

MASCA Counselor's Notebook

MASSACHUSETTS SCHOOL COUNSELORS ASSOCIATION

Vol. 58, No. 9

MAY 2022

2022 Conference Recap: a good time - *and great PD* - had by all!

by Ruth Carrigan, Conference Committee Chair



Thank you to all of you who helped make MASCA history! We were thrilled to welcome over 600 participants to our annual conference held on April 4 & 5.

There is still time to register to view the recorded content which will be available through May 31, 2022. Simply [visit this](#)

[link](#) for information on how to register and view the content.

If you registered for and participated in the conference (virtually or in person) you can still earn PDPs for only \$25. You have to participate in a minimum of 10 hours of conference content (in person, virtually, or a combination of both) with the opportunity to earn more PDP's for each

additional hour of content that you watch virtually. [Register and pay for PDPs here.](#) All conference PDP online forms must be submitted no later than June 15, 2022.

If you have any questions, or if you are interested in being part of the 2023 MASCA Conference Committee, please contact Ruth Carrigan at Ruth.Carrigan@whrsd.org.

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SPRING CONFERENCE

UNCHARTED TERRITORY:

THE CHANGING ROLE OF THE SCHOOL COUNSELOR

APRIL 4-5, 2022 BOSTON MARRIOTT NEWTON • NEWTON, MA



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MSCA/MASCA Footsteps through the Decades: A Proud History

By Bob Bardwell, MASCA Executive Director

Installment #11 – 2000's and 2010's

Many thanks to Helen O'Donnell and Joe Fitzgerald for their work in highlighting the proud history of MASCA's first 60 years. As you know, over the past several months, they have been creating interesting and informative articles describing the highlights of each of the six decades of MASCA.

This month I've been asked to do highlights of the 2000's and 2010's. The first two decades of the 21st Century brought some major changes and benefits for MASCA and the school counseling profession including:

No Child Left Behind – When the United States Congress passed the No Child Left Behind Act in 2001 (formerly the Elementary and Secondary Education Act), it brought bipartisan resources and support to ensure our K-12 students had equal access and required all schools to set high standards and establish measurable goals. While it did not specifically address school counselors, it did pave the way for additional legislation which would put students in the center of education reform efforts. The legislation also focused on increasing accountability efforts for both educators and school districts which we still see in existence today.

9/11 – September 11, 2001 is no doubt one of those days those of us old enough to remember will never forget. Tragedies like this only happen every so often but this terrorism on American soil, especially so close to home, will be forever remembered as a time to bring our nation together and unite against terrorism. Unfortunately, it also brought on increased anti-Islamic and anti-Muslim fears and beliefs, which twenty years later has not helped bridge these cultural divides, especially when one considers that our society is even more diverse now than ever before. Even though Osama bin Laden, the mastermind behind the 9/11 attacks was killed in 2011, many of these deep seeded beliefs exist today.

Massachusetts Comprehensive Assessment System (MCAS) – The Massachusetts Education Reform Act of 1993 provided the foundation for MCAS testing every year for all students in grades three through eight in English Language Arts and math and science and technology in grades five and eight. The tests were first administered in 1998, however the high stakes graduation requirement began with



Robert Bardwell
Executive Director, MASCA

the Class of 2003 who had to pass both the ELA and math portions. Science and Technology was required beginning with the Class of 2010.

Many worried that this new graduation requirement, in addition to meeting local credit and course requirements, would lead to a greater number of high school dropouts and non-graduates. Counselors, in particular, worried that the pressure of these high stakes testing would cause more students to drop out and result in more students not-graduating. While there were certainly many students who were unable to earn a high school diploma, the vast majority of students who take the MCAS tests go on to earn a high school diploma.

The first version of the **Massachusetts Model: A Framework for Comprehensive School Counseling Programs** appeared in 2006, followed by updated versions in 2017 and 2020. While endorsed and supported by various officials at DESE throughout the years including former Commissioner David Driscoll, this framework is neither mandated nor widely integrated into the work of most school counselors.

