

MASCA Counselor's Notebook

MASSACHUSETTS SCHOOL COUNSELORS ASSOCIATION

Vol. 56, No. 6

February 2020

President's Message: Welcome to National School Counseling month!

By BARBARA MEYER, MASCA President

You are important and valued professionals, and I appreciate the daily efforts each one of you makes to improve the educational experiences of Massachusetts children. School counselors are an integral part of each student's team, and often the person to whom a student will turn when things feel wrong. In fact, the connection between student and school counselor is sometimes the reason a student comes to school in the morning.

As counseling generalists, school counselors are responsible to build relationships with every student in their caseloads. This allows every student to have a "safe" person in the building and to understand where to find help and resources, should they be necessary. However, a small percentage of students require a deeper connection, and more time. If you utilize the Early Warning Indicator System on the



Barbara Meyer

MASCA President, 2019-2020

DESE website, you can identify these "at risk" students before they even start in your building. Just as with special education services, equal does not mean the same. Some students require more time with a counselor, just to be able to attend class. Some require a behavior plan, a District Accommodation plan or a 504 plan. Other students can successfully attend and pass classes, but need their counselor once or twice each school year.

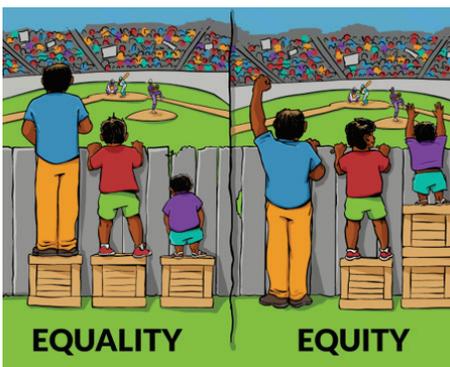
For all students to have an appropriate education, counselors need not divide their time equally, but must be equitable with their time.

Implementation of a comprehensive school counseling curriculum improves student outcomes. The ASCA website offers research that demonstrates improved student attendance, discipline and academic performance in schools implementing a comprehensive school counseling curriculum. In addition, counselors that collaborate with their administrators to review school-wide data to identify goals and target interventions appear more likely to yield these positive outcomes. Accomplishing these tasks requires embracing data! Talking about the use of data to monitor student progress, and sharing that information with stakeholders helps us increase teacher, parent and administrator understanding of our school counseling programs and their effectiveness.

In this month when we celebrate our profession, I encourage you to evaluate how you spend your time. Attempt to know every student, but strive for equity. Embrace data and advocate for your counseling program. And most of all, remember how important you are and bring attention to your successes!

In celebration,

Barbara



MASCA 2019/2020 DIRECTORY

GOVERNING BOARD:

Barbara Meyer, President
b_meyer@stoughtonschools.org
School Counselor, Stoughton High School

Kerry Bartlett, President Elect
kabartlett@hudson.k12.ma.us
School / Career Counselor, Hudson High School

Jennifer McGuire, Past-President
jmcguire@uppercapetech.org
School Counselor/
Teacher Leader for Guidance,
Upper Cape Cod Technical School

Ruth Carrigan, Board Member
Ruth.Carrigan@whrsd.k12.ma.us
Director of School Counseling,
Whitman-Hanson Regional High School

Ed Connor, Board Member
econnor@dean.edu
Executive Director of Admissions,
Dean College

Laurie Dickstein-Fischer, Board Member
ldicksteinfisc@saalemstate.edu
Assistant Professor & Program Director
for School Counseling,
Salem State University

Megan Krell, Board Member
mkrell@fitchburgstate.edu
Associate Professor,
Fitchburg State University

April Megginson, Board Member
amegginson@bridgew.edu
Assistant Professor of Counselor Educa-
tion, Bridgewater State University

Johanna Smith, Board Member
smithjoh@lynnschools.org
School Counselor,
Lynn Vocational Technical Institute

COMMITTEE CHAIRS:

April Megginson, Advocacy Committee
amegginson@bridgew.edu
Assistant Professor of Counselor Educa-
tion, Bridgewater State University

Jeremie Bateman,
Awards & Publicity Committee
jbateman@lexingtonma.org
School Counselor,
Lexington High School

Ruth Carrigan, Conference Committee
Ruth.Carrigan@whrsd.k12.ma.us
Director of School Counseling,
Whitman-Hansen Regional High School

Helen O'Donnell, MA Model Committee
helenod@att.net
Retired School Counselor,

Manjula Karamcheti, Member Services
karamcheti@wwgradschool.org
Woodrow Wilson Graduate School of
Teaching and Learning

