APPENDIX IV – 27
<table>
<thead>
<tr>
<th>DAC</th>
<th>Name</th>
<th>Position Type</th>
<th>Previous Job Title</th>
<th>Others Considered for the Position</th>
<th>Credentials</th>
<th>Explanation of Responsibilities</th>
<th>Job Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doolen Middle School 1505</td>
<td>Sagi, Stephen John</td>
<td>Master Teacher</td>
<td>New to TUSD</td>
<td>Competitive recruitment process. All documents located in HR.</td>
<td>Bachelor of Arts 8.14.2008, U of Arizona Master of Education 5.15.2010, U of Arizona</td>
<td>Primary role is, with principal, to analyze student data, create and institute an academic achievement plan for the school, lead cluster groups, and provide demonstration lessons. √</td>
<td></td>
</tr>
<tr>
<td>Palo Verde High Magnet School 2620</td>
<td>Badri, Yasmin Suliman</td>
<td>Teacher</td>
<td>AVID Teacher</td>
<td>Competitive recruitment process. All documents located in HR.</td>
<td>Bachelor of Science, 1/1985, Grand Canyon University Master of Education, 5/2007, Northern Arizona University</td>
<td>Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students’ performance in order to advance student achievement. √</td>
<td></td>
</tr>
<tr>
<td>Dodge Traditional Magnet Middle Sc</td>
<td>Beasley, Otis</td>
<td>Teacher</td>
<td>New to TUSD</td>
<td>Competitive recruitment process. All documents located in HR.</td>
<td>BS Engineering, 3/2007 Technological University of the Philippines</td>
<td>Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students’ performance in order to advance student achievement. √</td>
<td></td>
</tr>
<tr>
<td>Pistor Middle School 1527</td>
<td>Castillon, Leizzel Perez</td>
<td>Teacher</td>
<td>New to TUSD</td>
<td>Competitive recruitment process. All documents located in HR.</td>
<td>BS Health Science, 2003, U of Arizona BA Spanish American Literature, 1990, AZ State University</td>
<td>Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students’ performance in order to advance student achievement. √</td>
<td></td>
</tr>
<tr>
<td>Booth-Fickett Math/Science Magnet</td>
<td>Centurion, Paul</td>
<td>Teacher</td>
<td>New to TUSD</td>
<td>Competitive recruitment process. All documents located in HR.</td>
<td>BS, Embry-Riddle Aero University Master of Arts in Education Curriculum and Instruction, 6/2008, U of Phoenix</td>
<td>Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students’ performance in order to advance student achievement. √</td>
<td></td>
</tr>
<tr>
<td>Dodge Traditional Magnet Middle Sc</td>
<td>Cohen, Arnold Scott</td>
<td>Teacher</td>
<td>Substitute Teacher</td>
<td>Competitive recruitment process. All documents located in HR.</td>
<td>BS, Embry-Riddle Aero University Master of Arts in Education Curriculum and Instruction, 6/2008, U of Phoenix</td>
<td>Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students’ performance in order to advance student achievement. √</td>
<td></td>
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<tr>
<td>Doolen Middle School 1505</td>
<td>Dee, David Fenton</td>
<td>Teacher</td>
<td>Substitute Teacher</td>
<td>Competitive recruitment process. All documents located in HR.</td>
<td>BA History, 5/2007, Marquette University MA Latin American Studies, 5/2012, U of Arizona Ph.D. History, 5/2018, U of Arizona</td>
<td>Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students’ performance in order to advance student achievement. √</td>
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</tr>
<tr>
<td>Valencia Middle School 1557</td>
<td>Felix, Rene Antonio</td>
<td>Teacher</td>
<td>New to TUSD</td>
<td>Competitive recruitment process. All documents located in HR.</td>
<td>BA of Science, 8/6/16, James Madison University</td>
<td>Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students’ performance in order to advance student achievement. √</td>
<td></td>
</tr>
<tr>
<td>Pistor Middle School 1527</td>
<td>Fioretto, Natalie Rose</td>
<td>Teacher</td>
<td>New to TUSD</td>
<td>Competitive recruitment process. All documents located in HR.</td>
<td>BA of Science, 8/6/16, James Madison University</td>
<td>Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students’ performance in order to advance student achievement. √</td>
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<tr>
<td>School/Location</td>
<td>Name</td>
<td>Position</td>
<td>Experience</td>
<td>Education</td>
<td>Relevant Experience</td>
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<tr>
<td>Palo Verde High Magnet School 2620</td>
<td>Garrett, Elana Faye</td>
<td>Teacher</td>
