

MASCA Counselor's Notebook

MASSACHUSETTS SCHOOL COUNSELORS ASSOCIATION

Vol. 56, No. 3

November 2019

President's Message

By BARBARA MEYER, MASCA President

Greetings and welcome to November! I am thankful for a career that I find rewarding after many years, and for state and national associations that support my profession.

One way that the association supports our roles as school counselors is the adoption of a Massachusetts Model for Comprehensive School Counseling, which is in the process of being revised for the second time. The Mass Model describes the appropriate roles that school counselors play in our buildings, and outlines how we can most efficiently deliver curriculum to students.

When I first read the model, I was afraid of delivering curriculum in a classroom setting. Although it was clear that a reactive model was not effective in reaching all students, I was still more comfortable meeting with individual students than I was being a "teacher." However, as my fellow counselors and I sat down to write curriculum, it became clear to me that I would still be meeting with many students individually. Social-Emotional counseling and individual academic and behavioral supports still happen individually, as Tier 3 interventions. And many students benefit from the tier 2 support of small group counseling. But the bulk of what we want all students to learn can be taught through a tier 1 intervention, in classroom lessons. If you haven't read the Model lately, find it here: <https://masca.wildapricot.org/resources/Documents/MAModel2.0>.



Barbara Meyer
MASCA President, 2019-2020

One thing many counselors struggle with when they begin delivering curriculum this way is classroom management. I read a research article in the ASCA online newsletter (May, 2019) that offered some useful tips, so I thought I would share them with you. Find the full article, authored by Emily Goodman-Scott, and it's excellent research sources at <https://doi.org/10.1177/2156759X19852618>.

1. Purposefully design the layout of the room. You might consider having students move around the room at different times in the lesson (for elementary: from a reading carpet to desks, for example.)

2. Create and proactively teach students behavioral expectations. At the beginning of each term, semester, year and lesson, remind students of these expectations.
3. Develop and teach predictable routines.
4. Give behavior-specific praise - verbal feedback recognizing desired behaviors.
5. Supervise students, including scanning and proximity. Move around as you teach, and scan for behaviors that need correcting.
6. Provide many opportunities to respond - verbal, written, small group, or nonverbal.
7. Act consistently.

Over the years, as I have become more confident about it, I have really enjoyed "teaching" classroom counseling lessons. It allows me to experience my students in a different setting, and it allows them to see counselors as knowledgeable professionals who have important lessons to teach.

Happy Thanksgiving to all of you, enjoy the well-deserved break. Remember to practice self-care and not just student care!

Barbara



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Ensuring All Students are Future Ready

By Bob Bardwell, MASCA Executive Director

I am thrilled to announce an historic event on December 3, 2019 that promises to transform the school counseling profession in Massachusetts for years to come. DESE Commissioner Jeffrey Riley will be the featured speaker at the **2019 School Counselors: Ensuring All Students are Future Ready Convening** to be held at Bentley University from 8:00-12:30 pm. Breakfast will be provided and an optional tour of the Bentley campus will be offered from 12:30-1:30.

The purpose of the Convening is to create a focus on the critical role that school counselors play in supporting success and achievement for all students. Invited panelists from across the Commonwealth and the country will highlight best practices in the field as well as policies which will advance our profession. In addition to the Commissioner, we will also invite state policy makers, Board of Education officials and legislators to hear about ways that school counselors can be more effective, leading to programmatic and policy changes which ultimately improve how we are regarded and utilized in schools.

It's been more than 15 years since a high-level executive at DESE has addressed the topic of school counseling at an event like this. Specifically, Commissioner Riley will address the need for more school-based supports to deal with the growing mental health challenges faced by all schools today as well as the ongoing need to better prepare our students for the world of work or post-secondary education. He will include resources that are currently available to assist schools in addressing these challenges.

In addition to Commissioner Riley, the program will include speakers from California and Colorado who will discuss nationally recognized school counseling efforts and policies which allow counselors to do the work they are trained to do which then leads to better student outcomes and measurements. They will also share data from their states and districts about the benefits to students when school counselors are given the resources to do the job they should be doing.