Jennifer McGuire, Nomination and
Bylaws Committee
jmcguire@uppercapetech.org
School Counselor/Teacher Leader for
Guidance,
Upper Cape Cod Technical School

Sandra Collins, Professional Develop-
ment Committee
sac1330@gmail.com
School Counselor,
Hartwick Elementary School

Christine Shaw, Research and Evalua-
tion Committee
shawc@merrimack.edu
Associate Professor of Practice, Educa-
tion & Community Studies,
Merrimack College

Jennifer McGuire, Strategic Planning
Committee
jmcguire@uppercapetech.org
School Counselor/
Teacher Leader for Guidance,
Upper Cape Cod Technical School

APPOINTED POSITIONS:

Bob Bardwell, Executive Director
bardwellr@monsonschoools.com
Director of School Counseling, Monson
Public Schools

Julia Cahill-O'Shea, Secretary
j.cahill-oshea@hwschools.net
School Counselor, Hamilton- Wenham
Regional High School

Catherine Kinyua,
Membership Coordinator
c/o Woodrow Wilson Graduate School of
Teaching and Learning
kinyua@wwgradschool.org

Jean Atwater Williams, *Counselors
Notebook* Editor & Webmaster
cn@masca.org; webmaster@masca.org

LIAISONS:

Laurie Dickstein-Fischer,
Counselor Educator Liaison
ldicksteinfisc@saalemstate.edu
Assistant Professor & Program Director
for School Counseling,
Salem State University

Megan Krell, Emerging Leaders Liaison
mkrell@fitchburgstate.edu
Associate Professor,
Fitchburg State University

Helen O'Donnell, Retirees Liaison
helenod@att.net
Retired School Counselor

Jennifer McGuire, Social Media Liaison
jmcguire@uppercapetech.org
School Counselor/
Teacher Leader for Guidance,
Upper Cape Cod Technical School

EMERGING LEADERS:

Molly Brewster, Emerging Leader
mhallbrewster@bostonpublicschools.org
School Counselor, Brighton High School

Karen Stackow, Emerging Leader
kstackow@wrsdeaf.org
School Counselor, Willie Ross School for
the Deaf

Tyeshia Weir, Emerging Leader
weirt@springfieldpublicschools.com
School Counselor, RISE Academy

*Find out how you can become a
MASCA leader. Go to:
<https://masca.wildapricot.org/>
[How-to-Get-Involved](#)*

Happy National School Counseling Week!

By Bob Bardwell, MASCA Executive Director

It's February and that means the annual celebration of the school counseling profession during National School Counseling Week (NSCW) February 3-7. You have heard this from me before – we in Massachusetts have many reasons to celebrate. Let me share a few of the highlights.

MASCA has launched **several new resources and initiatives to celebrate NSCW**. A new section of the website has been created as a depository of celebratory and useful resources for school counselors (and others). Members will receive numerous emails leading up to and during the week that contain valuable and creative information for all school counselors to use as part of their celebrations. We will also offer a special membership discount, \$10 off for new and current members to join or renew, only good from February 3-7. Check out the website at <https://masca.wildapricot.org/NSCW/>.

The **2020 School Counselor of the Year** will be honored at a surprise assembly at his/her school in late January and then will be speak during a recognition ceremony at the State House on February 4 at 9:00 AM. We also expect to have a proclamation from Governor Baker and extensive publicity in the major media markets across the state promoting our work as part of NSCW.

The **Massachusetts Model for Comprehensive School Counseling Programs** has been instrumental in helping us focus on a common goal and gain recognition for the work we do on behalf of our students. The Model has demonstrated our commitment to improving school counseling programs in all schools in the Commonwealth as well as services for all of our students. The MA Model Committee is working hard to provide the updated 3.0 edition at the March 30 spring conference. Stay tuned for your chance to provide feedback about the new version.

MASCA's **professional development offerings and annual spring conference** provide opportunities for all school counselors to gain new and valuable information to keep counselors current. With three preconference workshops, a preconference and a conference keynote speaker, 22 breakout sessions, dozens of vendors and a new venue just outside Boston, the conference will provide something for everyone. If you have not registered, do so at <https://ncyi.org/conferences/mascac/>. Early bird



Robert Bardwell
Executive Director, MASCA

registration ends January 31. Also look for additional MASCA sponsored MA Model workshops, a members only book club and new webinars in the near future.

I have recently begun to dialogue with representatives from the Massachusetts School Adjustment Counselors Association, Massachusetts School Nurses Organization and Massachusetts School Psychologists Association. Called the **Massachusetts Student Support Personnel Coalition**, these four organizations represent the majority of student support service educators. Working together we will be stronger and better positioned to exert pressure on policy makers to support our positions and policies that impact student success and achievement. This coalition is very much in the infancy stages. Look for updates in the coming months.

