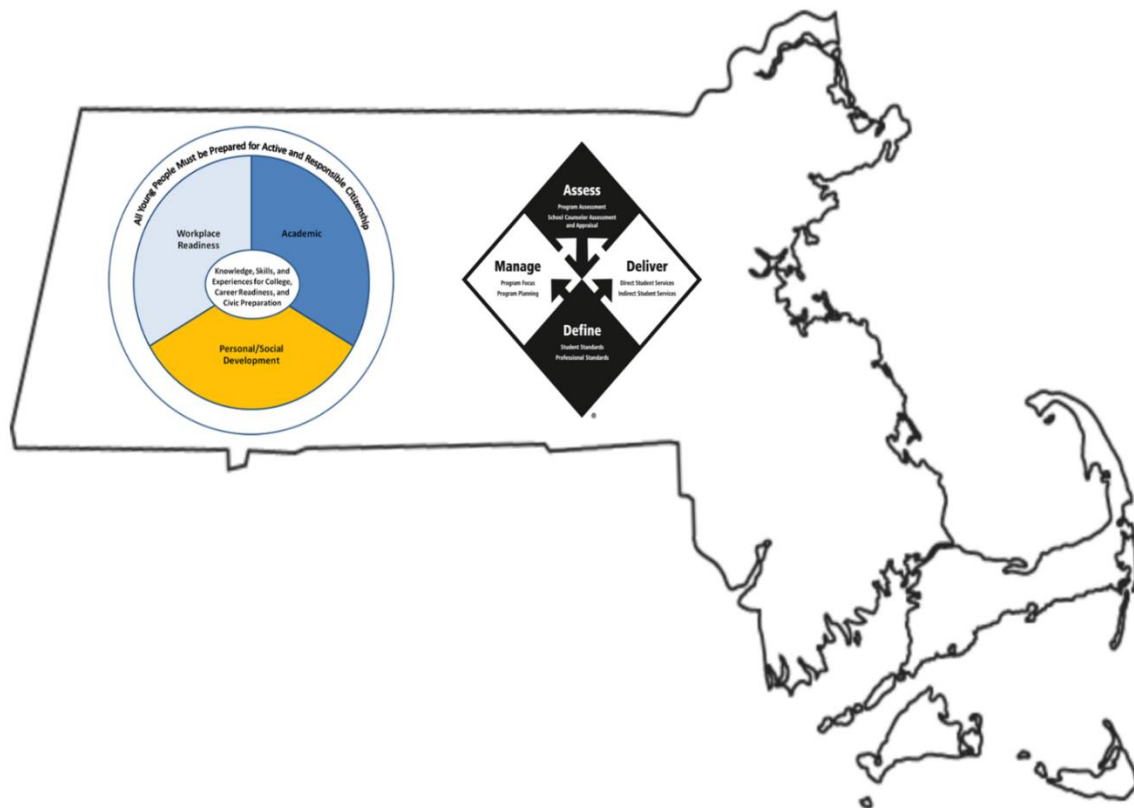


Massachusetts Model 3.0: A Framework for Comprehensive School Counseling Programs



2020

Electronic versions can be found on the MASCA and DESE websites

ACKNOWLEDGEMENTS

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MA Model 3.0 Preface

by Katie Gray, Chair, MA Model 1.0 Writing Team, Consultant MA Model 2.0 and 3.0

Since 2006 when MA Model 1.0 was released, I have had the privilege of working with many districts in their MA Model implement initiatives as well as representing MASCA with DESE and more recently, the Executive Office of Education[EOE], to educate them about the “hidden potential” of the role of school counselor in their education reform efforts. Aligned with ASCA Model 2.0[®], MA Model 1.0 was our first attempt at creating a Massachusetts framework for educators to implement the systemic changes necessary to reimagine the role of school counselors.

My work in this field has always been motivated by a fundamental belief that public K-12 education has a responsibility to educate the whole child. This includes directly teaching both social/emotional skills and coping strategies as well helping youth develop the knowledge and skills to plan for success after high school. From personal experience, I know that school counselors are in a unique position to **lead** these efforts, **if only** district leaders would entertain a paradigm shift that gives school counselors programmatic responsibilities rather than being viewed as ancillary service providers.

Progress towards changing stakeholders’ perceptions of the role of school counselors has been painfully slow, but it has inched forward over the past 14 years. As MA Model 3.0 is released there are initiatives being funded by DESE that encompass the view that school counselors should be playing a leading role in developing Tier 1 lessons and activities that promote the development and measuring of social emotional, career development and academic, college and career planning competencies...***the MA Model in action!*** The key initiative being promoted by Governor Baker and EOE is *High Quality College and Career Pathways* [Early College and Innovative Pathways]. Schools with this designation **must** create a standards-based College and Career Advising program within which each student creates an individual plan called MyCAP. MASCA has been instrumental in helping DESE create and adopt a College and Career Advising Framework compiled from the *MA Career Development Education Benchmarks*, *CASEL’s SEL competencies*, and *ASCA’s Mindsets and Behaviors for Student Success*.

Finally, some money and resources are now available to help districts understand their educational responsibility to assist youth development of social emotional, career development, and academic, college and career planning competencies in a programmatic manner. This funding allows DESE to continue to provide **free** CCA/MyCAP professional development to administrators, teachers and counselors to help districts and schools understand the importance of the changes and identify strategies needed to develop robust college and career advising PROGRAMS. It is critical that MA school counselors educate themselves about this initiative. Currently, it is a 9-12 framework, but DESE and MASCA are partnering to create a framework for grades 6-8. And, as counselors we know that K-5 must eventually be part of this initiative.

Postscript: Currently, all MA youth are out of school due to COVID 19. The unprecedented disruption to the lives of our students is resulting in districts needing to address surges in youth experiencing stress, anxiety, depression and loss as well as gaps in academic skill development and future planning activities. The work of school counselors is critically needed. It is essential that school counselors create programming unique to their districts’ needs delivered most efficiently in Tier 1 format either school-based or now via remote learning platforms. It is very timely that MA Model 3.0 is being released at this critical juncture, since it provides the framework and resources school counselors need to educate stakeholders that school counselors, if utilized properly, can be leaders of systemic change in their schools and districts. It is my hope that you will use the MA Model 3.0 document to “seize the moment”.



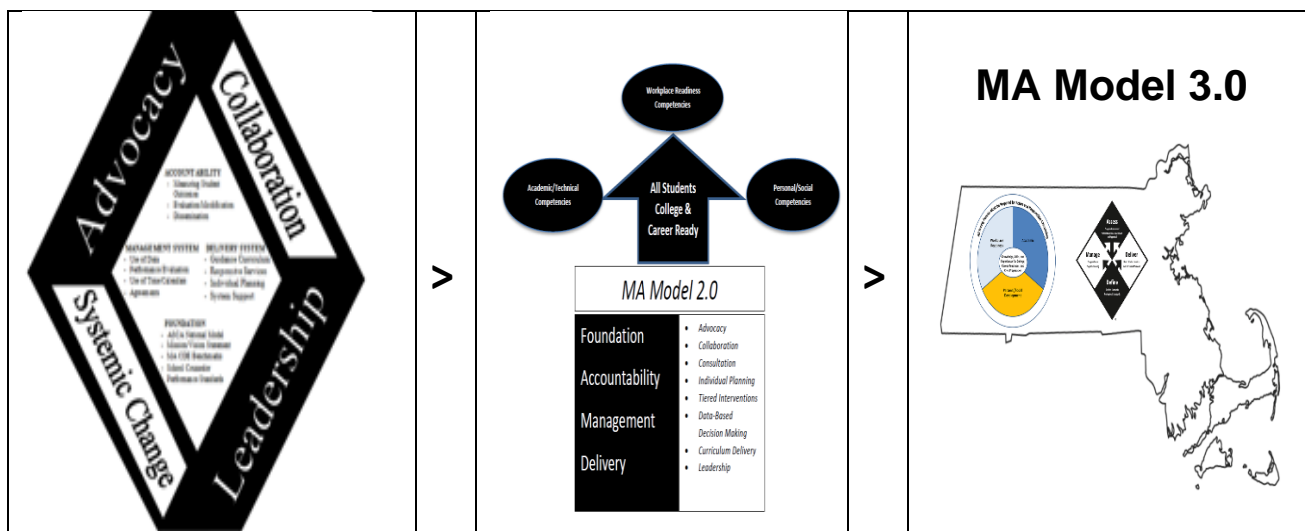
A Message from Our Partners at the Massachusetts Department of Elementary and Secondary Education

Since the inception of Massachusetts Model for Comprehensive School Counseling Programs (MA Model 1.0) in 2006, the Massachusetts Department of Elementary and Secondary Education (DESE) has actively partnered with MASCA and the school counseling community to help transform the work of school counselors. In 2014 DESE and the Massachusetts Department of Higher Education (DHE) agreed on a common definition of College, Career, and Civic Engagement which identified three domains for student success—Academic, Personal/Social and Workplace Readiness—aligning well with the three objectives advocated in the Mission Statement of the MA Model.

MA Model 1.0 introduced the concept of a reimagined school counselor whose work would be proactive rather than a reactive, crisis-based model that had been the norm. The framework introduced in MA Model 1.0 supported the use of Massachusetts Career Development Benchmarks. MA Model 2.0 added to the model and promoted additional standard-based practices such as Social Emotional Learning and Mindsets and Behaviors for College and Career Readiness.

In the years since, MASCA and DESE have worked closely to strengthen the role of the school counselor as a leader in student success. Through initiatives such as the Data Certificate Program where counselors were provided instruction about and use of myriad data tools available through DESE, counselors have learned to make positive, student-centered decisions based on data. The recent partnership with DESE and MASCA for the College and Career Advising (CCA) and My Career and Academic Plan (MyCAP) initiative has seen the creation of a four-year CCA framework focused on the three domains for student success—personal social skill development, career discovery and exploration, and academic, college and career planning. When MyCAP is implemented through a comprehensive framework, student engagement and attendance improve, student voice and choice drives the process, and post-secondary success can become a reality.

As the third version of the MA Model is presented here, we at DESE are pleased to support the work of school counselors across the Commonwealth and look forward to continuing our strong partnership with MASCA as together we work to close achievement and opportunity gaps and improve student outcomes so that all students will achieve success after high school. Please feel free to contact **Lisa Weinstein** (Lisa.Weinstein@mass.gov), DESE's liaison to MASCA, for more information about DESE resources.



Evolution of the Massachusetts Model

After the University of Massachusetts, Amherst hosted a Massachusetts Department of Elementary and Secondary Education (DESE) workshop informing counselors about the MA Career Development Benchmarks in 2003, school counseling leader, **Katie Gray**, gathered together a diverse team of K-12 school counselors and counselor educators with Ms. **Karen DeCoster**, DESE School Counselor Liaison, to discuss writing a MA Model Framework for Comprehensive School Counseling Programs. Since over 2/3 of the states already had state models aligned with the ASCA Model®, it was time for Massachusetts to professionally catch up with other ASCA state affiliates. A volunteer MA Model 1.0 writing team evolved from that meeting.

To maximize implementation adoption, the original writing team strategically decided the MA Model 1.0 would incorporate the language, components, and best practice of ASCA Model 2.0® and blend it with Massachusetts DESE educational guidelines anchored by the student learning competencies, MA Career Development Education (CDE) Benchmarks, as a framework for 21st century MA school counseling programs. Guided and supported by **David Driscoll**, former Massachusetts Commissioner of Education, and **Karen DeCoster**, the MA Model document was endorsed by Massachusetts DESE and the MASCA Governing Board in the fall of 2006. Posted on the Massachusetts DESE website and presented to Massachusetts School Administrators and School Counselors as a best practice guideline, it was a win-win document that strengthened and enhanced the collaborative partnership between Massachusetts DESE and MA School Counselors.

As ASCA continued to research best practices in the field with the release of ASCA Model 3.0®, **Katie Gray** invited a MA Model trained team of school counseling professionals to be the MA Model 2.0 writing team. Interested MA Model 1.0 writing Team members acted as mentors and consultants as the new writing team compiled a revised, endorsed *MA Model 2.0: A Framework for School Counseling Programs* in 2017. Rich in resources, the MA Model 2.0 continued to exemplify a collaborative Massachusetts DESE-ASCA partnership with embedded guidelines aligned to both ASCA Model 3.0® and incorporating current Massachusetts DESE language, references, and initiatives.

With ASCA's release of ASCA Model 4.0® in June of 2019, a volunteer MA Model 3.0 writing team, trained in both ASCA and MA Model Implementation and current Massachusetts DESE initiatives, was convened. The team included practicing school counselors representing all grade levels throughout the Commonwealth, former MA Model writing team members, and counselor educators. The writing team's goal was to update the *MA Model 2.0*

bringing it into alignment with the updated ASCA Model 4.0[®], current Massachusetts DESE Office of College, Career, and Technical Education initiatives, and the evolving research-based development of educational best practices in the field. In the spirit of collaboration and continuous improvement, the MA Model 3.0 writing team consulted with the Massachusetts DESE's Office of College, Career and Technical Education, the MASCA Governing Board, school counseling colleagues, and counselor educators.

The MA Model has served as a catalyst for many positive changes. Massachusetts alignment with ASCA is demonstrated by permission to include both the ASCA 4.0[®] graphic and Executive Summary in the MA Model 3.0, continued inclusion of the **ASCA Mindsets and Behaviors for Student Success: K-12 College and Career Readiness Standards for Every Student**, and references to ASCA resources.

Perhaps most significant impact is the on-going robust partnership between MASCA and Massachusetts Department of Education that has given a voice to school counselors across the state. Examples of this voice include:

- David Driscoll, former Commissioner of the Massachusetts Department of Elementary and Secondary Education, participated in the development of and endorsed the MA Model 1.0 anchored by **the MA Career Development (CDE) Benchmarks** and the ASCA guiding goal of a maximum 250:1 school counselor ratio. The MA Model is posted on the Massachusetts DESE website.
- The MA Model 3.0 graphic includes both the Massachusetts DESE vision, *All Students College and Career Ready*, and the ASCA National Model 4.0[®] graphic.
- The MA Model appendix includes the secondary *MA College and Career Advising (CCA) and MyCAP Framework* (Grade 9-12) and the *Massachusetts Career Development Education (CDE) Benchmark*.
- MA Model Implementation was a required component of one of the Massachusetts Race to the Top (RTTT) grant funding categories for Massachusetts school districts. Massachusetts DESE, in partnership with MASCA, implemented four years of RTTT MA Model training for school counselors to guide assessment of the impact and effectiveness of strategic, DESE aligned, closing the gap school counseling initiatives.
- Current statewide Massachusetts DESE CCA/MyCAP training promotes the MA Model to guide implementation of College Career Advising and student-driven planning and documentation for post-secondary readiness through an online career development system that includes a portfolio.

In addition to a positive working relationship with the Massachusetts DESE Office of College, Career and Technical Education, the MA Model for has fostered other significant changes including:

- Some districts working to develop and implement school counseling curricula have even made room in the master schedule for curriculum delivery and/or give credits toward graduation for participation.
- MASCA's MA Model Committee continues to strongly encourage school counselors to disseminate program results. The MA Accountability Report Card template (MARC and MARC Jr.) guides development of results reports. In the past decade, over 140 MARC documents have been recognized by MASCA. (See p.30 MANAGE section). ASCA also has document templates for compiling program results.
- Continued education around position terminology by eliminating the word "guidance" counselor and replacing it with the word "school" counselor.
- Counselors becoming more aware of the importance of gathering, compiling, and analyzing data, using data tools, accessing and evaluating DESE's EDWIN Analytics and EWIS data, and applying the DESE cycle of inquiry to collected data to drive strategic program and intervention planning.
- Informed superintendents and administrators committed to increasing students' college and career readiness are striving to find ways to apply the MA Model to support transforming the way school counselors work. Strategies include the development and delivery of K-12 data-driven, standards-aligned, Tier 1 school counseling curriculum, building college and career advising cultures in schools, and encouraging all students to develop their MyCAP. Some districts are committing financial resources for technical assistance and coaching to support their school counseling teams in this endeavor.

Challenges continue regarding the widespread adoption of MA Model as a guideline for excellence in practice. These include:

- No state-wide requirement for MA Model implementation, although DESE supports and encourages its use and includes the MA Model in their College and Career Readiness delivery strategy.
- Increased emphasis on standards-aligned curriculum development and delivery, but minimal emphasis evaluating and assessing program 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.

Ready to get started?

Since research suggests effective school counseling programs contribute to increased academic achievement and can greatly improve college and career readiness outcomes for all students, the MA Model writing team suggests:

- ✓ Complete the MA Model program audit tool (Appendix J) to establish a MA Model implementation program baseline.
- ✓ Review Massachusetts DESE's goal of preparing all students for Success after High School guided by their definition of College and Career Readiness and Civic Preparation <http://www.doe.mass.edu/ccte/>
- ✓ Be informed about student learning standards. To assess program effectiveness and guide program development, school counseling curriculum should be standards-based. The MA College and Career Advising (CCA) and MyCAP document (Appendix I) draws standards alignment from
 - **MA Career Development Education (CDE) Benchmarks** (Appendix A)
 - **CASEL's Social Emotional Learning Competencies** (Appendix B)
 - **ASCA Mindsets and Behaviors for Student Success: College- and Career Readiness Standards for Every Student** (Appendix C)
- ✓ Use the *ASCA National Model 4.0*® and ASCA's Implementation Guide® as resources to expand understanding of effective 21st century school counseling programs and to inform program development.
 - Purchase **ASCA Model 4.0**® Implementation Guide at <http://www.schoolcounselor.org>
 - ASCA Model 4.0® FREE webinars, website resource and document templates <https://www.schoolcounselor.org/school-counselors-members/asca-national-model>

ASCA Model 4.0[®] (Excerpts from the Table of Contents, Preface, and Introduction)

To promote a consistent understanding of the 21st century role of the professional school counselor, the American School Counselor Association (ASCA) has been our national leader with their goal *“One Vision. One Voice.”* In 2019, ASCA published their 4th edition of the ASCA National Model 4.0[®] as a research-based comprehensive, informative guide for program development and implementation which exhibits four (4) common components, but can be personalized for each school district and school.

The ASCA website <http://www.schoolcounselor.org> and the ASCA National Model 4.0[®] document (Table of Contents, Preface and Introduction) includes these statements:

- The role of the school counselor has evolved over the decades from a position to a service to a program. (Gysbers, ASCA Model 4.0[®], Preface p .vi).
- “In 2001, ASCA initiated efforts to reconcile all the developments in the profession during the previous 100 years. The group agreed the practice of school counseling needed some uniformity to help the profession become as integral, understood and valued as other disciplines in a school building.”
- In 2003, “The ASCA Model[®] helped move school counseling from a responsive service provided for some students to an active program for every student.” (Wong, ASCA Model 4.0[®], Introduction ix).
- School counseling programs are collaborative efforts benefiting students, parents, teachers, administrators and the overall community. School counseling programs should be an integral part of students' daily educational environment, and school counselors should be partners in student achievement.
- *“The American School Counselor Association (ASCA) supports school counselors’ efforts to help students focus on academic, career, and social/emotional development as they achieve success in school and are prepared to lead fulfilling lives as responsible members of society.”*
- “ASCA’s goal is for school counselors to do more school counseling.”

