

## **GUIDELINES FOR TIME/TASK ANALYSIS SURVEY (Revised: February, 2013)**

The goal of a time/task analysis is to obtain a representative sample of counselor time spent in carrying out the comprehensive guidance and counseling program. The data is then used to determine the extent to which time is appropriately divided between the components of the school's comprehensive guidance and counseling program. Used in conjunction with the Internal Improvement Review (IIR), the data can provide information about how fully the comprehensive guidance and counseling program is being implemented. The time/task analysis is to be conducted periodically throughout the school year. The completion of a time/task analysis is one of the activities within the system support component of the comprehensive guidance and counseling program.

A state-committee established the following guidelines for conducting a time/task analysis which have been revised this year (Feb. 2013):

### **I. Categorizing Time and Task by Program Components**

- A. Guidance and Counseling Curriculum:** The guidance and counseling curriculum provides guidance and counseling content based on the guidance and counseling standards to all students and their parents through classroom presentations and large group activities such as career days, college fairs, and parent workshops. Remember the guidance and counseling curriculum provides direct services to all students and their parents. Therefore, time spent in conducting classroom and parent presentations, other large group activities and curriculum planning is to be documented as Guidance and Counseling Curriculum.
- B. Individual Student Planning:** The focus of individual student planning is to assist all students to develop Personal Plans of Study enabling them to plan, monitor, and manage their academic, career, and personal social development. Work on individual student planning can be done with individual students, with small groups of students, in student/parent conferences and workshops. Remember individual student planning provides direct services to all students. Therefore time spent in preparation and working directly with students and their parents using Personal Plans of Study is to be documented as Individual Student Planning. The following are examples of individual student planning activities:
1. Individual and small group meetings with students to develop Personal Plans of Study using appropriate student data including: test data (i.e. Explore, Plan, PSAT, ACT etc.), and career and educational information
    - a. Enrollment of new students
  2. Reviewing and Revising Personal Plans of Study with students individually or in small groups
    - a. Course advisement and selection
    - b. Schedule revision based on identified need
  3. Personal Plans of Study conferences with students and parents
    - a. Post-high school planning
    - b. Retention conferences
  4. Preparing for Individual Student Planning Activities
- C. Responsive Services:** Responsive Services include preparation for and delivery of individual counseling, small group counseling, consultation and/or workshops about specific student behaviors with teachers, administrators, parents, and other professional school staff, and referral. Remember responsive services are available to all students but all students may not require these services. The following are examples of Responsive Service activities:
1. Individual Counseling: Regularly scheduled individual counseling sessions with students.
  2. Small Group Counseling: Regularly scheduled small group counseling sessions. The focus is on small group counseling and not on guidance and counseling curriculum or individual student planning activities.
  3. Consultation: Conferences/workshops with teachers, administrators, parents, other professional school staff, or community agency personnel about individual student behaviors.
  4. Referral: The referral process includes such activities as:

## **GUIDELINES FOR TIME/TASK ANALYSIS SURVEY (Revised: February, 2013)**

- a. Referral paperwork
- b. Initial and on-going consultation with parents and other professional staff
- c. Initial and on-going contact with referral agencies
- d. Activities relating to the re-entry process
- e. On-going monitoring of student re-adjustment
- f. Preparation for Responsive Services Activities

**D. System Support:** System Support includes those activities that support the implementation and delivery of the comprehensive guidance and counseling program as well as other educational programs in the school and/or district. System support includes such activities as:

1. Guidance and counseling program evaluation activities
2. School and community committees
3. Program advocacy activities including presentations to staff, parents and community
4. Professional development activities
5. Fair share responsibilities: remember that fair share responsibilities are those activities that are the responsibility of all school faculty including school counselors and which may include such things as school-wide testing, master schedule consultation, bus and playground duty, class/club sponsorship, ticket selling/taking, etc.

