

MASCA Counselor's Notebook

MASSACHUSETTS SCHOOL COUNSELORS ASSOCIATION

Vol. 58, No. 7

MARCH 2022

Tama Lang named Massachusetts School Counselor of the Year

by Bob Bardwell, MASCA Executive Director

Wednesday, February 2 was supposed to be like most any other day at the Litwin Elementary School in Chicopee, especially for school counselor Tama Lang. But little did she know that a big surprise was awaiting her in the cafeteria a few minutes after 9:30 that morning. A radio call from Principal Elizabeth Masse for a student issue in the cafeteria called Mrs. Lang to the cafeteria where she was greeted with cheers, claps and a standing ovation.

For the past three years, MASCA has started a tradition in coordination with the school counselor of the year's (SCOY) administration. We show up, unbeknownst to the winner, to present the SCOY Award in front of students, staff, administration, special guests and often members of the winner's family. Television and print journalists are invited along with state legislators who present citations from the State House. It's quite the celebration that makes for memories that the SCOY will never forget and provides a platform for MASCA to bring much deserved attention to our winner.



Tama Lang
School Counselor,
Litwin Elementary School,
Chicopee, MA

applications, the Professional Recognition Committee ranks the applicants and ultimately the winner. This year there were eight completed applications that the committee reviewed.

Let's meet our 2022 School Counselor of the Year. Tama Lang has been an elementary school counselor at the Litwin School for some 350 students in Chicopee for 20 years. Her very first day was on September 11, 2001. During her time at Litwin, she has implemented a comprehensive school counseling program that includes advocacy, leadership, systemic change, and collaboration. Tama uses a multi-tiered system of support to help all students, gathering data from formal and informal surveys, EWIS, Panorama, student observations, etc. A guiding light, Tama is flexible and responsive to staff, students and families. She is involved in several initiatives and organizations to help students and families at Litwin.

As a School Counselor embracing leadership opportunities, Tama strives to make a systematic change that happens only by examining the policies and procedures already in place and determining if inequitable practices are occurring. As a member of the Integrating SEL Into Academics Committee, she researches methods of incorporating social-emotional learning to ensure that all students have access to counseling program support. Tama also works as a

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Keep in mind that the SCOY knows that they are in the running for the award but do not know until we actually show up if they won or not. Nominations can be submitted by anyone (member or non-member) and then if interested, the nominee must submit an application packet comprised of several short answer questions, a long answer essay of 1000 words and letter(s) of recommendation. From those completed

**DON'T MISS MASCA'S
AMAZING SPRING
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For more information,
see page 6



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**UNCHARTED
TERRITORY:
THE CHANGING ROLE OF
THE SCHOOL COUNSELOR**

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Jessica Whelan, sheehanwhelan@gmail.com
Student Development Counselor, Excel High School



Tama receiving her award from MASCA's Executive Director Bob Bardwell

committee member of the SELIS (Social and Emotional Learning Indicator Systems) Project Data Review Committee and has reviewed SEL data for Litwin and the Chicopee school district. Lang is also part of the ALANA (African-American, Latino, Asian American, and Native American) educators' group. The ALANA group meets monthly to discuss systemic changes necessary for students, especially students of color, to feel safe and supported in schools.

Tama believes collaboration is more necessary than ever to make a school counseling program successful during these unprecedented times. Always willing, she collaborates with administrators, teachers, family, and community agencies daily. Lang can collaborate with fellow elementary counselors, discuss complex cases, share best practices and examine diversity, equity, and inclusion topics. She uses this valuable time to share resources and information and discuss current trends, concerns, and best practices.

In addition to the award and flowers, Tama was presented citations from the Massachusetts Senate by State Senator Eric Lesser's aide, Jennifer Metsch, and from the Massachusetts House of Representatives by Representative Jacob Oliveira, the two legislators who represent the part of Chicopee where Litwin is located.

I have had the pleasure of being at each of these last three surprise presentations. For the past two years under COVID restrictions, we have also planned a virtual gala to announce our nominees and selections. Prior to that, winners were notified via phone and received their awards at the annual conference. While we will still recognize all of our award winners at the April conference in Newton, this new format allows us to raise the prominence of this award and place in on a similar level to the teacher or principal of the year selections.

Congratulations to Tama and all of the 2022 award winners (to be featured in April's *Counselor's Notebook*). You are an inspiration to us all and no doubt make a difference to the students, families and communities that you serve.

March 2022 Awareness Dates

Deaf History Month
(March 13–April 15)

Gender Equality Month

Middle Level Education Month

Music in Our Schools Month

National Nutrition Month

Women's History Month

Youth Art Month

1-11 National School Breakfast Week

1 Self-Injury Awareness Day

2 Read Across America Day

8 International Women's Day

13-19 National Sleep Awareness Week

21 International Day for the
Elimination of Racial Discrimination

21 World Down Syndrome Day

22 World Water Day

31 Transgender Day of Visibility

*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)

GRAC Chat

By Juliette Coatsworth, School Counselor, Foxborough Regional Charter School
& MASCA's Government Relations and Advocacy Chair

Welcome to the GRAC Chat, information brought to you by the Government Relations Advocacy Committee. In this issue, we bring you a bill that was brought to our attention by a MASCA member.

An Act prohibiting the use of Native American mascots by public schools in the Commonwealth: [Bill S.2493](#), accompanied by [Bill S.294](#) and [Bill H.581](#) of the same name, presented by Sen. Joanne M. Comerford, and Rep. Nika C. Elugardo and Rep. Tami L. Gouveia, respectively.

