



TULSA PUBLIC SCHOOLS

Equal Opportunity Employer



Job Description

Job Title: Transition Interventionist

Reports to: Site Administrator
Department: Deputy Superintendent/High School Reform
Number of Days: 193
Compensation: Teachers' Salary Schedule Plus Stipend
Overtime Status: Exempt
Date Job Revised: January 6, 2009

Position Summary: Transition Interventionist will assist secondary schools in supporting students through critical transition points in secondary schools, including eighth grade to ninth grade, between high school grades, and high school to postsecondary education/work. Providing motivation and support for students to complete academically rigorous courses and assessments at these critical junctures, interventionists will increase the likelihood of success through high school and into postsecondary.

Qualifications/Job Requirements:

Education:

- Oklahoma Teaching certification in Secondary Education.
- Masters preferred
- Counseling or Administrative Certification preferred

Specialized Knowledge, Licenses, etc:

- Knowledgeable in Oklahoma's graduation standards; career-oriented classes; dual-credit programs; credit recovery; and online classes.

Experience:

- At least three years experience in secondary schools.

Specific Training/Skills:

- Strong statistical background.
- Ability to work cooperatively with community organizations.
- Excellent interpersonal skills.
- Ability to communicate effectively both verbally and in written form.

Physical Requirements (If Applicable):

-

Other:

-

Scope of Authority (If Applicable):

-

Customer Contacts:

- Internal: Secondary students and their parents/guardians. Secondary teachers and administrators.
- External: Community organizations or mentors to provide internship opportunities for students.

Duties and Responsibilities:

- Facilitate development and review of 10-year plans, which will include high school course work and postsecondary plans, for every student beginning in eighth grade and periodically throughout high school.
- Identify potential at-risk students using common risk factors and frequently observed characteristics.
- Design interventions for individual students with multiple risk factors in one or more secondary transitions.

- Closely monitor and review 10-year plans and high school transcripts of at-risk students to ensure that those students graduate and have a successful transition to postsecondary.
- Understand school populations and available resources.
- Develop Tulsa Public Schools Pathways for at-risk students, including alternate ways for students to complete needed classes due to difficulties at one or more secondary transition points.
- Identify trends, patterns and groupings
- Identify critical individuals in each at-risk student's high school experience who can serve as adult advocates in assisting with transition points leading to high school graduation and in preparing the student for transition points encountered after graduation.
- Identify students scoring significantly below proficiency levels and encourage those students to participate in remediation and credit-recovery programs in order to transition into appropriate grade level classifications and on-time graduation.
- Provide training for parents of students identified as being at risk in one or more secondary transitions.
- Provide training to middle school and high school teachers on support measures and develop transition programs designed especially for supporting students at critical junctures.
- Create and maintain a room of resources related to college and university study, scholarships, career and technical training programs, and career clusters/pathways for all students and staff.
- Identify and link area social agencies with youth at risk in one or more secondary transitions and their parents/guardians.
- Conduct and analyze on-going formative and summative evaluation data of program effectiveness.