

MASCA Counselor's Notebook

MASSACHUSETTS SCHOOL COUNSELORS ASSOCIATION

Vol. 54, No. 7

March 2018

President's Message: Thanks and Reminders

By MEGAN KRELL, Ph.D., MASCA President

First, I wanted to thank everyone who completed the MASCA Needs Assessment recently sent out. Collecting data about our membership needs is an important task for us to embark on regularly. The MASCA Governing Board is in the process of reviewing the results and will discuss any changes to better fit our membership needs and priorities. If there are additional thoughts you have had since completing the survey, please feel free to reach out to me.



Again, please join us for the spring conference April 30th to May 1st in Hyannis, MA. You can find more information at <http://www.ncyi.org/203>. Lots to look forward to at the event, including keynote Julia Cook, pre-conference speaker Amie Dean, excellent applied educational

sessions, and over 45 graduate posters!

Please check out all that our conference speakers have to offer on their websites:

Julia Cook - <http://www.juliacookonline.com>

Amie Dean - <http://www.behaviorqueen.com>

Enjoy this issue of the *Counselor's Notebook*! Please feel free to contact me at president@masca.org with any comments, questions, or school counseling concerns.

Goodbye, Guidance Counselor and Hello, School Counselor

By DEBORA MONTEIRO, President, West Suburban School Counselor Association (WSSCA)

The "West Suburban Guidance Association" has formally changed its name to "West Suburban School Counselor Association," (WSSCA) and this could not have come at a more appropriate time for our professional organization. In doing so, it allowed the WSSCA to consider the role of the school counselor, and upon reflection, it is clear that it has changed quite a bit since the organization's inception.

Back in 1908, a social reformer in our beloved city of Boston by the name of Frank Parsons was believed to have coined the term "vocational guidance counselor." Tasked with addressing the occupational adjustment challenges of youth and adults, Parsons developed a procedure for helping people choose a

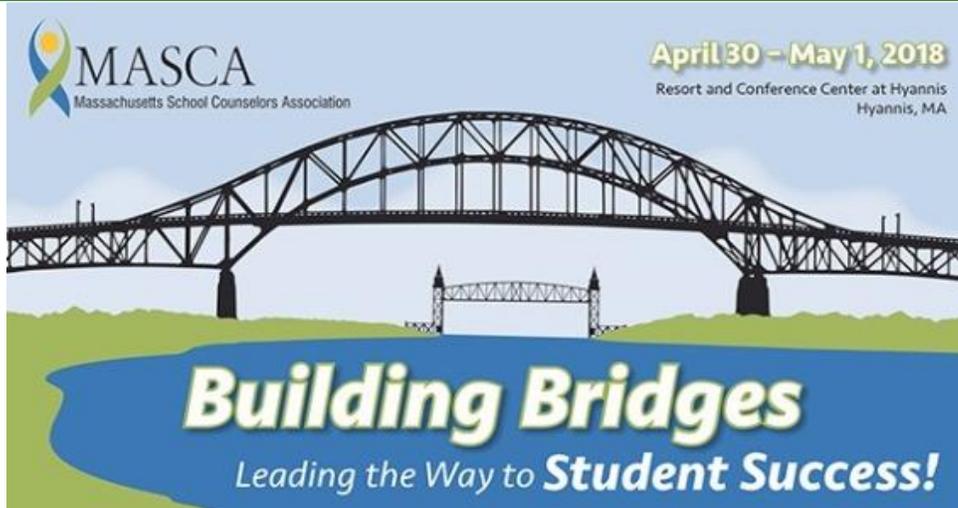
vocation by helping them to become more aware of their needs, attitudes, and the occupational demands on the workforce. With the help of the vocational guidance counselor, people were able to do some self-inspection and increase their decision-making capabilities regarding the work for which they were best suited and the education required to attain their goals. Parsons felt that this approach would ensure efficiency for both the industry and in the individual, thus improving society as a whole. Sounds familiar, right? Helping young people identify their interests, strengths, and weaknesses when it comes to decision making about their future remains at the very core of what we do.

Over the last century or so, the role

of a vocational guidance counselor has evolved to reflect the dynamic needs of our young society. Our role, now more than ever, is a comprehensive and essential one for our youth in education. In fact, research shows that the implementation of a comprehensive school counseling program has a positive impact on student achievement. The work of high school counselors support all students' academic achievement as they prepare for the ever-changing world of the 21st century.

