

GUIDANCE COUNSELOR

JD LOCATOR: 3.09.1

Adopted: _____

Revised: 7/00, 7/03, 3/09, 8/15

REPORTS TO:	Building Principal or Director
CLASSIFICATION:	Certified
FLSA STATUS:	Exempt
TERMS OF EMPLOYMENT:	Salary and work year as reviewed and established annually by the Board of Education
EVALUATION:	Performance of this position will be evaluated regularly in accordance with the Board's policy on the evaluation of classified staff.

JOB SUMMARY

To help students overcome problems that impede learning and to assist them in making educational, occupational, and personal decisions that hold promise for their personal fulfillment as mature and responsible men and women.

The job description will be used as a guideline for the summative evaluation report

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual holding this position and additional duties may be assigned.

ESSENTIAL DUTIES AND RESPONSIBILITIES

NOTE: Reasonable accommodations will be made, if necessary, to enable individuals with disabilities to perform the essential functions.

STANDARD 1: STUDENT DEVELOPMENT

Criteria A: The professional school counselor utilizes his/her skills and knowledge of student development and behavior to promote the mental health and well-being of all students by facilitating their academic, career, and personal/social development.

1. Uses knowledge of developmental theory and student information to design meaningful interventions.
2. Applies knowledge of established and emerging counseling theories to strategies/techniques for innovative/differentiated interventions.
3. Establishes helping relationships that engage students in comprehensive guidance program interventions and activities.
4. Knowledge of social/cultural needs are reflected in guidance curriculum, individual student planning and responsive services.
5. Uses ethical assessment strategies consistent with the counselor's role in implementing a comprehensive guidance and counseling program.
6. Uses knowledge of career development theory to effectively assist students with career development and planning.

STANDARD 2: COMPREHENSIVE GUIDANCE PROGRAM IMPLEMENTATION

Criteria B: The professional school counselor collaborates with school and community members to plan, design, implement, evaluate and enhance the school and district-wide comprehensive guidance and counseling program to advance the academic, career, and personal/social development of all students.

1. Maintains strong structural components to support implementation of a comprehensive guidance and counseling program.
2. Collaborates to achieve full implementation of the four comprehensive guidance and counseling program components: Guidance Curriculum, Individual Planning, Responsive Services and System Support.
3. Uses technology in program delivery and management that effectively promotes academic, career and personal/social student development.
4. Uses program, personnel and results evaluation procedures to effectively plan, design, implement, evaluate and improve the comprehensive guidance and counseling program.

STANDARD 3: PROFESSIONAL RELATIONSHIPS

Criteria C: The professional school counselor develops collaborative professional relationships throughout the school and community which support the comprehensive guidance and counseling program as well as the overall mission and improvement plans of the school and district.

1. Promotes, models and teaches interpersonal skills to enhance relationships.
2. Collaborates effectively with colleagues and other key stakeholders.
3. Uses consultation processes to improve communication and develop resources that promote academic, career and personal/social student development.
4. Participates in school and community initiatives that promote academic, career and personal/social student development.

STANDARD 4: LEADERSHIP AND ADVOCACY

Criteria D: The professional school counselor serves as a change agent, demonstrating leadership, vision, collaboration, and advocacy for the on-going development of self, students, the comprehensive guidance and counseling program, and the school district.

1. Utilizes/models effective techniques for self-care.
2. Models/promotes professionalism (Maintains appropriate credentials, pursues professional development).
3. Implements advocacy processes to address individual, institutional and social factors that influence access, equity, and success for all students.
4. Implements Internal Improvement Review (IIR) of the comprehensive school guidance and counseling program to positively impact school improvement and student success.
5. Implements comprehensive school guidance and counseling program activities that encourage a positive school climate and culture.

STANDARD 5: ETHICAL AND PROFESSIONAL CONDUCT

Criteria C: The professional school counselor develops collaborative professional relationships throughout the school and community which support the comprehensive guidance and counseling program as well as the overall mission and improvement plans of the school and district.

1. Knows, understands, and practices in accordance with ethical standards appropriate to the school counseling profession.
2. Knows, understands, and practices in accordance with standards associated with the counseling profession.
3. Knows, understands, and practices in accordance with local school policy and procedures.
4. Practices in accordance with local, state, and federal statutory requirements and is familiar with legal resources.

SUPERVISORY RESPONSIBILITIES

None

QUALIFICATION REQUIREMENTS: The individual must be able to perform each essential job duty and responsibility satisfactorily. The following requirements are representative of the knowledge, skills, and/or abilities needed to perform the job at a fully acceptable level.

EDUCATION, EXPERIENCE, AND/OR CERTIFICATION

1. At least two years of successful teaching experience.
2. A valid certificate as a guidance counselor.
3. A Master's degree, or its equivalent, representing intensive course work in the principles and practice of educational guidance; educational testing measurement; counseling; the organization and administration of guidance services; and the psychology of learning.
4. Any equivalent combination of experience and training that provides the required knowledge, skills, and abilities to perform the essential functions of the position.
5. Such alternatives to the above qualifications as the Board may deem appropriate or acceptable.

COMMUNICATION SKILLS

1. Ability to write reports and correspondence consistent with the duties of this position.
2. Ability to communicate clearly and concisely both in oral and written form using a variety of communication techniques and tools to ensure the appropriate flow of information, collaborative efforts, and feedback.
3. Ability to read, analyze, and interpret information.
4. Ability to effectively present information and respond to questions, inquiries, and/or complaints.
5. Displays courtesy, tact, and respect when dealing with others.

MATHEMATICAL SKILLS

1. Ability to perform basic math using whole numbers, common fractions, and decimals consistent with the duties of this position.

REASONING ABILITY

1. Ability to interpret a variety of instructions and information furnished in written, oral, diagram, or schedule form.
2. Ability to identify and define problems, collect and analyze data, establish facts, and draw valid conclusions.

OTHER SKILLS AND ABILITIES

1. Maintains appropriate confidentiality.
2. Promotes a harassment-free environment.
3. Establishes and maintains effective working relationships; demonstrates a commitment to teamwork.
4. Ability to learn and utilize office equipment, computers, and software especially as systems are upgraded.
5. Ability to learn and upgrade job skills in order to meet changing demands of the position.
6. Excellent computer and keyboarding skills.
7. Ability to react well under pressure, handle and balance multiple demands at one time, work with frequent interruptions, and perform duties and tasks at expected levels of professionalism.
8. Extensive knowledge of and ability to perform duties in full compliance with all district, Board of Education, state and federal laws, methods, requirements, policies, procedures, and activities pertinent to the duties of this position.
9. Ability to work independently with minimum supervision.
10. Ability to use independent judgment and demonstrates initiative to act without being asked.

PHYSICAL DEMANDS: *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 accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to stand, walk, sit, and talk or hear. The employee is frequently required to reach with hands and arms, and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, and the ability to adjust focus.

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.*

Employee experiences constant interruptions and inflexible deadlines. The noise level in this environment is quiet to loud. Duties are performed primarily indoors and occasionally outdoors. In-district and out-of-town travel required as necessary for training and/or to carry out duties and responsibilities.

ACKNOWLEDGMENT

I have received a copy of this job description. It has been discussed with me and I have freely chosen to comply with the performance and behavior/conduct expectations contained herein.

Employee's Signature

Date

Supervisor's Signature

Date