

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Counselor, English Language Learner	CLASSIFICATION:	Certificated Non-Management (SCTA)
SERIES:	None	FLSA:	Exempt
JOB CLASS CODE:	3410	WORK YEAR:	184 Days
DEPARTMENT:	Assigned School Site	SALARY:	K-12 & Preschool Teachers Salary Schedule T
REPORTS TO:	Assigned Supervisor	BOARD APPROVAL:	10-10-74
		HR APPROVAL:	08-31-10

BASIC FUNCTION:

Under direction of the school site administrator, provide supplemental counseling to English Language Learner (ELL) students and their families, whose language and culture differ from the dominant language and culture, to achieve self-understanding and self-respect, meet the demands of interpersonal relations and school expectations, and set goals and meet achievement levels appropriate to those goals; serve in a liaison capacity among teachers, parents, students, and the community; assist in the establishment and maintenance of good community-school public relations; and to perform other supplemental ELL counselor-related activities as required.

DISTINGUISHING CHARACTERISTICS:

- The Counselor, English Language Learner, supplements the regular counseling program to which the counselor is assigned. The Counselor, English Language Learner, is centrally assigned and may be required to divide his/her time at more than one school.
- The Counselor, English Language Learner, role is somewhat unique in that he/she often serves as the only liaison between the school and appropriate city, county, state, and federal agencies.
- The Counselor, English Language Learner, provides supplemental, direct counseling services to ELL students, as determined by needs assessments, English Language Advisory Committee (ELAC), and School Site Council (SSC) meetings/minutes.

REPRESENTATIVE DUTIES: (The Counselor, English Language Learner, may perform any combination of the functions listed in the job/evaluation specification.)

1. Provide supplemental and ongoing academic and/or social/emotional counseling to ELL students; develop additional plans of action for ELL students to assist them in attaining proficiency in state academic and content standards; conduct supplemental student sessions on self-assessment of academic achievement to assist ELL students in developing their own plan. **E**
2. Conduct additional in-depth reviews of ELL students to assure appropriate access to the core curriculum; develop plans of action specifically based on the needs of ELL students to catch up with content areas as appropriate to the funding sources. **E**
3. Provide developmental experiences for ELL students; help school personnel increase their awareness and aspirations of ELL students and their parents; expose school district personnel to supplemental educational strategies which can be employed to meet the unique personal and social needs of ELL students and their parents. **E**
4. Assist ELL students to plan realistic goals; help them discover their aptitudes and abilities; administer, evaluate, and interpret results of tests, such as language assessment, achievement, maturity, perception, and intelligence screening tests; discuss goals and interests; give information regarding entrance in high school, and provide supplemental information regarding college entrance requirements in keeping with the segment level of the counselor's assignment; and help students develop their program of courses based on their unique needs as an ELL student. **E**

5. Counsel with ELL students to help them better understand themselves and others and to effect changes in behavior, attitudes, motivations, self-concepts, and other important areas of human behavior. **E**
6. Counsel with ELL students on both an individual and group basis regarding problems of social adjustment, vocational and educational goals, and personal problems; observe behavior in the classroom and on campus to gain further insight into interpersonal problems and development needs of ELL students. **E**
7. Assist in identifying the special needs of ELL students, and initiate referrals to other special services personnel as necessary. **E**
8. Provide supplemental counseling with parents regarding educational, social, emotional, and vocational problems of their children; interpret the school program to parents and help them better to understand their child's abilities, needs, and opportunities. **E**
9. Conduct supplemental training of students and teachers to provide student-led parent teacher conferences in conjunction with the school's Title I parent involvement program. **E**
10. Provide supplemental services to ELL students, such as social/emotional support, home visits/phone calls, and language development; conduct home visits within regular work hours and within the guidelines of the District/SCTA Home Visit Program. **E**
11. Attend meetings, prepare correspondence and reports, and maintain and review cumulative student records. **E**
12. Conduct or cooperate with others in conducting local research related to ELL student needs and the effectiveness of school services in meeting these needs. **E**
13. Provide bilingual services to ELL students, staff, and parents; interpret for ELL students and/or parents upon their request in a variety of settings; translate or provide existing translated official district documents, as well as varied district, department, and school communications. **E**
14. Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities. **E**

TRAINING, EDUCATION, AND EXPERIENCE:

Master's degree is required from an approved institution, preferably with a major in counseling, social work, psychology, or related field, or a commitment to obtain such master's degree within a maximum of three years after appointment. Preference will be given to candidates with certificated teaching experience in public or private schools. Counselor must be bilingual.

LICENSES AND OTHER REQUIREMENTS:

Valid Standard Designated Services Credential with a specialization in Pupil Personnel Services, or credentials of equivalent authorization, issued by the California Commission on Teacher Credentialing are required. Possession of a CLAD. Preference will be given to those holding a BCLAD and the credential on a completion of requirement basis.

WORKING CONDITIONS:**SAMPLE ENVIRONMENT:**

School site office environment; drive a vehicle to conduct work.

SAMPLE PHYSICAL ABILITIES:

Hear and speak to make presentations, and exchange information in person and on the telephone; dexterity of hands and fingers to operate a computer keyboard; see to read and prepare documents and reports, and view a computer monitor; sit or stand for extended periods of time; bend at the waist, reach overhead, above the shoulders, and horizontally to retrieve and store files; lift light objects.

WORK SCHEDULE AND SALARY

A Counselor, English Language Learner, is assigned to the teachers' salary schedule and works 10 extra days, for which extra per diem pay is granted at the employee's regular daily rate.

APPROVALS:

Robert R. Garcia, Chief Human Resources Officer

Date

Jonathan P. Raymond, Superintendent

Date