Our young people today need not only guidance with their vocational needs, but with their academic advising, family intervention, post-graduation planning, and emotional/social development as well.

(continued on pg. 4)



The 2018 MASCA Conference is gaining great momentum! In addition to the pre-conference and keynote address, we will offer 32 program sessions especially structured to equip, encourage, and strengthen your efforts on the front lines with your students. Both of our featured speakers will be hosting breakout sessions on Tuesday. Please spread the word to your colleagues and others who you know would benefit from high quality professional development.



Amie Dean – Pre-Conference Speaker
Behavior Interventions that Work
Monday, April 30



Julie Cook – Conference Keynote Speaker
Reboundaries and Resilience: Fostering Grit
Tuesday, May 1

You do not want to miss this conference! If you have not already made plans to attend this exciting event on Monday, April 30 and Tuesday, May 1, please go to MASCA.wildapricot.org for more details. Early Registration rates are available until February 28, 2018.

While you are registering, please reserve your room at The Resort and Conference Center at Hyannis to take advantage of the \$99 early bird special! Staying at the hotel Monday evening provides a great opportunity to network with other counselors from across the state at the President's Reception. We look forward to seeing you at this exciting conference!

IMPORTANT CONFERENCE UPDATE! In addition to PDPs, we are happy to announce that graduate credit is now an option for those attending the MASCA Conference. More details on the conference website!

MASCA

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Spotlight on Julia Cook

By DONNA M. BROWN, MASCA Executive Director

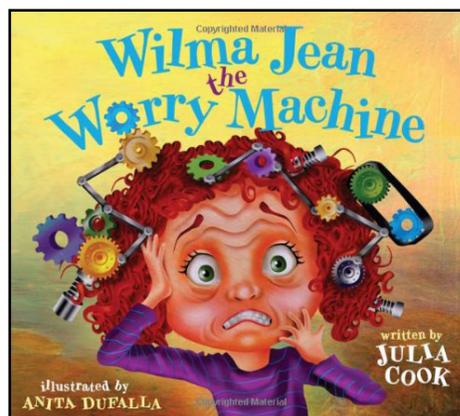
Wilma Jean *the Worry Machine*, *Bully B.E.A.N.S.*, *My Mouth is a Volcano*, *A Bad Case of Tattle Tongue*. These books and more are on my bookshelf and part of the curriculum at

St. Paul's School, so you can imagine how thrilled I was to learn that the author of all these books is going to be the keynote speaker at the 2018 MASCA State Conference!

Julia Cook is a prolific, well-respected author of children's books. More importantly, she is one of us — a school counselor who has learned to look at many of life's challenges through the eyes of children. Her books are an

incredibly useful tool to introduce and/or augment discussions of how to solve life's everyday problems. How to help a friend who is being bullied or how to tell the difference between reporting and tattling are just two of the subjects she tackles.

I am a relatively new fan of Julia Cook's. Until about five years ago, when someone mentioned Julia, I thought Child. Then, I was hired as an elementary counselor. The summer before I began working at St. Paul's, I attended the ASCA conference and mapped out a sched-



ule that would expose me to as many elementary counselors and programs as possible. I was nervous; I wasn't confident that my 35+ years in high school would be that much help.

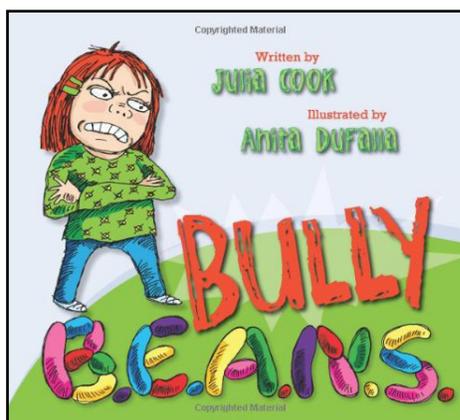
Enter Julia Cook.

In programs and in informal chats with elementary counselors, Julia's name came up as a source that would set me on the right track. I purchased *Blueloon* about depression and *Wilma*

the Worry Machine about anxiety. Activity books were available for both, so I added them to my growing pile. The books were a hit! I tried them in kindergarten and I tried

them in grade six and I tried them in every grade in between. The kids were engaged and listening. The activity books helped immensely, as I could find developmentally appropriate assignments and projects that brought my teaching alive.