Panelists from Massachusetts include a former school counselor of the year, high school principal, an education policy expert and representatives from the Massachusetts Executive Office of Education, Massachusetts Department of Higher Education and the Massachusetts School Mental Health Consortium.



Robert Bardwell
Executive Director, MASCA

As part of the program, participants will create an action plan based on what they heard during the morning sessions listing specific tasks to complete upon return to their schools and offices. The goal is for these plans to lead to significant changes in school districts across the Commonwealth.

The Convening is sponsored by MASCA, MA DESE and Bentley University. There is no cost to attend the program and is open to all school counselors and administrators who are interested in learning more about this work and who want to learn about more effective ways to engage school counselors. To register, go to <https://masca.wildapricot.org/event-3591065>. The deadline is Friday, November 29. For more information about the event contact me at bardwellr@monsonschools.com or 413.267.4589x1109.

See you on December 3.

SCHOOL COUNSELORS: ENSURING ALL STUDENTS ARE FUTURE READY

Featuring DESE Commissioner
Jeff Riley

TUESDAY, DECEMBER 3, 2019

8:00 a.m. – 12:30 p.m. at Bentley University
LaCava Building EDR Conference Room (Third Floor)

We would like to invite both administrators and counselors to attend
Please register at www.masca.org by Friday, November 29
PDP's will be available for this FREE EVENT

ALSO FEATURING:

CATALINA CIFUENTES
Executive Director of College and Career Readiness in the Riverside County Office of Education, CA

EVA PUGH
Colorado School Counselor Coordinator, CO Department of Education

MANDY SAVITZ
Romer, Harvard University, MA

PAT MARSHALL
Deputy Commissioner for Academic Affairs and Student Success, MA Dept. of Higher Education

ANN REALE
Undersecretary & Chief Operating Officer, MA Executive Office of Education

CHAD D'ETREMONT
Executive Director, Rennie Center, MA

JOHN CROCKER
Coordinator MA School Mental Health Consortium

CHRIS JONES
Principal, Whitman-Hanson Regional High School, MA

DINA SIBILIA
2019 School Counselor of the Year, West Springfield High School, MA



2020 MASCA Conference - Meet the Keynote Speakers

By Ruth Carrigan

The 2020 MASCA Conference is only a few months away. We are excited to be at the Boston Marriott/Newton, a beautiful centrally located facility with easy access to Boston, the Mass Turnpike, and public transportation. We are in the midst of finalizing our program, but are happy to announce our Keynote Speakers.

Monday, March 30, 3-6 PM

Pre Conference

Allison Edwards

15-Minute Counseling Techniques that Work: What You Didn't Learn in Grad School



Allison Edwards is an affiliate professor in the Human Development Counseling department at Vanderbilt University, the author of *Why Smart Kids Worry* and *Worry Says What?* and the creator of Anxiety Tracker, an iPhone app that helps track anxiety. Allison has over 20 years experience working as a school teacher, school counselor, child/adolescent psychotherapist and educational consultant to schools throughout the country.

Join Allison as she presents *15-Minute Counseling Techniques that Work: What You Didn't Learn in Grad School*. Feel like you don't have enough time to do counseling? Participants will learn 15 counseling techniques that can be implemented in less than 15 minutes from when a student walks into your office. The program can be suited to elementary, middle, or high school counselors (or a combination of all) and participants will not only learn the strategies but will be doing them alongside Allison as she teaches how to implement them. Get out your Play-Doh! This hands-on, experiential program will revolutionize your counseling department and help kids leave feeling empowered.

Tuesday, March 31 – Keynote

Julia Taylor

Mental Health Literacy: Raising Awareness



Dr. Julia V. Taylor is an assistant professor at the University of Virginia. Julia is the author of many books: *The*

Body Image Workbook for Teens, *The Bullying Workbook for Teens*, *Salvaging Sisterhood*, *G.I.R.L.S: Group Counseling Activities for Enhancing Social and Emotional Development*, and a children's book, *Perfectly You*. She frequently presents her research and experiences with educators, parents, and students at the national level.