<td>New to TUSD</td>
<td>Bachelor of Science in Accounting, 2009, Western International University</td>
<td>Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.</td>
<td>√</td>
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<tr>
<td>Roberts/Naylor K-8 School 1525</td>
<td>Gibbons, Daniel F</td>
<td>Teacher</td>
<td>New to TUSD</td>
<td>BA Environmental Studies, 5/1984, MS Printing Technology, 11/88, Rochester Institute of Technology</td>
<td>Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.</td>
<td>√</td>
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<tr>
<td>Palo Verde High Magnet School 2620</td>
<td>Green, Dianne Smith</td>
<td>Teacher</td>
<td>Substitute Teacher</td>
<td>Arizona College BS Family Consumer Sciences, 5/1967, U of Arizona MS Family Consumer Science, 2/1971, U of Arizona</td>
<td>Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.</td>
<td>√</td>
<td></td>
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<tr>
<td>Booth-Fickett Math/Science Magnet</td>
<td>Matzkin, Georgina Jimenez</td>
<td>Teacher</td>
<td>New to TUSD</td>
<td>BA In Environmental Analysis and Design, 6/1997 U of California at Irvine MS in Elementary Education 5/2002, Dowling College NY</td>
<td>Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.</td>
<td>√</td>
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<tr>
<td>Pistor Middle School 1527</td>
<td>Nicolette, Daniel J</td>
<td>Teacher</td>
<td>New to TUSD</td>
<td>Bachelor of Arts Liberal Arts, 8/2010, Auburn University Masters of Fine Arts, 9/2012, New York Film Academy</td>
<td>Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.</td>
<td>√</td>
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</tr>
<tr>
<td>Booth-Fickett Math/Science Magnet</td>
<td>Slick, Seth Alan</td>
<td>Teacher</td>
<td>New to TUSD</td>
<td>BS in Molecular Biosciences and Biotechnology, 2011, Arizona State University</td>
<td>Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.</td>
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<tr>
<td>Pistor Middle School 1527</td>
<td>Starks, Elizabeth Marie</td>
<td>Teacher</td>
<td>New to TUSD</td>
<td>Bachelor of Science, 5/2018, U of Arizona</td>
<td>Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.</td>
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<tr>
<td>Magee Middle School 1515</td>
<td>Turner, Tanya Cheyenne</td>
<td>Teacher</td>
<td>New to TUSD</td>
<td>BS in Curriculum and Instruction, 6/2005</td>
<td>Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.</td>
<td>√</td>
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</tr>
<tr>
<td>Valencia Middle School 1557</td>
<td>Waldron, Jeanna Marie</td>
<td>Teacher</td>
<td>MS Science Teacher</td>
<td>BS in Curriculum and Instruction, 6/2005</td>
<td>Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.</td>
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<tr>
<td>Position Type</td>
<td>Name</td>
<td>Grade</td>
<td>Competitive recruitment process. All documents located in HR.</td>
<td>Education/Experience</td>
<td>Responsibilities</td>
<td>Notes</td>
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<tr>
<td>Professional Development 5034</td>
<td>Allard, Susan Lee</td>
<td>Teacher Mentor</td>
<td>New to TUSD</td>
<td>Master in Education, 5/1996, U of Arizona</td>
<td>Serves a maximum of 4 years providing support for teachers new to the profession, teachers new to TUSD, and other teachers assigned by building professional knowledge and refining instructional skills to enhance student learning and achievement.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Professional Development 5034</td>
<td>Chapin, Diane Marie</td>
<td>Teacher Mentor</td>
<td>Returning Teacher</td>
<td>Standard Elementary Education, 1-8 9.16.15-11.28.21</td>
<td>Serves a maximum of 4 years providing support for teachers new to the profession, teachers new to TUSD, and other teachers assigned by building professional knowledge and refining instructional skills to enhance student learning and achievement.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Professional Development 5034</td>
<td>Dadante, Elizabeth Frances</td>
<td>Teacher Mentor</td>
<td>New to TUSD</td>
<td>Bachelor of Arts Secondary Education, 5/1990, Prescott College</td>
<td>Serves a maximum of 4 years providing support for teachers new to the profession, teachers new to TUSD, and other teachers assigned by building professional knowledge and refining instructional skills to enhance student learning and achievement.</td>
<td>✓</td>
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</tr>