This follows up our December article that highlighted bills a school counselor may want to review as they relate to systemic change and promoting equity and access for all students. The MASCA member that shared this bill said “I work at a school with such a mascot

and this issue draws a lot of attention in our district, but I think less so across the state.” In fact, 23 districts in Massachusetts have been identified by the [New England Anti-Mascot Coalition](#) as using “Indian” mascots, nicknames, and logos.

If you are interested in learning more, I encourage you to review the [MA Indigenous Legislative Agenda](#) on Native Mascots (and beyond), the [Massachusetts Center for Native American Awareness](#) initiatives, and the resources with the [National Congress of American Indians](#).

If you are interested in creating greater awareness of the issue within your district, I encourage you to contact the organizations mentioned above for resources or to set up an opportunity for them to speak to your school/

town. Remember, you do not need to be an expert to contribute to change. It is okay and even encouraged to utilize the amazing work that other advocates have already developed!

If you are interested in sharing your opinions regarding the bill(s) above, then please [contact your legislator\(s\)](#). You can see if they are already supporting the bill by clicking on the “Petitioners” tab on each bill’s webpage, next to “Bill History.” There is also currently a [petition](#) to tell the MA Senate Ways & Means Committee to push S.2493 to the floor for a vote.

If there is a new bill or policy that you would like MASCA to bring awareness to, please email Juliette Coatsworth, the Government Relations and Advocacy Committee Chair, at juliette.nori@gmail.com.

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Meet MASCA's 2021/2022 Emerging Leaders

*By Megan Krell, Ph.D., Associate Professor, Fitchburg State University
MASCA board member and Emerging Leader Liaison*

Meet MASCA's 2021/2022 Emerging Leaders! The Emerging Leaders program is designed to identify school counseling leaders in Massachusetts, and provide them with an opportunity to become involved with MASCA. The Emerging Leaders attend Governing Board meetings, participate in the MASCA and ASCA Leadership Development Institutes, and participate in MASCA committees and/or special projects. The Emerging Leaders meet regularly with the Emerging Leader Liaison to process their experience and learn more about association leadership. This inside look into MASCA's structure and business helps prepare them for future leadership opportunities. This year's Emerging Leaders have been actively involved in MASCA committees and initiatives, and have brought unique perspectives to MASCA.

Congratulations to our 2021/2022 Emerging Leaders! Many thanks to them for their hard work and engagement this year.

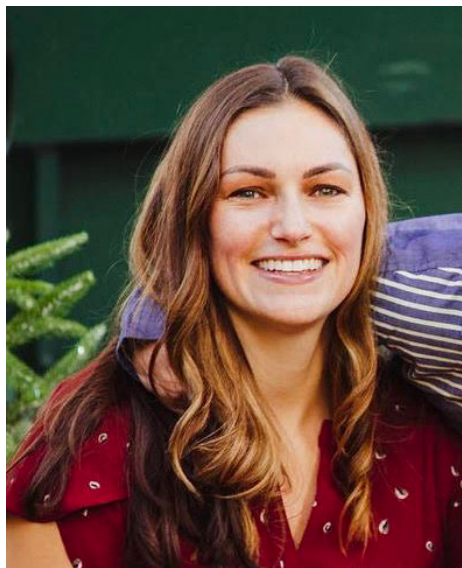
Jessica Whelan (photo unavailable)

Jessica joins MASCA with a wealth of experience, including working for the Department of Youth Services and the Suffolk County District Attorney's Office. She transitioned to education and is a school counselor with Boston Public Schools at Excel High School. She has been a strong leader and advocate within the Boston Public Schools to help support school counselors across the district.



Lester Eggleston

Lester comes to MASCA with over 20 years of experience as a school counselor and school counseling director. Currently, Lester is serving as the Director of Counseling PreK-12 in Bedford Public Schools. Lester provides an innovative, solution-focused lens to the MASCA. In addition, he has been a contributing member of the MASCA Conference Committee – Program Development.



Stephanie Lecrenski

Stephanie brings over ten years' experience as a school adjustment counselor and seven years' service as a social worker at the Department of Children and Families to the MASCA Emerging Leaders. Presently, Stephanie is a School Adjustment Counselor at Tatham Elementary School in West Springfield, MA. Stephanie has been actively involved with MASCA as a co-leader of the Secondary Special Interest Group.



Ali Robidoux

Ali is a former middle school teacher and recent graduate from Bridgewater State University. She is in her first year as a Therapeutic Support Counselor at Brockton High School. Ali has brought her energy and collaborative spirit to the MASCA Ethics Committee this year.

***Congratulations again to
this year's cohort!***

If you are interested in becoming a MASCA Emerging Leader, please consider applying for the 2022/2023 cohort. Applications will open in late March. Questions about the program can be directed to Emerging Leader Liaison, Dr. Megan Krell at mkrell@fitchburg-state.edu.

MASCA 2022 Conference - You don't want to miss this!

By Ruth Carrigan, Director of School Counseling, Whitman-Hansen Regional High School
& MASCA Conference Committee Chair

We hope you will make plans to attend the 2022 Massachusetts School Counselor Association's Annual Conference, on April 4th and 5th at the Boston Marriott in Newton, MA. This will be a great opportunity for you to connect with other school counselors across the state for excellent professional development. Our featured speakers include:



**Robert Jamison –
Opening Workshop**

How Do You View the World? A Discussion of Diversity and Equity

Monday, April 4th – 3 PM

See our [conference webpage](#) for more info, registration, schedule, and details on pre-conference programming and over 20 engaging professional development program sessions. PDPS and graduate credit options are available.



