

MASCA Counselor's Notebook

MASSACHUSETTS SCHOOL COUNSELORS ASSOCIATION

Vol. 58, No. 6

February 2022

Spotlight on Committee Chairs

By April Megginson, Board Chair

Happy February! I hope you are doing well. This month I am going to spotlight a few of our Committee Chairs and the wonderful work that they are doing. Enjoy learning more about these wonderful leaders!

Mindy Cripps is the Chair of the **Ethics Committee**. Mindy is the Director of School Counseling at Billerica High School. The Ethics Committee is a newer committee with the goal of providing various opportunities for MASCA members to engage in conversation on the topic of ethics and school law pertaining to counseling. This year the committee had the opportunity to work with Dr. Carolyn Stone and Dr. Wendy Rock in updating the ASCA Ethical Standards for School Counselors. Additionally, Mindy and her committee have hosted a 504 professional development opportunity as well as hosted the 1st MASCA Podcast, MASCA Musings. If you want to join this dynamic committee reach out to Mindy at mcripps@billericaK12.com.


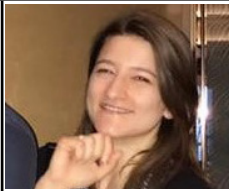

Juliette Coatsworth is the **Government Relations and Advocacy Committee (GRAC)** Chair. Juliette is a Middle School Counselor at Foxborough Regional Charter School. The GRAC Chair position comes with an honorarium. GRAC advocates for school counselors among all facets of the state and national government. The Committee works closely with legislators and educational leaders, proposing, monitoring, and promoting legislation that will impact our work. Juliette and her committee are looking to make some big changes to the committee which would include the addition of Advocacy Outreach

Leaders, MASCA members who are passionate about the profession and interested in building relationships with specific legislators to further MASCA's legislative agenda. These leadership positions would include a stipend. If you are interested in joining the committee and learning more, please reach out to Juliette at juliette.nori@gmail.com.

Dr. Christine Shaw is the **Research and Evaluation Committee** Chair.

Christine is an Associate Professor at Merrimack College. The Research Committee accepts responsibility to focus on current research in the school counseling field to ensure that MASCA members are kept up to date with the latest trends and issues. Christine and her committee developed a process for school counselors to receive research awards for some of the research that they are doing

(continued on page 5)

| Fun Facts about Committee Chairs |  |  |  |
|--|---|---|---|
| | Mindy | Juliette | Christine |
| What is something that rejuvenates or reenergizes you? | Paddleboarding & riding in my jeep | Learning new languages | A walk in the woods |
| Favorite Quote: | "Depart from the path which fate has you assigned" -A Fortune Cookie | "And it is still true, no matter how old you are-when you go out into the world, it is best to hold hands and stick together." -Robert Fulghum | "The future belongs to those who believe in the beauty of their dreams" -Eleanor Roosevelt |
| How did you become a leader in MASCA? | It was a complete accident. I had never done anything with MASCA before. I saw an email about the Ethics Committee, and I responded. Bob Bardwell roped me in quickly and I am so grateful. | I joined GRAC when April Megginson was the chair and when her term ended, she and Bob approached me about being the chair. There was a sense of Imposter Syndrome until I attended the Leadership Development Institute for ASCA and MASCA. When you don't feel alone—when you know your experience is shared—things seem surmountable. | Through old fashioned networking. I truly appreciate the work that the organization is doing to promote school-based counseling. I have taken advantage of resources and opportunities through MASCA and felt it was time to contribute on another level. It's been wonderful to get to work with groups of counselors from across the Commonwealth - showing that what we do DOES matter and DOES impact student outcomes. |

MASCA 2021-22 DIRECTORY

GOVERNING BOARD

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Student Development Counselor, Excel High School

If you build it, they will come...

By Bob Bardwell, MASCA Executive Director

I'm a firm believer of the adage, "If you build it, they will come." In this case, MASCA built it, and they came.

Over two years in the making, the "it" was to provide school counseling directors with relevant training and professional development. We were targeting either aspiring directors or those already in the field looking for critical networking and educational opportunities. It finally happened on January 21 & 22 thanks to our partnership with the Massachusetts School Administrators Association (MSAA) and Teachers 21.

Those of us in school counseling director roles know that to officially become certified as a school counseling director typically means going through an approved administration program at a college, but that means also sitting in with aspiring principals and other administrator wanna bees. There are alternatives like the [MSAA's Leadership Licensure Program \(LLP\)](#), a DESE panel review or even by doing the job for at least three years and applying for licensure with support from your current supervisor.

We also know that there is usually the only person in our school or districts that do what we do so it often gets lonely. Thus, providing more opportunities to network and connect with our director colleagues is critical to our success as a school counseling leader.

To fill this void the idea was born to partner with MSAA LLP and see if there was a way to offer a directors class or strand as part of the current LLP. There have been numerous counseling colleagues who have completed that program in the past to earn either a director or administrative license but there was no specific portion dedicated only to counselors. The LLP program consists of seven modules taken over the course of 11 months and when completed, candidates are eligible to seek DESE licensure or obtain a master's from Fitchburg State University. But in its current format, we were still missing something - a stand-alone op-



Robert Bardwell
Executive Director, MASCA

portunity just for school counseling directors.