**E. Barriers to Implementation (formerly called Non-guidance):** The Missouri Comprehensive Guidance and Counseling Program cannot be fully implemented if school counselors are involved in activities that act as barriers. Those barriers are activities other than fair share that counselors may currently be performing but are NOT part of the district's comprehensive guidance and counseling program. These activities take time away from school counselors' ability to fully implement the program. As such, the Missouri Comprehensive Guidance and Counseling Program does not support the inclusion of such barriers as school counselor responsibilities. Examples of these activities are grouped as follows:

1. Supervisory Duties
  - a. Coordinating and monitoring school assemblies
  - b. Hall duty, cafeteria/playground supervision, bus loading and unloading supervision, and restroom supervision
  - c. Chaperoning school functions and athletic event supervision
  - d. Substitute teaching
2. Clerical Duties
  - a. Selling lunch tickets
  - b. Collecting and mailing out progress reports and deficiency notices
  - c. Paper work involved in 504 Plans, student assistance teams and other special programs that could be performed by clerical staff
  - d. Maintaining permanent records and handling transcripts
  - e. Monitoring attendance
  - f. Calculating grade point averages (GPAs), class ranks, honor rolls or gathering data for special programs such as Missouri Scholars Academy, Joseph Baldwin Academy, Talent Identification Program, etc.
  - g. Completing the paperwork related to changing students' schedules
3. Administrative Duties
  - a. Developing and updating the student handbook
  - b. Developing and updating course guides
  - c. Developing the master schedule
  - d. Acting as the principal of the day
  - e. Administering discipline

## **GUIDELINES FOR TIME/TASK ANALYSIS SURVEY (Revised: February, 2013)**

4. Coordination of the school-wide testing program: The overall coordination and administration of the school-wide testing program is the responsibility of the administration. If everyone else in the building is involved in the administration/proctoring of school-wide testing, then school counselors should also be involved on a “fair share” basis. The following steps will assist school counselors in determining how to categorize time spent in the testing process:
  - a. Figure out how much time, on average, a teacher spends involved in the testing process.
  - b. Calculate how much time you spend involved in the same testing process
  - c. Any amount of time that a counselor spends that is equal to the teacher’s average involvement should be categorized as System Support. Any amount of time that a counselor spends over and above the teacher’s average time involvement is considered non-guidance and counseling.

### **II. Conducting The Time/Task Analysis**

- A. The Internal Improvement Review (IIR) notes that to have full implementation of this aspect of system support, school counselors in the district select the same five (5) days spread throughout each semester to conduct the time/task survey. These five days should reflect typical days within the month that contain a variety of guidance and counseling program activities within the four components as well as any non-guidance and counseling activities that may be present.
- B. Since school days in every building contain a minimum number of minutes, the time/task analysis survey results will be recorded in minutes. Excel workbooks have been revised with worksheets that use 15 minute and 30 minute intervals for the recording of time spent in activities. The counselor can select the one that best suits the schedule that he or she follows. Note that the worksheets include opportunities to record time spent in guidance and counseling program activities conducted before and after school.
- C. Special Considerations: The following are not counted in the time/task analysis:
  1. Duty free lunch
  2. Personal breaks
  3. Doctor’s appointments

### **III. Directions for using the revised ELECTRONIC TIME/TASK ANALYSIS SURVEY WORKSHEETS**

The survey worksheets are similar to the ones shown in previous versions of the manual. There are two workbooks, one with worksheets using 30 minute intervals and one with worksheets using 15 minute intervals. Each workbook has a total of five daily worksheets to allow for completion of a time/task analysis survey for 5 days per semester as noted in Section II above.

Enough cells are included in the daily worksheets for both workbooks to allow for a day beginning at 7 a.m. and ending at 5 p.m. When beginning the time/task analysis, the counselor needs to choose the workbook with worksheets with the time intervals that best reflect the schedule for that counselor.

Because of the various daily time schedules that counselors may have, times have not been entered into the cells. When using the workbook for either the 15 or 30 minute time interval for the first time, open the 1<sup>st</sup> survey worksheet, begin with the top cell (**A2**) and enter your beginning time such as 7:00-7:30. Continue entering times reflecting that interval in the **A** column until you reach the end of your day. You may not fill all cells, but do not delete them from the worksheet. It is suggested that you follow this procedure for each of the 5 worksheets in the workbook labeled as surveys and then save the changes to the worksheets at that point. A comment has been inserted into cell **A2** in each of the worksheets to remind you of this.

To complete a time/task analysis survey, the counselor puts a **1** in the cell corresponding to the time frame and program component activity on the worksheet for each time period for the day. **It is important to put a 1 in only one program component cell per horizontal row.** The worksheet has been formatted so that the numbers entered are added up at

**GUIDELINES FOR TIME/TASK ANALYSIS SURVEY (Revised: February, 2013)**

the bottom of the column for each program component, inserted into a formula and put into a chart that reflects the percentage of time being spent on each program component for that day.

These directions are also included in both the 30 minute and 15 minute workbooks.