Objective

- Assist principals and teachers improve graduation rates for all high school students identified with the high probability of not graduating;
- Effective implementation of proficiency based grading (HB 2220);
- Assist schools with implementation strategies to achieve objectives; and
- Effective implementation of data teams

Position Summary

The Standards-Based Learning – Graduation Administrator is a ONE-YEAR temporary 11-month position. The administrator in this position addresses curriculum, instruction and assessment issues and works with teachers and administrators to assist with improving graduation rates for high school students who are off track for graduating; implement individual intervention strategies and curriculum alignment to increase the likelihood that these students will stay in school and graduate;

Supervisory Relationship

This position is supervised by the Director of Secondary Education.

Essential Functions

1. Assist administrators in developing graduation plans for students to help identify and address barriers to graduation;
2. Assist with course mapping to college and career readiness state standards in grades 6-12;
3. Develop and implement plans for administration and scoring of essential skills required for graduation;
4. Oversee curriculum alignment and establishment of learning targets across content areas and within individual course;
5. Assist with effective implementation of proficiency based teaching, learning and assessment practices (HB 2220);
6. Conduct analyses that focuses on data for individual students and subgroups (e.g. ThinkReady, OAKS, Smarter Balanced and other standardized tests, attendance records, behavior records, grade retention records, records of credits earned, and other readiness assessments);
7. Oversee establishment of effective data teams in schools and departments and assist with the implementation of the data analysis project;
8. Oversee implementation of interventions to support students at risk of not graduating;
9. Conduct and analyze 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 students at
risk in schools compared to total school population and rationale for why the number/percent is higher or lower than the state average;
10. Assist schools in tracking the progress of individual and subpopulations of students as they progress toward graduation;
11. Provide professional development for teachers and administrators in identified areas of instruction and assessment;
12. Work with teachers and administrators to adapt curriculum and instruction to meet the needs of students who are off track for graduating;
13. Oversee Regional Essential Skills Coordinators.

**Required Knowledge, Skills and Abilities**
1. Ability to communicate effectively orally and in writing;
2. Ability to analyze, develop, implement, and track intervention plans and strategies;
3. Strong knowledge of instruction and assessment, including the ability to analyze data from multiple sources;
4. Strong knowledge of English Language Arts standards
5. Working knowledge of appropriate strategies for reducing behaviors that put students at risk of not graduating from high school;
6. Strong instructional technology skills;
7. Ability to oversee the work of others;
8. Strong organizational skills.

**Minimum Qualifications**

**Education**
- Master’s degree from an accredited university,
- Oregon Administrator license.

**Experience**
- At least four years of experience working with students and teachers at the secondary level;
- Demonstrated successful experiences working with teachers and administrators supporting students who are not on track for graduating;
- Experience with middle and high school curriculum;
- Experience leading professional development, including integration of instructional technology.

**Work Environment**
Duties are performed in an office environment, training environment, and in schools.
### ADDITIONAL INFORMATION

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<tr>
<th>Employee Unit</th>
<th>4J Association (4JA) - Professional</th>
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<tr>
<td>Developed by</td>
<td>Dr. Celia Feres-Johnson – Director of Human Resources</td>
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<td>Pay Grade</td>
<td>Grade 10</td>
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<tr>
<td>Approved by</td>
<td>Laurie Moses, Director – Secondary Instruction and Dr. Celia Feres-Johnson – Director of Human Resources</td>
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