Join Julia as she presents *Mental Health Literacy: Raising Awareness to Provoke Change*. Current research indicates that 1 in 5 students will experience a mental illness before the age of 25, with symptomology beginning during adolescence. The lifelong trajectories for these conditions can be greatly improved with early identification and intervention. School counselors are ideal to provide Tier 1 programming to reduce stigma, promote help-seeking behavior, and enhance mental health literacy for youth. This session will provide an overview of current research and best practices to address the topic, along a plethora of suggestions and advocacy resources.

Both professional development points and graduate credit will be available to conference attendees. For more information, registration details, and "call for programs", go to www.masca.org.

Contact Ruth Carrigan at Ruth.Carrigan@whrsd.org with questions.

PATHWAYS TO THE FUTURE

MASCA
Massachusetts School Counselors Association

SPRING CONFERENCE

SOCIAL/EMOTIONAL
CAREER DEVELOPMENT
ACADEMIC

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

Join us on March 30 and 31, 2020 at the Boston Marriott/Newton for our annual conference! We are excited about this great facility that is centrally located in Newton with easy access to the Mass Pike, Route 95, and the Riverside "T" Station.

Conference details available at www.masca.org.

Fostering an Attitude of Gratitude

By **Averill Davis**

"There is always, always something to be grateful for"
- author unknown.

November means the beginning of the holiday season and a time to reflect on all the simple joys in your life, whether it is a job you love, your family and friends, where you live, or most importantly, your health. When you stop and really think about it, even when we're stressed out in the midst of college application season, and we have an insurmountable number of letters of recommendation to write, there truly is always something to be grateful for.

Before I transitioned into my role as a school counselor, I was a special education/inclusion English teacher, and taught a few sections of academic support to 9th and 10th graders as well. In addition to helping students with their coursework in the academic support class, the first part of every class was dedicated to completing "mini-lessons", which were units of study meant to bolster study skills, and support them in being reflective, thoughtful, life-long learners.

My favorite unit to do with the students was on "gratitude". You may be thinking to yourself, how can one teach gratitude, and what does that have to do with school/learning? Well, as it turns out, a lot, actually.

The trick is to teach gratitude by way of altruism. For example, it is my experience that students learn best about who they are, or the kind of person they wish to become by getting involved. When students are actively involved in an activity or project that is bigger than themselves, feelings of gratitude are the natural result. A perfect way for them to do some self exploration, and serve the community at the same time, is to encourage students to do volunteer work.

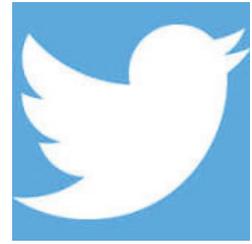
My students are pretty reluctant to seek out opportunities on their own, as most likely is the case for your students, too. So, although it may take some extra work on your end, try to provide students with some community resources and connections that your school has already established so that students have a direct connection to reach out to. One of my students started volunteering with a local Rotary Club and enjoyed their community service so much that he started cleaning the yards of the

elderly on his own. That work further inspired him to go to school for horticulture and start his own business.

Another example is of a student who started volunteering in the nursery of her church. She loved taking care of the children so much that she decided to go to college for early childhood education. Serving others made these students feel grateful for the opportunities they had, and even directed them onto a career path.

On a smaller scale, try modeling gratitude in the classroom daily. One way I did this was to have a gratitude jar in the classroom. Every day, I would write down what I was grateful for and put it in the jar. I would have little pieces of paper next to the jar with a pencil so that students could participate when they felt moved to do so. At the end of the year, it is fun to read all the notes from the jar and reflect on all of the wonderful things there are to be grateful for! The key is to not force them to do it. Naturally, some days will be harder than others to think of something to be grateful for, but it is in those times that you can teach students how to see the positive in every situation, no matter how bad it may seem. For example, if a student is in a negative mindset over an issue with a peer, you can help them reframe their thoughts to ones of gratitude for what this conflict has taught them.

According to mindfulness research, having an attitude of gratitude changes the molecular structure of the brain, keep the gray matter functioning, and makes us healthier and happier. Undoubtedly, we can all benefit from having an attitude of gratitude.



