos, photos, and advertising media to support District recruitment/retention efforts that appear in TV/Radio commercials, websites, Print media, digital media, social media, Indoor/outdoor platforms, and in news media.

MINIMUM REQUIREMENTS

Master's Degree in Human Resource Management or related field AND

2 years of customer-facing to include experience in HR management, with a focus on recruiting and talent acquisition.

OR

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

Five (5) years of customer-facing to include experience in HR management, with a focus on recruiting and talent acquisition;

OR

Ten years of progressive customer-facing to include experience in HR management, with a focus on recruiting and talent acquisition.

Experience with (in-person and online) interviews, candidate screening and evaluation

Ability to work independently and should possess robust verbal and written communication skills and team management skills.

Proven ability to make timely and independent judgment decisions and maintain high-performance standards, while working in a fast-paced, complex, and results-driven environment in which priorities may shift rapidly.

Ability to work odd hours and travel locally/nationally when required.

PREFERRED QUALIFICATIONS

Working knowledge of Human Resources Information Systems (HRIS) or hiring Enterprise Resource Planning (applicant tracking) systems such as Infinite Visions, TalentEd, TimeClock Plus, etc.

Working knowledge of social media and other professional networks for recruitment purposes.

ADDITIONAL REQUIREMENTS AFTER HIRE

FBI fingerprint background check required.

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.

Work in tandem with senior recruiting team members to identify, attract and retain new talent.

Employ exceptional verbal communication skills to showcase the benefits of open positions and assess candidate proficiencies using predetermined criteria.

Establish relationships and consult with key stakeholders and hiring managers on recruitment and candidate experience to assure a best-in-class recruitment process and experience.

Prepare periodic updates & analyses of recruiting metrics/costs to HR leadership and make recommendations for any process and/or policy improvements.

Ensure all recruitment activities are done in accordance with employment laws and regulations and post-unitary compliance.

Foster a positive and engaging work culture that supports employee growth and development.

Foster and build the Districts' professional network through relationships with other HR professionals, colleges and other partners.

Research, update and design new recruiting procedures. Make recommendations on ways to improve employer brand.

Supervise recruitment team and report on their performance.

Manage and participate in recruiting fairs and career events.

Creating and maintaining a standard feedback system to ensure a structured approach to hiring decisions. Building and maintaining KPIs and metrics (e.g. time-to-fill and cost-per-hire).

Research trends and best practices to develop and implement short and long-term educational program plans, goals and objectives.

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 oral and written instructions and from observation of others. Evaluates written materials.

PHYSICAL TASKS

Work involves performing 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 performance of assigned duties. Verbal communicative ability may be required of public contact positions.

EQUIPMENT, AIDS, TOOLS, MATERIALS

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

WORKING CONDITIONS

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

CONTROL, SUPERVISION

Supervises the activities of HR Recruitment Analyst.

JOB TITLE

TEACHER MENTOR

SUMMARY

The Teacher Mentor position serves a maximum of 6 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

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 flexible 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

Must hold a current Arizona Driver's license and have accrued no more than the allowable points against Driver's License 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.

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, 5/19, 04/2021