Although progress was made in developing, implementing, and evaluating comprehensive school counseling programs in the first decade of the 21st century, discussion continued about program purposes and the work of school counselors. Should the focus be educational (academic), vocational (career) or social/emotional (mental health)? Some writers ... urged the adoption of a holistic approach emphasizing attention to all three areas. During the same decade ... there also was a movement for the school counselors to become more data-oriented, using data to identify school counselor concerns and student needs. (Gysbers, ASCA Model 4.0[®], Preface, vii)

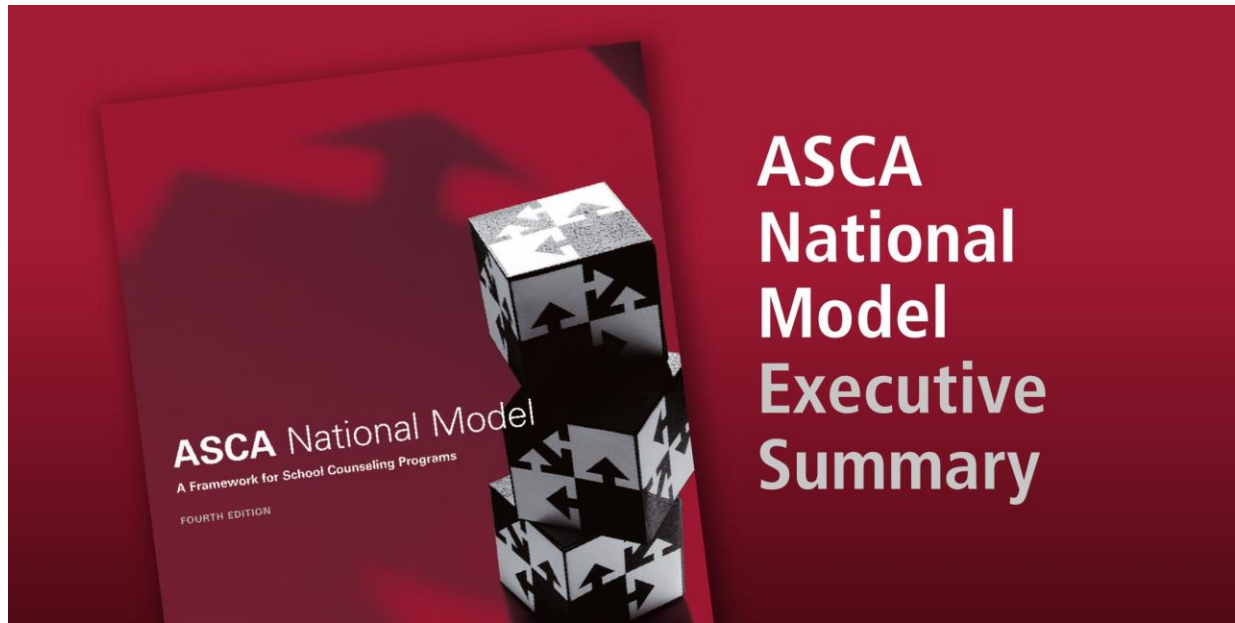
Citations

American School Counselor Association (2019), The ASCA National Model: A Framework of School Counseling Programs, Fourth Edition. Alexandria, VA: Author.

Gysbers, N.C (2010), Remembering the Past, Shaping the Future: A History of School Counseling, Alexandria, VA: American School Counselor Association.

Wong, Kwok-Sze (2019), Introduction to the ASCA National Model, Fourth Edition, Alexandria, VA: American School Counselor Association.

ASCA Executive Summary



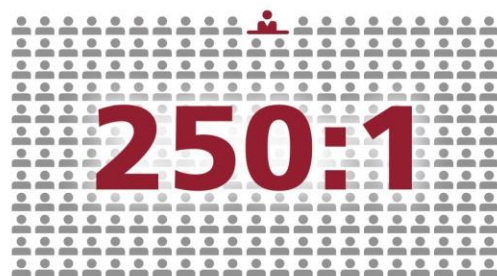
School counselors design and deliver school counseling programs that improve student outcomes. “The ASCA National Model: A Framework for School Counseling Programs” outlines the components of a school counseling program that is integral to the school’s academic mission and is created to have a significant positive impact on student achievement, attendance and discipline.

The ASCA National Model guides school counselors in the development of school counseling programs that:

- are based on data-informed decision making
- are delivered to all students systematically
- include a developmentally appropriate curriculum focused on the mindsets and behaviors all students need for postsecondary readiness and success
- close achievement and opportunity gaps
- result in improved student achievement, attendance and discipline

Training and credentialing matters. School counselors are certified/licensed educators with a minimum of a master’s degree in school counseling, making them uniquely qualified to address all students’ academic, career and social/emotional development needs through the implementation of a school counseling program that promotes and enhances student success.

Ratios matter. Research shows that appropriate student-to-school-counselor ratios have a significant effect on student attendance and lead to higher test scores. The ideal caseload is 250:1.



For research on the effectiveness of school counseling programs, go to www.schoolcounselor.org/effectiveness.

The framework of the ASCA National Model consists of four components: define, manage, deliver and assess.

DEFINE

Three sets of school counseling standards define the school counseling profession. These standards help new and experienced school counselors develop, implement and assess their school counseling program to improve student outcomes.

Student Standards

ASCA Mindsets & Behaviors for Student Success: K–12 College- and Career-Readiness for Every Student

Professional Standards

- ASCA Ethical Standards for School Counselors
- ASCA School Counselor Professional Standards & Competencies

MANAGE

To be delivered effectively, the school counseling program must be efficiently and effectively managed. The ASCA National Model provides school counselors with the following program focus and planning tools to guide the design and implementation of a school counseling program that gets results.

Program Focus

- Beliefs
- Vision Statement
- Mission Statement

Program Planning

- School Data Summary
- Annual Student Outcome Goals
- Action Plans
 - Classroom and Group
 - Closing the Gap
- Lesson Plans
- Annual Administrative Conference
- Use of Time
- Calendars
 - Annual
 - Weekly
- Advisory Council



Appropriate and Inappropriate Activities for School Counselors

Appropriate Activities for School Counselors	Inappropriate Activities for School Counselors
■ advisement and appraisal for academic planning	■ building the master schedule
■ orientation, coordination and academic advising for new students	■ coordinating paperwork and data entry of all new students
■ interpreting cognitive, aptitude and achievement tests	■ coordinating cognitive, aptitude and achievement testing programs
■ providing counseling to students who are tardy or absent	■ signing excuses for students who are tardy or absent
■ providing counseling to students who have disciplinary problems	■ performing disciplinary actions or assigning discipline consequences
■ providing short-term individual and small-group counseling services to students	■ providing long-term counseling in schools to address psychological disorders
■ consulting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data	■ covering classes when teachers are absent or to create teacher planning time
■ interpreting student records	■ maintaining student records
■ analyzing grade-point averages in relationship to achievement	■ computing grade-point averages
■ consulting with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in student success	■ supervising classrooms or common areas
■ protecting student records and information per state and federal regulations	■ keeping clerical records
■ consulting with the school principal to identify and resolve student issues, needs and problems	■ assisting with duties in the principal's office
■ advocating for students at individual education plan meetings, student study teams and school attendance review boards, as necessary	■ coordinating schoolwide individual education plans, student study teams, response to intervention plans, MTSS and school attendance review boards
■ analyzing disaggregated schoolwide and school counseling program data	■ serving as a data entry clerk

DELIVER

School counselors deliver developmentally appropriate activities and services directly to students or indirectly for students as a result of the school counselor's interaction with others.

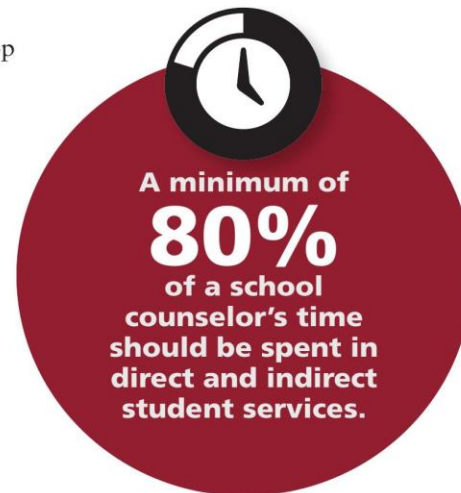
These activities and services help students develop the ASCA Mindsets & Behaviors for Student Success and improve their achievement, attendance and discipline.

Direct Student Services

- Instruction
- Appraisal and Advisement
- Counseling

Indirect Student Services

- Consultation
- Collaboration
- Referrals



ASSESS

To achieve the best results for students, school counselors regularly assess their program to:

- determine its effectiveness
- inform improvements to their school counseling program design and delivery
- show how students are different as a result of the school counseling program

School counselors also self-assess their own mindsets and behaviors to inform their professional development and annually participate in a school counselor performance appraisal with a qualified administrator. The ASCA National Model provides the following tools to guide assessment and appraisal.

Program Assessment

- School Counseling Program Assessment
- Annual Results Reports

School Counselor Assessment and Appraisal

- ASCA School Counselor Professional Standards & Competencies Assessment
- School Counselor Performance Appraisal Template



For more information about the ASCA National Model, go to
www.schoolcounselor.org/ascanationalmodel.

Introduction to MA Model 3.0

The question: *Why has Massachusetts not just adopted the ASCA Models in the past and chosen to write their own state model?*

The answer: *The MA Model 3.0 for Comprehensive School Counseling Programs is more inclusive and strategically blends together the ASCA National Model 4.0© standards and guidelines, current best practices in the educational field, and Massachusetts Department of Elementary and Secondary Education language, standards and initiatives.*

The purpose: MA Model 3.0’s purpose is not to have all districts “adopt it”, but rather for districts to view it as a best practice guideline encouraging school counselors to implement a proactive, programmatic approach to their work, rather than a reactive, crisis-based model that was the 20th century norm.

What is MA Model 3.0	What MA Model 3.0 is NOT
<p>The MA Model 3.0, a framework for excellence in school counseling practice, guides the development of a K-12, Tier 1, vertically aligned, comprehensive school counseling program. It defines the MA school counselors’ role, alignment, and partnership with national and state initiatives as well as demonstrates how school counselors plan, manage, deliver, and assess programs and multi-tiered services that assist in preparing ALL students to be <i>Future Ready</i> upon high school graduation.</p> <p>The MA Model 3.0 is aligned with the ASCA National Model 4.0© standards and guidelines, current best practices in the educational field, and Massachusetts Department of Elementary and Secondary Education language, standards and initiatives. It is anchored by student learning standards including the newly developed <i>MA College Career Advising (CCA) and MyCap Framework</i> that draws from the <i>MA Career Development Education (CDE) Benchmarks</i>, <i>CASEL’s Social and Emotional Learning Competencies</i>, and <i>ASCA Mindsets and Behaviors for Student Success: K-12 College- and Career Readiness Standards for Every Student</i></p>	<ul style="list-style-type: none">- a rewrite or detailed summary of the ASCA Model 4.0© or Implementation Guide- a replacement for reading ASCA Model 4.0© or Implementation Guide©.- a detailed summary of MA DESE initiatives

Overview of the MA Model 3.0

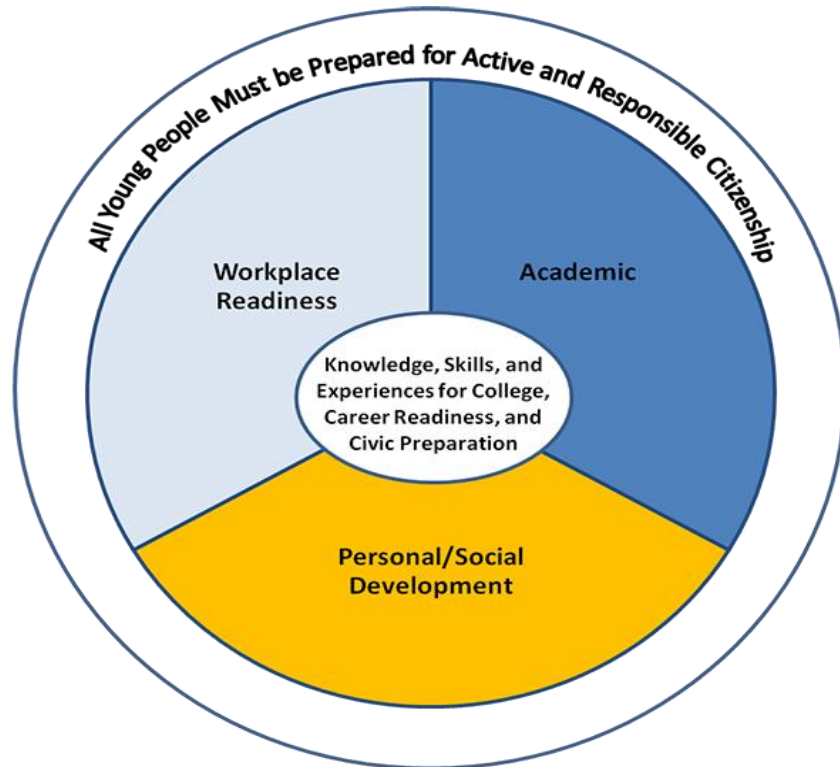
DEFINE: Summarizes national and state educational documents that guide the foundation and purposes of school counseling programs including legislation, professional school counselor competencies, and student learning standards.

ASSESS: Identifies types and sources of data, assessment tools, and planning strategies for data-driven program assessment; monitors progress toward achieving SMART goals; assesses effectiveness of school counselors, school counseling programs, the counseling curriculum; monitors closing the gap multi-tiered interventions; and guides data-driven action planning.

MANAGE: Structures the *what, when, where* and *who* of the school counseling program; promotes inclusive data gathering and analysis to identify student needs; plans short- and long-term multi-tiered interventions; and establishes strategic action plans and SMART goals to eliminate achievement and opportunity gaps.

DELIVER: Explains how comprehensive, developmentally appropriate, multi-tiered, proactive K-12 standards-based school counseling curriculum, programs and services are delivered to ALL students. It is where words are put into action and data is gathered to assess student impact and program effectiveness.

Massachusetts DESE's Definition of College and Career Readiness and Civic Preparation
(Appendix H)



DESE's College and Career Readiness and Civic Preparation State Targets:

To better prepare all students for successful futures, our efforts are anchored in the following.

DESE goals: <http://www.doe.mass.edu/ccte/>

- Increasing the four and five-year graduation rate
- Increasing the MassCore completion rate
- Increasing the number of students that enroll in postsecondary education
- Reducing the number of students who enroll in developmental (remedial) coursework during their post-secondary educational experience
- Increasing the number of students participating in K-12 career development education.

District goals:

- Increase career development education activities for all students K-12
- Decrease discipline referrals
- Increase attendance rates
- Decrease drop-out rates
- Improve academic achievement

School counselors are encouraged to create school counseling curriculum and programs and collaborate with district and school educators to help students be Future Ready.

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 every student graduate college and career ready, as defined and approved by the Massachusetts Departments of Elementary and Secondary Education and Board of Higher Education. (see DELIVER p.38)

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.*

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.*

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 My Career and Academic Plan (MyCAP) including a portfolio for storing artifacts.

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

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/career planning, and personal/social (social emotional) attitudes*, knowledge and skills for school and future success.

Goals:

Specifically, the MA Model 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** 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 identified target areas.
- **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.
- **Be 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.

DEFINE (formerly Foundation)

Massachusetts DESE Alignment: Standards and Documents	National Alignment: ASCA Model 4.0® Standards and Document
<p><i>Student Standards:</i></p> <ul style="list-style-type: none"> MA College and Career Advising (CCA) Frameworks MA Career Development Education (CDE) Benchmarks MA Curriculum Frameworks <p><i>Professional Counselor Standards:</i></p> <ul style="list-style-type: none"> Provisional and Professional Licensure Standards: DESE 603 CMR 7.11 Professional Standards for Teachers (PST) <p>Resources:</p> <ul style="list-style-type: none"> Massachusetts Definition of College and Career Readiness 	<p><i>Student Standards:</i></p> <ul style="list-style-type: none"> ASCA Mindsets & Behaviors for Student Success: K-12 College Readiness Standards for Every Student <p><i>Professional Counselor Standards:</i></p> <ul style="list-style-type: none"> ASCA School Counselor Professional Standards & Competencies ASCA Ethical Standards for School Counselors. <p><i>Resources:</i></p> <ul style="list-style-type: none"> CASEL Social Emotional Learning Competencies View ASCA Webinar Define

The DEFINE component of the ASCA 4.0® and MA Model 3.0 summarizes national and state educational documents that guide the foundation and purposes of school counseling programs including legislation, student learning standards, ethical standards, and professional school counselor competencies.

National and Massachusetts Guidelines

Every Student Succeeds Act (ESSA), a bill signed by President Obama, reauthorized the 50-year old Elementary and Secondary Education Act (ESEA) and replaced the *No Child Left Behind Act of 2002 (NCLB)*. Citing the Introduction to the MA ESSA Plan: Executive Summary, March 2017 Update:

*“With the passage of the **federal Every Student Succeeds Act (ESSA)**, Congress maintained the Elementary and Secondary Education Act’s original focus on advancing equity and excellence for all students, particularly disadvantaged and high need students. The Act’s priority areas — academic standards that represent readiness for the expectations of post-secondary education and employers; accountability, support, and improvement for schools; ensuring effective educators; supporting all students; and academic assessments that form the backbone of accountability for results — align closely to the Commonwealth’s existing strategies. ... Yet despite our overall success, substantial gaps in student outcomes persist in our state, and too often those gaps are correlated with students’ racial/ethnic identification, family economic background, disability status, and English language proficiency.*

The goal of the Massachusetts K-12 public education system is to prepare all students for success after high school. This means that all students will be prepared to successfully complete credit-bearing college courses or certificate or workplace training programs, enter economically viable career pathways, and engage as active and responsible citizens in our democracy. Our work is to broaden students’ opportunities and close gaps so that all students, regardless of background, are ready for the world that awaits them after high school.

*Our ESSA plan is designed to **strengthen the quality and breadth of the instructional program students experience**, as that is our major lever for ensuring success after high school for all students. This focus includes special attention to two areas where state performance has been stagnant — **early grades literacy and middle grades mathematics** — to ensure our students are well prepared with strong literacy*

*and mathematics skills. At the high school level, we will ensure that all students have **multiple high-quality pathways to educational and career opportunities after secondary school**. These pathways will include enhanced early college opportunities, expanded access to career-technical education, and career development opportunities that link to workforce skill needs.”*

At the national level, the [“Reach Higher” initiative](#), currently partnered with [Better Make Room](#), 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 by:

1. learning about college and career opportunities,
2. understanding financial aid,
3. strategic academic planning, and
4. supporting school counselors to help more students to pursue post high school education.

To achieve the goal, she advocates for and promotes the importance of school counselors.

MA School Counselors are also educational partners:

- Implementing the [Student Opportunity Act](#), signed by Governor Charlie Baker in Nov. 2019, by offering supportive services to students to promote success in school and beyond by working to reduce gaps in student educational performance and help close opportunity gaps.
- Promoting academic rigor to meet the MA Board of Higher Education’s [Academic Standards](#).

Standards-Based Programming

Since student learning standards and competencies delineate what students will KNOW, UNDERSTAND and BE ABLE TO DO, it is essential that districts, on an individual basis, and depending on their identified student needs and goals, implement programs that is anchored by student learning standards. Aligned with district targets, school counseling department should identify and prioritize student learning standards to guide program development and informs stakeholders about student competencies that can be achieved as a result of participating in the school counseling program.

MASCA and DESE support selecting student learning standards and competencies from key sources for program and curriculum alignment including the [My Career and Academic Plan \(MyCAP\)](#) (Appendix I) [MA Career Development Education \(CDE\) Benchmarks](#) (Appendix A) and the [MA Curriculum Frameworks](#).

MASCA and DESE also encourage school counselors to use other nationally recognized, evidence-based student learning standards including [CASEL’s Social Emotional Learning Competencies](#) (Appendix B) and the [ASCA Mindsets & Behaviors for Student Success: K-12 College and Career Readiness Standards for Every Student](#) (Appendix C). The ASCA Mindsets and Behaviors for Student Success identifies 35 standards arranged in categories and subcategories including six Mindset Standards and 29 Behavior Standards. Grade-level competencies, organized under three domains: academic, career, and social/emotional development, are specific and measurable evidence of student progress towards goals, which align to the school’s academic and school counseling standards.