<tr>
<td>Professional Development 5034</td>
<td>Dadante, Elizabeth Frances</td>
<td>Teacher Mentor</td>
<td>New to TUSD</td>
<td>Bachelor of Arts in Education, 5/1990, Prescott College</td>
<td>Serves a maximum of 4 years providing support for teachers new to the profession, teachers new to TUSD, and other teachers assigned by building professional knowledge and refining instructional skills to enhance student learning and achievement.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Professional Development 5034</td>
<td>Fiore, Analizbeth</td>
<td>Teacher Mentor</td>
<td>New to TUSD</td>
<td>BA Education, 12/1986, U of Arizona MA Educational Leadership, 1/2004, U of Arizona</td>
<td>Serves a maximum of 4 years providing support for teachers new to the profession, teachers new to TUSD, and other teachers assigned by building professional knowledge and refining instructional skills to enhance student learning and achievement.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Professional Development 5034</td>
<td>Fiore, Analizbeth</td>
<td>Teacher Mentor</td>
<td>New to TUSD</td>
<td>Competitive recruitment process. All documents located in HR.</td>
<td>BA, Elementary Education, 1987, U of Arizona M.Ed. Educational Leadership, 2004, Northern AZ University Principal Graduate Certificate, 2013, Northern AZ University</td>
<td>Serves a maximum of 4 years providing support for teachers new to the profession, teachers new to TUSD, and other teachers assigned by building professional knowledge and refining instructional skills to enhance student learning and achievement.</td>
<td>✓</td>
</tr>
<tr>
<td>Professional Development 5034</td>
<td>Hernandez, Haydee</td>
<td>Teacher Mentor</td>
<td>New to TUSD</td>
<td>Competitive recruitment process. All documents located in HR.</td>
<td>BA, Elementary Education, 1997, U of Arizona M.Ed. Educational Leadership, 2004, Northern AZ University</td>
<td>Serves a maximum of 4 years providing support for teachers new to the profession, teachers new to TUSD, and other teachers assigned by building professional knowledge and refining instructional skills to enhance student learning and achievement.</td>
<td>✓</td>
</tr>
<tr>
<td>Professional Development 5034</td>
<td>Kent, Katherine Louise</td>
<td>Teacher Mentor</td>
<td>New to TUSD</td>
<td>Competitive recruitment process. All documents located in HR.</td>
<td>BA English, 12/2011, U of Arizona Master in Education, 5/2013, U of Arizona</td>
<td>Serves a maximum of 4 years providing support for teachers new to the profession, teachers new to TUSD, and other teachers assigned by building professional knowledge and refining instructional skills to enhance student learning and achievement.</td>
<td>✓</td>
</tr>
<tr>
<td>Professional Development 5034</td>
<td>Kredich, Nicole C</td>
<td>Teacher Mentor</td>
<td>Returning to TUSD (left May 2018)</td>
<td>Competitive recruitment process. All documents located in HR.</td>
<td>Masters of Education, 5/2001, U of Arizona BA of Science in Microbiology/Chemistry, 8/1997, U of Arizona</td>
<td>Serves a maximum of 4 years providing support for teachers new to the profession, teachers new to TUSD, and other teachers assigned by building professional knowledge and refining instructional skills to enhance student learning and achievement.</td>
<td>✓</td>
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<tr>
<td>Professional Development 5034</td>
<td>Mace, Heather M</td>
<td>Teacher Mentor</td>
<td>Reading Intervention Teacher</td>
<td>Competitive recruitment process. All documents located in HR.</td>
<td>Bachelor of Arts, 5/2001, University of Nebraska-Lincoln Master of Education, 8/2003, AZ State University</td>
<td>Serves a maximum of 4 years providing support for teachers new to the profession, teachers new to TUSD, and other teachers assigned by building professional knowledge and refining instructional skills to enhance student learning and achievement.</td>
<td>✓</td>
</tr>
<tr>
<td>Professional Development 5034</td>
<td>Maxwell, Jill Schafer</td>
<td>Teacher Mentor</td>
<td>Teacher 1st &amp; 2nd grade</td>
<td>Competitive recruitment process. All documents located in HR.</td>
<td>Bachelor of Science, 2002, University of PHX MAED Elementary Education, 2005, University of PHX</td>
<td>Serves a maximum of 4 years providing support for teachers new to the profession, teachers new to TUSD, and other teachers assigned by building professional knowledge and refining instructional skills to enhance student learning and achievement.</td>
<td>✓</td>
</tr>
<tr>
