



NINTH GRADE TRANSITION COORDINATOR

Overview:

4J School District is committed to preparing all students for success and productive and self-sustaining lives. The middle school to high school transition can be challenging for many students with the introduction of new social, academic, and structural variables. Research consistently shows Grade 9 academic performance is one of the strongest predictors of college and career success. The Ninth Grade Transition Coordinator position is a newly-created position designed to provide intensive support to a targeted caseload of students during their transition to high school and throughout freshman year. In particular, this position is designed to increase the proportion of students successfully earning five or more credits during freshman year by coordinating and integrating academic and nonacademic services to increase on-track credit accumulation.

Position Summary

We are seeking talented, highly motivated individuals to provide and organize intensive supports for Grade 9 students demonstrating risk factors (e.g., low attendance, academic challenges, and behavioral issues). Following a case management model, Ninth Grade Transition Coordinators will collaborate with academic and support staff to provide timely and proactive supports for students tailored to individual student needs. This is an extraordinary opportunity for individuals who are passionate about improving student outcomes and closing opportunity gaps.

Supervisory Relationship

This position reports to the building principal.

Essential Functions

1. Counseling:

- Provide counseling and scheduling services for a caseload of approximately 60 Grade 9 students demonstrating risk factors;
- Collaborate with high school counseling staff to deliver the Grade 9 developmental guidance framework for the assigned Grade 9 caseload of students;
- Promote a seamless transition between middle school and high school by working collaboratively with middle school counselors and staff to understand student needs;
- Lead an advisory group to encourage peer mentoring.

2. Coaching:

- Develop personalized achievement plans for 9th grade caseload;
- Regularly engage students, families, and staff in conversations about progress relative to individualized achievement plans;

- Coordinate necessary academic and nonacademic interventions for each student, working in close collaboration with teachers, the Family-School Liaison, administration, and psychologists;
 - Meet with each assigned Grade 9 student one-on-one on a monthly basis, at minimum, for check-ins and positive reinforcement;
 - Meet with students regularly in small groups to promote a growth mindset;
 - Maintain a log of student and family interactions, interventions, and student progress.
3. Data Analysis:
- Closely monitor student data and provide proactive and preventative supports triggered by data;
 - Collaborate with administrators and Grade 9 teachers and staff around data analysis and intervention planning;
 - Regularly review data with students and families to develop ownership.
4. Family Outreach:
- Forge and maintain close partnerships with families;
 - Conduct regular outreach and parent meetings in collaboration with the Family-School Liaison;
 - Engage families in regular conversations about student progress, data, and individualized achievement plans.
5. Summer Bridge Program:
- Collaborate with middle school staff to identify target students who would benefit from participation in the Summer Bridge Program;
 - Manage student enrollment and registration for the Summer Bridge Program, ensuring enrollment targets are met for Maloney and Platt;
 - Coordinate programming for the Summer Bridge Program and collaborate with the Supervisor of Data Integration and Postsecondary Planning to manage the budget;
 - Specialists are required to work during the Summer Bridge Program.
6. Perform other related duties as assigned.

Required Knowledge, Skills and Abilities

1. Ability to communicate effectively, orally, and in writing;
2. Strong knowledge of instruction and assessment, including the ability to analyze data from multiple sources;
3. Strong knowledge of Common Core standards;
4. Strong instructional technology skills;
5. Experience with online educational programs;
6. Strong organizational skills.

Minimum Qualifications

Education and Work Experience

- Bachelor's degree required and advanced degree preferred
- Strong interpersonal skills with demonstrated success building and maintaining relationships
- Exceptional data, analytic, and quantitative skills
- Deep understanding of high school needs and College and Career Readiness
- Outstanding verbal and written communication skills
- Strong sense of accountability and responsibility for results
- Strong problem solving and critical thinking skills
- Ability to balance and deliver on both strategic and tactical work
- Passion for education and a belief all students deserve access to an excellent education
- Sense of humor, positive attitude, and willingness to work in a collaborative environment

Work Environment

Work is performed in a classroom or other similar type environment at schools, other District facilities, community centers, etc.

ADDITIONAL INFORMATION	
Employee Unit	Eugene Education Association
Pay Grade	Licensed Salary Schedule
Approved by	Cydney Vandercar, Director of Human Resources
Last revised	August 2017

Employee Statement

"I have reviewed the above position description and understand its contents."

"I am aware that my position description may be revised or updated at any time and that I remain responsible for knowledge of its contents."

"I hereby certify that I possess the physical and mental ability to fulfill the essential functions of the above position with or without reasonable accommodations(s). If I require accommodation(s) in order to fulfill any or all of these functions, I agree to provide information to the District regarding the requested accommodation(s)."

Employee Name (Print)

Date

Employee Signature

Date