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School of Massage and Aesthetics www.spatech.edu

School Counselors - A Story Within Many Stories

By Dr. Judith Josephs

For those of us who have spent many years as a school counselor, we have a story to tell of our own career. Within that career, there are many stories to tell of our students and how we may have helped them.

I was a School Counselor and Placement Director for many years at an inner city technical high school. Every other year there is a Hall of Fame Event where a number of very successful graduates are inducted into the school's Hall of Fame. I attended a recent Hall of Fame Award Ceremony for alumni given in the Spring, 2019. Several of the Hall of Fame award recipients remembered my intervention in helping them and spoke of the importance of these interventions in their stories. I was pleased that they could recall my help.

One Award Recipient spoke about my having achieved a job interview for him with Saxony Business Products. He provided the audience with a summary of his amazing business career which involved setting up three separate businesses which he sold for great profit. He started working for Saxony at age 18 and immediately was offered a new car, a credit card, and a job at the Miami Office. The job offer was more than 45 years ago. The story he told attributed his success to my obtaining his first job interview. He started as a repair person for this photo copy company and became a very successful entrepreneur. This is such a nice story, an example of how the proper placement of an enthusiastic student in the right first job can lead to a truly successful career. A similar intervention can change the course of a student's life.

Another story was told by a young woman who spoke about coming to my office to enter the field of Cosmetology. I told her that we had no openings and offered Computer Technology. She tried the course for a week and did not like that course and came back to me for Cosmetology.



Dr. Josephs

I still had no openings. I offered a program in Electrical. She selected the Electrical program and became an Electrician. She worked on many large construction projects in Boston. She is now the Business Agent for the International Brotherhood of Electrical Workers. She spoke about my intervention as a critical point in her career.

Another story often told by a former Award Recipient was told by a student who came to my office and told me that his father had just passed away. The student was planning to attend college, but he no longer had the resources to pursue that idea. He asked me for help in obtaining employment. I was able to obtain an interview with Volkswagen. The student was hired. From the training program offered by this company, the student was later able to start his own business in the Auto Body field. He also became a teacher and my colleague. He then entered politics. Today he is a very successful entrepreneur and politician.

School Counselors can recall many memorable stories. Marc Freedman in a book entitled "*The Power of Con-*

necting the Generations" tells the story focusing on the topic of "How to Live Forever." He wrote "older people are at the top of their game for empathy and emotional skills. We need to think of ourselves as mentors." The top of the list of being a good mentor is to be a good listener. The value of being a good listener was noted many years ago by Dale Carnegie in his book *How to Win Friends and Influence People*. John Gardner, founder of Common Cause, stated "It is easy and seductive to be interesting; it is harder and more worthwhile to be interested."

For those of us who have been school counselors for years, we leave a legacy of positive interventions. We may never know what changes we have made in the lives of our counseling students. However, sometimes we meet students who tell us a story about the time they spent in our office and the story of what happened as a result of the intervention that we made. I am amazed that, after many years, students remember me and are anxious to tell me of their success.

The field of counseling offers a tremendous opportunity to change the life of students. There is not enough that may be told of the impact that can be made by choosing this profession. I love to meet my former counseling students, after many years, and hear of their experiences and successes. They enjoy telling me their stories.

The career of school counseling is a story alone, but the profession brings many successful stories from the students into the environment of school counseling. The outcome of interventions in the field of counseling helping students can truly result in our story which can be told within many stories.

Counselors need to highlight successful stories.

Find your Dream Career: a Guide for Students

There are no quick answers as to how to find your dream career. Finding your dream career is a process – a process that can be greatly helped by working with your school counselor. And it's ok not to know what you want. That's part of the process, too.

