

Job Description
La Porte Community Schools

JOB TITLE: Elementary School Counselor

SUMMARY: Counsels individuals and provides group educational and vocational guidance services by performing the following duties.

Collects, organizes, and analyzes information about individuals through records, tests, interviews, and professional sources, to appraise their interests, aptitudes, abilities, and personality characteristics, for vocational and educational planning.

Compiles and studies occupational, educational, and economic information to aid counselees in making and carrying out vocational and educational objectives.

Refers students to placement service.

Assists individuals to understand and overcome social and emotional problems. Engages in research and follow-up activities to evaluate counseling techniques.

Teaches classes.

ESSENTIAL FUNCTIONS include the following. Other duties may be assigned.

General Summary:

A. Individual counseling

1. Students
 - a. Verbal communication
 - b. Role play, simulation
2. Parents regarding their children

B. Group counseling, students

1. Verbal communication
2. Role play, simulation
3. Stimulus stories, live and video-taped
 - a. In the counselor's office
 - b. in the classroom setting

C. Coordination activities

1. Help teachers to meet the needs of all children
 - a. Individual contacts with teachers, children and parents
 - b. Group discussion with teachers, children, and parents
 - c. Referrals to community agencies
2. Development "teacher-parent" program for identified children

D. Provide continuum of services to individual students and groups of students

1. Design/facilitate transition programs for students changing grade levels (grade to grade and school to school).
2. Alerting teachers and other counselors to special strengths and weaknesses of children identified during the previous year as requiring continued attention

3. Coordinating student discussion groups concerning topics such as sex education, study habits, peer relationships, parent relationships, personal responsibility and age-appropriate developmental tasks.
 4. Participating in case conferences
 5. Initiating and taking part in an on-going dialogue between elementary and secondary personnel regarding developmental tasks, guidance needs, and educational expectations at each level.
- E. Make home visits; when appropriate, accompanying teachers on home visits
- F. Building the counselors' libraries to include material (books, magazines, pamphlets, audio tapes, video tapes, etc.) for various ages, needs, and interests of students and/or parents.
- G. Community referral and consultative agencies
1. Become personally familiar with each agency in the county
 2. Develop effective referral procedures to and from these agencies
 3. Consult personally with agency representatives concerning students
- H. Consultation
1. Orientation to the Elementary Guidance Program
 - a. Teacher orientation
 - b. Individual contacts with teachers throughout year C. Guidance newsletter
 - c. Student orientation
 1. Assemblies
 2. Classroom contacts
 3. Individual contacts
 4. Parent orientation
 - a. Parent-Teacher Association
 - b. Individual contacts
 5. Community orientation-Program presentations to community organizations
- I. Services to teachers
1. Discussion groups relating to such topics as
 - a. The meaning and methods of discipline
 - b. Teaching the culturally deprived child
- J. Case study methods, including the techniques of
1. anecdotal record keeping
 2. observation methods
 3. Test interpretation and implications for teaching
 4. Achievement motivation
 5. The concept of readiness
 6. Reading disabilities
 7. The brain-injured child
 8. Behavior modification principles appropriate in the classroom
 9. Deciding whom to refer to the counselor
 10. Developmental tasks and critical stages of childhood
- K. Public Relations-See III., A. 4.
- L. Parent-education groups regarding such topics as
1. Follow-up meetings with parents of first-graders
 2. Test interpretation

3. Grouping
 4. Homework
 5. Developmental tasks and critical stages of childhood
- M. School testing program
1. Standardized tests
 2. Teacher-made tests
- N. Professional growth of counselors and the counseling profession
1. Counselor in-service and program planning
 2. Inter-school visitation
 3. Active participation in local, state, and national professional organizations and conferences Participation in guidance-related conferences relating to such topics as sex education, drug abuse, community mental health

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:

Four year college or university school services certificate, K-12

LANGUAGE SKILLS:

Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from parents and faculty. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to school administrators, faculty, parents, children, and members of the School Board.

MATHEMATICAL SKILLS:

Ability to apply advanced mathematical concepts such as exponents, logarithms, quadratic equations, and permutations. Ability to apply mathematical operations to such tasks as frequency distribution, determination of test reliability and validity, analysis of variance, correlation techniques, sampling theory, and factor analysis.

REASONING ABILITY:

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit; use hands

to finger, handle, or feel objects, tools, or controls; and talk or hear. The employee frequently is required to stand, walk, and reach with hands and arms.

The employee must regularly lift and/or move up to 10 pounds and occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually quiet.

TERMS OF EMPLOYMENT: Ten-month (189-day) year. Salary and work schedule to be determined by current salary schedule and position-appropriate work calendar.