The agreement between MSAA, Teachers 21 and MASCA in this first year was to offer an optional weekend course in addition to courses such as finance, curriculum, equity, and fundamentals of leadership. The date of January 21 & 22 was agreed upon and then we set out to find an instructor. We had several highly qualified applicants apply but Tracy Encarnacao quickly rose to the top. As a current director, former college admission director and school counseling adjunct professor, Tracy was a perfect choice to develop and teach this class.

She soon began developing the official syllabus, working with Teachers 21 staff to ensure continuity and avoid duplication of material that was taught in the other modules. Registration began. There was great initial interest and it kept growing, actually getting to the point where we grew concerned that the MSAA facility in Franklin, where the class was to be held, would not be large enough and there was talk of offering another class later in the spring. We actually got to the point of turning off registration.

Thanks to Omicron and the increase in

COVID rates, it was recently decided to pivot to a virtual experience instead of the in-person class. Understandably some of our colleagues opted out of that option. Despite those last-minute changes, we ended up with 26 participants, including two who are part of the current LLP cohort, a business teacher from Beverly and a school counselor from Wellesley.

Thank you to our 26 colleagues who took a chance on our first directors class and the many more who have expressed taking the class in the future. Thanks to the folks at MSAA and Teachers 21 who took a chance on MASCA and let us move forward with this PD opportunity. And, a huge thanks to Tracy for stepping forward to teach the class.

Immediate feedback was very positive despite being a virtual experience and there were many suggestions about the next time. That is critical. As we all know, the best advertising are happy customers so we hope that our initial cohort will spread the positive vibes with other members who will enroll in subsequent sessions. If you missed the first session, no worries. There will be others, perhaps even better than the first and possibly in different formats. Stay tuned.

And who knows, perhaps this initial weekend class will lead to other similar PD events, not just for aspiring directors. The sky is the limit. Remember, it is said if you build it, they will come. And they did.

*Do you have what it
takes
to be a MASCA
Leader??*

[masca.wildapricot.org/
How-to-Get-Involved](https://masca.wildapricot.org/How-to-Get-Involved)

Why I became a School Counselor

By Jennifer McGuire, MASCA Assistant Board Chair and
School Counselor/Teacher Leader for Guidance, Upper Cape Cod Technical School

Every once in a while, I am asked the million dollar question-- why did I become a school counselor? Typically, this is asked during some sort of school counseling group or association as an ice breaker. I always roll my eyes when required to participate, but the fact is, it is a wonderful question to be asked. Twenty one years into my professional school counseling career, it is really valuable to stop and remind myself why I wanted to do this work.

I imagine we all have different reasons or experiences that pushed us to take this path. For me, I knew I wanted to work in education in some capacity but at first I was not sure how I saw myself in the field. When forced to truly consider my next steps, I knew I wanted to help young people work with their own strengths. And to this day, the work I do is driven by my passion to help adolescents envision their future based on their own unique positive attributes.

Perhaps this is why I have become so passionate about career planning-- or to be more politically correct, the MyCAP process-- as it really provides students with the roadmap to focus on their own strengths as they plan for the future. Three years into my journey as a school counselor, I found myself seeking a new position and the opportunity to work at a technical high school was available. I quickly discovered the strong alignment between comprehensive school counseling programs and the work done within career and technical education schools.

I would not be offended if I was referred to as a MyCAP nerd. I know that my students and my school have benefitted from the fact that I am so focused on this aspect of the work I do. Even before MyCAP was a "thing," students at technical schools were required to have career plans and I have been active in reviewing and revising Upper Cape Tech's career planning process for over fifteen years. I was fortunate to participate in the first MyCAP training

series that was launched in 2018, and even more fortunate that my school's administration was quick to support the adjustments that were necessary to roll out a MyCAP process that was reflective of the guidance we received from the professional development.

Last month, I had the opportunity to present with one of my co-counselors at the ACTE Vision Conference on our MyCAP process. This opportunity allowed me to step back and consider the progress we have made since participating in the training. In case anyone reading this is still a hold out on why MyCAPs are important and valuable for all students, trust me when I share with you that I am seeing the impact.

One thing I have to keep reminding myself is that being flexible is important. Even with the best laid MyCAP plan, as with many things school counselors encounter, things change. Just as we tell our students that a MyCAP is not just a document but a process, we must also remind ourselves that whatever plan or curriculum we have in place to support the MyCAP must be reviewed and revised regularly.

When my team of colleagues and I sat down to draft our MyCAP plan for the school, we made the decision to tackle all four grades at once. In the MyCAP workshops, we were directed to create a plan for at least one year. However, our team felt that it was difficult to do one year in isolation so we drafted grades 9 through 12. Our current juniors are our first class of students that were introduced to our "new" four year MyCAP plan.

Of course, at the time we rolled out the MyCAP with our class of 2023, we did not anticipate a pandemic and a year of remote instruction. The challenges that COVID-19 presented for educating (and accessing) our students necessitated some adjustments to how we delivered instruction and lessons to our students. The positive outcome was

that now our school counseling lessons have been redesigned so that they can be delivered both in person and remotely.

When I was preparing for my presentation at ACTE, I began reviewing some of my students' work to find samples to share. As we are a technical school, all of our ninth grade students participate in an exploratory program in the fall. Part of our MyCAP process includes weekly written reflections about the shop a student explored, identifying what they liked or didn't like, and whether the program might be a good fit. (These are expected to be creative pieces.) One of my favorites from this year's ninth grade belong to a student who began her first reflection as follows:

Hello future me. Please choose this shop. OMG IT WOULD BE SO COOL! Here's why I, think you, should choose...

