

MASCA Counselor's Notebook

MASSACHUSETTS SCHOOL COUNSELORS ASSOCIATION

Vol. 53, No. 4

December 2016

President's Message: MASCA Conference Opportunities

By KATE SALAS, Ed.D., MASCA President

Greetings Bay State School Counselors! Often times being a school counselor is lonely. It is usually the smallest department in the school or you may even be the only counselor. One of the best ways to connect with your Massachusetts peers is at MASCA's annual conference.

Plans are already underway for a great conference. With Carolyn Stone as our keynote speaker, our conference will be amazing! Carolyn is the leading expert on school counseling ethics and I learn so much whenever I have the opportunity to hear her speak.

For instance, when I attended her presentation in New Orleans last July, I learned that school counselors should not be service providers on IEPs. By servicing a set number of students weekly, it limits the time counselors can spend implementing



comprehensive school counseling services to "all" students. This was just one thing I learned; honestly I could not write my notes fast enough as there was so much important information. Registration is already open for MASCA17 so that counselors can plan ahead.

We are also taking submissions for awards. Do you know a counselor, administrator, graduate student, or counselor educator that deserves to be recognized? Check out Amy Cook's article about how you can nominate someone for one of these awards.

So often we appreciate individuals who help us in our quests to

ensure student success, but how often do we let them know how much their efforts mean to us? Whether you are submitting an individual for an award or just writing a thank you email, take a few minutes and let someone know how much you appreciate them.

As always, MASCA is here to help Massachusetts counselors help their students. If you have an idea or perhaps have a bit of free time to serve on a committee, please let me know!

MASCA Open Committee Chair positions:

- Advocacy
- Human Rights
- Strategic Planning
- Member Services
- Technology
- Certification/Licensure
- Ethics
- Grad Students

Meet Dr. Carolyn Stone, MASCA Annual Conference Keynote Speaker

We hope you will join school counselors across the state for the 2017 MASCA Conference held on April 3 (Pre-Conference) and April 4 (Full Day Conference) at the Holiday Inn in Boxborough, MA. We have an exciting conference planned and are pleased to announce that our Pre-Conference and Keynote speaker is Dr. Carolyn Stone.

Dr. Stone has worked in educa-



tion for 40 years. After working as a teacher for 13 years, she transitioned to student services as a school counselor and school psychologist in several elementary and high schools. She also served as a regional guidance coordinator for the Florida Department of Education and Supervisor of Guidance for Duval County Public Schools in the 1990s.

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STONE (cont'd from pg. 1)

Dr. Stone started as an Associate Professor at University of North Florida in 1995 and was later promoted to Assistant Professor and to her current position of Professor of Counselor Education. Carolyn is a dynamic speaker and skilled presenter, and MASCA is excited to welcome her to our conference.

Pre-Conference Session: School Counselors and Legal Muscle to Support Gay, Lesbian, Bisexual, Transgender, Questioning Youth Students:

This session will discuss how the courts and the code of ethics support school counselors in their advocacy role for LGBTQ. Recent court rulings give us guidance on transgender youth and:

- 1) dress that matches their gender identity;
- 2) gender neutral pronouns;
- 3) gender identity name that is not the legal name;
- 4) parental involvement when a student wants confidentiality.

Court rulings will be discussed involving students who:

- 1) want to bring same sex partners to the prom;
- 2) are bullied for non-conforming gender expressing;
- 3) request dress for a yearbook photo that does not match their birth gender;
- 4) want to start a GSA club; and,
- 5) school officials believed made themselves a target with non-conforming gender expression.

Other topics and court rulings will be discussed as courts continue to wrestle with how school officials must behave toward LGBTQ Youth.

Keynote Session: Let Your Advocacy Actions Define Your Role:

Carolyn's keynote address, "Let Your Advocacy Actions Define Your Role", will show how school counselors are critically important to our nation's future. They must advocate for their ability to do their job without barriers and hindrances, indeed, our nation's children are depending on it.

