

MASCA Counselor's Notebook

MASSACHUSETTS SCHOOL COUNSELORS ASSOCIATION

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You May Never Know

By Jennifer McGuire

Happy New Year! I hope you were able to find some time to enjoy the holiday season and that you return to work rejuvenated. I hope MASCA is part of your plan to make 2023 a great year!

This year, I have found myself often considering the relationships we develop with others, both through our work and in our personal lives. It never ceases to amaze me how people you encounter can cross paths with you multiple times. You truly never know the impact you have on other people unless they have the opportunity to tell you.

We often use the term “mentoring” to refer to relationships that are orchestrated to enhance the development of one of the participants. For example, new staff members are often provided with a mentor as part of an employee induction program. Children who participate in programs such as Big Brothers Big Sisters are provided with an adult mentor. When school counselors take on graduate students as interns, we are serving in a mentoring role. These are all examples of mentoring relationships we enter into knowingly. But the reality is that we are all mentoring people all the time—without even realizing it.



Jennifer McGuire
Board Chair 2022-2023
with Leah Worth

One of my favorite parts about my years as a school counselor is the involvement I had in helping other people find their career path. There's nothing better than running into a former student and hearing about their professional journey and their success. I always think about this line I can never quite remember, but it's something like “School counselors: making all other careers possible” or something to that effect. Sometimes, we are even lucky enough to have a former student come back to see us or send us a note or email telling us how we impacted them.

I had what I would describe as a career-defining moment this past fall. I earned my graduate degree from Boston College, and every several years I have had the pleasure of being invited to speak with graduate students at BC to share my career journey and talk about the resources MASCA provides and how MASCA has been instrumental in my career. The last time I did this was during the pandemic and it was through zoom, so I was thrilled when I was invited to come to campus this fall for an in-person visit.

Anyone who knows me well knows that I can ramble on and on about things about which I am passionate. So, after talking non-stop for about 60 minutes to the group of first year graduate students, I was collecting my belongings and getting ready to head out. I was approached by one of the graduate students, Leah Worth, who had completed her undergraduate studies at Boston College as well. She informed me that while I was talking, she realized that she had interviewed me over zoom during her junior year of undergrad for a paper and that it was because of my interview that she decided to pursue school counseling.

When Leah shared this with me, I was speechless for a moment (which is a rare occurrence for me). Leah connected with me through Eagle Exchange, an online community that Boston College provides for current students to connect with BC alumni about career experiences, while taking a course on career exploration. Leah informed me that she wrote a paper about my career, and agreed to share the paper with me.

Reading Leah's paper was an incredible experience. Although I do recall my zoom interview with Leah, I was a bit nervous to read her paper and see how she captured whatever information I shared with her. Leah took pieces I had shared with her about my work and connected it to results she received on various assessments, including the CliftonStrengths and FOCUS® 2, drawing conclusions about why school counseling would be a good fit for her professionally. Reading Leah's paper allowed me to reflect on my own career and why I love the work I have done over the years. My favorite line from Leah's paper was as follows: “We both deeply value using our work to directly impact others, and it is important to us to see the effects of our work on those that we help.” I would say that Leah definitely “got me” from our 30 minute zoom interview. I hope others who know me have been able to ascertain that about me as well.

(continued on page 4)

Inside this Issue:

| | |
|-----------------------------------|----|
| Directory..... | 2 |
| Kindness & Compassion..... | 3 |
| New Members..... | 4 |
| 2023 Conference..... | 5 |
| Comprehensive School Counseling.. | 6 |
| MARC & MARC Jr..... | 7 |
| Implementing the MA Model..... | 8 |
| PD Opportunities..... | 11 |
| Community Resources..... | 12 |

MASCA 2022-23 DIRECTORY

Board Members:

Jennifer McGuire, Chair
jmcguire @ newbedfordschools.org
College & Career Information Coordinator
New Bedford Public Schools

Mindy Cripps, Assistant Chair
mcripps @ billerica12.com
Guidance Director, Billerica High School

Dana Catarius
catariusd @ westboroughk12.org
School Counselor, Anne Fales E.S., Westborough

Ed Connor
econnor @ dean.edu
Executive Director of Admissions, Dean College

Jessica Descartes
jdescartes @ bostonpublicschools.org
School Counselor, Tech Boston Academy

Cynthia Eselionis
ceselionis @ asrsd.org
School Counselor, Ayer Shirley Regional Middle School

Lori Ford
lford @ mlkcs.org
School Adjustment Counselor, MLK Jr. Charter School

Antonio Latorella
alatorella @ tecca.connectionsacademy.org
School Counselor, TEC Connections Academy

Barbara Meyer
bmeyer @ miltonps.org
Director of Guidance, Gr. 6-12, Milton Public Schools

Committee Chairs:

Ruth Carrigan, Conference Committee
Ruth.Carrigan @ whrsd.k12.ma.us
Director of School Counseling, Whitman-Hansen
Regional High School

