

Job Description of the School Counselor

Reports To: Principal and/or Counseling Supervisor
Supervises: May coordinate and direct activities of counselor aides and clerical assistants
Purpose: To help all students develop skills in the areas of personal/social growth, educational planning, and career and vocational development

Duties and Responsibilities:

- 1. Major Function: Program Planning**
The school counselor establishes the school counseling program and develops activities and resources to implement and evaluate the program. The school counselor involves other school staff in making decisions about the school counseling program.
- 2. Major Function: Counseling**
The school counselor provides individual and group counseling services to meet the developmental, preventive, and remedial needs of students
- 3. Major Function: Consulting**
The school counselor consults with students, parents, teachers, and other school and community personnel to assist in meeting the needs of students.
- 4. Major Function: Coordinating**
The school counselor coordinates all counseling services for students and assists with the coordination and implementation of student services in the school. The counselor also assists teachers with the Guidance Curriculum.
- 5. Major Function: Student Appraisal**
The school counselor accurately interprets test results and other student data. The counselor also assists teachers with the educational placement of students by using appropriate educational assessment strategies.
- 6. Major Function: Professional Practices and Development**
The school counselor adheres to ethical standards of the counseling profession, and abides by the laws, policies, and procedures that govern the schools. The counselor also participates in professional associations and upgrades professional knowledge and skills when needed.

School Counselor Performance Appraisal Instrument

Instructions

1. The evaluator is to rate the school counselor on a six-point scale as indicated below.
2. The evaluator is encouraged to add pertinent comments at the end of each major function.
3. The school counselor is provided an opportunity to react to the evaluator's ratings and comments.
4. The evaluator and the school counselor must discuss the results of the appraisal and any recommended action pertinent to it.
5. The school counselor and the evaluator must sign the instrument in the assigned spaces.
6. The competencies pertinent to each major function must be selected and discussed by the supervisor and school counselor at the beginning of the year.
7. The instrument must be filed in the school counselor's personnel folder.

School Counselor Name _____

Assignment _____

	Rating Scale Please Check					
	Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory
<p>1 Major Function: Program Planning</p> <p>1.1 Organizes the counseling program by assessing needs, setting goals, and formulating a plan of action and program evaluation</p> <p>1.2 Initiates and coordinates school-wide guidance and counseling activities</p> <p>1.3 Manages time effectively and provides services on schedule</p> <p>1.4 Maintains an organized, functional, and up-to-date office/counseling center</p> <p>1.5 Seeks input from teachers and staff in making decisions about the school counseling program</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

	Rating Scale Please Check					
	Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory
<p>2 Major Function: Counseling</p> <p>2.1 Demonstrates knowledge of counseling theories by selecting appropriate models and techniques for individual and group counseling</p> <p>2.2 Uses appropriate counseling processes and techniques for individual and group sessions to meet developmental, preventive, and remedial needs of students</p> <p>2.3 Uses appropriate assessment and diagnostic procedures for determining and structuring individual and group counseling services</p> <p>2.4 Follows up individual and group counseling to monitor student</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

Rating Scale
Please Check

3 Major Function: Consulting

- 3.1 Demonstrates knowledge of consulting processes and techniques with students, parents, teachers, and administrators
- 3.2 Assists parents and teachers in understanding and responding to developmental levels of students
- 3.3 Presents instructional/informational programs to groups of students, parents, and teachers (e.g., parent education programs, group guidance, teacher in-service).
- 3.4 Interprets achievement and aptitude test data to assist school staff with curriculum planning

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory
<input type="checkbox"/>					

Comments: _____

Rating Scale
Please Check

4 Major Function: Coordinating

- 4.1 Communicates effectively with students, parents, and staff
- 4.2 Advocates for all students
- 4.3 Assists teachers with the integration of guidance activities into the curriculum
- 4.4 Shares appropriate information about students with school personnel, parents, and community agencies
- 4.5 Makes appropriate referrals of students to school and community programs
- 4.6 Assists with coordination of student services in the school
- 4.7 Assists with coordination of the school's annual testing program

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory
<input type="checkbox"/>					

Comments: _____

Rating Scale
Please Check

5 Major Function: Student Appraisal

- 5.1 Interprets testing results and other student data accurately
- 5.2 Conducts non-standardized educational assessment according to professional practices (e.g., classroom observation)
- 5.3 Uses standardized tests and inventories according to published practices and professional standards
- 5.4 Assures that testing conditions and the administration of standardized tests in the school are appropriate

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory
<input type="checkbox"/>					

