Massachusetts Model for Comprehensive School Counseling Programs

MA Model 2.0

Foundation Accountability Management Delivery	• *Advocacy* • *Collaboration* • *Consultation* • *Individual Planning* • *Tiered Interventions* • *Data-Based Decision Making* • *Curriculum Delivery* • *Leadership*

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Introduction

Effective School Counseling can greatly improve college and career readiness outcomes for all students. *The Massachusetts Model for Comprehensive School Counseling* programs was written, endorsed by the Department of Elementary and Secondary Education [ESE] and released to the field ten years ago [2006]. Where it has been embraced, it has begun to transform the work of school counselors. The goal of what will be referred to hereafter as MA Model 1.0, was to offer a framework [based on the then newly released American School Counselors' Association's [ASCA] *National Model*®] for counselors in Massachusetts to adopt a proactive, programmatic approach to their work, rather than a pupil services reactive, crisis-based model that was the norm. The intention was that every school district would embrace MA Model 1.0 and that ALL students across the Commonwealth would participate in a standards-based school counseling program focusing on the academic/technical, workplace readiness and personal/social competencies (outlined in the Massachusetts Career Development Education benchmarks[1]; see Appendix A) and that this would contribute to increased academic achievement.

MA Model 1.0 has served as a catalyst for many positive changes. Perhaps most significant, is a robust partnership between the Massachusetts School Counselors' Association [MASCA] and ESE that has given a voice to school counselors across the state. Examples of this voice at ESE include:

- Massachusetts was the only state in the country to include school counseling programming in its successful Race to the Top [RTTT] application. Thirty-five districts benefitted from four years of targeted professional development co-sponsored by MASCA and ESE. The goal of the series was to teach counselors how to use MA Model 1.0 as a framework to help introduce new initiatives designed to increase high school graduation rates and MassCore[2] completion rates. Data analysis of the graduation rates of participating districts revealed that their rates increased faster than the state average rate of increase during the RTTT years.
- School Counselors were invited to participate in the Massachusetts Board of Education's taskforce called *Integrating College and Career Readiness* [ICCR][3]. In the five high level recommendations produced by the taskforce, the role of school counselors in implementing MA Model 1.0 was recognized as a key strategy to help all students become college and career ready.
- School Counselors were asked to give input into the Massachusetts Educator Evaluation System's creation of a rubric for school counselors and other instructional support staff separate from the rubric of classroom

[1] http://www.doe.mass.edu/connect/cde/guideglossary.pdf
[2] http://www.doe.mass.edu/ccr/masscore/
[3] http://www.doe.mass.edu/ccr/ccrta/2012-06BESEReport.pdf

teachers. The *Specialized Instructional Support Personnel [SISP]*[4] rubric was established to illustrate the unique role and focus of school employees such as school counselors. MASCA worked diligently to have the work counselors do to support implementation of MA Model 1.0 included in the *SISP* rubric as *Appendix E: Role Specific Indicators for School Counselors.* These role specific indicators, for the first time, give principals a way to evaluate school counselors for the creative work they are doing to serve students in meeting college and career readiness outcomes. This is the most dramatic institutionalization of MA Model 1.0 to date.

In addition to the positive working relationship with ESE that MA Model 1.0 fostered, other significant changes include:

- Districts working to develop and implement guidance curriculum, some even making room in the master schedule and/or giving credits toward graduation for participation.
- Counselors seeing the importance of data and becoming more data literate.
- Superintendents and Principals reading and wanting to find a way to use the MA Model 1.0 framework to support transforming the way school counselors work. Many districts have committed financial resources to provide technical assistance and coaching to support their guidance teams in this endeavor.

There have also been significant challenges regarding the widespread adoption of MA Model 1.0 as "best practice". These include:

- No state-wide mandate to implement MA Model 1.0, although ESE endorses its use and includes it in their College and Career Readiness delivery strategy.
- Too much emphasis on curriculum and too little on accountability for student outcomes in most districts that have worked to implement MA Model 1.0. In many cases where curriculum is being delivered there is no system in place to evaluate its impact on student outcomes.
- Resistance to making the necessary systemic changes [such as changes to the master schedule, reassignment of non-counseling duties, etc.], even in districts that embrace the concept of MA Model 1.0.

[4] http://www.doe.mass.edu/edeval/resources/rubrics/

MASCA and the original writing team, in the spirit of continuous improvement and learning from past mistakes, have undertaken the task of creating a revision of MA Model 1.0 to be known as *The MA Model for Comprehensive School Counseling Programs*, hereafter referred to as MA Model 2.0. A team of school counselor leaders, who were trained in their graduate programs in the theory behind MA Model 1.0 and have led initiatives in their districts since they have been employed to implement the MA Model, were asked to form the new writing team. In partnership with members of the original writing team, they were tasked with creating MA Model 2.0. As you will see, they have taken the liberty to shift the emphasis from having districts implement the MA Model, to having districts USE the model to support positive, measurable outcomes for students. This shift towards accountability is critical if school counselors want to have their work be proactive rather than reactive and if they want to be able to reach ALL students.

Respectfully Submitted,
Katie Gray, Chair MA Model 1.0 Writing Team

A draft version of the MA Model 2.0 was released to colleagues in the field in April 2016 and a call for feedback was initiated. That feedback was taken into consideration to create this final document. The MA Model 2.0 writing team would like to thank all who participated in this project.

I. Foundation

- Mission Statement/Objectives
- Vision Statement/Goals
- Standards-based Programs
- Professional Ethics
- School Counselor Professional Standards

Representatives from the MA Model 2.0 team, comprised of practicing school counselors at all grade levels throughout the Commonwealth, worked with feedback from members of the original Model writing team, the Department of Elementary and Secondary Education (ESE) and the Massachusetts School Counselors Association (MASCA) to create necessary updates to MA Model 1.0. The mission and vision have been revised to include measurable outcomes aligned with ESE's college and career readiness goals. The goal of MA Model 2.0 is not to have all districts "adopt it", but rather for districts to view it as a framework and resource to create school counseling programming that help districts accomplish the following:

- Increase career development education activities for all students K-12
- Decrease discipline referrals
- Increase attendance rates
- Increase MassCore completion rates
- Increase 4 and 5 year high school graduation rates
- Increase enrollment and persistence in post-secondary education
- Decrease the need for remediation in post-secondary educational settings

Massachusetts Definition of College and Career Readiness and Civic Preparation

"Massachusetts students who are college and career ready and prepared for civic life will demonstrate the knowledge, skills and abilities that are necessary to successfully complete entry-level, credit-bearing college courses, participate in certificate or workplace training programs, and enter economically viable career pathways, and engage as active and responsible citizens in our democracy. In order to meet this goal, the Commonwealth has defined a set of learning competencies, intellectual capacities and experiences essential for all students to become lifelong learners; positive contributors to their families, workplaces and communities; and successfully engaged citizens of a global 21st century."

Massachusetts Model Mission Statement

Massachusetts school counselors will use district/school data to develop and deliver school counseling programs that are customized to their district's needs, with the ultimate goal of having all students graduate college and career ready (as defined and approved by the Massachusetts Departments of Elementary and Secondary Education and Board of Higher Education[5]…see sidebar).

Objective 1: Academic/Technical Achievement: *In order to improve student achievement and promote a commitment to lifelong learning for all students, school counselors will provide tiered interventions that:*

[5] For the definition in its entirety go to http://www.doe.mass.edu/ccr/definition.pdf

Objective 1a: Encourage academic and technical rigor and the need to consistently challenge students to a high academic standard and ultimately inspire their internal educational drive.

Objective 1b: Focus on the development of attitudes, knowledge, skills and experiences necessary for success in higher education, the workplace and other post-secondary options.

Objective 1c: Foster motivation, engagement and personalized learning by helping students connect their academics to future life and work experiences.

Objective 1d: Support ESE's college and career readiness initiatives and promote measurable student outcomes to guide success after high school.

Objective 2: Workplace Readiness/Career Planning: *To prepare all students to become successful adults and productive members of society, school counselors will provide tiered interventions that:*

Objective 2a: Assist students in creating meaningful post-secondary plans and making informed decisions to reach their goal.

Objective 2b: Focus on integrating academic/ technical, personal/social and employability competency development across all grade levels.

Objective 2c: Encourage student participation K-12 in multiple career development education (CDE) activities with opportunities for feedback and reflection.

Objective 2d: Support the documentation of career development via an Individualized Learning Plan [ILP] and/or a Portfolio.

Objective 3: Personal and Social Development: *To promote the positive personal and social development of all students within a safe learning environment, school counselors will provide tiered interventions that:*

Objective 3a: Promote the acquisition of appropriate self-regulation skills.

