

Job Description

Job Title: High School Graduation Coach

Supervisor: Supervisor of Secondary School Leadership

Position Code: 7E52 / GE52 (If a licensed teacher)
2E27 / BE27 (If not a licensed teacher)

Pay Grade: Appropriate Teacher Scale if a Licensed Teacher; Grade 37 if not licensed

Job Classification: Exempt

Contract Length: 202 & 192 Days

Job Summary

Responsible for providing assistance to all high school students, individually and in groups, regarding high school graduation and completion, including but not limited to analyzing data to identify students or subgroups with potential high school graduation problems; planning, implementing, and tracking individual high school graduation plans; identifying and resolving barriers to graduation; and facilitating career choices and planning.

Essential Duties

1. Utilizes the components of a profile of characteristics of potential dropouts developed by the NNPS to identify high school students with the high probability of not graduating; collaborates with feeder middle schools to identify middle school students with the high probability of not graduating; participates in a transition program for 9th graders to successfully adapt to the rigor of high school;
2. Works with faculty and administrators to adapt curriculum and instruction to meet the needs of identified at risk students;
3. Identifies and links area social agencies with youth at risk of not graduating and their parents/guardians; provides training to parents of students identified as being at risk of not graduating; provides training to middle school and high school teachers on support measures that work with youth identified as at risk of not graduating and the youth's parents/guardians;
4. Analyzes data for individual students and subgroups such as:
 - a. State Standardized Tests;
 - b. National Standardized Tests: SAT and ACT
 - c. Local Records: attendance records, behavior records, records of teacher conferences, records of parent conferences, records of student conferences, child study meeting minutes, grade retention records, and transcripts
5. Develops and implements individual intervention strategies to increase the likelihood that these students will stay in school and graduate; works with students to develop a graduation and achievement plan to include the best program to meet academic and post-secondary goals; tracks the progress of individual and subpopulations of students as they progress toward graduation
6. Develops partnerships with community organizations to support the goals of the high school graduation initiative;
7. Conducts and analyzes on-going formative and summative evaluation data of program effectiveness such as:
 - a. What interventions were most utilized in achievement plans created for each at risk student;
 - b. Number and percent of at risk students who met part or all of their goals in their academic plan;
 - c. Number and percent of identified at risk students in the school compared to total school population and rationale for why the number/percent is higher or lower than the state average;
8. Models nondiscriminatory practices in all activities.
9. Conducts home visits to identify students and families in need of additional support

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

Other Duties

1. Maintains professional competence by attending professional development programs and other professional activities.

Job Specifications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodation may be made to enable individuals with disabilities, who are otherwise qualified, to perform the essential functions.

Minimum Qualifications (Knowledge, Skills and/or Abilities Required)

Must possess a Bachelor’s degree or higher, preferably in either education, counseling, social work or related field. Must possess at least three years’ successful experience working with secondary at-risk students and working knowledge of appropriate strategies for reducing behaviors that put students at risk of not graduating from high school. Ability to communicate effectively with youth and adults; Ability to analyze, develop, implement, and track intervention plans and strategies. Must possess an understanding of the multiplicity of social services available in the community to support students at risk of not graduating. Must possess working knowledge of alternative education opportunities (e.g. Communities In Schools, Credit Recovery, Novanet, Virginia Virtual High School). Must possess ability to communicate effectively verbally and in writing. Must possess the ability to establish and maintain effective working relationships with students, staff, parents, & the public.

Working Conditions and Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodation may be made to enable individuals with disabilities to perform essential functions.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Duties are normally performed in a school/classroom environment. The noise level in the work environment is usually moderate.

Must have the ability to sit and stand for extended periods of time; exhibit manual dexterity to dial a telephone, to enter data into a computer; to see and read a computer screen and printed material with or without vision aids; hear and understand speech at normal classroom levels, outdoors and on the telephone; speak in audible tones so that others may understand clearly in normal classrooms, outdoors and on the telephone; physical agility to lift up to 25 pounds; and to bend, stoop, climb stairs, and reach overhead.

Supervision Exercised: None

Supervision Received: Supervisor of Secondary School Leadership

This job description in no way states or implies that these are the only duties to be performed by this employee. The Teacher will be required to follow any other instructions and to perform any other related duties as assigned by the Executive Director or appropriate administrator. Newport News Public Schools reserves the right to update, revise or change this job description and related duties at any time.

Approvals:

Supervisor

Date

I acknowledge that I have received and read this job description.

Employee Name (Print)

Signature

Date