Over the past five years, I have added to my Julia Cook collection and tweaked how I use them. We've adopted Second Step as our basic Social-Emotional program; however, there is always a place for Julia Cook's books in my counseling curriculum.



COUNSELOR (cont'd from page 1)

As part of a comprehensive educational team, we are also facilitators, collaborators, problem-solvers, and most importantly, in my humble opinion, advocates. With the myriad of needs that our students have on any given day, we are prepared to meet these needs with a minimum of a Masters-level education,

a varying breadth and depth of experience, our unique counseling philosophies, and our compassion.

Though guidance is still a big part of what we do, our responsibilities and duties have evolved, and with that, our title has too. If your association is interested in making the name change, it is as easy as vot-

ing in the name change with your members and then contacting your local MASCA representative with a formal request. Upon approval, the name would be officially changed at the following MASCA board meeting and *voila!*, goodbye, guidance counselor and hello, school counselor!

Honor a School Counselor with a MASCA Tribute

Do you know a school counselor and/or counselor educator who made a positive difference in their students' lives? Here is your chance to recognize a counselor who encouraged and advocated for you and others to follow their dreams. MASCA Tributes are an opportunity to express your appreciation to that special person. The cost is \$50 for 50 words.

Submissions are welcome from school systems, colleges/universities, MASCA affiliates, students, past graduates, families, administrators, etc.

Write a 50-word (or less) tribute about the person's impact on your life or their students' lives. Email the tribute as a Word document and attach a jpg photo to helenod@att.net. Mail a \$50 check made out

to MASCA to Helen O'Donnell, 10 Maplewood Terr., Hadley, MA 01035. Electronic confirmations will be sent for all submitted tributes and checks. A sample of the tribute recognition certificate will be emailed to the tribute nominator for final approval before printing. The submission deadline is 3/31/18. Tributes will be posted by 5/2/18 on the MASCA website.



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March Awareness Dates

Gender Equality Month
National Nutrition Month

1 Self-injury Awareness Day
5-9 National School Breakfast
Week

8 International Women's Day
19-23 National Youth Violence
Prevention Week

**Attention: All call for
Counselor's Notebooks
prior to 1999.**

**Please send issues to
Donna Brown
as we rebuild our
MASCA CN Archives.**

RYLA - A Life Changing Opportunity!

By RAY GRABER

Definition of RYLA - acronym;
noun

Which best describes RYLA?

A. Rotary Youth Leadership Awards

B. Indoor and outdoor activities that challenge teens to become leaders

C. A weekend of adrenaline-packed discovery designed for high school sophomores & juniors

D. All of the above

The answer, of course, is D! RYLA (Rotary Youth Leadership Awards) is a weekend of leadership development for High School Sophomores and Juniors who have begun to exhibit leadership skills and want to take them to the next level. This year, the program is taking place at Camp Glen Brook in Marlborough, NH from May 11 to May 13.

While the overall program is run by Rotary District 7930, each activity is carefully planned and facilitated by returning “Seniors” from prior RYLA years. The entire cost of the program, aside from a \$25 application fee, will be covered for selected students.



Students will explore and practice new concepts of leadership and citizenship while discovering creative approaches for resolving family, social, and professional conflicts. The teens will have the opportunity to express ideas and concepts in a safe and open environment, with an emphasis on processing differences of opinion in a healthy manner.

They will experience the joy and the value of learning teamwork to get an advantage for the future and make new friends outside of their usual circles. Most importantly, they will be challenged to return to serve in their communities locally, as well as globally.

Graduates of the RYLA program have stated they noticed increased self-confidence with a fresh understanding of leadership and cit-

izenship. They exhibit improved career skills and knowledge with an increased awareness of some of the other Rotary Programs, like Interact and Youth Exchange. Because of Rotary International’s global presence, the RYLA experience enhances applications to colleges and universities, many of whom are familiar with the leadership benefits of the program.

RYLA is truly a life-changing event for young people! Imagine providing that kind of opportunity for students in your community! Please work with your local Rotary Club to identify candidates for this wonderful program. An application can be downloaded from the Rotary District 7930 website at: <https://portal.clubrunner.ca/50227>.

For more information, contact the Rotary Club President in your community at <https://portal.clubrunner.ca/50227/ClubDirectory>. You can also contact Rotary District 7930 RYLA Chair, Christina Harris at christina@partnerwithchoice.com.