School counselors are the most industrious professionals under the schoolhouse roof, yet, they are the educators most often overburdened with responsibilities that should not be theirs. This session will show how school counselors, critical to student success, can strategize to grow their ranks and eliminate time consuming tasks that do not use their specialized skills. School counselors are key strategists and deliverers in the effort to impact a school's report card data or the fire under the principal's feet.

This presentation helps school counselors position themselves in a powerful role to show how students are different and the gaps lessened when counselors are given autonomy to define their roles. Student success data will be shared from school counseling programs that have been given the freedom to deliver powerful strategies and how student success has forwarded the counselors' cause to be autonomous in determining how they spend their time.

For more information about the conference including schedule and registration details, please visit us online at masca.wildapricot.org.

MASCA

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Inspirational Counselors, Leaders, and Colleagues

By AMY COOK, Ph.D., MASCA Board Member

Each year, MASCA gives out several awards to inspiring counselors, colleagues, and leaders in our schools and communities. These people serve on the front lines to



promote the success and highest potential for our young people. The school counseling profession aspires to support children's holistic development so they are prepared to take the next steps in their lives. MASCA award recipients have served their schools and communities in remarkable ways, promoting equity, access, and positive youth development through comprehensive school counseling programming.

Is there somebody whose service and commitment you would like to recognize? Please read the following description of current MASCA awards and consider who you would like to recognize. Award recipients will be celebrated at the MASCA Spring Conference in Boxborough, MA.

Counselor of the Year: A current MASCA member and licensed counselor serving during the current school year in an elementary, middle, or high school, who has made outstanding contributions to his/her school and is running a top-notch, comprehensive school counseling program.

Administrator of the Year: An administrator who has made an outstanding and significant contribution to the counseling movement, developed and/or implemented an innovative program, or initiated unusual improvements of

school counseling services in his/her area of responsibility.

Leadership Award: A current MASCA member and licensed counselor serving during the current school year in an

elementary, middle, or high school who demonstrates leadership in the counseling profession at the local, state, or national level.

Rising Star Award: An individual who has entered the school counseling profession within the last five years. The award winner is a model for new counselors demonstrating the highest standards of professional competence, outstanding contributions to the school community and/or profession, and has demonstrated strong rapport with students, parents, and school personnel.

The George Thompson Memorial Scholarship Award: A \$1000 scholarship award named in honor of George Thompson, a longtime friend of and contributor to MASCA, given to a school counseling graduate student who demonstrates exceptional promise for leadership in contribution to our profession. Nominations from counselor educators are encouraged.

MASCA Special Award: An individual who has made a contribution of unusual significance that substantially affects the counseling profession. The contribution directly affects counselors, students, or a school program and the individual is not eligible for any other MASCA awards.

(continued on pg. 4)

AWARDS (cont'd from page 3)

MASCA Counselor Educator of the Year: A current MASCA member and counselor educator teaching during the current academic year in a higher education setting, who has made outstanding contributions in teaching, research, and/or service and is making significant contributions to the school counseling field.

Award nominations will be solicited from **December 1st** through **January 31st**. Nominations will be reviewed in February, and award winners will be notified in early March. Questions may be directed to Amy Cook, Awards Committee Chair at amy.cook@umb.edu. The direct link to the nomination form is available at: <https://goo.gl/forms/GfQ2aM-BEEEhuCh2B2>.

