

# Teach with Center City Public Charter Schools: Join our School Counseling Team



**Center City Public Charter Schools** is actively seeking Professional School Counselors for the 2012-13 school year. Now in its fourth year, Center City PCS has a long history in Washington, DC. Once a consortium of Catholic Schools, Center City converted the summer of 2008 into public charter schools – the first organization in the country to do so. Center City believes that small schools and top quality leaders make for excellence – excellence in instruction, management, and student learning.

## **The Role of the Professional School Counselor**

Professional School Counselors uphold the ethical and professional standards of American School Counselor Association (ASCA) and other applicable professional counseling associations, and promote the development of the school counseling program based on the following areas of the ASCA National Model: Foundation, delivery, management and accountability.

### **Foundation**

Professional School Counselors identify a philosophy based on school counseling theory and research/evidence-based practice that recognizes the need for all students to benefit from the school counseling program. Professional School Counselors act on these philosophies to guide the development, implementation and evaluation of a culturally relevant and comprehensive school counseling programs. Professional School Counselors create a mission statement supporting the school's mission and collaborate with other individuals and organizations to promote all students' academic, career and personal/social development.

### **Delivery**

Professional School Counselors provide culturally competent services to students, parents/guardians, school staff and the community in the following areas:

- School Guidance Curriculum – This curriculum consists of structured lessons designed to help students achieve the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. The school guidance curriculum is delivered throughout the school's overall curriculum and is systematically presented by professional school counselors in collaboration with other professional educators in K-12 classroom and group activities.
- Individual Student Planning – Professional school counselors coordinate ongoing systemic activities designed to help students establish personal goals and develop future plans.
- Responsive Services – Responsive services consist of prevention and/or intervention activities to meet students' immediate and future needs. These needs can be necessitated by events and conditions in students' lives and the school climate and culture, and may require any of the following:
  - Individual or group counseling
  - Consultation with parents, teachers and other educators
  - Referrals to other school support services or community resources
  - Peer helping
  - Psycho-education
  - Intervention and advocacy at systemic level

Professional School Counselors develop confidential relationships with students to help them resolve and/or cope with problems and developmental concerns.

- System Support – System support consists of management activities establishing, maintaining, and enhancing the total school counseling program. These activities include professional development, consultation, collaboration, supervision, program management and operations. Professional School Counselors are committed to continual personal and professional development and are proactively involved in professional organizations promoting school counseling at the local, state and national levels.

### **Management**

Professional School Counselors incorporate organizational processes and tools that are concrete, clearly delineated, and reflective of the school's needs. Processes and tools include:

- Agreements developed with and approved by administrators for each school year addressing how the school counseling program is organized and what goals will be accomplished
- Advisory councils include: students, parents/guardians, teachers, counselors, administrators and community members to review school counseling program goals and results and to make recommendations
- The use of student data to affect systemic change within the school system so every student receives the benefit of the school counseling program
- Action plans for prevention and intervention services defining the desired student competencies and achievement results
- Allotment of the professional school counselor's time in direct service with students as recommended in the ASCA National Model
- The use of annual and weekly calendars to keep students, parents/guardians, teachers, administrators, and community stakeholders informed and to encourage active participation in the school counseling program.

### **Accountability**

Professional School Counselors develop and implement data/needs-driven, standards-based and research-supported programs, and engage in continuous program evaluation activities. They also create results reports that demonstrate immediate, intermediate, and long-range effectiveness of comprehensive school counseling programs. Professional School Counselors analyze outcome data to guide future action and improve future results for all students. The performance of the Professional School Counselor is evaluated using an instrument based on the School Counselor Performance Standards found in the ASCA National Model, and the ASCA School Counselor Competencies. These standards of practice are expected of professional school counselors when implementing a school counseling program.

### **Summary**

Professional School Counselors are certified/licensed educators with the minimum of a master's degree in school counseling and are uniquely qualified to address the developmental needs of all students through a comprehensive school counseling program addressing the academic, career and personal/social development of all students.

### **Qualifications**

- Professional school counselors are certified/licensed educators with a minimum of a master's degree in school counseling making them uniquely qualified to address all students' academic, personal/social and career development needs by designing, implementing, evaluating and enhancing a comprehensive school counseling program that promotes and enhances student success.
- Possesses knowledge of CCPCS goals and objectives, recent teaching trends and research
- Demonstrates proficiency with curriculum and materials of instruction in field of specialization
- Able to work effectively with students, parents, administrators, colleagues, community, and other school system staff
- Able to infuse technology into curriculum
- Possesses excellent oral and written communication skills

### **Application Instructions**

Interested candidates should apply using the Center City PCS Online Application, which can be accessed at: <http://www.centercitypcs.org/employment-application/> . Please upload 1) a current resume and 2) a cover letter addressing your interest in Center City PCS into the online application. In the space allowed for additional attachments, please upload 3) a response to the below question, as well as any additional documentation.

### **Writing Prompt**

Please ensure that you complete this in a separate word or PDF document and submit it as an attachment to your application. Incomplete applications will not be reviewed.

I. At Center City PCS, “Character, Excellence, and Service” are the three tenets of our mission. Everything we do stems from one of these core principles. Please tell us how your career milestones align with one of those values. Please be specific. (250 words).

### **Compensation**

Center City PCS offers a highly competitive salary, bonus and benefits package. Center City PCS is an equal opportunity employer.