The next week, the student wrote "Hello again, future me. Today I am talking about IT to help you choose your shop." From my perspective, this student gets it. I happened to see the student and mentioned that I included an example of their work in my conference presentation. The following week--the final week of shop exploratory-- the student's reflection began, "Hello future me! Apparently other people read this."

Another opportunity to reflect on the value of this work occurred recently when working with a group of seniors who were updating their goals, something we try to have students make time for each year. However, due to COVID (not sure how long I will be able to use that as an excuse), some of the students in the class had not reviewed and revised their goals in two school years. The students were engaging with each other about the goals their younger selves had set, and whether or not

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Why...

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they'd accomplished them or their goals had changed. The teacher was chiming in and discussing their progress. I absolutely loved hearing the authentic conversation that was occurring.

But even better than that, one of the other teachers in the class with us was a graduate of our school almost six years ago. With her permission, I pulled up her career plan from my google drive, and we discussed the goals she'd set back in high school and how her journey has played out in relation to that. Fortunately, the UCT graduated UCT teacher has met with great success. It was just something that occurred by sheer luck, but I cannot think of a better example of helping students to "get" why this work is so important.

Committee Chairs

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at their school sites. This year, the committee is focused on developing a program evaluation process that would assist School Counseling programs across Massachusetts in collecting information about their program and the wonderful work that they are doing. If you like utilizing data to talk about the different ways school counselors impact kids, please join the committee by contacting Christine at shawc@merrimack.edu.

If you have more questions about getting involved feel free to check out our website <https://masca.wildapricot.org/How-to-Get-Involved>.

What does a Committee Chair do?

As a Committee Chair it is your responsibility for organizing and running all committee meetings, recruit-

ing necessary committee members, and maintaining an active committee member roster. Chairs should maintain a file of the year's activities to be passed on to subsequent chair upon completion of their term. The chair of each committee is expected to attend the MASCA Leadership Development Institute (LDI) in the summer as well as each Governing Board meeting. Chairs must submit an electronic report of activities and plans to the Board one week prior to the Board meeting.

How do you become a Committee Chair?

Committee Chairs are appointed by the Board Chair and serve a three-year term. An individual may chair a committee for a maximum of three consecutive terms.

100%
OF BACHELOR'S
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participate in at least one
internship before graduation

16
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NCAA Division III

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Morning Mindfulness

*By Lori DiCarlo Ford, MA, CAGS, Social Emotional Wellness Coordinator/School Adjustment Counselor,
Martin Luther King Jr., Charter School of Excellence, Springfield, MA J*

Welcome to the second half of the 2021-2022 school year. My hope is that you have all settled into a comfortable routine by now. I - like many of you - have not physically been in the school building with students from start to finish since the 2018-2019 academic school year. I missed seeing the big smiles and feeling the warm hearts of our students.

The past few school years have been difficult for many. This has been the most difficult time I can recall since joining the Martin Luther King Jr. Charter School community in 2009. My hope is that you have adequate support and help along on the journey. I am grateful for the hardworking and caring administration that has supported me along the way. With their support I have been able to implement learnings like our new “Mindful Mornings”

SETTING THE TONE

I personally find it extremely helpful to do my job when I am grounded and present, then I can support others to feel and act the same. When I arrive at work the school building is quiet, just like the parking lot. I use these precious few minutes to gather peaceful thoughts and review the schedule of the day and then suddenly-the phone starts ringing, my walkie-talkie calls my name, students come to my door and the crisis calls come in...I am off and running.

I work at an Urban Elementary Charter School with 365 amazing K-5 students. After completing a class on Trauma Informed Yoga for Youth (through [Yoga Ed.](#)), I began to think about how I could bring mindfulness to our school. This year I implemented an early morn-



ing mindful session to our 3rd-5th grade students.

THEME MOMENTS

We welcome students into the school building, where they can pick from over 100 yoga mats they use to lay and sit on in our large all-purpose room. To set the tone, lights are dimmed, calming music fills the air, positive affirmations are shared, and “a guided meditation” transports our students on mindful rides to the moon where they learn that rainbows can fly and anything is possible.

We have different themes each day. Each week starts with Mookie Monday’s, where our resident Therapy dog interacts with the students who throw his ball, each having to say a positive affirmation out loud in order to participate. We stress the importance of students to be present, peaceful, and positive. I hear students saying loud and proud that they are smart, kind, loving, grateful, unstoppable and fun.

We let them know anything new takes practice. Encouraging students to sit with their legs crossed,

with hands open and upwards, their thumb and middle finger touching. This is absolute magic. There are daily role models that sit in the middle of the room, as proud as can be.

THREE IMPORTANT MILESTONES

- 1. Calm.** Students are eager to show their calmness in different settings during the day. They practice their new learnings in the cafeteria, the classroom, during recess and in specials. Teachers and staff have shared that as students transition from the morning mindful session to their classrooms they maintain a calm and peaceful attitude and it has helped with the atmosphere in the classroom. They are gaining the skills so well they can now do it without prompting.
- 2. Feedback.** Students have opportunities to learn how to share feedback and what they like or do not like about sessions. This helps them communicate valuable information to make each day “New and Improved.”
- 3. Support & Growth.** Students support each other in these settings and spaces. Our goal is to see if they actually do transfer these new learnings

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Minfulness

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to all spaces in the school building, especially recess in some meaningful way, and ultimately into their lives as they develop.