Thank you for helping us spread the word!

Underpinning Success in High School

By WILL ENGLISH, M.Ed.

It is increasingly clear that freshman year is critical for success in high school. The director of PERC (the Philadelphia Education Research Consortium) highlights the fact that student failures in freshman year are correlated with dropping out. “Evidence is growing that students who fall off track during

the freshman year have very low odds of earning a high school diploma. Indeed, analysis of the progression of students through high school suggests that approximately one-third of the nation’s recent high school dropouts never were promoted beyond ninth grade” (Neild 2009).

Many students who were so-

cially promoted in middle school encounter a cruel reality in high school, where they enter a system based on the need to pass classes for credit accrual.

And that’s not all they face — in middle school, students tend to be clustered in small, nurturing teams, while high schools, for

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SUCCESS (cont'd from page 5)

the most part, lack this structure. Freshmen high school students must also confront the looming hurdle of passing MCAS tests to graduate. And then there are the distractions of increased freedom in high school, which arrives right along with the substantially increasing workload. In my experience, students whose home life lacks structure are especially likely to struggle with the added freedoms of high school.

In career and technical education programs, freshman year can be even more important because that is when technical students enroll in exploratory programs. These programs are a chance for students to try different career possibilities and figure out what

they might want to pursue for the remainder of high school. Many shops are extremely competitive and accept only top students into their programs, heightening the pressure of freshman year. Tech education students, then, deal not only with the transitional challenges that all ninth graders face, but also encounter the complications of picking a specialty that might be their future career.

With these factors in mind, many progressive high schools are going to a “freshman academy” model where incoming students are given extra support, along with a team-teaching approach that further ensures a smooth transition. With more eyes on students in smaller clus-

ters, students are less likely to fall through the cracks. This separate structure can do much to help students bridge the gap to high school.

School districts would do well to put more resources into the freshman transition. Tech schools, especially, need to be mindful of the pressures their students are facing with what amounts to a double transition.

When freshmen students are given the supports they need in order to succeed academically and socially — and balance their newfound freedom with the pressures of passing classes and preparing for milestone exams — the entire school community will benefit.



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Helping Teens Find Purpose

By BARBARA J. GREEN, Ph.D.;
YHC Medical Director
(excerpt from *Youth Health Connection*, February 15, 2018,
Vol. 2, Issue 3)

The Japanese have a term, *Iki-gai*. It means what gives your life meaning, what is your purpose, what gets you going each day dedicating yourself to something that is important to you. My current personal *Ikigai* is: “To do my best each day to help others live more positive lives and have healthier relationships and to honor what my mother and father taught me and gave to me.”

Recent research focusing on adolescence indicates that teens with a true sense of purpose do better in school, are healthier and

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COUNSELOR'S NOTEBOOK

ASCA U Professional Development

By DONNA M. BROWN, MASCA Executive Director

Does the idea of professional development at your school give you the whim-whams? Do you wonder why you have spent hours learning the Collins Writing Program? What's a school counselor to do? Although some of the professional development offered by our schools makes sense — bullying, school culture, safety — much does little to help us become better counselors. Where can you find what you need to do your job effectively? The answer is as close as your computer. Whether you want to learn about the college admissions process or you want to become a bullying prevention specialist, sign onto the ASCA website.

ASCA has a myriad of professional development opportunities. ASCA U provides specialist training in 13 areas including Anxiety and Stress Management, Bullying Prevention, Career Development, Closing the Achievement Gap, College Admissions, Cultural Competence, Grief and Loss, Legal and Ethical, Mental Health, School

Counseling Data, School Counseling Leadership, Students With Special Needs, and Trauma and Crisis. According to ASCA U's website: "Earning an ASCA U Specialist designation is self-paced, online professional development. You'll read a series of books and articles, view/listen to webinars and/or podcasts and take a series of quizzes on the material. There is no deadline for completing the trainings after purchasing, however, we recommend completing them within a year. ASCA U Specialist designations are valid for five years. Specialist trainings are \$99 for members, \$249 for nonmembers and are worth 5 CEUs/50 Contact Hours."

The training itself is quite thorough. I am just starting the Bullying Prevention Specialist program and the readings include two books, the ASCA Model book, two webinars, and seven journal articles. Quizzes are given at the end of each book/article to prove mastery of the material. When all have been passed, ASCA will issue 5 CEUs and send you a certificate.