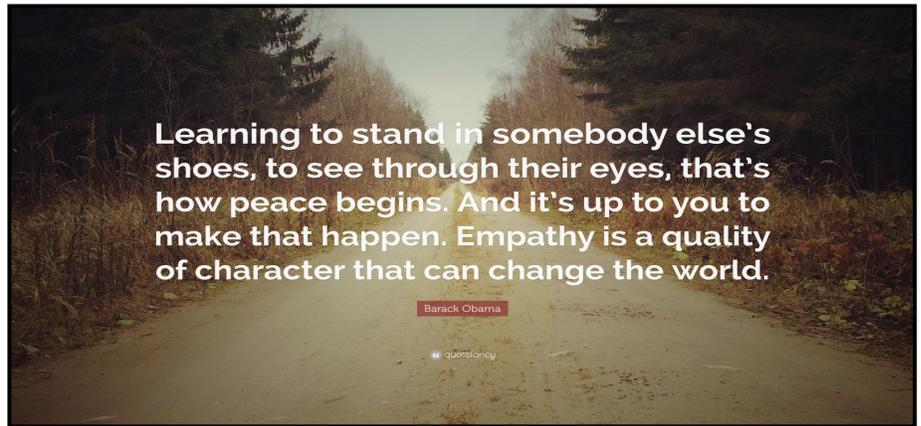
Uncertainty and Empathy

By WILL ENGLISH, K-12 Advisor for Steps to Success

Our role as school counselors has never been more important. As we enter an uncertain time in our national climate, we need to look to emulate our role as leaders and agents of systematic change in the schools. As advocates for all young people, we need to ensure our students have

a voice and most importantly feel safe. Those of us who work with students of color need to work daily to reassure them that we will never stop working for them.

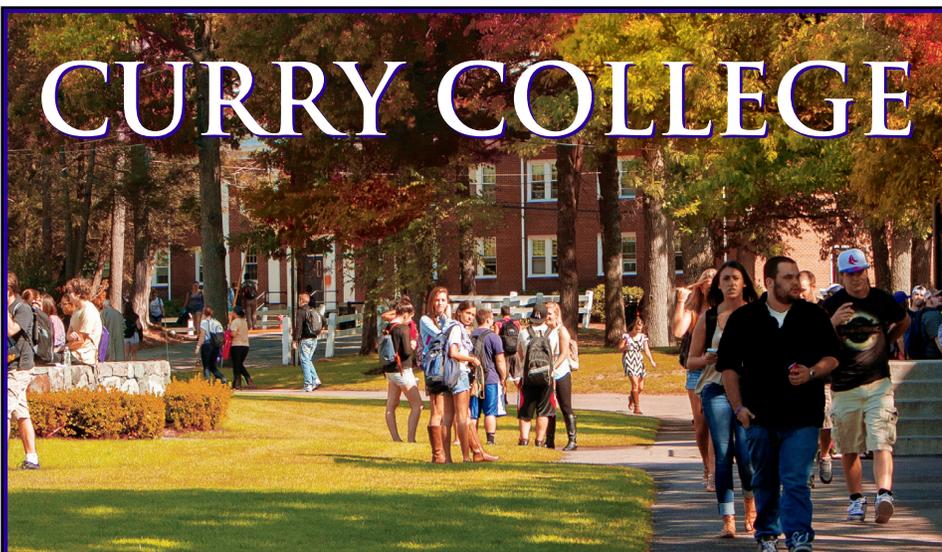
Anxiety is a product of uncertainty. We cannot control what happens nationally, but we can continue to be strong advocates



for our young people. We can be consistent in our presence as agents of love and support for all young people. Now is not the time to despair, but to get out into the halls and be a presence of hope.

Now is a time where micro-aggressions cannot be left unanswered and when anti-bullying efforts need to be stepped up. With the future of Reach Higher nationally uncertain, we need to carry that torch throughout our commonwealth.

On November 4th, I had the pleasure of attending Dr. Ross Greene's Lives in the Balance Summit. Greene's timely keynote focused on the need to build empathy in our students. For Greene, empathy is the cornerstone of our humanity. Let's continue to teach empathy and help our students understand diverse points of view.



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Organizing Your Lesson Plans

By HELEN O'DONNELL, Ed.D, MASCA Governing Board and MA Model Institute Trainer

School counselors should plan their lessons just like teachers do. Here are some suggestions:

1) Start with the end in mind. Gather data about developmentally appropriate, evidence-based curriculum and lesson topics based on a needs assessment (student, staff, parents) and school counseling calendar responsibilities and deadlines. What do you want your students to know, understand, and do? Review state, national, and professional learning standards identifying student learning objectives and benchmarks.

