

# **Counselor on Special Assignment (COSA)**

## **DEFINITION**

Under the general direction of the Executive Director of Secondary Education, the counselor on special assignment (COSA) will be responsible for assisting counselors to evaluate current counseling programs and focus efforts on student outcomes and closing the student achievement gap, emphasizing the needs of English Language Learners, Foster Youth and low socio-economic students. They will be responsible for identifying opportunities for counselors to evaluate data to reflect on the current counseling programs and promote systemic change to so every student graduates college and career ready. The COSA will identify barriers and supports to counselor success and assist in improving counselor outcomes. The COSA will be responsible for leading the ongoing implementation, support and curricular enhancements for the NAVIANCE college and career planning program. Additionally, the COSA will have the responsibility for developing, implementing and expanding the school site intervention programs such as PBIS, Link Crew, WEB, etc to improve student outcomes.

## **DISTINGUISHING CHARACTERISTICS**

This position classification requires subject matter expertise commonly taught in public schools, and counseling and guidance knowledge and skills. Responsible and directly related experience is required to perform problem analysis using widely prescribed principles and concepts. The position classification performs decision analysis and makes decisions of considerable consequence, requiring the application and interpretation of data, facts, procedures and policies. The incumbents meet frequently with school administrators, counselors, teachers, other staff and parents to communicate information, data and alternative problem solutions. This position classification performs light work that may involve lifting up to fifty (50) pounds, and sitting a considerable portion of the time, but does require accurate perceiving of sound, near and far vision, depth perception, providing oral information, and handling and working with instructional and assessment materials and objects.

Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

## **ESSENTIAL FUNCTIONS**

- Implement and monitor NAVIANCE and its corresponding modules
- Provide technical support and training to counselor's teachers and district staff
- Identify opportunities to enhance college and career preparedness including coordinating and executing the district college/career fair
- Create closing-the-achievement-gap actions plans for school counselors

- Refines, strengthens, and monitors effective curriculum development aligned with best practices and the ASCA model
- Creates college and career partnerships with local universities and colleges
- Collaborates and maintains positive relationships with internal partners such as Informational Technology, Research and Evaluation, Curriculum and Instruction
- Serves as the technology lead for OUSD counseling resources and information
- Establish and maintain the district counseling webpage, newsletter and social media
- Team with other departments to address ways to improve student achievement and increase graduation rates
- Lead the PBIS professional development and tiered systems of intervention supports in collaboration with school sites
- Collaborate with school site counselors to identify solutions for at-risk students and issues surrounding student behavior
- Create a counseling advisory council including key stakeholder groups
- Promote emotional, social and physical health of students
- To help counselors identify how students are different as a result of school counseling

Knowledge of:

- NAVIANCE
- The role of technology in school counseling
- The role of counselors and ASCA standards
- Techniques and practices that will facilitate collaboration with site counselors
- PBIS and tiered systems of interventions and restorative justice practices
- Academic, social, and behavioral characteristics of secondary level students
- OUSD graduation requirements and options for college and career readiness
- Socio-economic and cultural background differences of OUSD students

Ability to:

- Plan, organize, and develop programs that prepare students for college and career
- Work with online systems and technology to enhance student learning
- Provide appropriate and effective interventions for students
- Implement research, collect and analyze data and report preparation
- Suggest appropriate and effective interventions for pupils from a diverse population
- Identify and connect schools with innovative and creative opportunities to prepare students for college and career readiness
- Work independently
- Make decisions in the best interest of students
- Organize tasks, set priorities and meet deadlines, manage multiple tasks

- Communicate effectively in writing and verbally

## **EXPERIENCE AND EDUCATION**

Any combination of experience and training that would likely provide the required knowledge and skill is qualifying. A typical way to obtain the required knowledge and skill would be:

Experience: Three years prior public school counseling experience in a secondary setting.

Education: Equivalent to the completion of an earned Master of Arts or higher degree in psychology, counseling and guidance, or a closely related field.

### **Other Requirements:**

Certification: Possession of a valid California Pupil Personnel Services Credential authorizing service as a counselor; possession of a valid California teaching credential desired.

License: Possession of a valid California driver's license.

Condition of Employment: Insurability by the District's liability insurance carrier.