

## Xi'an Liangjiatan International School Job Description

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| <b>Position: University Guidance counselor</b> |
| <b>Department: Secondary</b>                   |
| <b>Supervisor: Secondary Principal</b>         |

### **XLIS Mission**

XLIS provides a non-profit education focusing on enabling students to be confident, open-minded global citizens through life-long learning and a sense of community.

### **XLIS Vision**

To lead education through innovation and a student-centered, community-driven approach.

### **Main Responsibilities:**

The specific aims and key responsibilities of this position are:

#### **Standard 1: Instructional Planning**

The counselor plans using the school's standards, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

The teacher:

- 1.1 Uses student learning data to guide planning with regards to address post-secondary educational pathways.
- 1.2 Plans time realistically for pacing, content mastery, and transitions between grades.
- 1.3 Plans for differentiated instruction for different university destinations. Provides the supervisor with lesson plans that have clear guidance on what steps are taken to build towards university applications.
- 1.4 Aligns lesson objectives to the school's curriculum and student learning needs.
- 1.5 Develops appropriate long- and short-range plans and adapts plans when needed. This includes having a consolidated two-year road map for M4-M5 and DP1-DP2 and a one-year roadmap for M3 classes.
- 1.6 Liaise with the DP coordinator for DP course selections.

#### **Standard 2: Instructional Delivery**

The counselor effectively engages students in learning by using a variety of instructional strategies to meet individual learning needs.

The counselor:

- 2.1 Engages and maintains students in active learning.
- 2.2 Builds upon students' existing knowledge and research, thinking and communication skills.
- 2.3 Reinforces learning goals consistently throughout the lesson.
- 2.6 Uses instructional technology to enhance student learning. Eg. Use of Bridge-U
- 2.7 Communicates clearly and checks for understanding.

### **Standard 3: Assessment of/for Learning**

The counselor systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

The teacher:

3.1 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning with regards to university.

3.2 Involves students in setting learning goals and monitoring their own progress in writing college essays, personal statements, making university applications and follow up on them.

3.3 Uses a variety of strategies to gather student data related to preferred destinations for universities and protocols for making applications.

3.4. Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives.

3.5 Gives constructive and frequent feedback to students on their learning.

### **Standard 4: Learning Environment**

The counselor uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

The counselor:

4.1 Arranges the classroom to maximize learning while providing a safe environment.

4.2 Establishes clear expectations, with student input, for classroom rules and procedures early in the school year and enforces them consistently and fairly.

4.3 Maximizes instructional time and minimizes disruptions.

4.4 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.

4.5 Promotes cultural sensitivity to help students succeed in university.

4.6 Respects students' diversity, including language, culture, race, gender, and special needs.

4.7 Actively listens and pays attention to students' needs and responses.

4.8 Maximizes instructional learning time by working with students individually as well as in small group or whole groups.

### **Standard 5: Professionalism**

The counselor maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

The teacher:

5.1 Collaborates and communicates effectively within the school community to promote students' well-being and success.

5.2 Adheres to school policies and ethical guidelines.

5.3 Incorporates learning from professional growth opportunities into instructional practice.

- 5.4 Sets goals for improvement of knowledge and skills.
- 5.5 Engages in activities outside the classroom intended for school and student enhancement such as cover, supervision duties, professional development, and meetings.
- 5.6 Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- 5.7 Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress, educating parents through meaningful workshops with regards to universities applications and pathways.
- 5.8 Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues educating them about universities and requirements.
- 5.9 Demonstrates consistent mastery of standard oral and written English in all communication.
- 5.10 To carry out any other duties as may reasonably be required by the school senior leadership team.

### **Standard 6: Student Progress**

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

The counselor:

- 6.1 Records the attendance of students in every class.
- 6.2 Sets acceptable, measurable, and appropriate achievement goals for student academic progress based on baseline data.
- 6.3 Documents the progress of each student throughout the year.
- 6.4 Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student growth.
- 6.5 Uses available performance outcome data to continually document and communicate university acceptances over the years.

### **Standard 7: Student and School Support**

The counselor introduces and organizes events as well as contests to the students to get them involved in after-class activities and events and contributes to the schoolwork as required.

The counselor:

- 7.1 Plan, organize and execute events such as college fairs. Proactively liaise with university admissions officers.
- 7.2 Support students in their preparation of their personal statements, personal essays and application forms.
- 7.3 Work closely with counseling team members to monitor all one-on-one student counseling group and student progress. Conduct the annual student and parent surveys, and develop an improvement plan based on the survey results.
- 7.4 Provide up to date information to students and parents about the changes in university admission.

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- 7.4 Connect with alumni to assist the Brand Development division of the school.
  - 7.5 Prepare and deliver transcripts of leaving students in a timely manner.

Adapted from the work of Charlotte Danileson and James Stronge.