<td>Professional Development 5034</td>
<td>Miles, Christina Louise</td>
<td>Teacher Mentor</td>
<td>Teacher 1st &amp; 5th grade</td>
<td>Competitive recruitment process. All documents located in HR.</td>
<td>Bachelor of Arts in Music, 8/1989, U of Arizona Master of Arts, 11/1992, Chapman University</td>
<td>Serves a maximum of 4 years providing support for teachers new to the profession, teachers new to TUSD, and other teachers assigned by building professional knowledge and refining instructional skills to enhance student learning and achievement.</td>
<td>✓</td>
</tr>
<tr>
<td>Professional Development 5034</td>
<td>Nunez, Yolanda Isabel</td>
<td>Teacher Mentor</td>
<td>New to TUSD</td>
<td>Competitive recruitment process. All documents located in HR.</td>
<td>Bachelor of Science, 12/1996, U of Arizona Master of Education, Educational Leadership, 12/2004, Northern AZ University</td>
<td>Serves a maximum of 4 years providing support for teachers new to the profession, teachers new to TUSD, and other teachers assigned by building professional knowledge and refining instructional skills to enhance student learning and achievement.</td>
<td>✓</td>
</tr>
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<tr>
<td>Professional Development 5034</td>
<td>Pizano, Marco A</td>
<td>Teacher Mentor</td>
<td>Returning to TUSD since 12/2017</td>
<td>Competitive recruitment process. All documents located in HR.</td>
<td>Bachelor of Arts, Secondary Social Studies, 2000, U of Arizona Master of Education, 2008, Northern AZ University Master of Education Educational Administration and Supervision, 2014, Arizona State University</td>
<td>Serves a maximum of 4 years providing support for teachers new to the profession, teachers new to TUSD, and other teachers assigned by building professional knowledge and refining instructional skills to enhance student learning and achievement.</td>
<td>✓</td>
</tr>
<tr>
<td>Professional Development 5034</td>
<td>Quijada, Marcos A</td>
<td>Teacher Mentor</td>
<td>Dean of Students</td>
<td>Competitive recruitment process. All documents located in HR.</td>
<td>BS Education, 6/1984, Northern Arizona University MA Education, 6/1996, Northern Arizona University</td>
<td>Serves a maximum of 4 years providing support for teachers new to the profession, teachers new to TUSD, and other teachers assigned by building professional knowledge and refining instructional skills to enhance student learning and achievement.</td>
<td>✓</td>
</tr>
<tr>
<td>Professional Development 5034</td>
<td>Ruiz, Marco A</td>
<td>Teacher Mentor</td>
<td>Teacher Mentor</td>
<td>Competitive recruitment process. All documents located in HR.</td>
<td>Bachelor of Arts Elementary Bilingual Education K-8, 1986, U of Arizona Master of Arts, Education of Gifted Students, 1996, U of Arizona Master of Education, Education Administration, 2010, Grand Canyon University</td>
<td>Serves a maximum of 4 years providing support for teachers new to the profession, teachers new to TUSD, and other teachers assigned by building professional knowledge and refining instructional skills to enhance student learning and achievement.</td>
<td>✓</td>
</tr>
<tr>
<td>Professional Development 5034</td>
<td>Santiesteban, Melinda J</td>
<td>Teacher Mentor</td>
<td>New to TUSD</td>
<td>Competitive recruitment process. All documents located in HR.</td>
<td>Arizona Teacher Proficiency Assessment-Elementary Education, Professional Knowledge, 11.20.1999 Standard Elementary Education, 1-8, 6.18.14-7.5.20 (SEI, K-12, Early Childhood Education, birth-age8)</td>
<td>Serves a maximum of 4 years providing support for teachers new to the profession, teachers new to TUSD, and other teachers assigned by building professional knowledge and refining instructional skills to enhance student learning and achievement.</td>
<td>✓</td>
</tr>
<tr>
<td>Professional Development 5034</td>
<td>Silverman, Nancy Grace</td>
<td>Teacher Mentor</td>
<td>Returning to TUSD (left 2016)</td>
<td>Competitive recruitment process. All documents located in HR.</td>
<td>Arizona Teacher Proficiency Assessment-Elementary Education, Professional Knowledge, 11.20.1999 Standard Elementary Education, 1-8, 6.18.14-7.5.20 (SEI, K-12, Early Childhood Education, birth-age8)</td>
<td>Serves a maximum of 4 years providing support for teachers new to the profession, teachers new to TUSD, and other teachers assigned by building professional knowledge and refining instructional skills to enhance student learning and achievement.</td>
<td>✓</td>
</tr>
</tbody>
</table>
Tucson Unified School District