Comments: _____

Rating Scale
Please Check

6 Major Function: Professional Practices and Development

- 6.1 Adheres to ethical standards of the counseling profession
- 6.2 Follows the laws, policies, and procedures which govern school programs
- 6.3 Carries out other school duties assigned by the administration, provided these assignments do not interfere with the counseling program and services to students
- 6.4 Takes part in professional development activities to improve knowledge and skills

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory
<input type="checkbox"/>					

Comments: _____

Evaluator's Summary Comments: _____

School Counselor's Reactions to Evaluation: _____

Evaluator's Signature and Date

School Counselor's Signature and Date
*Signature indicates that the written
Evaluation has been seen and discussed*

School Counselor: Performance Appraisal Functions, Competencies and Sample Evidences

The following are suggested examples of counselor performance that are evidences of each of the major junctions for school counselors. Because each work situation is different, it is not likely that all of these evidences will be demonstrated by every school counselor. The evaluator is urged to develop a similar list of expectations specifically for the school counselor being evaluated. These expectations should provide indication that the six major functions are being performed.

1 Major Function: Program Planning

- 1.1 Organizes the counseling program by assessing needs, setting goals, and formulating a plan of action and program evaluation
 - a. Identifies student needs based on input from students, parents, and teachers
 - b. Reports to the school administration and staff about the annual goals and services of the counseling program
 - c. Evaluates counseling services and activities
- 1.2 Initiates and coordinates school-wide counseling services and activities
 - a. Plans and conducts special events, such as "Career Night", "Handicap Awareness Week", "Good Citizen of the Month"
 - b. Helps the school administration identify and remedy school policies and programs that inhibit student and staff development
 - c. Helps the school administration develop policies and programs that benefit student and staff development
- 1.3 Manages time effectively and provides services on schedule
 - a. Maintains a calendar of activities and services of the school counseling program
 - b. Completes assignments according to scheduled timelines
 - c. Is punctual
- 1.4 Maintains an organized, functional, and up-to-date office/counseling center
 - a. Keeps materials up-to-date and filed in a systematic order
 - b. Creates a pleasing atmosphere
 - c. Uses attractive bulletin boards to share information
 - d. Arranges furniture to have a positive influence on counseling and consulting processes
 - e. Schedules facilities for best utilization of the counseling program
- 1.5 Seeks input from teachers and staff in making decisions about the school counseling program
 - a. Meets with the school guidance committee to receive input about the counseling program
 - b. Uses written communications to facilitate teacher referrals and teacher feedback

2 Major Function: Counseling

- 2.1 Demonstrates knowledge of counseling theories by selecting appropriate models and techniques for individual and group counseling
Sample Evidences
 - a. Describes the counseling models and techniques being employed in specific cases or being used with particular groups
 - b. Is observed (on auditory or video tape) using techniques congruent with the counseling model being applied
- 2.2 Uses appropriate counseling processes and techniques for individual and group sessions to meet developmental, preventive, and remedial needs of students
 - a. Is observed (on auditory or video tape) using appropriate counseling skills and techniques
 - b. Describes various counseling skills used in individual and group sessions
 - c. Distinguishes between developmental, preventive, and remedial counseling relationships

- 2.3 Uses appropriate assessment and diagnostic procedures for determining and structuring individual and group counseling services
 - a. Applies interviewing, observation, and other assessment techniques in determining appropriate services
 - b. Explains rationale for using particular assessment or diagnostic techniques
 - c. Has appropriate selection procedures for establishing groups
- 2.4 Follows up individual and group counseling to monitor student progress
 - a. Sends written communications to parents/teachers to check on student progress
 - b. Schedules follow-up contacts with students

3 Major Function: Consulting

- 3.1 Demonstrates knowledge of consulting processes and techniques with students, parents, teachers, and administrators
 - a. Is observed using appropriate consulting processes and techniques in individual and group settings
 - b. Explains the appropriate use of various consulting skills
 - c. Distinguishes between consulting and counseling relationships
 - d. Holds parent/teacher conferences
- 3.2 Assists parents and teachers in understanding and responding to developmental levels of students
 - a. Uses school newsletter or handouts to inform teachers and parents about developmental stages/needs of students
 - b. Helps teachers and parents understand student test performance in relation to student development
 - c. Provides behavioral suggestions to teachers and parents that are developmentally appropriate for students
 - d. Provides materials to teachers to assist them in the implementation of the Guidance Curriculum
- 3.3 Presents instructional/informational programs to groups of students, parents, and teachers (e.g., parent education programs, group guidance, teacher in-service)
 - a. Conducts parent programs to provide information/instruction
 - b. Conducts teacher in-service based on assessed teacher needs
- 3.4 Interprets achievement and aptitude test data to assist school staff with curriculum planning
 - a. Holds individual and group conferences with students, teachers, and parents about test results
 - b. Participates in curriculum revision based on testing results

