

APPROPRIATE AND INAPPROPRIATE ACTIVITIES FOR SCHOOL COUNSELORS

Appropriate Activities for School Counselors	Inappropriate Activities for School Counselors
<ul style="list-style-type: none"> ■ advisement and appraisal for academic planning 	<ul style="list-style-type: none"> ■ building the master schedule
<ul style="list-style-type: none"> ■ orientation, coordination and academic advising for new students 	<ul style="list-style-type: none"> ■ coordinating paperwork and data entry of all new students
<ul style="list-style-type: none"> ■ interpreting cognitive, aptitude and achievement tests 	<ul style="list-style-type: none"> ■ coordinating cognitive, aptitude and achievement testing programs
<ul style="list-style-type: none"> ■ providing counseling to students who are tardy or absent 	<ul style="list-style-type: none"> ■ signing excuses for students who are tardy or absent
<ul style="list-style-type: none"> ■ providing counseling to students who have disciplinary problems 	<ul style="list-style-type: none"> ■ performing disciplinary actions or assigning discipline consequences
<ul style="list-style-type: none"> ■ providing short-term individual and small- group counseling services to students 	<ul style="list-style-type: none"> ■ providing long-term counseling in schools to address psychological disorders
<ul style="list-style-type: none"> ■ consulting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data 	<ul style="list-style-type: none"> ■ covering classes when teachers are absent or to create teacher planning time
<ul style="list-style-type: none"> ■ interpreting student records 	<ul style="list-style-type: none"> ■ maintaining student records
<ul style="list-style-type: none"> ■ analyzing grade-point averages in relationship to achievement 	<ul style="list-style-type: none"> ■ computing grade-point averages
<ul style="list-style-type: none"> ■ consulting with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in student success 	<ul style="list-style-type: none"> ■ supervising classrooms or common areas
<ul style="list-style-type: none"> ■ protecting student records and information per state and federal regulations 	<ul style="list-style-type: none"> ■ keeping clerical records
<ul style="list-style-type: none"> ■ consulting with the school principal to identify and resolve student issues, needs and problems 	<ul style="list-style-type: none"> ■ assisting with duties in the principal's office
<ul style="list-style-type: none"> ■ advocating for students at individual education plan meetings, student study teams and school attendance review boards, as necessary 	<ul style="list-style-type: none"> ■ coordinating schoolwide individual education plans, 504 plans, student study teams, response to intervention plans, MTSS and school attendance review boards
<ul style="list-style-type: none"> ■ analyzing disaggregated schoolwide and school counseling program data 	<ul style="list-style-type: none"> ■ serving as a data entry clerk

[American School Counselor Association](http://www.asca.org)