

Appropriate and Inappropriate Activities for School Counselors

| Appropriate Activities for School Counselors | Inappropriate Activities for School Counselors |
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| <ul style="list-style-type: none"> ■ advisement and appraisal for academic planning | <ul style="list-style-type: none"> ■ building the master schedule |
| <ul style="list-style-type: none"> ■ orientation, coordination and academic advising for new students | <ul style="list-style-type: none"> ■ coordinating paperwork and data entry of all new students |
| <ul style="list-style-type: none"> ■ interpreting cognitive, aptitude and achievement tests | <ul style="list-style-type: none"> ■ coordinating cognitive, aptitude and achievement testing programs |
| <ul style="list-style-type: none"> ■ providing counseling to students who are tardy or absent | <ul style="list-style-type: none"> ■ signing excuses for students who are tardy or absent |
| <ul style="list-style-type: none"> ■ providing counseling to students who have disciplinary problems | <ul style="list-style-type: none"> ■ performing disciplinary actions or assigning discipline consequences |
| <ul style="list-style-type: none"> ■ providing short-term individual and small-group counseling services to students | <ul style="list-style-type: none"> ■ providing long-term counseling in schools to address psychological disorders |
| <ul style="list-style-type: none"> ■ consulting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data | <ul style="list-style-type: none"> ■ covering classes when teachers are absent or to create teacher planning time |
| <ul style="list-style-type: none"> ■ interpreting student records | <ul style="list-style-type: none"> ■ maintaining student records |
| <ul style="list-style-type: none"> ■ analyzing grade-point averages in relationship to achievement | <ul style="list-style-type: none"> ■ computing grade-point averages |
| <ul style="list-style-type: none"> ■ consulting with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in student success | <ul style="list-style-type: none"> ■ supervising classrooms or common areas |
| <ul style="list-style-type: none"> ■ protecting student records and information per state and federal regulations | <ul style="list-style-type: none"> ■ keeping clerical records |
| <ul style="list-style-type: none"> ■ consulting with the school principal to identify and resolve student issues, needs and problems | <ul style="list-style-type: none"> ■ assisting with duties in the principal's office |
| <ul style="list-style-type: none"> ■ advocating for students at individual education plan meetings and 504 meetings, student study teams and school attendance review boards, as necessary | <ul style="list-style-type: none"> ■ coordinating schoolwide individual education plans, 504 plans, student study teams, response to intervention plans, MTSS and school attendance review boards |
| <ul style="list-style-type: none"> ■ analyzing disaggregated schoolwide and school counseling program data | <ul style="list-style-type: none"> ■ serving as a data entry clerk |