Mindy Cripps, Ethics Committee
mcripps @ billerica12.com
Guidance Director, Billerica High School

Ed Connor, Fiscal Oversight Committee
econnor @ dean.edu
Executive Director of Admissions, Dean College

Juliette Coatsworth, Government Relations &
Advocacy Committee
juliette.nori @ gmail.com
School Counselor, Foxborough Regional Charter School

Andrea Encarnacao, Inclusion, Diversity, Equity &
Access Committee
aencarnacao @ bostonpublicschools.org
School Counselor, Boston Latin School

Manjula Karamcheti, Inclusion, Diversity, Equity &
Access Committee
mkaramcheti @ gmail.com
Director of Equity and Student Support, Woodrow
Wilson Graduate School of Teaching and Learning

Tyeshia Weir, Inclusion, Diversity, Equity & Access
Committee
weirt @ springfieldpublicschools.com
School Counselor, RISE Academy

Dave Elsner, MA Model Committee
delsner @ medwayschools.org
School Counseling Coordinator, Medway Public
Schools

Cynthia Eselionis, MA Model Committee
ceselionis @ asrsd.org
School Counselor, Ayer Shirley Regional Middle School

Kerry Bartlett, Member Services Committee
kbarlett @ hudson.k12.ma.us
School / Career Counselor, Hudson High School

Barbara Meyer, Member Services Committee
bmeyer @ miltonps.org
Director of Guidance, Gr. 6-12, Milton Public Schools

Lori Ford, Nomination and Bylaws Committee
lford @ mlkcs.org
School Adjustment Counselor, MLK Jr. Charter School

Julia Cahill-O'Shea, Professional Recognition Committee
j.cahill-oshea @ hwschools.net
School Counselor, Hamilton- Wenham Regional H.S.

Dina Sibila, Professional Recognition Committee
sibilia @ wsps.org
School Counselor, West Springfield High School

Ali Robidoux, Professional Development Committee
alimrobidoux @ gmail.com
School Adjustment Counselor, Brennan Middle School

Gloria Rubilar, Research and Evaluation Committee
grubilarpons @ gmail.com
Retired, Brockton High School

Jennifer McGuire, Technology Committee
jmcguire @ newbedfordschools.org
College & Career Information Coordinator,
New Bedford Public Schools

Appointed Positions:

Executive Director and Membership Coordinator
Bob Bardwell
executivedirector @ masca.org or
membership @ masca.org

Julia Cahill-O'Shea, Secretary
j.cahill-oshea @ hwschools.net
School Counselor, Hamilton- Wenham Regional H.S.

Counselors Notebook Editor and Webmaster
Jean Atwater-Williams
atwaterwilliams @ gmail.com
IT Consultant, BizTech Associates

Maryanne Margiotta, Mentoring Coordinator
mmargiotta @ stgrsd.org
Career Facilitator, Southwick Regional High School

Karen-Marie Harrington, Program Evaluation
Coordinator, karen.harrington07 @ gmail.com

Liaisons:

Megan Krell, Counselor Educator Liaison
mkrell @ fitchburgstate.edu
Associate Professor, Fitchburg State University

Lisa Harney, DESE Liaison
lisa.m.harney2 @ state.ma.us
MA Dept of Elem & Sec Education

Dana Catarius, Emerging Leader Liaison
catariusd @ westboroughk12.org
School Counselor, Anne Fales Elementary,
Westborough

Jessica Almeida, Graduate Student Liaison
almeidaj @ merrimack.edu
Graduate Student, Merrimack College

Jacob Beaudoin, Graduate Student Liaison
beaudy26 @ gmail.com
Graduate Student, Merrimack College

Sean Stevenson, Graduate Student Liaison
S1stevenson @ student.bridgew.edu
Graduate Student, Bridgewater State University

Christine Weissman, Graduate Student Liaison
mweissman @ msn.com
Graduate Student, Assumption University

Julia Stone, Social Media Liaison
julesstone1 @ gmail.com
School Counselor, Monson High School

Special Interest Group Leaders:

Dana Plunkett, Counseling Directors SIG
plunkettd @ wellesleysps.org
Director of Guidance, Wellesley High School

Ross Wolfson, Counseling Directors SIG
rosswolfson @ walthampublicschools.org
Assistant Director of School Counseling PK-12
Waltham Public Schools.