Regardless of which student learning standards and competencies a school counseling program chooses to use, alignment of school counseling curriculum, multi-tiered interventions, and programing is essential to measure student learning, identify instructional gaps, and measure program effectiveness. Note: Gathering data and analysis of student achievement of identified standards and competencies will be discussed in the ASSESS section

Professional Ethics, and Legal Guidelines

The field of school counseling is predicated on knowledge about and conscious use of professional ethical standards to guide school counselors' decision-making and help to standardize our professional practice to protect both students and school counselors. [ASCA's Ethical Standards for School Counselors](#) specify the principles of ethical behavior necessary to maintain the highest standard of integrity, leadership, and professionalism in our work with minors in a school setting. Used in the courts to identify expected school counselor standards of care, the ASCA Ethical Standards, which clarify our role in ethical situations. They are consistently reviewed to keep them current with national legislation and updated to address the school counselor's newly emerging roles like on-line counseling. MA Model 3.0 continues to recognize The [ASCA's Ethical Standards](#) as the standards of practice to which all Massachusetts school counselors must be held. In ASCA's Jan.-Feb. 2020 issue of **School Counselor** (p.6), Carolyn Stone, Ed.D, writes in *The Increasingly Complex Nature of Working With Minors in Schools*:

Recent questions to ASCA's Ethical Committee and recent court rulings demonstrate the increasingly complex legal and ethical nature of being a school counselor. Complicated legal and ethical work requires consideration of all the angles and a willingness to tolerate ambiguity. Exhaustive answers aren't possible in the context-dependent world of school counseling. ... (counselors also need to consider legal and ethical questions) in the context of your state and district laws, policies, procedures and the nature and culture of the individual schools in which you work.

Since both national and state legislation guides ethical decision-making, it is important for school counselors to stay informed with MA Education Law, legal briefs, etc. available at the [DESE website](#).

School Counselor Professional Standards & Competencies: Licensure and Evaluation

(Referenced also in ASSESS Section, MA Model 3.0 Appendix F and Standards and Indicators chart page 22)

School Counselor evaluations are governed by the DESE's **Massachusetts Educator Evaluation** system, which includes an optional *Specialized Instructional Support Personnel [SISP]* rubric, designed to identify the standards and indicators by which Massachusetts school counselors can be evaluated. MASCA worked in collaboration with DESE to create the [SISP rubric and Role Specific Indicators for School Counselors](#) (known as DESE SISP Rubric Appendix E) which DEFINES our role, guides how programs are organized and MANAGED, addresses how school counselors DELIVER direct and indirect services, and encourages program ASSESSMENT. Aligned with ASCA Model 4.0® and supported by DESE, school counselors are strongly encouraged to work with administrators and collective bargaining units to promote awareness and implementation of the DESE's SISP Rubric and *Role Specific Indicators* Appendix E for school counselor evaluations. *(See also MA Model 3.0 Appendix E)*

[ASCA's School Counselor Professional Standards and Competencies](#) defines what school counselors need to know, understand and do to effectively perform their school counseling duties. They outline the knowledge, attitudes and skills that ensure school counselors are equipped to meet the rigorous demands of the profession.

- In Appendix F, **ASCA's Role of the School Counselor** *Who are School Counselors? The School Counselor's Role*.
- School counselors practicing in MA schools are licensed by **MA DESE Provisional and Professional Licensure Standards** (603 CMR 7.11) and [Professional Standards for Teachers \(PST\)](#).

DESE SISP Rubric Overview

[Role Specific Indicators for School Counselors](#) (see MA Model 3.0 Appendix E)

(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 3. Two-Way Communication 4. Culturally Proficient Communication	C. Collaboration Indicator 1. Professional Collaboration 2. Consultation
<i>D. Systemic Planning and Delivery</i> 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
	<i>E. Student Services</i> 1. Academic Advising 2. Transitions 3. Post-secondary Planning 4. College Planning 5. Responsive Services		E. Shared Responsibility Indicator 2. Shared Responsibility

ASSESS (formerly Accountability)

Massachusetts DESE Alignment	National Alignment: ASCA Model 4.0 [®] and MASCA Standards and Document
<ul style="list-style-type: none"> • Educator Evaluation and SISP Rubric plus Role Specific Indicators for School Counselors • Electronic statewide available Data Resources: <i>EDWIN Analytics</i>, <i>EWIS</i>, <i>Profiles</i>, and <i>DART Success After High School</i> • Cycle of Inquiry Tool • MassCore Framework (HS) • CCA/MyCAP 	<p><u>ASCA Resources:</u></p> <ul style="list-style-type: none"> • View ASCA webinar Assess • Annual Student Outcome goals • Use of Time Calculator • ASCA Mindsets and Behaviors Standards • ASCA School Counselor Professional Standards and Competencies • ASCA Ethical Standards. • ASCA School Counseling program Assessment <p>MASCA Resources:</p> <ul style="list-style-type: none"> • Program Self-Study (Audit Tool) - (Appendix J) • MA Accountability Report Card (MARC/MARC Jr.)

Introduction to Data

- Types of Data (Participation, Perception, Outcome/Results, Qualitative, and Quantitative)
- Sources of Data to Measure Student Outcomes
- Data Tools and Resources

Data for School Counseling Assessments

- Using SMART Goals, Action Plans, and DESE's Continuous Learning Cycle to Drive Program Assessment and Planning
- Use of Data to Assess Program Effectiveness
- Use of Data to Guide Action Planning
- Use of Data in School Counselor Performance Evaluations

Education reform efforts across the nation, and here in Massachusetts, emphasize accountability for results. The ASSESS aspect of school counseling is our ethical and professional responsibility. It is essential that school counselors gather and assess data to determine which programs and services encourage academic achievement, strengthen personal/social (social/emotional) competencies, and assist students with planning pathways to reach their academic career and personal goals.

Under MA Model 3.0, comprehensive school counseling programs are data-driven. Massachusetts public school student-level data is collected and available for counselors to make informed plans for interventions and student support strategies. The highly disaggregated school and student performance data can be analyzed by school counselors and discussed as part of data team conversations. As school counselors become more data-literate and use data to drive program planning, their role on and partnerships with district and school data teams becomes increasingly valuable.

School counselors are encouraged to **view accountability as both an opportunity and a necessity** rather than as an obstacle or a threat.

The ASSESS component of the MA Model 3.0 identifies “**WHAT**” school counseling programs need to be assessed, types of data school counselors need to collect for assessments, identifies available sources of data, explains some assessment tools, outlines accountability planning guided by SMART goals, explains a continuous cycle of inquiry to monitor implementation and action plan progress, and stresses the importance of dissemination of assessment data to keep stakeholders informed.

Types of Data

Various types of data are used to measure and assess effectiveness of school counselors and the impact of school counseling programs on student outcomes. Understanding the types and sources of data we have available to help guide our work is vital. Note: MA Model 3.0 is using some of the rebranded data categories of ASCA Model 4.0® (pages 35-37). Consider these general categories as sources of data:

Participation Data (*formerly Process Data*):

Participation data is one of the traditional ways we have measured program delivery and is most useful when considered in conjunction with outcome data. Its focus includes ‘what’ was offered and ‘who’ participated. “This data describes how many students were affected by the activity, how much time was devoted to the activity, and how many sessions were conducted.” (ASCA Model 4.0® p. 35). Examples include:

- Number of activities or tasks completed (Ex.: participation in career plan development units);
- Number of lessons/workshops/seminar activities/assemblies delivered;
- Demographic data and number of students involved in an intervention.

Perception Data (*ASCA Model 4.0® calls this ASCA Mindset & Behavior Data*):

An essential component of a school counselor’s reflective practice is assessing perception data about the impact and relevance of programming and services. What student cognitive, affective, behavior/performance learning objectives were mastered? What do students think they know, believe or can do as a result of the lesson? Were there changes in attitude or behavior? “This data measures the progress students make toward mastering the ASCA Mindsets and Behaviors and other identified national, state, and/or local student learning standards This data helps to evaluate students’ beliefs “about themselves in relation to self and work.” (ASCA Model 4.0® p. 35) This data may best be measured through students’ behavior and attitudes. Behaviors subcategories are *Learning Strategies, Self-Management Skills, Social Skills* (ASCA Model 4.0® p. 36). Examples of Perception data can include:

- results of pre- and post-tests,
- surveys and screenings;
- improvement of academic data that can be linked to specific school counseling programming;
- evidence that could be gleaned from school climate surveys.

Gathering reflective perception data from all stakeholders provides insight and guides strategic, relevant program development. How do students perceive their learning, understanding, and experiences? What are parents and teacher perceptions? This form of data is critical in that it provides a platform to include the “voice” of students and families in the assessment process. Reflective perception data can be gathered using:

- mental health/wellness screening tools;
- surveys to gather feedback (safe school surveys) or evaluate an intervention;
- questionnaires that ask students to rate or evaluate their own learning.

Outcome Data (*Student Results Data*)

How did the learning affect achievement, attendance or behavior/discipline? Use of outcome/results data demonstrates the impact of student learning on their behavior and/or achievement. It can be short-term impact results (gathered immediately after instruction) or longitudinal data (collected over time).

cont.

Outcome data is critical for identifying achievement and opportunity gaps and can provide valuable information to guide development of programs and services to target identified gaps and ensure equity and access for all students. Through analysis of this data, school counselors can demonstrate the efficacy of their programming for all students (ASCA Model 4.0® p. 37).

Examples of outcome/results data that can be used include:

- Attendance reports and discipline records
- Achievement/Achievement-Related data (report card grades, progress reports, GPA)
- Graduation rate
- Academic assessments and standardized test scores (SAT, PSAT, ACT, AP, ACCESS, MCAS, etc.)
- Post-secondary matriculation and persistence rates
- Social Maturity Assessments
- Emotional Competency Assessments
- Employment

Quantitative data is numerical and acquired through counting or measuring. Analysis of collected *quantitative* data should demonstrate:

- If the lesson/unit learning targets and student learning objectives were met;
- the degree to which identified objectives were met;
- strengths and weakness of the programming.

Qualitative Data can be observed and recorded. It is non-numerical in nature. *Qualitative* data is collected through methods of observations, one-to-one interview, conducting focus groups and similar methods. Reference: www.questionpro.com/blog/qualitative-data/ *Qualitative* data can inform the practitioner of themes, interpretations and topics of concern that may need to be addressed in future instruction.

Sources of Data to Measure Student Outcomes

Multiple state and federal initiatives outline goals for student achievement that can be used to identify data points for counselors to use to measure the impact of a lesson or unit and/or to demonstrate program effectiveness and accountability. A thorough analysis of the data should result in a discussion of the outcomes of the programming and inform any revisions of curriculum, delivery and/or assessment.

Counselors are encouraged to use multiple types of data for assessment including:

- **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
- **Pre-Test/Post-Test:** Pre- and post- testing is a simple evaluative tool to measure if the students' educational growth from participation in the curriculum or program and achievement of the learning objectives. While developing pre- and post-tests, it is important that certain criteria be met to attain the most accurate data for analysis. Adapted from [EMpower – The Emerging Markets Foundation](#)
 - Content of the measures must be aligned with the student learning objectives of the lesson/unit.
 - Consider the length of the assessment – shorter is preferred.
 - Ensure that the language of the assessment is appropriate for the educational and developmental level (ability, ELL students, etc.) of the participants.

- Avoid bias, ambiguity, or multiple questions in a single item.
- In the case of large populations, ensure sampling techniques mirror the total population as accurately as possible.
- When evaluating the data from pre- and post- tests, do so with the following in mind:
 - Does the data show the questions on the assessment need revision?
 - Does the data show the curriculum needs to be reviewed or modified? cont.
- **DESE data:** 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.
 - [School Profiles](#) are rich sources of data that can be used to measure impact over time.
 - [DART Success after High School](#) provides school counselors with longitudinal data ranging from 9th grade retention rates to college enrollment rates and beyond DART also provides opportunities for school comparison with other schools' students' outcomes.
 - [EDWIN Analytics](#) includes tools that allows counselors to identify students who are at high risk for attaining age appropriate academic benchmarks through the Early Warning Indicator report [EWIS], postsecondary reports that indicate students who have enrolled in and their level of success in college, assessment, attendance, discipline and a host of other reports.

Data Tools and Resources

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. :

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

Calculating % Change:
Average pre-test score = 60
Average post-test score = 80

$$\frac{80-60}{60} = .33 \times 100 = 33$$

There was a 33% increase from pre to post.

School counselors need to demonstrate data competency

- **Basic Microsoft® EXCEL and Google Sheets:** Enter data, use auto sum and count-if, Create basic charts
- **Knowledge of Microsoft® PowerPoint and Google Slides:** create basic presentations that include charts from Excel or Google Sheets
- **Google Forms** for surveys and pre/post tests
- **Google Classroom** for lesson delivery

Data for School Counseling Assessments

SMART Goals and Reflection Drives Program Assessment and Planning

Assessment is strategically planned, ongoing, and occurs at multiple levels. *First*, assessment of program design and delivery examining the system, curriculum and counseling program components. *Second*, examining the delivery of services, both direct and indirect. *Third*, assessment of our program outcomes on students, school climate, and the school community. *Fourth*, assessment involves applying what is learned from data analysis to revise and make strategic program modifications to target achievement and opportunity. *Finally*, it is essential to communicate data results to stakeholders.

The assessment process includes SMART goal setting (**S**—specific, **M**—measurable, **A**—achievable, **R**—relevant, **T**—time-bound) and action planning to guide goal implementation. Data collection and continual reflection on data analysis of action plan or implementation progress provides evidence about how effectively programs and services are impacting students and the school community. Using a process like the Cycle of Inquiry for assessment provides a structured routine to measure and reflect on program effectiveness and is the basis for continued improvement of interventions

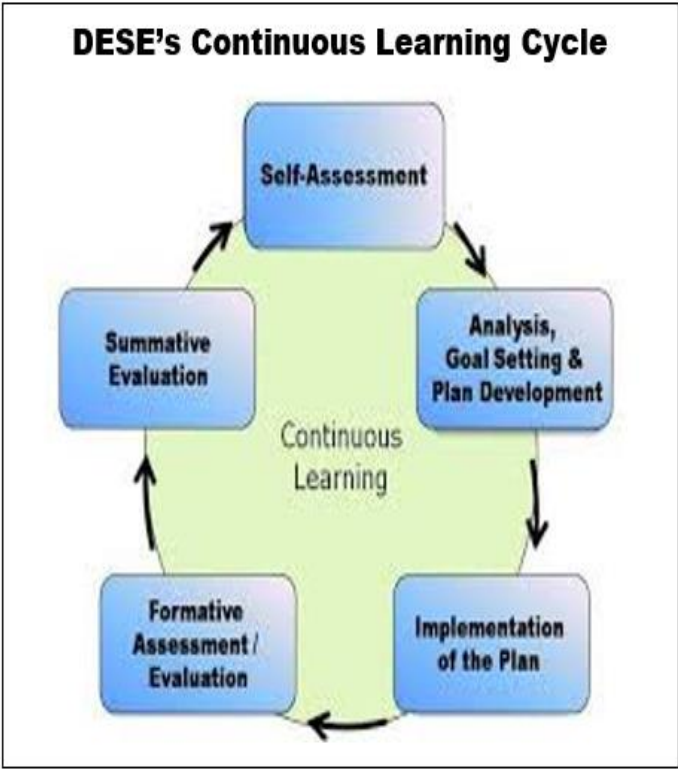
Individual school counselors and entire school counseling programs are evaluated regularly in order to continuously improve and strengthen counseling services within a school and district. Guided by data-driven, strategically designed SMART goals and action plans, multi-tiered services are delivered to all students with the goal of closing achievement and opportunity gaps. Data assessment of SMART goals and action plans produces measurable outcomes and guides next step action planning.

The Cycle of Inquiry graphic describes the steps in the assessment process for evaluating all tiers of service delivery. Applying this continuous learning cycle begins with data assessment, strategically developed SMART goal setting and action plans, and identifies targeted end goals

Using the cycle of inquiry and reflective practices, implementation is continuously monitored and reviewed. Analysis of collected delivery data is the basis for formative assessments. When on-going data indicates modifications are needed, the action plan revised, change is implemented, and formative assessments continue. Compiled summative evaluation outcome/results data is shared with stakeholders and becomes the basis of next step action planning.

Use of Data to Assess Program Effectiveness

School counseling programs should no longer just be a reactive model that responds to crisis. It is essential the school counselors develop a vertically aligned, K-12 proactive educational program that maintains a student-centered, progressive model of delivery to all students.



School counselors must be able to articulate with data how students are different as a result of school counseling programs and interventions. The following questions serve as examples of outcome data school counselors should be measuring:

- Does the K-12 school counseling curriculum offer programming in all of the MA Career Development Education Benchmark domains and provide transition support?
- Do all students have MyCAP portfolios and graduate with a post high school plan?
- How does advising and individual planning with a school counselor 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?
- As members of school attendance teams, how have multi-tiered interventions by school counselors improved attendance data?

To answer effectiveness questions, a school counselor needs to be an action researcher gathering performance, perception, and outcome data about program delivery and student growth. In districts where school counselors are valued as data experts, they partner with administrators, faculty and advisory councils to create a “big picture” of the district’s, schools’ and students’ needs by assessing student outcome data. School counselors can lead data-driven conversations that focus discussion and planning on important variables such as:

- students’ developmental needs;
- the school climate, school policy and practices;
- the design and implementation of collaborative, multi-tiered interventions for all students
- strategically planned initiatives to close identified achievement and opportunity gaps of special populations including ELL and special education.

This partnership provides school counselors with opportunities to demonstrate the value and impact of the school counseling program and the school counselors’ alignment with the district and school mission and goals promoting academic achievement and education reform goals.

Data analysis identifies effective school counselor activities, targets strategic delivery interventions, and demonstrates the value and impact of the school counseling program. Accountability Plans provide structure and focus to program end goals identifies needed data for assessment. (ASCA Model 4.0®, p 39). A sampling of accountability plans and data analysis include:

- monitor SMART goals and action plan progress;
- monitor student achievement progress including standardized testing results
- monitor student attendance, promotion, and graduation rates;
- assess student programming related to student academic achievement;
- guide future forward action plan and goal setting;
- assess mental health wellness, social maturity, emotional competency, etc.;
- evaluate school climate and transition initiatives;
- examine school counselor effectiveness;
- analyze data to determine effectiveness and impact of comprehensive school counseling programming on student outcomes;
- identify the need for program and curriculum modifications;

- target resources and interventions to address identified gaps (attendance, achievement, opportunity, and behavioral concerns;
- evaluate the need for policy or procedural changes;
- evaluate intervention outcomes and demonstrate programmatic accountability;
- secure grants and community support.

Since evaluating program impact should be inclusive, it is important to disseminate results to keep community members informed. Diverse stakeholder groups should also be given the opportunity to provide evaluation input as to the efficacy of counselor interventions, program efficiency and effectiveness, and community impact as well as to make recommendations as to their perceptions of school counseling programming priorities. On-going feedback from community members plus continued data analysis and reflection using the DESE Cycle of Inquiry process will drive strategic program planning and modifications that will demonstrate how the counseling program supports student achievement, closes achievement and opportunity gaps, and supports college and career readiness.

Recent empirical research studies supporting the value and impact of school counseling.

- School counselors can provide closing the gap interventions to assist subgroups to achieve at levels closer to their peers
- School counselors can assist in developing relationships with families and increase family engagement in schools
- Lower school counselor ratios have been linked to the higher academic performance of students.
- School counselors can help reduce the racial disparities in proportions of students taking Advanced Placement courses

Additional information about the empirical research studies that support the value of school counseling can be found in this link to [School Counselor](#).

