

MASCA Counselor's Notebook

MASSACHUSETTS SCHOOL COUNSELORS ASSOCIATION

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The Gift of Leadership

By Jennifer McGuire

Here we are, approaching the end of 2022. Although most of us probably think about the beginning and end of the year more as September and June than January and December, the time of year is still significant. We are in the midst of the holiday season, whatever that means for each of us. It is no longer flip flop weather (although I know some people think it is always flip flop weather). We are approaching a school vacation. This time of year is marked by more than just replacing your calendar.

So what should be on our minds as we head into this “new year” in relation to the work we do? How does school counseling tie into the season of giving? How and what can we give to our profession? Perhaps this is a good time to stop and think about school counselors and our role as leaders. When discussing school counseling programs, advocating for the role of school counselors,



Jennifer McGuire
Board Chair 2022-2023

talking about school counselors' impact on systemic change, etc., we often refer to school counselors as leaders. Our leadership is something we give all year long.

But what exactly does that mean? How do school counselors become leaders? I am guessing there might even be some of us out there who hear those two terms in such close proximity and think, “wait, I said I wanted to be a school counselor. I never said I wanted to be a leader.” But the reality is that we are leaders, whether we realize it or not.

School counselors are leaders in their buildings. By listening to our students and advocating for their individual and collective needs, we are leading. By using data to show our administrators and school committee members the results of our

work, we are leaders. By helping students to realize the multitude of career and educational opportunities available to them, we are leaders. By explaining to others why we are school counselors and not “the g word,” we are leaders. And, by promoting access and equity for students, we are leaders.

Leadership comes in different forms and looks different for different people. Some leaders stand out in a crowd and can be easily identified, and others lead behind the scenes. There is no wrong way to be a leader. Leadership can be impactful regardless of the style.

One last way in which we are leaders—volunteering in our state school counseling association. Wait, what? You aren't volunteering yet? Not to worry as there are always ways to get involved with MASCA, whether you are a “stand out in the crowd” leader or a “behind the scenes leader.” Becoming involved with MASCA is a great way to develop or enhance your leadership skills while giving back to your profession.

As you head into the holidays and the New Year, consider giving the gift of your time and energy to MASCA. I promise you the gifts you will receive in return will be greater! Please feel free to reach out to me or any board member to find an opportunity that would be a good fit for you!

I wish you all a happy, healthy, and rejuvenating holiday season and new year! See you in 2023!

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Proposed Licensure Changes for School Counselors

By Bob Bardwell, MASCA Executive Director

If you have been reading the Wednesday MASCA Matters news brief, you would have seen that at its October 25 meeting, the [Board of Elementary and Secondary Education \(BESE\)](#) voted to release proposed amendments to the Regulations for Educator Licensure and Preparation Program Approval, 603 CMR 7.00, for public comment. There are several proposed amendments as part of those changes, but one in particular pertains to school counselors – “to combine the levels for School Counselors to have one all-level license in alignment with other professional support personnel licenses and to create greater flexibility for employment.”

This change would mean that future school counseling graduates would only receive one license – all levels – rather than a Pre-K-8 or 5-12. This would put school counselors on par with nurses, psychologists and adjustment counselors/social workers who only have one license for all grade levels. This would not change the license of any currently certified school counselor but rather future school counselor graduate students.

First let me say that this change is something that MASCA and the school counselor educators enthusiastically support. If you recall, last year DESE supported our request to update the Subject Matter Knowledge requirements for school counselor licensure and the Board approved those changes in April which will take effect in 2024. At the same time, we asked DESE to make this additional licensure change but we were told that it would have to wait until a later time. While disappointed that we could not make the two changes at once, we agreed to be patient. Little did we know that only a few months later we would be informed that the time for this additional change would come much sooner than expected.

Why is this important to MASCA



Robert Bardwell
Executive Director, MASCA

and why now? Well to begin with, it would put school counselors on parity with our school nurse, psychologists, adjustment counselors and social workers colleagues since they all have a K-12 (or All). Currently school counselors who want to be certified for the current K-8 and 5-12 would have to do two site placements to secure the hours necessary for both licenses while our colleagues only need to do one placement regardless of the grade. Granted while their required fieldwork hours are greater than that of a school counselor, they can complete their placement in one setting.