Emma Russell, Elementary SIG
erussell @ learningproject.org
School Counselor, The Learning Project Elementary
School, Boston

Maria Maloney, Elementary SIG
maloneym @ monsonschools.org
School Counselor, Granite Valley School, Monson

Maura Ricardi, Elementary SIG
m_ricardi @ ludlowps.org
School Adjustment Counselor, East Street School,
Ludlow

Melissa Clonan, Middle Level SIG
mjclonan @ hudson.k12.ma.us
School Counselor, David Quinn Middle School. Hudson

Paige Kenney, Middle Level SIG
p13kenney @ gmail.com
School Counselor, So. Middle School, Brockton

Anndrew Reinfeld, Middle Level SIG
anndrew.m.reinfeld @ gmail.com
School Counselor, McGlynn Middle School, Medford

Helen O'Donnell, Retirees SIG
helenod @ att.net
Retired School Counselor

Anne Thidemann French, Retirees SIG
annethidemannfrench @ gmail.com
Retired School Adjustment Counselor

Nychele Clark, School Adjustment Counselors/
School Social Worker SIG
clarkn @ gardnerk12.org
School Adjustment Counselor, Gardner High School

Kate Nidel, School Adjustment Counselors/
School Social Worker SIG
cnidel @ aol.com
Retired School Adjustment Counselor

Anne Thidemann French, School Adjustment
Counselors/School Social Worker SIG
annethidemannfrench @ gmail.com
Retired School Adjustment Counselor

Karen McCrillis, Secondary SIG
mccrillk @ gardnerk12.org
School Counselor, Gardner High School

Leanne Soulard, Secondary SIG
soulardl @ franklinps.net
School Counselor, Franklin High School

Rachael Weinhold, Secondary SIG
rweinhold @ winchendonk12.org
School Counselor, Winchendon High School

Shelly Boisvert, Urban SIG
sboisvert @ lowell.k12.ma.us
School Counselor, Lowell High School

Whitney Goodwin, Urban SIG
goodwinw @ worcesterschools.net
College and Career Readiness Liaison,
Worcester Public Schools

Rani Gould, Urban SIG
gouldr @ springfieldpublicschools.com
School Counselor, The Academy at Kiley Middle School

Annie McCarthy, Vocational/Technical SIG
annie1 @ gmail.com
School Counselor, Franklin County Technical School

Maryrose O'Neil, Vocational/Technical SIG
oneilm @ tantasqua.org
School Counselor, Tantasqua Regional High School

Emerging Leaders:

Renee Considine, Emerging Leader
rconsidine @ hwsd.org
School Counselor/School Adjustment Counselor/
Career Facilitator, Minnechaug Regional High School

Shannon Dion, Emerging Leader
sdion @ stgrsd.org
School Adjustment Counselor/Social Worker,
Southwick-Tolland Regional High School

Will English, Emerging Leader
wenglish @ beverlyschools.org
School Adjustment Counselor, Beverly Middle School

Cory McGann, Emerging Leader
cmcgann @ ashland.k12.ma.us
School Counseling Department Head, Ashland H.S.

Megan McShane, Emerging Leader
Megan.mcshane.2 @ gmail.com
School Counselor, St Columbkille School,
Catholic Schools of Boston

Kindness & Compassion

By Bob Bardwell, MASCA Executive Director

Welcome to January 2023. I hope that your December holidays were joyful, healthy and most of all relaxing. It always feels like our breaks come just at the right time and are certainly never long enough.

MASCA was once again busy this holiday season. We conducted our second annual Kindness and Compassion Giveaway. In the eight days that we collected nominations, we received 72 nominations representing 58 school counseling colleagues from the Berkshires to the Cape, and everywhere in between. Many of these colleagues received multiple nominations. Thank you so much to all of our nominators.

The judges found this task extremely difficult - to narrow the field from 72 to just a few. They wanted to give every nominee something for what they have had to deal with over these past three years and will continue to deal with moving forward in 2023. Minimally each nominee has received an email letting them know that they have been recognized by at least one peer as part of our 2022 campaign.

Meet Maggie Cate Cunha, our top honoree and School Counselor at Whitman-Hanson Regional High School. Here is what her nominators had to say:

Maggie Cate Cunha is one of the kindest, hardworking and compassionate school counselors I have ever had the pleasure of working with. She is an incredible school counselor, always going above and beyond for her students and families. MC has been and will always be a vital part to our school counseling program.

In August 2022, right before school started, MC and her family received devastating news - her



Robert Bardwell
Executive Director, MASCA

husband Jay was diagnosed with brain cancer. He underwent brain surgery on August 31 to remove as much of the brain tumor as possible but that was only about 10%. He is currently undergoing intensive chemo and radiation which often results in significant seizures.

MC has been forced to take a leave of absence from the job that she loves so much and is so dedicated to so that she can focus on her family. She is the sole care taker of her husband and their two young children (Chance 9 and Olivia 6), yet she still seeks out ways to help others. She has little-to-no help as her mother passed away three years ago and her brother passed away two years ago, and they were her only remaining family members. Balancing being a mother and having to travel to and from medical appointments has not been easy for her, but she does everything she can to make those around her happy and comfortable.

Self-care has certainly been last in line for herself. The family has a long, difficult journey and I believe she is the most deserving for the Kindness & Compassion Giveaway. She would do anything for anyone and during this extremely difficult time she could use all the love, care, cheer and support possible. Her students miss her, and continuously check-in to see how she is doing. MC is a rockstar who is definitely deserving!

Maggie Cate will receive a gift pack to various stores worth \$300 and a free 2023 conference registration.