**John Nwosu –
Conference Keynote Speaker**

Roses in Concrete: Emerging through Structural Adversity

Tuesday, April 5th – 8:15 AM

*Check out these learning sessions
to be offered at the Conference:*

**Becoming Future-Ready: Connecting
the Dots Between STEM and Career
Development** presented by Kimberly
Howard & Angelica Rodriguez & Chong
Park

The Growing World of Section 504 with
Robert Jamison

**Restructuring Counseling & Mental
Health in School Within an MTSS
Framework** by Karen McCrillis, Colleen
Coyne & Amber Casavant

**Teens and Tech in the Covid-19 Era:
Connections to Mental Health, Anxiety,
and Unhealthy Coping** Jon Mattleman

**What's Working? Analyze Your DATA
to Determine Program Effectiveness**
Helen O'Donnell

**Fostering Resilience Through
Strengths-Based Student Support
Programming** Maria Theodorakakis,
Rebecca Schmidtberger & Mary Walsh
Group Counseling Activities for SEL
with Alison Robidoux

**Solutions from the Trenches – Brain-
storming Fixes to Counseling Challeng-
es** Christine Shaw & Kevin Fudge

Speak Out Juliette Coatsworth & Fran
Frederick

**Are You the Next MASCA Governing
Board Member?** with Megan Krell

**Developing a Universal Mental Health
Screening System** John Crocker & Kim
Tynan

Family Engagement Olga Lopez &
Garvy Altine

**My Career and Academic Plan (My-
CAP): Empowering Students to Own
Their Future!** Lisa Harney & Jodi Then

**The Playbook: Addressing System-
ic Barriers by Championing Mental
Health** Ashley Perry

**Sex Trafficking - Dispelling Myths and
Considering Solutions** Kevin Duquette

**The Compassion Toolbox for Counsel-
ors: From Surviving to Thriving** with
Tara Karch

**Introduction to Closegap: Supporting
the Emotional Health of Your Students**
Nancy Franks & Sabrina Monroe

Mentoring Anyone? Maryanne Margiotta

**Strategies for Co-Creating Culturally
Responsive Classroom Environments**
V. Scott Solberg, Erin Jaques & Luis
Esquivel

**UMass 4 You: Admissions Updates &
Insights from the UMass Campuses**
Mike Drish, Christine Bryan, Corey Ford
& Hanan Khamis

**Working Collaboratively to Ensure
Equitable Access to CVTE and Other
Pathway Programs in MA** Cliff Chuang
& Elizabeth Bennett



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.

Let the MA Model be a Professional Resource and Your Mentor

Midyear is a perfect time to take a break and review progress toward your end goals. The MA Model and ASCA Model documents are helpful guides for role definition, program development, and implementation strategies. They provide professional guidance for a continuous cycle of formative assessments to reflect on program progress, achievements to date, and next step action planning. The Model encourages data gathering, since summarized data points provide you evidence for adjusting practice and program modifications.

Allowing the MA Model to be your mentor resource provides constant professional guidance and input for your practice. Take time to educate yourself about what evidence-based best practices in the field suggest about developing, managing, delivering, and assessing comprehensive, developmentally appropriate school counseling programs. You can model best practice implementation strategies for your colleagues and administration. Use data from formative and summa-

tive assessments to inform stakeholders about your program's impact on student success. Here are some specific MA Model document resources

Introduction: Read about the history and purpose of the ASCA and MA Models for Comprehensive School Counseling Programs; Understand the partnership between MA DESE and MA School Counselors; Read about the MA Model's endorsements by both DESE and the MASCA Governing Board.

Define: Learn about ASCA Model materials at www.schoolcounselor.org (Ethical Standards, Comprehensive School Counseling Program Standards, School Counselor Competencies); Become aware of MA Time on Learning expectations and mandated alignment of school counseling curricula with MA education standards; Education Evaluation for School Counselors and SISP; and many more resources.

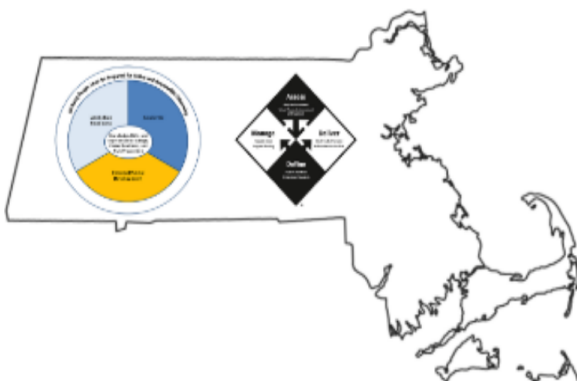
Assess: Educate yourself about types of data, data collection, program evaluation, and strategies to assess short-

and long-term data.

Manage: Read about multiple components of program management at district and school level including: written vision, mission and belief statements; calendars; curriculum and lesson plan development; program audits and needs assessments; action planning; and keeping stakeholders informed with MA Accountability Report Cards (MARC and MARC Jr.) documents.

Deliver: Multi-tiered delivery of programs and services; writing standards-aligned school counseling curricula and lessons K-12, clarifying the role between school counselors and other mental health colleagues.