The MA Model 3.0 version closely follows the 4th edition of the ASCA National Model including the four quadrants – Define, Assess, Manage and Deliver. The Model provides counselors with numerous resources and a foundation to become more accountable. Like the subject specific curriculum

frameworks our teacher colleagues use to help them prepare what to teach for each grade level, the MA Model provides a road map about what and how to support all students, specific to school counseling. MASCA continues to promote the adoption of the MA Model by school districts across the Commonwealth.

Anti-bullying legislation – The suicides of Springfield resident Carl Walker Hoover on April 6, 2009 and Phoebe Prince of South Hadley on January 14, 2010 led to some of the strictest anti-bullying and fastest legislation ever signed into law in Massachusetts. Signed by Governor Deval Patrick on May 3, 2010 the legislation was considered cutting edge to end cyberbullying and mandated schools to provide both staff and student annual trainings and keep better records of such occurrences. While this legislation often was considered a burden or unnecessary, it did put school counselors front and center into the anti-bullying fray. Most likely it provided the opportunity to help shape classroom lessons, small group interventions and faculty trainings that were led by school counselors. The legacy of this legislation still is with us some twelve years later and hopefully providing safer and more supportive school learning environments for all of our students.

Data – The majority of school counselors would argue that data is a dirty four-letter word that would never be helpful in our work with students. However, the first two decades of the 21st century have proved to us that data is indeed our friend and can actually help advocate for more school counselor positions and resources to support our students. The challenge is that most school counselors do not feel comfortable in collecting, analyzing or sharing data and feel that the time it takes to process the data is better spent on direct student support. Hopefully as counselors become more confident with data and better understand the power of data, we will embrace these tools which will easily quantify and show just how valuable school counselors are to our students.

Name and logo changes – While this may not appear on the surface to be a big deal, it was a big step to help differentiate MASCA from our sister state school counseling associations in Minnesota, Mississippi, Michigan, Maryland, Maine, Missouri and

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MSCA/MASCA Footsteps - Installment #11

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Montana. In 2004 we transitioned from MSCA to MASCA which meant that all of our stationary, website, mastheads and documents had to be updated. And in the early 2010s we adopted a new (and current) logo consisting of the olive green and Olympic blue ribbons with a yellow circle that represents collaborative efforts of all involved, enlightenment, excellence and a student focus.

Race to the Top – President Obama signed the American Recovery and Reinvestment Act in 2009 which included \$4.35 Billion for the US Department of Education to create a competitive grant process for states to reward innovation and spur competition to reform our K-12 schools. Out of a possible 500 points available as part of the scoring rubric, Massachusetts earned 471 points, the highest of any finalist and earned \$250 million which would be dispersed to districts across the state. Project 4-C included raising graduation rates, improving achievement of MassCore and closing post-secondary attainment gaps. Massachusetts was the only state to include school counselors as critical to improving the career and college readiness measurements. While not all districts opted for this optional funding, many were able to hire new counselors and provide relevant professional development focusing on topics that school counselors would embrace and use to support student achievement and success.

Reach Higher – Former First Lady Michelle Obama launched her Reach Higher initiative in July 2014 and we here in Massachusetts embraced it as way to help ensure that all students graduate from high school with some sort of post-secondary educational, work or military related plan. MASCA was instrumental in supporting the efforts to bring all stakeholders to the table for high quality professional development, which included a New England Regional Reach Higher Convening at Assumption University (2016) and statewide convenings at Framingham State University (2018) and Bridgewater State University (2019). Despite the pandemic, the group still exists and continues to promote high school graduation and some form of post-secondary education or training.

DESE Relationships – While MASCA has always enjoyed great relationships with our DOE/DESE colleagues, the most two recent decades have produced even stronger opportunities to collaborate. Starting with

Karen Decoster, who was appointed by the Commissioner David Driscoll as our first school counseling liaison in 2006, and transitioning to data guru Nyal Fuentes, current liaison Lisa Harney and current Commissioner Jeff Riley, we are forever grateful to have the support and DESE resources to make MASCA even better. Knowing that we have friends and supporters inside the Department makes our work easier and supports our advocacy efforts.