Use of Data to Guide Action Planning

Implementing and maintaining a comprehensive school counseling program requires that school counselors continually monitor progress and document results. Examples of evaluation tools to document results, assist with action planning, and keep stakeholders informed include:

- *MASCA's Massachusetts Accountability Report Cards* (MARC and MARC Jr.) are effective tools to identify, measure, track, and communicate implementation results of single or multiple programs. The MARC template provides a report structure and requires administrative awareness and school counselor program support.
- 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 [see Appendix E] to be more focused on student outcomes and drive real results.
- *Stakeholder surveys* can gather perception data from students, parents, administration, school faculty and the community.

Use of Data in School Counselor Performance Evaluations

In DEFINE (pg. 20), the Model 3.0 references MA Education Evaluation materials for school counselors are guided by DESE's *SISP* Document and *SISP* Appendix E: [Role Specific Indicators for School Counselors](#). We have included the DESE *SISP* Rubric Overview Chart with *SISP* Rubric Appendix E: *Role Specific Indicators for School Counselors*

(pg. 21) that includes the expanded school counselor standards and indicators: **Standard I Indicator D** and **Standard II Indicator E**. (See MA Model 3.0 Appendix E). These MA DESE Educator Evaluation guidelines are the basis for robust, annual school counselor evaluation and a platform for continual program improvement Paired with ASCA *Professional Standards and Competencies for School Counselors (2019)* that identifies multiple school counselor competency standards, school counselors have guidance to self-assess individual strengths and identify professional development growth competencies to strengthen their impact on students and the school communities.

The performance evaluation requires school counselors to self-evaluate and reflect on their professional individual and group counseling practice. This process includes an Annual Administrative Conference with administrative agreements and approval professional end goals. SMART goal setting should reflect alignment and collaboration with district/school/department goals and objectives. If a counselor is part of a department, collaborative goal setting can occur with the full department or in teams within the student support staff.

Counselors set two SMART goals with measurable implementation action plans. *Professional practice SMART goals* should focus on a growth plan to develop personal skills or increase knowledge or understanding of a specific area of need within the student population or wider community. Professional practice goals help identify ways to modify the programming to be more aligned with current best practices. For *student-focused SMART* goal setting, it is critical that counselors have access to student data and the ability to analyze and assess that data, since careful review of student outcome data informs goal setting.

SMART goal action planning includes a timeline that guide on-going achievement of the professional development goals, identifies artifacts that are evidence of achieving the target competency. The evaluation process requires counselors review program and student data to identify what interventions are having a positive impact on student outcomes and what parts of their program are effective and aligned with current best practices.

In the formative and the final summative assessment meetings goal progress is discussed and supervision is provided to support continuous professional growth and improvement as a counselor. Ultimately, outcome data is compiled and included in the school counselor's annual or bi-annual summative evaluation. This process fosters goal setting designed to modify the programming and service delivery to have greater positive impact on students.

MA Model 3.0 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 3.0 supports the use of data in the formal evaluation process.

MA Model 3.0 supports the concept of continuous learning for continuous improvement. The school counseling program should be fluid and evolve from year to year as a consequence of self- and program- evaluation and modification.

MANAGE

Massachusetts DESE Alignment:	National Alignment: ASCA Model 4.0® and MASCA Standards and Document
<ul style="list-style-type: none"> College Career Advising/My Career Academic Plan Guide (MyCAP) MA Time on Learning Requirements MA Career Development Education Benchmarks. College, Career Readiness and Civic Preparation High Quality College & Career Pathways 	<p>ASCA Position Statements</p> <p>ASCA Ethical Standards</p> <p>ASCA The Role of the School Counselor (Appendix J)</p> <p>ASCA templates available</p> <ul style="list-style-type: none"> ✓ Annual and Weekly Calendars ✓ School Data Summary ✓ Closing the Gap Action Plan ✓ Annual Student Goals Outcome Summary <p>View the ASCA Webinar Manage</p> <p>MASCA Resources</p> <ul style="list-style-type: none"> ✓ Program Self-Study (Audit Tool) (Appendix E) ✓ MARC and MARC Jr. Templates ✓ MA Model Tab on MASCA website <p>Other:</p> <p>Future Ready Campaign: (1) Start Now; (2) Aim High; (3) Look Beyond (MEFA and MA Business Alliance)</p>

A. Program Focus (Development of Program Beliefs, Mission, Vision)

B. District Collaboration Level of Management

- Annual Agreements
- Use of Data
- School Counselor Performance Evaluation (DESE Educator Evaluation, SISP Rubric, Standards and Indicators for School Counselors)

C. School/Program Level of Management

- Use of Time (Time Studies, Calendars, Record Keeping)
- Developing School Counseling Curriculum (Maps, Unit Outlines, Lesson Plans)
- Disseminating Results (MA Accountability Report Cards MARC and MARC Jr.)
- Program Advocacy and Self-Study Audits
- School Counseling Department Advisory Councils

MANAGE discusses the *what, when, where* and *who* of the school counseling program; promotes inclusive data gathering and analysis to identify student needs; plans short- and long-term multi-tiered interventions; establishes strategic action plans and SMART goals to eliminate achievement and opportunity gaps, and stresses need to keep stakeholders informed by disseminating program results. Dissemination tools including the use of the Massachusetts Accountability Report Card document (MARC or MARC Jr.) and utilizing ASCA materials are strongly encouraged.

Program Focus: Beliefs, Vision, and Mission

The ASCA Model 4.0® (p. 29-31) describes the components required to articulate the school counseling program's focus. Written mission and vision statements, aligned with district and school statements, demonstrate support of and collaboration with administrative goals and articulate “HOW” the school counseling program guides all students toward achieving the department’s mission and vision competency goal.

When establishing program beliefs, ASCA is clear in its position that School Counselors are expected to reflect on their personal values and beliefs, be guided by both the ASCA Position Statements and the ASCA Ethical Standards, but must adhere to the ASCA Model 4.0® (pg. 30) seven (7) mindsets of [ASCA Professional Standards and Competencies](#). Since school counselors are advocates promoting equity and social justice for all students, these seven (7) mindset principles are non-negotiable foundation components of a school counseling program's focus statement. MA Model 3.0 strongly supports ASCA's required program beliefs.

To create and implement a concise school counseling program focus including beliefs, mission and vision, the following implementation steps are identified in the ASCA Model 4.0® (pgs. 30 and 31).

- Analyze personal, school, district and state philosophies about student success
- Read and understand the school and district vision and mission statements
- Understand the vision statement focuses on the future success of **all** students in reaching desired outcomes
- Understand the mission statement must be aligned with local mission statements while reflecting the beliefs and values of the school counseling department and be designed to demonstrate how **all** students will achieve the intended outcomes
- Communicate the vision and the mission with ALL stakeholders
- Reflect well and often

Developing a school counseling program focus aligned with your district's beliefs, vision, and mission (See MA Model Mission and Vision pgs.16-17)

National and Massachusetts guidelines (see DEFINE section) are the core, overarching targets for education programs and services. It is important the school counseling program focus statements (beliefs, mission, and vision goals) be clearly written and maintain alignment with the national and Massachusetts guidelines as well as district focus statements, since they collectively help define the foundation and purpose of school counseling departments. These statements guide department decision-making, drive action planning, and educate the community about overarching K-12 program goals that assist and encourage all students to achieve the DESE goal of *Future Ready* at graduation. It is important to inform stakeholders about the beliefs, values and goals of a multi-tiered school counseling program.

Once the school counseling department's beliefs, vision, and mission statements are finalized and shared with stakeholders, administrator collaboration will support the development and implementation of school counseling programs, facilitate collecting relevant data, compile student results data, and partner in data assessment to identify achievement and opportunity gaps. Regularly scheduled, program reviews will inform ongoing action planning and program modification to ensure fluid growth and development of a comprehensive, integrated school counseling program that strives to meet the needs of all students.

District Collaboration Level of Management

In order to manage a vertically-aligned, comprehensive, developmental K-12 school counseling program, a systemic approach is necessary. As our profession has evolved from a responsive service delivery model for some students to dynamic programming for ALL students, school counselors now play a more critical role in leadership, advocacy, and the systemic change that provide continuity to address the evolving data-identified needs of all students in the district. The work of school counselors should to be woven into the district's strategic plan and school improvement plans to ensure the planning and program implementation essential to close achievement and opportunity gaps. This high level of management, known as District Collaboration, involves three components:

- Annual administrator agreements [ASCA Annual Agreement Template](#)

- Use of data (participation data, perception data, and outcome/results data) discussed in both ASSESS and DELIVER sections of MA Model 3.0. related to student achievement of targeted student competencies located in MA CDE Benchmarks and ASCA Mindsets and Behaviors for Student Success) [ASCA Mindsets and Behaviors Program Planning Tool](#)
- District Program/Performance Evaluation discussed in ASSESS section

Annual 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 school counseling program priorities, implementation strategies and the organization of the department. Ideally, school counseling department management agreements are reviewed by other district administrators and all department heads to promote awareness, keep them informed about school counseling department focus, programming and services, and identify interdepartmental collaborative opportunities. District management agreements address:

- Data analysis identified needs of the students and the school
- Alignment between the district, school and school counseling program goals
- Assignment of students to specific counselors and caseload assignments to target academic programs, shops, etc.
- Counselors' role in other professional work or committees
- Responsibilities of individual counselors for program management and delivery
 - Establishing programmatic priorities based on identified needs
 - Development of action plan goals to meet benchmark objectives
 - Equitable distribution of responsibilities among counseling staff
- Establishing department professional development priorities (ASCA 4.0® p. 58)

School/Program Level of Management

At the School/Program level of management, various organizational tools define how school counselors effectively and efficiently take steps to develop and deliver a comprehensive, standards-based curriculum and services within their schools. Since school-based data is unique to the population of the school, program implementation decisions are informed by district and school-based data analysis. Best practice management tools include:

- Use of time (Time Studies, Calendars, Record Keeping)
- Use of data Process/Participation, Perception (students' attitudes and behaviors) ASCA Mindsets and Behaviors for Student Success K-12 College- and Career- Readiness Standards for Every Student
- Curriculum tools
- Disseminating results and Self-Study Program Audits
- Advisory Council

Use of Time

Time management becomes a critical issue when implementing a comprehensive school counseling program. Ideally, 80% of school counselor time is devoted to the delivery of direct and indirect student services, based on a multi-tiered delivery model (See DELIVER).

Time Studies:

With the best practice expectation that school counselors proactively deliver a comprehensive, developmentally appropriate, prevention-focused Tier 1 core curriculum to all their students, it is essential that counselors carefully manage their time. Time studies collect data to answer specific questions like:

- How much time is spent on direct services vs. indirect services for all students?
- How much time is spent on Tier 1 delivery of the school counseling curriculum?
- How much time is spent on 504 management?

School counselors and community members (administrators, students, parents, and community) need a good understanding of how their time is spent on direct and indirect services, program planning and support, as well as identifying time spent on the non-school counseling tasks. Counselors conduct time studies by recording how they specifically spend their time every school day for an identified length of time at designated times during the school year utilizing a “Use-of Time Calculator” (ASCA Model 4.0® p. 64-65) or a similar document. The results data is analyzed by the department and shared with the administration to help adjust counselors’ time to bring it into alignment with ASCA and MASCA standards for student services delivery. (ASCA Model 4.0® p.63). It also is used to assess time spent on identified student needs and intended outcomes rather than non-school counseling related activities (ASCA Model 4.0® p. 66).

When it is determined through a use of a time calculator or time study that inappropriate services (e.g.: scheduling, test proctoring, bus duty) are currently being provided by school counselors, alternatives are explored. For example, some Massachusetts schools use retired school counselors or paraprofessionals to assist with test organization and test proctoring, while paraprofessionals and other school staff assist with bus duty and lunch duty. Some schools partner with community-based counseling agencies to provide Tier 3 clinical counseling services in the school building.

Calendars:

The calendar is a tool and a strategy that promotes students’ access to services by increasing awareness of school counseling activities. Many types of calendars guide school counseling departments, since they are critical to managing and guide multifaceted programming and service delivery. Calendars are essential to plan, document and inform stakeholders of school counseling schedules. Time school counselors spend on program component vary according to grade levels, the developmental needs of students, and the level of resources and program support. (See DELIVER for specific time allocations across the three tiers at the elementary, middle, and high school levels.) Multiple types of calendars are used to identify time allocation including curriculum development, Tier 1 classroom delivery, advising and individual planning, responsive services, data analysis, etc. Calendars can also be used for program assessment by reviewing if programming is inclusive of academic/technical, career/workplace readiness, and social emotional domains, as well as provide equitable services to all grade levels.

- **Annual Master Calendar:** It is essential that a school counseling program master calendar is developed and published to document and inform all stakeholders of scheduled components of the school counseling program. The annual calendar should be inclusive of all grade levels and identify school specific counseling activities such as Tier 1 classroom lessons, seminars, wellness days, school counseling themed events, career programs and financial aid workshops. Annual events should be identified in the appropriate month, not by date, to keep the calendar current. Annual calendars should be shared with all community members, featured in several prominent places such as school bulletin boards, the program of studies, and the school website. The annual master calendar for a school year should be completed and published prior to the start of the school year.
- **Department and Individual Planning Calendar:** Department calendars are timeline and 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, documentation and program assessment.

- **Daily, Weekly and/or Monthly Individual Calendars:** Each counselor maintains personal scheduling calendars. These calendars can be the basis for later service delivery assessment. *How much time is spent on Tier 1 service delivery? How much time is spent meeting the needs of smaller subsets of students (Tier 2) or individual Tier 3 services? How much time on non-school counseling duties?* Due to the unpredictability of scheduling and providing short-term responsive Tier 3 services to students and the availability of the school counselor, needed long-term, Tier 3 services should be referred to licensed, clinically trained student support staff or external community providers.

School Counseling Record Keeping: The department and each counselor should have an online and/or hard copy system for recording, storing and retrieving records such as counseling logs, contact information, sign-in sheets, permission slips and meeting agendas.

Developing School Counseling Curriculum

“Since ESEA was re-authorized as Every Student Succeeds Act, the education community has recognized the importance of social/emotional learning and career readiness as well as academic achievement” as part of the role of school counselors. (Wong, ASCA 4.0[®] Introduction, xi)

It is challenging to find the school day time in the robust student and counselor schedules for the delivery of a comprehensive school counseling curriculum. Unfortunately, in Massachusetts, even where MA Model is being implemented, school counselors still report that more than 20% of their time is devoted to activities other than the direct and indirect services defined previously. In some districts in Massachusetts, school counselors spend 30-40 days involved with test administration (roughly 20% of the school year); other counselors are burdened with clerical duties like registration or inputting student schedules. (See Appendix F for ASCA Role of School Counselors)

Counselors and administrators must collaborate together to analyze time study results data to understand how the school counselors are spending their time. Then, guided by SMART goals and action plans, 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 delivering identified direct and indirect services. A sampling of strategies for implementing the school counseling curriculum includes providing uninterrupted or built-in time for advisories, delivery of seminars and classroom lessons, and encouraging interdisciplinary instructional partnerships for curriculum delivery.

Since national and state student standards outline the purpose and components of the school counseling programming and curriculum, school counselors must use them to inform the development of programming and curriculum, to guide curriculum and services delivery, and act as a basis for program evaluation. “Enhancing the learning process for all students, the *ASCA Mindsets & Behaviors for Student Success: College- and Career-Readiness Standards for Every Student*” (see Appendix C) guides the development of effective school counseling programs around three domains: academic, career and social emotional development to promote post-secondary readiness for all students. (Note: Additional information about standards-based programming pg.20.)

School counselor annual or bi-annual performance evaluation SMART goals should include a focus on developing, delivering, and assessing the impact and effectiveness of the school counseling curriculum. Annual curriculum review and evaluation of student achievement of targeted competencies will guide future curriculum development and strategic action planning to close gaps and meet identified student needs.

In schools that have instituted comprehensive school counseling programs (developmentally appropriate, measurable, data informed, mapped, cross-walked, and aligned *with MA and ASCA learning standards*), the curriculum is valued and considered essential for the post high school preparation of ALL students. Research has noted positive outcomes including making an impact on Massachusetts DESE goals including:

- 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

cont.

Curriculum Maps

Curriculum maps (sometimes called scope and sequence charts) can be used to outline curriculum topics, classroom lessons and activities for students at different grade levels during the school year. Written curriculum maps can guide the development and delivery of a standards-based, data driven school counseling curriculum. The map should be standards-based and identify alignment to *ASCA's Student Mindsets and Behaviors for Academic Success and the MA Career Development Education's (CDE)* academic/technical, workplace readiness/career, and personal/social (SEL) domains. Counselors are also encouraged to include a Transition strand in their curriculum map. Some counselors even include a School Climate strand.

The map should include who is delivering the curriculum, to whom and when the curriculum is delivered, student learning objectives, sources of assessment data, and student outcomes. Careful curriculum map review ensures that curriculum and classroom lessons are relevant, inclusive, effective, and reaching all students (Tier 1). Planning should also identify needed resources and cost of materials to deliver the instruction.

Unit Outlines

Unit outlines identify essential questions for enduring understanding that identifies the purpose of the unit of instruction and answers the question: *What overall insights do you want students to take away from this unit of study that will have lasting value in their lives beyond the classroom?* It is important that the units are aligned with Massachusetts student learning standards (Additional information on Standards Based Instruction pg. 20)

Unit outlines also identify student learning targets, overarching student learning objectives, lesson plan instruction topics, and data collection plans.

Written Tier 2 group instructional materials should also be in unit and lesson plan format as evidence of MTSS, document alignment with student learning standards, and evidence of compliance with required [Massachusetts mandated Time on Learning](#).

Evidence Based Practice

School counselors are encouraged to implement evidence-based school counseling materials in their curriculum development and intervention delivery. **The Ronald H. Fredrickson Center for School Counseling Outcome Research and Evaluation (CSCORE) is an outstanding resource library of Evidence Based Programming.** [Information](#) about evidence-based programs (ex: Second Step, Coping Cat, and Student Success Skills, [here](#)).

Curriculum Library

The school counseling department should have an electronic storage system for organizing and retrieving the school counseling Tier 1 program materials. Materials should include written curriculum maps, unit plans, lesson

plans with associated Power Point presentations, activity sheets, instructional support handouts and materials, and photos of bulletin boards and other visuals, if available. Unit and/or lesson plans should have data analysis of student results including graphs and charts of delivery results to assess delivery effectiveness for use with next steps action planning and program modifications.

Disseminating Results

In a comprehensive developmental school counseling program, all students are participants. Consequently, more parents/guardians, teachers, and other community members become interested in program results. In order to ensure that all stakeholders understand both the accomplishments and challenges of the school counseling program, both the measurement and reporting of student outcomes is essential.

Annual reports, quarterly reports, project-specific reports, etc. contain data for documenting and evaluating the school counseling program. Report topics can be diverse and include data summarizing program outcomes results, identifying an achievement gap, or presenting special population needs. Reports can be completed by an individual counselor or a collective report can summarize all counselors' data. Data reports are valuable tools for documenting the work of a counselor for their professional evaluations.

There are various ways to communicate data summaries, but it is essential for counselors to periodically present progress and results summaries to colleagues, administrators and school committees and other stakeholders to reinforce the importance of the work done by the school counseling department. Progress and results reports should be shared at meetings and through newsletters, presentations, and websites. Ideally, information is presented and tailored to various stakeholder groups.

MASCA's Massachusetts Accountability Report Cards (MARC, MARC Jr.)

The ASCA Model 4.0® and MA Model 3.0 encourages all school counselors to demonstrate action research and reflective practice competencies to gain a deeper understanding of the program effectiveness. Keeping stakeholders informed about program effectiveness and sharing results educates stakeholders about how a comprehensive, developmental school counseling program benefits ALL students

MA Accountability Report Card. (MARC or MARC Jr.) are examples of results reports. The MARC and MARC Jr. templates guide development of a 2-page document. Components include:

- principal's statement;
- brief summary the basis of/need for their implementation initiative(s);
- explanation of initiative delivery method/s;
- alignment to student learning standards;
- summary of participation and perception data in graphs and charts;
- reports student results data and program findings.