If this looks a bit daunting, take a look at the webinars that are available. For example, if you would like to increase your knowledge of Social/Emotional Learning, ASCA has some videos for you. "Supporting Students After Crisis and Loss," "The School Counselor's Role in Social/Emotional Development," and "Perfectionism: What's it Costing Our Kids," are just three of the videos available. Other topics include College and Career Readiness, Academic Development, Legal and Ethical, and more. Again, these can be accessed by members at any time.

These are just a few of ASCA's offerings. Those having a cost are well worth the money. To have professional development that is useful and meaningful is a joy. Although I know the five types of writing required of students, I doubt I will ever assign a type three or type four paper. I will, however, employ some of the strategies I learn in the Bullying Prevention Specialist training—probably before I ever finish the course.

Visit the
Counselor's Corner
section of the MASCA website
to learn more about events,
resources, and information
not officially sponsored
by MASCA, but which
may be of general interest to
the counseling
community.

[https://masca.wildapricot.org/
Counselors-
Corner](https://masca.wildapricot.org/Counselors-Corner)

PURPOSE (cont'd from page 5)

demonstrate greater resilience. Unfortunately, the research shows that teens who can describe "Purpose" or "Ikigai" are in the minority, hovering around 20%. I was very jolted when I read the data and considered how few adolescents can identify with something that really matters to them and do something about it. Certainly, many teens list their activities including sports, being on the honor roll, drama, music, etc. I hear teens describe their "re-

sume" when they are completing college applications. But the list of achievements is different than being committed to something outside of themselves.

A book by William Damon, *The Path to Purpose: How Young People Find Their Calling In Life*, helps us understand the importance of purpose for teens and healthy development. Purpose is not a static phenomenon but should evolve throughout the teen

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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* hosts this Career Activity Corner to encourage infusion of a career development strand into your school counseling curriculum. K-12 lessons with identified standards alignments, measurable student learning objectives and outcomes, and interdisciplinary curriculum links welcomed.

Email to: Helen O'Donnell, Ed.D, MA Model Institute Trainer at helenod@att.net.

Professionally Completing Forms and Applications: Authentic Learning Experiences

Grade Level: Appropriate for all grades levels, Tiers 1, 2, and 3

Essential Question: Are students able to understand the importance of always submitting complete and professional quality work?

Focus Question: Are students able to follow directions to self-manage their work submission?

Description: Guided by MA DESE's Future Ready Campaign (1) Start Now; (2) Aim High; (3) Look Beyond, schools have a responsibility to educate students for the workforce. Since "student" is every person's first job, the role of student can compare to an employment contract with employee expectations and employer assessment of job performance. For alignment with the academic mission of the school and district, the K-12 school counseling core curriculum should identify student career readiness goals that teach and reinforce 21st century employment and executive functioning skills like organization and study skills. In Tier 1 and 2 counseling lessons, in partnership with academic teachers, school counselors can promote and reinforce the workforce competency of efficiently, completely, neatly, and accurately following assignment directions and submission deadlines in a timely manner. Assignments like classwork, homework, projects, and completing forms and applications are all examples of authentic job skill preparation.

Start Now; Aim High

In the primary years, learning to correctly follow submission directions and required heading format for classwork and homework should be a classroom expectation. How often are materials passed in without the required names, dates, or incomplete? Suggest to teachers to have posted rubrics to provide students a visual self-reflection guide for before submission. For counseling activities, have a written as well as verbal review of directions. For example, "Write your name, grade, and teacher's name on your paper before you give it to me."; "Use as many colors as you are old in your feelings picture before passing it in." Reinforce the expectations and give reminders about directions if the work is incomplete before accepting the submission.

With grade progression, the submission criteria should include correct spelling, punctuation, grammar, using full sentences, neatness, and timely submission of materials. Consequences for submissions that are not completed correctly should be part of the grading rubric. In Middle and High School grades, completing forms and applications can be built into the delivery of the school counseling core curriculum using student working permits, sample college or job applications, and actually completing first job applications for summer jobs like camp applications.

These lessons provide opportunities for peer review of sample applications guided by rubric. Inviting local employers of high school students to speak to students about the types of job application that lead to interviews and employment. Counselors can also help students recognize the importance and value of accurately and completely filling out the data required for state testing materials by explaining the testing data is compiled, analyzed, and applied.