Our **advocacy agenda** is gaining momentum. Under the leadership of Advocacy Chair April Megginson, Professor of School Counseling at Bridgewater State University, MASCA will be making our presence better known on Beacon Hill, as well as with the citizens of the Commonwealth. Our Advocacy Day on February 4 is just one example. The event will bring dozens of members and school counselor supporters to the State House to learn more about how to successfully advocate with policy makers.

Massachusetts is also fortunate to have some of the finest **counselor educators** in the country. There are 15 preparation programs in the state and MASCA has connections with each one. Under the leadership of Laurie Dickstein Fischer, Counselor Educator at Salem State University, this group meets regularly to discuss how best to prepare future school counselors. They continually collaborate with our colleagues at DESE discussing topics such as licensure, certification and how to best train our graduate students.

Finally, you are so fortunate to have such **dedicated and passionate leaders** moving us forward. The behind-the-scenes efforts that members of the Governing Board are making to improve the school counseling profession in Massachusetts is simply staggering. I continue to be amazed at the level of commitment and willingness to get involved.

It's certainly a great time to be a school counselor in Massachusetts and my privilege to serve as your Executive Director. I sure hope you take the time to celebrate our noble profession and that you receive some well deserved recognition during this month. I leave you with these notes that I received from former students, just two of many that I could have chosen. This is the kind of thing that gives me the strength to continue to do what I do. I am sure that you have gotten similar notes. Make sure to read them every so often, especially if you are having a bad day.

"Dear Mr. Bardwell, I'm sending you this card in recognition of your unbelievably generous actions. You will always hold a special place in my heart because you were much more than a counselor to me. You were a true friend. Thank you for everything."

"Dear Mr. Bardwell, I want to thank you for being the best counselor ever! You have helped me out so much these past four years, from changing classes to finding the right college. It's because of you that I became interested in Stonehill and now I truly believe this is the place for me! Thank you for everything."

Happy National School Counseling Week!

Random Acts of Kindness

By Kerry Bartlett, MASCA President-Elect; School/Career Counselor, Hudson High School

We live in a society that has arguably become over dependent on technology. It is not uncommon to hear the strife of parents or teachers regarding the difficulty of separating a child from a cell phone. Or equally as frequent, to be required as a counselor to provide a comforting space for a student in an emotionally dys-regulated state because of a conversation that just occurred on SnapChat. We

are bombarded with studies concluding that excess access to technology and social media is one of the strongest contributors to experiencing negative emotions and developing mental health issues in our youth. In our profession, we are always looking at ways to minimize these trajectories and I'd like to take a moment to remind you about one such intervention. **Welcome to the stage: Random Acts of Kindness Week - February 17, 2020 - February 21, 2020.**

For many of us, this is February vacation week, nonetheless, we can use this nationally recognized week to infuse positivity in the lives of those around us.

A study conducted by S. Kerr, A. Donovan, and C. Pepping (2014) concluded that, "both gratitude and kindness interventions built a sense of connectedness, enhanced satisfaction with daily life, optimism, and reduced anxiety as compared to a placebo condition." We all want to feel connected, satisfied, and an overall sense of



Don't fret if you are at the high school level, as there are resources available for you as well. Kindness ideas and stories might inspire students and adults around you all the same to make a choice in conducting one small positive action for another. Perhaps you attempt to reverse the frequent negativity of social media and initiate a RAK meme war at

your school to see just how far an impact wave can reach or fall back on tried and true methods and encourage students to pick up items left behind at the lunch table - or go as far as modeling the kind act yourself. An alternative possibility is highlighting the current actions already taking place in your community. Just today, the Interact club at my school prepared and shared a poster of Motivation Moments to assist their peers in navigating the upcoming mid-term exams. Interact clubs are another great organization that promote service above self. If you have one at your school, check in with them to see what ideas they may have on promoting RAK week.

Counselors are frequently asked to provide evidenced-based interventions and curriculum on hot topics, such as emotional learning, but very often do not have the time to research or develop said curriculum. Randomactsofkindness.org offers a plethora of ready to use resources including:

- Free Lesson Plans (K-5) and (6-8)
- Tips on starting a Kindness Club
- Kindness Book List
- Grab & Go Games
- Kindness Posters
- Kindness Calendars with daily kindness suggestions
- Kindness Quotations
- And many more...