Appendices: Check out the readily available resources! Learning standards (MA Career Development Education CDE Benchmarks, CASEL, ASCA Mindsets and Behaviors for Student Success, CCR/MyCAP Materials); Role Definition Materials; Multi-tiered delivery chart; Self-Assessment Program Audit; and more.



MODEL COMMITTEE

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MA Model Committee Mission Statement:

The MA Model Committee offers professional development including educational opportunities and mentoring to guide and support implementation of the MA Model Comprehensive School Counseling Program.

MA Model Committee Vision Statement:

M = Motivating

A = All

M = MA School Counselors to participate in

O = Organized, On-going PD for

D = Delivery of K-12 multi-tiered school counseling programs with

E = Equity for all students

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

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

Installment 9 Part 1: Decade of the 1990's - Sept. 1996 - May 1997



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 8 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 CN issues of the *Counselors Notebook*. This and future installments will summarize articles from CN Editor, Sally Connolly's CN library beginning in the mid 1990's. Our developing electronic CN library will be available for reading in the MASCA History "About Us" section of the website. See accompanying *Memories* article by past president, Manny Manolopoulos

Installment #9 continues the decade of the 1990's

Part 1: Sept. 1996 – May '97;

Part 2 Sept. 1997 – May '98 written by Jan Parsons, MASCA Past President

Part 1: September 1996 – May 1997

National News: Parallel to the Ed Reform movement in the 1990's, MASCA's affiliation with our national organization was also evolving. ASCA separated as an affiliate of ACA and became an independent leadership organization focusing on school counselors. The following is from the Nov 1995 issue of the CN p.20. "According to ASCA, *School counselors are not de-facto mental health counselors but are counselors with SPECIALIZED training that enables them to meet the comprehensive, developmental and educational needs of students.*"

Headline: ASCA moves to separate from ACA

As ASCA move toward independence, an

*essential part of ASCA's mission is to promote excellence in school counseling. All leadership levels –the delegate assembly, the governing board, and the executive committee – are committed to achieving a new partnership with ACA... "By establishing ASCA's voice as **the** voice for school counselors, it will allow the ASCA to:*

- Build its own public advocacy/lobbying program and more effectively interface with the Washington's "education lobby;"*
- Offer increased member services and programs specifically designed to ensure excellence in school counseling;*
- More effectively manage its own resources, increase its reserves, and utilize its revenues to increase member services;*
- Increase its own professional development resources to support school counselors with students, staff and families; and*
- Help facilitate state school counseling associations to form effective partnerships with state counseling associations that meet the needs of school counselors locally.*

This opportunity, developed over two years will result in more effective relationships in promoting school counseling. We hope you have caught the ASCA spirit. We need your support to make the vision of an independent ASCA a reality."

Headline: ASCA Sets Standards for National School Counseling Programs

ASCA Project stems from Goals 2000. "ASCA believes that there are curricular components in school counseling programs – just as there are in social studies, reading, or math..." Carol Dahir, Chair of the Standards Steering Committee states, "Setting standards will help school counselors focus on what a model school counseling program could look like. By surveying our

members, we will get input on the purposes of national standards and the program domains that standards might encompass. The information will allow us to examine the counselor's role in school reform and to identify the key components of effective school counseling programs at the elementary, middle and secondary school levels... We hope to have survey results within a year." ACT assisted ASCA distribute and analyze survey results.

Reprinted with permission from Activity Summer 1995, Volume 33, Number 3 p.5

Massachusetts News:

The mid 1990's found MSCA in a reactive mode trying to educate counselors about their need to define their role and justify their work by aligning programming and services to the MA Department of Education Ed Reform mandates (MA Common Core of Learning, Curriculum Frameworks, Time on Learning). Michelle Bookbinder, MA Dept. of Education school counseling liaison and workshop trainer stated: "... 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."

Headlines: A New Vision for School Counseling – EQUITY 2000 is consistently cited in articles and is the theme of the spring conference in 1996. *College Board initiative is promoting the end to academic tracking. In School Guidance and Counseling in EQUITY 2000: Navigating the Course of Change for the Twenty-First Century.* "This guide contains the lessons ... which can be used as a "blueprint for action". National Director of the project, Vinetta Jones, says, "The counselor plays a critical role in the lives of all children K-12 ... Equity 2000 has sought to transform the role of the counselor as enforcer (of practices that result in tracking and limited academic options for students) to that of counselor advocate (of practices that results in inclusive academic programming for all students)." *EQUITY 2000 has created a new vision for guidance and counseling*

(continued next page)

Installment 9, Part 1

(continued from previous page)

that redefines the role of the school counselor. The vision is that by the year 2000, the school guidance counselor should be seen as a leader in the educational arena that works collaboratively with all individuals involved, supporting at the highest level the education of every student. The school counselor, providing the leadership for the developmental guidance program, will have a major role in ensuring the educational equity for all students, especially for those students who have been traditionally underrepresented in vigorous academic courses."

Headline: 1996 conference sets a record! Over 500 school counselors registered for the conference and MSCA issues PDP's for the first time!

MASCA Publications: MA School Counselor Directory and a School Counseling Role Statement Brochure. Jan Parsons cites components: Counselor as a Human Relations Specialist, a Facilitator of Team Building, a Promoter of Positive Student Outcomes, a Resource Broker of Services, an Information Processor, and a Change Agent.