NEW YEARS WISH

Our wish, for the remaining months of the 2021-2022 Academic School Year is to see how our students will become more peaceful and present in the moment. This will help them concentrate and focus on their work in order to help improve their academics and support healthy minds.

MY GOAL

The goal is that students will be able to verbally say a positive affirmation, and then will be able to

write or do an art project around their positive affirmation. This has been a wonderful transformation to see, since some students struggled to even say their affirmation out loud and now I see some of them writing and drawing their affirmations. The end goal is that they will become their affirmations and not only say them but hear them in their own self-talk.

MY PLEDGE

My Pledge for the remainder of this year is to work together in these troubled times to make this one of the best years ever. We, as a community, can continue to make progress and improve in ways that will help our students work with us and their fellow students towards ongoing growth and continued success personally and academically.



QUICK FACTS:

- A private, four-year, co-educational liberal arts college founded in 1879
- Serving about 1,700 traditional undergraduate students
- 85% of first-year students reside on campus
- 131-acre New England campus located just minutes from downtown Boston
- 22 majors and more than 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 15 NCAA Division III athletic teams

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February 2022 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

7-11 National School Counseling Week

1 National Freedom Day

2 National Groundhog Job Shadow Day

7-11 Black Lives Matter in Education Week

14-18 Random Acts of Kindness Week

22 World Thinking Day

28-March 7 National Eating Disorders Awareness Week

MSCA/MASCA's Footsteps Through the Decades: A Proud History

by Dr. Joseph FitzGerald and Dr. Helen O'Donnell.

Part 8 MSCA: Decade of the 1990's Part 2 Sept. 1993-June 1996



Note: This installment is a continuation of the CN archival history of MSCA/MASCA 1961-2000, being written to celebrate MASCA's 60th birthday by **Dr. Joseph FitzGerald** and **Dr. Helen O'Donnell**. The first 7 installments were based on archival resources: *A Capsule History of MASCA: 1961-1982* by Louise Forsyth, a few discovered 1970's and 80's decade issues of the *Counselors Notebook*, and our developing library of CN available for reading in the MASCA History "About Us" section of the website. This and future installments will summarize articles from CN Editor, Sally Connolly's CN library. See accompanying *Memories* article by Ralph Sennott.

Introduction: By the mid 1990's, the Ed Reform movement was being implemented. School counselors and mental health professionals were being mandated to align their work to the MA Department of Education's MA Common Core of Learning and MA Health Frameworks to qualify as Time on Learning. MSCA became a PDP provider offering PD workshops, a group counseling 3 credit graduate course, and both a fall and spring conference. There was continuing advocacy for K-12 Career Education and expanding elementary school counseling services.

September 1993 CN

Headline: *Windows of Opportunity: Role of Counselors, Ethical Practice, and Closing the Gender Gap*

Strategic Plan Goals for MSCA: Advocate for the role of the counselor; Provide for professional development; Visionary leadership; and Support strong organizational base.

ASCA Ethical Practices for School Counselors: Act in the best interests of their clients at all times; Act in good faith and in the absence of malice; Inform cli-

ents of possible limitations on the counseling relationship prior to beginning the relationship; Increase awareness of personal values, attitudes, and beliefs; Refer when personal characteristics hinder effectiveness; Function within the boundaries of personal competence; and be aware of personal skill levels and limitations.

ASCA Honors Louise: establishes the **Louise B. Forsyth Award for an Outstanding Public Relations Program**

Closing the Gender Gap: "Don't let anybody tell you that the hard courses are just for boys. Physics, electronics, computers --- these subjects are for you, too, if you want them." Amy Imler-Shaffer, Director of Women in Technology at Vermont Technical College.

Smith College in partnership with area school counselors offers summer program for 7th. & 8th. grade girls to explore the possibility of careers in mathematics and science

Article & Notices: Marilou Cashman retires; College Board announces name change: Scholastic Achievement Tests to *Scholastic Assessment Test*; Affiliate News.

November 1993 CN

Headline: *School Counselors and Educational Reform*

The Education Reform Act of 1993 (implementation effective September 1994) directly impacts school guidance counselor certification. Regulations include Provisional and Professional licenses and a recertification process

Update on Massachusetts Education Reform Act of 1993 Guidance Counselors & Vocational Guidance Counselors provides questions and answers on how it will affect our profession.

Role of the School Counselor: This comprehensive article uses the **Comprehensive Developmental Guidance and Counseling Program (CDGC—K-12 Program)** to illustrate that the role of the school counselor should be: As counselor. As consultant; As facilitator; As manager; As teacher.

Articles and Notices: The National

Board for Certified Counselors; School-to-Work: Career to Work, Career Options Program (explained the state of Massachusetts economy and its effect on education, jobs, and the workplace needs).

January 1994 CN

Headline: *Elementary Counselors Conference*

Elementary Counselors Conference: Workshops: *Parent Education, Conflict Resolution*, and the *Emerging Role of Counselor as Consultant in the Age of Inclusion*.

Two-Year Presidency Proposal: Governing Board proposed; Executive Board accepted this proposal.