Pandemic – I would be remiss if I don't acknowledge the Coronavirus Pandemic and the havoc and uncertainty that it has brought upon our students and families, our communities and ourselves. None of us have ever experienced such a global situation and hopefully we will never again; however, if we do, we certainly are better equipped to know what to do. Regardless of what the spring of 2020 or the 2020-21 school year looked like for you, your students and our communities, we have hopefully come out the other end more nimble, efficient and adaptable. We can thank Zoom, Google Meet and Microsoft Teams for providing us ways to engage with others even if not in the same building, town, state or country. There is no question that some of the success that MASCA has experienced over the past three years is directly related to the pandemic and our efforts to provide high quality professional development and networking opportunities to our members. Our lives are changed forever as a result of the pandemic, but we are hopefully stronger as a result, both as individuals and as an organization.

Inclusion, Diversity, Equity and Access (IDEA) – While certainly not a new concept or topic, the later part of the 2010s brought a renewed focus on these topics. MASCA created the IDEA Committee, we embarked on several trainings for our Governing Board and leadership and started discussions about an organizational Equity Audit. We still have a great deal of work to do but at least we are embracing these challenges and pledging to do better for our members, our students and our communities. This topic will no doubt continue well into the 2020's and beyond.

Check this space out next month when I will forecast what the 2020's and even 2030's will bring for the school counseling profession here in Massachusetts.

May 2022 Awareness Dates

Asian-Pacific American
Heritage Month

Better Hearing and Speech
Month

Clean Air Month

Jewish American History
Month

Mental Health Month

Military Appreciation Month

National Bike Month

National Foster Care Month

National Physical Fitness and
Sports Month

Teen Pregnancy Prevention
Month

1-7 Choose Privacy Week

2-6 National PTA Teacher
Appreciation Week

2-8 Screen Free Week
(TV Turnoff Week)

5 National Children's Mental
Health Awareness Day

17 International Day Against
Homophobia, Transphobia,
and Biphobia

21 Armed Forces Day

25 National Missing
Children's Day

31 World No Tobacco Day

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 are highlighting a new position for the 2022-2023 academic year that all MASCA members are eligible to apply for.

POSITION: Advocacy Outreach Leader

DESCRIPTION: The major responsibility of an Advocacy Outreach Leader (AOL) is to represent a constituency of MASCA members in correspondence with legislators regarding various bills and initiatives MASCA supports. Each AOL will be within the Government Relations Advocacy Committee (GRAC) and report to the chair.

RESPONSIBILITIES:

- Participates in GRAC meetings;
- Engages in advocacy webinars and trainings, as necessary;

- Initiates and maintains monthly contact with elected officials and identifies themselves as a MASCA representative;
- Educates and organizes MASCA members within their area regarding the MASCA legislative agenda;
- Shares regional concerns and issues with GRAC, contributing to the responsiveness of action within the committee.

QUALIFICATIONS:

- Excellent verbal and written skills;
- Excellent presentation and public speaking skills;
- Familiarity with MASCA;
- Ability to attend 4-6 committee meetings per year, evenings via Zoom.

STIPEND: \$960 per year

APPOINTMENT: The 2022-2023 fiscal year, starting in July 2022. Anticipated commitment is around four hours per month.

APPLICATION: Interested MASCA members should [complete an application](#) including a resume and cover letter. Applications for the 2022-2023 fiscal year are due by Friday, May 13th. The GRAC chair will then evaluate applicants and seek final acceptance from the Executive Director for a total of 4-6 AOLs. Applications will be notified by June 3rd and an optional training will be scheduled for June.

Additional positions may be created for the 2023-2024 fiscal year.

CONTACT: Juliette Coatsworth, Chair of the Government Relations and Advocacy Committee: juliette.nori@gmail.com



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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Does exposure therapy have a place in schools?

By Sean Stevenson, MASCA Graduate Student Liaison

While pursuing my degree in school counseling I work as a therapeutic mentor. What that means is I work under the supervision of doctoral and masters level psychologists and manage a caseload of adolescents, primarily with anxiety disorders. In my five years of practice a consistent theme in the cases I undertake is a component of school based anxiety. Anxiety itself is an “it depends” kind of thing where two people who fall under the same umbrella (Ex: social anxiety) can be triggered in completely different settings and circumstances.

Exposure therapy is often taught in textbooks as systematic desensitization. The gist being to slowly expose the client (or student) to conditions that produce anxiety and after exposure, process the experience and utilize coping skills and ultimately return to baseline.