Baseline and outcome data to assess student learning can be collected from rubric assessment of submitted materials. Simple data collection can include the number of direction reminders for individual students or the class that are needed at submission time before work can be submitted or compiling of direction reminders given when assignments are graded.

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MA MODEL (cont'd from page 8)

Outcome Goal: With instruction, practice, mentoring, and support, by the end of the instruction activities, 100% of the students will professionally complete and submit required materials.

Student Learning Standards:

[MA DESE's Future Ready Campaign](#): (1) Start Now; (2) Aim High; (3) Look Beyond

[MA Career Development Benchmarks](#):

o Academic/Technical: A2-1, A4-1

o Workplace Readiness Development: W1-1, W1-5, W3-5

o Personal/Social Development: PS1-1, PS2-4

[ASCA Mindsets and Behaviors for Student Success](#):

Mindsets: #2, #5; Behavior Standards: LS #6; Self-Management #1; Social Skills #1

[CASEL](#): Self-Management

PURPOSE (cont'd from page 7)

years and adulthood.

Role models play a critical aspect in helping teens value "purpose" outside of self and contribution to others, be it a parent, a teacher, a coach, or a friend. Dr. Kendall Bronk has developed an online toolkit called The Fostering

Purpose Project. It guides teens through three 15-minute activities encouraging them to reflect on their strengths, values, and how to use both in a meaningful way.

I mentally remember my "Ikigai" each morning as I move into my day. It gives me definition and

direction. I am proposing that each of you take a moment and craft your own 'Ikigai' and understand its power for you. Then, we must help our teens write their own and become actively engaged with their "purpose." As role models, we lead the way.

What if you could seize the day?



I know it'll be tough, but I'm excited to expand my knowledge about chemistry.

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Exploring MA Model 2.0: MA Accountability Report Cards (MARC or MARC Jr.)

By HELEN C. O'DONNELL, Ed.D., MA Model Trainer and Chair, MASCA GB Member

Accountable school counseling programs use data to guide program development, assess action plan progress, measure achievement of intentional program planning, and review SMART goals, DDM's, and other department targets. When delivering the school counseling core curriculum, it is important to measure student learning and identify instructional and competency gaps.

The Accountability section of the MA Model 2.0 explains the importance of program assessment, summarizes types of data, and explains data assessment tools to assist with data analysis. The MARC and MARC Jr. are examples of accountability documents that help school counselors identify, explain, organize, compile, and package data summaries to inform stakeholders of the impact and outcomes of your program.

“Through research and analysis, counselors gain a deeper understanding of how their efforts impact student achievement and career readiness. Accountability requires measuring and communicating the results of a school counseling program. The MARC and MARC Jr. provide a tool for presenting that information in simple terms so students, families, and the school community can see clearly how a comprehensive, developmental program benefits all students. Using student result data, MARC documents share a powerful story about how students are positively affected by school counseling programs.” In the past 11 years, David Elsner, Chair of the MARC Committee (delsner@foxboroughrcs.org) has partnered with

the MA Model Institute trainers and awarded over 125 MARC and MARC Jr. Recognition Awards.

Step 5: MA Accountability Report Cards

The MARC/MARC Jr. is two-page document comprising four components detailed below. When completed, it is valuable evidence for your school counselor ed. evaluation and an excellent snapshot of your school counseling program that communicates outcomes to your school community and other stakeholders. In the MA Model Institutes, guided instruction, mentoring, and support for developing and implementing your MARC projects are integrated into the Institute training and are capstone assignments for MA Model Institute participants. The template, directions, and rubric assessment are posted at <https://masca.wildapricot.org/MA-Model-2.0>. Locate the Accountability section in the Table of Contents to find the template, scoring rubric, and MARC Jr. documents submitted by colleagues.

Principal's Comments: It is vital to keep your principal informed about school counseling program initiatives, educated about the MA Model 2.0 and your implementation efforts, and aware of the alignment of your program's work with the school mission. The MARC documents allow your principals to reflect on your work. The rubric suggests principal talking points.

School Counseling Team: School Counseling teams provide a wide range of student support services that impact academic, career, and personal/social development of all students. In this section of

the MARC/MARC Jr., the school counseling team and other partners involved with the design, implementation, evaluation, and coordination of the highlighted MARC/MARC Jr. initiative/s are identified. We strongly suggest including their professional credentials like educational degrees, licenses, school roles, and years of service in this section.