- 1. The Toughest Part - Know What You Want** - The toughest part about finding your dream career isn't about finding the dream career. It is about finding yourself. Do you know what you want? This is the first question you need to ask yourself. It is a seemingly easy question many answer by mentioning what they DON'T WANT instead of what they WANT. But that is not the answer that will ensure you find your dream job. Knowing what you don't want is helpful, but it does not mean you easily arrive at what you do want. You can go through a thousand "don't wants" and still not hit it. How to find your dream career? Start by knowing what you want!
- 2. Know Your Values** - If you feel a little lost with finding what you want, start by knowing your values. Ask yourself, what do you really value? Time? That's a common answer and a good one too. We all want more time for ourselves and family. So, if you value time then you know the dream career you are looking for must offer more time. Is that all? List a set of values you treasure because you have defined what it is that will fit in these criteria. Then things will begin to fall in place.
- 3. Know How Much You are Willing or able to Sacrifice** - Do you have the knowledge and skill set that fit the needs of your dream career? If you do not, how much are you willing to sacrifice in order to add those skill set in your repertoire? Would you be willing to educate yourself more? How much you are willing to sacrifice in order to achieve it is tough to answer.
- 4. Do It for the Right Reasons** - The

trigger to how to find your dream career should never be only about money. It should not be because you want a dream career that pays you an enormous amount of money. Money should never be the motivation. Make passion a motivation but never money.

- 5. The Easiest Part** - If you know what you want, what you value and you do it for the right reasons – then this is the easy part. Here are your "3 Steps Guide on How to Find Your Dream Career" so to speak. This is where your school counselor can really help. Work with him or her to make connections, pursue internships or work-study opportunities in specific careers or industries, and attend Career Days at your school.

OK, now you know what you want to do. What's next?

- **Do Your Research** - Find out about the industry. Do you know anyone in the industry? Find out what are the expectations, the knowledge and skills needed. The Internet is also the perfect place to start. You can read books focused on your dream career or check out sites

offering career advice on certain industries.

- **Network with People in the Industry** - Get to know people in the industry (if possible) so you get a feel of what it is like upfront. This also sets you up for potential short-term work when the opportunity arises for some hands on experience before you make that leap.
- **Create a Plan to Pursue Your Dream Career** - Now that you know how to find your dream career, create a plan to achieve it. How do you plan to add new skill sets? How do you plan to apply for the job? When would be able to get practical training, if that's a requirement? Develop a plan with the help of your school counselor and act upon it!



*November is Career Development Month.
This article was taken in large part from
www.career-success-for-newbies.com*

MASCA Research and Evaluation Committee Seeking Members!

***You know what you do as a counselor makes a difference,
but how do we show it?***

There is a growing understanding of how invaluable quality school counseling can be to a person's present and future success. How we validate our practices and demonstrate that effectiveness is critical. The MASCA research and evaluation committee is seeking counselors, counselor educators and others interested in conducting, disseminating and supporting research and publication in our field. The committees charge will be two fold this year: 1) to create a strategic plan for promoting ethical research and evaluation in the field of school counseling and 2) to develop a system for supporting research, writing and publication in the field.

**If you are interested in participating, please email :
Christine Shaw, shawc@merrimack.edu**

Awareness Dates November 2019

- Adoption Awareness Month
- Military Family Appreciation Month
- National Career Development Month
- National Family Caregivers Month
- National Homeless Youth Awareness Month
- National Runaway Prevention Month
- National Scholarship Month
- Native American Heritage Month
- Picture Book Month
- 11-15 American Education Week
- 12-19 Transgender Awareness Week
- 13 World Kindness Day
- 16 International Day for Tolerance
- 16-24 National Hunger and Homelessness Awareness Week
- 17 National Adoption Day
- 20 Transgender Day of Remembrance
- 21 Great American Smokeout
- 21 National Parental Involvement Day
- 23 Survivor Day - International Survivors of Suicide Loss
- 29 Native American Heritage Day
- 29 Random Acts of Kindness Friday



NOVEMBER 16-24

JOIN TOGETHER TO FIGHT POVERTY

As a society, we have the resources and knowledge to end hunger and homelessness—we just need the collective will to make these ideas a reality.

NOV. 16-24, 2019: Join together with people across the country for Hunger and Homelessness Awareness Week. You can help lend a hand to those in immediate need, while also supporting meaningful long-term solutions.