If more evidence is needed to persuade administration in your school to designate time for these types of activities, you can cite a study where results indicated that, "happy people scored higher on their motivation to perform" (K. Otake, S. Shimai, J. Tanaka-Matsumi, K. Otsui, B. Fredrickson, 2006) or that acts of kindness or acts of novelty

(continued next page)

Kindness

(continued from previous page)

increase life satisfaction according to K. Buchanan and A. Bardi (2010). Happy, satisfied students are more likely to result in academically successful students.

I encourage you to engage your community in the kindness movement and advocate for an environment of positivity, whether it be for your students, your coworkers, or even your own family.

Share your successes and remember to tag MASCA (Twitter: @MascaSchool, Instagram: @mascaleaders, Facebook: MASCA)

#bringbackpayitforward

#kindnessstartswithone

References:

Buchanan, K.E & Bardi, A. (2010) Acts of Kindness and Acts of Novelty Affect Life Satisfaction, *The Journal of Social Psychology*, 150:3, 235-237, DOI: [10.1080/00224540903365554](https://doi.org/10.1080/00224540903365554)

Kerr, S.L., O'Donovan, A. & Pepping, C.A. Can Gratitude and Kindness Interventions Enhance Well-Being in a Clinical Sample?. *J Happiness Stud* 16, 17-36 (2015) doi:10.1007/s10902-013-9492-1

Otake, K., Shimai, S., Tana-ka-Matsumi, J. et al. *J Happiness Stud* (2006) 7: 361. <https://doi.org/10.1007/s10902-005-3650-z>



Become a MASCA Leader

MASCA is now accepting nominations for Governing Board member positions. Board members serve 3-year terms and help make decisions about what MASCA should be doing to meet our mission of advocating for school counselors in the Commonwealth through leadership, collaboration, and professional development. Please see MASCA bylaws for more information: <https://masca.wildapricot.org/Bylaws>. Candidates for a board member position must submit a self-nomination form, resume, and signatures of at least 10 MASCA members supporting the nomination to bardwellr@monson-schools.org by February 29, 2020 at 11:59pm. The nomination form can be found on the MASCA website: www.masca.org. The membership will then vote for the candidates of their choice for the open positions.

Thank you very much for considering serving MASCA



February 2020 Awareness Dates

African American History Month

Career and Technical Education Month

Gap Year Awareness Month

International Boost Self-Esteem Month

National Children's Dental Health Month

Teen Dating Violence Awareness and Prevention Month

1 National Freedom Day

2 National Groundhog Job Shadow Day

3-7 National School Counseling Week

17-21 Random Acts of Kindness Week

22 World Thinking Day



Career Technical Education for All Students

By Johanna Smith, MASCA Board Member; School Counselor, Lynn Vocational Technical Institute

Research is clear: students who feel that their education is connected to attaining their post-secondary goals are more connected to school, have better attendance rates, and are at a lower risk for dropping out. One amazing way for students to connect their education to their future is to participate in Career and Technical Education, or CTE, while in high school.

When I first started working at a tech school seventeen years ago, I admit that I held some pre-conceived notions about what a vocational high school was like. I had visions of “Welcome Back, Kotter” before walking in the door. I assumed that academic standards and student aspirations would be lower than at “regular” high schools, and I wondered if it would be a place that I would even like working. In a very short time, however, I learned that I could not have been more wrong.

Students in a vocational school have an opportunity to expand their knowledge and learn skills that I, as a fully functioning adult, could never have imagined learning. At sixteen and seventeen years old, my students are skilled craftspeople working in metal fabrication, automotive collision repair, carpentry and cosmetology. They earn industry-recognized credentials that allow them to work as certified nursing assistants, welders, early childhood educators, and IT technicians. They earn hours as electrical and plumbing apprentices, and they can work under the pressure of being on the line of a real-life restaurant and answering to a chef.

Embedded into the frameworks for each career technical area is a strand on employability skills. These soft skills are so important to our students’ ability to succeed in the world of work, yet they are often overlooked in traditional curricula. By teaching



students how to act professionally – to show up to school on time, to treat customers with courtesy, how to answer the phone and how to communicate with your boss and your co-workers – we are making the implicit lessons of becoming an employable adult into an explicit experience.

One facet of technical schools that I find particularly endearing is the family atmosphere that belonging to a shop brings. Because our students start in their shops during the end of their freshman year and continue one through graduation, they work with the same group of students and instructors for much of their high school career. This allows for deep and meaningful relationships between teachers and students, and also among peer groups. When we go in to shops to deliver our guidance curriculum, it is always interesting to see the interaction between students who might never travel in the same circles were it not for the shop opportunity. Students who take Advanced Placement academic classes work alongside students who are in smaller, separate setting classes when they are in shop together. At our school, we have an annual “shop wars” competition where shops compete against each other in field days, holiday door decorating competitions, and community service in order to ultimately win a trophy and major bragging rights as the shop champion for the year. Only by getting everyone in the shop involved and active can a class be successful, and this unique activity fos-

ters community, inclusiveness and engagement among our students.