2) Identify measurable learning objectives to provide perception and outcome/results data to measure and assess the impact of your lesson/s on students. See Kate Salas's article in the March 2016 Counselor's Notebook.

3) Search for lessons on the topic/s you have chosen. Ask your colleagues, explore lessons posted online (<https://masca.wildapricot.org/MA-Model>), look at other state school counseling websites, complete a Google search, etc. Cite the sources in the references section of your lesson.

4) Design your lesson with an

motivational activator and activities that keep all students engaged in the lesson. Deliver your lesson with enthusiasm and passion to demonstrate the lesson's importance.

5) Reflect on student exit data and student's achievement of the learn-

ing objectives to plan future lessons and strengthen future delivery of the lesson. Keep all components of each lesson (written plan, handouts, activity sheets, pre/post tests, and data analysis) in one electronic file or folder.

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December Awareness Dates

- National Impaired Driving Prevention Month
- 1 World AIDS Day
- 2 Special Education Day
- 3 International Day of Persons with Disabilities
- 5 International Volunteer Day
- 10 Human Rights Day
- 15 Bill of Rights Day

the Mass Model, with version 2.0 around the corner. The CDE Guide is also about to undergo an update and it will be revised in alignment with the new Mass Model.

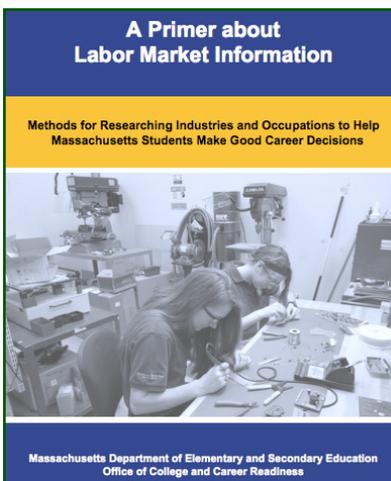
The Guide describes three stages of CDE: career awareness, exploration, and immersion. As the Guide suggests, the three stages are best experienced by students sequentially over several years -- no more "one and done." In an exemplary model, students participate in a well-designed sequence of CDE activities that become progressively more intensive as students gain skills and maturity, stretching from 6th to 12th grade.

The Guide recommends that the first stage, Career Awareness, start no later than middle school. The Guide presents a number of activities effective for building career awareness at that stage, including familiar ones such as career interest inventories, career days or fairs, and the start of college and career plans.

A separate resource developed by ESE presents guidance about effective practices for the creation of Individual Learning Plans ("ILPs"), which was the subject of our November article. ILPs offer a great process for structuring and documenting student career awareness activities as part of college and career planning. Download a pdf version of the ILP Guide here: <http://www.doe.mass.edu/ccr/initiatives/>.

Another powerful activity for career awareness described in the CDE Guide is research about Labor Market Information ("LMI"). Students can learn about overall labor market trends, analyze lists

of fastest growing occupations, find out wage and salary information, and, key to their future planning, determine educational requirements for desired careers. ESE has created a resource to help counselors and educators become more familiar with LMI to be better prepared to support student LMI research. That Primer can be found at <http://www.doe.mass.edu/connect/cde/primer-labormarket.pdf>. It will give you a thorough introduction to the issues, and show you how to use valuable resources such as the MA Career Information System (MassCIS).



When it comes to the culminating stage of CDE, namely career immersion, there is another resource we want to make sure counselors are aware of. ESE manages an important initiative known as School to Career Connecting Activities (Connecting Activities, or CA), which is a statewide intermediary system built to connect schools with employers, working with the 16 regional Workforce Development Boards (WDB). While it supports a range of career readiness activities, its leading function is

to place students in work experiences, classic career immersion activities.

Connecting Activities has built a substantial statewide network of partner high schools, with about half of the state's 400 high schools involved. The map and a list of partner high schools are on the School page of the CA website. Many of you are already actively involved in CA. ESE knows that counseling staff are the key to the success of CA in many of its Partner schools, and we thank you!