WHAT YOU CAN DO

- ▶ **VOLUNTEER.** Pitch in at your area food bank or shelter.
- ▶ **DONATE.** Support local programs with food, clothing, and money.
- ▶ **EDUCATE.** Raise awareness about hunger and homelessness in your community.

LEARN MORE ABOUT HOW TO HELP @ HHWEEK.ORG

Every person deserves food on their plate and a roof over their head.

Unfortunately, hunger and homelessness are a reality for far too many people. The U.S. is the richest nation in the world, but 42 million Americans are at risk of suffering from hunger and more than 500,000 Americans are homeless on a typical night.

November 16 -- 24 is Hunger and Homelessness Awareness Week, an annual opportunity to shine a spotlight on the problems of hunger and homelessness and organize our communities to take action.

You can join the movement to end poverty. Just take out time to address hunger and homelessness in your community:

Volunteer. Pitch in at your area food bank or shelter.

Donate. Support local programs with food, clothing, and money.

Educate. Raise awareness about hunger and homelessness in your community. Post on social media about the importance of ending hunger and homelessness and tag your post with #hhweek.

Visit HHweek.org to learn more.



Nominate an Inspiring Leader Today!

By Jeremie Bateman

It is once again, MASCA Awards season! Each year, MASCA recognizes counselors, administrators, graduate students, and counselor educators making a difference for our students, every day. We need your help to do it.

From November 1 to December 15, the awards committee will be accepting nominations for seven different awards. Nominating is simple. All you need to do is provide your contact info, your nominee's contact info, and a short statement as to why your nominee is deserving of the award. That's it!

You can read short descriptions of each of the awards on the MASCA website, which include School Counselor of the Year, Administrator of the Year, Rising Star, Counselor Educa-

tor of the Year, the Leadership Award, the MASCA service award, and the George Thompson Memorial Scholarship for our graduate students.

You can submit your nomination online: <https://forms.gle/cK6M3Yx-Z7JbPz3MR9> Recipients are recognized at our annual conference each spring.

School Counselor of the Year

The winner of this award in Massachusetts will go on to be our nominee for ASCA's School Counselor of the Year. State School Counselors of the Year are invited to Washington, DC for a recognition and Gala the following year. It is truly a special honor.

For that reason, we have made a few changes to the process for our state level award this year, in part to allow

us to have more information for our decision, but also to give our eventual nominee a head-start on their national application. We have attempted to balance our need for information with our nominees' need for a straightforward process.

At the close of the nomination period, all nominees for School Counselor of the Year will be notified and asked to provide two recommendation letters, along with a written response to a question. Counselors will be able to choose their letter writers from two of the following three categories: direct supervisor, colleague, and community member/parent/student.

We look forward to hearing about the wonderful, inspiring work of our counselors across the state.

"If we can conquer space, we can conquer childhood hunger."

Buzz Aldrin



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

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

INTERVIEWS

Submitted by: Lauri Gentile, School Counselor, Minnechaug Regional High School
Email lgentile@hwrdsd.org about Inquiries and unit resources relating to this unit.

Unit: *Presenting Your Best Self*. A Career Readiness Seminar

Seminar Goal: Teaching high school students how to apply for a job.

Seminar Focus: In this 4 lesson seminar series, all students learn how to fill out a job application, develop a resume, learn about interviews, and utilize the necessary skills to participate in a mock interview.

Time Needed for Lesson 3+ 4: 120 minutes (2 - 60 minute blocks)

Materials and Handouts

- “Interview Do’s and Don’ts” <https://www.youtube.com/watch?v=S1ucmfPOBV8>
- “Mock Interview Preparation: Common Questions with Feedback” https://www.youtube.com/watch?v=R_dxlajqA4s&t=418s
- Lesson ppt: *Interview Tips*
- *The Top 10 Questions Asked by An Interviewer* handout
- *Questions for You to Ask* handout
- *Pre/Post Interview* handout
- *Student Self-assessment* handout
- *Interview Path* handout
- *Career Readiness Grading Rubric*
- *Adult volunteers from the community to conduct mock job interviews*

Special Considerations: All students participate in the seminar. If students have a special testing accommodation (test with a familiar person or high anxiety), the student can interview with a familiar staff member rather than a community member conducting the mock interviews.