Objective 3b: Encourage the development of interpersonal skills for positive social interactions.

Objective 3c: Assist students to understand and capitalize on personal strengths and demonstrate resiliency when faced with challenges.

Massachusetts Model Vision Statement:

To implement standards-based K-12 school counseling programs statewide in order to ensure that every student has the necessary *academic/technical, workplace readiness* and *personal/social* attitudes, knowledge and skills for school and future success.

Goals:

Specifically, MA Model 2.0 envisions school counseling programs that:

- **Provide ALL students with access to comprehensive, data-driven, and evidence-based curriculum** with school counselors acting as leaders and coordinators of program delivery.
- **Validate and continue to advance the efforts of the ICCR Task Force** to develop more well-rounded individuals who will attain the necessary skills (academic/technical, workplace readiness and personal/social) to thrive in the workplace and in society. It has become evident that “college eligible does not mean college ready”; therefore, school counseling programs call for the ability to assess the needs in their particular population and implement standards-based interventions to support successful growth in the areas deemed necessary.
- **Support high standards for ALL students** by helping them to see the necessity and value of their education. School counselors, across grades K-12, will encourage students to set goals to continue their learning after high school. They will provide students with programs and assessments, which appropriately educate and prepare them for post-secondary education and the workplace.
- **Are data-driven and accountable** by having counselors implement evidence-based interventions, measure student outcomes, document results regularly, and use data to inform school counselor’s practice.
- **Foster family and community engagement** to ensure there is a viable link from school to home and within the community. Creating a culture where parents and the business community feel that they are equal partners in students’ lives will provide the collaboration that is necessary for students to achieve.
- **Display students' tangible evidence of knowledge** by creating a portfolio documenting their achievements in academics, workplace readiness and social-emotional skills showing seamless transition and development throughout their K-12 education.
- **Align with, and are driven by, standards-based, evidenced-based curricula** particular to the individual district’s needs so that appropriate interventions are able to take place and be measured for overall effectiveness.

Standards-Based Programming

MA Model 2.0 calls for the development and implementation of school counseling programs that promote student success in the *academic/technical, workplace readiness, and personal social* domains. To do so, it is essential that districts, on an individual basis, and dependent on their perceived needs and goals, implement a program that is standards-based to ensure there is a way of measuring the impact of applied interventions. Standards delineate what students will KNOW, UNDERSTAND and DO as a result of the school counseling program and are a key feature of a program's foundation. In MA Model 1.0, the **Massachusetts Career Development Education Benchmarks** [See appendix A] were identified as the standards for school counselors to use to inform their programming. MA Model 2.0 continues to endorse the use of the MA CDE Benchmarks, but also recognizes that there are other sources for school counseling programming standards including **CASEL's Social Emotional Learning Competencies**[6] [see Appendix B] and the **American School Counselors' Association K-12 Mindsets and Behaviors for College and Career Readiness**[7] [see Appendix C]. Regardless of which standards a district chooses to use, school counselors must prioritize which ones belong in their program's foundation and then work to identify competencies that students must acquire developmentally, in order to achieve the standards by graduation.

Professional Ethics

The field of school counseling is predicated on knowledge about and conscious use of professional ethical standards. MA Model 2.0 [as was the case for MA Model 1.0] recognizes The American School Counselor Association's ethical standards as the standards to which all Massachusetts school counselors must be held[8].

School Counselor Performance Standards

MA Model 1.0 relied on ASCA's school counseling performance standards to define what school counselors need to know, understand and do to perform their school counseling duties effectively. Since the writing of MA Model 1.0, ESE has introduced the Massachusetts Educator Evaluation system, which includes a *Specialized Instructional Support Personnel [SISP]* rubric, designed to identify the standards and indicators by which Massachusetts school counselors are to be evaluated. MASCA worked in collaboration with ESE to create the *SISP* rubric and *Role Specific Indicators for School Counselors* [known as *Appendix E* in ESE's Model Evaluation system]. It is imperative that school counselors interested in implementing a school counseling program using the MA Model 2.0 as their framework, work with their collective bargaining unit to expand the SISP rubric to include the role specific indicators for school counselors (Standard I Indicator D and Standard II Indicator E on the following chart.)

[6] http://www.casel.org/
[7 & 8] www.schoolcounselor.org

SISP Rubric Overview with Appendix E:
Role Specific Indicators for School Counselors

(Standard I Indicator D and Standard II Indicator E are bold/ italicized below)

Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture
A. Curriculum and Planning Indicator 1. Professional Knowledge 2. Child and Adolescent Development 3. Plan Development 4. Well-Structured Lessons	**A. Instruction Indicator** 1. Quality of Effort and Work 2. Student Engagement 3. Meeting Diverse Needs	**A. Engagement Indicator** 1. Parent/Family Engagement	**A. Reflection Indicator** 1. Reflective Practice 2. Goal Setting
B. Assessment Indicator 1. Variety of Assessment Methods 2. Adjustments to Practice	**B. Learning Environment Indicator** 1. Safe Learning Environment 2. Collaborative Learning Environment 3. Student Motivation	**B. Collaboration Indicator** 1. Learning Expectations 2. Student Support	**B. Professional Growth Indicator** 1. Professional Learning and Growth
C. Analysis Indicator 1. Analysis and Conclusions 2. Sharing Conclusions With Colleagues 3. Sharing Conclusions With Students and Families	**C. Cultural Proficiency Indicator** 1. Respects Differences 2. Maintains Respectful Environment	**C. Communication Indicator** 1. Two-Way Communication 2. Culturally Proficient Communication	**C. Collaboration Indicator** 1. Professional Collaboration 2. Consultation
D. Systemic Planning and Delivery ***1. Strategic Planning*** ***2. School Counseling Curriculum*** ***3. Coherent Delivery***	**D. Expectations Indicator** 1. Clear Expectations 2. High Expectations 3. Access to Knowledge		**D. Decision-Making Indicator** 1. Decision-making
	E. Student Services ***1. Academic Advising*** ***2. Transitions*** ***3. Post-secondary Planning*** ***4. College Planning*** ***5. Responsive Services***		**E. Shared Responsibility Indicator** 1. Shared Responsibility
			F. Professional Responsibilities Indicator 1. Judgment 2. Reliability and Responsibility

II. Accountability

- School Counselor Evaluation
- Measuring Student Outcomes
- Disseminating Results
- Evaluation Tools to Guide Program Modification

Education reform efforts across the nation, and here in Massachusetts, emphasize accountability for results. Gone are the days when school counselors can measure their effectiveness by describing how they spend their time or with anecdotal information. Since the writing of MA Model 1.0, multiple state and federal initiatives outline goals for student achievement that can be used to identify data points for counselors to use to demonstrate accountability. At the national level, Former First Lady Michelle Obama's "*Reach Higher"* initiative[9] encourages students to further their education beyond high school by: (1) learning about college and career opportunities, (2) understanding financial aid, (3) academic planning, and (4) supporting school counselors to help more students to get into college. At the state level, an initiative called "*Future Ready Massachusetts*"[10] embraces the new definition of College and Career Readiness and creates clear expectations surrounding a student's readiness for college and the workplace [see Foundations sidebar on page 7]. These expectations provide school counselors with several opportunities to demonstrate the value of the school counseling program. Massachusetts school counselors must collect and analyze data that demonstrates how the counseling program supports student achievement and school improvement, as well as college and career readiness. School counselors must be able to articulate how students are different as a result of school counseling programs and interventions. To that end, the following questions serve as examples of what school counselors should be considering:

- How does the guidance curriculum and/or individual planning impact high school graduation rates and postsecondary outcomes?
- How does the implementation of a positive behavior system impact school climate as measured by office discipline referrals?
- How has the school counseling program supported school improvement goals such as MassCore completion?

State and National Initiatives

Reach Higher:
"The Reach Higher initiative is Former First Lady Michelle Obama's effort to inspire every student in America to take charge of their future by completing their education past high school."

Future Ready Massachusetts:
"Future Ready Massachusetts is a collaborative project of the Massachusetts Business Alliance for Education, the Massachusetts Department of Elementary and Secondary Education, the Massachusetts Department of Higher Education and the Massachusetts Educational Financing Authority in partnership with many other organizations across the Commonwealth. It is a public campaign to enable communities to promote understanding and use of the various tools that will advance the college-and-career-readiness of the Commonwealth's students"

[9] https://www.whitehouse.gov/reach-higher
[10] http://futurereadyma.org/

By answering such questions, school counselors can demonstrate how they support the school mission as well as the previously mentioned education reform goals. School counselors are critical players in supporting and guiding students to reach rigorous academic/technical standards and successfully transition to postsecondary education or training. School counselors are uniquely positioned within schools to identify obstacles to teaching and learning and recommend strategies for improvement. However, until school counselors are able to demonstrate accountability for results, they will continue to be viewed by many as providers of ancillary services rather than as critical players in supporting student achievement. School counselors must, therefore, view accountability as both an opportunity and a necessity rather than as an obstacle or a threat.

