Time Log Responses

|  |
| --- |
|  |

* When I started the RSC process, I attended a conference and they provided us with some examples about what fits in each category. This info comes from the American Student Achievement Institute:

Guidance - activities that enable ALL students to learn information and skills in 3 areas (career, academic, personal/social) and use that info to make sound choices

Counseling - activities that help SOME students address personal/social problems that interfere with learning (individual counseling, group counseling, crisis counseling, consultation)

Advocacy - activities that support environmental changes to meet the needs of all students or a group of students; activities that support the needs of an individual student

\*this is how I categorized 504 meetings - you're advocating for a specific student and making changes to help support their needs

\*reporting abuse is also an Advocacy activity

Management - activities that enable the school counseling program to run smoothly and efficiently (program development, professional development, networking/meetings, student or program evaluations or assessments)

\*this is how I categorized things like emails, phone calls, attending certain meetings that involved school counseling. I think sending out newsletters would count for a Management activity

Non-Program - activities that do not help students learn info that will enable them to make sound career, academic, or personal/social choices or that does not help students address an issue that's interfering with their learning (administering ISTEP or other assessments, state reports, book rental, attendance, supervision, report cards, transcripts, GPA, class rank, honor roll, master scheduling, creating class schedules, balancing class sizes, discipline, etc.)

* Hi Kim,

You may already have seen it, but ASCA has a pretty simple time use log spreadsheet (it even generates graphs for you) with easier categories.  I'm attaching a copy, just in case you might want it.  One of the things I like about it is it includes "fair share responsibility"--so if everyone has lunch/hall/bus duty, then it's "fair-share" and not non-counseling.

Otherwise, advocacy could be advocating for students (perhaps through your role in the RTI team or in a SpEd case conference for example), or advocating for the school counseling program (newsletters, as you mentioned, meeting with an advisory board, administrators, school board, etc.).

Don't know if this helps, but it's how I tend to define advocacy.

* Hi Kim,

**Below addresses the specific examples you mentioned.**

For emails, it depends on what kind of emails you are checking/responding to. If the emails deal directly with managing your program, then yes it is management; however, if it does not then it would be considered either Advocacy or Non-Program based on the content of the emails.

504s and IEPs meetings are generally Non-Program task. It would be considered Advocacy if you're attending the meeting as an advocate for the kid. However, if you are there the par or run the meeting, then it is non-program.

Advocacy is generally anything that would be speaking up for the good of the kids. Examples of this would be sitting in a meeting concerning a student who cannot be there and representing their POV in the matter or their best interests.

Creating newsletters is a management task. Sending them is advocacy.

**Below are some quick reference guides for classifying other tasks.**

Management- Any task that sets up or prepares program delivery. (i.e. Bulletin Boards, Worksheet creation & copying, PowerPoint Creation).

Advocacy - Any task that involves standing in as the student representative to state their wants, POV, or best interest.

Non-Program - Any task that does not clearly and directly benefiting Guidance Curriculum or Counseling Services. (i.e. test coordinating/proctoring)

* I hope this was helpful! I'd be happy to help classify specific items that are confusing.
* I always felt 504, IEP, Rti meeting were Advocacy.
* I used to classify 504 and IEP meetings as advocacy. Because you are advocating for students to receive help or resources to allow them to be successful, thus advocating for them! :) At least that was my thinking!
* IEP and 504 are advocacy.  You are there to advocate for the student and seek support to help them.  You are also giving input during the meeting that is valuable to their plans.  Newsletters could also be advocacy.

Checking email and voicemail would be management.

Non-program: lunch duty, bus duty, subbing for classes, answering phones at the front desk, etc.

* Activity Code Definitions GuidanceCounselingLeadershipManagementNon-ProgramDefinitionActivities that help all students make educational, career, and personal-social decisions.  Guidance activities help students master guidance indicators.Activities that help some students overcome social and/or personal problems that interfere with learning.  Activities that help create a school environment supportive of high achievement for all  students.Activities, completed “behind the scenes,” that support the guidance, counseling, and leadership initiatives.  Activities unrelated to guidance, counseling, or leadership.  These activities do not help students master guidance indicators in guidance or overcome problems that interfere with learning.  ExamplesGroup guidance:  Developmental guidance lessons, peer mediation training, study skills, career interest inventories, learning styles assessments, career exploration, postsecondary education exploration  Individual guidance:  Assistance with course selection, test interpretation, educational / career planning assistanceIndividual counseling, group counseling, crisis counseling, consultation, and referralsParticipation in and/or facilitation of school improvement initiatives, promotion of the concept of high achievement for all students, advocating for a supportive learning environment, promotion of positive relationships between various ethnic or cultural groups, assistance for teachers who are striving to help all student learn, school leadership team meetings, presenting before the school board, providing in-service presentationsAnalyzing student achievement and student choice data, evaluating the school counseling program, creating developmental guidance lesson plans,  writing individual and group counseling case notes, scheduling career speakers, writing a counseling program newsletter, participating in professional development, attending counseling department meetings, networking within the communityData entry for student achievement and student choice data, ISTEP administration, special education administration, student records (report cards, GPA calculation, honor roll calculation, attendance), substitute teaching, master scheduling (scheduling teachers), organizing graduation or awards programs
* Hi, Kim,

I checked out the video around minute 7:00 or a little after, the one provided at:

<https://www.youtube.com/watch?v=uvbt0BXMdfg&feature=youtu.be>

I would say 504s are Advocacy.  But also, I don't think they are super picky about it, as long as you define your activities consistently, such as all 504s are always counted as Advocacy.  That is what I was told.

Your assigned support specialist can also answer questions quickly and help you so you don't feel like you are wasting your time.  I called mine frequently last year. (I was at the High School last year and did went through the whole Gold Star program.)  They were always cheerful and happy to serve.