Connecting Activities has helped broker and support about 10,500 students in work-based learning experiences annually over the past several years. Because CA uses a well-designed assessment tool to measure skill gain called the MA Work-Based Learning Plan, students find out where their strengths and challenges are and are able to improve their performance to become truly work ready.

To find out more about CA and how to help students get these experiences, use the WDB map at the CA website (<http://www.massconnecting.org/>) to locate your WDB region. You can click on your region to find the CA contact information.

ESE encourages all counseling departments to offer systematic CDE to all students. To learn more about CDE, join ESE's upcoming webinar about CDE and recent developments about creating career pathways, on **December 13th from 1:00 - 2:00 pm**. Register here to participate: <http://www.doe.mass.edu/conference/?ConferenceID=9421>.

Helping Students Reach Higher by Digging Deeper with Data

Approximately 100 counselors across Massachusetts recently gathered together with the aim of learning how to use data to help improve student outcomes at their schools. The workshops, held at Universal Technical Institute in Norwood and Holyoke Community College in Holyoke,

gave counselors a chance to work together to explore EWIS, EDWIN, and DART data. The participants have all committed to participate in several upcoming data webinars and to work on a data project at their schools. Once complete, participants will earn 15 PDPs and the College

and Career Readiness Data Usage Credential. MASCA is proud to partner with the Massachusetts Department of Elementary and Secondary Education, Office for College, Career, and Technical Education on this exciting collaboration. For more information, please contact Ruth Carrigan, MASCA Past President and Professional Development Chair and Reach Higher MA Leadership Team Member, at Ruth.Carrigan@whrsd.org.

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Elementary school counselors working together to analyze their data

COUNSELOR'S NOTEBOOK

October Reach Higher White House Convening, Washington, DC

By RUTH CARRIGAN, MASCA Past-President and CHRISTINE MAHER, MA Reach Higher Team Member

The Reach Higher White House Convening was held at American University on October 28 – 30th, a beautiful weekend in Washington, DC. The Massachusetts team included Bob Bardwell, Reach Higher MA Team Chair; Ruth Carrigan, MASCA Past President; Yolanda Johnson, Springfield Public Schools; Jackney Prioly Joseph, Future Ready MA; Mandy Savitz-Romer, Harvard Graduate School of Education; and Christine Maher, MA Reach Higher Team Member. We joined other state teams consisting of school counselors, college counselors, teachers, state agency leaders, policy makers, and business leaders. The theme of this convening was: Connecting the Dots: Cultural Competence, Counseling, and College and Career Readiness of Underserved Youth.

Building on previous convenings, attendees from 26 states across the country were welcomed by Eric Waldo, Executive Director of First Lady Michelle Obama's Reach Higher Initiative and Tina Tchen, Assistant to the President and First Lady's Chief of Staff. Among the many highly esteemed speakers, the first to take the podium was Education Secretary John King. He recalled his mom, a school counselor who had posi-



Members of the Massachusetts and Rhode Island Reach Higher Teams at the Reach Higher White House Convening in October 2016

tively influenced his life, and the many student stories he heard about her work with countless children. He commended school counselors as “inspirational heroes for helping students navigate everything from social-emotional obstacles to the college application process.”

Under the Obama administration, King noted an increase to college access, citing one million more African American and Latin-
(continued on pg. 10)



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umb.edu/visit or 617.287.6000.



CONVENING *(cont'd from page 9)*

no students attending college. He concluded with an announcement by the Education Department that the Educator Ambassador Program (which encourages the exchange of information between principals and teachers with government officials) will now include school counselors – to which the room loudly applauded!

A favorite session included author, filmmaker, producer, and decorated veteran Wes Moore. An inspiring speaker, he addressed the challenges and inequities many students of color face in getting to and getting through college. If you have not yet read his New York Times Bestseller, *The Other Wes Moore*, you should check it out. Also inspiring is his documentary, *All the Difference*, currently airing on PBS stations across the country.

Friday and Saturday were filled with panel discussions and breakout sessions. One in particular challenged us to have courageous conversations – speaking honestly and respectfully about matters on race/ethnicity/religion/immigration status/sexual orientation and other sensitive topics that all school counselors will encounter and need to handle honestly, respectfully, and knowledgeably.

