Hello fellow counselors, and welcome to October!

I hope that this message finds you settled into the school year, continuing to feel positive about the difference you make every day for your students.

This month we recognize a variety of important causes, including Mental Illness Awareness Week and National Depression Screening Day. As I looked at ASCA’s “Awareness Calendar,” I thought of my work with teens, and the increase I have noticed in social-emotional concerns. Students need us more than ever, and as their needs change, so must our practice.

ADHD, behavior problems, anxiety, and depression are the most commonly diagnosed mental disorders in children, and some of these conditions commonly occur together. Of the 3.2% of children ages 3-17 diagnosed with depression, 75% also have anxiety and 50% also have behavioral problems. Even worse, students living below the poverty level are more likely to be diagnosed with a mental disorder, and children’s diagnoses of depression and anxiety have increased over time (Source: Centers for Disease Control and Prevention, https://www.cdc.gov/childrensmentalhealth/data.html).

While this data is sobering, it also suggests that school counselors can make a difference. We form relationships with our students, which allows us to notice changes in behavior and mood as well as possible signs of a mental health issue. Since diagnosis increases over time, elementary counselors are poised at a critical stage of students’ lives for assisting them and their families to recognize and treat mental health issues.

For this reason and many others, getting counselors into every school is vital for the mental health and futures of our students. I am glad that MASCA has decided to continue our partnership with Tremont Strategies Group, a lobbying firm that is helping us to support this agenda with our lawmakers. If we could eventually see a school counselor in every gateway city school, and collect data on the impact of school counseling on student outcomes, we might eventually convince all Superintendents that counselors are as vital as teachers are when they want their students to succeed.

If you are like me, and are counseling more students with Social-Emotional needs than ever before, perhaps you want some professional development to brush up your mental health counseling skills.

Here is the link to workshops offered by the MSAA (Massachusetts School Administrators Association: http://www.mssaa.org/professionaldevelopment. Look for those labeled “Safe and Supportive Learning Environments.”

Let’s continue this good work together! As you care for your students, remember to also care for yourself. Thank you for all that you do.
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Guidance Counselor vs. School Counselor - What’s the Difference?
by Bob Bardwell, MASCA Executive Director

This month’s article was supposed to be about one of my six goals for the year but I couldn’t resist changing the topic when I saw the above graphic recently on Facebook. I know that for some this is a hot topic, but for others they may not even know it is a debate. Let me give some perspective to this ongoing discussion.

The term guidance counselor was first used in the early days of the school counseling movement with the advent of people being hired to help students navigate through high school and the world of postsecondary options. We were initially called vocational guidance counselors as we were needed to assist students get a job and prepare for life after high school. The days where kids went off to work in the factory or business where their parent(s) worked were dwindling; instead students required career counseling. Schools had limited resources to assist returning World War II veterans taking advantage of the GI Bill. We can also thank the science revolution and race to space as an additional pressure for schools to push students to go into science careers and off to college. Finally, when the baby boomer generation offspring hit high school age, more support was needed to help them transition out of high school. The career and vocational movement was in high gear.

In those days, guidance counselors were supposed to guide students in career selection and college admission. Additionally there was some emphasis on academic concerns and course selection. In the early days of the profession the idea that students also needed help with social and emotional issues was not considered part of the role of a guidance counselor. Such issues were not considered important—most likely a reflection of the society at the time as mental health issues were rarely spoken of outside of the home. The concept of a student talking to a school staff person about a personal concern was not common. As a result, guidance counselors received little or no training in the mental health aspects of school counseling. As our society became more complex, students had more issues with which to deal. Additionally, the stigma that you couldn’t talk about personal issues was beginning to diminish as we began to understand the benefits of openly discussing topics such as depression and anxiety. The role of the school counselor was changing. More and more guidance counselors working in schools started providing additional counseling services on top of simply helping with course selection, career awareness and college search advice. Counselors were being asked to do much more than just ‘guiding.’

It is unfortunate for the school counseling profession that our history started this way. Had the profession started out with equal emphasis on all three aspects of our work—academic, career and social/emotional—then I don’t think the term guidance counselor would have the negative connotation some attach to it today. The requirements to be a counselor in the early days were not...
Guidance Counselor vs. School Counselor
(continued from page 3)

as stringent as they are currently. In some cases only 18 graduate credits were required compared to the 48 or 63-credit minimum required in most counselor education programs today.