One of the more obvious benefits of vocational education is that it offers students who have not been traditionally successful at academics a chance to shine. Shop is hands-on and project-based, and students are

often able to work collaboratively to complete their work and solve problems. It’s a great fit for kinesthetic learners and those who don’t want to sit at a desk all day. But it also gives meaning to the trickier parts of traditional academics by offering a context for math and science, a reason to learn to communicate clearly and write better in English class. By teaching our students technical skills, their academic skills are strengthened.

Each year that I have had the pleasure of working in a vocational setting, I am more convinced that career and technical education should be made more widely available. It offers such a great option not only for kids who are “good with their hands” or who people say aren’t “college material,” but for all students who want to learn to problem-solve, work collaboratively, and find meaning in their education. Technical high schools and courses still sometimes have a stigma around them. We as counselors should work towards highlighting options for all of our students, including Career and Technical Education. February, Career and Technical Education Month, is a great time to introduce your students to the idea! Visit <https://www.aceonline.org/why-cte/> for resources for students and families.



Research Proposal Deadline Approaches

In an effort to recognize and support research that can add to and advance the practice of school counseling across the Commonwealth, MASCA is issuing a Call for Proposals for research projects for the 2020-21 school year.

Proposal Requirements:

1. Recipients are members of MASCA
2. Research project is approved by school/district and complies with ethical practices in research (except under Common Rule or IRB approved).
3. Project will advance understanding of an issue or concern (example why are students vaping? What is the attraction) or measure the impact of a counseling practice (did adding a freshman orientation week impact students attendance, discipline and academic achievement?).
4. Must be completed by July 1, 2021

Submission:

Online submission of proposals will be accepted **through February 27, 2020**. Letters of support/approval from principal **must be received by MASCA by February 27, 2020**. The link for submission is posted on masca.org

Funding:

Awards will be up to 1,000 per research project with research starting July 1.

Questions:

Please contact Christine Shaw, MASCA Research and Assessment Committee Chair at shawc@merrimack.edu



PATHWAYS TO THE FUTURE

MASCA
Massachusetts School Counselors Association

SPRING CONFERENCE

MARCH 30-31, 2020 • BOSTON MARRIOTT NEWTON • NEWTON, MA

SOCIAL/EMOTIONAL CAREER DEVELOPMENT ACADEMIC

The 2020 MASCA Conference is less than two months away! In addition to the pre-conference and keynote address, we will offer 20+ program sessions especially structured to equip, encourage, and strengthen your efforts on the front lines with your students. Spread the word to your colleagues and others who you know would benefit from high quality professional development!

You do not want to miss this conference! If you have not already made plans to

attend on Monday, March 30 and Tuesday, March 31, go to www.MASCA.org for more details.

While you are registering, please reserve your room at Boston Marriott Newton to take advantage of the \$129 early bird special! Staying at the hotel Monday evening provides a great opportunity to network with other counselors from across the state at the President's Reception.

We look forward to seeing you at this exciting conference!



Allison Edwards
Pre-Conference Speaker
15-Minute Counseling Techniques
that Work
Monday, March 30



Julia Taylor
Conference Keynote Speaker
Mental Health Literacy
Tuesday, March 31

MASCA Pre-Conference Workshop for Graduate Students

Transitioning from Graduate Student to School Counselor: Tips, Tricks, & Insights

March 30, 2020 9:30am-2:30pm

Topics to include:

- Resume and cover lettering workshop
- Job search advice from new school counselors and hiring districts
- Navigating the licensure and continuing education process
- Best practice for interviews
- Integrating self-care into daily practice

Facilitators: Danielle Duarte & Megan Krell, guest speakers & panelists

Cost: \$25 (lunch included) Register online at masca.org

An Intern's Tale: Helping Students Make Career Connections

By: Joshua Murphy and Elizabeth O'Donnell



Planning a schoolwide career fair would appear to be a daunting task for interns at the beginning of their 600 hour internship experience. In the early days of September, shortly after the start of the school year, this process began for us as we embarked on the journey to plan one of the marquee events for the fall at Whitman-Hanson Regional High School. The Career Connections Fair is an annual event that is put on and planned by the school counseling interns as a way to expose us to the concepts of consultation and collaboration, indirect student services, a major component of Whitman-Hanson's school counseling core curriculum, and other aspects of the MASCA Model. Career exploration is a vital piece to the puzzle as adolescents start to brainstorm ideas for their futures beyond their days as high school students. Whether they want to attend a 2 or 4 year degree program, seek out other post-secondary educational opportunities, join the military, or immediately join the workforce in some fashion, students need to be exposed to as many options as possible, while also learning about the avenues they must take to achieve their goals.