The MA Team was proud to represent you in Washington, DC. The convening reinforced the importance of every child in America having the opportunity and support to Reach Higher for education and training post high school. If you are interested in joining the MA Reach Higher Team, contact Bob Bardwell at bardwellr@monsonschools.com.

“I believe that education is the single-most important civil rights issue that we face today. Because in the end, if we really want to solve issues like mass incarceration, poverty, racial profiling, voting rights, and the kinds of challenges that shocked so many of us over the past year, then we simply cannot afford to lose out on the potential of even one young person. We cannot allow even one more young person to fall through the cracks.”

– First Lady Michelle Obama, February 20, 2015

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Career Activities Corner: K-12 College and Career Readiness Activities

Reach Higher MA Working Group #1: Viable Careers and Citizenship for All

is initiating a series of Career Activity ideas that can be delivered in diverse settings and encourage you to infuse a career development strand into your school counseling curriculum and school communities. Colleagues are welcome to submit brief lessons with identified standards alignments, measurable student learning objectives and outcomes, and interdisciplinary curriculum links.

Submit ideas to Helen O'Donnell at helenod@att.net.

A Showcase of Careers

Submitted by Helen O'Donnell, Ed.D

Description: This activity is aligned with the DESE Career Ready and Reach Higher initiatives like "Start Early, Start Now" that encourages schools to assist all K-12 students build their CCR competencies and personal Individual Learning Career Plans (ILP). This lesson or curriculum can be modified for developmentally appropriate grade and skill levels. Designed as the capstone of a CDE unit or lesson with multiple opportunities for interdisciplinary links, ideas for the culminating project could be "My Career Portfolio," a page in "Future Careers for Our Class Members," creating student career cards (similar to a baseball card), making a career Powerpoint presentation, or designing a personal career coat of arms. Inquiries: helenod@att.net.

Student Outcomes: By the end of the instruction, each student will be able to:

- Compile and profile personal data about their interests, skills, talents, favorite academic subjects, learning style, study habits, etc.
- Identify career cluster/s or career/s of interest
- List career credentials needed to achieve their career goals including academic skills, post high school education (degree, certificate, training)
- Explain the connections of two of their current academic classes to their career goals
- Complete their career portfolio document (Class Careers Booklet page, career cards, coat of arms, ppt, etc.)
- Present their career to classmates, families, etc.

Standards:

MA Career Development Benchmarks, Appendix C: <http://www.doe.mass.edu/connect/cde/guideglossary.pdf>: Academic/Technical Development A1-3, A2-4, A3-2, A4-1; Workplace Readiness: W1- 1+4, W2- 1, 2 +3
ASCA Mindsets and Behaviors for Student Success: www.schoolcounselor.org: Mindset #6; Behaviors (Learning Strategies) #1 + #7

Common Core State Standards (CCSS): www.corestandards.com: Presentation of Knowledge and Ideas: CCSSELA-Literacy CCRA-SL4,5; CCSSELA-Literacy CRA L1; Integrating Knowledge and Ideas: CCSS ELA Literacy RH 6-8.7

Interdisciplinary Links: (check for specific links in MA Curriculum Frameworks):

Art: Design a graphic of student engaged in the career, a personal coat of arms;

ELA/Technology: complete an on-line career inventory, learning styles assessment, CAD or graphic designing, etc.;

ELA: research and gather information about specific careers;

ELA: Speaking and Listening;

Social Studies/History: research history and use of coat of arms

Counselor Note: In addition to advising and assisting the student to maintain and keep current their ILP portfolio material, it would be helpful for the counselor to keep a copy of their capstone project to guide middle school and high school course selection and for post high school planning.

Massachusetts School Counselors Association, Inc.
COUNSELOR'S NOTEBOOK
Amy Wheeler-Sutton, Editor

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Stay informed by visiting MASCA's website regularly.

You can share your views with fellow MASCA members by joining in the Forum.

<https://masca.wildapricot.org/>

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