Master Teacher, Elementary and Middle School
TUSD Careers Job Number: TBD

ABOUT TUCSON UNIFIED

As Southern Arizona's largest district, Tucson Unified School District is able to provide its team cutting edge educational training and support programs.

Five reasons to work in Tucson Unified:

1. We're the place for your talent and passion for student achievement and closing the achievement gap.
2. We're an urban school district that believes all students can achieve at high levels.
3. We're committed to providing our students with multicultural and culturally responsive education.
4. We're transforming our school district and the community by making a difference in the lives of our students.
5. We value and recognize our innovative, highly performing, and creative staff.

Join Tucson Unified and serve in the forefront of American education in beautiful Tucson, Arizona. As the second largest district in the state, we have 89 schools and proudly serving over 49,000 students, parents, and families since 1867.

Mission Statement
The mission of the Tucson Unified School District, in partnership with parents and the greater community, is to assure each pre-kindergarten through 12th grade student receives an engaging, rigorous and comprehensive education. The District is committed to inclusion and non-discrimination in all District activities. At all times, District staff should work to ensure that staff, parents, students and members of the public are included and welcome to participate in District activities.

Purpose of Position:

- Primary role is, with the principal, to analyze student data
- Create and institute an academic achievement plan for the school
- Lead cluster groups and provide demonstration lessons, coaching, and team teaching to career teachers
- On average, two hours per day teaching students
- Collaborate to determine the adoption of learning resources
- Partner with the principal in evaluating/observing other teachers
- Partner with the principal in sharing some of the responsibility of interacting with parents

Role

- Analyze school-wide student data as the basis for developing a school plan
- Develop the school plan utilizing the Opportunity Culture processes
- Oversee planning, facilitation, and follow-up of cluster group meetings during PLCs

Responsibilities

- Team teach with colleagues, demonstrate model lessons, and help implement curriculum
- Observe and provide peer assistance and coaching toward meeting teachers' IGP goals
- Observe teacher performance using the PLC Rubrics and conduct follow-up teacher conferences
- Participate in all PLC trainings and become a Certified Daniels on Evaluation
- Attend professional development meetings
- Work an expanded calendar year (compensated 20 additional days per diem)

Leadership Team Participation (LT)

- Analyze student data to identify student learning goals
- Collaborate with site leadership on a universal school improvement plan
- Create a school assessment plan
monitor goal setting, activities
classroom follow-up and goal attainment for cluster groups and Individual Growth Plans (IGPs);
analyze teacher observation results

PLC Planning and Implementation
develop the long-range PLC plan, weekly PLC group meeting records, and activities with other members of the leadership team
lead, co-lead, or attend selected PLC meetings weekly following the STEPS for Effective Learning (training by NJET)
provide appropriate follow-up in the classroom; and
assess all PLC groups’ progress toward goals

Manage Teachers’ Individual Growth Plans (IGPs)
oversee group of teachers in developing goals,
provide Instructional interventions with proven results
facilitate teacher proficiency with the new strategies through classroom-based follow-up, and
ensure that the progression of teacher skill development is aligned with changing student learning needs

Observations/Conferencing
conduct classroom observations and conferencing for both announced and unannounced observations.

Classroom Follow-Up
provide support following every PLC meeting (e.g., observation feedback, model teaching, demonstrated lessons and team teaching following every PLC meeting and in individual teacher mentoring situations).

Professional Growth
has a high level of educational knowledge
afforded the opportunity to work with the site leadership and other master teachers to enhance their skills
provide teachers with only the best instructional interventions and strategies
mentor teachers will also attend selected in-service training sessions

Evaluation
The principal will observe master teacher through announced and unannounced observations on an ongoing basis; as well as, mentor and career teachers will participate in master teacher observations.

ADDITIONAL REQUIREMENTS AFTER HIRE
Proof of immunity to rubella (measles) and rubella (German measles), or proof of MMR immunization.

COMMENTS:
Please be sure to upload cover letter, 3 letters of reference and resume

Notice of Nondiscrimination

Tucson Unified School District is committed to a policy of nondiscrimination based on disability, race, color, religion/religious beliefs, sex, sexual orientation, gender identity or expression, age, or national origin. This policy will prevail in all matters concerning Governing Board, District employees, students, the public, educational programs and services, and individuals with whom the Board does business.
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
TUSD

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