In my professional practice I’ve worked with clients to run their own exposures in schools. The process typically involves starting small. For example I once had a client whose grades were being hurt due to not volunteering her participation in class as raising her hand made her anxious. On a scale of 1-10 she identified raising her hand to be about an 8. We started small and she raised her hand in class once a week for several weeks. Over time that 8 became a 5. Then we ramped up the frequency in which she was raising her hand to contribute every day to several times a day. Over the coming months anxiety that was origi-



Sean Stevenson, Graduate Student,
Bridgewater State University

nally an 8 evaporated into a 2 and was no longer challenging.

My client did not like to participate but anxiety was no longer preventing her from doing her part. I believe this example illustrates how utilizing exposure therapy can help the academic and social emotional achievement of students.

Conversely to that experience, I once had a client whose anxiety was overwhelming in the classroom and he ended up spending most of the day with his school counselor. The trigger to this anxiety was same-aged peers due to a prior adverse experience.

Without a release to collaborate with the school counselor I encouraged him to hang in the halls during passing for one minute, process the experience with the counselor and utilize some breathing techniques if

necessary. The follow through on my client’s end didn’t happen and to this day I wonder what kind of progress we could have made had I had a signed release to collaborate on an in school exposure plan.

As I inch closer to a spring 2023 graduation and school counseling license, I often wrestle with whether or not exposure therapy has a place in schools. Client buy in can make or break progress, yet that therapeutic relationship can help mediate a lack of buy in. I’m sure many of you reading this support and encourage your students to overcome their anxieties. That is so huge. I feel as though the profession could go a step further and utilize more formal exposure techniques in a tier 3 format with certain students assuming the anxiety negatively impacts their educational achievement or mental health in the building. I even envision the potential to have groups matched with students who have similar anxiety’s to embark on exposures together and foster a supportive student support layer with other students who “get it”. Obviously time is a barrier as the school counselor wears so many hats.

With the proper training this could be ethical work for the school counselor or adjustment counselor to support students. If nothing else I write this in part to share my experience working with adolescents and hope to encourage some thought provoking discussion within the profession with regards to what “counseling duties” could look like.

MASCA Memories: I was there from the beginning...

By John Gould, Jr.

When I was a graduate student at Salem State getting a Masters with a specialty in Guidance in 1960, a letter circulated to school districts and graduate programs across the state announcing an interest in starting a state guidance association. Meeting locations were announced and organized WITH HELP FROM Warren Benson, Senior Supervisor of Guidance, MA Department of Education. Part of his role was New Building Assistance Program grant writing.

There was much excitement about forming a guidance association, especially with National Defense Education Act (NDEA) funding opportunities for school guidance positions to encourage and promote postsecondary science and math careers. I assume part of Warren Benson's grant duties expanded to include the new NDEA funding for guidance counselors. Frank Regan even hosted a Channel 4 program to inform viewers about the role of guidance in schools and spread the news about MSCA's formation. Many graduate students were interested, since they wanted jobs as guidance counselors. How did a person get certified?

I went to a meeting Needham to hear about formation ideas and certification plans. I remember Al Williamson, Bernie White, Oscar Krichmar and MANY others at the meeting. I even attended a workshop in Washington DC sponsored by AACD and funded by my Wilmington School District. They had a speaker from BU named Archibald, who advocated for a Roge-



rian counseling practice for school guidance. I remember that after the talk, counselors were not supportive of using that Rogerian counseling practice in schools, since they would have to wait to have students talk. It was an OK strategy for private practice, but guidance counselors working with all students in schools did not have that extended mental health time like a clinical counselor. We needed counseling strategies to meet the needs of all students. I remember that Warren Benson was a supporter of 1-1 counseling and did not like counselors doing group counseling, but he became an advocate for guidance counselors serving all students in schools and was a big supporter of MSCA's establishment and the development of guidance certifications. (Note: 1967-68 the MSCA Governing Board established a recognition called *MSCA Honorary Life member* and announced Warren Benson as the 1st Honoree.)