When the school year began, we

decided to hit the ground running. Quickly we began to compile a contact list of potential volunteers that would be willing to dedicate some of their time to talk to the students at Whitman-Hanson. We wanted to establish a list of volunteers that could expose our students to a wide variety of career options and other educational opportunities. Many of the volunteers were local members of the community as well as Whitman-Hanson alumni. Having those connections was a piece that made the career fair such a successful event. Our list of volunteers were professionals who work in careers such as healthcare, video production, public service, human services, representatives from multiple post-secondary institutions as well as Representative Josh Cutler (Hanson) and Representative Alyson Sullivan (Whitman).



In total there were thirty-two stations for the students explore. As can be expected we had some last minute cancellations, but we were excited to still have so many volunteers attend.

Once our volunteers were set, our attention shifted to spreading the word



to the students. E-mails were sent to parents, teachers, and students, announcements were made, and flyers were posted around the school. We were slightly anxious about getting students to sign-up. The numbers started out low, but as the career fair got closer we had a constant wave of students coming in with permission slips and we were getting excited. With students signed-up, the placement process began. For the Career Connections Fair, students would be assigned to one station at the beginning of the fair that was related to the career interest they indicated on the Google Form sign-up sheet. If a student's career interest was not in attendance, we tried our best to place them at a similar station. When the first session concluded, students were then free to explore any stations that they believed were interesting. Students were able to rotate up to four times during the career fair giving them approximately 15 minutes per station with our volunteers. Handouts were also provided to help students navigate their way from station to station. As we walked around checking in, all we could do was hope our hard work paid off.

All of the time we dedicated to make the career fair a success was worth

(continued next page)

Career Connections

(continued from previous page)

it, as we received positive feedback from the students, volunteers, and administration. The best feeling was knowing that we made the school counseling team proud. As interns, we are always learning and making our best effort to be a valuable member of the team. The career fair provided us with the opportunity to connect with the community all while growing as professionals.



Although the Career Connections Fair is an intern project, we want to take a moment to acknowledge that we were able to host such a successful event because of the help of the fantastic counseling team at Whitman-Hanson Regional High School. Ruth Carrigan, Courtney Selig, Maureen Garrett, Domingo Amado, and Maggie Cate Cunha, were a huge help throughout the process. From the beginning of the school year they encouraged us to do our best and aided us tremendously on November 22, 2019. As Mr. Amado says from time-to-time, "Teamwork makes the dream work!"



CURRY COLLEGE

QUICK FACTS:

- A private, four-year, co-educational liberal arts college founded in 1879
- Serving about 2,000 traditional undergraduate students
- 85% of first-year students reside on campus
- 131-acre New England campus located just minutes from downtown Boston
- 27 majors and 60+ minors/concentrations leading to bachelor's and master's degrees
- Student/faculty ratio is 12:1, with an average class size of 20 students
- Approximately 99% of first-time students receive some form of financial aid
- Offering a wide array of extracurricular activities, including 14 NCAA Division III athletic teams



(800) 669-0686 or (617) 333-2210

1071 Blue Hill Ave., Milton, MA 02186 | curry.edu | adm@curry.edu



At a recent meeting of the South Shore Guidance Association at Stonehill College, Donna Neary was recognized with a SSGA Leadership Award. A long-time member of SSGA and a valued school counselor from Brockton High School, Donna was recognized for her leadership to the school counseling profession on the South Shore and the state level. We thank her for her many positive contributions to the school counseling community and for the positive difference she has made in the lives of her students. Pictured with Donna are Carrie Kulick-Clark (L) and Ruth Carrigan (R).