Headline: President Clinton Educational Goals Call to Action (State of the Union Address 4 Feb. 1997)

"My number one priority... is to ensure that all Americans have the best education in the world. Goals: Every 8-year-old must be able to read; every 12-year old must be able to log on to the Internet; Every 18 year old must be able (prepared) to go to college; and every adult must be able to keep on learning for a lifetime."

Headlines: Recertification

It is every educator's responsibility for establishing a plan for professional growth and the importance of maintaining personal PDP records including a log of PDP accumulations and back-up materials. Focus also on School Social Worker/School Adjustment Counselor Certification

Headlines: Workplace 2000: Students found lacking in workplace skills (Activity, Winter 1996, Vol. 34, No. 1, p.1)

"Many young people fail to develop the skills required in today's high-performance

workplace – a workplace where workers must typically possess skills once required only of managers... They have to be able to communicate, because they work in teams to solve problems. They need math skills, because they're responsible for quality control" Needed a well by students are the flexibility "to adjust quickly to changing demands" and "the skills to fully exploit new technology." In every issue of the CN during Kevin Butler's tenure as MASCA President, there were articles about the importance of K-12 Career Education!

Headlines: Kevin Butler summarizes his presidential term 1996-97



KEVIN BUTLER

The Present - MASCA continues to work for counselors. "We have many challenges to face, but with the type of leadership available through MSCA members, we will successfully overcome those challenges." Commending the work of the Curriculum Guide Committee, the Technology Committee, the Conference Committee, the Awards Committee, Membership Coordinator, CN Editor, Treasurer, Executive Board and Governing Board and DOE speakers. Special praises to Jan Parsons, President Elect, and Joe Waisberger, Executive Director.

The Future – "Counseling needs to be seen as part of the solution for more effective schools producing future citizens. Our contributory role must be clearly defined. Our bands with our affiliates must be strengthened. Our alliances with other statewide organizations ... must be actively developed. Our relationship with ASCA needs to expand. MSCA can move forward only as fast as an involved membership allows ... We will move forward, but how quickly, depends on our membership, YOU!"

Please continue reading part 2 of Installment 9 as summarized by Jan Parsons, MASCA President 1997-98 on the following page.

ANNOUNCEMENTS

Spring - Summer MA Model Graduate Course Opportunity:

Counselors in K-12 Classrooms

Review and strengthen the delivery and assessment of your multi-tiered School Counseling Curriculum

Collect data and evaluate your program's Impact.

Are student's achieving curriculum student learning goals and end year student program goals?

Complete a needs assessment and write an action plan.

2 personalized capstone projects focus on your school counseling curriculum and program impact.

Completing a MA Accountability Report Card (MARC or MARC Jr.) is required.

Hybrid instructional strategies include on-line instruction; recorded training workshops and webinars; guided personalized mentoring, and the possibility of face-to-face instruction.

Course registration = \$450 includes 45 MASCA PDP's.

Option of registering for 3 Fitchburg State University graduate credits for \$295 credit card payment.

Registration opens April for Spring-Summer coursework.

Coursework can begin by attending "What's working?" Workshop in person or on -line at MASCA spring conference.

Inquiries and registration information helenod@att.net

Retiree SIG - Join us March 3rd

Be Informed and Have a Voice

Speaker: Marie Ardito, Retirees United

Discussion topics followed by Q + A

1. Government Pension Offset (GPO) and Windfall Elimination Provision (WEP)

2. Bill to Increase the Estate Exclusion Tax Exemption

3. Partial Adjustment Bill for correction of COLA adjustments.

4. Update on Medicare B and D: penalties and surcharges

Installment 9 Part 2: Decade of the 1990's, September 1997 – May 1998

To: MASCA Colleagues

From: **Jan Parsons**, MSCA Past President

Re: Sharing Memories of My Tenure as
MASCA President 1997-1998

Happy 60th Birthday MASCA!

As we celebrate our Diamond Jubilee Year, I am pleased to reflect on the activities of my year as president: 1997-98, and share the challenges and innovations of that time period. The mid to late 90s were a time of change that MSCA leadership met with creative programs and collaborative networking.

HIGHLIGHTS:

In September 1997, Marilou Cashman succeeded Joe Waisgerber as MSCA Executive Director. Early goals were to strengthen the identity of School Counselors among educational professionals and improve communication among school counselors. During this year she set up MSCA's first web site which went live in May, 1998 and started a MSCA bylaw review.

The work of Robert Ringuette, director of Guidance at Canton High School, was commended in the Fall 1997 issue of *Teaching Tolerance*, for contributions to supporting gay and lesbian rights in his school. Massachusetts was recognized as a leader in addressing the real school experiences of gay and lesbian youth.

At the state level, the 7 MA Curriculum Frameworks had been approved by the MA Board of Education. Guidance Curriculum modules aligned with the Frameworks were created by school counselors and added to school Programs of Studies.

MSCA offered a 3 credit Professional Development graduate course on *Creating and Running Successful Groups in Schools*. This seminar ran each semester for several years.

MSCA Secondary VP Tom Catlin and I attended a Board of Higher Education Advisory Committee meeting in Boston about new stricter admissions standards planned for the Fall of 1998, for state colleges and



JAN PARSONS

universities. Going forward, MSCA leaders were included in committee membership.

The *Collaborative for Integrated School Services*, based at the Harvard University Graduate School of Education, sponsored four meetings during the 1997-1998 school year designed to assist all school-based service providers in their challenging work, especially in urban or rural areas. The CISS was an excellent resource and attracted many MSCA members to their dynamic and informative meetings. It was especially valuable to mingle, consult with, and learn from counselors and social workers based in urban settings.

