

School Counselor

Student Services Job Description

SCHOOL COUNSELOR JOB DESCRIPTION

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School Counselor Job Description

Process

The Professional Standards School Counseling Advisory Board reviewed the 2005 School Counselor Job Description for alignment with the approved 2008 North Carolina Professional School Counseling Standards. The original 2005 draft school counselor job description was distributed at the 2005 NCSCA Fall Conference, via e-mail listservs to school personnel and the NC Principals & Assistant Principals Association, and through postings on the DPI School Counseling website to gather additional input. Special appreciation is extended to the committee members listed below who assisted in the preparation and/or review of the school counselor job description.

Name	Position	Organization
Tara W. Bissette	Past President of NCSCA and Elementary School Counselor	NC School Counselor Association and Wake County Schools
Kathy Boyd	Senior Staff Attorney	NC School Boards Association
Brenda Deese	LEA Director of Student Services	Robeson County Schools
Angel Dowden	AP/IB Program Coordinator and Former High School Counselor	North Carolina Department of Public Instruction and Wake County Schools
Reneé Evans	Past President of NCSCA & Assistant Professor of Counselor Education	NC School Counselor Association and Appalachian State University
Cynthia Floyd	Executive Director of Student Support Services	Wilson County Schools
John Galassi	Professor and Coordinator of School Counseling	UNC Chapel Hill
Eleanor Goettee	Former Executive Director	NC Professional Teaching Standards Commission
Beverly Kellar	Deputy Superintendent	Gaston County Schools
Linda Kopec	Principal	Onslow County Schools
Leah McCallum	Elementary School Counselor and USC doctoral student	Scotland County Schools
Carolyn McKinney	Executive Director	NC Professional Teaching Standards Commission
Evan Myers	NCPAPA Past President and Principal	NC Principals and Assistant Principals Association and Davidson County Schools

Joe Parry-Hill	Retired Personnel Analyst	North Carolina Department of Public Instruction
Pat Partin	Retired Professor of Psychology and Counseling	Gardner-Webb University
Marrius Pettiford	ASCA Southern Regional Vice President and Student Support Services Director	American School Counselor Association and Alamance-Burlington Schools
Barbara Potts	Middle School Counselor	Guilford County Schools
Debra Preston	School Counseling Program Coordinator	UNC Pembroke
Kenneth Simington	Director of Student Services	Winston-Salem/Forsyth County Schools
Larry Simmons	Section Chief, School Personnel Support	North Carolina Department of Public Instruction
Teresa A. Smith	K-12 Student Support Services Consultant	North Carolina Department of Public Instruction
Eric Sparks	Past President ASCA and Director of School Counseling	American School Counselor Association and Wake County Schools
Audrey Thomasson	Former Director of NCSCA and Middle School Counselor	NC School Counselor Association and Wake County Schools
Jose Villalba	Assistant Professor of Counselor Education	UNC Greensboro
Florence Weaver	Professor of Counselor Education	East Carolina University
Edward Wierzalis	President NCSCA and Coordinator of School Counseling and Clinical Placement	NC School Counselor Association and UNC Charlotte

Purpose and Background

This document is intended for use by North Carolina schools and local education agencies that employ school counselors. The 2008 North Carolina School Counselor Job Description represents a revision of the 2005 North Carolina School Counselor Job Description. In reviewing and aligning the 2008 job description, a variety of documents and relevant State legislation and statutes were consulted including *The North Carolina Professional Standards for School Counseling*; *The ASCA National Model: A Framework for School Counseling Programs*; the current State *Comprehensive School Counseling Standard Course of Study*; the North Carolina Standards for the Preparation of School Counselors approved by the State Board of Education on November 3, 2005; State Board of Education Policies QP-C-003 and QP-C-006; State Board of Education's Guiding Mission and Goals; State General Statutes 115C-333 and 115C-335; the U.S. Department of Education's "The Guidance Counselor's Role in Ensuring Equal Educational Opportunity" and current State educational staff job descriptions.

Role of the School Counselor

In the United States, the school counseling profession began as a vocational guidance movement at the beginning of the 20th century (Schmidt, 2003, p. 6). In 1907, Jesse B. Davis became the principal of a high school and encouraged the school English teachers to use compositions and lessons to relate career interests, develop character, and avoid behavioral problems. From that grew systematic guidance programs, which later evolved into comprehensive school counseling programs that address three basic domains: academic development, career development, and personal/social development.

