

Section C: Counselor's Information

Counselor's Duties and Functions

Position Title: School counselor

Qualifications: Valid Georgia professional service certification in school counseling

Reports to: Building principal and/or other authorized administrators

Performance Tasks:

- I. *Establishes and Promotes School Guidance and Counseling Program*
 - A. Implements or assists in implementing the school-based written guidance plan.
- II. *Implements and Facilitates Delivery of Counseling Services*
 - A. Conducts individual counseling with students in areas of need.
 - B. Conducts group counseling with students in areas of educational, career, or personal need.
- III. *Implements and Facilitates Delivery of Guidance Services*
 - A. Coordinates with school staff to provide supportive instructional classroom activities that relate to student educational, career, and personal needs.
 - B. Assists with administration of standardized group testing.
 - C. Ensures that students receive appropriate career/life (educational or occupational) development assistance
- IV. *Consults with School or System Staff, Parents, and Community*
 - A. Consults with school staff on student problems.
 - B. Consults with parents on student problems and concerns as needed or requested.
 - C. Consults with community resources.
- V. *Participates in Professional Development Activities*
 - A. Engages in professional growth activities.
 - B. Applies newly acquired professional knowledge.

Elementary School Counselor

Position Title: Elementary School Counselor

Qualifications: Valid Georgia professional service certification in school counseling

Reports to: Building principal and/or other authorized administrators

The Georgia Board of Education recognizes the importance of providing essential and necessary guidance and counseling to students that will result in school success and completion. In providing these programs and services, two principles should be followed. Counselors shall adhere to national, state, and local statutes, policies, and regulations and the ethical standards of the American School Counselor Association. Counselors shall be accessible for students and their parents during the entire school day.

Realizing that the functions of elementary school counselors have varied greatly and expectations have been unclear, the Board establishes the essential and necessary functions to be:

Performance Tasks:

- I. *Establishes and Promotes School Guidance and Counseling Program*
 - A. Implements or assists in implementing the school-based written guidance plan.
 1. Seeks input/gathers data from students, school staff, and parents in addressing student needs.
 2. Develops goals and/or objectives to provide a sequential program related to the identified needs of elementary students, including students identified as being “at risk.”
 3. Develops a written school-based guidance plan appropriate to the developmental needs of elementary students, accommodating individual and cultural differences.
 4. Writes a specific individual plan of action that focuses on identified school-based priorities.
 5. Conducts specified tasks as planned and makes revisions as needed.
 6. Involves administration and staff in the development of the school guidance plan(s).
 7. Coordinates a guidance advisory committee for the school.
 - B. Promotes the school guidance and counseling program to students, school staff, parents, and community.
 1. Informs students, school staff, parents, and community of the school counselor role, guidance program, and counseling services.
 2. Informs students, school staff, and parents of special programs and services related to the guidance program.

3. Provides special programs for students appropriate to their developmental needs (e.g., peer tutoring); parent education programs; and staff development activities which focus on the needs of students “at risk.”
4. Informs students, school staff, parents, and community of the school-based written guidance plan goal and activities.
5. Presents results of the effectiveness of the school-based plan to school staff, parents, and community.

II. Implements and Facilitates Delivery of Counseling Services

- A. Conducts individual counseling with students in areas of need.
 1. Intervenes quickly during crisis situations.
 2. Schedules time to provide opportunities for counseling.
 3. Schedules counseling appointments according to school/system policy.
 4. Counsels students by actively listening, identifying/defining problems, exploring alternative solutions, observing, using developmental play, and/or other appropriate counseling strategies.
 5. Assists/develops with students a stated plan of action.
 6. Consults with referral services/community agencies when necessary. (See Task IV for further explanation.)
 7. Initiates and continues a mentoring or modeling relationship with identified “at-risk” students.
- B. Conducts group counseling with students in areas of educational, career, or personal need.
 1. Obtains parental consent prior to student participation, consistent with local system/school policy/procedures.
 2. Conducts skill-building groups in student self-improvement (peer leadership/tutoring, study skills, test-taking skills, career awareness, peer relations skills, self-esteem, etc.).
 3. Provides necessary feedback to persons involved, consistent with legal and ethical guidelines.