Student Results: The content of this section explains the initiative being presented, identifies the intentional target outcomes of the program, documents alignment to the MA Career Development Benchmarks, summarizes delivery plans, and showcases process, perception, and outcome data. The program's impact on student learning is summarized in this section.

Focus for Improvement: Reflecting on results of the initiative provides the opportunity to identify changes that would strengthen the program and improve student results. Action plans and next steps are listed in this section.

Save the date for the **MA Model Institute Spring Capstone Showcase** of MA Model 2.0 Materials and MARC/MARC Jr. documents on **April 30 from 12pm-3pm** in Hyannis, the afternoon before the MASCA Spring Conference. Join us for a poster session showcase of initiatives and presentation of calendars, lesson plans, curriculum maps, and MARC/MARC Jr. documents. MASCA's MARC/MARC Jr. Recognition Awards will be presented. For details and registration inquiries, contact Helen O'Donnell.

Note: If you want to suggest top-

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An Introduction to Career and Technical Education

What is career and technical education?

Career Technical Education (CTE) is an organized program of study that provides students with the academic and technical skills, knowledge, and training necessary to succeed in future careers and to become lifelong learners. In total, about 12.5 million high school and college students are enrolled in CTE across the nation. CTE prepares these learners for the world of work by introducing them to workplace competencies and makes academic content accessible to students by providing it in a hands-on context. In fact, the high school graduation rate for CTE concentrators is about 90% – 15 percentage points higher than the national average.

How is CTE structured in Massachusetts?

The Commonwealth of Massachusetts, under Massachusetts General Law, Chapter 74 (<https://malegislature.gov/Laws/General-Laws/PartI/TitleXII/Chapter74>) outlines the conditions under which school districts may establish vocational technical education (VTE) programs. These so-called Chapter 74 VTE programs are approved by the Commissioner of Elementary and Secondary Education after a thorough application process

(<http://www.doe.mass.edu/cte/programs/timeline.html>) overseen by ESE's Office for College, Career, and Technical Education (OCCTE).

The Commonwealth currently offers approvals of 44 distinct vocational technical programs organized into 12 clusters. Curricular content of the programs is guided by 44 VTE Frameworks (<http://www.doe.mass.edu/cte/frameworks/>), corresponding to the specific programs. Chapter 74 programs exist in municipal and regional comprehensive high schools, municipal and regional vocational technical high schools, and in charter schools (<http://www.doe.mass.edu/cte/programs/directory.html>). School districts typically receive additional Chapter 70 state education funding for students enrolled in Chapter 74 programs.

In addition, Massachusetts, along with other states, receives federal funding under the Carl D. Perkins Career & Technical Education Improvement Act of 2006 and allocates those funds to Chapter 74 state-approved programs and to other “non-Chapter 74” CTE programs. Although non-Chapter 74 programs are not held to the same rigorous standards as their Chapter 74 counterparts, they nonetheless share many attributes in common. They exist in high schools through-

out the Commonwealth and in juvenile correctional facilities.

What attributes are characteristic of Chapter 74 programs and non-Chapter 74 programs?

- Educational activities, including competency-based applied learning, organized into a sequence of courses;
- Coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills that contributes to students' higher-order reasoning and problem-solving skills;
- Secondary and postsecondary elements that prepare students for further education;
- Preparation for careers in current or emerging professions;
- Opportunities for students to acquire technical skill proficiency, an industry-recognized credential, a certificate, and/or an associate degree; and
- Opportunities for students to acquire general employability knowledge and skills, occupational safety and health knowledge and skills, management and entrepreneurship knowledge and skills, and computer knowledge and skills.

MA MODEL (cont'd from page 10)

ics for future Exploring MA Model 2.0 articles or if you are interested in graduate coursework and joining colleagues to identify, implement, and assess MA Model implementation initiatives, email helenod@att.net

net or MAmodel@masca.org. MA Model Institutes are currently in process, but you can contact Helen to suggest dates and sites for 2018 spring, summer, and fall Institutes. Graduate credit and PDP opportuni-

ties are available for MA Model 2.0 Introductory Institute, MA Model 2: Next Steps, or Counselors in K-12 Classrooms: Delivering Curriculum that Promotes Academic Achievement and CCR.

IN CASE OF NON-DELIVERY, RETURN TO:

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