In the early days some counselors were not as proactive about reaching out to all students, did not provide preventative programs or were not visible in the classroom. Guidance counselors were also expected to have teaching degrees before becoming a counselor. Sometimes teachers who wanted out of the classroom where they would have a nice office, phone and who were no longer constrained by a dictated teaching schedule, pursued a counseling career. Teachers who were no longer effective in the classroom were often moved into the guidance office. This led many to have a negative view of their guidance counselor, especially if they only reacted in a time of crisis.

Today when I inquire about someone’s relationship with their guidance counselor, I often do not hear anything positive. Comments like “I never even saw him,” or “She said I could never go to college” are common responses, particularly among older generations. Our society and expectations of counselors were different then, but unfortunately the negative image has stuck.

I am not implying that all guidance counselors gave bad advice, have never stepped foot out of their office or were teachers put out to pasture. But, in my experience, enough people have a negative image of school counselors to create such a stereotype. That is unfortunate as there are many great school counselors who make a difference in the lives of their students. This negative image and misperception does not help the profession as we have try to advocate for more funding and resources or to remove non-counseling duties, such as testing or paperwork, from our job descriptions. Most administrators and policy makers in a position to change what we do and how we are treated come from the era where the guidance counselor was not as effective and would thus consider us as ancillary and expendable in tough budget times.

I think the term school counselor is more appropriate for two main reasons. First, it is a newer term that doesn’t carry the stigma that comes with the title guidance counselor. Secondly, and most importantly, the phrase school counselor is more inclusive. It encompasses the variety of work I do. One minute I might be helping a student with a problem dealing with a teacher and the next minute I might be helping another cope with the loss of a loved one. Later in the day I help the valedictorian select a college or help a suicidal student get treatment. Throw in a student who is contemplating dropping out or one who is fighting with a friend and that might be considered a typical day. For me, the term guidance counselor is too restrictive as I do much more than guide a student towards a career or to college.

I’m not the only one who agrees that a name change is necessary. The American School Counselor Association (ASCA) stopped using the term guidance counselor in mid 1980s and MASCA soon followed suit. In June 2017 DESE changed the language from school guidance counselor to school counselor in the licensure code. We should now only be referred to as school counselors. I strongly believe that a major goal of the new title is to change the perception of what a school counselor does. Think librarian or gym, home economics or wood shop teacher. The current preferred language is media specialist, physical education, family and consumer science or technology education teacher. Our colleagues wanted a new identity to help people understand what they do is different than the in the past. Despite efforts to eradicate the old terminology, you can still hear teachers being called by the former or outdated names. School counselors are no different.

I realize that not everyone agrees with the school counselor terminology and are just fine with the title guidance counselor. For some, school counselor is too broad and does not adequately convey the image of counselors helping students with academic and postsecondary options. I believe if school counselors follow a road map which outlines the roles and responsibilities of the job, such as the ASCA National Model or the MA Model, then there is no reason to worry about role definition or confusion. These models clearly define what we should and should not be doing. Whatever decision we make, we need to be consistent within the profession and we need to remind people about the proper term. Since both MASCA and ASCA have eradicated the G word, then we should too. It may take time, but with effort and persistence we can change perceptions, behaviors and nomenclature.

Are you with me?
The MASCA Governing Board works diligently to ensure that members are engaged and finding value in being part of our professional association. For many of our members, attending the annual conference is the best part of membership. For others, it’s reading the Counselor’s Notebook.

Our membership of over 770 individuals is comprised of school counselors, counselor educators, graduate students and retired school counselors from cities and towns across the Commonwealth. I would guess that the ages of our members range from early twenties to eighties—members who lived most of their lives without social media, and members who cannot imagine life without Facebook, Twitter, Instagram, etc.

Just as our membership is diverse, social media networks run the spectrum as well. This year, we are making a deliberate effort to take advantage of social media as a way to better communicate with our members.

Through social media, we hope to provide members with information about upcoming events, share articles and videos that related to our profession, introduce governing board members and volunteers, and provide opportunities for our members to engage with each other, albeit virtually. Our hope is that our members will find that the increase in communication adds value to their membership.

Are you wondering now where you can find us on social media? Well, with a membership as diverse as ours, we want to make sure we are reaching as many school counselors as possible. To that end, we have three different social media accounts (see inset at right):

Follow one or follow all, but please take advantage of this additional opportunity to network. Have something you think we should be sharing, or have a suggestion regarding social media? Email us at socialmedia@masca.org. Hope to connect with you soon!

