

EXAMPLE SCHOOL COUNSELOR JOB DESCRIPTION

This document is an exemplar adapted from the Kentucky Department of Education for districts considering adopting or adapting their current job description. By no means should this document be considered a requirement or mandate from the Oklahoma State Department of Education to school districts.

JOB DESCRIPTION

Job Title: School Counselor

Scope of Responsibilities: The job functions of an Oklahoma school counselor include maintaining a professional identity, supporting all PK-12 students in their social and emotional, academic, and career development, and being an active school leader who is reflective about his/her comprehensive school counseling program. The school counselor will provide data-informed, universal, and targeted learning experiences to develop the whole child in a diverse society. School counselors will align actions to the mission and vision of the district and their school.

A school counselor exemplifies a professional identity by:

- Using human development theories to have an impact on developmental issues affecting student success
- Using learning theory to support student achievement and success, including students with diverse learning needs
- Using established and emerging evidence-based counseling theories and techniques that are effective in a school setting to promote academic, career, and social and emotional development
- Using career development theories and align them with career and technical education when possible to promote and support postsecondary planning
- Using the principles of a multi-tiered system of support within the context of a comprehensive school counseling program to provide instruction and interventions matched to student need
- Using systemic and environmental factors that affect human development, functioning, and behavior
- Applying legal and ethical principles of the school counseling professional identity
- Following the American School Counselor Association Ethical Standards to demonstrate high standards of integrity, leadership, and professionalism
- Following the legal aspects of the role of the school counselor
- Adhering to the unique legal and ethical principles of working with students in a school setting
- Adhering to the ethical and statutory limits of confidentiality
- Consulting with other education, counseling, and legal professionals as needed when ethical and legal questions arise
- Conducting and analyzing self-appraisal and assessment data

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- Collaborating with administrators, teachers, and other staff in the school and district to ensure culturally responsive curricula and student-centered instruction

A school counselor is an active school leader who is reflective about their program by:

- Identifying factors that enhance and impede students' academic, career, and social and emotional development
- Focusing on the academic, career, and social and emotional development of all students
- Delivering culturally appropriate direct and indirect services
- Developing measurable outcomes for school counseling activities, interventions, and experiences
- Collaborating to create ongoing, regular assessments to measure the effectiveness of the school counseling program
- Articulating the distinction between direct and indirect student services and advocate for a school counseling program free of non-school-counseling duties
- Assessing use of time in direct and indirect student services and program management and school support to determine how much time is spent on each school counseling program component
- Demonstrating effective management and vision of the comprehensive school counselor program and collaboration with all stakeholders
- Providing equitable practices that embrace the diversity of the school community
- Contributing to a caring, positive school culture

A school counselor incorporates a comprehensive school counseling program by:

- Using student, school, and district data to identify achievement, attendance, and discipline issues to be addressed through instruction
- Evaluating cultural and social trends when developing and choosing curricula for school counseling lessons
- Identifying appropriate evidence-based curricula aligned to the Oklahoma Comprehensive School Counseling Framework
- Conducting assessments of student needs to contribute to program planning
- Maintaining a list of current referral resources, consistent with school and district policies, for students, staff, and families to effectively address academic, career, and social and emotional issues
- Using personal reflection, consultation, and supervision to promote professional growth and development
- Using objectives within the school's comprehensive school counseling program that reflect current knowledge and skills as provided in the Oklahoma Comprehensive School Counseling Framework

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- Adhering to ASCA's School Counselor Professional Standards & Competencies and ASCA's Ethical Standards for School Counselors
- Using Oklahoma's Student Standards for all school counseling program planning
- Using data to inform student outcome goals, action plans, and lesson plans
- Reaching agreement with the administrator(s) on school counseling program priorities and activities.
- Adhering to national recommendations for use of time
- Leading school counseling advisory council
- Providing direct and indirect student services to promote student achievement, career development, and social and emotional development
- Assessing student and program results to inform school counseling program implementation and enhancement

Minimum Qualifications:

- Master's degree in school counseling or related field
- Certification in school counseling by the Oklahoma State Department of Education

Desirable Qualifications:

- Successful experience in schools
- Knowledge of comprehensive school counseling and the ASCA National Model
- Knowledge of school counselor's professional identity
- Knowledge of individual and group counseling techniques, specifically group dynamics
- Strong communication skills
- Demonstrated technology skills

Physical Demands:

- Wide range of physical movement, including bending, squatting, reaching, with the ability to lift, carry, push or pull light weights as well as use of hands for simple grasping and fine manipulations
- Use of speech, vision, hearing
- Sitting or standing for extended periods of time
- Indoor and outdoor activity

(Note: It is recommended that any additional non-school-counseling duties that are expected of the school counselor be listed in the job description so that the candidate is aware of the expectations of the position.)