My career training at Salem State educated me about the "*Total Child*" approach. Components prioritized academics, but included personal, vocational, occupational

and SOME mental health clinical information. Part of my training included developing and delivering occupational and vocational activities and lessons for students, which continued to be a strong focus for my guidance counseling career. My employment history included:

Georgetown JH a grade 7-12 school in 1960 – 1963 I taught 2 BIG History Classes (40+ students/class), 2 English classes, 1 Reading class, and 2 gym classes

Wilmington, Gr 7-12 –1963-1973- part time social studies (geography/hist) teacher for one (1) year and full-time counseling for nine (9) years. I was lucky to be hired in guidance. *Jobs in guidance were scarce.*

No. Reading HS – 1973-1998- 25 years as a guidance counselor working with all students.

Comment about school counseling licensure dropping the required 2 years of teaching experience:

I am very sorry the teaching requirement was dropped from certification. Having teaching experience provided me a deep understanding of classroom teaching responsibilities. I developed a strong empathy for teachers and what teachers experience on a daily basis. I learned to plan and deliver lessons, juggle teaching duties, and manage a classroom. Without teaching, I FEEL, new counselors do not have classroom experience managing child behavior nor the depth of understanding about the multifaceted

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I was there from the beginning...

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demands of teachers in school.

Comments about the value of my career-long affiliation with school counseling organizations:

Merrimac Valley Guidance Association – I was an active member of MVGA. Since I liked career and vocational components of counseling, I delivered workshops to my colleagues on my career infusion activities in MS. In one activity, I invited the Channel 4 broadcaster to visit the school on career day and talk about radio careers. He landed in front of the school in the Channel 4 helicopter! The program was quite a hit. Later, while at Wilmington, when a No. Reading HS guidance position suddenly opened, colleagues from MVGA called and invited me to consider the position. I accepted the position and stayed there for 25 years. Networking and guidance association engagement had open the door for this new opportunity!

North. East Counselors Association (NECA) - MVGA merged with North Shore Guidance Association. I was an active part of that founding group and became NECA's 2nd president.

MA School Counselors Association (MSCA/MASCA) – I was also part of MSCA for my career. This included my role as Conference Registration Chair for 8 years.

What is the value professional associations?

Collegial networking results in social and professional connections and provides opportunities

for working together to strengthen personal skills, competencies, and knowledge. It also provides a platform to share expertise and resources. *I believe that if you choose to belong to an organization, you **SHOULD** contribute in some way to the organization.* That is why I always chose to participate and offer a helping hand. Colleagues have always been a BIG help and professional support. I gained significant personal satisfaction from my association memberships.

Marie Ardito: *"John Gould will do whatever he is asked to do. He does it very well and completes it to the end".*

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

*To find out, get
involved today!*

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

MASCA Memories: Not your average "job"

By Barbara Meyer



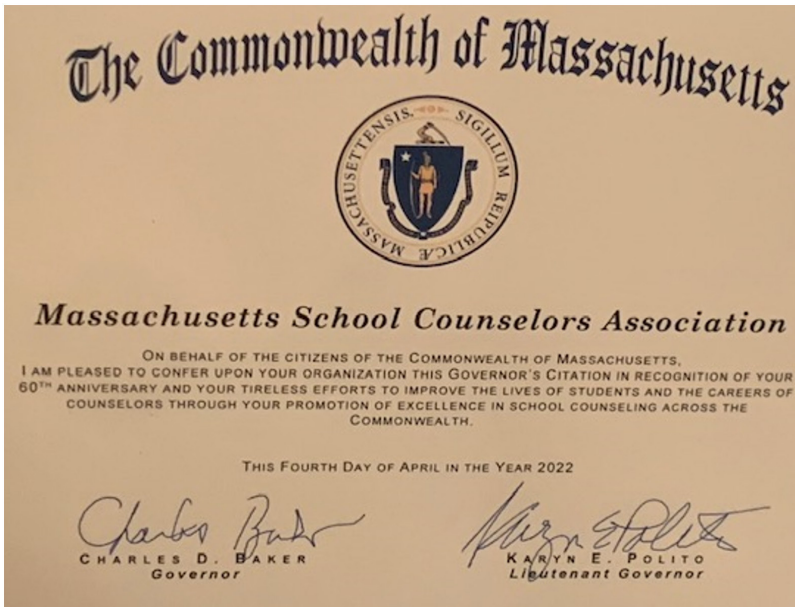
I got involved with MASCA when my children were finally all high school aged or older. I nominated myself for the Governing Board and was elected! The only MASCA "job" I had was helping Donna Neary with the conference theme and decorations. I intended to serve on the Board for my three years, and work on the conference committee.