School Counselor Evaluation

MA Model 2.0 supports the importance of professional self-reflection as part of the evaluation process. School counselors must self-reflect in order to improve their professional practices. They must be personally accountable for continuous learning about current research and best practices and drive their own professional development in order to optimally serve students. They must also use data to examine the impact their work is having on the students they serve as a way to self-evaluate. MA Model 2.0 supports the use of data in the formal evaluation process as well.

ESE's Continuous Learning Cycle

The *SISP Rubric* and *Role Specific Indicators for School Counselor* [discussed in the Foundation section] provide the framework by which all licensed Massachusetts school counselors are evaluated annually. As part of the evaluation process, school counselors are required to self-evaluate using these tools and set professional practice goals with measurable action steps. Additionally, school counselors are asked to review district data and set measurable student learning goals each year. Recently, school counselors have been required to identify District Determined Measures [DDM's][11] in order to evaluate the impact they are having on students. These requirements feel burdensome to many, but in actuality are congruent with the accountability practices for school counselors under both MA Model 1.0 and 2.0.

[11] www.doe.mass.edu/technicalguideAconsiderationsregardingddm

Measuring Student Outcomes

With an emphasis on accountability for results through the MA Educator Evaluation system, school counselors must learn how to measure student outcomes. The "HOW" is described in detail in the Management section of MA Model 2.0. "WHAT" data counselors can use is outlined here:

Pre-Test/ Post-Test: These can be used to measure the impact of a lesson or unit from the school counseling curriculum.

Surveys: These can be used to measure attitudinal changes as a result of a school counseling intervention.

Rubrics: In instances where students are asked to write reflections, do projects or create portfolios as part of the counseling curriculum, rubrics can be developed to measure results.

Data from a district's Student Information System [SIS]: Grades, attendance, discipline, course taking patterns and report card comments are among data that can be extracted from a district's SIS and used to measure the impact of counseling interventions.

ESE data: *School Profiles*[12] are rich sources of data that can be used to measure impact over time. *DART Success after High School*[13] provides school counselors with data ranging from 9th grade retention rates to college remediation rates. *EDWIN Analytics*[14] allows counselors to identify students who are at high risk for attaining age appropriate academic benchmarks through the Early Warning Indicator report [EWIS]. Counselors should familiarize themselves with all that these three data sources contain and review them regularly as part of the process used to set Student Learning Goals and DDM's.

The College Board, through it's National Office for School Counseling Advocacy [NOSCA] initiative, developed an easy to follow chart[15] [Appendix D] of what data elements should be considered at each level as counselors work to make all students college/career ready.

Disseminating Results of Programs and Interventions

In a comprehensive developmental school counseling program, all students are participants. Consequently, more parents/ guardians, teachers, and other stakeholders become interested in program results. In order to ensure that all constituents understand both the accomplishments and challenges of the school counseling program, reports of progress and results should be shared at meetings and through newsletters, presentations, and websites. Ideally, information is presented and tailored to various stakeholder groups.

[12] http://profiles.doe.mass.edu

[13] http://www.mass.gov/edu/government/departments-and-boards/ese/programs/accountability/tools-and-resources/district-analysis-review-and-assistance/

[14] http://www.doe.mass.edu/edwin/

[15] https://lp.collegeboard.org/counselor-resources

The measurement of student outcomes is essential to drive interventions and for understanding best practices. In addition, data reports can be a valuable tool for proving the work of a counselor. Though there are various ways to communicate data, it is essential for counselors to periodically present results reports to colleagues, administrators and school committees as a way to reinforce the importance of the work done by the school counseling department.

Evaluation Tools to Guide Program Modification

As mentioned above, as part of the MA Educator Evaluation system, school counselors self-assess their individual and group practice annually. This process helps counselors identify what parts of their program are aligned with current best practices and which are not. Professional practice goals help identify ways to modify the program to be more aligned with best practices. Review of data allows school counselors to see what interventions are having a positive impact on student outcomes, allowing for goal setting designed to modify the program to have greater positive impact on students [See Management section for more information about using data]. MA Model 2.0 supports this concept of continuous learning for continuous improvement. The school counseling program should evolve from year to year as a consequence of self and program evaluation and modification.

Implementing and maintaining a comprehensive school counseling program requires multifaceted systemic change that goes beyond the individual evaluation through the educator evaluation system. Consequently, school counselors must monitor progress and document results regularly. Listed below are examples of evaluation tools.

- MA Accountability Report Cards[16] [MARC and MARC Jr.] are effective tools to measure, track, and communicate results of long-term interventions. Progress monitoring tools are good ways to measure shorter term or smaller scale interventions.
- A program audit is another tool that takes a broader look at evaluating the central components of the school counseling program. The primary purpose of an audit is to guide program delivery and improve results by identifying: (1) the strengths and weaknesses of the program, (2) short and long-range goals and (3) the focus of professional development. MASCA has adapted the ASCA program audit tool[17] [see Appendix E] to be more focused on student outcomes and drive real results.
- Stakeholder surveys: Evaluation may include assessment of student and/or parent satisfaction as well as the impressions of the school faculty, the school council and other committees[18].

[16] examples at www.masca.org

[17] www.schoolcounselor.org

[18] examples at www.cscore.org

III. Management

A. District Collaboration Level of Management
   - Management Agreements
   - Use of Data
   - Performance Evaluation

B. School/Program Level of Management
   - Use of Time (Time Studies, Calendars, Record Keeping)
   - Use of Data (Process, Perception, Outcome)
   - Curriculum Tools (Curriculum Maps, Lesson Plans)
   - Tools to Report Results: (% Change Formula, EXCEL, PPT, Monthly Reports, Annual Reports)
   - Advisory Councils
   - Program Advocacy

A. District Collaboration Level of Management

In order to manage a comprehensive school counseling program, a systemic approach is necessary. As our profession has matured, school counselors play a more critical role in leadership, advocacy, and systemic change. Thus, it is vital for there to be continuity and vertical alignment between all schools within a school district. MA Model 2.0 recommends that school districts adopt a comprehensive K-12 school counseling program that addresses the needs of all students in the district. The work of a school counselor needs be woven into the district's strategic plan and school improvement plan to ensure a systemic change. This high level of management, known as District Collaboration, involves three components:

- Management Agreements
- Use of Data
- Performance Evaluation

Management Agreements

Program management agreements are used to support effective school counseling program delivery aligned with district identified goals. This written agreement is designed to facilitate program delivery and outcomes. The entire school counseling team collaborates with district administrators and principal(s) to reach and document agreement on program priorities, implementation strategies and the organization of the counseling department. Ideally, district management agreements are reviewed and approved by other district and school administrators such as the assistant principal (or administrator in charge of discipline), special education director and all department heads to promote awareness and identify collaborative opportunities. The district management agreement addresses:

- The identified needs of the students and the school (based on data analysis);
- The assignment of students to specific counselors (based on data analysis);
- The responsibilities of individual counselors for program management and delivery;
- The professional development priorities for the school counseling department.

Use of Data

Under MA Model 2.0, comprehensive school counseling programs must become increasingly data-driven. As school counselors become more data-literate and data-driven, their role on district and school data teams becomes increasingly important. Massachusetts public schools collect and report highly disaggregated school and student performance data that counselors should bring to data team conversations [see Accountability section on Measuring Student Outcomes for data sources]. In a district where school counselors are viewed as data experts, they work with administrators, faculty and advisory councils to create a "big picture" of the district's, school's and students' needs. School counselors can lead data-driven conversations that focus the discussion and planning on important variables such as students' developmental needs, the school climate, school policy and practices and/or the design and implementation of Tier 1 or 2 interventions or Tier 3 remediation referrals to meet the needs of special education and ELL students and/or special populations.

School counselors also support administration through the use of data to:

- Identify the need for program and curriculum modifications;
- Focus resources and interventions where they are most needed;
- Monitor student progress and development;
- Evaluate the need for policy changes;
- Evaluate intervention outcomes;
- Demonstrate accountability;
- Secure grants and community support.