A very successful one-day Middle School Conference was held in the October 1997 under the direction of MSCA past president Kevin Butler, VP for Middle Schools Paul Feeley and MS Counselor Gary Lombard. It was the first Middle School conference ever sponsored by MSCA. Paul, Gary and Kevin were gratified by the great response and enthusiastic comments by attendees.

A fruitful partnership initiated with MARI-ACES (MA RI Association of Counselor Educators and Supervisors) generated a joint Counselor Role statement pamphlet presented at the MSCA annual meeting by Dr Bob Read, Northeastern University and myself. A bylaw change was accepted to add a VP for Counselor Educators, to the

MSCA Board, further strengthening our relationship.

During this year, ASCA released the long-awaited *National School Counseling Standards* document. Through the efforts of MSCA leadership and the cooperation of Peggy Wood of the DOE, Commissioner of Education Robert Antonucci included the ASCA Executive Summary of the new School Counseling Standards in his monthly mailing to Massachusetts School Superintendents. The Executive Summary was published in the May 1998 Counselor Notebook.

MSCA publicized the *Teaching Tolerance* kit *The Shadow of Hate: A History of Intolerance in America*, an award-winning free kit available to secondary schools with a 40-minute documentary, classroom text and teacher's guide.

At the February 1998 MSCA Governing Board Meeting at Regis College, Deputy Commissioner of Education, Dr. David Driscoll, was the featured speaker. Dr Driscoll announced the appointment of Jane Stoleroff as department of Education liaison to the guidance and Counseling Community. He discussed details of the upcoming first round of MCAS exams and expressed interest in creating a brochure to clarify misconceptions about the role of school counselors under ed reform law and time on learning mandates.

The MSCA Annual Conference was held in Hyannis May 3,4, and 5, 1998. Award winners were Carol Connors, Jean Denson, and Leonel Da Rosa. Brian Sutherland won the George Thompson Memorial Scholarship.

At the conference, the updated *MSCA Comprehensive Developmental School Counseling Guide* was unveiled by Carol Ryan and her dedicated committee.

A MSCA Needs Assessment survey, created by MSCA President-Elect Manny Manolopoulos, was returned by over 760 counselors, providing helpful guidance for his priorities as MSCA President in 1998-1999.

MSCA Memories

By Manny Manolopoulos,
MSCA President 1998-99



EMANUEL MANOLOPOULOS

The Annual Conference was conducted in Hyannis. In 1998-99, MCAS had just been implemented. Due to the fact that MCAS was scheduled during the first several weeks in May, I recommended to the board that the conference be moved into April rather than the traditional first week of May to allow more counselors the opportunity to attend. This was somewhat controversial, but received very positively for counselors working in school systems. The theme of the conference was *Counselors – Lighting the Way*. The humorous and very entertaining keynote speaker was Educational Consultant, Norm Bossioi.

Jan Tkaczyk was the President Elect and Marilou Cashman the Executive Director.

Highlights during my term:

a. We conducted a statewide needs assessment survey. All counselors from Elementary to post-secondary received a questionnaire. The results were tabulated and presented to the board in a power point format. Many recommendations were implemented (including the conference date to April due to MCAS)

b. MSCA Scholarship to an outstanding graduate student was implemented and presented to the student at the annual conference.

Happy 60th Birthday, MSCA/MASCA!

60th Anniversary Tributes

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](#).



Use the MA Model 3.0 and ASCA Model to Navigate Your New World as a School Counselor

Helen C. O'Donnell, Ed.D MASCA's MA Model Chair

“Prepare, seek advice, keep balance in life”.

John Steere's words of wisdom are extremely relevant today!

“Mastering the First Year” by Thom Hughart, MASCA Executive Director

“Advice from a First Year, sort of” by John Steere, Wellesley High School Counselor

Read his advice from a [past Counselors Notebook](#): (This is from the *Counselor's Notebook* archive. Select Counselors Notebook June 2008 and go to page 3.)

I was recently invited by chair, Maryanne Margiotta, to join a MASCA Mentoring meeting. The Theme of the meeting was *“Navigating a New World as a New Counselor.”* As I prepared talking points for the meeting, I realized my advice was *“Use the MA Model 3.0 to Help Navigate Your Job as a New Counselor”*, since both the MA Model and ASCA Model documents provide professional guidance about role definitions and program development. And, the MA Model is endorsed by both the MA Department of Elementary and Secondary Education and the MASCA Governing Board.

I was encouraged to share the talking points I prepared for the Mentoring meeting.

Question: How counselors new to the profession can transition into their new role from college into a school counseling setting?

- Remember: It takes time to transition to new jobs and graduate programs do not teach you everything. That is why each practicum and internship provide valuable field experiences. Ask question. Attend meetings. Observe.
- Be informed. Stay current and educated about best practices in the

field including school counselor job descriptions, expected competencies, and comprehensive school counseling programs.