Program findings are the basis of data-driven program modifications and next step action planning. The documents are evidence-based results criteria for Educator Evaluation summative SMART goal reviews. As of March 2020, over 140 MASCA Recognition Awards have been presented for successful completion of a MARC/MARC Jr.

Program Advocacy (*websites, newsletters, and approved school media*)

School counselors should keep students and stakeholders current with department newsletters, school identified notification alerts, and postings on websites. Websites contents can identify counseling staff, their assignments

and contact information, annual and grade level calendars, curriculum/lesson topics, meeting agendas and Power Points/ Google Slides for parents unable to attend meetings, and listings of community resources.

Program Reflection and Self-Study Program Audits

In the demanding and challenging work days of school counselors, it is often hard finding dedicated time to step back and reflect on the impact and needs of your comprehensive program and services. Best practice suggests that department and stakeholder reflection and data-analysis based on annual program reviews, stakeholder surveys, and self-study are essential to identify program strengths and gaps, visioning next steps, and strategic action planning ([MA Model 3.0 Self-Study Audit Tool](#) (Appendix J) and the ASCA website for resources). Reflective practice should not just be in a department silo, but be inclusive of your diverse stakeholder groups. The ASCA and MA Models suggest that School Counseling Program Advisory Councils can assist with reflection and provide a diverse lens.

School Counseling Department Advisory Councils

“Your Advisors, Your Advocates” (ASCA School Counselor, July/Aug 2015) identifies tips to build an effective school counseling advisory council. Your council membership should be representative of various stakeholder groups like grade level teachers, students, administrators, parents, school committee members, business and community representatives, and mental health colleagues. The ASCA National Model 4.0[®] provides a detailed breakdown of key components for school counselors to consider when creating a productive advisory council. These key components include: goals and objectives, representation, size, chairperson, terms of membership, meeting schedules, agendas, and minutes. Local decisions need to be made about whether each school has an advisory council or just one for the district. If just a district advisory council, should there be stakeholder representation from each school?

Advisory councils are brought together to support the implementation of a comprehensive school counseling program that reaches all students and supports your school’s mission. Regular and strategically scheduled meetings can assist with reflection and visioning, implementing a program cycle of inquiry, identifying progress towards achieving action plan goals, reviewing data from intentional guidance interventions, educating and keeping the community informed about what you do, discussing community stakeholder feedback, supporting programs and services development, partnering with strategic planning, and acting as program advocates.

DELIVER

Massachusetts DESE Alignment: Standards and Document	National Alignment: ASCA Model 4.0® and MASCA
MA Time on Learning Multi-Tier Systems of Support (MTSS) My Career Academic Plan (MyCAP) Guide <ul style="list-style-type: none"> • Connecting Activities • Labor Market Information • Quality College & Career Pathways <ul style="list-style-type: none"> ○ Innovative Pathways ○ Early College Designation • Regional, District, School -Based: <ul style="list-style-type: none"> ○ Early College ○ Dual Enrollment ○ Articulation Agreements CDE Benchmark Curriculum Strands: Academic Technical Workplace Readiness Personal/Social (SEL) Future Ready (Appendix H)	ASCA Resources <ul style="list-style-type: none"> • ASCA DELIVER webinar • Annual Student Outcomes Goal Plan • Classroom and Group Mindsets and Behaviors Action Plan • Classroom and Group Mindsets and Behaviors Results Reports • Mindsets and Behaviors Closing the Gap Action Plan MASCA Resources <ul style="list-style-type: none"> • MA Model Tab on MASCA website for curriculum, lesson plans, curriculum maps. Other: <ul style="list-style-type: none"> • <i>Reach Higher</i> and Better Make Room • Future Ready Campaign: (1) Start Now; (2) Aim High; (3) Look Beyond (MEFA and MA Business Alliance)

Direct Services vs. Indirect Services

Multi-tiered Instruction (See also Appendix G)

The Delivery System answers the question “WHAT do counselors do?” and explains HOW multi-tiered school counseling services are provided to all students. It is the component where words are put into actions.

Although the Delivery System must be designed to allow **all** students to benefit from the tiered delivery of the school counseling program, it will look different in every district, since it must be tailored to address the most pressing identified student needs in the district. The major goal of the school counseling program’s delivery component is to provide equitable access allowing **all** students to benefit from the multi-tiered curriculum and program delivery, student services, and strategically designed interventions delivered by school counselors. Appendix F provides Tiered Intervention Charts that highlight a sampling of School Counseling Services at the Elementary, Middle School, and High School.

Active involvement of the school community with the school counselors to infuse a K-12 college/career readiness culture is critical for successful program delivery as well. Such collaboration of all community members and stakeholders encourages post high school readiness, fosters a supportive and safe school climate essential for learning. Informs students about expected area labor market and employment competencies, and promotes equitable access to post high school opportunities.

DIRECT SERVICES SUMMARY*

Direct Services [counselors working directly with students] is a multi-tiered system of support (MTSS) and includes: classroom instruction and co-teaching the school counseling curriculum, individual and small group counseling, advising and academic planning, and responsive services including grade level and interdisciplinary instruction and whole school initiatives. (ASCA Executive Summary).

Instruction* (Multi-tiered delivery: classroom, large and small groups and individually)

Teaching the school counseling curriculum to students:

- Helps all students maximize their potential
- Enhances academic, career, and social emotional (MA category: personal/social (SEL) development

Focused through ASCA Mindsets & Behaviors:

- Intentionally selected to improve academics, attendance & discipline
- Curriculum is a planned, written instructional program, comprehensive in scope, preventive in nature, and developmental in design.

Appraisal and Advisement*

This is a two-part process helping students with values, abilities and career advisement.

- Appraisal is based on assessments and evaluations.
- Advisement is based on advising students about their future.

Counseling*

Short-term focusing on academic, career, and personal/social counseling delivered in small groups and individually based on identified ASCA Mindsets and Behaviors.

INDIRECT SERVICES SUMMARY *

Indirect Services are services delivered *for or on behalf of* the student or to promote systemic change. Services include consultation, collaboration, advocacy, and referrals with school staff, parents/families and community partners to enhance services and opportunities for students. Typically, indirect services involve parents, teachers, school administrators and community members and can include programming such as planning and delivering parent workshops and community presentations.

Consultation*

Providing or seeking information to promote student success.

Collaboration *

Multiple individuals work together for a common goal. Can include committees, workshops, learning communities, teams (Student support, 504, SPED, Crisis teams, etc.).

Referrals *

Student support beyond short-term counseling and links students and parents to community resources.

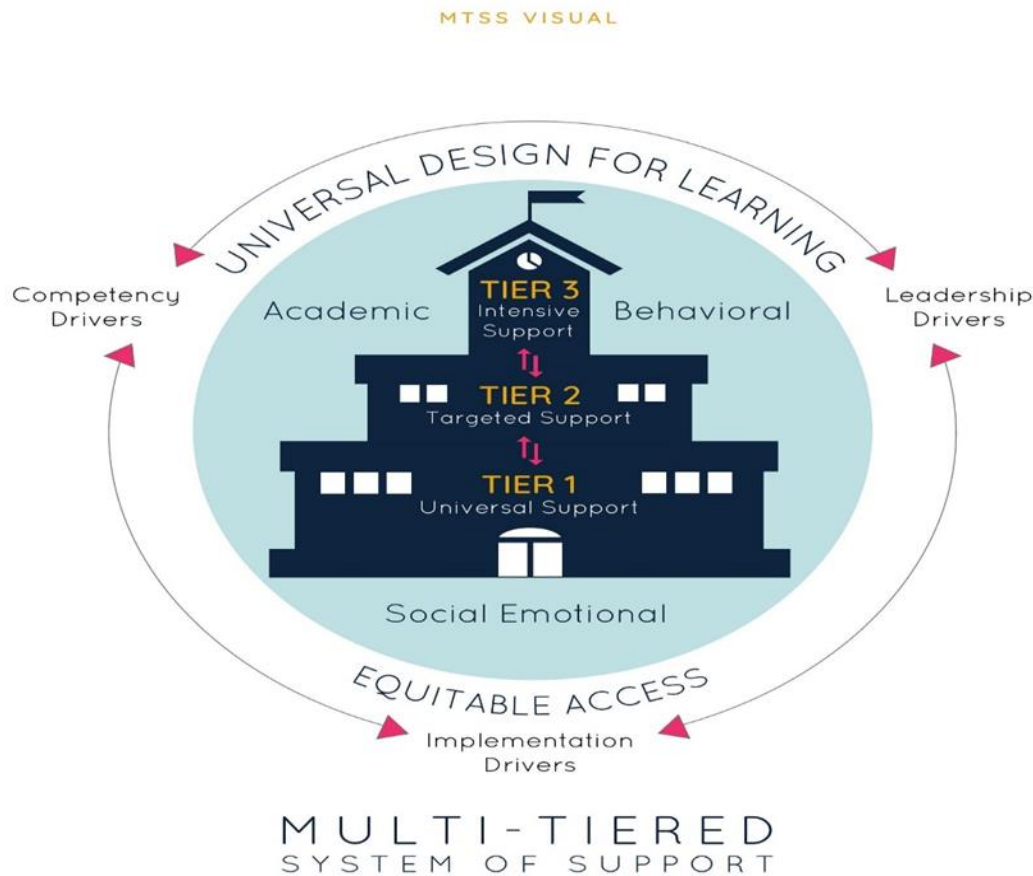
***PPT slide statements from ASCA 4.0[®] DELIVER.** For more detailed explanation see [DELIVER](#).

DIRECT SERVICES

Introduction to Multi-Tiered Instruction

School counselors design and deliver multi-tiered, comprehensive school counseling instruction that promote academic achievement for all students. According to ASCA, delivery of direct and indirect services should take 80% or more of school counselors’ time and should be based on ASCA and MASCA’s recommended maximum counselor-student ratio of 1:250. Integrating a Multi-Tiered System of Supports With Comprehensive School Counseling Programs (Appendix G) [MA DOE](#) and [RTI Network](#).

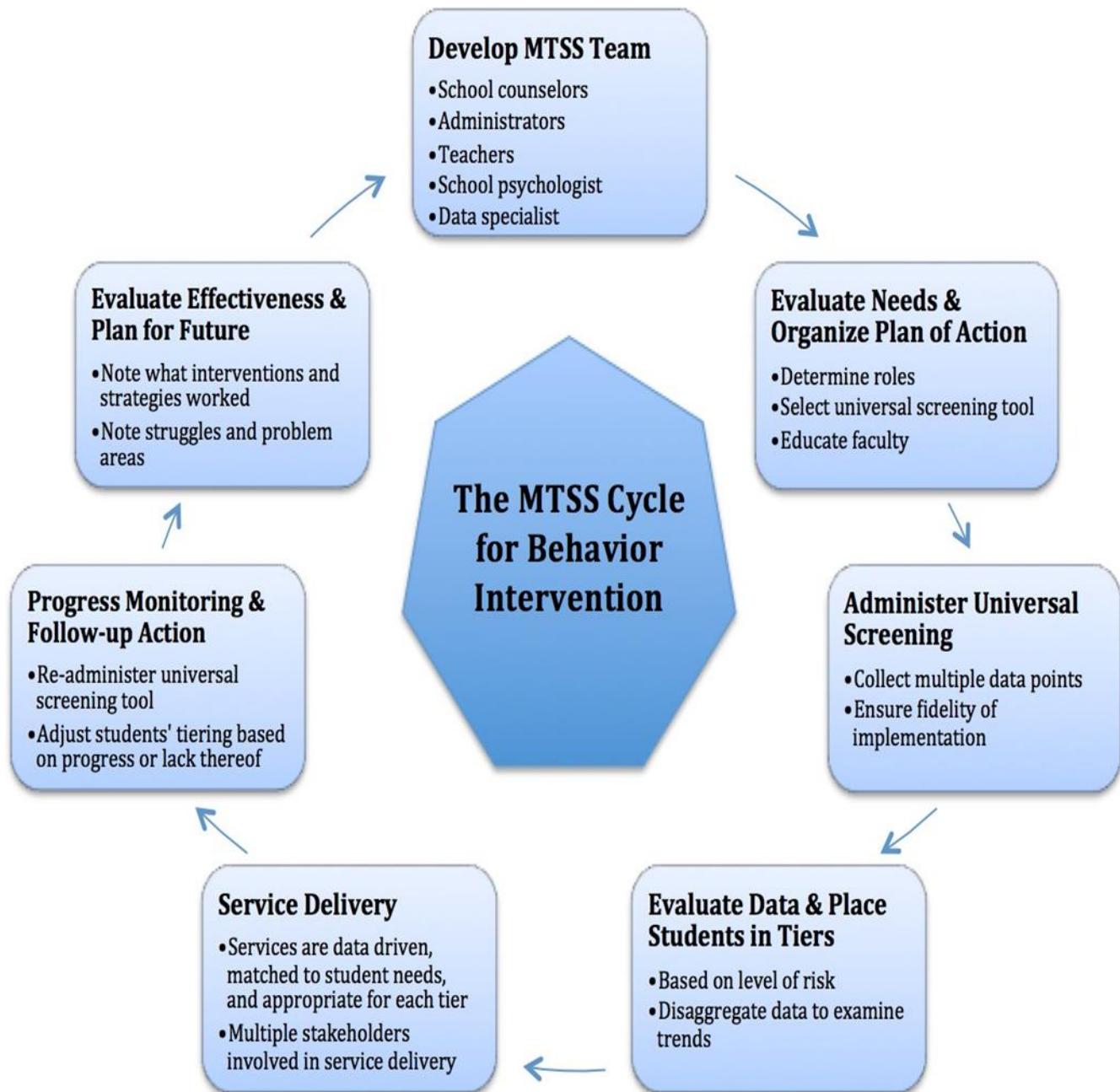
Note: In the UDL Graphic below, the social emotional language category is referenced as “personal/social” by the MA DESE in the new MA College Career Advising and MyCAP Frameworks.



5

(MTSS) <http://www.doe.mass.edu/sfss/mtss/blueprint.pdf#search=%22mtss%22>

Figure 1. The MTSS Cycle for Behavior Intervention



Citation:

Belcer, C.T., Shillingford, M.A, Joe, J.R, (2006) The ASCA Model and a Multi-Tiered System of Supports: A Framework to Support Students of Color with Problem Behavior *The Professional Counselor* Pp. 251-262
doi:10.15241/cb.6.3.251

The School Counseling Curriculum

Discussed in the MANAGE section (pgs.34-36), MA Model 3.0 strongly encourages a K-12 vertically-aligned, comprehensive school counseling curriculum that is written, clearly defines measurable student learning targets and goals, is linked to national and state student learning competencies, and includes a clearly defined plan to collect and assess participation impact and effectiveness data about student learning. It is imperative that curriculum is aligned with student learning standards to assure school counseling curriculum is considered [Time on Learning](#) as defined by DESE.

Curriculum maps, scope and sequence documents, unit outlines, and lessons plans guide the delivery of instruction and identify needed data to assess student learning. Pre-assessment data establishes prior knowledge and assists with focusing the instructional delivery. Post-assessment data provides evidence of student achievement of the learning targets and identified student competencies. It also identifies the need for review including students and groups needing additional Tier 2 and Tier 3 assistance. Analysis of delivery perception and outcome data documents the effectiveness of the instruction and drives curriculum action planning.

To assist with career readiness curriculum development, the National Office for School Counseling Advocacy (NOSCA) developed an easy to follow chart (Appendix D) of what data elements should be considered at each level as counselors work to prepare all students to be college/career ready. The document promotes inclusive and active efforts by K-12 school counselors to partner delivering important 21st century competencies The [NOSCA document](#) was developed in partnership with College Board, the American School Counselor Association (ASCA), the National Association of Secondary School Principals (NASSP), and other educational leaders.

Organizing the Curriculum using Multi-Tiered Interventions and Support:

[*Integrating a Multi-Tiered System of Supports with Comprehensive School Counseling Programs.*](#)

“... the reauthorization of the Individuals with Disabilities Education Act (IDEA) in 2004 introduced the idea of response to interventions, specifically the multi-tiered approach for student with special needs. Since then, multi-tiered systems of support (MTSS) have been incorporated into academic interventions for the general student population. MTSS mirrors the structure outlined in the ASCA National Model[®] in which all students receive the benefits of a school counseling program (Tier 1) with targeted interventions for students who need them (Tier 2) and intense interventions for a small segment of the student population (Tier 3). The MTSS approach also more clearly defines the school counselor’s role in providing mental health services. School counselors provide Tier 1 support for all students, provide or coordinate Tier 2 targeted interventions for identified students and primarily collaborate and consult for Tier 3 level of support.” (Wong, ASCA Model 4.0[®], Introduction, xi)

While there are a multitude of ways to organize delivery of services, the MA Model endorses RTI (Response to Intervention) and MA MTSS/UDL (pg.41) as a multi-level prevention system. The K-12 three-tiered model designs are an organizing framework utilizing universal screening, progress monitoring, and data-based decision making. Within each tier, students are receiving knowledge, skills, and experiences in the three domains: academic/technical, workplace readiness/career, and personal/social (SEL). (See Appendix G: Tiered School Counseling Services Charts.)

Delivering Multi-Tiered Instruction

Lesson Plans:

The ASCA Model 4.0® (p.55) succinctly states the importance of lesson planning. “School Counselors have limited time to spend in classrooms, and it is imperative to give enough time and thought about what will be delivered, to whom it will be delivered, how it will be delivered, and how student attainment of the lesson’s plans will be assessed.” For support with planning curriculum instruction, MA Model 3.0 supports [Universal Design for Learning](#). “UDL is a way of thinking about teaching and learning that helps give all students an equal opportunity to succeed. This approach offers flexibility in the ways students access material, engage with it and show what they know.” (www.understood.org/en/learning-thinking) “UDL is an educational framework based on research in the learning sciences, including cognitive neuroscience, which guides the development of flexible learning environments and learning spaces that can accommodate individual learning differences.”

The UDL planning includes three steps developed by Universal Design for Learning principles.

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.

The MA Model tab on the MASCA website includes sample lessons and curriculum developed and delivered by school counseling colleagues. They were provided by the lesson developers for posting as public domain MA Model resources. MA Model 3.0 strongly promotes that written unit and lesson plans minimally include:

- Essential Questions
- Focus question for the lesson
- Alignment with student learning competencies to make instruction qualify as Time on Learning. (This is essential if school counseling curriculum delivery is to be considered Time on Learning to meet required minimum instruction time.)
- Student Learning Targets
- SMART Student Learning Objectives
- Summary of Activities
- Plan to modify instruction for English Language Learners (ELL) and students of varying ability levels
- Identified data collection plan to assess student achievement of identified student learning targets and objectives

Tiered School Counseling Program and Services Charts

See APPENDIX F for a sampling of K-12 multi-tiered school counseling delivery charts

Tier 1: Proactive Curriculum and Interventions Delivered to All Students

Tier 1 instruction or intervention takes place in the general education environment and is presented universally to students. These are supports available to all students through a general education program. Inclusive practice, which is linguistically responsive and culturally sustaining, is a cornerstone of Tier 1. Inclusive practice is defined as “instructional and behavioral strategies that improve academic and social emotional outcomes for all students, with and without disabilities, in general education settings”

[Educator Effectiveness Guidebook for Inclusive Practice, 2017](#)

Best practice suggests the majority of a school counselor’s time should ideally be spent delivering the Tier 1 school counseling curriculum. The goal is to implement high quality, research-based instruction including standards-based units and lessons focused on three domains: academic/technical, workplace readiness/career, and personal/social (SEL). When the delivery of Tier 1 services is given to 100% of the students, 80-85% have their full needs met. Strategically delivered Tier 2 and Tier 3 interventions (p.47) are delivered to the remaining 15-20% of the targeted students

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.
<http://www.doe.mass.edu/ccr/definition.pdf>

Tier 1 Secondary Initiative:

- **My Career and Academic Plan (MyCAP) /College and Career Advising (CCA)**
 - **MyCAP** is a student-directed process of self-discovery, secondary, college and career planning that leads to a unique personalized plan. MyCAP is also an electronic platform that captures the learning and documents the achievements of the learning objectives at each grade level. The platform may also act as an ePortfolio capturing artifacts and reflections on learning as a result of authentic experiences and achievement of identified competencies. MyCAP encourages students to make the connection between what they do now in school and life and their future success.
 - **The College and Career Advising Program** is the systematic implementation of lessons and activities designed to meet grade level learning objectives focused on the personal social growth, academic planning and achievement, and career development education needed for student success. CCA is a school-wide effort led by school counselors but empowering all staff to support the college and career readiness of all students.
 - The CCA scope and sequence of MyCAP activities is organized around three domains **identified in the Massachusetts definition of college, career and life readiness:**
 - **Personal/Social** identifies activities that address CASEL’s five social emotional learning area;
 - **Career Development Education** is focused on career awareness, career exploration and career immersion activities.
 - **Academic, Career, and Postsecondary Planning** focuses on aligning course selections with personal interests while meeting state and local graduation requirements, identifying career interests and setting goals to achieve success.
 - Together, CCA and MyCAP ensures students will be prepared for college, career and active and informed citizenship. Together, CCA and [MyCAP](#) actively engage students in college, career and life readiness.