Article & Notices: MSCA leadership opportunities; Reaching the Average Majority; Licensure updates; Trauma and Violence Workshop offered by Children at the Center for Counseling Practitioners.

May 1994 CN

Headline: *Career Planning:*

Articles on career development program from the federal government

Planning for Life Program: Program with the Army and Massachusetts Career Development Association that provides an orientation to career planning for 7th. through 14th. grade students.

Apprenticeship: United States Labor Department description of hands-on apprenticeships.

Voice and Vision: A Conference on Female Adolescent Development: This program examines the current research findings on adolescent girls' development.

Articles & Notices: MSCA Leadership and Committee openings; Job Training opportunities.

June 1994 CN

Headline: *1994 Annual MSCA Awards*

MASCA Awards Presentation and cameros of awardees.

E.D.'s Views: ED Bryant farewell column

(continued next page)

The 1990's (Part 2)

(continued from previous page)

and his last tip: The thrill is not in the winning, but in the courage to enter the race.

Picture: Massachusetts Commissioner of Education Robert Antonucci gives support for School Counseling in Massachusetts.

September 1994

Headline: Theme for 1994-95 E3=Emerging, Expanding, Exploring

Message from Co-Presidents: With Educational Reform and local initiatives presenting so many opportunities for innovation, all counselors should keep a positive attitude. Change is inevitable; let's use it to our advantage. Counselors are in a unique position to see the "big picture." All opportunities to participate on school councils, to present to school boards, or to speak to parent (voter) groups should be utilized.

Counselors know what employers and colleges expect from graduates; there-

fore, we should be involved in school-to-work initiatives as well as curriculum design committees. On a local level, all counselors need to gain recognition for their many contributions to their schools and communities. We will work to gain state recognition for our profession. It is also our intention to continue presenting MSCA sponsored programs to meet your needs and expectations.

NCAA: Initial Eligibility Requirements posted

MSCA Dues Change: (effective Jan. 1, 1995) Professional - \$35; Associate/Affiliate - \$30; Student and Retiree - \$15.

Additional articles: Oscar W. Krichmar's resignation as Editor of the Counselor's Notebook.

November 1994 Career Development Issue

Headline: Position Statement on the Emerging Role of the School Counselor

Issued by National Advisory Council of the American School Counselor Association (1994): Highlights

(1) Teaching, counseling, and communica-

tions skills that enable counselor to impart to students the importance of an appropriate work ethic and to consult and advise families and students regarding career planning. (2) Career development specialization that incorporates understanding of work and of the world of education and the role of the school counselor in assisting students to prepare for lifelong learning and for their careers will be vital. (3) Further points: The counselor must take a leadership position in the critical task of helping young people to integrate the world in which they live with the world in which they will work; effective working relationships with business leaders; and knowledge of all disciplines within the school curriculum that enable them to understand the importance of those areas of the curriculum in succeeding in the working world.

Career Development (2-page insert) Counseling skills and career preparation necessary to prepare students for meaningful work

December 1994 The Challenge of Change

Headline: Financial Aid News for 1995

(continued next page)



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- ✦ Transition Specialist C.A.G.S. (with Endorsement)

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The 1980's (Part 2)

(continued from previous page)

Highlights on Financial Aid for Massachusetts Students

The Massachusetts Association of Student Financial Aid Administrators (MASFAA) – dissemination of forms and materials.

The MASFAA Speakers Bureau will provide speakers to local high schools a speaker for your Financial Aid Night. This year MASFAA will again offer the “clinics” at a variety of public locations. Keep your eye on your mail for exact locations.

MSCA's Strategic Plan (1994) “provides MASCA with a set of activities that would support the goals of the organization in a continuous manner. The structure was enacted as an interim measure with goals for the organization. The goals included: (1) Advocate for the role and programs of professional school counselors, (2) Provide meaningful growth and development opportunities for professional counselors; (3) Demonstrate bold and visionary leadership in developing new and supportive services and programs for MSCA members; (4) Support an organizational base from which to operate. Under a strategic plan, all the committees and liaisons of the organization will support the goals of the organization. In the past, the president and Governing Board have determined the activities of the organization. Under a strategic plan, YOU the membership will determine the activities of our organization.” Please complete the needs assessment.

Reauthorization of Elementary and Secondary Education Act includes \$1,000,000 earmarked for The Elementary School Counseling Demonstration Act. Elementary Counselors as

September 1995 CN

Headline: President's Message: *Counselors Keep Focus on Student Self-Worth*

Public Relation Committee: self-evaluation tool for guidance programs

St. Anselm College honors Mary Mullin Burke, MSCA Secretary, with honorary D.Ed. degree

October 1995 CN

Headline: Announcement of annual Ele-

mentary Counselors' Conference.

Articles:

Appreciating Differences

Today's Counselor: Gatekeeper or Advocate?

Teaching the Peacemakers: One Affiliates Efforts to Teach Peaceful Choice

November 1995 CN

Headline: MASCA Celebrates 30th Annual Career Development Month:

Career Development for the 21st Century: Setting A Course for the Future with Career Planning

Model Career Planning Program

ASCA separates from ACA and sets voluntary standards for School Counseling Programs

ASCA offers 4 teleconference workshops to MSCA members at 4 locations around the state. Topics:

School-to-Work, Character Education, Violence and Gangs, Legal and Ethical Issues.

