

Appendix B

Guidelines and Template
for Conducting an Annual
Time/Task Analysis

Guidelines And Template for Conducting An Annual Time/task Analysis

The goal of the 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 the how fully the comprehensive guidance and counseling program is being implemented. The time/task analysis is to be conducted periodically throughout the school year. An electronic format for conducting the time/task analysis was developed by the State-wide Time/Task Committee and is available on-line at www.mcce.org.

The state-committee established the following guidelines for conducting the annual time/task analysis:

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:
 - 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. Non-Guidance and Counseling: The Missouri Comprehensive Guidance and Counseling Program cannot be fully implemented if school counselors are involved in non-guidance and counseling duties. Non-guidance and counseling duties are duties 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 non-guidance and counseling activities as school counselor responsibilities. 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
 - 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. All school counselors in the district will 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. The sample survey form included in this appendix uses 15 minute intervals for the recording of time spent in activities. Note that the survey form includes opportunities to record time spent in guidance and counseling program activities conducted before and after school. An electronic version of this form can be found at www.mcce.org.
- C. Special Considerations: The following are not counted in the time/task analysis:
 - 1. Duty free lunch
 - 2. Personal breaks
 - 3. Doctor's appointments

Counselor Time & Task Analysis Form 15 minute

Time	Guidance and Counseling Curriculum	Individual Planning	Responsive Services	System Support	Non-guidance and Counseling Activities
7:00 - 7:15 a.m.					
7:15 - 7:30 a.m.					
7:30 - 7:45 a.m.					
7:45 - 8:00 a.m.					
8:00 - 8:15 a.m.					
8:15 - 8:30 a.m.					
8:30 - 8:45 a.m.					
8:45 - 9:00 a.m.					
9:00 - 9:15 a.m.					
9:15 - 9:30 a.m.					
9:30 - 9:45 a.m.					
9:45 - 10:00 a.m.					
10:00 - 10:15 a.m.					
10:15 - 10:30 a.m.					
10:30 - 10:45 a.m.					
10:45 - 11:00 a.m.					
11:00 - 11:15 a.m.					
11:15 - 11:30 a.m.					
11:30 - 11:45 a.m.					
11:45 - 12:00 p.m.					
12:00 - 12:15 p.m.					
12:15 - 12:30 p.m.					
12:30 - 12:45 p.m.					
12:45 - 1:00 p.m.					
1:00 - 1:15 p.m.					
1:15 - 1:30 p.m.					
1:30 - 1:45 p.m.					
1:45 - 2:00 p.m.					
2:00 - 2:15 p.m.					
2:15 - 2:30 p.m.					
2:30 - 2:45 p.m.					
2:45 - 3:00 p.m.					
3:00 - 3:15 p.m.					
3:15 - 3:30 p.m.					
3:30 - 3:45 p.m.					
3:45 - 4:00 p.m.					

	Guidance and Counseling Curriculum	Individual Planning	Responsive Services	System Support	Non-Guidance and Counseling Activities
Number of Blocks:	0	0	0	0	0
Daily Percentage:	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Total Number of Blocks:		0	Total Percentages = 100%		
Counselor: _____ Date: _____					

Counselor Time & Task Analysis Form 15 minute

Time	Guidance and Counseling Curriculum	Individual Planning	Responsive Services	System Support	Non-Guidance and Counseling Activities
7:00 - 7:15 a.m.					
7:15 - 7:30 a.m.					
7:30 - 7:45 a.m.					
7:45 - 8:00 a.m.					
8:00 - 8:15 a.m.	15				
8:15 - 8:30 a.m.	15				
8:30 - 8:45 a.m.	15				
8:45 - 9:00 a.m.	15				
9:00 - 9:15 a.m.					
9:15 - 9:30 a.m.		15			
9:30 - 9:45 a.m.		15			
9:45 - 10:00 a.m.		15			
10:00 - 10:15 a.m.		15			
10:15 - 10:30 a.m.		15			
10:30 - 10:45 a.m.		15			
10:45 - 11:00 a.m.		15			
11:00 - 11:15 a.m.		15			
11:15 - 11:30 a.m.					
11:30 - 11:45 a.m.			15		
11:45 - 12:00 p.m.			15		
12:00 - 12:15 p.m.			15		
12:15 - 12:30 p.m.	15				
12:30 - 12:45 p.m.	15				
12:45 - 1:00 p.m.	15				
1:00 - 1:15 p.m.		15			
1:15 - 1:30 p.m.		15			
1:30 - 1:45 p.m.		15			
1:45 - 2:00 p.m.				15	
2:00 - 2:15 p.m.				15	
2:15 - 2:30 p.m.				15	
2:30 - 2:45 p.m.					15
2:45 - 3:00 p.m.					15
3:00 - 3:15 p.m.				15	
3:15 - 3:30 p.m.				15	
3:30 - 3:45 p.m.				15	
3:45 - 4:00 p.m.				15	

	Guidance and Counseling Curriculum	Individual Planning	Responsive Services	System Support	Non-Guidance and Counseling Activities
Number of Blocks:	7	11	3	7	2
Daily Percentage:	23.33%	36.67%	10.00%	23.33%	6.67%
Total Number of Blocks:	30		Total Percentages = 100%		
Counselor: _____ Date: _____					