Initiatives, Platforms & Resources supporting Tier 1 College and Career Advising and MyCAP

➤ **Connecting Activities**

Connecting Activities (CA) is a DESE initiative that leverages a statewide infrastructure to support college and career readiness for all students with a tiered instructional focus: Career Awareness, Career Exploration, and Career Immersion. Connecting Activities establishes public-private partnerships through the 16 local MassHire Workforce Boards to connect schools and businesses that work together to offer students authentic immersion opportunities. The initiative provides structured work-based learning experiences for students that support both their academic and employability skill attainment.

➤ **MEFA Pathways (Massachusetts Educational Financing Authority)**

MEFA Pathways is a free online, interactive portal that is available to all Massachusetts Schools designed for students, parents, and counselors in grades 6-12. MEFA Pathways provides a platform for academic and post-secondary planning through the use of interactive tools and assessments. It serves as the “connective tissue” of Massachusetts college and career planning initiatives, created by MEFA, and with the support of MA DESE and MA Board of Higher Education.

MEFA, along with the MA Department of Elementary and Secondary Education, MA Board of Higher Education, and MA Business Alliance for Education (MBAE), is a part of a joint initiative of [Future Ready Massachusetts](#), providing tools and resources for students and stakeholders on post-secondary planning.

➤ **MassHire Career Information System (MassHireCIS)**

MassHire CIS is a comprehensive internet-based career information delivery system developed and maintained by [intoCareers](#), a division of the College of Education at the University of Oregon. MassHire CIS is licensed to the MassHire Department of Career Services (MDSC) and is available free on-line to all Massachusetts residents.

Designed to be an invaluable tool for career and school counselors, job seekers, students and educators, MassHire CIS provides information on career assessment and planning, occupations, the labor market, outlook and educational options. The site provides tools that are needed to help people make better-informed career and school choices.

➤ **Labor Market Education**

Labor market education and trends:

- Are essential for career planning
- Tell which skills employers are seeking for a skilled workforce
- Provide jobs details such as availability, salary, growth, etc.
- Keep counselors and students informed in a rapidly changing and evolving 21st-century job market

Labor Market Resources:

- [MassHireCIS](#)
- [Bureau of Labor statistics](#)
- [Bureau of Labor Statistics, Occupational Outlook Handbook](#)
- <https://www.fhyouth.org/for-youth/career-decision-making/labor-market-information-lmi/>
(designed by Shannon Doran with focus on Franklin-Hampshire County).

- **High-Quality College and Career Pathways:** A joint initiative with DESE and Board of Higher Education (BHE), creating opportunities for students in the Commonwealth access to college and career programs. Schools need to apply to DESE for these designations and associated funding:
 - **Innovation Pathways** are designed to create strong partnerships with employers in order to expose students to career options and help them develop knowledge and skills related to industry-specific careers before they graduate from high school.
 - **Early College** programs are designed to blend elements of high school and college to provide students with the opportunity to experience and complete college-level academic coursework on a clearly articulated pathway and simultaneously gain exposure to a variety of career opportunities. Early college programs also reduce the time and expense of earning a college credential while increasing the likelihood of completion.
- **Designated Regional, District, or School-Programs:** High School initiatives available for interested students in identified academic and career pathways include:
 - **Early College/Dual Enrollment/Articulation Agreements:** The Massachusetts Commonwealth Dual Enrollment Partnership (CDEP) provides opportunities for Massachusetts high school students to take college-level courses for free or at a discounted price and earn credit towards high school completion and their future college degrees.

Tier 2: Strategic Intervention Delivered to Students Targeted by Data

Tier 2 strategic interventions are designed for a smaller percentage (10-15%) of students who need targeted responsive services that meet their individual needs. Identifying students who require Tier 2 interventions should be based on data analysis from a variety of sources and target specific needs of each student. Strategically designed, standards-based interventions focused on needed competency development with support provided both directly (individually or in a small group) and indirectly. Intervention delivery should carefully monitor competence acquisition using the DESE Continuous Cycle of Learning with modifications implemented based on data analysis of student progress. Tier 2 interventions are often implemented to close academic, cultural and opportunity gaps.

Tier 3: Intensive Intervention

Tier 3 services are designed to provide intensive intervention to approximately 5% of the students who have identified needs that can relate to significant attendance, social emotional, behavioral and/or academic issues. Short term intervention comprised of both direct (individual or small group) and indirect services focused on needed competency development and support in areas identified through data analysis.

School counselors respond to a personal crisis or trauma (ex: after a death, divorce, etc.). Since crisis issues vary by chronological and developmental level and severity of impact, student have diverse counseling support needs that may require immediate short-term individual counseling support. When individual interventions have not been successful or are not appropriate, compiled intervention data documents the need for more intensive interventions. As collaborative Tier 3 intervention partners, school counselors are actively involved in planning for intensive supports needed by identified high-risk students and special populations (ex: IEP and ELL students). This may include writing referrals, documenting intervention efforts, and participating in planning meetings. It is important to point out that licensed MA School Counselors hired as school counselors should not provide clinical mental health interventions in a school setting.

Students needing long-term, intensive clinical counseling services often require referrals to school-based, licensed mental health colleagues or outside community-based clinical mental health counselors or programs that provide the needed clinical counseling services.

APPENDICES

Appendix A: Massachusetts Career Development Education Benchmarks (5 Pages)

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 (<i>e.g., project management, leadership, problem solving</i>)	Academic-Technical Development
	A1-2: Technical and technological skills (<i>e.g., blueprint reading and computer software management</i>)	
	A1-3: Skills in locating and using information resources for research (<i>e.g., libraries, Internet</i>)	
A2: strong academic, technical and employability skills for career and life management.	A2-1: Communication and literacy skills for self-advocacy and presentation (<i>e.g., college and job interviews</i>)	
	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 (<i>e.g., evaluating credit card offers</i>)	
	A2-5: Technical literacy for career and life management (<i>e.g., online banking, managing FAFSA online</i>)	

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

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 (<i>focusing on the importance of preparation and future orientation</i>)	Workplace Readiness Development
	W1-2: Knowledge of decision-making as a complex process	
	W1-3: Skills and strategies for effective decision-making (<i>including rational, intuitive and consultative styles</i>)	
	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	

Massachusetts Career Development Education Benchmarks Page 4

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; W5: knowledge of all aspects of an industry, service, trade or occupation.	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	
	W5-1: 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 (<i>with an increasingly more differentiated and affirmative view of oneself</i>)	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 (<i>e.g., locating information, services, support; stress management skills</i>)	
	PS3-2: Knowledge and skills for evaluating and responding to social and economic influences at home, school, work and in the community (<i>e.g., postsecondary planning based on financial need; exploring transportation options for summer employment</i>)	
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 (<i>e.g., Gay Straight Alliance</i>)	
	PS4-2: Knowledge and skills for communicating and working positively in diverse settings (<i>e.g., speaking a second language; seeking balanced representation on group projects</i>)	

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 for Student Success



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 ReadStep, PSAT/NMSQT, EXPLORE and PLAN		●	●
Performance on ReadStep, 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: Role Specific Indicators (5 pgs.)



Appendix E. Role-Specific Indicators

A frequent topic of debate with regard to educator evaluation both in Massachusetts and across the nation is the extent to which performance rubrics should be specific to educator roles. Some advocate for a comprehensive array of distinct rubrics as a means of ensuring that evaluation tools are highly relevant to educator roles. Others focus on the development of a small number of rubrics that are applicable to a range of roles.

There are advantages and disadvantages to having a rubric that is highly specific to a role. A highly specific rubric provides clarity and specificity around what behaviors the educator should be engaging in and, consequently, the evaluator should be looking for. This has the potential to create more opportunities for meaningful feedback. There are disadvantages, however, for both the educator and the evaluator. A wide variety of distinct rubrics increases the number of rubrics that evaluators need to build expertise with in order to use reliably. Creating a large number of distinct rubrics also emphasizes differences among educators rather than commonalities, thus drawing lines between the work of different educators and impeding the ability of educators in different roles to create and pursue team goals. Finally—and in many ways, most importantly—the use of different rubrics diminishes the opportunity for educators to develop a common understanding of effective practice.

The Massachusetts Task Force on the Evaluation of Teachers and Administrators proposed the Standards and Indicators for Effective Teaching Practice and for Effective Administrative Leadership Practice because they "...believe[d] it is critical to develop and adopt a common statewide understanding about what effective teaching practice and administrative leadership looks like."¹ For these Standards and Indicators to "serve as the spine of the new evaluation framework,"² as the Task Force envisioned, they must be the foundation for all educator rubrics.

ESE anticipates learning a great deal about the effectiveness of the Model rubrics and the challenges districts face in implementing them in the coming years. District use of the Model rubrics may reveal that it is necessary to have a greater number of rubrics that further differentiate between roles. Until there has been an opportunity to learn more from the field, however, ESE has chosen to develop only four core rubrics: Superintendent, School-Level Administrator, Teacher, and Specialized Instructional Support Personnel (SISP).³

¹ Massachusetts Task Force on the Evaluation of Teachers and Administrators. (2011, March). Building a breakthrough framework for educator evaluation in the Commonwealth. Malden, MA: Massachusetts Department of Elementary and Secondary Education.

² Ibid.

³ The SISP rubric was originally referred to as the "caseload educator" rubric. This title, however, implied that the role of such educators was limited to the direct support of a subset of students. ESE recognizes that effective school counselors, nurses, psychologists, and others in similar roles make critical contributions to the whole school in support of improvement, planning, and professional development for staff. The National Alliance of Pupil Services Organizations (NAPSO) recently released a position statement³ on evaluating staff in these roles which they collectively refer to as: "**Specialized Instructional Support Personnel (SISP)**." NAPSO members include the Natl. Association of School Nurses (NASN), the Natl. Association of School Psychologists (NASP), the American School Counselor Association (ASCA), and many others. Therefore, the Model rubric is titled by the term selected and agreed upon by NAPSO.

Role Specific Indicators Page 2



Role-Specific Indicators

We recognize and appreciate that for any rubric to fulfill its intended purposes,⁴ some districts desire more specificity for the role. ESE staff members have worked with stakeholders to determine the need for strategic and balanced adaptations to the Model rubrics that would more precisely reflect the roles of certain educators and uphold the vision of the Commonwealth. In order to address this need for more specificity, we suggest that districts may want to consider developing “role-specific Indicators” that could be added to the Model rubrics.

To provide assistance to districts interested in pursuing this option, ESE is partnering with state organizations who are leading the development of sample “role-specific Indicators” to serve as exemplars that can be used to supplement the Model rubrics.⁵ Implementing role-specific Indicators allows for evaluation to incorporate elements specific and possibly unique to a certain role. Using role-specific Indicators to supplement a “base” rubric such as the Specialized Instructional Support Personnel (SISP) rubric preserves that opportunity for specificity while simultaneously emphasizes commonalities across roles. In addition, the division between the “base” rubric and the role-specific Indicator(s) creates a structure through which it may be more feasible for evaluation to be shared by multiple evaluators. For example, principals are typically more qualified to assess a school nurse’s contributions to school culture than they are to evaluate the nurse’s clinical skills. In that situation, a principal may be the primary evaluator for the majority of the Standards on the Model SISP rubric while a head nurse or non-core supervisor/director might be a contributing evaluator with responsibility for assessing performance on role-specific Indicators specific to the school nurse.

Role-specific Indicators may also be used to supplement a teacher or administrator rubric to illustrate specific responsibilities. For example, a district may want to develop a Coaching Indicator for teachers, administrators, or other specialists who spend a significant amount of time coaching other educators.

Implementing Role-Specific Indicators

If districts choose to incorporate role-specific Indicators into their evaluation process, each Indicator should be associated with a Standard defined in the regulations and considered when rating an educator’s performance against the respective Standard. If a district has chosen to supplement the Standards defined in the educator evaluation regulations with additional local standards, supplementary Indicators may fall under those local standards as well. In that case, performance on the supplementary role-specific Indicators should be considered when rating an educator’s overall performance.

⁴ “Rubrics are designed to help educators and evaluators (1) develop a consistent, shared understanding of what proficient performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about formative and summative performance ratings on each Standard and overall.” Massachusetts Department of Elementary and Secondary Education. (2012, January). Massachusetts model system for educator evaluation Part III: Guide to rubrics and model rubrics for superintendent, administrator, and teacher. Malden, MA: Massachusetts Department of Elementary and Secondary Education.

⁵ The role-specific Indicators developed in partnership with the organization are designed to fall under the Standards defined through the regulations, but the definition of these additional Indicators is not defined in the regulations. They are intended to be a local supplement and can be considered as part of an educator’s evaluation. Districts are not required to use role-specific Indicators.

Role Specific Indicators Page 3



Example: School Counselor Indicators

The School Counselor Indicators were developed in partnership with the Massachusetts School Counselor Association and are based on both state and national principles and standards for school counseling.⁶ In particular, it was developed to align with the [Massachusetts Model for Comprehensive School Counseling](#).⁷ It is recommended that these Indicators be used in conjunction with the Model Specialized Instructional Support Personnel (SISP) rubric or a comparable rubric aligned with the Standards and Indicators defined in 603 CMR 35.03 (Standards and Indicators for Effective Teaching Practice). These Indicators are not intended to replace any of the Indicators in the SISP rubric. The Indicators are not taken from the regulations and are not a required component of the educator evaluation framework or the MA Model System for Educator Evaluation.

The two additional Indicators specific to school counselors are structured as follows:

- Indicator I-D: **Systemic Planning and Delivery** aligns with Standard I and is further defined through three Elements: Strategic Planning for Systemic Delivery; School Counseling Curriculum; and Coherent Delivery.
- Indicator II-E: **Student Services** aligns with Standard II and is further defined through five Elements: Academic Advising; Transitions; Post-Secondary Planning; College Planning (if applicable, per professional judgment); and Responsive Services.

Sample School Counselors Indicators are available at the conclusion of this Appendix.

Additional Strategies

Developing role-specific Indicators may not be the appropriate strategy for some educator roles. One alternative strategy is to adapt a Model rubric in small but strategic ways to better align performance descriptors to specific roles and responsibilities. The Massachusetts Association of School Business Officials (MASBO), for example, adapted the Superintendent Model Rubric to reflect the role of a school business administrator.⁸

ESE also encourages districts and organizations to consider developing resource documents in support of the Model Rubrics that identify role-specific educator behaviors and “look-for’s” aligned to the descriptions of practice in a Model rubric.

ESE is committed to partnering with statewide organizations, including school psychologists and school nurses, to develop materials in line with these strategies to meet the needs of all educators.

⁶ Resources: The Massachusetts Model for Comprehensive School Counseling Programs; American School Counselor Association: School Counselor Competencies; West Virginia School Counselor Performance Rubrics; The College Board National Office for School Counseling Advocacy: Eight Components of College and Career Readiness Counseling.

⁷ <http://www.doe.mass.edu/ssce/mscamodel.html>

⁸ ESE reviewed MASBO’s rubric to ensure it met regulatory requirements for comparable rigor and comprehensiveness. The MASBO rubric is available on its website [here](#).

Role Specific Indicators (School Counselors) Page 4

School Counselor Indicators

Accompanies Standard I: Curriculum, Planning, and Assessment. Promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.

Indicator I-D. Systemic Planning and Delivery. Uses data to create a comprehensive school counseling program; develops and delivers a standards-based counseling curriculum; and promotes coherent delivery by fostering schoolwide involvement.				
I-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-1. Strategic Planning for Systemic Delivery	Makes limited use of data in designing a plan for the delivery of a school counseling program; the plan is not systemic; and/or the plan does not include interventions designed to address inequities and close achievement gaps.	May use some data to design a strategic plan for the systemic delivery of a school counseling program, but some aspects of the plan are not formulated with measurable outcomes or only minimally include interventions designed to address inequities and close achievement gaps.	Using district/school data, designs a measurable, strategic plan for the systemic delivery of a comprehensive school counseling program, including targeted interventions designed to address inequities and close achievement gaps.	Using national, district, and school data, collaborates with relevant staff to design a measurable, strategic plan for the systemic delivery of a comprehensive school counseling program, including targeted interventions designed to address inequities and close achievement gaps. Is able to model this element.
I-D-2. School Counseling Curriculum	Develops a counseling curriculum that is minimally aligned to standards and/or student needs; does not deliver a curriculum that addresses students' academic/technical competencies, career/workplace readiness, and/or the personal/social skills necessary for success.	Develops a standards-based counseling curriculum that aims to support some students to develop academic/technical competencies, career/workplace readiness, and the personal/social skills necessary for success but delivery is inconsistent and/or some students' needs are not addressed.	Develops and delivers a standards-based counseling curriculum that supports all students in developing academic/technical competencies, career/workplace readiness, and the personal/social skills necessary for success in higher education, the workplace, and other post-secondary options.	Develops, delivers, and appropriately adjusts a standards-based counseling curriculum that empowers all students to develop academic/technical competencies, career/workplace readiness, and the personal/social skills necessary for success in higher education, the workplace, and other post-secondary options. Is able to model this element.
I-D-3. Coherent Delivery	Makes little or no attempt to foster schoolwide involvement in the design, planning and/or advancement of the school counseling program.	Makes limited attempts to foster schoolwide involvement in the design, planning and/or advancement of the school counseling program to ensure coherent delivery through the coordination of school counseling activities with academic curricula, classroom instruction, and services across grade levels.	Fosters schoolwide involvement in the design, planning, and advancement of the school counseling program to ensure coherent delivery through the coordination of school counseling activities with academic curricula, classroom instruction, and services across grade levels.	Leads schoolwide collaboration around the design, planning, advancement, and regular assessment of the school counseling program to ensure coherent delivery through school counseling activities that are coordinated with and inform academic curricula, classroom instruction, and services across grade levels. Is able to model this element.