In addition, moving to a single license for all grades provides more job security for school counselors. For example, I only have a 5-12 license so if my school district eliminated my middle/high school position, but I had seniority in the district over an elementary counselor, I would not be able to bump that person because I was not certified to work at the elementary level. Now with a K-12 license I would have bumping rights.

Of course, possessing an all level license does not mean that everyone

would want to work at another level so there may be some colleagues who might be moved to a different level against their will, but if they have seniority, at least they will possess the proper license to stay employed in that district.

Another reason that this change is important to MASCA is that once again MASCA and DESE have forged a stronger relationship based on cooperation and trust to move this licensure change forward to anticipated BESE approval. This joint effort continues to solidify our strong relationship and respect of the work we do. This level of trust and mutual respect was not always the case between MASCA and DESE. We are fortunate for sure and thankful to our DESE colleagues for all of the support and assistance they have given to us in moving our profession forward.

I am hopeful that this background information is helpful for you to understand why MASCA is in full support of this proposal. If you are interested in submitting your thoughts as part of this public comment period, you must do so prior to January 3, 2023 via [this link](#). Positive and supportive feedback is as useful as constructive feedback.

After the public comment period ends, DESE will review the feedback and propose any changes for the Board to approve at its February 28, 2023 meeting. If approved by BESE in February, each preparation program will create its own timeline for implementation meaning some might move forward with the new licensure for 2023 graduates while others will most likely wait until the 2024 cohort.

Feel free to [reach out to me](#) if you have any questions or concerns about this proposed licensure change.

Best wishes for a safe, relaxing and enjoyable holiday season.

Welcome to our Newest Members

The following have joined MASCA in the last month:

Sherezade Alvarez
Stephanie Andrade
Michael Bennett
Victoria Borruso
Caitlyn Brown
Annette Buford-Frost
Emily Burns
Mu-Yin Chang
Vivian Chao
Kaitlin Chau
Karen Cree
Ciyavah Daniels
Audra Dankwardt
Tracy DellaPenna
Dominique DePippo
Dawna Donaghey
Trine Erichsen

Catherine Fauth
Denante Frazier
Amanda Gastel
Alexandria Georgiadis
Giovanna Giosa
Nicole Graves
Richard Hawkes
Lauren Hubbell
Chandra Jackson
Laura Karson
Sharon LaCroix
Xiomara Lee Perez
Yueqi Li
Kai Lindsey
Devon Lyon
Amy Lyons
Hailey MacDonald
Mary Malone

Maura McLaughlin-Mello
Sara Neuenschwander
Laura O'Reilly
Rena Pelletier
Maryneida Perez-Morales
Ruth Price
Anthony Rendina
Marcia Rosbury-Henne
Isabel Salas
Kristine Shanahan
Nabil Silfa
Carleigh Sinclair
Monica Soth
Molly Spooner
Alex Tran
Megan White
Latisha Williams

If you know any of these new members, please extend a warm welcome and greeting.

We are happy you have joined us!



Be The One!

MASCA
Massachusetts
School Counselors Association

April 3-4, 2023
Boston Marriott Newton
Newton, MA

Spring Conference 2023

Register TODAY at:
<https://ncyionline.org/conferences/mascac/>

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

by Helen O'Donnell, Ed.D, MASCA MA Model Committee, 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.

Endorsed by both MA DESE and MA School Counselors Association's Governing Board, the MA Model 3.0:

Framework for Comprehensive School Counseling Programs, is an evolving document to guide professional best practice. It was presented as a professional courtesy to the field in the spring of 2020 as a public domain resource.

21st Century Counselors Focus on Program Outcomes

Why is one of the four components of both the ASCA and MA Models dedicated to ASSESSMENT?

Collection and analysis of data provides the hard evidence that documents research findings to answer these essential questions: **What is the impact of your multi-tiered school counseling programs, curricula, and/or services? How are you supporting the academic success of ALL students?**

School counselors are very busy striving to meet the diverse needs of students, but it is imperative that we keep our stakeholders informed our role and impact. This article suggests strategies school counseling practitioners in the field gather

and use on-going data collection to monitor and assess student learning and quantify the impact of carefully planned programming and strategic interventions.