Additionally, with new endeavors come new responsibilities. As a result, MASCA is looking to develop some guidelines around our use of social media. We are seeking MASCA members who are interested in volunteering to help create such guidelines. Please reach out if you are interested in being part of this exciting opportunity.
School counselors really became prominent during the space race in the late 50s early 60s. Back then we were called guidance counselors and our role was to guide students into the workforce or to college. During the 70’s there was movement for guidance counseling to be more programmatic and standardized. Towards the late eighties and early nineties, the needs of students began to change and in 2003 the first set of standards came out from the American School Counselor Association. These standards expanded beyond college and career guidance and included academic advising and working with kid on their social/emotional needs.

The role of the school counselor who implements a comprehensive school counseling program includes providing preventive core curriculum to all students, developing closing the gap small groups, and meeting with individual students to discuss their academic, college/career and social/emotional needs. Our day can consist of mediations, individual appointments, crisis counseling, classroom presentations, and running groups. Every day is different and we make connections with kids in many different ways.

I think of the school counselor’s role as that as the student advocate. I used to tell kids that I was almost like their lawyer...I’ll fight for you! The educational setting is similar to our government, there are different branches, everyone has their role, and these roles provide checks and balances. It is the administrators’ job to make sure that the school is running smoothly and that the student body is safe. Teachers are there to provide education to every child. As school counselors it is our job to advocate for the individual needs of our students. We help the students and sometimes their family navigate the educational system. As school counselors we collaborate with teachers and administrators to help meet the individual needs of our students. We are usually the only ones in the building with any kind of social-emotional training, besides our school adjustment counselors and social workers.

What we may not do so well as school counselors, is advocate for ourselves and share our success stories. I would like to share a story with you. As a high school counselor, we met with students and talked about their goals and dreams. I had one student who told me that her dream was to be a centerfold model in Hustler. This particular student had a certain reputation at our school. She had attendance as well as disciplinary issues. Her mom left her when she was young and she lived with her older dad. She struggled to make relationships with other females and so I thought it said a lot that she connected with me. Her junior and senior year she was in my office so much that other students began to believe that she was my daughter. I know that it annoyed my principal that she was in my office instead of in class, but in my mind, I was just happy that she was on-campus. I encouraged her to apply for our Certified Nursing Assistant program and she was accepted and graduated with her diploma as well as her CNA license. A year after she graduated, we met for lunch. She shared with me how influential I was in her life. She told me that she doesn’t think that she would have ever graduated if it hadn’t been for my support. She made me cry. She also shared with me that she was planning on pursuing her nursing license. She is one of my success stories. I imagine that you have your own love-bugs and success stories. Kids that you have created a relationship with and have become their cheerleader.

We are school counselors. We are much more than the guidance counselors of yesterday. So, one way that I am going to ask you to advocate for yourself is to change your title. Last year the Commonwealth of Massachusetts eliminated guidance counselor licenses and changed them to school counselor licenses. Change your email signature to say School Counselor, talk

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to your principal about changing the signage in school (and if he says there is no money—get creative, get some paper and change it yourself), change it on your webpage to Counseling Office. And if you have them, update your business cards. Words are important and hold meaning. When you talk about guidance counselors, people imagine someone who gives advice and tells students what to do about college or career. You are so much more than that and the work that you do is so much more impactful. It is time to share our stories, educate others on our role, and own our title because if we don’t advocate for ourselves, who will?

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
During the past few years I have been talking, encouraging, and preaching The Slow Tech Movement. On the road at speaking engagements, in private consults and in my newly published book, *iRules: What Every Tech Healthy Family Needs to Know About Selfies, Sexting, Gaming & Growing Up*, Slow Tech livin’ is the central principle and foundation in the conversation around tech health. Slow Tech doesn’t refer to your Internet connection or lack of tech knowledge, it’s about mindfulness. It’s about using technology deliberately and with awareness. The exciting truth is that we can embrace technology and set healthy boundaries around it. We can bring this reality into our homes, families, schools, personal and professional lives. We can promote and encourage a culture that is digitally literate, using technology for its highest good, while also being comfortable without our devices, allowing for full engagement or presence in the wide variety of life’s additional offerings.

When I speak about this, two things happen: eyes light up, twinkling with the possibility of being unattached or unavailable sometimes. We have forgotten how nice that might feel and permission to be present feels reassuring. Or, alternatively, eyes roll. *It’s not possible, it’s idealistic, it’s contrary to the direction our entire planet is taking.* As in, we have no choice. But both participant responses elicit sharing and stories, concerns and conversation. Below are a collection of the most common themes I hear from tweens and teens, parents and educators, grandparents and professionals wherever I am.