- Join and attend affiliate and MASCA workshops, webinars, and podcasts to hear about colleague's programs and initiatives.
- Be vigilant Practice within your license credentials. Ask for a written job description that reflects your role title, duties, MA license, and your employment contract. ASCA liability insurance is part of your ASCA membership.
- Willingly accept appropriate “fair share” responsibilities like hall duty, lunch monitoring, bus duty.
- Educate yourself by reviewing your district and school counseling department's website, social media platforms to read materials that keep stakeholders (students, parents, administrators, community) informed.
- As member of your multi-tiered system of support team, clarify your role, learn about the roles of your colleagues, and establish a collaborative working relationship.
- To help with organization request a copy of the school counseling annual calendar and other calendars. Become familiar with your department belief, mission, and vision statements
- Inquire about district information for email salutations.
- Ask about individually or collaboratively completing a MA Model Self-Study audit assess status and/or progress of MA Model implementation. (Note: It is the last document in MA Model 3.0.) Ask to review any program reviews, submitted MARC Jr. documents, or other program evaluation studies.
- Ask about grade level school counseling curriculum end goals
- Study the department's Tier 1 written school curriculum map and lesson

plans you will be delivering.

Suggest updates to verify materials are aligned with current MA learning standards (MA CDE Benchmarks, Health Curriculum Frameworks, ASCA Mindsets and Behaviors for Student Success, CASEL, etc.) to document curriculum qualifies as Time on Learning. IF no data collection component, suggest a data collection plans.

- Educate yourself about on-going department initiatives. Is your department participating DESE initiatives? Ex: CCR/MyCAP
- Take advantage of MASCA's professional development opportunities and extensive recorded webinar PD and Podcast Libraries including *New Counselor Boot Camp* materials.

How to navigate the political climate of a school as a new counselor?

- Stay professionally current by joining professional organizations and reviewing professional journals.
- Be aware of and reference the ASCA Position Statements
- Stay updated with ASCA Ethical Standards
- Remain neutral and respectful of all political opinions.
- Advocate for your student's needs
- Carefully document what you do.

How to build self-advocacy in your new school counseling role?

- Share and discuss the MA Model 3.0 document with your administrators and colleagues.
- Make sure your Ed Evaluation SMART goals are appropriate for your position and provide specific school counseling professional growth opportunities.
- Offer your strengths and expertise to colleagues. Ex: write up lesson plans, collect and analyze delivery data, assist with technology, websites, social media needs, and share resources.

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

Using Community Resources to Strengthen Career Development, Education & Civic Engagement Project and Resources

Project and Resources submitted by Judith Josephs, Ed.D.

In the December 2021 issue of the Counselor's Notebook, I provided a number of examples of how utilizing community resources can strengthen career development for your students. In my case, I am fortunate to host a TV show, History of Success, utilizing Lynn Community Television as a resource. Your resources may be different, but I hope these will serve as examples for you to develop resources in your own communities. By sharing the stories of successful alumni and community leaders, you can help encourage today's students to achieve their goals.

Following are ten more History of Success video descriptions and their respective links (underlined and in blue), should you wish to view them.



[Video #1 Kevin Coppinger, 31st Sheriff of Essex County](#)

Sheriff Kevin Coppinger shares his career in Criminal Justice as well as Reforms being utilized currently in the Criminal Justice System. The video details his career pathway from police patrolman in Lynn and Lynnfield to politician and Sheriff of Essex County

Themes: Careers in Law Enforcement, Criminal Justice Reforms, Vocational Education, Collaboration, Importance of Training, Theories of Leadership, Focus on Substance Abuse and Mental Illness, Listening, Honesty, Integrity, Respect Equals Leadership, Partnerships with Colleges such as Merrimack and Northern Essex Community College, Partnership with Lynn Community Health, Computer Coding, English as a Second Language



[Video #2 Hong Net Councilor-at-Large City of Lynn](#)

Hong Net speaks about his book and his experience in coming to America. He overcame tremendous odds in achieving his goals as a public official and leader in the community. Mr. Hong Net details his difficult journey as he attempted to come to America. He highlights his help from the United Nations.

Themes: Immigration, Bilingual Education, Diversity, Community Involvement, Career Development, United Nations Refugee Camp, Un. N. Sponsored Program, U. N. Liaison with Cambodia, Opened School in Phenom Penh International Language Center, Government Policy, Memoir, Mentoring,



[Video #3 Andrea Baez and Jefferson Musanda LYNN YMCA](#)

Both YMCA Directors speak about the importance of positive benefits and resources offered at the YMCA to adults and students.

Andrea Baez, Senior Executive Director, and Jefferson Musanda, Director of Membership, explain their leadership roles at

the new YMCA in Lynn. They share their educational backgrounds in the field of Education and Fashion Design. Both Andrea and Jefferson share their career pathway that leads to this leadership role.

Themes: Community Resource, Youth Development, Life Preparation Skills, Creativity, Physical Fitness Center, Intergenerational Programming, Mental Health, Place To Go For Teens, Healthy Eating Opportunity, Roof Top Gardens, Meditation, Aqua Aerobics, Technology Lab, Teaching Kitchen, Cooking Classes, Collaboration with High Schools, Life Guard Certification Classes, Media Arts Center, Food Insecurity Issues, Food Van, Basketball Skills and Drills.

[Video #4 Jim and Anne Carrigan](#)

Husband and wife speak about their backgrounds in law and politics. Jim and Anne Carrigan are both husband and wife Attorneys in Lynn, Mass. Their joint leadership involves politics, career pathways, and public service roles including initiatives in low cost housing and Hispanic Scholarship Committee.

Themes: Civic Engagement, Partnerships, Career Education, Role Models, Community Commitment, Prevention of Sexual Abuse, Political Activity, Listening Skills, Empathy, Affordable Housing, Mediation Programs, Girls, Inc., Law and Political Training, Importance of English and Problem-Solving Education, Non-Profit Business Association.