Performance Evaluation

In addition to using data to determine essential school counselor activities and key interventions, school counseling programs must strive for continuous improvement and use data to prove that activities related to program delivery are effectively impacting students and the school community as a whole. Individual school counselors and entire school counseling programs are evaluated regularly in order continuously improve and strengthen counseling services within a school and district. [see Accountability section]

B. School/Program Level of Management

- Use of time (Time Studies, Calendars, Record Keeping)
- Use of data (Process, Perception, Outcome/Results)
- Curriculum tools
- Tools to report results
- Advisory Council
- Program Advocacy

At the School/Program level of management, various organizational tools must be in place. How do school counselors effectively and efficiently take steps to develop and deliver a standards-based, data-driven program within their school? Best practice tools and strategies are summarized below.

Use of Time

Time management becomes a critical issue in implementing a comprehensive school counseling program. Ideally, 80% of the school counselor's time is devoted to the delivery of direct and indirect services[19] with students, based on the three-tier model of delivery [described in the Delivery section].

Time Studies: Frequently, as school counselors begin implementing and evaluating a standards-based program that requires time for prevention focused activities and not just reactive services, they need a good understanding of how their time is currently being spent. Counselors conduct time studies by recording how they spend their time every hour of the school day for a designated period of time at various times of the school year. The results are analyzed by the department and shared with the administration to help begin the process of using time differently.

It is important to assess how school counselors are using their time in relation to student needs and intended outcomes. When it is determined that services are more suited to other student support staff (e.g., school adjustment counselors, psychologists) or community based professionals or when tasks could be done by non-counseling staff (e.g., scheduling, test monitoring, bus duty) alternatives are explored. For example, some Massachusetts schools use retired school counselors or paraprofessionals to assist with test organization and test monitoring, Paraprofessionals and other school staff assist with bus duty and lunch duty. Other schools partner with community-based counseling agencies to provide clinical counseling services in the school building.

Calendars: Calendars must be used to plan and document not only student access and participation levels, but the time school counselors spend *on direct and indirect tiered activities or services for all students***.** The allocation of time for each program component varies according to grade levels, the developmental needs of students and the level of resources and program support. [See the Delivery section for specific time allocations across the three tiers at the elementary, middle, and high school levels]

- **Annual Master Calendar**: A master calendar is developed and published to document and promote components of the school counseling program. The calendar is a tool and a strategy that promotes students' access to services by increasing awareness of school counseling activities. The calendar is organized by grade level and highlights services, activities, and events in the academic/technical, workplace readiness, and personal/social domains such as guidance classes/seminars, wellness days, career programs and financial aid workshops. The calendar is featured in several prominent places such as school bulletin boards, the program of studies, and the school website. The master calendar for a school year should be completed and published prior to the start of the school year.

[19] ASCA National Model ®, 3rd Edition p.87

- **Department and Individual Planning Calendar**: Department calendars are action plan guides for planning and preparing for department activities and programs. Individual planning calendars are completed by each counselor, listing lessons, individual planning sessions, responsive services and system support efforts. School counselors use individual planning calendars, reports and logs for planning and documentation.

- **School Counseling Record Keeping System**: The department and each counselor should have a protocol and system for recording, storing and retrieving records such as: counseling logs, contact information, sign-in sheets, permission slips and meeting agendas.

Use of Data (Process, Perception, Outcome)

The ASCA National Model ®, 3rd edition identifies three types of data used to measure the results of activities related to the school counseling program. These three types of data are the following:

- Process- data that "describe the way the activities are conducted and how many students were affected by the activity"[20]. Examples include:
  - Number of activities or tasks completed
  - Number of lessons delivered
  - Number of students involved in an intervention
- Perception- data that measures what "people think they know, believe, or can do"[21]. Examples include:
  - Student surveys/ questionnaires to inform student needs
  - Workshop/Activity evaluations to gather student opinions about the activity
  - Pre/Post-tests measuring knowledge gained
- Outcome- data that shows "the impact of an activity or program and answer the question 'So what?' "[22] Examples include:
  - Attendance and discipline records
  - Grades, graduation rate, and standardized test scores
  - Competency checklists such as the Protective Factors Index and parent questionnaires
  - Postsecondary going and persistence rates.

Curriculum Tools (Curriculum Maps, Lesson Plans)

Curriculum Maps: Curriculum maps [sometimes called scope and sequence charts] can be used to map out specific activities for different grade levels across the first two tiers of services that students will access throughout the school year. This can help counselors ensure that they are reaching all students (Tier 1) and making use of their time wisely to meet the needs of smaller subsets of students (Tier 2). Tier 3 services may be more responsive or individually planned by the nature of the student needs and thus harder to plan out in advance using curriculum maps.

[20] ASCA National Model®, 3rd Edition, p.51
[21] ASCA National Model®, 3rd Edition, p.51
[22] ASCA National Model®, 3rd Edition, p.52

Lesson Plans:[23] MA Model 2.0 endorses backwards-designed lesson plans as developed by Universal Design for Learning principles[24]. This involves three steps:

Step 1: Determine desired student outcomes [what do you want students to know, understand and do as a result of participating in the lesson].
Step 2: Determine how students will be assessed [pre/post, written reflection, project, etc.] and create the assessment.
Step 3: Determine lesson steps and materials needed to reach the desired outcomes.

Tools to Report Results (% Change Formula, EXCEL, PPT, Monthly Reports, Annual Reports)

Calculating % Change: When reporting results, school counselors need to compare data from before an intervention to after the intervention. Whether this is through pre/post-tests, rubrics or outcome data a formula is used to calculate the percentage (%) change:

$$\frac{\text{Post Intervention \#} - \text{Pre Intervention \#}}{\text{Pre Intervention \#}} \times 100 = \%\ \text{change}$$

Calculating % Change: EXAMPLE

The average pre-test score for a class is 60;

The average post-test score is 80

80-60/60
20/60 = .33 x 100 = 33

There was a 33% increase from pre to post.

Knowledge of basic Microsoft® EXCEL:
School counselors need to be able to do the following in Microsoft® Excel

- Enter data
- Use auto sum
- Use count-if
- Create basic charts

Knowledge of Microsoft® POWERPOINT:
School Counselors need to be able to

- Create a basic Microsoft® PowerPoint presentation
- Include charts from Excel

Monthly Reports: These reports contain the necessary data for documenting and evaluating the school counseling program. A report will be completed by each school counselor, which will summarize topics such as students' participation, time spent on program delivery, and evaluation outcomes.

[23] See masca.wildapricot.org and click on MA Model tab to see lesson plans prepared by MA school counselors
[24] http://www.udlcenter.org/

Advisory Council:

A strong school counseling program benefits from an advisory council that is representative of the school community and is driven by clear goals and objectives. Advisory councils consist of a group of stakeholders brought together to support the implementation of a comprehensive school counseling program that reaches all students and supports your school's mission. The ASCA National Model ® (3rd Edition) provides a detailed breakdown of key components for school counselors to consider when creating a productive advisory council[25]. These key components include: goals and objectives, representation, size, appropriate candidates, chairperson, terms of membership, agenda and minutes, the purpose of the first meeting, and the focus of additional meetings.

Program Advocacy (websites, newsletters, approved school electronic outreach media)

School Counselors should keep students and all stakeholders current with department newsletters, school identified notification alerts, and postings on websites (staff, staff assignments and contact information, annual calendar, curriculum/lesson topics, meeting agendas and PowerPoints for parents unable to attend meetings, and listings of school and community resources).

[25] ASCA National Model, 3rd edition. p. 47-48.

