



## PROFESSIONAL SCHOOL COUNSELOR

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### **POSITION SUMMARY**

Using leadership, collaboration and advocacy, the Professional School Counselor plans, delivers, manages and promotes a comprehensive guidance and counseling program that focuses on student needs and outcomes. As an integral component of the school's academic mission, the CGCP provides systematic, developmental, culturally responsive guidance and counseling essential to the success of each and every student. Data driven and student centered, the CGCP focuses on the needs, assets and potential of each student in the areas of academic, personal/social, career and community participation.

### **SUPERVISORY RELATIONSHIP**

This position reports to a school principal and/or administrator.

### **MINIMUM QUALIFICATIONS**

#### Education

- ♦ Master's degree in School Counseling from an accredited college or university

#### **AND**

- ♦ Valid Oregon TSPC license, School Counselor endorsement – Required.

#### Experience

- ♦ School counseling experience.
- ♦ Demonstrate sensitivity/understanding of interpersonal relations with students and persons of diverse cultures and backgrounds required.
- ♦ Leadership and management skills highly desirable.

### **ESSENTIAL FUNCTIONS**

*The following are examples of principle duties; however, any one position may not cover all duties listed, and examples may not cover all duties an employee is expected to perform.*

- 1) **Comprehensive Guidance and Counseling Program Planning**-*The Professional School Counselor plans and designs a comprehensive, systemic school counseling program that is aligned with the school and district strategic plans as well as state and national school counseling standards.*

1.1 The PSC incorporates and aligns the comprehensive school counseling program mission, beliefs and philosophy with district and school goals and improvement plans.

1.2 The PSC utilizes the Oregon Framework (OCGCF) and ASCA national standards to develop the content and implementation of the comprehensive guidance and counseling program.

1.3 The PSC utilizes data sources, needs assessments and time/task analyses to plan and organize a comprehensive guidance and counseling program and develop a Yearly Action Plan that promotes and enhances student development in the four domains (Academic, Personal/Social, Career, Community Involvement).

- 2) **Delivery**-*The Professional School Counselor delivers developmental and comprehensive program content to students, parents, staff and the community through direct and indirect services and a variety of program delivery methods.*

2.1 **Guidance Curriculum**-The Guidance Curriculum is culturally relevant, developmental, differentiated, preventative, proactive and comprehensive in content, scope and sequence. It is systematically delivered by school counselors in collaboration with other staff in classroom and group settings. Content focuses on student development in the four program domains: academic, career, personal/social, and community involvement.

2.2 Individualized Planning-The PSC coordinates ongoing systemic activities to assist students in establishing developmentally appropriate personal, academic and career goals. These activities support the development of the Education Plan that personalizes each student's learning and documents the progress and achievement through the Education Profile.

2.3 Responsive Services-The purpose of responsive services is to collaborate with and intervene on behalf of each student whose immediate needs, concerns, or problems are impeding his or her educational progress or well-being. Responsive services may include counseling in individual, small group or family settings and must be culturally aligned and affirming. Services may include referral for additional assistance and consultation and collaboration with parents, teachers, other educators & community organizations. Responsive services may also involve crisis, tragedy or trauma on a school or community level.

2.4 System Support and Integration-Professional school counselors contribute their knowledge, skills and leadership to promote the integration of the counseling program framework, content and resources into the overall school improvement plan. The PSC coordinates the implementation of the program, provides professional development to staff who deliver program content, pursues community referral resources for student support and seeks feedback about the program for continuous improvement. The PSC coordinates and manages the counseling program through collaboration, effective communication, systemic planning and continuous improvement.

3) **Management**- *The Professional School Counselor manages a developmental, comprehensive, data-driven school-counseling program.*

3.1 The PSC collaborates with school administration to develop a Yearly Action Plan\* focused on the school counselor's role within the comprehensive guidance and counseling program and the School Improvement Plan.

3.2 The PSC participates in the design and implementation of school guidance curriculum and Yearly Action Plan aligning both school and school counseling program goals.

3.3 The PSC organizes and manages time and activities toward implementation of an effective comprehensive guidance and counseling program for all students. An annual master calendar of guidance and counseling activities and services is produced and communicated to staff, students and parents.

4) **Accountability**- *The Professional School Counselor monitors and evaluates the processes and results of the comprehensive school-counseling program.*

4.1 The PSC collaborates with school teams to collect and analyze data for school counseling program goals, activities and interventions.

4.2 The PSC helps design and implement a collaborative monitoring system to assess whether students are on grade level, in order to improve student academic success in school.

4.3 The PSC provides an annual calendar of activities and results reports which summarize and monitor annual program activities and interventions and reflect the goals of the Yearly Action Plan.

4.4 The PSC conducts an assessment of the school-counseling program and uses it to guide program improvement, develop annual goals, build the Yearly Action Plan and initiate system change.