[Video #5 Andrea Pezzulo Satterwhite and Michael Satterwhite](#)

(continued next page)

Community Resources

(continued from previous page)

Husband and wife speak about their backgrounds in politics and Nurse Practitioner. She is currently working in telemedicine as a Family and Pediatric Nurse Practitioner. Michael has served on the School Committee and run for Mayor. He is a lawyer in the City of Lynn. They are strong supporters of each other in helping to achieve their goals.

Themes: Political Activity, Nursing Careers, Registered Family and Pediatric Nurse Practitioner, Building People Up, Return On Investment, Health Technology Program, Certified Nursing Assistant, Importance of Team Work, Child Abuse Prevention, Social Emotional Learning Accessibility, Public Safety, Mental Health, Drug Addiction, Shortages in Education, Building Relationships, Non-Profit Resources.

Video #6 [Dr. C. Julie Whitlow, Vice Provost Faculty and Global Engagement and Lauren Prema, Assistant Director Study Abroad Coordinator Center for International Education.](#)

In these challenging times for International Education, they each speak about their travel and study abroad experiences. They focus on the fact that experiences with other countries make better students. They focus on the many collaborations and partnerships exist in this program of experiential learning.

Themes: Study Abroad Program, Global Engagement, Peace Corps, Teaching English as a Second Language, Experiential Learning, Direct Exchange Programs with International Colleges, International Opportunities, Collaborative On-Line International Learning (COIL), Zoom Weariness, International Business Partnerships, Visiting Scholars, Center for International Education, Expanding Horizons



Video #7 [Adam Cutler, Dean of Strategic Partnerships, North Shore Community College](#)

Adam brings a wealth of international travel and experiences in many countries to his job at the community college. He speaks fluent Spanish in a college that promotes being a Hispanic Serving Institute.

Themes: Community College, English as a Second Language, Community Resources, Bilingual Education, Peace Corps, Higher Education, Community Partnerships, Early College Programs, College Pathways, Funeral Science Program, Community Needs, First Generation Students, Mass Hire, Connecting with Spanish-Speaking Community, Talent Search, Upward Bound, Internships, Adult Students, Flexible Modality Schedules, Short-Term Certificate Program, Stackable Credentials, Credits for Higher Learning, Networking



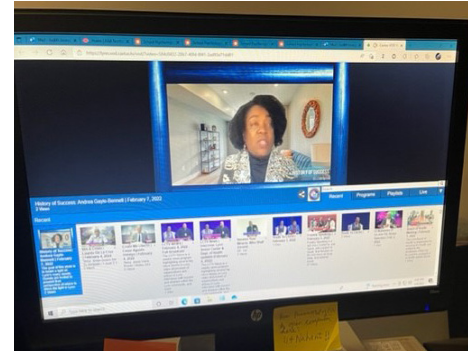
Video #8 [Dr. Kenneth Reeds and DR. Amy Everitt introduce new Program at Salem State University.](#)

Dual Program of Spanish and Health Care Studies. Each professor details their career pathway in World Languages and Health Care Studies.

They make the connection between being fluent in Spanish and working in the field of Health Care. There is a tremendous need for people who can speak Spanish and work in hospitals or nursing homes.

Themes: Career Pathways, Hispanic Service Institutions, Health Care Studies Program, Clinical Professions, Accelerated Nursing Program (BSN) Public Health, Internships, Certificate in Translation, Spanish, Screen Fatigue, Experiential Learning, Partnership with Mass General Brigham, Behavioral Health, Intercultural Communication

To view more
History of Success videos,
go to
<https://lynntv.org/watch-online/>
and search "History of Success"



Video #9 [Brigadier General Andrea Gayle-Bennett describes her dual career journey through the military and as a Physician Assistant in private practice.](#) She explains how she began her career at Harvard Health and was recruited to sign up for the Mass. Army National Guard. She spoke about the mentorship of her boss who was Post Commander Healey and told her which courses to take and what to do in order to be promoted up the ranks. She highlighted her international deployments to Paraguay, Iraq, Tag Team in partnership with Kenya, hired as Colonel with Mass Organized Militia for Retirees, promoted to Brigadier General.

Themes: Military Career, Women's Veteran of the Year, State Level Surgeon General, Ready to Serve, Mentoring is vital, how to navigate the military world, NSCC is a leader in helping all students achieving excellent outcomes, providing for the whole student, providing support to achieve academically, best kept secret, keep moving forward, get a mentor, don't listen to nay persons.

Video #10 [Boys and Girls Club Executive Director Brian Theirrien, Attorney Brendan Ward, Business Owner Shanel Anderson share their stories regarding their own career pathway.](#) Executive Director, and members of the Board of Directors of the Boys and Girls Club. , they share their experiences in renovating and updating a building by adding technology, swimming pool, new Teen Center, updated kitchen, dance programs, academic tutoring, and Summer Camp Creighton.

Themes: Community Resource, Career Pathway, Safe and Fun Place, Mentorship, Community Service, Law, Leadership Activities, Minority Business Owner, Need to Serve, Sports Fitness Program, Academic Tutoring, Constant Improvement, Mentoring, Coaching, College Coaches, Diversity, Summer Camp Creighton, Career Speakers, Reading Club, Role Models



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- Offering a wide array of extracurricular activities, including 15 NCAA Division III athletic teams

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

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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