III. Implements and Facilitates Delivery of Guidance Services

- A. Coordinates with school staff to provide supportive instructional classroom activities that relate to student educational, career, and personal needs.
 1. Collaborates with teachers in defining the counselor's role in instruction and the teachers' role in guidance.
 2. Promotes student awareness of available counseling programs and activities through classroom sessions.
 3. Collaborates with media specialist to provide guidance-related material for teachers and students.
 4. Assists teachers in individualizing instructional programs for students with special guidance needs (e.g., loss, transitions, low self-esteem, illness).

5. Coordinates with teachers in scheduling classroom guidance activities.
6. Models lessons in classrooms for teachers on topics such as positive reinforcement, behavior management, and classroom meetings.
7. Conducts and evaluates classroom guidance activities related to instructional goals and the developmental level of the students (e.g., motivation, self-esteem, test-taking, interpersonal relations, problem-solving).
8. Collaborates with teachers in addressing special classroom problems (e.g., fighting, stealing, personal hygiene, bullying).
9. Gathers follow-up data from teachers/students to determine effectiveness of classroom guidance activities

B. Assists with administration of standardized group testing.

1. Conducts sessions with students, parents, and teachers to provide information and techniques to relieve test anxiety.
2. Collaborates with school staff to provide efficient and effective administration of group testing appropriate to the developmental level of the students (e.g., preparing parents as test monitors, holding shorter testing periods).
3. Collaborates with school staff to provide positive follow-up experiences to testing, (i.e., positive recognition programs).
4. Provides assistance to parents/teachers in interpreting and understanding standardized test results to facilitate individual and instructional planning.

C. Ensures that students receive appropriate career/life (educational or occupational) development assistance.

1. Assists students in understanding their capabilities, interests, skills, and limitations.
2. Coordinates the career-awareness program of the school.
3. Assists teachers in helping students understand the relationships between school and life experiences, including relevant vocational information.
4. Assists parents and students in preparing for school transitions: school entry, placement in special-needs programs, orientation to next school level.

IV. Consults with School or System Staff, Parents, and Community

A. Consults with school staff on student problems and concerns as needed or requested.

1. Gathers data about the student and identifies “at-risk” behavior from various sources (e.g., records, teachers, parents, peers, school staff, system resource personnel, community specialists).
2. Provides necessary information that will help school staff meet individual student needs.
3. Develops with school staff strategies to enhance student learning (e.g., classroom management techniques, motivation programs).
4. Participates in the referral process by providing information about the student's social and emotional development.
5. Acts as an on-going, effective advocate for students.
6. Monitors the progress of students who are in programs for “at-risk” students.

- B. Consults with parents on student problems and concerns as needed or requested.
 - 1. Obtains information about the student and identifies “at-risk” behavior from various sources (e.g., records, teachers, parents, peers, school staff, system resource personnel, community specialists).
 - 2. Provides information about the student to parents that enables them to better understand their child's individual needs, accomplishments, abilities, limitations, etc.
 - 3. Develops with parents a strategy for resolving/preventing student problems.
 - 4. Follows up on consultation with parents to assess effectiveness and future direction.
 - 5. Consults with parents concerning appropriate referrals.
 - 6. Plans and coordinates parent education programs.

- C. Consults with community resources.
 - 1. Develops and maintains a listing of community resources/services/agencies.
 - 2. Communicates with community resources/services/agencies.
 - 3. Makes referrals of “at-risk” students when appropriate to in-school specialists or community agencies/specialists consistent with state and local system policies.
 - 4. Follows up on referrals to in-school specialists and community agencies/specialists by acting as a liaison between school and community.

V. *Participates in Professional Development Activities*

- A. Engages in professional-growth activities.
 - 1. Attends and participates in continuing education (e.g., workshops/sessions at meetings/conventions, coursework, staff development) appropriate to counselor or program needs.
 - 2. Reviews current research and literature related to children and elementary guidance and counseling.
 - 3. Self-evaluates to enhance skills in areas of need related to written guidance plan.

- B. Applies newly acquired professional knowledge.
 - 1. Shares information acquired through professional growth activities with staff and parents as appropriate.
 - 2. Incorporates acquired information into improved program delivery.

Middle and High School Counselor

Position Title: Secondary School Counselor

Qualifications: Valid Georgia professional service certification in school counseling

Reports to: Building principal and/or other authorized administrators

The Georgia Board of Education recognizes the importance of providing essential and necessary guidance and counseling to students that will result in school success and completion. In providing these programs and services, two principles should be followed. Counselors shall adhere to national, state, and local statutes, policies, and regulations and the ethical standards of the American School Counselor Association. Counselors shall be accessible for students and their parents during the entire school day.