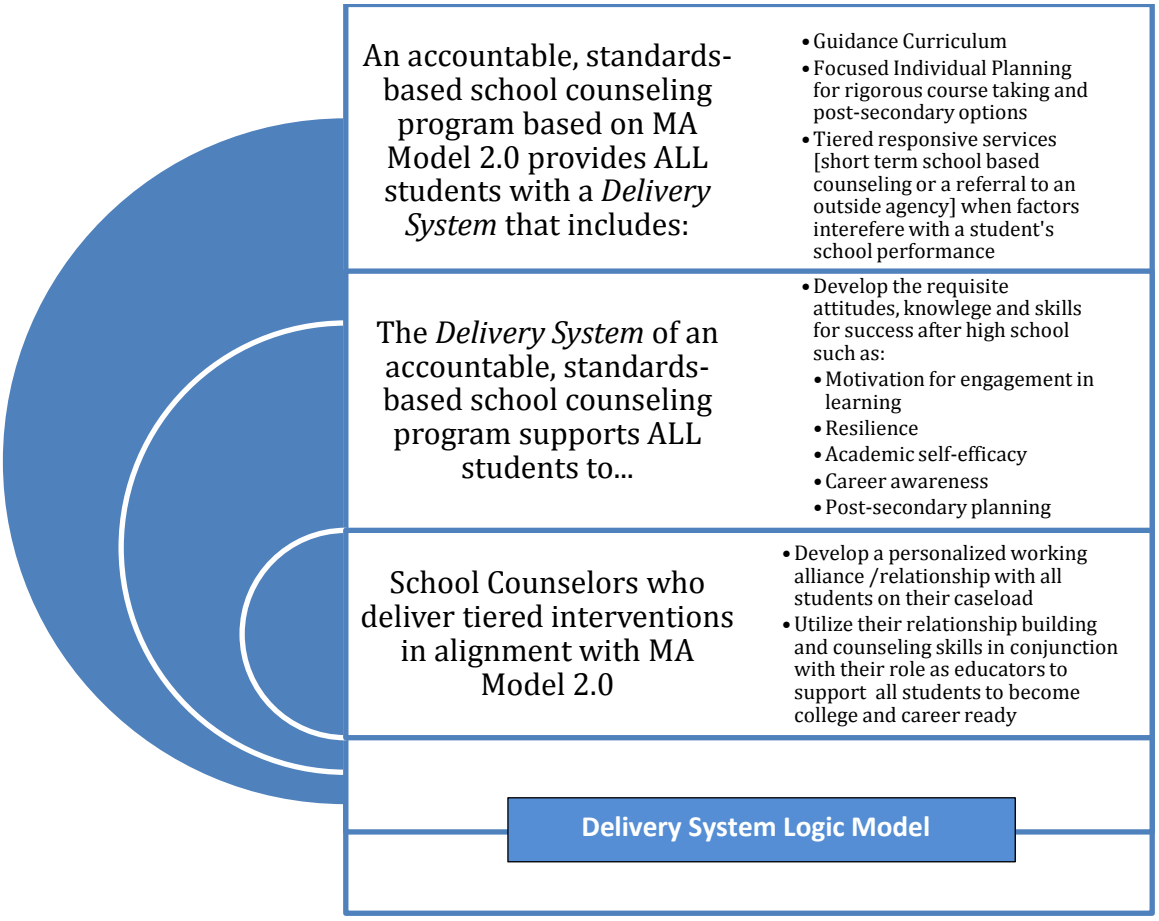
IV. Delivery

- Direct and Indirect Services
- Tiered Interventions
- Tiered School Counseling Charts

The Delivery System answers the question "WHAT do counselors do?" School counselors design and deliver comprehensive school counseling programs that promote academic achievement for all students. According to ASCA, delivery of direct and indirect services should take up 80% or more of school counselors' time and should be based on MASCA's recommended counselor to student ration 1:250 maximum.

Direct Services [counselors working directly with students] include: classroom instruction and delivering the school counseling curriculum, individual and small group counseling, advising and academic planning, responsive services, and grade level and whole school initiatives.

Indirect Services [counselors working on behalf of students] include: consultation, collaboration, advocacy, and referrals with school staff, parents/families and community partners to enhance services and opportunities for students. This can include planning and delivering parent workshops and community presentations.



Two systemic obstacles often make comprehensive school counseling program delivery challenging.

First, unfortunately, in Massachusetts, even where MA Model 1.0 has been embraced, school counselors still report that more than 20% of their time is devoted to activities other than the direct and indirect services defined above. In some districts in Massachusetts, school counselors spend 30-40 days involved in test administration [roughly 20% of the school year]; other counselors are burdened with clerical duties like registration or inputting schedules. MA Model 2.0's mission to support all students for success after high school requires administrators to carefully scrutinize how their school counselors are spending their time. Then, with time study results, administrators can carefully determine how to remove non-school counseling duties to create the conditions where school counselors can be devoting 80% of their time to direct or indirect services.

Secondly, the intense demands principals and teachers face to cover academic content often make it difficult for counselors to gain the necessary access to students to deliver the school counseling curriculum or to see students individually or in small groups. MA Model 2.0 supports dedicated instructional time for school counselors to deliver the guidance curriculum including the important academic/technical, personal/social and workplace readiness competencies identified as critical for success after high school. These competencies cannot be acquired, if insufficient time is devoted to teaching the guidance curriculum. School counselors should not have to beg, borrow and steal time for the delivery of their critical services. Management agreements [described in the Management section] are designed to help facilitate the conversations that are necessary for a comprehensive school counseling delivery system aligned to learning standards and MA Model 2.0.

The Delivery System for a school counseling program will look different in every district, but a major goal is to provide equitable access to services and programs so that **all** students benefit from the curriculum, services, interventions and support delivered by school counselors. Although the Delivery System must be tailored to address the most pressing needs of each district, in all cases it must be designed to allow all students to benefit from the curriculum, services, interventions and support delivered by school counselors. Consequently, a school-wide team of counselors, administrators and teachers should collaborate to create relevant strategies and make decisions regarding access and delivery. Considerations may include:

- Scheduling: What type of system is in place? Does the school designate time for responsive services, curriculum delivery, and individual planning? Can such time be identified? Is flextime to serve students and parents after hours an option?
- Classroom Implementation: Can time from classroom instruction be devoted to school counseling lessons that support the general curriculum? Can school counselors and teachers plan and co-teach lessons?
- Curriculum: Can school counselors assist teachers in delivering or supporting standards-based academic or technical curriculum? How can career components be integrated? Is character education being addressed?

Support and involvement of the school community, including teachers, parents/guardians and community partners, is critical for successful program delivery as well. Such collaboration of all stakeholders enhances equitable access to the program and fosters the supportive and safe school climate essential for learning.

While there are multitudes of different ways to organize delivery of services, MA Model 2.0 endorses RTI [Response to Intervention][26] as an organizing framework. This three-tiered model supports ASCA's statement on multi-tiered systems of support (MTSS)[27]. Within each tier, students are receiving knowledge, skills, and experiences in the three domains of: academic/technical development, workplace readiness, and personal/social development.

RTI or MTSS is a multi-level prevention system, designed for K-12, utilizing universal screening, progress monitoring, and data-based decision making.

Tier 1: Proactive Prevention Delivered to All Students

Best practice suggests Tier 1 delivery is where the majority of a school counselor's time should ideally be spent. The goal is to implement high quality, research-based instruction to all students that is prevention-oriented. The school counseling curriculum includes standards based units and lessons focused on each of the three developmental domains (academic/technical, personal/social, and workplace readiness). In addition to the curriculum, the school counselor's role includes implementation of grade level and whole school interventions such as PBIS, character education initiatives, anti-bullying interventions, college and career fairs, etc. Considerations to assist Tier 1 delivery include:

- *Scheduling:* Does the school schedule provide built-in advisory time, guidance seminars/ or guidance classes for school counselors to partner in the delivery of the school counseling curriculum.
- *Guidance Curriculum and Teaching*: Does the school have a standards-based core school counseling curriculum? Does the school counseling department design and deliver lessons? Are counselors encouraged to teach and partner with classroom teachers to support their delivery of the school counseling curriculum? Are counselors allowed to have grade level assemblies?
- *Annual Calendars:* Does the school counseling department have an annual calendar identifying time for curriculum implementation, advising and individual planning and responsive services?

[26] http://www.rtinetwork.org/learn/what/whatisrti
[27] www.schoolcounselor.org

Tier 2: Strategic Intervention Delivered to Students Targeted by Data

Tier 2 strategic interventions are designed for a smaller percentage of students who will need targeted responsive services that meet their individual needs. These are comprised of both direct (delivered either individually or in a small group basis) and indirect services and will focus on needed competency development and support in areas identified through data analysis. These interventions focus on each of the three developmental domains (academic/technical, workplace readiness and personal/social).

Tier 3: Intensive Intervention

Tier 3 is designed for intensive intervention. In this Tier, school counselors are responding to immediate crises and actively involved planning for interventions and supports needed by identified high-risk students (special education referrals, meeting the needs of ELL students and special populations, etc.). If hired as a school guidance counselor, it should be remembered that a licensed MA School Guidance Counselor is not trained to provide clinical mental health interventions. Tier 3 intensive counseling needs should be referred to and provided by school-based licensed mental health colleagues or outside community-based service providers.

Tiered School Counseling Program and Services Charts

The following elementary, middle school and high school program and services charts suggest a sampling of tiered school counseling services.