1. An overworked educator must be available to parents and students around the clock for questions via email, even at the detriment of their own family, interests or rest.

2. A teenager wants help asking her Dad to put his phone away at dinner.

3. A 12-year-old texts other peers while hanging out with a group of friends in real life, but it’s too challenging for parents to manage.

4. A professional brings work home and on family vacations because there is no excuse or reason to be “away.”

5. A toddler cries to play the iPhone during storytime at the library (pool, grocery store, playground, Disney World).

6. A friend fires off an emotional text instead of waiting for time to process feelings and have a face to face conversation.

7. A couple dines in a restaurant and continuously checks social networks.

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Slow Tech
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8. A mother interrupts her playing children and begs them to pose for pictures.

9. A family communicates health issues of an aging parent over text and can feel overwhelmed by the impersonal sharing of important information.

10. A community advocate worries that everyone is becoming selfish, documenting their every individual move.

11. A business is subject to unfair or unreasonable criticism on a message board and feels helpless.

12. The parent and child struggle in “wants” — to upgrade, increase, acquire technology, capabilities, apps, social networks constantly. Everyone is exhausted.

To hear these stories, and thousands more, told first hand is moving. It matters to people. It can seem benign, but these tiny stories add up, add impact. And if it’s so common and we all can relate, why don’t we change? Where do we even begin? Believe me, I understand that it is easier to discuss, than to shift. I am so passionately in favor of Slow Tech Living that I forget how hard I have to work to make it happen. How much awareness, effort, discipline, and direction it takes to honor the Slow Tech Philosophy in my home, with my family, my relationships, my work. And even though tech boundaries work, it makes me feel better and function better, sometimes I wonder if all of this Slow Tech talk is in vain. If the tsunami of constant communication and connectedness has rendered my efforts obsolete or even impossible. It’s so mainstream, so unavoidable, so easy to be high volume users.

But we can decide. What do we really want from our technology? And what do we actually do? How do we get the most from it, without giving up so much of ourselves? What does balance look like for each of us and for all of us as a whole? We have to decide — as individuals, families, school districts, communities, and professional organizations — what feels healthy, what we want to protect, what we want to encourage. And we must reflect on how truly we value space to talk, eat, sleep, wait, doodle, visit, love and think, separate from our devices. Even though there is so much to celebrate about modern technology, can we still delight in the beauty of being away from it or preserving pieces of life without it? I hope so. And from what you tell me, you hope so too.

Janell Burley Hoffman was a Keynote Speaker at the MASCA 2019 Conference in Hayannis last Spring. This article first appeared on her blog (http://www.janellburleyhofmann.com) and is reprinted here with her permission in recognition of Communicate with your Kids Month.
**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

**FOLLOW THE YELLOW BRICK ROAD TO GRADUATION AND INTO YOUR FUTURE**

Submitted by: Gina Masa, Roger L. Putnam Vocational/Technical Academy, Springfield

For inquiries and resources relating to this unit, contact massag@springfieldpublicschools.com

**Grade Level:** Grade 11 Unit (Tier 1, Tier 2 and Tier 3)

**Unit Goal:** Continue development of long-term goal setting and career/employment potential by provide all students a Junior Year Roadmap (Yellow Brick Road) that guides and clarifies student expectations and responsibilities to prepare them for Senior Year and continue their postsecondary planning.

**Focus Question:** Are students able to prepare themselves for “Success After High School”?

**Wizard of Oz Lesson** “The Wizard of Oz” comparison to the junior year planning timeline encourages students to follow their progress on the yellow brick road to the green Emerald City (the school counselor’s office) where they get “spiffied up” with portfolio and competency development to as they prepare to present themselves to the real world (OZ). In the video, the “Wizard of Oz” characters encounter an obstacle (the Witch) where they have to persevere and support each other to continue toward their planned goal or modify it.

[https://www.youtube.com/watch?v=ur7GnxTkS-M](https://www.youtube.com/watch?v=ur7GnxTkS-M) Get “spiffied” up at the Wash and Brush Up Co., Emerald City, Land of OZ

[https://www.youtube.com/watch?v=2vt0B0bZVM8](https://www.youtube.com/watch?v=2vt0B0bZVM8) You’ve always had the power

[https://www.youtube.com/watch?v=RG2keYgBiZc](https://www.youtube.com/watch?v=RG2keYgBiZc) witch casts a spell-poppy’s an obstacle