December 1995 CN

Headline: *Annual College Planning and Financial Aid*

Articles:

College Search

Planning for Your Child's Future

Updates in Student Aid, MEFA Plans, Changes in Financial Aid, College Scholarship Service and the Federal Student Financial Aid Form

January 1996 CN

Headline: *A New Vision of School Counseling* from National School Counseling Week

New Vision theme and articles on ed reform act affect, on school counseling, collaboration

Articles: *MSCA is a PDP provider*; details TBA

Role of the School Counselor: *School Counselors must be active players in educational reform.*

Invitation to join the *Interdisciplinary Coalition of Counselors*

February 1996 CN

Headline: *A New Vision of School Counseling* Elementary Conference theme: *A.D.D*

School Counselors and the First Amendment: *Should schools teach values and, if so, how should they be taught?*

College Board Equity 2000* is a six-year program by the The College Board is making available copies of the report with the role of School Guidance and Counseling in *EQUITY2000: Navigating the Course of Change for the Twenty-First Century

Teleconference on Professional Development Points (“PDP’s”) for all professional staff in Massachusetts public schools

Higher Education Coordinating Council: announced availability of high school course requirements for admission to Massachusetts state universities and colleges.

March 1996 CN

Headline: *Getting On-Line: A Primer and Surfing U.S.A* (on the internet)

Article themes: Ways technology may help us in our school counseling activities.

April 1996 CN

Headline: *A New Vision of School Counseling* (theme of MSCA spring conference)

List of Programs, PDP opportunities and promoting the conference

Article on ed reform of 1993 and use of time and learning: *“According to Michelle Bookbinder (DESE), counselors will need to justify their activities, programs and services in light of the Health Curriculum Frameworks and areas of the Common Core of Learning”*

Making College Fairs Work

Gender Equity initiative by the DOE

May 1996 CN

Headline: Massachusetts School Counselors Week.

Interdisciplinary Counselor Coalition (ICC) - listing of organizations and survey appeal for members

MASCA and MARIACES Collaboration

Affiliate Awards; MSCA calendar of events; articles on parental control

Successful transitioning to high school.

June 1996 CN

Headline: MSCA Award winners and their achievements

Record conference attendance (500 attendees)

Changing Children: A Positive Approach

MASCA Memories....

By Ralph Sennott, MSCA Conference Chair (18 years) and
Governing Board Member



Ralph Sennott

One of the most rewarding aspects of belonging to various guidance associations is the people you meet. When guidance counselors gather together there is always a sharing of ideas, making lasting connections, planning for the future, and of course laughter.

I was fortunate to be the secretary/treasurer of the Greater Boston Guidance Association (GBGA) under president Nancy Minichello and then succeeded her as president. As past president and trustee, I then represented GBGA on the Massachusetts Association of School Counselors' (MASCA) governing board. When Lily Davis became president of MASCA, she asked me to serve on her conference committee. I continued to serve on the MASCA conference committee for 20 years, 18 of which I served as chairperson.

The Conference was usually a three-day event with exceptional speakers and workshops along with a multitude of vendors. Significant trends in guidance and informational sessions were augmented by social gatherings hosted by colleges and universities which enabled guidance counselors to make connections

outside their immediate area. Such connections benefited our students.

I enjoyed chairing the conference for those 18 years, because of the hard work and dedication of so many who were on my committee and who returned year after year. Such volunteers as: Carol Ryan Tarka, Jim Stafford, John Gould, Bob Consolmagno, Dick Gaudette, Florence Athanasia, Joe Fitzgerald, Bernie McFadd, MaryLou Cashman, Ed Bryant, Charlie Brovelli, Steve Stoyanoff as well as many others too numerous to name. What a fabulous group!

After retiring from Cambridge in 2001, I continued with the conference committee. I retired from the committee after serving as chair for Bob Bardwell and then served on the MASCA governing board as vice president of retirees for two terms. I was also a member of and served on the governing board of the East Coast Guidance Association.

In 2004 I had the honor of being named a MSCA O.S.C.A.R. (Outstanding Service, Counselor Award of Recognition), the highest honor that can be awarded to a school counselor in MA.

*Too often,
we underestimate
the power of a touch,
a smile, a kind word,
a listening ear,
an honest compliment,
or the smallest
act of caring,
all of which have
the potential to
turn a life around.*

— Leo Buseaglia

*Random Acts of
Kindness Week
February 14-18*

Announcements: MA Model PD, 60th Birthday Celebration, and Retiree SIG

MA Model Professional Development Update

Graduate Course Offerings: 3 graduate credits or 45 PDP's. Offered remote with option for occasional face-to-face instruction. Registration \$450. Additional \$295

for graduate credit from Fitchburg State University. Contact helenod@att.net for details.

Spring Graduate Class Offering: *Counselors in K-12 Classrooms* – Feb. registration, March start

Assess the progress of your Tier 1 School Counseling Delivery. Identify Gaps. Plan interventions and an action plan to assist all students achieve grade level curriculum end goals. Write a MARC Jr. document to update stakeholders about your curriculum delivery impacts and share your curriculum successes

Plan Ahead: Summer/Fall Graduate Course Offerings

Counselors in K-12 Classrooms

MA Model Introductory Institute, MA Model 2: Next Steps

Details TBA

Spring Conference Session April 5, 2022, Tuesday, 9:30 - 10:20 a.m.