Elementary Level: A Sampling of Tiered School Counseling Services

	Elementary Level Tier 1 Proactive Prevention	Elementary Level Tier 2 Strategic/Targeted Intervention	Elementary Level Tier 3 Intensive Intervention
	Suggested Percent of Time: **55-65%**	*Suggested Percent of Time:* **25-35%**	*Suggested Percent of Time:* **10-15%**
	Purpose: All students acquisition and application of specific knowledge, attitudes, and skill through evidence-based services and guidance curriculum.	***Purpose***: A smaller population of students receive additional short-term services to meet their individual needs through small group counseling and intervention programs.	***Purpose***: Intensive interventions for identified students to address immediate crisis needs, collaboration with stakeholders, and/or possible referral for clinical mental health counseling support.
Direct Services	**Academic/Technical Domain** *Examples:* * Classroom guidance lessons (ex: Ready for Success) * Data analysis and implementation of programs * School assemblies celebrating academic achievements	**Academic/Technical Domain** *Examples:* * Small group counseling focused on study skills, improving attendance, and executive functioning * Before/after school support	**Academic/Technical Domain** *Examples:* * Short-term individual counseling to assist with transitions, time management, executive functioning (organization, decision-making, study skills, etc.) * Collaborate to develop and monitor an individualized academic intervention plan and/or student success plans * Monitoring of high risk student academic and attendance issues through check-ins and meetings
	Workplace Readiness Domain *Examples:* * Classroom guidance lessons (ex: Why Try, The Real Game) * Career portfolio * College and Career week – collaboration with community partners * Career Development Education curriculum and Community Service Learning activities (ex: food drive, Pennies for Patients)	**Workplace Readiness Domain** *Examples:* * Small group counseling identifying strengths and interests * Small group counseling to increase motivation * Leadership group * Attendance group	**Workplace Readiness Domain** *Examples:* * Individual counseling to begin to develop a career portfolio (ILP) and increase motivation
	Personal/Social Domain *Examples:* * Classroom guidance lessons (ex :The Zones of Regulation, Second Step) * School-wide implementation of behavior incentive program (PBIS) * Character education curriculum * School assemblies and announcements celebrating prosocial behavior	**Personal/Social Domain** *Examples:* * Small group counseling (self-esteem, impulse control) * Attendance and behavior charts and monitoring (short term) * Classroom observations of individual students	**Personal/Social Domain** *Examples:* *Short-term Individual counseling (grief/loss, peer relationship and executive functioning /self-regulation issues.) *Solution-focused brief counseling for crises * Monitor outcomes and behavior intervention plans via check-ins and meetings
	Indirect Services *Examples:* * Development of research based guidance curriculum * Guidance newsletter and parent communication of curriculum (translated in all languages) * Guidance team meetings * Staff meetings * Presentation of guidance data to staff * Program management and assessment * Program audit * School/advisory council	**Indirect Services** *Examples:* * Progress monitoring of students in small group * Data analysis and needs assessments to develop small groups * Family communication through multiple means (phone, meetings, email, handouts) to enhance skills taught in small group * Teacher collaboration to discuss skills taught in small group * Team meetings to discuss student data	**Indirect Services** **(Referrals/Participation) to plan and monitor interventions for high-risk students** *Examples:* ***** Crisis/safety team meetings * 51A filing * RTI or Intervention/Child Study teams * IEP/504/ELL assessments * Collaboration with community mental health counselors * Monitor outcomes and individualized plans *Ongoing student advocacy

Middle School Level: A Sampling of Tiered School Counseling Services

	Middle School Tier 1 Proactive Prevention	Middle School Tier 2 Strategic/Targeted Intervention	Middle School Tier 3 Intensive Intervention
	Suggested Percent of Time: **35-45%**	*Suggested Percent of Time:* **25-35%**	*Suggested Percent of Time:* **15-25%**
	Purpose: All students acquisition and application of specific knowledge, attitudes, and skill through evidence-based services and guidance curriculum.	***Purpose***: A smaller population of students receive additional short-term services to meet their individual needs through small group counseling and intervention programs.	***Purpose***: Intensive interventions for identified students to address immediate crisis needs, collaboration with stakeholders, and/or possible referral for clinical mental health counseling support.
Direct Services	**Academic/Technical Domain** *Examples:* * Classroom guidance lessons on organization skills * Learning styles assessments * Lessons on test-taking strategies *Data analysis and implementation of programs * Individual planning on educational goals and course selection	**Academic/Technical Domain** *Examples:* * Small group support for study skills/organization skills * Small group tutoring/peer tutoring * Individual intervention with academic concerns * Small group test anxiety coping strategies	**Academic/Technical Domain** *Examples:* * Short-term individual counseling to assist with transitions, time management, executive functioning (organization, decision-making, study skills, etc.) * Collaborate to develop and monitor an individualized academic intervention plan and/or student success plans * Monitoring of high risk student academic and attendance issues through check-ins and meetings
	Workplace Readiness Domain *Examples:* * Career Interests Surveys * Career Development Education Curriculum and Community Service Learning activities * Career Fairs * Community Collaboration related to Career Readiness	**Workplace Readiness Domain** *Examples:* * Small group/individual assistance identifying strengths and interests * Career mentorship programs * Small group/individual assistance with vocational education	**Workplace Readiness Domain** *Examples:* * Individual planning to support post-middle school options by enhancing career portfolio (ILP) and increase motivation *Assistance with work permits and letters of recommendation
	Personal/Social Domain *Examples:* * School-wide implementation of behavior intervention * Character education * Peer leadership program * Peer conflict mediation program *Suicide/Self-harm prevention * Parent/Guardian information sessions and meetings	**Personal/Social Domain** *Examples:* * Small group support with social skills development * Small group/individual assistance with grief and loss *Support groups for LGBTQ students	**Personal/Social Domain** *Examples:* * Short-term Individual counseling (grief/loss, peer relationship, gender issues, and executive functioning /self-regulation issues.) *Solution-focused brief counseling for crises * Monitor outcomes and behavior intervention plans via check-ins and meetings
	Indirect Services *Examples:* *Develop research based guidance curriculum *Team meetings with teachers *Meetings with administration to determine academic/technical, personal/social, or work readiness needs *Program management and assessment	**Indirect Services** *Examples:* * Analysis of student data to identify students *Progress monitoring of small group(s) * Referral process for small group *Teacher collaboration *Parent communication (via email, phone, meetings, or handouts)	**Indirect Services (Referrals/Participation)** *Examples:* ***** Crisis/safety team meetings * 51A filing * RTI or Intervention/Child Study teams * IEP/504/ELL assessments * Collaboration with community mental health counselors (e.g. DCF, Probation) *Ongoing student advocacy

High School Level: A Sampling of Tiered School Counseling Services

	High School Tier 1 Proactive Prevention	High School Tier 2 Strategic/Targeted Intervention	High School Tier 3 Intensive Intervention
	Suggested Percent of Time: 40-45%	*Suggested Percent of Time:* 25-30%	*Suggested Percent of Time:* 20-25%
	Purpose: All students acquisition and application of specific knowledge, attitudes, and skill through evidence-based services and guidance curriculum.	*Purpose*: A smaller population of students receive additional short-term services to meet their individual needs through small group and individual counseling and intervention.	*Purpose*: Intensive interventions for identified students to address immediate crisis needs, collaboration with stakeholders, and/or possible referral for clinical mental health counseling support.
Direct Services	**Academic Domain** *Examples:* *Delivery of counseling core curriculum in classroom * Post-secondary/college planning in alignment with Mass Core * Course selection/course of studies planning	**Academic Domain** *Examples:* *Individual counseling for academic concerns/monitoring of academic progress * Coordinating and conducting Parent/teacher meetings	**Academic Domain** *Examples:* * Short-term individual counseling to assist with transitions, time management, executive functioning (organization, decision-making, study skills, etc.) * Collaborate to develop and monitor an individualized academic intervention plan and/or student success plans * Monitoring of high risk student academic and attendance issues through check-ins and meetings *Supporting high-risk students to meet graduation requirements
	Workplace Readiness Domain *Examples:* * Career Development Education: Curriculum and Community Service Learning activities. (ex: Classroom lessons in Career Exploration and Post-secondary planning through Naviance, Career Cruising, MassCIS) *Support students in extracurricular engagement * Parent/Guardian information sessions e.g. College Planning and Financial Aid assistance * Credit for Life or Reality Fairs	**Workplace Readiness Domain** *Examples:* *Individual assistance identifying strengths and interests *Career counseling/coaching *Individual planning using Naviance, Career Cruising, MassCIS	**Workplace Readiness Domain** *Examples:* * Intensive individual planning and advising to support post-high school options *Connection to community supports, e.g. adult service agencies *Collaboration with colleges/post-secondary training programs to support high school transition
	Personal/Social Domain *Examples:* * Anti-bullying curriculum (ex: MARC - MA Anger Reduction Curriculum) * Signs of Suicide (SOS) training * Peer leadership program *Individual meetings to discuss goals, strengths, community involvement	**Personal/Social Domain** *Examples:* * Small group support (e.g. Social Skills, Girls Group) * Individual counseling/problem-solving with students *Peer conflict mediation	**Personal/Social Domain** *Examples:* * Short-term Individual counseling (grief/loss, peer relationship, gender issues, and executive functioning /self-regulation issues.) *Solution-focused brief counseling for crises * Monitor outcomes and behavior intervention plans via check-ins and meetings
	Indirect Services *Examples:* *Use data (e.g. AP Potential) to determine course placements *Build 'college-going' culture in school environment	**Indirect Services** *Examples:* *Consultation/meetings with Special Ed dept. *Collaboration with parents *Letters of recommendation for college/jobs/co-ops	**Indirect Services (Referrals/Participation)** *Examples:* * Crisis/safety team meetings * 51A filing * RTI or Intervention/Child Study teams * IEP/504/ELL assessments * Collaboration with community mental health counselors (e.g. DCF, Probation) *Ongoing student advocacy

