

MANAGEMENT

Management Agreements

MCPS School Counselor-Administrator Management Agreement Guidelines

Integrated with the delivery system is a management system, which incorporates organizational processes and tools necessary to ensure the program is organized, concrete, clearly delineated, and reflective of the school's needs. While the responsibility for school counseling programs rests with the local school district, it is the responsibility of school counselors to take a strong leadership role in continuing to develop a program that is connected with the school improvement plan. The support of local building principals is crucial to the development and maintenance of a counseling program that seeks to model the standards of the counseling profession.

1. Collaborate with your supervising administrator to develop an annual written agreement. Review aggregated and disaggregated achievement and achievement related data (e.g., attendance, course enrollment, discipline referrals, promotion/retention rates, school climate). Determine where the gaps between goals and present student or school performance exist. Data should be collected over time (immediate, intermediate and long range). There are many ways to gather data, including Pre-Post tests, School-wide data, National data, and both quantitative/qualitative data are important.
2. In the agreement, spell out the program goals that were determined in response to the documented needs. The goals will help in prioritizing the student and/or faculty/stakeholder skills and competencies to be addressed. Counselor(s)' accountability for achievement of program goals should be determined and listed. Be sure to review the district goals, building goals, and standards to choose goals and programs/curriculum. Check for alignment of those goals for the agreement.
3. Counselor responsibilities are listed. This should incorporate implementing services to address the program goals and priorities. After sufficiently addressing top priorities, other program service need to be listed with the responsible counselor(s) indicated. If applicable, determination of caseload assignment and domain/area of specialization should be delineated.
4. Based on priority goals, responsibilities, and caseload numbers, an approximate determination of how the counselor's time will be spent should be listed. Use the following to guide the determination of time distribution: ASCA's recommendation of 80% of a counselor's time being spent in direct service, ASCA's suggested distribution of school counselor time (ASCA National Model, 2005, p. 55). Time percentages should be reflected in the weekly/monthly/annual calendar listing of services.
5. The agreement should spell out the professional development opportunities that will be available to the school counselors. The professional literature encourages the use of clinical supervision, as well as attendance at workshops and conferences. Targeted areas for development should be agreed upon and identified (e.g., technology, supervisory skills, multicultural and advocacy skills). The MCPS Counselor Leadership Team highly encourages participation in state and national School Counseling Conferences.
6. A regular schedule of meetings with the supervising administrator should be listed (weekly

meetings are recommended). In addition, time for meetings with stakeholders, school counseling advisory council, and collaborative colleagues (e.g., faculty, school psychologists) should be allotted.

7. Responsibilities of support personnel should be agreed upon and delineated. The budget for resources and materials should be spelled out.

Advisory Council Members

The team will meet at a minimum of twice a year, however the Advisory Council will determine if more meetings are needed. The advisory council will determine who and how persons are selected and/or replaced on the council. The members of the team shall include the following:

1. Counselor Leadership Team (3 - Elem, MS, HS) Representatives
2. Missoula County Public Schools Board Trustee (1)
3. Parents and Community Members (2)
4. Students (1)
5. Classroom Teachers (1)
6. School Psychologist (1)
7. Administrator (1)
8. University Representative (1)

Action Plans

MCPS Counselors are encouraged to use action plans. Formal action plans can assist counselors to align the standards/learning targets to daily curriculum. Two kinds of action plans are generally used.

The first action plan is the guidance curriculum that is delivered to each student generally over the course of the year. There may be little change from year to year. The second action plan is the responsive plan that is meant to address the gaps in learning and will change as data is reviewed.

Calendars

Counselors should keep a daily/weekly/monthly schedule that is transparent for staff/administrators.

This is also a data collection tool to monitor the amount of time spent in each component area.

Counselors are encouraged to use the Outlook calendar provided by the district. If counselors are assigned to more than one building it is especially important to utilize a calendar for best practices. A year long Master Calendar is imperative for planning a program. It lays out the goals/curriculum for the year and assures alignment with the standards/learning targets. By using effective time management, counselors can use teamwork to strategize, organize, plan, and schedule activities proactively rather than being "on call" at any time.

Management Appendices List

MCPS Middle/High School Counselor/Principal Agreement

MCPS Counselor/Administrator Agreement

MCPS Advisory Council Letter

MCPS Advisory Council Agenda

MCPS Action Plan

MCPS Calendar