We are also happy to announce five additional recipients of this campaign -

- Molly Brewster, School Counselor, Brighton High School, Boston
- Alison Rogers, School Counselor, Wellesley Middle School
- Dave Vinton, School Adjustment Counselor, Joseph Osgood School, Cohasset
- Shamis White, School Counselor/Department Chair, West Springfield High School
- Heather Williams, School Counselor, Taunton Public Schools

They will receive a free 2023 MASCA conference registration (\$160 value) and a \$50 gift card of their choice or a free membership.

Members may ask why does MASCA conduct such a campaign, giving away our resources to the benefit of only a few. That is a great question. Fortunately, MASCA is financially stable and can afford to give back to the school counseling community. Despite some

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You May Never Know

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I share this with you all because it is a reminder of how you never know the impact you are having on someone else. We are always leading, teaching, sharing with each other, with our students, and with other individuals who cross our paths.

Kindness & ...


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fiscal challenges during the pandemic, we have bounced back even stronger than before. That is a testament to our value as a state school counseling organization and the belief by our members that MASCA membership, professional development and networking events are worthy of their support.

We also run this campaign because it is the right thing to do, to support our colleagues who have significant challenges that require considerable focus and sacrifice, even requiring some to take a leave of absence from their jobs. One of the goals around the holiday time is to appreciate what you have and support those who are not as fortunate. For me, the Kindness and Compassion Giveaway sends a strong message to the school counseling community that we care about our colleagues and give back to those who are dealing with some pretty significant challenges. With an annual budget a little over \$200,000, this is money well spent.

I want to once again thank all of our nominators, for without them, this would not be possible. Also, this goes without saying, but thank you to our colleagues, who despite some considerable challenges, show up to work every day to continue to support our students and families who need us. They are the ones who are really the heroes and the reason we do what we do.

May your 2023 be blessed with health, wellness, safety and happiness.



You never know when a moment
and a few sincere words
can have an impact on a life.

-Zig Ziglar

Ziglar.com

Welcome to our Newest Members

The following have joined MASCA in the last month:

Celeste Alvarado
Katie Beer
Caitlin Ciaramitaro
Elizabeth Cooper
Jennifer Cronin
Jennifer Cummings
Patrick Dooley
Katarina Douglas
Laura Dziorny
Jillian Greenspan
Nicholas Holmes
Felicia Holmes

Nikki Myers
Madison O'Shea
Jayla Roulhac
Andrew Sadowski
Karissa Scheim
Victoria Schubert
Allison Siden
Catherine Smith
Bridget Smyth
Madison Spillers
Erin Wales
John Ward

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

We are happy you have joined us!

MASCA Conference 2023

By Ruth Carrigan, MASCA Conference Chair

We hope you will make plans to attend the 2023 Massachusetts School Counselor Association's Annual Conference, on April 3 and 4, 2023 at the Boston Marriott in Newton, MA. We are excited that the 2023 MASCA Conference will offer both an in-person experience and a virtual option! Whether you would like to get away from your routine or stay in the comfort of your own home, we have options for you. Check out the [conference webpage](#) for details. Register today – Early Bird Registration rates available through January 31, 2023.

All who register will have access to the virtual conference portal. The virtual conference portal will stream the general keynote sessions live and will have those recorded live sessions available to view about one week following the conference if missed on those dates. The online portal will also have prerecorded breakout sessions covering multiple topics available to view when the conference begins on April 3,



Opening Workshop Session
Wendy Rock- ASCA Ethics Chair
Working with Minors in Schools:
Legal and Ethical Considerations
Monday, April 3, 2023, 3– 6 PM

2023. The pre-conference sessions will only be live and in person. They will not be available with the virtual option. All sessions in the online portal will be available to view until May 31, 2023.

You do not want to miss this conference! Please go to www.MASCA.org for registration details. A complete listing of all breakout sessions and instruc-



Keynote Speaker
Rodney Robinson – 2019 National
Teacher of the Year
What is Equity and Why Do All
Children Deserve It?
Tuesday, April 4, 2023, 8– 9:15 AM

tions for earning professional development points or graduate credit will be posted soon. Don't miss out on this opportunity for counselor-centered professional development and valuable networking opportunities.

Please contact Ruth Carrigan, Conference Chair, at Ruth.Carrigan@whrsd.org if you have any questions.

Be The One!



Spring Conference 2023



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

Register TODAY at:

<https://ncyonline.org/conferences/mascac/>

Comprehensive School Counseling Programs are NOT another Initiative, We are Already Doing it!

By Cynthia A. Esielionis, MA Model Committee Co-Chair, Governing Board Member

As we welcome January 2023, I contemplate new professional beginnings and resolutions. Increasing effective practices and student outcomes in 2023 seems to be a natural goal. However, with educators facing the daunting task of implementing many new initiatives while being asked to ensure students meet specific academic standards, with administrators cognizant of this, it is difficult to get these stakeholders to buy into what may be perceived as another initiative. We are almost half way through the school year, which can be seen as another obstacle.