The following year, MASCA hired NCYI to organize and run the theme/decorations, so I was out of a "job." My friend and professional mentor, Ruth Carrigan, didn't leave me jobless for long! She asked me to serve as the President elect, and I accepted. I was afraid. It was only the end of my second year on the Board. But I did accept the challenge.

My year as MASCA President was 2019-20, so, it didn't end up to be a normal "presidency," and that was fine with me. I served an organization that I value and a profession that I love. I really got off pretty easy, as I didn't have to speak at the conference, or even really end that year. But I learned that I prefer serving on the Board or a committee to being the face of the organization. And I made some great friends, who I am still serving with today.

COUNSELOR'S NOTEBOOK

MASCA Honored with Governor's Citation



Left to Right: Donna Brown (Past President, Past Executive Director and MASCA O.S.C.A.R.) presents the Governor's Citation to April Megginson (current Board Chair) and Bob Bardwell (current Executive Director).

There's still time to make a 60th Anniversary Tribute!

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.

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](#).



MASCA's Diamond Jubilee 2021-22: An Exciting Celebration Year!

By Helen C. O'Donnell, Ed.D, MASCA O.S.C.A.R

I was a student at Wellesley High School when MSCA/MASCA was established. Looking back over the 6 decades, I continue to appreciate all the efforts my MSCA/MASCA colleagues have made impacting the lives of students and families in MA. My commitment to professional organizations began in 1969 when I joined the profession of school counseling and proudly became a member of my local affiliates (Franklin Hampshire Guidance Association and Western MA Counseling Association), MSCA/MASCA, and ASCA. I have given my time and talents to all of them and my commitment continues even now. I have been surprised and deeply honored by both WMCA and MASCA with lifetime achievement awards.

In April 2021, I announced in the CN, that MASCA was embarking on a 1 year of virtual activities with the hope of a culminating face-to-face Diamond Jubilee 60th birthday celebration. MASCA's O.S.C.A.R.s, many who have been organizers of past MAS-

CA birthday celebrations, became the core planning team. Our goals were achieved. The MASCA's O.S.C.A.R.s presented the following birthday gifts to MASCA found under About Us/History at www.masca.org

- Planned 2021-22 virtual and face-to-face **Birthday Celebration Events**.
- Established an **Archive Library of Counselor Notebooks**

MASCA CN Archives beginning 6-1967 https://drive.google.com/drive/folders/1m0dh3qhhJLaFU-wT9Cqo_XcmHjbG5gyO

MASCA CN Archives 2016-2022 <https://masca.wildapricot.org/Publication>

- Documented **MASCA Awards History 1961-2022**

- Wrote **MSCA/MASCA Proud History: Footsteps Through the Decades** – see issues of the CN April 2021-June 2022.

- Developed a **MASCA Happy 60th Birthday** power point.

- Facilitated **Governor Charles Baker's Citation** honoring MASCA 60th birthday

- Outreach for **Affiliates CN "Cameos"**.

- Outreach for **Past Presidents "MASCA Memories"**.

- Compiled **60th Birthday Tributes**. <https://masca.wildapricot.org/Tributes>

Check out the MASCA History Archive at - www.masca.org Select the About US/History tab options.

A 60th Birthday Salute to MASCA's O.S.C.A.R's Outstanding Service Counselor Award of Recognition

for a lifetime of devoted service to the school counseling profession

-Being recognized as a MASCA O.S.C.A.R recipient is the highest honor that can be bestowed upon a member of the school counseling profession in the Commonwealth of Massachusetts.



This award is different from other MSCA awards. It is intentionally not given annually. "Rather, it is awarded only when it becomes apparent that an individual has devoted many years of service to MSCA and been involved in activities that benefit the profession as a whole.... Selection committee is made up of past O.S.C.A.R recipients." M. Cashman, ED. CN 1998

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

A Perfect Time for Program Assessment: Are you Achieving Your End Goals?