In North Carolina, one has to complete an approved master's degree in school counseling program in a regionally accredited college or university in order to be a licensed school counselor. Within these counselor education programs, several standards are studied such as the professional identity of school counseling, cultural diversity, human growth and development, and career development. Also required are the core components for helping relationships, group and individual work, assessment, research and program evaluation, knowledge and requirements for school counselors, contextual dimensions of school counseling, foundations of school counseling and an internship under a highly qualified school counselor.

School counselors are expected to apply their professional training in schools in order to support student academic success. Through comprehensive school counseling programs of developmental, preventive, remedial, and responsive services, school counselors address academic development, career development, and personal/social development of students. This job description is a guide for the implementation of such comprehensive school counseling programs in the public schools of North Carolina.

SCHOOL COUNSELOR STUDENT SERVICES JOB DESCRIPTION

POSITION: School Counselor

REPORTS TO: Principal

PURPOSE: Utilizing leadership, advocacy, and collaboration, school counselors promote student success, provide preventive services, and respond to identified student needs by implementing a comprehensive school counseling program that addresses academic, career, and personal/social development for all students.

The major functions of the school counselor job description incorporate the North Carolina State Board of Education's guiding mission that every public school student will graduate from high school globally competitive for work and postsecondary education and prepared for life in the twenty-first century.

DUTIES AND RESPONSIBILITIES

1. MAJOR FUNCTION: DEVELOPMENT AND MANAGEMENT OF A COMPREHENSIVE SCHOOL COUNSELING PROGRAM

- 1.1 Discusses the comprehensive school counseling program with the school administrator.
- 1.2 Develops and maintains a written plan for effective delivery of the school counseling program based on the NC Comprehensive School Counseling Standard Course of Study and current individual school data.
- 1.3 Communicates the goals of the comprehensive school counseling program to education stakeholders (i.e., administrators, teachers, students, parents, and community/business leaders).
- 1.4 Maintains current and appropriate resources for education stakeholders.
- 1.5 Uses the majority of time providing direct services through the Guidance Curriculum, Individual Student Planning and Preventive and Responsive Services, and most remaining time in program management, system support, and accountability (National standards recommend 80% of time in Guidance Curriculum, Individual Student Planning and Preventive and Responsive Services and 20% of time in program management, system support, and accountability (American School Counselor Association, 2005).
- 1.6 Uses data to develop comprehensive programs that meet student needs.

2 MAJOR FUNCTION: DELIVERY OF A COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Guidance Curriculum

- 2.1 Provides leadership and collaborates with other educators in the school-wide integration of the State Guidance Curriculum Standard Course of Study.
- 2.2 Implements developmentally appropriate and prevention-oriented group activities to meet student needs and school goals.
- 2.3 Incorporates into their programs the life skills that students need to be successful in the twenty-first century.

Individual Student Planning

- 2.4 Assists all students, individually or in groups, with developing academic, career and personal/social skills, goals, and plans.
- 2.5 Accurately and appropriately interprets and utilizes student data.
- 2.6 Collaborates with parents/guardians and educators to assist students with educational, career, and life planning.

Preventive and Responsive Services

- 2.7 Provides individual and group counseling to students with identified concerns and needs.
- 2.8 Consults and collaborates effectively with parents/guardians, teachers, administrators, and other educational/community resources regarding students with identified concerns and needs.
- 2.9 Implements an effective referral and follow-up process as needed.
- 2.10 Accurately and appropriately uses assessment procedures for determining and structuring individual and group counseling services.

System Support

- 2.11 Provides appropriate information to school personnel related to the comprehensive school counseling program.
- 2.12 Assists teachers, parents/guardians, and other stakeholders in interpreting and understanding student data.
- 2.13 Participates in professional development activities to improve knowledge and skills.

- 2.14 Uses available technology resources to enhance the school counseling program.
- 2.15 Adheres to laws, policies, procedures, and ethical standards of the school counseling profession.

3. MAJOR FUNCTION: ACCOUNTABILITY

- 3.1 Conducts a yearly program audit to review extent of program implementation and effectiveness.
- 3.2 Collects and analyzes data to guide program direction and emphasis.
- 3.3 Measures results of the comprehensive school counseling program activities and shares results as appropriate with relevant stakeholders.
- 3.4 Monitors student academic performance, behavior, and attendance and facilitates appropriate interventions.

References

American School Counselor Association (2005). *The ASCA national model: A framework for school counseling programs* (2nd ed). Alexandria, VA: Author.

Schmidt, J.J. (2003). *Counseling in schools: Essential services and comprehensive programs* (4th ed.). Boston: Allyn & Bacon.