As school counselors transition from reactive services for some students to proactive programming for all, some struggle with where to start. We have to start sometime, somewhere and we often have to start in a manageable way; working smarter, not harder. If we strive to implement the MA Model 3.0 A Framework for Comprehensive School Counseling Programs to move in the direction of proactive services for all students, it cannot happen in isolation or overnight.

Within the context of the New Year, I think of the many opportunities we have every year to educate our stakeholders (administrators, peers, students, parents and the community at large) that the things that we regularly do are components of the MA Model 3.0 and not another or new initiative. When all of these tasks are actively interconnected, the framework of a comprehensive, developmental school counseling program becomes evident.

Here are a few ways that can be used as places to start.

Annual Administrative Conference (see ASCA website) and **annual calendars** are easy places to start articulating

how what is currently being done fits into the bigger picture. Ideally, these two documents would be completed at the start of the year, however, there is no reason they, or renditions of them, cannot be established at any point of the year where it makes sense. Every time a school counselor collaborates with an administrator to develop a solution to a problem based upon data it is akin to an annual administrative conference. At any point in the year, reviewing recent data, a student outcome or programming goal may be developed. Often there is a conversation with the building administrator about the identified concern and the solution to the presenting issue, i.e.: goal, is created collaboratively. Every time a situation like this arises, it is an opportunity to remind your administrator that this process is akin to the Annual Administrative Conference. Another opportunity is when you create and work with your evaluator on your EES goals each year.

Calendars are also a relatively easy way to outline the services that the school counselor(s) provide, or need to provide, to all students as well as where tier 2 and 3 interventions may take place. Certain things take place at the same time each year that can inform when school counselors can implement classroom instruction, large group or school wide activities. Collaborating with advisors of after school activities to find out when they will be sponsoring relevant events avoids overlap and/or duplication while promoting school counselors as a resource to the groups and their members. Once you have an outline of a calendar, adding pieces over time becomes easier and allows for continued discussion with stakeholders about how and why selected events are on the calendar.

Teaching curriculum for all students across the three domains is the ultimate goal but this idea is overwhelming. Focus on what you are doing, what you can do and how it is done. Is there an advisory or SEL time where lessons in the *Personal/Social* domain are delivered by teachers? Are there career exploration or MyCAP activities (*Workplace Readiness*) completed somewhere in the school? How are students' *Academic/ Technical* development being addressed? If the school counselors are assisting with the advisory curriculum, working with groups of students on specific skills, supporting students as they transition between grades or schools all count toward organizing a comprehensive, developmental program. Memorializing all of these events provides a visual reference for stakeholders. It also demonstrates how school counseling standards can complement content area standards.

Examples:

- Daily “SEL time” where an evidence based curriculum is delivered by teachers and there are follow up activities during the week and time for direct service by school counselors in specific classrooms or for specific students; social skills groups, managing emotions conflict resolution.
- Career days - classroom based (local PD explain how trigonometry is used in forensics), larger may involve the local Chamber of Commerce arranging for members to come to the school for a Career Fair.

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Comprehensive...

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- Selective Secondary/College admissions: students navigate choosing their high school/College. Teachers and counselors assist students with this process from interviewing skills, exploring academic choices relative to occupational goals, logistics of completing applications and course selection. These time frames are consistent year to year and instruction and support are necessary within that timeframe.
- Social Skills development can range from navigating the lunch room and recess play to spontaneous lunch groups in teachers' rooms or may be strategic activities with SLPs, school counselors or school adjustment counselors.
- School counselors may also co-teach with classroom teachers in any setting: advisory, elective classes or in primary content areas. The standards overlap and school counseling curriculum is time on learning!

Vertical alignment from K-12 within districts helps stakeholders understand the big picture of developmental school counseling programs. As school counselors are able to capture and communicate all that they *already do*, it becomes easy to inform these same stakeholders and promote the very valuable work that we do. The next steps (expanding and/or maintaining programs and services based on assessment) become easier to advocate for when there is documented evidence that what school counselors do has a measureable impact on student outcomes.

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 programming. 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 may 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.



MASCA

Massachusetts School Counselors Association

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.

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.

How Can I Integrate CCR and MyCAP Portfolio Development into my School Counseling Program and Our School Community?

College and Career Readiness and on-going student MyCAP portfolio building should be part of every school culture, especially Grades 6-12. School counseling departments are encouraged to actively partner with designing, delivering, and assessing career awareness, career exploration, and career immersion opportunities for all students. *With so many responsibilities, how can school counselors actively collaborate with teams in their school communities to promote the value of CCR, build and strengthen CCR initiatives, and advocate for MyCAP portfolio development for all students.*

Getting started:

1. Educate yourself by researching the CCR initiative on the DESE website. Contact **Lisa Harney** at DESE lharnay@doe.mass.edu to find out about FREE CCR/MyCAP training opportunities, learn about CCR initiatives, and get connected with colleagues in other school systems across the state. Note: Lisa presented at the MASCA's MS SIG in Dec. Here is her presentation ppt https://docs.google.com/presentation/d/1_5BveTR_dkVA9cA3UrY0D-XbqfNSAGTm/edit#slide=id.p1
2. Advocate for CCR/MyCAP! School counselors promote systemic change by demonstrating the ASCA recognized competencies of *leadership, collaboration, and teamwork*. Put these competencies to work. Be a leader! Begin the CCR conversation. Educate others. Identify partners interested in being part of a CCR team to pilot, build, and strengthen the CCR culture in your school community
3. Goal Setting: Since project work should always start with a SMART end goal target, a sample school or school counseling department goal could be:
To nurture the CCR culture in our school during the X academic year, all grade 9 students will create and populate their MyCAP portfolio with 3 activities.
4. Inform stakeholders and invite collaborative partnerships to develop and strengthen CCR for all students.
5. Curriculum Development, delivery, and assessment: Feedback from the field suggests that random acts of CCR are occurring in classrooms and schools. Why not survey school staff to capture and document current lessons (subject areas and grade levels) and school activities that provide career awareness, career exploration, and career immersion opportunities? Capture the data and begin to build a workplace readiness/career curriculum strand for all grade levels with interdisciplinary activities. (Lisa Harney reports she has some survey samples to share that might be helpful.)

Model a commitment to CCR!

HOW can school counselors strategically integrate Career and College Readiness for all students into the *DEFINE* and *DELIVER* components of their comprehensive school counseling program, *MANAGE* the integration with vigilance, and *ASSESS* on-going program implementation by monitoring student outcomes and analyzing data for action planning?

Guided by MA Model 3.0 framework components, this article series provides a structure for embedding CCR into your school counseling program.

PART 1: DEFINE (MA Model 3.0 pgs. 19-22)

When you define the foundations of your school counseling program, it is important to start with the end in mind and clarify end goal for your CCR initiatives. Guidance advocating the importance of CCR for all students, is embedded in state and national 21st century state and national professional school counselor standards and student learning standards. Review some of the citation references below and select the ones that reflect the CCR focus of your department or school community.

- a. **Cite and embed in your school counseling foundation specific alignment references** to the *ASCA Professional Standards for School Counselors* that defines role and responsibility of school counselors to advocate for, establish, support, maintain and enhance school counseling programs that promotes CCR for all students.

Implementing the MA Model

(continued from previous page)

| ASCA Professional Standards for School Counselors www.schoolcounselors.org | | |
|---|--|---|
| Mindsets | | |
| M 3. Every student should graduate from high school prepared for postsecondary opportunities. | | |
| M 5. Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders. | | |
| Behaviors: School counselors demonstrate the following standards in the design, implementation and assessment of a school counseling program | | |
| Professional Foundation | Direct and Indirect Student Services | Planning and Assessment |
| B-PF 5 Use ASCA Student Standards: Mindsets and Behaviors for Student Success to inform the implementation of a school counseling program | B-SS 1 Design and implement instruction aligned to ASCA Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, and small-group and individual settings | B-PA 2 Identify gaps in achievement, attendance, discipline, opportunity and resources |
| B-PF 7 Demonstrate leadership through the development and implementation of a school counseling program | B-SS 6 Collaborate with families, teachers, administrators, and other school staff and education stakeholders for student achievement and success | B-PA 4 Develop and implement action plans aligned with annual student outcome goals and student data. |
| B-PF 8. Demonstrate advocacy for a school counseling program | | |
| B-PF 9. Create systemic change through the implementation of a school counseling program | | |

Establish a **DESE SISP Ed Evaluation professional practice SMART Goal** for yourself or as a collaborative school counseling department **SMART goal that reinforce your efforts to establish, develop, and/or enhance your K-12 CCR initiatives.** Citation references include:

| <i>Standard 1: Curriculum Planning and Assessment</i> | <i>Standard 11: Teaching all Students</i> |
|--|--|
| <u>D. Systemic Planning and Delivery</u> #1. Strategic Planning #2. School Counseling Curriculum #3. Coherent Delivery | <u>E. Student Services</u> #3. Post-secondary Planning #4. College Planning |

The SMART goal could include language like:

During the current academic year, the school counseling department will

- actively participate in developing and delivering two CCR activities in the school community.
 - collaborate to minimally provide one CCR Tier 1 lesson for each grade level in the building.
- b. **Cite specific alignment references** to student CCR readiness aligned with National and Massachusetts Student Learning Standards.
- “... student learning standards and competencies delineate what students will **KNOW, UNDERSTAND and BE ABLE TO DO**, ... Aligned with district targets, school counseling department should identify and prioritize student learning standards to guide program development and informs stakeholders about student competencies that can be achieved as a result of participating in the school counseling programs ... key Massachusetts sources for program and curriculum alignment including the My Career and Academic Plan (MyCAP) (Appendix I) MA Career Development Education (CDE) Benchmarks (Appendix A), MA Curriculum Frameworks. ...Key national sources include CASEL’s Social Emotional Learning Competencies (Appendix B) and the ASCA Mindsets & Behaviors for Student Success: K-12 College and Career Readiness Standards for Every Student (Appendix C.)” (MA Model 3.0 - DEFINE pg. 20)