Appendix A:

Massachusetts Career Development Education Benchmarks

MA Career Development Education Benchmarks	Competencies	Domain Area
Learners will develop and demonstrate: A1: 21st century academic, technical and employability skills for **success in school and in the workplace;**	A1-1: Flexible, higher order thinking skills (*e.g., project management, leadership, problem solving)*	**Academic-Technical Development**
	A1-2: Technical and technological skills (e.g., *blueprint reading and computer software management)*	
	A1-3: Skills in locating and using information resources for research (*e.g., libraries, Internet*)	
A2: strong academic, technical and employability skills for **career and life management.**	A2-1: Communication and literacy skills for self-advocacy and presentation *(e.g., college and job interviews)*	
	A2-2: Mathematical life skills for time and money management	
	A2-3: Organizational skills for career and life management	
	A2-4: Critical thinking skills to use and evaluate information *(e.g., evaluating credit card offers)*	
	A2-5: Technical literacy for career and life management (*e.g., online banking, managing FAFSA online)*	

MA Career Development Education Benchmarks	Competencies	Domain Area
Learners will develop and demonstrate: A3: knowledge of how **education and work are interrelated and contribute to the economy and society**	A3-1: Knowledge of how educational and workplace demands relate to economic and societal needs and functions (*e.g., outsourcing, medical research)*	**Academic-Technical Development**
	A3-2: Skills in researching and evaluating economic and societal information for career planning and career management	
A4: an appreciation for the **relevance of education** in their lives (*i.e., answering, "Why do I need to know this?"*)	A4-1: Knowledge of the benefits of education for career and life management	
	A4-2: Knowledge of the benefits of education for personal and professional satisfaction	
	A4-3: Skills in maximizing educational and workplace achievement for employability, work satisfaction, and optimal earning potential	

MA Career Development Education Benchmarks	Competencies	Domain Area
Learners will develop and demonstrate: W-1: knowledge and skills in the **planning and decision-making** process	W1-1: Skills in the planning process (*focusing on the importance of preparation and future orientation*)	Workplace Readiness Development
	W1-2: Knowledge of decision-making as a complex process	
	W1-3: Skills and strategies for effective decision-making (*including rational, intuitive and consultative styles*)	
	W1-4: Skills in evaluating career plans and decisions in relation to aptitudes, values and interests	
	W1-5: Skills in establishing and modifying career management tools (e.g., resume, portfolio)	
	W1-6: Skills to plan and navigate career transitions	
W2: an **exploratory attitude** toward self, life and the world of work;	W2-1: Skills and attitudes for developing and maintaining the identity of a learner, for life	
	W2-2: Knowledge of how and where to access career and labor market information	
	W2-3: Skills to both utilize and evaluate career information, resources, and experts in career planning	
W3: **workplace specific knowledge and skills** for employability and career advancement.	W3-1: Knowledge of how performance assessments measure learning and productivity	
	W3-2: Knowledge of the concepts of career pathway development, labor market demand and job retention	
	W3-3: Knowledge of risks and rewards of various careers	
	W3-4: Knowledge and skills necessary for employment, retention and advancement	
	W3-5: Knowledge of the transferability skills and its value	

MA Career Development Education Benchmarks	Competencies	Domain Area
Learners will develop and demonstrate: W4: awareness of social and cultural **conditions that affect career decision-making** and workplace success;	W4-1: Knowledge of the interrelationship of life roles	Workplace Readiness Development
	W4-2: Skills in managing competing life roles at home, school, work and in the community	
	W4-3: Knowledge of the impact of cultural stereotyping and gender-based roles in relation to career decisions and occupational success	
W5: knowledge of all **aspects of an industry**, service, trade or occupation.	W5-1: Knowledge of the structures, dynamics and opportunities within industries and organizations	
	W5-2: Knowledge of industry's role in local, national and global arenas	
	W5-3: Skills to locate, understand, evaluate and use safety information	

MA Career Development Education Benchmarks	Competencies	Domain Area
Learners will develop and demonstrate: PS1: attitudes, behaviors, knowledge and skills that **promote identity formation, personal responsibility and self-direction**	PS1-1: Skills in developing and maintaining a clear and positive self-concept (*with an increasingly more differentiated and affirmative view of oneself*)	Personal/Social Development
	PS1-2: Skills in relating individual learning style, interests, values and aptitudes to one's concept of self	
	PS1-3: Attitudes and skills, personal responsibility and self-determination	
	PS1-4: Skills in applying personal ethics in all settings	

MA Career Development Education Benchmarks	Competencies	Domain Area
PS2: **Learners will develop and demonstrate:** attitudes, behaviors and interpersonal skills to **work and relate effectively with others**;	PS2-1: Skills in interacting positively with others at home, at school, at work and in the community	**Personal/Social Development**
	PS2-2: Skills in problem-solving and conflict resolution at home, at school, at work and in the community	
	PS2-3: Knowledge of and respect for individual differences	
	PS2-4: Knowledge of how positive behaviors and attitudes contribute to educational achievement and workplace success	
PS3: attitudes, behaviors and skills necessary for **managing personal and environmental variables** that impact career development;	PS3-1: Knowledge and skills for maintaining personal and psychological well-being *(e.g., locating information, services, support; stress management skills)*	
	PS3-2: Knowledge and skills for evaluating and responding to social and economic influences at home, school, work and in the community *(e.g., postsecondary planning based on financial need; exploring transportation options for summer employment)*	
PS4: attitudes, behaviors, and skills that foster **respect for diversity** and work to eliminate stereotyping (at home, school, work and in the community).	PS4-1: Knowledge and skills that promote participation, positive behavior and regard within diverse groups *(e.g., Gay Straight Alliance)*	
	PS4-2: Knowledge and skills for communicating and working positively in diverse settings (e.g., *speaking a second language; seeking balanced representation on group projects)*	

Appendix B: CASEL's Social Emotional Learning Core Competencies

CASEL has identified five interrelated sets of cognitive, affective and behavioral competencies. The definitions of the five competency clusters for students are:

- **Self-awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.
- **Self-management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
- **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
- **Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
- **Responsible decision making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Appendix C: ASCA's Mindsets and Behaviors

ASCA Mindsets & Behaviors for Student Success:

K-12 College- and Career-Readiness Standards for Every Student

Category 1: Mindset Standards School counselors encourage the following mindsets for all students.		
1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being 2. Self-confidence in ability to succeed 3. Sense of belonging in the school environment 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes 6. Positive attitude toward work and learning		
Category 2: Behavior Standards Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.		
Learning Strategies	**Self-Management Skills**	**Social Skills**
1. Demonstrate critical-thinking skills to make informed decisions	1. Demonstrate ability to assume responsibility	1. Use effective oral and written communication skills and listening skills
2. Demonstrate creativity	2. Demonstrate self-discipline and self-control	2. Create positive and supportive relationships with other students
3. Use time-management, organizational and study skills	3. Demonstrate ability to work independently	3. Create relationships with adults that support success
4. Apply self-motivation and self-direction to learning	4. Demonstrate ability to delay immediate gratification for long-term rewards	4. Demonstrate empathy
5. Apply media and technology skills	5. Demonstrate perseverance to achieve long- and short-term goals	5. Demonstrate ethical decision-making and social responsibility
6. Set high standards of quality	6. Demonstrate ability to overcome barriers to learning	6. Use effective collaboration and cooperation skills
7. Identify long- and short-term academic, career and social/emotional goals	7. Demonstrate effective coping skills when faced with a problem	7. Use leadership and teamwork skills to work effectively in diverse teams
8. Actively engage in challenging coursework	8. Demonstrate the ability to balance school, home and community activities	8. Demonstrate advocacy skills and ability to assert self, when necessary
9. Gather evidence and consider multiple perspectives to make informed decisions	9. Demonstrate personal safety skills	9. Demonstrate social maturity and behaviors appropriate to the situation and environment
10. Participate in enrichment and extracurricular activities	10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

Appendix D: NOSCA's Data Elements

Data Elements for the Eight Components of College and Career Readiness Counseling

The chart below shows key data elements for each of the Eight Components.