4 Major Function: Coordinating

- 4.1 Communicates effectively with students, parents, and staff
 - a. Uses correct verbal and written communications
 - b. Maintains a file of resource persons available for classroom and/or group discussion
 - c. Maintains communication with appropriate community agencies
 - d. Informs students and parents about career opportunities, post-secondary application procedures, financial aid, etc.
 - e. Uses the media-newspaper, radio, TV-to announce programs and events of the school counseling program
- 4.2 Advocates for all students
 - a. Demonstrates an awareness of the cultural differences and needs of students in the school
 - b. Helps the school administration identify programs and policies that may be discriminatory
 - c. Apprises teachers of special services that exist or are available to students

- d. Assures that all students have equal access to the counseling program regardless of race, national origin, sex, religion, or handicap
- 4.3 Assists teachers with the integration of guidance activities into the curriculum
 - a. Provides in-service to teachers about the Guidance Curriculum
 - b. Provides materials and resources to teachers for doing guidance activities in the classroom
 - c. Plans with teachers ways to integrate guidance in daily instruction
 - d. Presents model guidance activities in the classroom
- 4.4 Shares appropriate information about students with school personnel, parents, and community agencies
 - a. Demonstrates appropriate confidentiality in dealing with others
 - b. Provides information to teachers/parents for implementing developmental and remedial strategies
 - c. Uses proper procedures to assure that access to student records conforms to the Family Educational Rights and Privacy Act
- 4.5 Makes appropriate referrals of students to school and community programs
 - a. Is knowledgeable of local and state service agencies
 - b. Follows procedures in making referrals
 - c. Maintains communications with local agencies
 - d. Allows parents to choose agencies most appropriate for them and their children
 - e. Follows up to determine effectiveness of referrals services
- 4.6 Assists with coordination of student services in the school
 - a. Meets on a regular basis with other student services professionals: nurse, social workers, psychologists
 - b. Coordinates efforts with other student services workers to avoid duplication of services.
- 4.7 Assists with coordination of the school's annual testing program.
 - a. Provides in-service to teachers on correct administration procedures for the testing program.
 - b. Distributes and collects testing materials.
 - c. Monitors test administration and reports irregularities to proper authorities.
 - d. Assists with scheduling make-up testing.

5 Major function: Student Appraisal

- 5.1 Interprets testing results and other student data accurately.
 - a. Interprets summary report of annual testing to administration and staff.
 - b. Confers with parents about their children's test results.
 - c. Helps teachers understand student data when transferred from other schools.
- 5.2 Conducts non-standardized educational assessment according to professional practices (e.g... classroom observation).
 - a. Conducts classroom observation of students to help determine most appropriate services.
 - b. Uses appropriate interviewing techniques in gathering information from students, parents, and teachers.
 - c. Makes appropriate use of informal questionnaires and interest inventories.
- 5.3 Uses standardized tests and inventories according to published practices and professional standards.
 - a. Follows standardized procedures when administering tests.
 - b. Uses tests and other instruments for which counselor is adequately trained/certified.

- 5.4 Assures that testing conditions and the administration of standardized tests in the school are appropriate.
 - a. Provides information and instruction to school staff on proper administration of standardized tests.
 - b. Monitors the school's annual testing program.
 - c. Keeps standardized testing materials secure.

6 Major function: Professional Practices and Development

- 6.1 Adheres to ethical standards of the counseling profession.
 - a. Demonstrates ethical behaviors.
 - b. Maintains a file of pertinent ethical guidelines.
 - c. Explains confidentiality and privileged communication to students.
 - d. Demonstrates understanding of own professional limitations.
- 6.2 Follows the laws, policies, and procedures which govern school programs.
 - a. Demonstrates knowledge of federal, state, and local laws that are applicable to school counseling programs.
 - b. Uses established reporting procedures and channels
- 6.3 Carries out other school duties assigned by the administration, provided these assignments do not interfere with the counseling program and services to students
 - a. Monitors/supervises student activities and clubs
 - b. Meets timelines for assigned activities.
 - c. Reports to administration if extra duties are infringing on counseling responsibilities.
- 6.4 Takes part in professional development activities to improve knowledge and skills.
 - a. Participates in staff development, in-service, classes, conferences, conventions, etc. to expand knowledge and understand self and others.
 - b. Participates in professional counseling organizations.
 - c. Attends professional meetings and functions (national, regional, state, and local).