Does your school counseling curriculum scope and sequence/curriculum map include a Workplace Readiness/Career Strand and CCR student learning outcomes that clearly identifies and aligns with Massachusetts and National Student Learning Standards?
CCR alignment examples:

(continued on next page)

Implementing the MA Model

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MA Model 3.0 Appendix I:

MA College and Career Advising & MyCAP Scope and Sequence Benchmarks - 9th-12 (pgs. 68-71)

| Domain | What a Student Should Know, Understand, and Be Able to Do in 9 th Grade |
|-------------------------------------|---|
| | NOTE: Statements below are adapted from CDE benchmarks, SEL competencies, and/or ASCA Mindsets & Behaviors |
| Personal Social | Students will demonstrate knowledge, understanding, and personal awareness of their individual talents, interests, hopes, dreams, and passions |
| Career Development Education | Students will demonstrate knowledge and understanding of career clusters. Students will demonstrate critical thinking and informed decision-making skills to match their skills and abilities to particular career interests |

MA Model 3.0 Appendix A: MA Career Development Education (CDE) Benchmarks

| Domains: | Learners will develop and demonstrate | |
|---------------------|---|--|
| Academic Technical | A2: strong academic, technical and employability skills for career and life management | A2-1 Communication and literacy skills for self-advocacy and presentation A2-4 Critical thinking skills to use and evaluate information |
| Workplace Readiness | W-1 knowledge and skills in the planning and decision-making process. | W1-5 Skills in establishing and modifying career management tools (e.g. resume, portfolio) |
| Personal Social | PS-2: attitudes, behaviors and interpersonal skills to work and relate effectively with others. | PS2-1 Skills in interacting positively with others at home, at school, at work PS2-4 Knowledge of how positive behaviors and attitudes contribute to educational achievement and workplace success. |

MA Model 3.0 CASEL Social Emotional Learning Competencies: self-awareness, self-management, responsible decision-making.

MA Model 3.0 Appendix C.: ASCA Mindsets and Behaviors for Student Success: CCR Standards for Every Student

| <u>Mindsets</u> | | |
|---|--|---|
| #3 – Understanding that postsecondary education and life-long learning are necessary for long-term career success | | |
| <u>Behaviors:</u> | | |
| Students will demonstrate the following standards through classroom lessons, activities, and/or individual/group counseling | | |
| Learning Strategies | Self-Management Skills | Social Skills |
| LS - 3. Use time-management organizational, and study skills LS -7. Identify long-term and short-term academic, career and social-emotional goals. | SM- 5 Demonstrate perseverance to achieve long- and short-term goals | SS-3 Create relationships with adults that support success. |

Once you have defined alignment to student Career Readiness outcomes for all students and established your professional Ed Evaluation SMART goal, **WHAT will be your collaborative role implementing, managing, delivering, and assessing CCR in your school community?**

PART 2 - TO BE CONTINUED. This article continues in the February issue of the CN and provides ASSESS, MANAGE, AND DELIVERY strategies shared by colleagues for the integration of CCR and student MyCAP portfolio development into your school counseling program school community.

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 (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.)

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).

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

submitted by Judith Josephs, Ed.D

Editor's Note: This the sixth installment showcasing Lynn Community Television's "History of Success" updated with eight new videos. Previous articles appeared in the March 2021, December 2021, March 2022, June 2022 and September 2022 issues of the Counselor's Notebook.

School counselors need to search their community for partnerships and resources to help their students with career exploration, career counseling, and post high school exploration. I am fortunate to host a TV show, History of Success, utilizing Lynn Community Television as a resource to promote Career Development Education (CDE) and inform students about career, civic involvement, updated college information, engagement opportunities, Study Abroad Programs, opportunities in Mental Health Counseling, and the importance of community college information in their community. With a focus on mentoring and engagement opportunities in their community, civic leaders and guests are invited to explain career opportunities in the City of Lynn and the North Shore of Boston. By sharing the stories of successful alumni and community leaders, you can help encourage today's students to achieve their goals.

Following are eight History of Success video highlighting Technology, Life Science, Training, Experiential Learning, Fund Raising for Scholarships, Human Rights Education, Public Health, and Intergenerational Opportunities. Their descriptions follow and their respective links are underlined in blue.

Additional Lynn Community Television videos are available at <https://lynntv.org/watch-online/>



Video #1 [Lynn Sutherland, Executive Director, Life Science Consortium of the North Shore, Steve Hubbard, NSCC Dean of STEM and Business, Brian Travers, Dean of the College of Arts and Science, Salem State University.](#)

Lynn Sutherland, Executive Director Life Science Consortium of the North Shore, Steve Hubbard NSCC Dean of STEM and Business, Brian Travers, Dean of the College of Arts and Science Salem State University share their career history and the **training, education, and business growth** taking place as part of the partnership between the colleges and the **Life Science Consortium**.