School Counselor Indicators

Accompanies Standard II: Teaching All Students. Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

Indicator II-E. Student Services. Helps all students become college and career ready through academic, career, and post-secondary planning and knowledge-building that promotes equity and access; provides responsive services and supports transitions to reduce barriers that impact student achievement.				
II-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-E-1. Academic Advising	Academic planning and advising is only available to few students, support is not customized to meet the needs of all students, and/or advising is not delivered in a timely manner to support students to meet course, grade, graduation, or post-secondary requirements.	Inconsistently contributes to a college and career ready culture within the school by occasionally providing activities or strategies to support students to prepare for, participate in, and succeed in rigorous academic programs; range of supports is limited and/or supports do not meet all students' needs.	Contributes to a college and career ready culture within the school by providing classroom activities, group counseling, or individual sessions that promote equity and access by supporting all students to prepare for, participate in, and succeed in rigorous academic programs.	Facilitates a college and career ready culture within the school by providing a wide-range of effective activities, strategies, and interventions that promote equity and access through customized support for all students to prepare for, participate in, and succeed in rigorous academic programs. Is able to model this element.
II-E-2. Transitions	Rarely contributes to development, coordination and implementation of strategies for grade-to-grade, school-to-school and school-to-post-secondary transitions for students, or contributions are ineffective.	Contributes to development and coordination of strategies for grade-to-grade, school-to-school and/or school-to-post-secondary transitions for some students, but implementation of transition strategies is incomplete.	Contributes to development, coordination and implementation of effective strategies for grade-to-grade, school-to-school and school-to-post-secondary transitions for all students. Assesses the effectiveness of transition planning in positively impacting student achievement.	Leads development, coordination and implementation of effective transitions for all students in collaboration with colleagues, administrators, families, higher education institutes, and/or workforce development specialists. Is able to model this element.
II-E-3. Post-Secondary Planning	Provides students with limited or no exposure to post-secondary options; provides minimal feedback on students' post-secondary plans; and/or ineffectively or rarely utilizes career assessment techniques to assist students in identifying career abilities and interests.	Provide some students with exposure to a limited variety of post-secondary options; provides occasional feedback on some students' post-secondary plans; and inconsistently utilizes career assessment techniques to assist students in identifying career abilities and interests.	Provides all students with timely exposure to a wide range of post-secondary options; regularly provides feedback on all students' post-secondary plans; and utilizes various career assessment techniques to assist students in understanding and developing their career abilities and interests.	Creates engaging opportunities that successfully lead all students to consider a wide range of post-secondary options; regularly provides feedback on all students' post-secondary plans; and utilizes various career assessment techniques to assist students in understanding and developing their career abilities and interests. Is able to model this element.

Role Specific Indicators (School Counselors) Page 5

School Counselor Indicators

II-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-E-4. College Planning If applicable ⁹	Provides minimal or ineffective assistance in understanding the college and career application and admissions processes; rarely includes information about college costs, financial aid, scholarships and/or internship/apprenticeship processes and opportunities.	Provides some assistance in understanding the college and career application and admissions processes, but may not support all students, and/or the range of information about college costs, financial aid, scholarships and/or internship/apprenticeship processes and opportunities is limited or not provided in a timely fashion.	Provides timely assistance to all students in understanding the college and career application and admissions processes, including information about college costs, financial aid, scholarships, and/or internship/apprenticeship processes and opportunities.	Provides timely and ongoing assistance to all students in navigating and completing the college and career application and admissions processes; supports students in addressing college costs with assistance in applying for financial aid and scholarships, grants, or other funding sources. Proactively connects students with internship/ apprenticeship opportunities. Is able to model this element.
II-E-5. Responsive Services	Rarely uses evidence-based counseling theories and techniques or relies on outdated practices to deliver short term counseling interventions to resolve immediate conflicts/problems, intervene in school-specific situations that disrupt learning, and/or respond to crisis events.	Delivers short term counseling interventions to resolve immediate conflicts/problems, intervenes in school-specific situations that disrupt learning, and/or responds to crisis events, but the counseling interventions may not be evidence-based and/or utilized in all situations.	Seeks out and implements evidence-based counseling theories and techniques to deliver short term counseling interventions to resolve immediate conflicts/problems, intervene in school-specific situations that disrupt learning, and respond to crisis events. Assesses the effectiveness of interventions and responses in positively impacting student achievement.	Seeks out, implements, and continuously refines evidence-based counseling theories and techniques to deliver short term counseling interventions, intervene in school-specific situations that disrupt learning, and respond to crisis events. Collaborates with colleagues, administrators, and families in assessing the effectiveness of interventions and responses in positively impacting student achievement. Is able to model this element.

⁹ The school counselor and evaluator should discuss whether or not this Element is applicable to the counselor's role at the beginning of the evaluation cycle and decide if it will be included as part of the counselor's evaluation prior to implementing the Educator Plan.

Appendix F: The Role of the School Counselor



The Role of the School Counselor

Who are School Counselors?

School counselors are certified/licensed educators who improve student success for ALL students by implementing a comprehensive school counseling program.

EMPLOYED AT ALL LEVELS



Also employed in district supervisory positions; and school counselor education positions



SCHOOL COUNSELOR QUALIFICATIONS

- ▶ **Hold, at minimum, a master's degree in school counseling**
- ▶ **Meet the state certification/licensure standards**
- ▶ **Fulfill continuing education requirements**
- ▶ **Uphold ASCA ethical and professional standards**



For more information,
resources please visit
www.schoolcounselor.org



LEADERSHIP TEAM MEMBERS

School counselors are vital members of the education team and maximize student success.

- ▶ **School counselors help all students:**
 - apply academic achievement strategies
 - manage emotions and apply interpersonal skills
 - plan for postsecondary options (higher education, military, work force)
- ▶ **Appropriate duties include providing:**
 - individual student academic planning and goal setting
 - school counseling classroom lessons based on student success standards
 - short-term counseling to students
 - referrals for long-term support
 - collaboration with families/teachers/ administrators/ community for student success
 - advocacy for students at individual education plan meetings and other student-focused meetings
 - data analysis to identify student issues, needs and challenges

IDEAL CASELOAD

250 students per school counselor



The School Counselor's Role

School counselors design and deliver school counseling programs that improve student outcomes. They uphold the ethical and professional standards of ASCA and promote the development of the school counseling program based on the following areas of the ASCA National Model: define, deliver, manage and assess.

DEFINE

School counselors create school counseling programs based on three sets of standards that define the profession. These standards help school counselors develop, implement and assess their school counseling program to improve student outcomes.

Student Standards –

ASCA Mindsets & Behaviors for Student Success: K–12 College- and Career-Readiness for Every Student

Professional Standards –

- ASCA Ethical Standards for School Counselors
- ASCA School Counselor Professional Standards & Competencies

MANAGE

To be delivered effectively, the school counseling program must be efficiently and effectively managed. School counselors use program focus and planning tools to guide the design and implementation of a school counseling program that gets results.

Program Focus

- Beliefs
- Vision Statement
- Mission Statement

Program Planning

- School Data Summary
- Annual Student Outcome Goals
- Action Plans
 - Classroom and Group
 - Closing the Gap

- Lesson Plans
- Annual Administrative Conference
- Use of Time
- Calendars
 - Annual
 - Weekly
- Advisory Council

DELIVER

School counselors deliver developmentally appropriate activities and services directly to students or indirectly for students as a result of the school counselor's interaction with others.

These activities and services help students develop the ASCA Mindsets & Behaviors for Student Success and improve their achievement, attendance and discipline.

Direct Services with Students

Direct services are in-person interactions between school counselors and students and include the following:

- Instruction
- Appraisal and Advisement
- Counseling

Indirect Services for Students

Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including:

- Consultation
- Collaboration
- Referrals

ASSESS

To achieve the best results for students, school counselors regularly assess their program to:

- determine its effectiveness
- inform improvements to their school counseling program design and delivery
- show how students are different as a result of the school counseling program

School counselors also self-assess their own mindsets and behaviors to inform their professional development and annually participate in a school counselor performance appraisal with a qualified administrator. The ASCA National Model provides the following tools to guide assessment and appraisal.

Program Assessment

- School Counseling Program Assessment
- Annual Results Reports

School Counselor Assessment and Appraisal

- ASCA School Counselor Professional Standards & Competencies Assessment
- School Counselor Performance Appraisal Template

SUMMARY

School counselors are certified/licensed educators with the minimum of a master's degree in school counseling and are uniquely qualified to address the developmental needs of all students through a school counseling program addressing the academic, career and social/emotional development of all students.

For research on the effectiveness of school counseling programs, go to <https://www.schoolcounselor.org/effectiveness>

For more information about the role of the school counselor, go to <https://www.schoolcounselor.org/role>

APPENDIX G: Tiered Intervention Charts (3 pages)

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
<i>Suggested Percent of Time:</i> 55-65%		<i>Suggested Percent of Time:</i> 25-35%	<i>Suggested Percent of Time:</i> 10-15%
<u>Purpose:</u> All students' acquisition and application of specific knowledge, attitudes, and skill through evidence-based services and the school counseling curriculum.		<u>Purpose:</u> A smaller population of students receive additional short-term services to meet their individual needs through small group counseling and intervention programs.	<u>Purpose:</u> Intensive interventions for identified students to address immediate crisis needs, collaboration with stakeholders, and/or possible referral for clinical mental health counseling support.
D i r e c t S e r v i c e s	Academic/Technical Domain <i>Examples:</i> * Delivery of school counseling curriculum to teach executive functioning competencies: whole body listening, organization and study skills. (ex: Ready for Success). * Data analysis to identify topics or programs for implementation. * School assemblies celebrating achieving attendance and academic achievements.	Academic/Technical Domain <i>Examples:</i> * Small group counseling focused on study skills, improving attendance, and executive functioning * Before/after school support	Academic/Technical Domain <i>Examples:</i> * Short-term individual counseling to assist with transitions, time management, executive functioning (organization, decision-making, study skills, etc.) * Collaborate to develop and monitor individualized academic intervention plans and/or student success plans. * Monitoring of high-risk student academic and attendance issues through check-ins and meetings
	Workplace Readiness Domain <i>Examples:</i> * Career Development Education curriculum to expand workforce awareness and promote Community Service Learning (ex: food drive, Pennies for Patients) * Classroom lessons and activities (ex: Why Try, The Real Game) * College and Career week – collaboration with community partners representing all career clusters.	Workplace Readiness Domain <i>Examples:</i> * Small group counseling identifying personal strengths and interests. * Small group counseling to increase motivation and expand authentic workplace awareness (ex: speakers) * Small group counseling to increase awareness of executive function skills expected by employers * Leadership group * Attendance group	Workplace Readiness Domain <i>Examples:</i> * Individual activities to understanding personal skills and interests * Encouraging exploration of employment clusters aligned with student interest * Activities to promote the relationship between academic learning and executive functioning skills to competencies needed for future employment.
	Personal/Social (SEL) Domain <i>Examples:</i> * Classroom school counseling 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 (SEL) Domain <i>Examples:</i> * Small group counseling (support with managing grief, changes in family systems, executive functioning skills and friendship development * Short term development and monitoring of Attendance and behavior charts * Classroom observations of individual students	Personal/Social (SEL) Domain <i>Examples:</i> * 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 <i>Examples:</i> * Development of research-based school counseling curriculum * School counseling newsletter and parent communication about curriculum (translated in all languages) * School counseling team meetings * Staff and parent meeting presentations and attendance. * Program management and assessment * Program audit * School/advisory council participation		Indirect Services <i>Examples:</i> * Progress monitoring of students in small group * Data analysis and needs assessments to develop small groups * Family communication through multiple means (phone, meetings, email, social media, handouts) to enhance skills taught in small group * Teacher collaboration to discuss skills to be taught/reinforced in small groups * Team meetings to discuss student data	Indirect Services (Referrals/Participation) to plan/monitor interventions for high-risk students <i>Examples:</i> * 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

Appendix G Continued

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
<i>Suggested Percent of Time:</i> 35-45%		<i>Suggested Percent of Time:</i> 25-35%	<i>Suggested Percent of Time:</i> 15-25%
<i>Purpose:</i> All students' acquisition and application of specific knowledge, attitudes, and skill through evidence-based services and the school counseling curriculum.		<i>Purpose:</i> A smaller population of students receive additional short-term services to meet their individual needs through small group counseling and intervention programs.	<i>Purpose:</i> Intensive interventions for identified students to address immediate crisis needs, collaboration with stakeholders, and/or possible referral for clinical mental health counseling support.
D i r e c t S e r v i c e s	Academic/Technical Domain <i>Examples:</i> * Delivery of school counseling core curriculum topic. (Ex. Organization skills, study skills, time management) * Learning styles assessments * Lessons on test-taking strategies * Data analysis and implementation of programs	Academic/Technical Domain <i>Examples:</i> * Small group support to strengthen study skills, organization skills, test anxiety, and stress management and coping strategies * Small group counseling identifying personal strengths and interests. * Small group counseling to increase motivation and expand authentic workplace awareness (ex: speakers) * Small group counseling to increase awareness of executive function skills expected by employers * Leadership group * Attendance group	Academic/Technical Domain <i>Examples:</i> * Individual intervention with academic and attendance concerns * 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 a student success plan. * Monitoring of at-risk student academic and attendance issues through check-ins and meetings
	Workplace Readiness Domain <i>Examples:</i> * Career Interests Surveys * Career Development Education Curriculum and service learning activities * Career Fairs * Community Collaboration related to Career Readiness * Development of Career portfolio/MyCAP	Workplace Readiness Domain <i>Examples:</i> * Small group/individual assistance identifying strengths and interests in development of career portfolios (ILP/MyCAP) * On-line activities like MassHireCIS and learning styles inventories * Career mentorship programs * Small group/individual assistance with vocational education	Workplace Readiness Domain <i>Examples:</i> * Individual planning to support post-middle school options by planning development of a career portfolio (ILP/MyCAP) to increase motivation * Assistance with work permits and letters of recommendation
	Personal/Social (SEL) Domain <i>Examples:</i> * School-wide implementation of behavior interventions * Character education * Peer leadership program * Peer conflict mediation program * Suicide/Self-harm prevention * Parent/Guardian information sessions and meetings	Personal/Social (SEL) Domain <i>Examples:</i> * Small group support with social skills, executive functioning development, and peer relationships. * Small group/individual assistance with grief, loss and stress/anxiety management * Support groups for LGBTQ students	Personal/Social (SEL) Domain <i>Examples:</i> * 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 <i>Examples:</i> * Develop research-based school counseling curriculum * Team meetings with teachers * Meetings with administration to determine academic/technical, social emotional, transition, and workforce readiness needs * Program management and assessment	Indirect Services <i>Examples:</i> * Analysis of data to target students in need of achievement, opportunity, attendance, diversity, or cultural supports. * 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) <i>Examples:</i> * 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 G: Continued

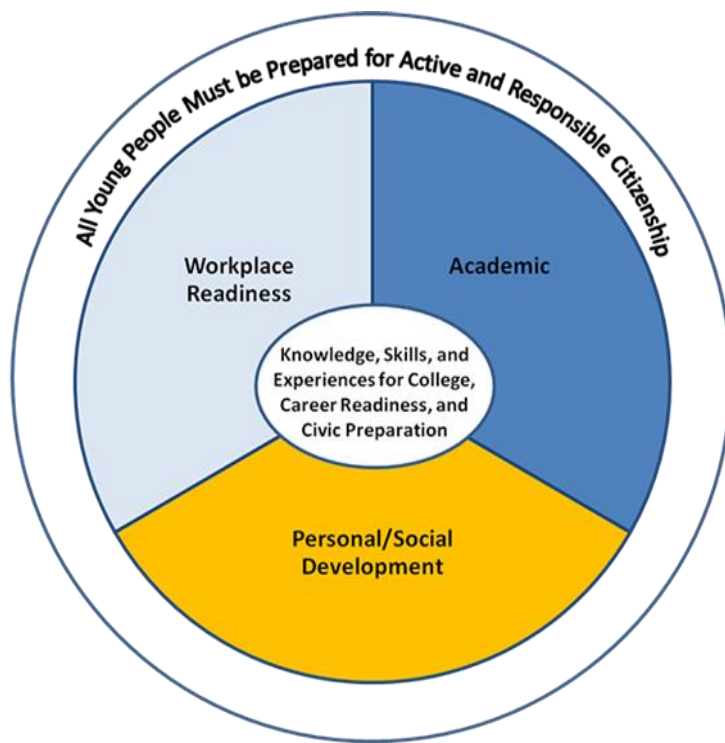
High School Level: Sampling of Tiered School Counseling Services

High School Tier 1 Proactive Prevention		High School Tier 2 Strategic/Targeted Intervention	High School Tier 3 Intensive Intervention
<i>Suggested Percent of Time:</i> 40-45%		<i>Suggested Percent of Time:</i> 25-30%	<i>Suggested Percent of Time:</i> 20-25%
<i>Purpose:</i> All students' acquisition and application of specific knowledge, attitudes, and skill through evidence-based services and the school counseling curriculum.		<i>Purpose:</i> A smaller population of students receive additional short-term services to meet their individual needs through small group and individual counseling and intervention.	<i>Purpose:</i> Intensive interventions for identified students to address immediate crisis needs, collaboration with stakeholders, and/or possible referral for clinical mental health counseling support.
D i r e c t S e r v i c e s	Academic Domain <i>Examples:</i> *Delivery of school counseling core curriculum/seminars in classrooms *Instruction about developing and monitoring of educational/academic goals and action plans *Attendance initiatives *Post-secondary/college planning in alignment with Mass Core *Course selection/course of studies planning Monitoring completion of graduation requirement	Academic Domain <i>Examples:</i> *Individual counseling for academic or attendance concerns/monitoring of academic progress * Assistance with successfully meeting graduation requirements * Coordinating and conducting Parent/teacher meetings	Academic Domain <i>Examples:</i> * Short-term individual counseling to assist with transitions, time management, and executive functioning competencies. * Collaborate to develop and monitor an individualized academic intervention and/or a student success plan. * Interventions (check-ins and meetings) for at-risk students with academic drop-out, attendance, and not graduating issues
	Workplace Readiness Domain <i>Examples:</i> * Career Development Education: Curriculum promoting career exploration and immersion for authentic experience and Post-secondary planning through Naviance, MassHireCIS, and study of Labor Market Information *Promote and support students' extracurricular engagement * Parent/Guardian post high school planning and Financial Aid workshops *Instruction on resume writing, job searches, preparing for interviews * Credit for Life or Reality Fairs	Workplace Readiness Domain <i>Examples:</i> *Individual assistance identifying strengths and interests, exploring career clusters, and researching entry-level requirements for careers of interest *Career counseling/coaching *Individual planning using Naviance, MassHireCIS, Labor Market Information	Workplace Readiness Domain <i>Examples:</i> * 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 (SEL) Domain <i>Examples:</i> *Relationship Management and Anti-bullying curriculum (ex: MARC - MA Anger Reduction Curriculum) * Signs of Suicide (SOS) training * Peer leadership program * Follow-up advising and planning sessions to assist with managing personal responsibility for achieving academic and graduation requirements, and development/implementation of post high school plans	Personal/Social (SEL) Domain <i>Examples:</i> *Small group support with social skills, executive functioning, peer relationships, and conflict management * Small group/individual assistance with managing grief, loss and stress/anxiety *Support groups for LGBTQ stud * Individual counseling/problem-solving with students *Peer conflict mediation * Sessions to discuss goals, strengths, community involvement	Personal/Social Domain <i>Examples:</i> * 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 <i>Examples:</i> *Use data (e.g. standardized test results or common assessments) to determine course placements *Build 'college-going' culture in school environment	Indirect Services <i>Examples:</i> *Consultation/meetings with Special Ed and ELL staff. *Collaboration with parents *Letters of recommendation for college/jobs/co-ops	Indirect Services (Referrals/Participation) <i>Examples:</i> * Crisis/safety team meetings * 51A filing; IEP/504/ELL assessments * RTI or Intervention/Child Study teams * Collaboration with community mental health counselors (e.g. DCF, Probation) *Ongoing student advocacy

Appendix H: Massachusetts Definition of College and Career Readiness


In 2013 the Board of Elementary and Secondary Education and Board of Higher Education came together to discuss, and later adopt, the Joint Definition of College and Career Readiness, as part of a larger body of collaborative work. In March 2014, the [Study Group on Civic Learning and Engagement for the Board of Higher Education](#) recommended the inclusion of civic learning as an expected outcome for their students. The BHE later [adopted a statewide policy](#) directing public colleges and universities to incorporate civic learning as an expected outcome for undergraduate students.