Be an accountable counselor! Integrate on-going program evaluation as part of your school counseling practice. To begin, focus on evaluating one initiative or program. When planning, always **start with the end in mind by identifying measurable end goals** for grade level achievement (ex: attendance rates, passing all subjects), curriculum units (ex: all 6-12 students populating MyCAP portfolios, students achieve unit student learning objectives), or SMART goals for Tier 2 interventions (ex: improved attendance). Before implementation, **plan data collection** that provides the data needed to measure on-going student or program impact. Take time to **assess on-going formative data** by applying the Cycle of Inquiry to collected data to monitor progress to goal achievement. Driven by data results, **make delivery adjustments** to implementation initiative. **Compile summative data and identify research findings.** **Inform stakeholders** about the answer to your research question. One reporting format to use is the MA Accountability Report Card (MARC or MARC Jr templates). **Use research findings** to modify program and student learning goals and guide action planning.

Need support implementing data

assessment? The MA Model Committee is offering several PD opportunities to guide your research and support your assessment work. Announcements in this issue of the *Counselors Notebook* include professional development opportunities include guided multi-tiered independent webinar study, 4 graduate courses offering 3 credit or 45 PDP, and NEW virtual PD series: **What's Working 101: Learning to apply action research strategies for curriculum and program assessment to determine initiative results.** Inquiries: helenod@att.net

December 2022 Awareness Dates

National Impaired Driving
Prevention Month

Safe Toys and Gifts Month

1 World AIDS Day

1-7 National Handwashing
Awareness Week

2 Special Education Day

3 International Day of Persons
with Disabilities

5 International Volunteer Day

10 Human Rights Day

15 Bill of Rights Day

MA Model Professional Development Opportunities 2022-2023

FREE Remote MA Model 3.0 Independent Study PD Opportunities for MASCA members. Materials available at https://masca.wildapricot.org/MA-Model_3.0

- Download and review MA Model 3.0 document
- Review implementation library of resources
- Watch: MA Model is Like a Good Lasagna ppt
- Download MA Accountability Report Card (MARC or MARC Jr.) template and directions. Review samples. Submit your document for MASCA recognition

Remote MA Model Independent Study for MASCA PDP's: Webinar viewing with guided mentoring support. MASCA membership required. Details with registration including required assignments, and evidence of learning submission directions emailed soon or found at https://masca.wildapricot.org/MA-Model_3.0, Inquiries: helenod@att.net

Series #1 -10 MASCA PDP \$65 (Registration confirmation email will include webinar links and required assignment submission details.)

- View and summarize: MA Model is Like a Good Lasagna ppt
- View and summarize: MA Model 3.0: Off the Press
- View and summarize each webinar: MA Model 3.0 - Words into Action (4 parts): DEFINE, ASSESS, MANAGE, DELIVER
- View and summarize: Planning, Designing, and Delivering Multi-Tiered Instruction (NCLB -Fall 2020)
- Complete MA Model 3.0 Self-Study Audit (Appendix of MA Model 3.0)

Series #2 -15 MASCA PDP \$110 (Registration confirmation email will include webinar and resources links, guided mentoring details and required assignment submission details.)

- View and summarize: Planning, Designing, and Delivering Multi-Tiered Instruction (Spring 2021 conference)

- View and summarize: Action Research and School Counselor Accountability (2 parts) – March 2021
- View and summarize: What's Working? Analyzing Data to Determine Program Effectiveness – April 2022 Conference
- Complete MA Model 3.0 Self-Study Audit
- Complete MA Accountability Report Card (MARC Jr.) found in appendix of MA Model 3.0)

MA Model Graduate Training Opportunities. 4 courses offered for **3 Graduate Credit* or 45 PDP's** - *Courses are offered partnership with Fitchburg State University - Center for Professional Studies – Extended Campus Programs. Course registration = \$450. Additional \$295 to register at Fitchburg State University for 3 graduate credits. Sessions offered remote with possibility of face-face sessions. Registrants select session dates/times with instructor. Coursework completion date: June 2023. If not posted with MA Model Resources https://masca.wildapricot.org/MA-Model_3.0, request course summaries and registration information or inquiries about coursework: helenod@att.net.

- **MA Model Introductory Institute** (offered by MASCA)
- **MA Model 2: Next Steps** (offered by MASCA)
- **Counselors in K-12 Classrooms: Delivering Curriculum that Promotes Academic Success and CCR** (offered by Franklin Hampshire Counseling Association)
- (New offering) **Counselors in K-12 Classrooms: Action Research and Program Assessment** (offered by Franklin Hampshire Counseling Association)

MA Model Committee Offers a NEW virtual PD series: What's working 101: Learning to apply action research strategies for curriculum and program assessment to determine initiative results.

Register for Session #1. Registrants will select 2 additional sessions as academic year progresses.

MA Model Implementation is on-going and happens over time, but which curriculum units or implementation initiatives are successfully achieving their student learning end goal targets? The ASSESS component of the MA Model 3.0 promotes on-going formative data collection and analysis using tools like the Cycle of Inquiry and the Percent Change Formula to help counselors quantify the impact of school counseling programs and practices, analyze data, and identify initiative outcomes.

A -Allow time to assess curriculum or program impact data.

S - Select one initiative you want to review.

S - Start with the End in Mind – What is your research question? What is your program's end goal target?

E - Engage in Data collection – What data is needed to answer the question?

S -Systemically apply the Cycle of Inquiry to on-going formative assessment data.

S - Share Assessment Stories and Next Steps Action Plans by completing a MARC Jr. document

3 – 1 hr. PD sessions - \$100 Earn 15 MASCA PDP's for session attendance, webinar viewing, action research, and successfully completing a MARC Jr. document. Individual mentoring included with registration. Select virtual meeting date for Part 1. Alternate dates and session times can be arranged. Part 2 and Part 3 dates to be determined with registrant feedback.

Part 1 - Getting started. Identifying your research question and assessment data needed. (1 hr.) Dec. 6*, Dec. 8", Jan. 9*, Jan. 11", Jan 17*, Jan. 19" Times: * = 3:00 -4:00 " = 4:00 -5:00

Part 2 - What is the data telling you? Applying the action research strategies and the cycle of inquiry to formative data and packaging results (1 hr.) Registrants will select meeting dates in February and March

Part 3 – Sharing Assessment Stories (1.5 hrs.) - Registrants will select spring meeting dates (April- June).

2022-23 Call for Submission of MA Accountability Report Cards (MARC and MARC Jr.)

Announcing 4 - \$100 Dr. Ronald Fredrickson Research Awards for submission of MARC/MARC Jr. documents.

MARC's promote school counselor accountability and keeping stakeholders informed about the impact of the school counseling programing. It is important to inform your stakeholders about how your programming and services impact student success. Identify your research question, gather and analyze the data needed to answer your research question. Summarize your data findings in a 2-page MARC/MARC Jr. document and answer your research question. Colleagues my expand previous MARC/MARC Jr. documents with expanded data to show continued growth and success over time.

The goal of these awards is to encourage study of the ASSESS component of MA Model 3.0 and the application of program assessment strategies to your practice. Information about program assessment and developing MARC/MARC Jr. documents (templates, rubrics and samples) can be found on the MA Model webpage or email helenod@att.net

Graduate Student MASCA Recognition MARC Jr. submissions: Emerging school counselors in graduate programs are encouraged to submit their capstone MARC/MARC Jr. projects for rubric review and MASCA Recognition. Submission deadline April 15, 2023.



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

MASCA deeply values its diverse membership and is fully committed to creating an organization where each individual is welcomed, included, respected and empowered. No person will be excluded from MASCA on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, political affiliation or military status, or for any other discriminatory reason.

These activities include, but are not limited to, appointment of its Governing Board, hiring or firing of staff, selection of volunteers and vendors, and the providing of services.

However you may celebrate the season,
MASCA wishes you and yours
the happiest of holidays!