<table>
<thead>
<tr>
<th>Continue preparing for OZ: What are my junior year responsibilities &amp; goals?</th>
<th>Following the Junior Year Yellow Brick Road Map</th>
<th>Emerald City: School counselors, staff, and community partners collaborate to prepare all students in the Emerald City</th>
<th>Getting Ready for Oz</th>
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<td>If you go into your senior year with the following, you are GOLDEN:</td>
<td>“There is no place like home to get “spiffied” up! Portfolio contents:</td>
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<td>• Impressive Transcript</td>
<td>• Resume</td>
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<td>• Test Scores</td>
<td>• Personal Statement</td>
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<td>• Resume</td>
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<td>• Recommendations</td>
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<td>• Interview tips</td>
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<td>• Goal for Aug (College, Career military)</td>
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<td>• 5-10 College to apply to</td>
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<td>• 5-10 jobs you want to apply for</td>
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<td>• 5-10 scholarships you want to apply for</td>
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<td>• Dress to Impress Outfit for an Interview (even it is your shop attire)</td>
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<td>• Interview Skills</td>
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**Student Learning Objectives:** By the end of junior year, the student will be

- Drafting postsecondary goals
- Building professional portfolio (MyCAP)
- Demonstrating personal responsibility for goal achievement

**Assessments:** On going assessment of portfolios, grades, academic and shop teacher feedback

**Learning Standards Links:**

- **MA Career Development Education (CDE) Benchmarks** [http://www.doe.mass.edu/connect/cde/guideglossary.pdf](http://www.doe.mass.edu/connect/cde/guideglossary.pdf)
  - Academic/Technical Development: A1:1,3 A2: 1, 3, 4 A3:2 A4:1,2,3
  - Personal/Social Development PS1:1-3, PS2: 1, 2, 4 PS3:1 PS 4:1-2

- **ASCA Mindsets and Behaviors for Student Success** [www.schoolcounselor.org](http://www.schoolcounselor.org),
  - Mindsets 1 -6
  - Behaviors (Learning Strategies) 1-10 Behaviors (Self-Management) 1-10 Behaviors (Social Skills) 1-10
IMPLEMENTING MA MODEL 2.0 FOR COMPREHENSIVE SCHOOL COUNSELING PROGRAMS

WHY HASN'T MA MODEL 3.0 SIMPLY ADOPTED THE ASCA MODEL 4.0?

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

After the University of Massachusetts, Amherst hosted a DESE workshop educating 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 had state models aligned with the ASCA Model, it was time for MA 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 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 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 Commissioner of Education, and Karen DeCoster, the document, endorsed by both DESE and MASCA in the fall of 2006, was posted on the DESE website and presented to MA School Administrators and MA School Counselors as a best practice guideline. It was a win-win document, which strengthened and enhanced the strategic, collaborative partnership between DESE and MA School Counselors, represented by MASCA.

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 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 MA DESE-ASCA partnership with imbedded guidelines aligned to both ASCA Model 3.0 and incorporating current DESE language, references and initiatives.

- DESE posts the current endorsed MA Model 2.0 on its’s website
- The DESE endorsed document includes MASCA’s guiding goal of a 250:1 school counselor ratio.
- The MA Model 2.0 graphic highlights the domains of the CDE Benchmarks linked to the DESE vision, All Students College and Career Ready, above ASCA 3.0 components.
- The MA Model 2.0 appendix includes the MA CDE Benchmark and a MA Self-Study Document as well as the ASCA Mindsets and Behaviors for Student Success.
- MA Model 2.0 Implementation was a required component of one of the MA Race to the Top (RTTT) grant funding categories for school districts. DESE implemented 4 years of RTTT training for school counselors implementing the MA Model 2.0 to assess the impact of strategic, closing the gap school counseling initiatives aligned with DESE goals.
- Current DESE CCA/MyCAP training promote MA Model delivery strategies to guide implementation.

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

The answer: The MA Model for Comprehensive School Counseling Programs is more inclusive and strategically blends and aligns both the ASCA model guidelines with MA DESE initiatives.

With ASCA’s release of ASCA 4.0 in June, 2019, a MA Model 3.0 writing team has been convened. Members of the MA Model 2.0 writing team and school counselors trained in both MA Model Implementation and current DESE initiatives, are working to update MA Model 2.0 to make it concurrent with ASCA Model 4.0 and current DESE initiatives. The draft of MA Model 3.0 will be released for public comment in January for your feedback.

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.

- 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

Springfield area cohort starting soon.
Cohort registrants identify meeting dates/times.

Institute registration fee $450.
Fitchburg State University graduate credit is an additonal $295.

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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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