Data Elements, By Component	Elementary School	Middle School	High School
1. College Aspirations			
Attendance	●	●	●
Discipline	●	●	●
Promotion	●	●	●
GPA		●	●
Dropout			●
2. Academic Planning for College and Career Readiness			
Students reading on grade level in grade 3	●		
Proficiency in state tests for English, math and science	●	●	●
Students enrolled in and completing Algebra I		●	●
Students enrolled in and completing AP courses			●
Students enrolled in and completing courses required for in-state university admission			●
3. Enrichment and Extracurricular Engagement			
Participation in enrichment activities (e.g., academic support, summer bridge programs, TRIO and STEM initiatives)	●	●	●
Participation in extracurricular activities (e.g., organizations, teams, camps, clubs and scouts)	●	●	●
Students in leadership positions in enrichment and/or extracurricular programs	●	●	●
4. College and Career Exploration and Selection Processes			
Participation in college and career exploration programs	●	●	●
College and career/technical school application completion			●
College and career/technical school application submission			●
5. College and Career Assessments			
Participation in career/interest assessments	●	●	●
Participation in ReadiStep, PSAT/NMSQT, EXPLORE and PLAN		●	●
Performance on ReadiStep, PSAT/NMSQT, EXPLORE and PLAN		●	●
Participation in SAT, SAT Subject Tests and ACT			●
Performance on SAT, SAT Subject Tests and ACT			●
6. College Affordability Planning			
Participation in early awareness financial literacy and financial aid initiatives	●	●	●
Participation in financial aid planning processes		●	●
Scholarship application completion			●
FAFSA completion			●
7. College and Career Admission Processes			
Two- and four-year college acceptance			●
Career and technical school acceptance			●
Early action or early decision acceptance (four-year institutions)			●
8. Transition from High School Graduation to College Enrollment			
Final transcripts processed			●
Two- and four-year college enrollment			●
Career and technical school enrollment			●

Appendix E: Program Audit Tool

MA Model 2.0 Self-Study

Directions: The self-study assesses the degree to which the school counseling program is aligned with the key components of MA Model 2.0. The self-study guides program design and development and appraises annual progress. The results of the self-study informs those responsible for the development and implementation of the school counseling program to evaluate progress, identify gaps, and assess strengths and weaknesses. Additionally, the information gained can be used to revise annual goals and establish baselines for accountability.

School_____ Date _____

Implementation Team Members: _____ _____

_____ _____ _____

PROGRAM SELF-STUDY

TO WHAT DEGREE HAS THIS OBJECTIVE BEEN MET: Scale: 1 (Not at all) to 5 (Fully Implemented)

Objective	1	2	3	4	5
1. Getting Ready					
1.1 The school counselors are utilizing the MA Model 1.0					
1.2 The school counselors are aware of national and state changes in school counseling programs and implementation skills that include: the ASCA Mindsets and Behaviors for Student Success, the ASCA National Model (3rd edition) and the MA Model for Accountable Comprehensive School Counseling Programs (MA Model 2.0)					
1.3 The school counselors are fully informed of the regulations that drive school improvement in Massachusetts: the statutes and the impact of the regulations on school counseling programs.					
1.4 Counselors implement Tier 1 & Tier 2 strategies to support SPED students.					
1.5 Counselors implement Tier 1 & Tier 2 strategies to support ELL students.					
1.6 Counselors provide support to students with 504 accommodation plans.					
1.7 Counselors support at risk students and students in needs improvement MCAS categories with EPP plans.					
1.8 Counselors are familiar with the Common Core Standards and its impact on student achievement.					
1.9 Counselors are aware of district, state & national CCR and Reach Higher initiatives.					
2. Building the Foundation					
2.1 The program has a mission statement that is aligned with the school mission statement.					
2.2 The program uses the ASCA Mindsets and Behaviors for Student Success, MA Career Development Education (CDE) Benchmarks, Common Core Standards, and/or CASEL's social emotional competencies as the basis for the content of the school counseling standards-based curriculum.					
2.3 The identified competencies and implementation strategies are organized developmentally and sequentially by school level and/or grade level.					

Objective	1	2	3	4	5
2.4 Student progression towards achieving the district, school & program's stated targets and competencies is reviewed and evaluated annually.					
3. Delivering the School Counseling Program					
School counselors spend 80% of their time delivering direct or indirect services to students					
A. Tier 1: Individual planning for all students					
3.A.1 School counselors coordinate activities that assist students individually to establish academic, career, and personal-social goals.					
3.A.2 The school counseling program provides opportunities for students to plan, monitor, and evaluate their progress.					
3.A.3 School counselors participate in the development and monitoring of student educational and ILP career plans with teachers, students and parent/guardians.					
3.A 4. School counselors ensure that every student has a post-secondary (college and career) plan that is aligned with their aspirations and educational coursework.					
B. Tier 1: School Counseling Curriculum					
3.B.1 The school counseling curriculum is integrated across content areas.					
3.B.2 The school counseling curriculum is delivered to all students					
3.B.3 The school counseling curriculum is aligned with MA competencies, benchmarks and standards,					
3.B.4 The school counseling curriculum supports the school improvement plan.					
3.B.5 The school counseling curriculum has a college/career readiness strand at all grade levels.					
C: Tier 2 and Tier 3 Interventions					
3.C.1 Intervention services are data driven and delivered through individual and/or group counseling.					
3.C.2 Intervention services are delivered in collaboration with teachers, administrators, and student services staff and/or community services and resources.					
3.C.3 School counselors use the consultation process to help students succeed in their academic, career, and personal-social development.					
4. Managing Your School Counseling Program					
A. System Support					
4.A.1 School counselors participate in fair share responsibilities that do not detract or jeopardize their ability to deliver the school counseling program.					
4.A.2 School counselors provide professional development and information to faculty and staff on student related issues.					
B. Program Management					
4.B.1 The school counseling program has an ongoing relationship with appropriate advisory boards					
4.B.2 There is a mechanism in place for school counselors to assess how their time is allocated to deliver the program					
4.B.3 School counselors maintain a monthly and a yearly annual calendar to organize activities and plans.					
4.B.4 The school counselors have a plan to manage the program.					
4.B.5 There are appropriate resources in place to implement the program.					
4.B.6 Counselors are working to implement district CCR initiatives					
5. Measuring Student Success/School Counselor Accountability					
5.1 The school counseling program uses school based data that supports the goals of school improvement.					
5.2 The school counseling program is data driven and uses data to determine the need for continuous improvement.					

Objective	1	2	3	4	5
5.3 School counselors use data to develop action plans and demonstrate accountability.					
5.4 School counselors develop interventions to close identified gaps (academic, cultural, etc.)					
5.5 The school counseling program uses the Role Specific Indicators for School Counselors to help formulate student learning goals and DDM's.					
6. Transformed Skills in Practice					
6.1 School counselors are committed to develop and enhance skills in leadership, advocacy, teaming and collaboration, and using data to inform decision-making.					
6.2 School counselors have a basic working knowledge of Excel and PowerPoint					
6.3 School counselors, teachers, and administrators collaborate on the day to day delivery of the program.					
7. Moving Towards a Comprehensive Program					
7.1 The school counseling program addresses the academic/technical, workplace readiness (career), and personal-social development needs of every student.					
7.2 School counselors support every student's right to participate in a school counseling program.					
7.3 School counselors gather input from and share information with key stakeholders (including students) on the school counseling program.					
7.4 The program is mapped and aligned with the ASCA Mindsets and Behaviors for Student Success, Common Core Standards, MA CDE Benchmarks and/or MA Curriculum Frameworks.					
7.5 The program supports the goals of school improvement.					
7.6 School counselors abide by the ASCA Ethical Standards at all times.					
7.7 The school counseling program addresses and respects all aspects of diversity which includes, but is not limited to, gender, culture, ethnicity, race, religion, learning ability/disability, and sexual orientation.					
7.8 The school counseling program supports every student's right to a quality education and equal access to coursework and resources.					

What I/we learned from the self-study:

_____
_____
_____

How I/we will utilize this information:

_____
_____
_____

My/our priorities for the next school year:

_____
_____
_____

My/our next steps:

_____
_____

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