The following are the list of partnerships participating in the education and training of students for the Life Science industries: Endicott College, Gordon College, Salem State University, North Shore Community College, Gloucester Biotech Academy at the Gloucester Marine Genomics Institute. (GMGI)

Themes: Life Science Education and Training, Advanced Manufacturing, STEM, Life Science Partnerships, Marine Science, Biotechnology, Specialized Equipment

Mass. is well positioned in the field of Life Science Training. There is a data base of approximately 400 Life Science companies North of Boston.

Video #2 [Yvonne Vissing, Professor Healthcare Studies and Director Salem State University Center for Childhood and Youth Studies and Oleksandra Kovalchuk, Ukrainian immigrant share their stories regarding children's human rights issues.](#)

Theme: Human Rights Education, United Nations Universal Declaration of Rights, Conference for Child and Youth Care Studies, Clinical Sociologist, Advance Children's Well Being, Global Citizens, Community Linking, Maslow's Hierarchy of Needs, Provisions, Protection, Participation, Gun Control, Road Map Care for One Another.

Video #3 [Michele Desmarais, Director of Public Health shares her career in Public Health and the challenges of the Covid Pandemic. Her focus is on the health and welfare of the Greater Lynn Community](#)

Themes: Public Health, Addiction Prevention, Vaping in the Middle Schools, Narcan, Covid Partnerships, Vaccinations, Testing, Covid Information, Covid Symptoms Chest Congestion, Fever, Coughing, Substance Abuse Disorder, Opioid Prevention, Compassionate Background Needed, Lots of Jobs in Health Care Future, Strong Team Effort, Misinformation Challenges, Health Care Changing



Video #4 [Lynn Tech Alumni Kathy Alukonis and Kelly Papageorgiou offer a scholarship fundraiser event entitled the "Festive of Trees".](#) They announce the dates and times to donate a tree or wreath. A raffle for these trees will take place at the Lynn Tech High School Annex. All money and donations given to this event will go towards the Lynn Tech High School Awards program in May, 2023.

Themes: Scholarships, Creativity, Alumni Engagement, Community Participation, Importance of Alumni, Holiday Celebration, Lynn Tech Alumni Association Event, Community Engagement, Awards Program.

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Community Resources

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Video #5 [Stephanie Moriarty, Program Advisor and Coordinator introduces the MASSSTEP Information Technology Program. MassSTEP identifies a program that is free to anybody and stands for Skills, Training, Education, Program.](#) Sunant Tredinnick a NSCC student who has completed the Training Program and an I/T internship at the Mass General Brigham in Salem involving 20 week I/T Training Program and 20 weeks as an I/T intern at Mass General Brigham Salem Hospital shares experiences received from MassSTEP

Themes: Information Technology, 20 Week Program, Internship, Free I/T Program, Training, Skills, Workplace Readiness, Educational Program



Video #6 [Chris Ilsley, President and CEO of North Shore InnoVentures introduces an organization that is considered a leading innovation incubator.](#) The organization supports its members and graduates from early-stage pre-incubation through to scale-up with mentoring and coaching as well as from the development of the technology, business model development, financing and team building. Chris has been partnering nationally and internationally with researchers, startups, large corporations, and governments to foster the development of a range of innovation areas such as Life Sciences, Biotech, Medtech, and Cleantech.

Themes: **Life Science**, Biotech, Medtech, Cleantech, Start-ups, Leadership, Marketing, Entrepreneurship, Technology, Ecosystem development, Deeptech, Science Education



Video #7 [Christopher Gomez-Farewell Director of Elder Services of Lynn and Tania Freedman, Program Manager shared their Career Background.](#) The opening of this new Senior Center in Lynn brings new ideas to a senior population that has been isolated for several years. Senior Center is a lifeline for seniors in Lynn. The Center helps with housing, food and security issues as well as with mental health.

Themes: Internship, Intergenerational Opportunities, Bilingual Adults, Robust Senior Population (15,000 seniors), 15-hour Computer Course Literacy for Seniors, Community Gem, Students Teaching Seniors, Partnerships with local Social Services, One Stop Shopping for all Seniors receiving help with medical issues, utility bills, Attention given to all problem issues.



Video #8 [Michael and Jenny Armini describe their leadership and careers as community leaders.](#) Jenny is a Professional Speechwriter and is now a newly elected State Representative from the 8th Essex District. Michael is the Vice President of External Affairs at Northeastern University.

Themes: Experiential Training, Northeastern University, Communications Skills, Professional Speech Writer, Community Ties Political Skills, Cooperative Education, Global University System, Employment Designed Learning Programs,

Happy New Year 2023

Don't forget to be awesome!

January 2023 Awareness Dates

Get Organized Month

National Mentoring Month

National Thank You Month

1 Emancipation Proclamation Anniversary

1 Global Family Day

15 World Religion Day

16 Martin Luther King, Jr., Day of Service

27 International Holocaust Remembrance Day