Session title: *What's Working? Analyze Your DATA to Determine Program Effectiveness.*

Presenter: Dr. Helen O'Donnell, MASCA MA Model Chair

Remote PD Opportunity with follow up mentoring

Earn 15 MASCA PDP's with a MA Model independent study. Review recorded MA Model Webinars and complete an implementation project. Cost: TBA .Details helenod@att.net

Join us for on-going MASCA Diamond Jubilee/60th Birthday Events

Virtual event: Feb. 10 at 7:00 for the MASCA Awards Recognition and Birthday Gala.

Counselor Notebook Articles: **MSCA/MASCA's Footsteps Through the Decades: A Proud History.** Articles can be found in each issue beginning April 2021 and continuing through spring 2022.

In Person Events: April 4th, 2022 at the Preconference evening reception and Luncheon April 5th, 2022

Retiree SIG Save the Date – Feb. 3rd at 3:30.

Retirement Questions and Answers

Follow up Session with Ward Johnson, MTA Retirement Specialist

In October, Retiree SIG, hosted MTA Retirement Specialist Ward Johnson. It was a session that was chock full of important information for those of you thinking ahead about retirement as well as for current retirees. A follow up survey indicated resounding support for a second session with Ward. He will be joining us on **Thursday, February 3 at 3:30 PM.** Ward will not be making a formal presentation- rather he will answer questions from our participants that are submitted in advance. Everyone is welcome. [Register here.](#)

Thank you!

Anne Thidemann French

Helen O'Donnell

Retiree SIG Save the Date – March 3rd *Technology Tips and Enjoying Retirement.* Share your story

Honor School Counselors, affiliate and MASCA leaders, colleagues and/or counselor educators for only \$50. Includes a website posting of a 50 word tribute and photo.

- Did you have a school counselor, past MASCA leader, colleague and/or counselor educator you admired and who encouraged you to achieve your goals and follow your dreams?
- Do you know a school counselor, past MASCA leader, colleague and/or counselor educator that made a positive difference in their students' lives?
- Do you want to express your appreciation to that special person?
- Submissions welcome from all counselors, residents, school systems, MASCA affiliates, students, past graduates, families, administrators, etc.

Here is your chance to pay tribute to their work.

NOMINATION PROCEDURE

- Write a 50 word or less tribute about the person's impact on your life or their students' lives.
- Complete this [Google Form](#) including the 50 words and attach a photo of the nominee.
- [Pay \\$50 online](#) or send check made out to MASCA to PO Box 351, Hampden, MA 01036.
- A sample of the tribute will be emailed to the nominator for final approval before the Tribute Certificate is printed and the tribute is posted on the MASCA website
- Submission deadline is ongoing. All tributes will be posted on the MASCA website later this year.

For more information contact Helen O'Donnell.

COUNSELOR'S NOTEBOOK

Implementing the MA Model 3.0: A Framework for Comprehensive School Counseling Programs

by Helen C. O'Donnell, Ed.D MASCA MA Model Chair, 3.0 Writing Team Co-Chair, PD Institute Trainer

This ongoing Counselor's Notebook (CN) series continues to inform school counselors about steps and strategies for implementing the MA Model 3.0 and ASCA Model 4.0® for Comprehensive School Counseling Programs. A library of updated MA Model resources and CN implementation articles can be accessed from the MA Model page of the MASCA website.

Delivery Strategies for Your Tier 1 School Counseling Curriculum

School Counselors need to be recognized as instructional partners assisting students to achieve school and district success goals. It is important that the school counseling curriculum be recognized by administrators and teachers as an essential and valued component of the regular education academic curriculum and provided school day time for curriculum delivery. Consider the following strategies:

Define your School Counseling Curriculum

Curriculum should also be written, aligned with district and school improvement goals and have clearly identify SMART grade level end goals. To be considered Time on Learning, as defined by DESE, our Tier 1 school counseling curriculum must be aligned with MA student learning standards (*MA Curriculum Frameworks, MA Career Development Education (CDE) Benchmarks*) or other national student standards like *ASCA Mindsets and Behaviors for Student Success* or *CASEL*. Curriculum strands should minimally address the three domains of the MA CDE Benchmarks: *Academic/Technical, Work Place Readiness/Career, Personal/Social-SEL*. Many districts also identify *Transition* curricula (Kindergarten, elementary to middle school, middle school to high school, and postsecondary transitions).

In the *Academic/Technical* strand, lessons can focus on student development of communication and active

listening skills, executive functioning skills, and study skills to promote and support academic achievement. Grade level end goals can include: passing grades in all classes; less than X number of absences per quarter; learning about personal learning styles; completing identified grade level benchmarks; achieving graduation requirements in four years.

Work Place Readiness/Career strand includes delivering curriculum in partnership with other school staff to promote the DESE initiative of building a College Career Readiness culture in your school and implementing developmentally appropriate career awareness, career exploration, and career immersion activities. School counseling curriculum grade level end goals can include: exploring career clusters; completion of identified grade level Naviance, MEFA Pathways or other on-line platform activities; MyCAP portfolio development; post high school planning; participation in service-learning activities; and involvement in workplace learning experiences like work study.

Personal/Social-SEL curriculum can be very diverse and strategically-planned to meet identified student needs. Often school districts adopt a packaged curriculum like Second Step or TRAILS and school counselors can partner in the SEL delivery. School counselors should also reach out to the school community to identify additional needed areas of SEL instruction through surveys, focus group discussions, parent advisory

councils, and feedback for stakeholder groups. Topics can include recognizing and managing feelings, dealing with grief and loss, responsible conflict management, relationships, etc.

