

South Carolina Department of Education

Information for School Counselors Serving in a Career Center

The Role of School Counselors in a Career Center

The intent of this document is to provide a framework for the duties of school counselors serving in South Carolina career centers. While career center directors and district leadership determine specific responsibilities, these suggestions may provide “best practices” for the role of the school counselor in the career center.

In addition to the suggested services included in this guide, please reference the current ***SC Comprehensive School Counseling and Career Guidance Model***, pages 3-8, for additional details linked [here](#).

Wherever they serve, school counselors are collaborators and leaders who are uniquely qualified to serve students in the areas of career development services, social-emotional support, and academic advisement.

Foundation, Management and Accountability:

Following the national and state “best practice” models, school counselors in career centers may:

- Develop a comprehensive school counseling program with specifications to fit the needs of the career center, separate from the traditional home school counseling needs (academic, social/emotional, recruitment and retention and scheduling).
- Develop belief, mission and vision statements for the career center that focuses on student outcomes
- Conduct and analyze student, parent and staff needs assessment and end-of-year evaluation surveys.
- Complete use of time assessment a minimum of twice per year
- Develop a yearly and a balanced weekly/month school counselor calendar representing all delivery components to share with students and staff.
- Establish yearly program goals for the career center, school counseling program and evaluates the goals at the end of the school year.
- Complete an annual agreement with the career center director.
- Collaborate with the career specialists to maintain current trends, statistics and wages in the world to work.
- Develop curriculum, small group and closing the gap action plans as appropriate.
- Complete an end-of-year program assessment

Direct Services:

School Counselors deliver services directly to students.

Counseling Curriculum and Planning:

School Counselors develop structured learning experiences that emphasize the purpose and mission of the career center based on career center data. Counseling curriculum and planning for events and development of lessons may include (but are not limited to) the topics below.

- Conduct push-in/pull out instructional opportunities regarding various topics of need based on career center data
- Provide instruction on soft skills (life skills) required for the work environment as well as instruction on effective use of social media
- Team with career specialists to present college and career path options and plan next steps to reach career goals
- Assist with recruitment and retention (e.g. 8th grade tours, 7th grade career festivals, career fairs, and available for other informational nights)
- Arrange guest speakers and field trips relevant to current career trends, and career information activities; assist in identifying/organizing speakers; Work Based Learning opportunities; portfolio development and career planning, and understanding of individual learning styles
- Host recruiter visits (military, career, higher education, Career and Technology Education (CTE), and colleges)
- Attend registration events for all schools served
- Advise home schools or travel to home schools to be available for registrations and scheduling during the year; Work with school-level teams to refine a learning plan for students that seamlessly integrates high school and postsecondary education
- Grow dual enrollment opportunities; assist with identifying students meeting qualifications and interested in programs; provide advisement on entrance testing
- Provide advisement to students regarding dual credit grades and effect on high school and post-secondary Grade Point Average
- Schedule career center participation in feeder school Parent Night/Parent Teacher Organization and School Improvement Council events
- Organize regular communication resource from career center to home
- Host school counselors from feeder schools for meeting onsite during school day
- Assist with Individual Graduation Plans in Middle and High Schools, especially concerning career center and district-wide CTE curriculum and prerequisite information
- Assist in planning, organizing, and executing programs that expose students to colleges and careers
- Conduct Power School queries to gather data on students who may complete programs and educate individual students regarding which courses are needed to be a “completer” prior to IGP conference

Responsive Services-

School Counselors in career centers should provide responsive services to students on the career center campus during the school day as needed. The school counselor may:

- Conduct crisis interventions (individual/family/school)
- Conduct individual/small group and crisis counseling
- Provide crisis de-escalation tips, tools, and tactics
- Organize crisis response as appropriate
- Facilitate conflict resolution
- Conduct brief check-in with students as part of a follow-up procedure after a crisis

Indirect Services:

Indirect services include School Counselors' interactions with others to provide support for student achievement and success. School Counselors may:

- Review schedules to determine schedule conflicts specific to the career center.
- Assist with course catalog edits and revisions as it relates to the career center or CTE
- Assist with Curriculum Framework review and edits
- Seek community-based projects and opportunities for career center students
- Serve as a student advocate in making referrals, attending conferences and collaborating with students, staff and parents; Coordinate mental health resources as needed for student access
- Host parent workshops
- Provide test preparation strategies for high stakes testing, to include WIN/RtW and ASVAB; assist with interpretation of WIN testing and ASVAB scores to explain relevance/results
- Ensure completer status for students are accurate and acknowledged
- Compile and share “completer” feedback on how the CTE program impacted students post-secondary success

Systems Support:

Systems Support is included under indirect services to students and may involve school counselors in several areas.

- Manage and maintains a total school counseling program unique to the career center
- Attend professional development to enhance skills and knowledge to address the unique learning environment and college and career focus at the technology center.
- Maintain community relations
- Organize and leads professional development for staff: educate academic staff related to career guidance, pathways, available careers, etc. to include non-CTE educator training and professional development regarding CTE “completer and concentrator” process, career opportunities and pathways.
- Maintain a working knowledge of “completer” requirements, certifications, endorsements, and pathways leading to “completer” status and certification
- Possess a working knowledge of the South Carolina Education and Economic Development Act (EEDA)

- Establish and conduct a minimum of two school counselor advisory council meetings annually and actively recruit local business members that reflect the courses, licensures and certifications offered at the technology center for the council.

In closing, **the *South Carolina Comprehensive School Counseling and Career Guidance Model (SC Model)*** provides the full framework for Pre-K–12 grade programming and details best practice skills school counselors and career specialists exhibit in the areas of leadership, advocacy, and collaboration. As an extension of the ***SC Model***, this document provides suggestions for the unique role of school counselors in career centers. By clarifying their responsibilities, school counselors in career centers may affect positive outcomes for student achievement and systemic change and ensure equity and access for all students in South Carolina as they “Learn to Live, Learn to Learn and Learn to Work” in the evolving 21st century.

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