5) **Leadership and Advocacy**- *The Professional School Counselor is a student advocate, leader, collaborator and systems change agent.*

5.1 The PSC leads and advocates for the school-counseling program within the counseling department, school setting, district and community.

5.2 The PSC advocates for the personal, academic and career success of each and every student at every grade level. The PSC demonstrates sensitivity to issues related to gender, sexual identity and orientation, social and economic status, ethnicity, race, language and religion.

5.3 The PSC works proactively using qualitative and/or quantitative data to identify and remove barriers to student achievement, provide needed support services and to recommend systemic change in policy and procedures that may limit equity, access or student achievement.

5.4 The PSC advocates for the success of all students by collaborating and partnering with other stakeholders in school teams that provide individualized student supports.

6) **Professional Learning and Ethical Practice**-*The Professional School Counselor adheres to professional ethical standards, policies and laws in conduct and practices. The PSC demonstrates competence in the knowledge, skills and attitudes necessary to plan and deliver equity-based, comprehensive guidance and counseling with a focus on continuous improvement and openness to feedback about professional growth.*

6.1 **Ethics and Standards**-The PSC adheres to professional ethical standards, policies and laws in conduct and practices as directed by TSPC, ASCA, OSCA, District Policy and Administrative Rules (OAR 584-020-000 to 584-020-0045).

6.2 **Skills and Knowledge** -The PSC demonstrates competence in the knowledge, skills and attitudes necessary to plan, organize, deliver and evaluate a counseling program that aligns with national standards. The PSC reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender and learning differences to build stronger relationships.

6.3-**Professional Growth and Development**-The PSC pursues professional growth and continuous improvement in the knowledge, skills and attitudes necessary to provide and enrich a comprehensive guidance and counseling program through the development of a Yearly Action Plan.

*\*Yearly Action Plan – A document that guides the action plan for the counselor for the year, including goal based actions, program delivery, development and collaboration.*

### **REQUIRED KNOWLEDGE, SKILLS AND ABILITIES**

- ◆ Skill in using tact, discretion, initiative and independent judgment within established guidelines.
- ◆ Skill in organizing work, setting priorities, meeting critical deadlines, and following up on assignments with a minimum of direction.
- ◆ Skill in communicating clearly and effectively, orally and in writing.
- ◆ Ability to work collaboratively with a broad and diverse population of students, families, peers and colleagues.

### **WORKPLACE EXPECTATIONS**

- ◆ The employee has regular attendance at work and work activities, and is punctual in meeting deadlines, attending meetings, and following schedules.
- ◆ The employee is dressed and groomed in a neat, clean and appropriate professional manner for the assignment and work setting.
- ◆ The employee maintains the integrity of confidential information relating to a student, family, colleague or district patron. The employee uses or relays personal information only in the course of performing assigned responsibilities and in the best interest of the individuals involved.
- ◆ The employee follows all district or supervisor policies, rules, regulations, memos, bulleting, announcements, applicable position descriptions, and reasonable requests by proper authority.
- ◆ The employee demonstrates appropriate judgment and professional behavior at all times.
- ◆ All licensed employees will meet the Teacher Standards and Practices Commission (TSPC) Standards for Competent and Ethical Educators and District Standards for Performance.

### **WORK ENVIRONMENT**

Employees in this position will be required to work in indoor and outdoor environments and come in direct contact with students, staff, district staff and the public.

#### **Physical/Mental Requirements:**

Employees in this position must have the ability to:

1. Sit for extended periods of time.
2. Enter data into a computer terminal/typewriter, operate standard office equipment, and use a telephone.
3. Have sufficient visual acuity to be able to work with computer monitor, print texts, and hand written documents.

4. Hear and understand speech at normal levels and on the telephone.
5. Speak so that others may understand at normal levels and on the telephone.
6. Stand, walk, and bend over, reach overhead, grasp, push, pull and move, lift and/or carry up to 25 pounds to waist height.
7. Must be able to 1) define problems, collect data, establish facts, and draw valid conclusions, and 2) interpret an extensive variety of technical instructions in mathematical or diagram forms and deal with abstract and concrete variables.
8. Work cooperatively with students, parents/caregivers, school personnel.
9. Demonstrate sensitivity/understanding and interpersonal relations with students and persons of diverse cultures and backgrounds.

**WORK YEAR AND BENEFITS**

This position follows the regular teacher work year and working conditions are governed by the collective bargaining agreement.

**SALARY**

Salary and benefits based on current District Salary Schedule and collective bargaining agreement.

**EVALUATION**

Job performance will be evaluated in accordance with the law and Board’s policy on Evaluation of Licensed Employees.

**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).”

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Employee Name (Print)

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Date

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date