My compliments to MASCA for their visionary plans to form a committee that will offer program assessment to MA school districts and school counseling departments on request. According to Bob Bardwell, MASCA Executive Director, MASCA is the first ASCA state affiliate to be planning to offer this opportunity.

Review prior ASSESS CN articles

But, why wait? Get started now moving forward to assess components of your program or your MA Model implementation progress. Explained in previous CN articles focused on the ASSESS component of the MA Model in archived issues (search for articles by month/year at <https://issuu.com/masca/docs>)

MA Accountability Report Cards (Mar. '18)

Reflective Practices & Action Research (Apr. '18)

Measuring Implementation Progress (Sept. '18)

Documenting Program Accountability with MA Accountability Report Cards. (Dec. '18)

Measuring % Change (Jan. '19)

Are All Students READY for Success After High School? (June '19)

ASSESS Overview (Feb. '20)

MA School Counselors Measure Up! Recognizing Research and Outcomes (May 2021)

Drive Action Planning with Student Needs Assessment Data (June '21)

MA Model 3.0 Self-Study Audit

To jump start your department's MA Model implementation status, download the MA Model 3.0 Self-Study Audit, the last item in the MA Model 3.0 appendix. Request each department member individually complete the document. As a department meeting discuss progress assessments and compile a department baseline implementation document by grade level, grouping level (E, MS, HS) or as a department. Together, create a strategic 1-to-5 year action plan focused to target areas to increase,

strengthen and/or and enhance implementation. ASSESS your progress to meet your targets by having department members complete the self-study audit annually.

Are You Making Progress Toward Achieving Your End Goals?

Are your end goals written? Have you been measuring on-going progress towards meeting those end goals at the end of each term or semester? Ex: Are all grade 9 students making progress achieving seminar expectations of establishing a MyCAP and completing 5 required assignments? Have all Grade 7 students completed a Learning Styles Inventory and Career Cluster Activity? Are you on target to have 8 lessons of your Tier 1 SEL curriculum be delivered to all K-5 students?

Assess the data! I recorded and presented a workshop at the April 2022 MASCA Spring Conference titled ***What's Working? Analyze Your DATA to Determine Program Effectiveness.*** Guided by the MA Accountability Report Card template and Action Research best practice mentoring, participants defined a draft of their SMART program or curriculum research question and identified needed participation and perception data. Collaborative discussion generated strategies for their program evaluation and practice applying the Cycle of Inquiry to sample aggregated and disaggregated outcome data to measure end goals progress or achievement.

Plan for Summer-Fall PD Inquiries: helenod@att.net

Advocate for your professional development needs. Use your data and specifically designed school

counseling trainings to strategically provide relevant and data-identified personal and program PD.

➤ **MA Model Implementation Introductory Institute for Counselors and MA Model Implementation Institute 2: Next Steps** (both in partnership with MASCA and Fitchburg State University) will continue to be offered this summer and fall.

➤ **Counselors in K-12 Classrooms: Delivering Curriculum That Supports Academic Achievement & CCR** (in partnership with FHCA and Fitchburg State University) will continue to be offered this summer and fall.

➤ **NEW! Counselors in K-12 Classrooms: Action Research and Program Assessment** (in partnership with FHCA and Fitchburg State University). To be offered this summer and fall. Content summary:

As school counseling curriculum is developed and delivered, school counselors need to assess program relevance and impact. What's working? Are students more academically successful because of the curriculum and school counseling services? Does the curriculum meet student needs? Are students achieving grade level end goals? In this course you will identify a program or curriculum unit to assess its effectiveness? Activities:

Defining your SMART program or curriculum research question.

Applying learned Action Research techniques and Cycle of Inquiry evaluation strategies to formative research data to study the progress and impact your identified school counseling curriculum or program.

Targeting and gathering relevant, inclusive participation, perception, and outcome data.

Analyzing compiled summative data in the aggregate and disaggregated formats to inform and guide next steps decision-making about continuing the researched initiative, making data-identified needed revisions, or initiative elimination.

With guided instruction and mentoring registrants assess program impact, develop action plans to strategically address identified gaps, and develop capstone projects including a MA Accountability Report Card (MARC) results report. Participants are encouraged to participate in MA DESE Data and CCR/MyCAP training.