

GUILFORD COUNTY SCHOOLS

JOB TITLE: GRADUATION COACH

GENERAL STATEMENT OF JOB

A High School Graduation Coach is someone who is engaged in high school graduation assistance activities, including but not limited to working with students, school staff, parents, guardians and community members. The High School Graduation Coach will provide 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 of not graduating on time; planning, implementing, and tracking individual high school graduation plans; identifying and resolving barriers to graduation; and facilitating career choices and planning.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

The High School Graduation Coach shall work to improve graduation rates for all population subgroups within the school by performing the following duties and responsibilities:

Utilizes the components of a profile of characteristics of potential dropouts with the high probability of not graduating.

Collaborates with feeder middle school(s) to utilize the components of a profile of characteristics of potential dropouts to identify middle school students with the high probability of not graduating.

Assists with transition programs for 5th and 8th graders so they successfully adapt to the rigor and demands of middle/high school.

Monitors progress of students scoring significantly below proficiency levels.

Conducts an analysis that focuses on data for individual students and subgroups such as:

- Local Standardized Tests: Benchmark Assessment data for progress monitoring
- State Standardized Tests: End of Grade and End of Course Assessments
- National Standardized Tests: Pre-ACT, Pre-SAT, SAT, ACT
- Local Records: attendance records, behavior records, records of teacher conferences, grade retention records, and records of credits earned

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.

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Tracks the progress of individual and subpopulations of students as they progress toward graduation.

Identifies and links local social agencies with youth at risk of not graduating and their parents/guardians.

Conducts quarterly vertical team meetings among elementary, middle, and high school faculty and staff to develop action steps to improve individual student and sub-group transition success rate.

Provides training to parents of students identified as being at risk of not graduating.

Develops a “Graduation Team”, or similar team that exists in the school, for each identified student that minimally includes an administrator, two teachers, a counselor and/or school social worker/school psychologist or a representative from a local support or mentoring agency.

Develops local mentoring support with business partners and connects individual students with mentors.

Provides and/or submits reports to the principal, principal supervisor, Chief Academic Officer, Assistant Superintendent of Teaching, Learning, and Professional Development, and/or the Superintendent on the graduation status of seniors.

ADDITIONAL JOB FUNCTIONS

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Bachelor’s Degree required Certification/Licensure: Must hold or be eligible to hold teaching or service certificate in any field.

Experience: Minimum of 3 years successful work experience in working with students at the secondary level. Counseling and/or social work experience preferred.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be able to use a variety of equipment and classroom tools such as computers, copiers, typewriters, calculators, pencils, scissors, and equipment for children with special needs, etc. Must be able to exert a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects. Due to amount of time spent standing and/or walking, physical requirements are consistent with those for Light Work.

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Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments and/or directions from superiors.

Language Ability: Requires the ability to read a variety of correspondence, reports, handbooks, forms, lists, etc. Requires the ability to prepare correspondence, simple reports, forms, instructional materials, etc., using prescribed format.

Intelligence: Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in variety of technical or professional languages including medical, legal and counseling terminology.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the principles of descriptive statistics, statistical inference and statistical theory.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

Manual Dexterity: Requires the ability to handle a variety of items such as office equipment and hand tools. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Requires the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with emergency situations.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear). Must be able to communicate via telephone.

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KNOWLEDGE, SKILLS AND ABILITIES

Working knowledge of appropriate strategies for reducing behaviors that put students at risk of not graduating from high school.

Ability to analyze, develop, implement, and track intervention plans and strategies.

Knowledge of and the ability to analyze data, including data available from the North Carolina Department of Public Instruction, local assessments, persistence rates, and from other sources.

Must have an understanding of the multiplicity of social services available in the community to support students at risk of not graduating.

Knowledge of alternative education opportunities, e.g., Communities in Schools, Apex Learning, Credit Recovery, NCVPS, and Guilford County Schools Virtual High School.

Ability to apply critical thinking skills in rendering solutions to various issues.

Ability to work with collaborative teams.

Excellent interpersonal skills needed to work effectively with students, parents, administrators and staff.

Excellent organizational skills.

Excellent communication skills both written and verbal.

Must possess demonstrated skills in differentiated instruction and the ability to operate a safe and orderly classroom while maintaining the dignity of all students.

Must possess an upbeat and positive approach to the job and be viewed as a solution finder, not a negative thinker.

Must possess strong computer skills and have extensive knowledge of on-line instructional processes.

Ability to constantly monitor the safety and well-being of students.

Ability to motivate students.

Ability to maintain a clean and orderly environment.

Ability to perform general clerical duties.

Ability to maintain order and discipline in a classroom.

Ability to operate common office machines.

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Ability to maintain basic files and records.

Ability to understand and follow oral and written instructions.

Ability to establish and maintain effective working relationships as necessitates by work assignments.

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.