Career Activities Corner: K-12 College and Career Readiness Activities

Reach Higher MA Working Group #1: Careers and Citizenship for All hosts this Career Activity Corner to encourage infusion of a career development strand into your school counseling curriculum. You are invited to submit K-12 lessons with identified standards alignments, interdisciplinary curriculum links, measurable student learning objectives and implementation outcome data to Helen O'Donnell, Ed. D helenod@att.net

Achieving SMART Goals with Action Planning

Submitted by: Cynthia Esielionis, Curriculum Lead, Jessa Brine, Kim Sweetland, Alyssa Giambanco
Ayer Shirley Regional HS/MS School Counseling Department

<p>Essential Questions:</p> <p>Focus Questions: MS: HS: MS/HS Instructional Themes: Student Learning Targets:</p> <p>Time Needed:</p>	<p>Are attendance and academic success important for planning post HS pathways?</p> <p>Does goal setting and action planning assist with academic success?</p> <p>Why are goals important and how do you develop one?</p> <p>Can action planning assist with achieving SMART goals?</p> <p>Goal Setting, Action Planning, and Self-Reflection</p> <p>By graduation, I will be able to write a SMART goal, develop an action plan, self-reflect and monitor my action plan progress, and assess goal achievement.</p> <p>Varies by grade level and level of tiered support.</p>
--	---

<p>Materials and Handouts:</p> <ul style="list-style-type: none"> -Goal Setting for Students: Life Tools for School and Life www.TeachingMoments.com -Goal Setting Worksheet http://speialed.about.com -Ayer MS/HS SMART Goals PPT 		
---	---	---

To align with the ASRSD mission statement "...instill habits of reflection and inquiry that challenge our students to set ambitious academic and personal goals...", district attendance initiatives, and the department goal of goal setting to improving academic achievement and attendance, the school counseling team selected SMART goal setting and action planning as a grades 6-12 Tier 1 school counseling curriculum theme. Taught in developmentally appropriate steps, instruction includes establishing a goal, writing SMART goals, designing and following action plans, and self-evaluation including formative on-going assessments and summative results assessments. Developing competencies with goal setting and learning to develop and follow action plans in Tier 1 settings would also drive Tier 2 and 3 intervention planning to help students improved academic success by building personal responsibility for school attendance, time management, and multiple study skills like organization and completing assignments.

The Middle School initiative began with 6th grade lessons delivered in advisory classes as part of transition support. It did not emphasize SMART goal writing, but was designed to present Steven Covey's Habit #2, "Starting with the End in Mind" from his books *7 Habits for Successful Teens*. Students had to identify a Term 1 personal goal for Middle School. Data analysis of the goal topics indicated over 80% of the students chose an academic achievement goal. When Term 1 grades were released, students were encouraged to self-reflect and asked, "Did you achieve your personal goal?" Student's again were asked to identify a goal, but instruction included how to write an action plan to achieve their goal guided by a Goal Setting Worksheet <http://speialed.about.com>

Since students wrote goals in advisory, faculty became engaged with the goal setting initiative, and chose to participate. Counselor Jessa Brine's MS GOALS bulletin board is inclusive of both student and faculty goals. In HS seminar classes, SMART goal setting is a Tier 1 delivery theme. Partnering to improve attendance and academic achievement, the counseling team taught the specifics of SMART goal setting as Tier 1 seminar instruction. Student were asked to write an academic or attendance goal. In Tier 2 and 3 settings, counselors strategically guided identified students with goal setting and the development of a personal action plan to improve their attendance or academics. In Tier 1 advisory and during on-going Tier 2 and Tier 3 check-in meetings, SMART goal setting continues and counselor-student formative check-ins monitor action plan progress.

Data gathering includes participation data (% of students writing goals and developing action plans), results/outcome data (How many students achieved their SMART goal? Or, academic and attendance improvement over the year by assessing "F" list, honor roll growth, decreased absenteeism, etc.) and student perception data feedback: Did SMART goal setting and personal action plans help you achieve your goal?

Learning Standards Alignment

- ASCA Mindsets and Behaviors for Student Success www.schoolcounselor.org
- Mindsets: #4, #6 Behaviors: Learning Strategies #1, Self-Management #2, #5, #8, Social Skills #8
- MA Curriculum Frameworks ELA, Health (decision making) #5.5, #5.6
- MA CDE Benchmarks
- A4: An appreciation for the relevance of education in their lives;
- W3: Workplace specific knowledge and skills for employability and career advancement,
- PS 2: Learners will develop and demonstrate; attitudes behaviors and interpersonal skills to work and relate effectively with others.
- MASS Career Vocational and Technical Education (CVTE) Strands 2 and 3
 - Legislation: MGL Chapter 76 sections 1-21,
 - DESE: Each student developing and maintaining an e-portfolio (MyCAP)
 - District/School links: Student Handbook for attendance policy, promotion criteria, and graduation requirements
 - District/School links: District Mission Statement "...instill habits of reflection and inquiry that challenge our students to set ambitious academic and personal goals..."