Student Learning Targets

By the end of the Interview unit, students will be able to: *{“I know I can ...”}*

- Explain the importance of appropriate professional attire for an interview
- Demonstrate appropriate attire, hand shake, eye contact, interview posture, and behavior before, during and after an interview.
- Discuss questions asked at interviews and questions I should ask in an interview.
- List at least 3 skills employers are seeking from 21st century employees.
- Evaluate interview scenarios, participate in an interview and self-evaluate my interview

Learning Standards

ASCA Mindsets and Behaviors for Student Success www.schoolcounselor.org

Mindset 5 Learning Strategies 2.1, 2.6, 2.7 Self-Management 2.0 Social Skills 2.1

MA CDE Benchmarks: A1-1, A2-2 + 4, A4-3, W1-5

IMPLEMENTING IMPLEMENTING MA MODEL 2.0 (DRAFT MA MODEL 3.0 IN PROGRESS) FRAMEWORK FOR COMPREHENSIVE SCHOOL COUNSELING PROGRAMS:

WHAT IS THE PURPOSE OF THE DEFINE (FORMERLY FOUNDATION) SECTION OF THE MA MODEL?

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

DEFINE establishes the foundation of our professional practice as school counselors and identifies what guides our school counseling programs. The goal of the MA Model is to identify what guides our professional practice including resources that reflect 21st century alignment to the guiding principles of ASCA, federal and state Department of Education mandates and initiatives, and other national evidence-based practices and student learning standards. It is the professional responsibility of every school counselor to stay informed and current.

Since the MA School Counselor license is defined and issued by the MA Department of Elementary and Secondary Education, the MA Model references the **MA Career Development Education (CDE) Benchmarks** (Academic Technical, Workplace Readiness and Personal Social/SEL strands)) and **MA Curriculum Frameworks** as guiding student learning standards as we partner and support DESE's goal of "**All Students Future Ready**".

Additionally, the **ASCA Mindsets and Behaviors for Student Success: K-12 College and Career Readiness Standards for Every Student** provides student standards to guides development of school counselor core curriculum and service delivery. Both are embedded in the MA Model. Ongoing professional development offered by both MA DESE and ASCA assists school counselors to stay aware of evidence supported Initiatives and current research findings.

ASCA has issued **Professional Standards and Competencies for School Counselors** to clearly define the multifaceted role of 21st century school counselors.

The MA **Educator Evaluation** process of formative and summative evaluations is guided by professional and student annual or biannual SMART goals agreed on by both the school counselor and administration.

The supplemental **MA Role Specific Indicators** provides additional competency-based evaluation criteria:

"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 Prac-

lice). <http://www.doe.mass.edu/evaluation/model/PartIII-AppxE.pdf>

To assist school counselors with maintaining an ethical practice and professional standards of care, the MA Model 3.0 will reference both **ASCA's Ethical Standards for School Counselors** and **ASCA Position Statements**. Both documents www.schoolcounselor.org are reviewed and updated annually, as needed.

In summary, the *DEFINE* section of the MA Model compiles and clearly identifies guiding professional resources that reflect integrated alignment with both the MA Department of Elementary and Secondary Education and ASCA, provides a framework for comprehensive school counseling programs, and clarifies the role, competencies, and expectations of 21st century school counselors.

School Counselor Professional Development Institutes

The following Institutes have been vetted and approved for 3 graduate credits or 45 PDP's for the 2019-20 academic year. Training cohorts will be offered regionally based on registration needs.

Cohort registrants identify meeting dates/times.

Institute registration fee \$450.

Fitchburg State University graduate credit is an additional \$295.

- MA Model Implementation Introductory Institute
- MA Model Institute 2: Next Steps
- Counselors in K-12 Classrooms: Delivering Curriculum that Support Academic Achievement and CCR.

Inquiries: helenod@att.net 413-549-1914

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/>

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