Realizing that the functions of secondary school counselors have varied greatly and expectations have been unclear, the Board establishes the essential and necessary functions to be:

Performance Tasks:

I. Establishes and Promotes School Guidance and Counseling Program

- A. Implements or assists in implementing the school-based written guidance plan (to coincide with the student-services portion of the system's strategic plan).
 - 1. Assesses the guidance needs of students as perceived by students, faculty, parents, and community.
 - 2. Develops goals (and objectives) as related to the needs.
 - 3. Develops a plan of action for achieving goals (including steps to implement, i.e., timelines, activities, target populations, personnel responsible).
 - 4. Plans for evaluation of the guidance and counseling program goals and objectives with the assistance of parents, students, school staff, and community representatives (including assessment and follow-up of school leavers and graduates).
 - 5. Presents to the administration the written guidance plan.
 - 6. Makes revisions when needed.

- B. Promotes the school guidance and counseling program to students, school staff, parents, and community.
 - 1. Informs the public of the guidance program goals and counselor activities to meet those goals.
 - 2. Informs the public of guidance program results.
 - 3. Informs the public of special programs and services available to students and parents.
 - 4. Includes constituencies in assessment of guidance needs and evaluation of program effectiveness.

II. Implements and Facilitates Delivery of Counseling Services

- A. Conducts individual counseling with students in areas of need.
 - 1. Counsels students needing individual assistance in the areas of career planning, postsecondary educational planning, academic achievement, and social/emotional concerns.
 - 2. Provides students in crisis with immediate intervention followed by necessary referral and notification of parents consistent with local system policies.
 - 3. Informs parents about individual counseling as part of the school guidance program
- B. Conducts group counseling with students in areas of educational, career, or personal need.
 - 1. Plans, leads, and evaluates instructional groups on topics such as study skills, social skills, and self-improvement skills.
 - 2. Leads and evaluates support groups for students experiencing similar concerns.
 - 3. Informs parents about skill-building/support groups as part of the school guidance program.
 - 4. Obtains parental permission prior to students entering groups.

III. Implements and Facilitates Delivery of Guidance Services

- A. Coordinates with school staff to provide supportive instructional classroom activities that relate to student educational, career, and personal needs.
 - 1. Consults with classroom teachers to determine which guidance goals and objectives are consistent with objectives of the classes.
 - 2. Coordinates a schedule of appropriate activities with classroom teachers.
 - 3. Assists in teaching appropriate classroom guidance objectives.
- B. Assists with administration of standardized group testing.
 - 1. Administers and interprets aptitude tests and interest inventories as a part of the educational/career planning process.
 - 2. Assists students in understanding their test data, school records, experiences, and interests and how they relate to educational/career planning.
- C. Ensures that students receive appropriate career/life (educational or occupational) development assistance.
 - 1. Provides information on curricular paths and course selection as related to educational/career planning.
 - 2. Provides students with opportunities to gain current knowledge of careers.
 - 3. Provides current information on postsecondary training programs.
 - 4. Assists students in the transition to their next educational/career level.

IV. Consults with School or System Staff, Parents, and Community

- A. Consults with school staff on student problems and concerns as needed or requested.
 - 1. Serves as consultant to school staff to help them understand the student's academic, social, and emotional development.
 - 2. Develops with school staff a program/plan for resolving student problems when they occur. (This may be accomplished through referral to student support teams as well as through individual consultation.)
 - 3. Assists with staff development activities included in the approved school-based guidance plan in areas of counselor expertise.

- B. Consults with parents on student problems and concerns as needed or requested.
 - 1. Serves as consultant to parents to help them understand their child's academic, social, and emotional development.
 - 2. Develops with parents a program/plan for resolving student problems when they occur. (This may be accomplished through referral to student support teams as well as through individual consultation.)
 - 3. Plans, leads, and evaluates parent programs related to identified areas of need.

- C. Consults with community resources.
 - 1. Knows or acquires listing of area community resources/agencies.
 - 2. Knows the purposes of each resource/agency and how each interfaces with the school.
 - 3. Makes referrals to community agencies/resources according to established procedures.

V. Participates in Professional Development Activities

- A. Engages in professional growth activities.
 - 1. Keeps abreast of societal and occupational trends and changes in employment and postsecondary training opportunities.
 - 2. Improves professional skills and knowledge by participating in workshops/seminars/classes relating to identified guidance areas of need.
 - 3. Remains informed about current trends and issues by reading professional literature.

- B. Applies newly acquired professional knowledge.
 - 1. Shares information acquired through professional growth activities with staff and parents as appropriate.
 - 2. Incorporates acquired information into improved program delivery.

National Career Development Guidelines for Counselors

Counseling	<p>Knowledge of developmental issues individuals address throughout the life span.</p> <p>Knowledge of counseling and career development theories and techniques.</p> <p>Knowledge of decision-making and transition models.</p> <p>Knowledge of role relationships to facilitate personal, family, and career development.</p> <p>Knowledge of different cultures to interact effectively with all populations.</p> <p>Skills to build productive relationships with counselees.</p> <p>Skills to use appropriate individual and group counseling techniques to assist individuals with career decisions and career development concerns.</p> <p>Skills to assist individuals in identifying influencing factors in career decision making, such as family, friends, educational opportunities, and finances.</p> <p>Skills to assist individuals in changing biased attitudes that stereotype others by gender, race, age, and culture.</p> <p>Skills to assist individuals in understanding the relationship between interpersonal skills and success in the workplace.</p> <p>Skills to assist individuals in setting goals and identifying strategies for teaching goals.</p> <p>Skills to assist individuals in continually reassessing their goals, values, interests, and career decisions.</p> <p>Skills to assist individuals in preparing for multiple roles throughout their lives.</p>
Information	<p>Knowledge of changes taking place in the economy, society, and job market</p> <p>Knowledge of education, training, employment trends, labor market, and career resources.</p> <p>Knowledge of basic concepts related to career counseling such as career development, career progression, and career patterns.</p> <p>Knowledge of the changing gender roles and how these affect work, family, and leisure.</p> <p>Knowledge of employment information and career-planning materials.</p> <p>Knowledge of employment-related requirements such as labor laws, licensing, credentialing, and certification.</p> <p>Knowledge of state and local referral services or agencies for job, financial, social and personal services.</p> <p>Knowledge of federal and state legislation that may influence career development programs.</p> <p>Skills to use career development resources and techniques designed for specific groups.</p> <p>Skills to use computer-based career information systems.</p>
Individual and Group Assessment	<p>Knowledge of assessment techniques and measures of skills, abilities, aptitudes, interests, values, and personalities.</p> <p>Skills to identify assessment resources appropriate to specific situations and populations.</p> <p>Skills to evaluate assessment resources and related techniques so that their validity, reliability, and relationships to race, gender, age, and ethnicity can be determined.</p> <p>Skills to administer, interpret, and personalize assessment data in relation to the career development needs of the individual.</p>

National Career Development Guidelines for Counselors

Management and Administration	<p>Knowledge of program designs that can be used in organizing career development programs.</p> <p>Knowledge of needs assessment techniques and practices.</p> <p>Knowledge of management concepts, leadership styles, and techniques to implement change.</p> <p>Skills to assess the effectiveness of career development programs.</p> <p>Skills to identify staff competencies for effective career development programs.</p> <p>Skills to prepare proposals, budgets, and timelines for career development programs.</p> <p>Skills to identify, develop, and use record-keeping methods.</p> <p>Skills to design, conduct, analyze, and report the assessment of individual and program results.</p>
Implementation	<p>Knowledge of program adoption and planned change strategies.</p> <p>Knowledge of barriers affecting the implementation of career development programs.</p> <p>Skills to implement individual and group programs in a variety of areas such as assessment, decision making, job seeking, career information, and career counseling.</p> <p>Skills to implement public relations efforts that promote career development activities and services.</p> <p>Skills to establish linkages with community-based organizations.</p>
Consultation	<p>Knowledge of consulting strategies and consulting models.</p> <p>Skills to assist staff in understanding how to incorporate career development concepts into their offerings to program participants.</p> <p>Skills to consult with influential parties such as employers, community groups, and the general public.</p> <p>Skills to convey program goals and achievement to legislators, professional groups, and other key leaders.</p>
Specific Populations	<p>Knowledge of differing cultural values and their relationship to work values.</p> <p>Knowledge of the unique career planning needs of minorities, women, the handicapped, and older persons.</p> <p>Knowledge of alternative approaches to career planning needs for individuals with specific needs.</p> <p>Skills to identify community resources and establish linkages to assist adults with specific needs.</p> <p>Skills to find appropriate methods or resources to communicate with individuals with limited English proficiency.</p>