

**CLASS SPECIFICATIONS FOR THE  
PROGRAM SPECIALIST, COUNSELING**

**DEFINITION**

Under direction and general supervision of the Administrator, Human Relations/Affirmative Action Office, assists in the planning, implementation and coordination of all phases of the College Headstart Project; counsels students individually and in groups for the purpose of helping them in achieving self-understanding and self-respect, in meeting the demands of interpersonal relations and school expectations, and in setting goals and meeting achievement levels appropriate to those goals; to serve in a liaison capacity between teacher, parents and students; to assist in the establishment and maintenance of good community-school public relations; and to perform other counselor-related activities as required.

**QUALIFICATIONS**

Credential: Possession of a standard designated services credential with a specialization in pupil personnel services, or credentials of equivalent counseling authorization, issued by the California Commission for Teacher Preparation and Licensing, are required.

and

Education: A 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.

and

Experience: Preference given to those with certificated teaching and/or counseling experience in public or private schools.

**DISTINGUISHING CHARACTERISTICS**

The class of counselor is used at all segment levels of the district. At the junior high, senior high and adult school levels, the counselor is typically assigned to a specific school. However, at the elementary level, a counselor may be required to divide his/her time between several schools.

The counselor's role at the elementary school differs from that at the secondary level in that he/she: tends more to bring his/her service to the child; puts greater emphasis on prevention and early detection of learning problems; tends to work more with the significant adults in a child's life (his/her teacher and parents) and relatively less with the individual child; focuses more on present problems than plans for the future; and stresses aiding the child to learn rapidly and to develop his/her ability to learn to live and work harmoniously with others.

The counselor's role at the adult level is also somewhat unique in that he/she often serves as the only liaison between the school and such agencies as federal (Veteran's Administration, Social Security, federal penal institutions, Selective Service, FBI), state (Department of Human Resources Development, Bureau of Readjustment Education, California Youth Authority, Mental Hygiene, Vocational Rehabilitation, etc.), and local (Urban League, Concilio, county welfare, Legal Aid, Public Defender, etc.). The involvement in these areas is extensive: reports, conferences, court appearances, phone calls and responses, maintenance of exacting records as required, for example, by the Veteran's Administration or the General Educational Development Testing Service, and numerous other agencies.

## **PROGRAM SPECIALIST, COUNSELING**

### **TYPICAL DUTIES AND RESPONSIBILITIES**

- \_\_\_\_\_ 1. Counsels with 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.
- \_\_\_\_\_ 2. Assists students to plan realistic goals; helps them discover their aptitudes and abilities; administers, evaluates, and interprets results of tests, such as achievement, maturity, perception and intelligence screening tests; discusses goals and interests; gives information regarding entrance in junior or senior high school, and on graduation and college entrance requirements in keeping with the segment level of the counselor's assignment; and helps students develop their program of courses.
- \_\_\_\_\_ 3. Counsels with students on both an individual and group basis regarding problems of social adjustment, vocational and educational goals, and personal problems; observes behavior in classroom and on playground to gain further insight into interpersonal problems and developmental needs of pupils.
- \_\_\_\_\_ 4. Assists in identifying special needs of students and initiates referrals to other special services personnel as necessary.
- \_\_\_\_\_ 5. Gives information on requirements for various occupations and helps students select and plan programs leading to achievement of occupational goals.
- \_\_\_\_\_ 6. Counsels with parents regarding educational, social and vocational problems of their children; interprets the school program to parents and helps them better understand their child's abilities, needs and opportunities; attempts to effect change in parental attitudes toward their children and the school when needed.
- \_\_\_\_\_ 7. Confers with teachers and principals, giving them information and advice on interpretation of test scores and on backgrounds, aptitudes and problems of the students, and on ways to handle student behavior problems in the classroom.
- \_\_\_\_\_ 8. Cooperates with representatives of public and private agencies such as police departments, sheriff's offices, probation and welfare departments, courts, and youth opportunities centers in providing information on students; and does prescreening of pupils for possible referral to other supportive services or agencies.
- \_\_\_\_\_ 9. Makes home phone calls and visits homes regarding students.
- \_\_\_\_\_ 10. Reviews school records; interviews students and uses various assessment techniques to determine placement in appropriate instructional levels.
- \_\_\_\_\_ 11. Attends meetings, prepares correspondence and reports, and maintains and reviews cumulative student records.
- \_\_\_\_\_ 12. Conducts or cooperates with others in conducting local research related to pupil needs and the effectiveness of school services in meeting these needs.
- \_\_\_\_\_ 13. Develops curriculum materials needed in working with parents, students, and teachers in College Headstart.
- \_\_\_\_\_ 14. Coordinates all activities and components of College Headstart.
- \_\_\_\_\_ 15. Develops working relations and communication with similar organizations/agencies serving minority youth.

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- \_\_\_\_\_ 16. Conducts educational/career tours to local educational institutions and businesses.
- \_\_\_\_\_ 17. Provides in-service training to school personnel and parents relative to their involvement in College Headstart.
- \_\_\_\_\_ 18. Assists in the development of continuation project proposals.
- \_\_\_\_\_ 19. Participates in meetings, conferences, and workshops scheduled in connection with the project.
- \_\_\_\_\_ 20. Prepares and submits reports as required by the project.
- \_\_\_\_\_ 21. Assumes other appropriate responsibilities as directed by the Administrator, Human Relations/Affirmative Action Office.

### **WORK SCHEDULE AND SALARY**

A Program Specialist/Counselor is assigned to the certificated non-management salary schedule based on 186 days of required service.

**SCTA 158a:pgspcounr**