Inform and Educate the School Community About the School Counseling Curriculum.

To educate the school staff about the school counseling curriculum, present your written, standards-aligned curriculum to the faculty and administrators. At staff meetings, present your grade level seminar topics, identify terms or semesters when the delivery of lessons is planned, and discuss grade level end goal targets for all students. Request opportunities to co-teach or collaborate when instructional topics are similar to, aligned with, or can expand their course academic instruction. Offer to lead or participate in discussions when a book theme addresses grief, loss, conflict, diversity, depression, suicide, social justice issues, decision-making, etc. Go to department meetings and ask about opportunities for collaborative assistance to deliver specific school counseling instruction like writing a professional resume or college essay.

On-going formative curriculum delivery data collection and use of the Cycle of Inquiry to review student results identifies progress towards achievement of student end goals, additional student multi-tiered instruc-

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Delivery Strategies

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tional needs, or to strategically design curriculum modifications. Principal and Parent newsletters can be used to inform and update the school community about curriculum delivery progress and outcomes.

Eliminate Delivery Barriers by Suggesting Various Tier 1 Delivery Formats

School counselors need to advocate for classroom Tier 1 delivery time to deliver their curriculum in various formats.

Strategically planned *class meetings* at the beginning of semesters can efficiently deliver curriculum, introduce follow-up instructional plans, encourage self-monitoring of achievement of identified grade level end goals, and explain available assistance. These class meeting presentations can be recorded for students not in attendance and to keep parents informed.

Advisory classes can include delivery of carefully planned school counseling lessons and collection of identified post-delivery data. It is important when using this format that advisory teachers have the materials needed, are comfortable with technology expectations, and are familiar each lesson's goals, objectives, and collect exit interview posttest data.

A *Specials* block allows all students to be engaged in differentiated Time on Learning experiences on a rotating basis during the week for a term, semester, or school year. This block can weave in weekly classes (PE, Music, Art, Computer Literacy, Guidance/SEL block) and/or clubs and extra help sessions. Integration of guidance/SEL into this block recognizes the school counseling curriculum as a valued component of the regular ed-

ucation curriculum and provides the school counseling team a recognized Tier 1 delivery opportunity.

Utilize *Diverse Tier 1 instructional methods* includes face-to-face or remote delivery of curriculum content can include lessons taught by counselors, co-taught by teaching partners, zoom instruction, or pre-recorded webinar lessons followed by group or independent completion of assigned activities.

Request classroom access to deliver instruction.

In elementary schools when you have to design your own Tier 1 schedule, class access is via teachers identifying a time each week or biweekly when all students are together in the classroom. It is often at the end of the school day, right before lunch, or during some calm down time after recess. But, willingly take advantage of any opportunity offered. From experience, I announce at fall staff meeting that I will come into classes to deliver the 30-minute curriculum lessons. I request 2 possible times with a clear message that requests will be honored in order of receipt. Then, negotiate a little, chat with teachers, and you will be able to build and share your schedule. Be punctual and stick to your scheduled time! IF a RARE conflict arises, ask teachers in advance if you provide your written lesson and materials, they are willing to deliver your lesson or show your recorded lesson?

At the secondary level, if there is no scheduled Tier 1 delivery time, academic teachers will often share an occasional time slot with the school counseling team. It is important for you to be very specific and clear

about your instructional time and technology needs. Ex: *During the month, I would like 2 30-minute or 1 60-minute instructional opportunity with your class to deliver a learning styles lesson and discuss the results.* Try to suggest some times it might be helpful for the teacher to have you in their classroom. Your ideas and flexibility will be appreciated. Would it be convenient if I taught the lesson the day after you give an exam, so you will have some grading time? Or, how about the day before a holiday break or vacation? Do you have a conference day or personal day this month? If so, I can come in on that day and you will not have to prepare a lesson.

Remember that it is important that administration and the office are informed about and supports your Tier 1 instructional schedule, and that you have a back-up plan (mental health colleague, nurse, administrator, intern) to cover student, staff or parent needs when you are in classrooms delivering your Tier 1 curriculum

Record your lessons. After our pandemic time, we have all had experience with remote instruction and recording lessons. Some schools have archived them on YouTube or have a school TV channel. I continue to encourage you to develop a school counseling curriculum library of your written lessons and recordings with all activity sheets, pre/post data collection templates, and any bulletin boards. This allows delivery to classes not available for face-to-face instruction, student make-up sessions due to absenteeism, lesson review for students needing continued personalized assistance, catching up new students with the curriculum, or archived for future instructional needs.

Register TODAY!

2022 MASCA Conference, April 4 and 5, 2022 at the Boston Marriott, Newton.



The 2022 MASCA Conference will offer both an in-person experience and a virtual option! [Register Now!](#)

If you have any questions or are interested in working on the MASCA Conference Committee, please reach out to Ruth Carrigan at Ruth.Carrigan@whrsd.org.



The mission of MASCA is to promote excellence in the school counseling profession by advocating for, connecting, supporting, and empowering school counselors in the Commonwealth of Massachusetts through leadership, collaboration, and professional development.

Visit us on the web at www.MASCA.org