IMPLEMENTING MA MODEL FOR COMPREHENSIVE SCHOOL COUNSELING PROGRAMS:

SCHOOL COUNSELORS ARE ACTION RESEARCHERS

By Helen C. O'Donnell, Ed. D, MA Model Trainer, and MASCA MA Model Chair

ASCA states that “The ASCA National Model (and MA Model) will help you implement a new data-informed comprehensive school counseling program or fine tune the one you already have.” In ASCA Model 4.0© the names of the 4 model components have been re-branded from nouns stating the purpose of each part to ACTION VERBS to stress the fluid, on-going development of school counseling programs and the work of school counselors. DEFINE (formerly Foundation), ASSESS (formerly Accountability), MANAGE (formerly Management) and DELIVER (formerly Delivery) each have a unique purpose and are equally important for a balanced program.

The ASSESS section explains that data gathering and assessment is an essential component of the work of school counsel-

ors. Documenting the impact of your program delivery and services is essential for establishing evidence of the importance of the school counseling program and the vital role of the school counselors supporting and promoting academic success for ALL students. Since program data assessment and reflection should drive action planning and your programming decisions, gathering data should be a required component of your delivery work.

Multiple types of data can be collected and analyzed. Outcome data focuses on student end results, Compiled participation data identifies program specifics and participants. Perception data provides information about student achievement of the lesson's learning standard, pre/post % change in competency or understanding as a result of the implementation delivery, amount of

needed Tier 1 review and reinforcement of the instruction, and/or identifies a target group for Tier 2 and 3 continued support.

WHAT is your research question? To avoid an avalanche of data and collecting data not needed to assess your target goals, strategic planning should specifically identify the purpose of the data gathering, HOW and WHEN will the data be collected, and WHAT assessment data is needed. Reflection and assessment on compiled results provides implementation feedback, ideas for instruction modification, and next steps or sequential action planning.

Download FREE resources and read more about ASSESS in ASCA Model 4.0© www.schoolcounselor.org and MA Model 3.0 being released this spring.

Annual MA Model Pre Conference Showcase March 30th 10-2:30, 2020

MA Model 3.0: Awareness, Planning, and Implementation

Putting Action and Assessment into School Counseling Practice

Join the MA Model 3.0 writing team to explore the document that guides your professional practice. Hear how the MA Model 3.0 is aligned with best practices presented in ASCA Model 4.0 plus strategically integrates current MA DESE program initiatives. Hear implementation stories. Gather implementation material. Review sample data documents.

Registrants will be provided a copy of MA Model 3.0, and a Certificate of Attendance for 4 hrs. of professional development. Workshop registration is \$25 cash, check or PO and includes am refreshments plus light lunch. Workshop and registration details posted on the MASCA website or email helenod@att.net. Workshop registration begins at 9:30

Proposed MASCA Conference Workshop March 31, 2020:

MA Model 3.0: Hot off the Press

Explore the Model with writing team members who will review components of the Model and lead discussions. Watch for the workshop summary in MASCA Spring Conference promotions. Attend the conference to get your free copy of the MA Model 3.0.

Need 45 PDP's or 3 graduate credits?

MA Model 3.0 Introductory Institute, MA Model 3.0: Next Steps, Counselors in K-12 Classrooms

These 3 graduate courses have been designed to guide you with MA Model 3.0 integration into your school counseling programs. All assignments can be personalized for into your school counseling practices. Hybrid format includes on-line PD and in regional training locations. Former Institute participants welcomed. Cost for the Institutes are \$450 which includes 45 PDP's for successful completion of assignments. Graduate credit registration at Fitchburg State University costs \$295 and includes additional assignments. Email helenod@att.net for details.

IN CASE OF NON-DELIVERY, RETURN TO:

MASCA
PO Box 351
Hampden, MA 01036



**The Mission of
MASCA**



The mission of MASCA is to advocate for school counselors in the Commonwealth of Massachusetts
By providing leadership, collaboration, and professional development.
Stay informed by visiting MASCA's website regularly.

<https://masca.wildapricot.org/>

100%

**OF BACHELOR'S
DEGREE STUDENTS**
participate in at least one
internship before graduation



16

ATHLETIC TEAMS
NCAA Division III



SMALL SCHOOL – BIG FAMILY
DISCOVER THE DEAN DIFFERENCE

WHY DEAN?

EXPERIENTIAL LEARNING

We are uniquely poised to give our students one-of-a-kind opportunities to get ahead in a variety of competitive fields.

ACADEMIC SUPPORT

At Dean we provide unmatched learning support to help meet your needs and goals.

LOCATION

Located in a safe, suburban community just outside of Boston, MA.

