



Tolleson Union High School District #214
School Counselor

Purpose

The job of the School Counselor is for utilizing leadership, advocacy, and collaboration, Guidance Advisors monitor individual student progress, encourage high academic performance, provide long term career and academic planning through the use of state mandated *Education and Career Action Plans* (ECAPs), provide preventive services, and respond to identified student needs by implementing a comprehensive school advisory program that addresses academic and career development for all students.

Qualifications

Required:

1. Bachelor's degree in Education, Counseling, or other related field.
2. Must possess, and maintain, proper school counselor certification as established by the Arizona Department of Education.
3. Valid AZ Department of Public Safety (DPS) Identity Verified Print (IVP) Fingerprint Clearance Card.
4. Minimum of five (5) years of counseling experience.
5. Experience in conducting training, workshops, and / or classroom presentations.
6. Experience in working with youth and / or families in crisis.
7. Experience in intervention, assessment, and referrals.
8. Experience in working with Project Management, ECAP, West-MEC, Benchmark process and Guidance Standards and Individual Student Planning.
9. Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance.
10. Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
11. Knowledge of dropout intervention best practices that lead to connection to the school community and student success.
12. Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
13. Knowledge of community resources and appropriate referral practices.
14. Knowledge of and sensitivity to ethnic, cultural, and socioeconomic influences on the student.
15. Knowledge of and experience in team building and team maintenance.
16. Knowledge of computer applications that will assist in tracking the activities and success of the program(s).
17. Ability to assume responsibility, exercise sound judgment, and handle confidential material and information.

Preferred:

18. Master's degree in Education, Administration, or other related field, preferred.
19. Knowledge of the school district and its departments, policies, and procedures, preferred.
20. Bilingual in English and Spanish, preferred.

Essential Functions

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

1. Discusses the comprehensive school advisory program with the school administrator.
2. Develops and maintains a written plan for effective delivery of the school advisory program based on *The ASCA National Model: A Framework for School Advisory Programs*—a comprehensive school advisory program.
3. Communicates the goals of the comprehensive school advisory program to education stakeholders.
4. Maintains current and appropriate resources for education stakeholders.
5. Uses the majority of time providing direct services through the Guidance Standards and Individual Student Planning with most remaining time in program management, system support and accountability. (National standards recommend 80% of time in Guidance Standards and Individual Student Planning and 20% of time in program management, system support and accountability. {American School Counselor Association (2003). *The ASCA National Model: A Framework for School Advisory Programs*. Alexandria, VA})

B. MAJOR FUNCTION: DELIVERY OF A COMPREHENSIVE SCHOOL ADVISORY PROGRAM

1. *Guidance Curriculum*
 - a. Provides leadership and collaborates with other educators in the school-wide integration of the State Guidance Standards.
 - b. Meets with feeder school 8th graders to register these students in appropriate courses.
 - c. Conducts Walk-In Registration with all students new to the Tolleson Union HS district.
2. *Individual Student Planning*
 - a. Assists all students, individually or in groups, with developing academic and career goals /plans through the development of individual ECAP (Education & Career Action Planning) planning.
 - b. Accurately and appropriately interprets and utilizes student data.
 - c. Collaborates with parents/guardians and educators to assist students with meeting all graduation requirements, and referring where necessary, to remediation opportunities.
3. *Preventive and Responsive Services*
 - a. Provides individual and group academic advisory to students with identified concerns and needs.
 - b. Consults and collaborates effectively with parents/guardians, teachers, administrators and other educational/community resources regarding students with identified academic concerns and needs.
 - c. Implements an effective referral and follow-up process for personal concerns.

- d. Accurately and appropriately uses academic assessment procedures for determining and structuring individual and group advisory services.
4. System Support
- a. Provides appropriate information to staff related to the comprehensive school advisory program.
 - b. Assists teachers, parents/guardians and other stakeholders in interpreting and understanding student data.
 - c. Participates in professional development activities to improve knowledge and skills.
 - d. Uses available technology resources to enhance the school advisory program.
 - e. Adheres to laws, policies, procedures, and ethical standards of the school advisory profession.

C. MAJOR FUNCTION: ACCOUNTABILITY

1. Conducts a yearly program audit (Action Plan and Quarterly Benchmarks) to review extent of program implementation.
2. Collects and analyzes data to guide program direction and emphasis; reports results during the Benchmark process.
3. Measures results of the school advisory program activities and shares results as appropriate in the Benchmark Report.
4. Monitors student academic performance, behavior and attendance and directs appropriate interventions.
5. Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Skills, Knowledge, and Abilities

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including utilizing pertinent software applications; planning and managing projects; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: knowledge of State Guidance Standards, and knowledge of federal, state, county, local, and District codes, policies, regulations, and laws.

ABILITY is required to schedule activities, meetings, and/or events; gather and/or collate data; and use basic, job-related equipment. Flexibility is required to direct others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with similar types of data; and utilize job-related equipment. Problem

solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is low. Specific ability-based competencies required to satisfactorily perform the functions of the job include: communicating with diverse groups; maintaining confidentiality; meeting deadlines and schedules; working with frequent interruptions; setting priorities; and establishing and maintaining effective working relationships.

Responsibility

Responsibilities include: working as a coordinator using standardized practices and/or methods; leading, guiding, and/or coordinating others; tracking budget expenditures. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally, the job requires 70% sitting, 15% walking, and 15% standing. The job is performed under conditions with some exposure to risk of injury and/or illness. The employee will regularly work indoors in a controlled environment. The noise level in the work environment is moderate to loud. Travel between District campuses and to locations outside the District is required.

Reports to:	Assistant Principal for Curriculum & Instruction
Terms of Employment:	Ten-months, full time
Evaluation:	This position will be evaluated annually as outlined in Governing Board Policy for certificated staff.
FLSA Status:	Exempt
Salary:	Initial Placement Salary Schedule for School Counselor
Board Approval:	February 23, 2010 February 6, 2024 (Revised)