At the BESE's [June 24, 2015 meeting](#), the Working Group on Civic Learning and Engagement presented a set of recommendations, which the Board endorsed. In the fall of 2015, the Department of Elementary and Secondary Education presented an action plan on civic learning, which included the development of a revised definition of college and career readiness. Since then, representatives from each department have worked together to draft a revised definition of college and career readiness that includes readiness for civic life.



State Targets All of these metrics are connected to DESE's goal of preparing all students for *Success after High School*.

To better prepare all students for successful futures, our efforts are anchored in the following DESE goals:

- [Increasing the five year graduation rate](#)
- [Increasing the MassCore completion rate](#)
- Increasing the number of students that enroll in postsecondary education
- Reducing the number of students who enroll in developmental (remedial) coursework during their postsecondary educational experience
- Increasing the number of students participating in [career development education](#) 

At the [January 26, 2016 joint BESE/BHE meeting](#), the two boards discussed the revised definition and some possible amendments to it. The BHE subsequently voted to approve the revised definition, as amended based on that discussion. The definition that the BHE adopted in January was also voted on and adopted by the BESE at their February 23, 2016 meeting.

Massachusetts Definition of College and Career Readiness
and Civic Preparation <http://www.doe.mass.edu/ccte/>

Appendix I: MA College and Career Advising & MyCAP Framework - 9th Grade

Domain	CCA PROGRAM		MyCAP
	What a Student Should Know, Understand, and Be Able to Do in 9 th Grade NOTE: Statements below are adapted from CDE benchmarks, SEL competencies, and/or ASCA Mindsets & Behaviors.	Implementation Strategies and Activities NOTE: Some of the strategies and activities presented here will benefit from the support of external partners, e.g., institutions of higher education, employers, and/or the state's Connecting Activities intermediary system.	MyCAP Process and Documentation NOTE: Journal entries refer to reflections recorded in the journal section of the online platform; if your platform does NOT have this feature, students should complete reflections in Word or Google Docs and upload to their platform account.
Personal Social	<ul style="list-style-type: none"> Students will demonstrate knowledge, understanding, and personal awareness of their individual talents, interests, hopes, dreams, and passions 	<ul style="list-style-type: none"> Introductory activity where students identify their skills "Possible Selves" unit [to explore hopes, dreams, strengths, weaknesses, etc.] Introductory lesson orienting students to online platform Students complete online surveys Students write reflections about their results 	<ul style="list-style-type: none"> Skills journal entry Possible Selves artifact Document extracurricular activities
Career Development Education	<ul style="list-style-type: none"> Students will demonstrate knowledge and understanding of career clusters. Students will demonstrate critical thinking and informed decision-making skills to match their skills and abilities to particular career interests 	<ul style="list-style-type: none"> Introduce the concept of career clusters Using online platform, have students analyze career clusters in relation to survey results Create an activity where students apply cluster analysis to self-identified interests, values, and skills Have students attend career fair and/or listen to guest speakers and/or interview someone in a career of interest Introduce the concepts of Work Based Learning [e.g., job shadow, volunteer work, community service] and the term "employability skills" Have students complete culminating project (TBD by educator) 	<ul style="list-style-type: none"> Save careers of interest Upload final project Document work and/or community service
Academic College and Career Planning	<ul style="list-style-type: none"> Students will understand graduation requirements, MassCore requirements, AP options, and early college options. Students will create a four-year course-taking plan connected to identified career interests Students will understand any available high school pathways and the variety of postsecondary options. Students will be able to write a personal postsecondary goal and career goal 	<ul style="list-style-type: none"> District-developed freshman seminar District developed course planning activity Post-secondary options lesson created using online tool resources [emphasis on post-secondary vocabulary] Online college search activity Have students prepare for, participate in and reflect about a college fair and/or a college tour Introduce any career pathway or early college options at your school 	<ul style="list-style-type: none"> Complete four-year plan [using online platform, if possible] Complete goal statements [using online platform] Save college search results with journal entry Journal reflections about college fair and/or tour

Appendix I: MA College and Career Advising & MyCAP Framework – 10th Grade

CCA PROGRAM			MyCAP
Domain	What a Student Should Know, Understand, and Be Able to Do in 10th Grade NOTE: Statements below are adapted from CDE benchmarks, SEL competencies, and/or ASCA Mindsets & Behaviors.	Implementation Strategies and Activities NOTE: Some of the strategies and activities presented here will benefit from the support of external partners, e.g., institutions of higher education, employers, and/or the state's Connecting Activities intermediary system.	MyCAP Process and Documentation NOTE: Journal entries refer to reflections recorded in the journal section of the online platform; if your platform does NOT have this feature, students should complete reflections in Word or Google Docs and upload to their platform account.
Personal Social	<ul style="list-style-type: none"> Students will understand the concept of “growth mindset” and its importance relative to future planning 	<ul style="list-style-type: none"> “Growth mindset” lessons, activities, and final product 	<ul style="list-style-type: none"> Upload “Growth Mindset” final product Update extracurricular activities
Career Development Education	<ul style="list-style-type: none"> Students will develop skills to locate, evaluate and interpret career information Students will understand how to access and understand labor market information 	<ul style="list-style-type: none"> Teach students how to navigate your online platform to conduct career research [ensure understanding of vocabulary] Introductory lesson on Labor Market Information Have students conduct research into one career of interest including labor market information (LMI) and educational requirements Have students prepare for, participate in, and reflect about a Work Based Learning experience at the exploration level (if possible with employer participants) Introduce students to resume feature on your online platform 	<ul style="list-style-type: none"> Save a minimum of 3 careers with journal entries about what they learned from exploring them online. Upload research product [LMI and Ed requirements] Reflection on WBL experience Update volunteer, work and/or community service Preliminary work on resume
Academic College and Career Planning	<ul style="list-style-type: none"> Students will understand the importance of high school course and/or program performance in relation to their personal academic and career aspirations Students will develop skills to research postsecondary options 	<ul style="list-style-type: none"> Teach students how to research career options using online platform and other resources Teach students how to navigate the online platform to conduct college research aligned with personal interests Have students create a personal “career pathway” poster 	<ul style="list-style-type: none"> Upload a picture of their “Career Pathway” poster Save a minimum of 3 postsecondary options with journal entries about their impressions of each Update the 4-year course-taking plan and reflection regarding any updates Update goal statements

Appendix I: MA College and Career Advising & MyCAP Framework – 11th Grade

Domain	CCA PROGRAM		MyCAP
	What a Student Should Know, Understand and Be Able to Do in 11 th Grade NOTE: Statements below are adapted from CDE benchmarks, SEL competencies, and/or ASCA Mindsets & Behaviors.	Implementation Strategies and Activities NOTE: Some of the strategies and activities presented here will benefit from the support of external partners, e.g., institutions of higher education, employers, and the state's Connecting Activities intermediary system.	MyCAP Process and Documentation NOTE: Journal entries refer to reflections recorded in the journal section of the online platform; if your platform does NOT have this feature, students should complete reflections in Word or Google Docs and upload to their platform account.
Personal Social	<ul style="list-style-type: none"> Students will understand the importance of perseverance to achieve long and short-term goals Students will understand the importance of resilience in facing academic or work-related challenges. 	<ul style="list-style-type: none"> Perseverance and resilience lessons, activities, and personal reflections 	<ul style="list-style-type: none"> Journal entry or upload/link personal reflections on perseverance and resilience Update extracurricular activities
Career Development Education	<ul style="list-style-type: none"> Students will complete a resume Students will understand the differences between entry level, intermediate level, and advanced job opportunities within an industry sector of personal interest Students will understand the difference between occupations and industries, and will know where to find data about them at national and state level Students will identify labor market trends in Massachusetts 	<ul style="list-style-type: none"> Update/complete a resume on online platform; peer editing; final product suitable for employers, teacher recommendations, scholarships, etc. Use online platform resources to teach concepts associated with "career ladders"; have students research and create a possible personal career ladder within an industry sector or occupational cluster of personal interest Teach students about labor market trends; have students research LMI trends in an industry sector or occupational cluster of personal interest Immersive work-based learning experience or capstone project that demonstrates learning 	<ul style="list-style-type: none"> Save or upload/link to a resume. Upload/link to career ladder project [photo?] Journal entry about labor market trends in a personally selected industry sector Update volunteer, internship, community service or paid work experiences
Academic College and Career Planning	<ul style="list-style-type: none"> Students will understand the concepts of reach, safety, and fit regarding post-secondary options and identify personal examples of each Students will understand Mass Transfer and other opportunities available at MA public colleges and universities Students will identify connections between LMI and programs available at MA public colleges and universities Students will be able to recognize financial aid vocabulary and know what options are available to pay for different post-secondary choices 	<ul style="list-style-type: none"> Teach "reach, safety, fit" concepts and have students conduct research to identify one personal example of each Using Mass Transfer website, teach students about opportunities available at MA public colleges and universities; teach students how to connect labor market information to offerings at MA public institutions Offer introductory Financial Aid lesson Have students complete a culminating project [TBD by educator] 	<ul style="list-style-type: none"> Journal entry identifying reach, safety, and fit options [at least one of each] Upload or link to culminating project Update the 4-year course-taking plan and reflection regarding any updates Update goal statements

Appendix I: MA College and Career Advising & MyCAP – 12th Grade

CCA PROGRAM			MyCAP
Domain	What a Student Should Know, Understand and Be Able to Do in 12 th Grade NOTE: Statements below are adapted from CDE benchmarks, SEL competencies, and/or ASCA Mindsets & Behaviors.	Implementation Strategies and Activities NOTE: Some of the strategies and activities presented here will benefit from the support of external partners, e.g., institutions of higher education, employers, and the state's Connecting Activities intermediary system.	MyCAP Process and Documentation NOTE: Journal entries refer to reflections recorded in the journal section of the online platform; if your platform does NOT have this feature, students should complete reflections in Word or Google Docs and upload to their platform account.
Personal Social	<ul style="list-style-type: none"> Students will demonstrate personal responsibility Students will demonstrate the ability to communicate and listen effectively in academic and work-related settings. Students will demonstrate self-advocacy skills 	<ul style="list-style-type: none"> Have students conduct a credit review and identify exactly what they need to do to be eligible to graduate on time Have students write and present a personal statement [make connections to college essay, cover letters] Have other students use a rubric to provide feedback after presentations Teach students the process for requesting transcripts, letters of recommendation, etc. 	<ul style="list-style-type: none"> Journal entry summarizing credit review Upload/link to college essay and/or cover letter Upload/link to letters of recommendation Update extracurricular activities, awards, honors, etc.
Career Development Education	<ul style="list-style-type: none"> Student will demonstrate knowledge of key employability skills, and of the relationship between careers and required post-secondary education 	<ul style="list-style-type: none"> Immersive work-based learning experience or capstone project that demonstrates learning Revisit career interests based on more recent experiences and document any changes. 	<ul style="list-style-type: none"> In connection with immersive experience, completion of MA Work-Based Learning Plan Upload reflection on work experience including identification of key employability skills Upload supervisor's evaluation and letters of reference
Academic College and Career Planning	<ul style="list-style-type: none"> Students will demonstrate the ability to navigate and use a variety of technology tools in order to select their career and college options Students will complete the application process for their postsecondary choice[s] Students will demonstrate an understanding of FASFA, have access to it, and complete it with other financial aid applications related to their individual post-secondary goals Students will identify and justify their postsecondary plan and develop a financial plan/budget to support it. 	<ul style="list-style-type: none"> Have students create a list of safety, reach and fit schools, OR a list of possible employers, OR a different postsecondary option with a rationale for whatever their choices are. Have students complete a senior post-secondary timeline Provide a variety of workshops for students to be taught the specific information relative to their post-secondary choice[s] [e.g., <i>Common App, FASFA, military, job corps, community college, scholarships, understanding financial aid packages</i>] Provide structured time [with adult supports available] for students to work on materials required for their postsecondary applications and financial planning Have students identify their final post-secondary plan and provide feedback on the supports they have received to help them develop the plan 	<p>By Sept 15:</p> <ul style="list-style-type: none"> Journal entry with preliminary post-secondary plan [lists] and rationale Upload/link to their personalized senior timeline <p>Ongoing:</p> <ul style="list-style-type: none"> Complete and track applications using online platform [if that feature is available] OR on a spreadsheet that is uploaded or linked to their online account. Update their senior timeline monthly <p>By one week prior to graduation:</p> <ul style="list-style-type: none"> Journal entry describing their post-secondary plan and their financial plan/budget to support it Update resume Complete senior survey

Appendix J: Program Audit Tool

MA Model 3.0 Self-Study

Directions: The self-study program audit assesses the degree to which the school counseling program is aligned with the key components of MA Model 3.0. Initial use of the self-study establishes a baseline for program growth and accountability. Since the self-study can be used to guide program design and development, annual assessment of self-study data informs those responsible for the development of the school counseling program about MA Model 3.0 alignment progress, identifies program strengths and weaknesses, identifies program gaps, allows data-informed action planning and goal setting, and provides data to assess goal achievement and program accountability.

☐ Completed by Individual School Counselor

Name _____

School _____ Date _____

☐ Compiled Results by School Counseling Team

School _____ Date _____

List Participating School Counselors: _____

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

Objective	1	2	3	4	5
1. DEFINE					
1.1 School counselors are familiar with and utilizing the MA Model 3.0: A Framework for Comprehensive School Counseling Programs					
1.2 School counselors are familiar with the ASCA National Model (4 th edition) and utilizing the ASCA Model training webinars.					
1.3 School counselors are fully informed about Massachusetts DESE's goal of preparing all students for <i>Success after High School</i> guided by their definition of <i>College and Career Readiness and Civic Preparation</i>					
1.4 Counselors are familiar with the need to align programming to national and state student learning standards and competencies to measure student growth and program effectiveness.					
1.5 School counselors are fully informed about the national Every Student Succeeds Act (ESSA) and MA Student Opportunity Act.					
1.6 School counselors are fully informed about MA school counselor licensure standards, ASCA School Counselor Standards and Competencies, ASCA Ethical Standards.					
1.7 School administrators are aware of and utilize DESE's SISP rubric and Role Specific Indicators for school counselor evaluations					
2. ASSESS:					
2.1 School counseling program is data driven and uses data to determine student and program needs for continuous improvement.					
2.2 School counselors use data to develop student learning and professional development SMART goals and action plans.					
2.3 School counselors develop strategically targeted interventions to close data identified gaps (academic, opportunity, cultural, etc.)					
2.4 The school counseling program uses DESE's SISP rubric, Role Specific Indicators and data in school counselor performance evaluations.					
2.5 School counseling program uses DESE's Continuous Learning Cycle to drive on-going program assessment and planning. (MA Model 3.0 pg. 27)					
2.6 School counseling program uses multiple sources of data to assess and demonstrate program effectiveness and accountability.					
2.7 The school counseling program uses data to guide action planning.					
2.8 School Counselors demonstrate use of data tools.					
2.9 School Counselors are active members of school data teams.					

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3 MANAGE					
3.A. Program Focus					
3.A.1 The school counseling department has a written belief statement aligned with the school/district's beliefs.					
3.A.2 The school counseling department has a written vision statement aligned with the school/district vision.					
3.A.3 The school counseling department has a written mission statement aligned with the school/district's mission. .					
3.A.4 The school counseling team reviews the department's belief, vision, and mission statements to keep them aligned and current.					
3.A.5 School counselors support every student's right for a quality education, equal access to coursework and resources, and to participate in a school counseling program.					
3.A.6 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.					
3.A.7 The school counseling program supports every student's right to a quality education and equal access to coursework and resources.					
3.B. District Collaboration Level of Management					
3.B.1 The school district has adopted DESE's SISP rubric and Role Specific Indicators for School Counselors to guide school counselor performance evaluations.					
3.B.2 The school counseling program has an ongoing relationship with appropriate district advisory boards					
3.B.6 School counselors use approved technology, websites, and social media platforms to keep stakeholders informed.					
3.B.7 There are appropriate resources in place to implement the counseling program.					
3.B.8 The district encourages development and district-wide Tier 1 implementation of Career Development Education and College Career Advising (CCA) initiatives and expects MyCAP development for all secondary students.					
3.B.9 Department and school counselor program goals are aligned with district school improvement goals and strives to provide programming to achieve DESE's definition of <i>College and Career Readiness and Civic Preparation</i> for All Students.					
3.B.10 The school counseling programs gathers input from and shares information with key stakeholders (including students) on the school counseling program.					
3. C. School/Program Level of Management					
3.C.1 Time studies are used to assess how school counselor time is utilized and to guide adjustments to enhance delivery of Tier 1 and Tier 2 program.					
3.C.2 The School counseling department maintains an annual school counseling calendar to organize activities and keep stakeholders informed.					
3.C.3 School counselors maintain personal calendars (weekly, monthly) to organize, manage, and document their work.					
3.C.4 School counselors maintain a comprehensive, developmentally- appropriate school counseling curriculum (Maps, Unit Outlines, Lesson Plans)					
3.C.5 The school counseling program completes and disseminates data-driven program impact results for accountability. (ex: MA Accountability Report Cards - MARC and MARC Jr.)					
3.C.6 School counselors analyze results of program audits/surveys.					
3.C.7 School Counseling Department has an advisory council with scheduled meetings and agendas.					
3.C.8 School counselors abide by the ASCA Ethical Standards at all times.					
3.C.9 The school counseling program promote interdisciplinary instruction.					

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4. DELIVER					
4.A. Tier 1: School Counseling Curriculum					
4.A.1 The school counseling curriculum is delivered to all students.					
4.A.2 The school counseling curriculum is written, standards-based, and guided by a curriculum map/scope and sequence chart.					
4.A.3 The school counseling curriculum is aligned with the ASCA Mindsets and Behaviors for Student Success: K-12 College- and Career- Readiness for Every Student, MA Career Development Education (CDE) Benchmarks, and CASEL's social emotional competencies.					
4.A.4 The school counseling curriculum has strands at all grade levels that focused on academic/technical, college/career readiness, and personal/social (SEL) competency development.					
4.A.5 The identified competencies and implementation strategies are organized developmentally and sequentially by school level and/or grade level.					
4.A.6 To promote interdisciplinary instruction, school counselors are encouraged to partner with classroom teachers to co-teach and/or teach the school counseling curriculum.					
4.A.7 School counselors design, deliver, and assess the impact and effectiveness of their Tier 1 curriculum instruction					
4.A.8 Tier 1 instruction is delivered in school assemblies, grade level meetings, classrooms, and advisories.					
4.B. Tier 2 and Tier 3 Interventions					
4.B.1 Strategic intervention and services are data driven, standards aligned, targeted to reduce academic, cultural and opportunity gaps, and delivered through individual and/or group counseling.					
4.B.2 Intervention services are delivered in collaboration with teachers, administrators, and student services staff and/or community services and resources.					
4.B.3 School counselors use the consultation process to help students succeed in their academic, career, and personal-social development.					
4.B.4 School Counselors implement multitiered strategies to support SPED students.					
4.B.5 School counselors implement multitiered strategies to support ELL students.					
4.B.6 School counselors provide support to students with 504 accommodation plans.					
4.B.7 School counselors partner with school staff to plan interventions supporting students identified "at risk" by Early Warning Indicators (EWIS).					
4.C. Advisement and Appraisal					
4.C.1 The school counselors provide opportunities for students to plan, monitor, and evaluate their progress.					
4.C.2. School counselors ensure that every secondary student has a MyCAP post-secondary (college and career) plan that is aligned with their aspirations and educational coursework.					
4.C.3 School counselors participate in the development and monitoring of student educational plans (ex: graduation plan, MyCAP, EPP, 504, etc.)					
4.C.4 School counselors monitor, review, and evaluate student progression towards achieving the district's graduation requirements.					
5. Transformed Skills in Practice					
5.1 School counselors are committed to develop and enhance skills in leadership, advocacy, teaming and collaboration, and using data to inform decision-making.					
5.2 School counselors demonstrate competencies to compile and assess data.					
5.3 School counselors have remote learning and social media competencies					

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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: