MASCA
Counselor's Notebook

MASSACHUSETTS SCHOOL COUNSELORS ASSOCIATION | Vol. 53, No. 2 | October 2016

President's Message: Yearly Goal Development

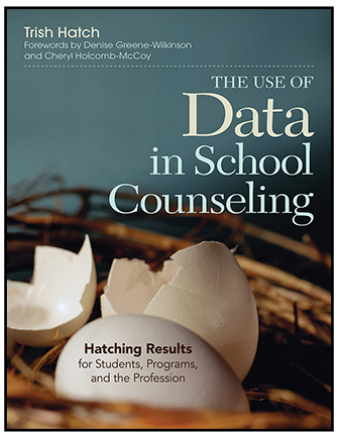
By KATE SALAS, Ed.D., MASCA President

Greetings school counselors! I hope that your year is off to a great start. Fall is the perfect time to set goals and make a plan. This is the time when we need to complete our self reflections, as well as make our professional goal and student learning goal for the school year. This is part of the Massachusetts educator evaluation process.

The first thing you need to think about is, "What do the students in my school need?" You could also ask yourself, "What skills do my students need in order to be successful academically, socially, personally, and in the world of work?" You can gain this knowledge from creating a needs assessment for your students, staff, and families. You can also gain information on the needs of your students by looking at the district data. This year, MASCA will be hosting some professional development opportunities to help you fine tune your data skills!

Once you identify the need for your students, then it's time to make a plan. You need to think about which learning experiences are going to teach your students the skills they need to be able to attain these goals. The tricky thing about learning experiences is that they need to be more than just a one time intervention. Trish

Hatch refers to this as "random acts of guidance." Her book, *The Use of Data in School Counseling: Hatching results for students, programs, and the profession*, is super helpful in identifying need and measuring outcomes.



Trish Hatch's 2013 book is utilized by many school counselors to learn about how to effectively use data

You can start by thinking about the end result, which is how students will be different as a result of your intervention, and then think about what data you need to collect to show that students are different as a result of your intervention. If you can do this, you will be on your way to successfully setting and implementing goals that will surely be successful!

The great thing about being part of a professional organization is that you have people who can help. Through providing up-to-date information, professional development, and collaboration, MASCA can help you identify and achieve goals that will help your students.

Gone are the days when guidance counselors sat in their offices waiting for students to knock on their doors. Today's school counselor is a leader of change that impacts all students by implementing a comprehensive school counseling program. You will find that the more you take charge in defining your role within the school, the more control you will have in how your time is being spent.

Good luck for a great year. If there is anything that we can do as an organization to help you in developing and implementing your goals, please let us know. Also, if you could spare just a wee bit of time, we have openings for committee chairs and members.

Helping Students Reach Higher by Digging Deeper with Data

Earn the College and Career Data Usage Certificate and 15 PDPS

Eastern MA Cohort

Friday, October 21, 2016 - Universal Technical Institute Norwood
9 AM – Noon

Western MA Cohort

Friday, October 28, 2015 – Holyoke Community College
9 AM - Noon

Are you thinking about a new SMART Goal you can implement for this evaluation cycle? Are you looking for ways to improve your professional practice and to improve outcomes for your students? Do you want to learn how to identify at risk students and to develop effective intervention plans? If your answer is "YES", we hope you will attend "Helping Your Students Reach Higher by Digging Deeper with Data" and also earn the new **College and Career Data Usage Certificate** for school counselors and other educators via a new and unique partnership between MASCA, MA Department of Elementary and Secondary Education, and Reach Higher MA.

To earn this credential, participants will need to attend two half day workshops (one in the fall and one in the spring), participate in several webinars, and complete a data project aimed at improving outcomes for students at their schools. Participants will learn how to use EWIS, EDWIN, and DART Data. **Once the requirements have been met and the project completed, participants will earn 15 PDPs and the College and Career Data Usage credential.** The total cost for this excellent professional development opportunity and credential is only $35.00.

The initial half day meeting for educators in Eastern MA will be held at Universal Technical Institute in Norwood on October 21, 2016. The initial half day meeting for educators in Western MA will be held at Holyoke Community College on October 28, 2016. Light breakfast refreshments will be served. **This is a BYOD - Bring Your Own Device - workshop. Please bring a laptop (preferred) or tablet that can access the internet.** The final spring half day meeting will be held at The Holiday Inn Boxborough on April 3, 2017.

To register for this program, please visit the MASCA website at www.masca.wildapricot.org or contact Ruth.Carrigan@whrsd.org.

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Exploring the Archives

By DONNA M. BROWN, MASCA Executive Director

Recently, Sally Connolly's daughter gifted us with a treasure trove of 21 years of issues of the *Counselor Notebook*. What a find! I've been fascinated with the scope and range of many of the articles, and the similarities of the problems and challenges faced by counselors in years past to counselors today.

MASCA Counselor's Notebook

Volume 44 Number 3 www.masca.org November 2007

The Changing Counseling Scene

"Any change, even a change for the better, is always accompanied by drawbacks and discomforts."
—Arnold Bennett, English novelist (1867-1931)

BOB QUIST
MASCA Executive Director

As I reflected on changes in MASCA over the past few years, I found this quote helpful for putting into perspective our organization's many initiatives. MASCA has been working diligently to help its members stay current, to provide relevant and necessary professional development opportunities, and to advocate on behalf of our members and all school counselors.

MASCA has increased the number of professional development opportunities for its members and continues to provide the *Counselor's Notebook*. The unfortunate reality is the astronomical increase in costs and time associated with providing those services.

online membership renewal. The process is handled on our webpage, http://www.masca.org. This was done in order to make renewals faster and more efficient.

We still honor purchase orders, but the amount of time and follow-up in getting school districts to honor the purchase orders has become much too difficult since we have the help of only a small group of people. Thus, I have directed Deb Clemence, who has been overseeing this time-consuming process, to extend current memberships by one month when a PO is received. This will give time for the PO to be paid and still allow the individual who wants to register for MASCA professional development activities to do so with membership status.

I hope that individuals submitting a PO will contact the business office to encourage payment. This is much more effective than having a stranger call and request payment.

To determine when your membership should be renewed, check the renewal date on your *Counselor's Notebook* address label.

By the time you read this article, our fall conference will be history and plans will be under way for the spring conference in Hyannis. Save the date: April 10-12, 2008. The keynote speaker will be Rosalind Wiseman, author of *Queen Bees and Wannabees*. We are also trying to have Governor Deval Patrick join us as a speaker. Check your membership expiration date now and begin to make plans.

Changes in Massachusetts

We have a new acting commissioner for the Department of Education, Jeffrey Nellhaus; a new chairman of the Board of Education, Paul Reville; and a new governor of the Commonwealth. We welcome these gentlemen and we hope to continue to working closely with them in these positions as we move education forward into the 21st Century, especially regarding the services needed for our students and families. ■

For example, in 1998, Manny Manolopoulos (MSCA* president 1998-1999) shared the results of a counselor survey he had conducted the year before. An incredible 758 questionnaires were returned! Many of the responses resonate today. When asked, "Is it important to be a member of a statewide guidance and counseling organization?" A whopping 94% answered, "Yes." And yet, when asked, "Do you currently belong to MSCA?" the response dropped to 64%, while the response to, "Do you currently belong to a local affiliate?" dropped to 50%. He also found that 58% of the counselors answering had attended at least one state conference.

Although it is interesting to think about the numbers, the answers to other questions is also telling. "Information about innovative counseling/group strategies" topped the list of requested resources. Legal information and advocacy followed by technology and certification all made the list of ways MSCA could help counselors become more effective. When asked how MSCA could be more effective, two main ideas emerged: "Conduct topic sharing sessions" and "Become politically involved." Sound familiar?

That year, 1998, saw the launch of the MSCA home page on the internet to provide "current organizational information and other useful resources for school counselors." Eighteen years later, we have a new launch: https://masca.wildapricot.org/. I believe the new site will prove much more user friendly as we offer information and professional development to all members.

I'm in the process of reading all the *Counselor's Notebook* issues and I will share additional thoughts and examples with you. Some of our past leaders were wonderful, graceful communicators; others, not so much. Many had genuine issues either in their individual schools or statewide. Others had a quiet, smooth term. All, however, projected a love of our profession and a desire to make it better.

Again, thanks to Sally's daughter for giving us a substantial piece of our history. Now the search is on for even older copies of the *Counselor's Notebook*. If you find any (or any other memorabilia), please consider adding them to our archives. As part of our policy governance reorganization, the Executive Director serves as the MASCA archivist and as such, I'd love to do a good job.

*MASCA was called MSCA during this time period.

Reach Higher New England Convening Surpasses Expectations

By BOB BARDWELL, Reach Higher New England Convening Chair

The first ever Reach Higher New England Convening took place at Assumption College in Worcester, MA on August 16, 2016. The Convening, *Reaching Higher in New England: Increasing Postsecondary Opportunities for All Students*, drew 250 leaders and practitioners from all six New England states, New York, and Pennsylvania.

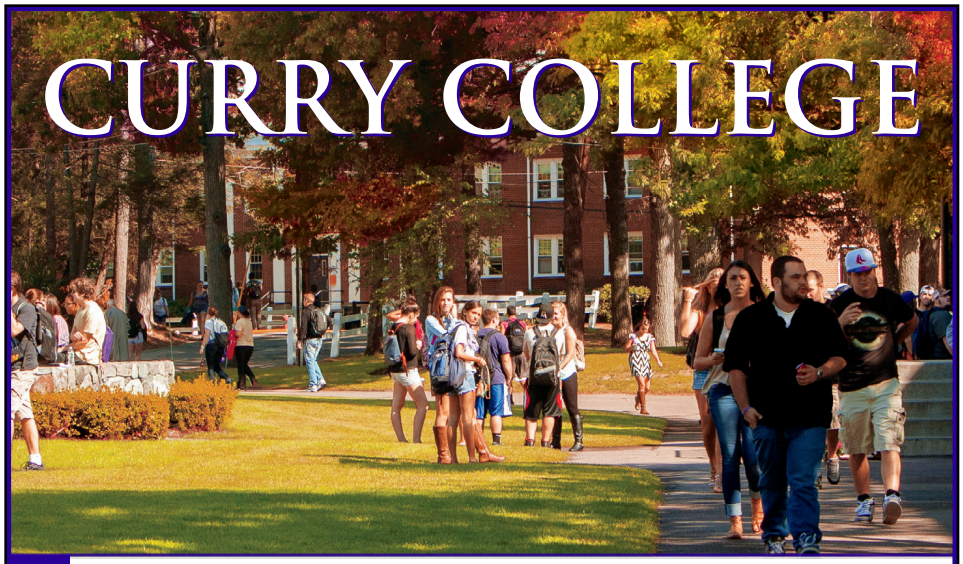
Participants engaged in conversations with members of the national Reach Higher initiative; panel discussions; and breakout sessions that explored what Reach Higher is and ways to implement Reach Higher programs and activities in their schools, organizations, or states. The 250 participants included school counselors, college admission officers, K-12 school district leaders, school counselor educators, college access professionals, financial aid administrators, higher education leaders, policy makers, and graduate students. In addition to general sessions, participants took part in work alike groups focusing on their job duties and state level discussions about Reach Higher initiatives and activities in each of the six New England states.

RHNE Planning Team

The keynote speaker for the convening was Joshua Steckel, author of *Hold Fast to Dreams: A College Counselor, His Students, and the Vision of a Life Beyond Poverty*. Josh is the Senior College and Career Planning Manager for New York City's College Access for All Initiative, and a leading writer, speaker, and practitioner in the field of college access and success. *Hold Fast to Dreams* chronicles the experiences of ten of his former students, all of whom are first in their families to go to college. The students have the academic ability to be successful in college, but lack the supports necessary to navigate the often complex and overwhelming college and financial aid application processes. Steckel's talk clearly articulated the importance of the Reach Higher Initiative in ensuring opportunity in higher education for all students.

Robert Dais, RHM Co-Chair reviews comments made during the Convening

Participants were encouraged to take part in their state level team efforts moving forward. For more information about the Convening, please go to https://sites.google.com/site/rhne16/. You may also contact Bob Bardwell, Convening Chair, at 267.4589x1109 or bardwellr@monsonschools.com. The next RHM meeting is Thursday, December 1 from 8:30-11:30am at MassEdCo in Worcester.



QUICK FACTS:

- A private, four-year, co-educational liberal arts college founded in 1879
- Serving over 2,000 traditional undergraduate students
- Approximately 1,525 students reside on campus
- 131-acre New England campus located just minutes from downtown Boston
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- Student/faculty ratio is 10:1 Average class size is 20 students
- Approximately 94% of undergraduate students receive some form of financial aid
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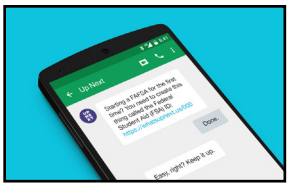
The First Lady's Free College Support Tool: Help Your Students #ReachHigher

First Lady Michelle Obama recently launched Up Next, Better Make Room's text-messaging tool that gives students, parents, and school counselors across the country free personalized support on all things college – college search and application, federal student aid, even student loan repayment.

Research has shown that texting can significantly increase students' college enrollment and persistence, if students sign up. This is where you come in. All you and your students have to do to sign up is text the word "COLLEGE" to 44044. Then, answer a series of short questions that help tailor ongoing content. The app walks subscribers through the college process from start to finish, from learning about college entrance exams all the way to making informed decisions about their student loans.

Thanks for getting your students engaged with the First Lady's campaign!

Find out more about Up Next at http://bit.ly/2cGI3nX.



October Awareness Dates

ADHD Awareness Month
Bullying Prevention Month
Domestic Violence Awareness Month
LGBT History Month

4-10 Mental Illness Awareness Week
5 World Teacher's Day
6 National Depression Screening Day
10 World Mental Health Day
11 National Coming Out Day
16-22 America's Safe Schools Week
17-21 National School Bus Safety Week
19 Unity Day/Stop Bullying Day
19-23 National Health Education Week
23-31 Red Ribbon Week

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Supervising Future School Counselors: A Review of Supervision Models

By MEGAN KRELL, Ph.D., MASCA President-Elect

Have you ever been a supervisor to a school counselor trainee? Have you ever considered it? Site supervisors play an essential role in supporting practicum and internship placements for future school counselors. Supervisors help school counselor trainees hone their skills, while also supporting the synthesis and application of classroom studies to real-life situations.

What is your supervision style and philosophy? Do you have a preferred approach to supervision? While most school counselors provide supervision at some point in their careers, not all have had training in how to do so (Studer, 2006). Much like the theories of counseling, numerous models of supervision exist. Two of the most commonly employed and researched models are the Integrated Developmental Model (Stoltenberg & Delworth, 1987) and the Discrimination Model (Bernard, 1997). The following provides a brief summary of both models.

The Integrated Developmental Model outlines three developmental levels wherein trainees cultivate their self-awareness, motivation, and autonomy (Stoltenberg & Delworth, 1987). Supervisor support and structure differs depending on the developmental level of the supervisee. Level one is marked by supervisor dependence, anxiousness and/or insecurities, and limited self-awareness. Supervisors help provide support and encouragement through directives and structure. Level two exemplifies more self-awareness and a struggle between autonomy and dependency on the supervisor. Supervision topics move from being more about the supervisee's needs to a focus on the students. Supervisors lessen the amount of structure and provide directives only when needed. Finally, level three showcases an increase in supervisee confidence, insight, motivation, and decision-making abilities. The supervisor role shifts to be more collegial and consultative.

The Discrimination Model, developed by Janine Bernard in 1979, serves as an integrated approach wherein the supervisors assume

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SUPERVISING *(cont'd from page 6)*

different roles (teacher, counselor, or consultant) based on the focus of supervision and the needs of the supervisee (Bernard, 1997). In the teacher role, the supervisor provides support through instruction, feedback, and directives to the supervisee. The counselor role is assumed when supervisees are asked to reflect on themselves, their growth, and their ideas. Finally, the consultant role is utilized to facilitate supervisee learning through considering options, while emphasizing trust in supervisees' own skills and ideas. In each of these roles, the supervisor can focus on on process skills (e.g., paraphrasing, summarization, and reflection skills), conceptualization skills (e.g., approach to interventions, goal-setting abilities), and/or personalization skills (e.g., interpersonal warmth). Bernard and Luke (2006) then extended the Discrimination Model into the School Counseling Supervision Model by adding the point of entry component. With this, the three roles and three foci are utilized across the following school counseling contexts: large group intervention, counseling and consultation, individual and group advisement, and/or planning, coordination, and evaluation.

Many more models of supervision exist, however these are two that can serve a building block for exploring your own supervisory style and how you can best understand and support your (current or future) interns! Understanding these, and other, supervisory models may help you better attend to the growth and development of your intern throughout the year.

References

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Stolenberg, C.D. & Delworth, U. (1987). Supervising counselor and therapists: A developmental approach. San Francisco: Jossey-Bass.

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MA Model 2.0 Needs Input from School Counselors

The MA Model 2.0 writing team has been hard at work updating and refreshing the existing MA Model 1.0 document. The Foundation, Accountability, Management, and Delivery sections have been enhanced to include current references, appealing graphics, and helpful examples and templates for counselors to use in their practice.

The DRAFT MA Model 2.0 was shared at the MASCA Spring Conference this past April and the team reached out to colleagues for feedback. That feedback was reviewed and edits were made to all sections at a recent writing team meeting.

In order to give all MASCA members a chance to add their voice, the team is extending the deadline to submit additional feedback. To do so, please go to the MASCA website and download the Microsoft Word version of the MA Model 2.0 document. Add your suggestions by using the "Track Changes" function, save your changes, and email your new document to 2.0mamodel@gmail.com. Changes should be submitted by **November 23, 2016.**

The team will review the responses and create a final document to be released at the 2017 MASCA Spring Conference. More information will be shared at local affiliate and MASCA meetings as well as by eblast, the website, and social media. Get involved and stay tuned!

Coalitions Learning Together Gathering

October 19, 2016
9:00am-12:00pm

Massachusetts State Representative Jim Cantwell will provide an in-depth look at the Promote Prevent Bill that sets up a Commission to investigate and study substance abuse and mental health under one behavioral health umbrella. To read the full content of the bill visit: http://bit.ly/2ct7rdx.

These free quarterly gatherings for substance abuse prevention coalitions are designed to offer educational and networking opportunities, as well as opportunities to share best practices.

Register by **October 7, 2016** at: https://www.surveymonkey.com/r/H6K52TM

Using Data to Improve Student Outcomes

Last month, we featured the new Postsecondary Early Warning Indicator System (EWIS). This month's blog is a discussion about using EWIS data within a broader data inquiry cycle. Even for counselors with well-established data routines, it can be helpful to review them with fresh eyes. And for counselors new to looking at data, the vastness of our data sources can feel overwhelming. EWIS data is one source that educators can use to support students who are at risk of not meeting academic milestones. This six-step early warning implementation cycle can provide a framework for data use for those starting out, and illustrate strategies for incorporating EWIS into existing data practices for those looking for a data boost.

Step 1: Getting organized

During the summer and start of the school year, it is helpful think about how you currently identify and support students in need and monitor their progress. If there's a team currently tasked with reviewing data and making decisions about how to support students in need, it may be able to incorporate EWIS into its scope. After joining the team, or convening one if there is not an existing one, devise a team plan for the year including setting priorities and a schedule, and clarifying how you will communicate and coordinate. You should also get ready to use data. Make sure team members can access Edwin Analytics (https: gateway.edu.state.mass.us/), and review available local data available throughout the year that could be used to monitor student progress.

Step 2: Reviewing EWIS data

In the fall, a counselor can explore EWIS data to understand student needs at the individual, group, and school-wide levels. It's helpful to start broad – across the school or district – and narrow in on grades, schools, or student groups based on patterns; the EWIS reports are designed with this in mind. Student-level and aggregate EWIS reports are available in Edwin Analytics. Contact your district's directory

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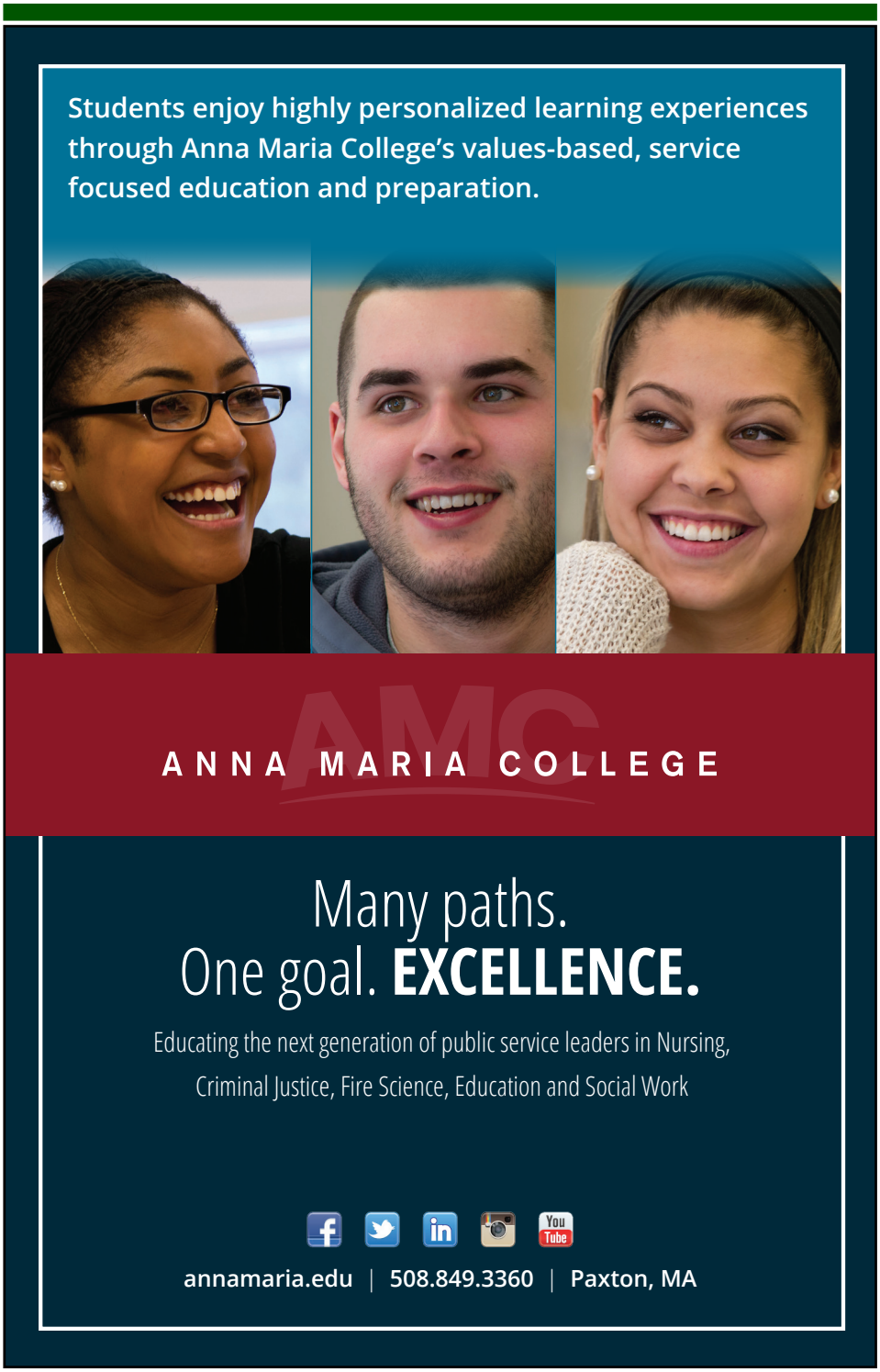

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DATA *(cont'd from pg. 8)*

administrator to request access to Edwin Analytics.

Counselors can start with the district report (EW301) to understand school or district risk levels; for example, the percentage of students who are high risk. Examining risk indicators based on student need (with EW317) and studying student subgroups (with EW318) may illuminate patterns across a school. The student-level reports, EW601 and EW602, are useful for understanding specific students' needs. Reports are also hyperlinked to each other, enabling deep navigation & cross-reference.

Step 3: Exploring underlying causes

EWIS risk levels are signs or symptoms of deeper – and likely, more complex – problems related to student achievement; this step is about uncovering the reason or reasons why students are at risk for not meeting academic milestones. Counselors build on the review of early warning data by exploring potential underlying causes for individual students, groups of students, the school, and the district. Counselors may incorporate other sources of data – for example, local data including data from your student information system (SIS); qualitative stories; or personal context and professional judgment – to craft a full picture of student needs. Fight the desire to gather ever more data sources, though; to manage the process and avoid amassing too much, aim for three data sources, and stay clear about what question you hope to answer with each new data source. And you may even determine that a student is not actually at risk for a milestone, based on your personal knowledge of a student or their unique situation.

Step 4: Taking action

With a deepened understanding of underlying causes, a counselor next identifies the interventions and supports that best align with student needs. Here it is helpful to create an inventory of available interventions, and to identify and address any gaps in those supports. A counselor can determine how best to allocate and

(continued on pg. 11)

Opportunities to Encourage Your Students to Reach Higher

By HELEN C. O'DONNELL, Ed.D, MASCA Governing Board

Thank you all for electing me to the new MASCA Governing Board as we move forward implementing policy governance and updating Governing Board policies with a streamlined leadership team. Elected Board members do not represent specific stakeholder groups anymore, but focus on MASCA's "Ends" policies and advocate for all MA School Counselors. Please let me know if I can be of assistance. helenod@att.net or MAmodel@masca.org. Here are some updates:

Reach Higher MA is the state organization that is proactively partnering with First Lady Michelle Obama's Reach Higher Initiative to help all students "Complete Your Education – Own Your Future." The RH MA focus is: "Through effective school counseling programs and strategic partnerships, RH MA will inspire every student to take charge of their future by completing their education past high school." Become informed and engaged with this statewide effort by visiting RH websites and social media. Contact Bob Bardwell bardwellr@monsonschools.com if you want to join the group mailing list.

I co-chair the RH MA Work Group 1: Preparing ALL for Viable Careers and Citizenship. Our charge: "Transforming the role of school counselors to increase student access to career development opportunities." Since we all own the responsibility to help ALL students become career ready, the committee suggests that each one of you tour the Future Ready website and be inspired to create a Future Ready culture for your students, assist them in developing individual learning career plans, and encourage them to complete their education. Contact me if you want to join this working group.

You can proactively implement K-12 College Career Readiness and RH MA initiatives by reading the Draft MA Model 2.0 for Accountable Comprehensive School Counseling Programs (posted on the MASCA website). You can also submit Draft feedback during public comment period. Join colleagues to discuss resources and learn strategies to implement the MA Model by registering for the MA Model Introductory Institute (45 PDP's or 3 graduate credits available); and attend your local affiliate meetings or Greenfield and Fitchburg area afterschool workshops. Details and dates: MAModel@maca.org or helenod@att.net.

DATA *(cont'd from pg. 10)*

assign resources to meet student needs, approached through a tiered continuum of academic and non-academic supports. As new interventions or supports are identified, a counselor may draw on available resources, adopt and offer new programs, or recommend school-wide changes. If you find there are insufficient resources to meet students' needs, you may be in a position to advocate for new supports.

Step 5: Monitoring

Using monitoring indicators, counselors can track student needs and responses to interventions several times throughout a school year. Monitoring indicators may include attendance, behavior, and course performance and should be readily available at multiple times throughout the year. A threshold is established for each monitoring indicator, and as students reach the threshold, they are "flagged." The threshold may be research-based, or based on experiences or needs in a school or district. Reviewing flagged students can track an intervention's progress and identify new students in need of an intervention.

Here's an example. Ninth graders who miss 10% or more of school days – and middle school students who miss 20% or more of school days – are far less likely than their peers to graduate from high school. By looking at attendance in the first month or six weeks, counselors can identify students with attendance challenges and assign them to an appropriate intervention right away.

While steps 1 and 2 happen early in the school year, steps 3 through 5 can occur several times throughout the year. Counselors can align the mini-cycle – exploring causes, taking action, monitoring – to school grading periods and adjust interventions as needed.

Step 6: Refining the process

In the springtime or early summer, counselors can reflect on the early warning implementation process. The data team can discuss what has worked, what can be modified, and what can be replaced or eliminated. Any recommendations about changes to the process can be documented and put into planning resources for the following year.

Interested in learning more? The Early Warning Implementation Guide (http://www.doe.mass.edu/ccr/ewi/) has planning tools, guiding questions and additional resources.

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

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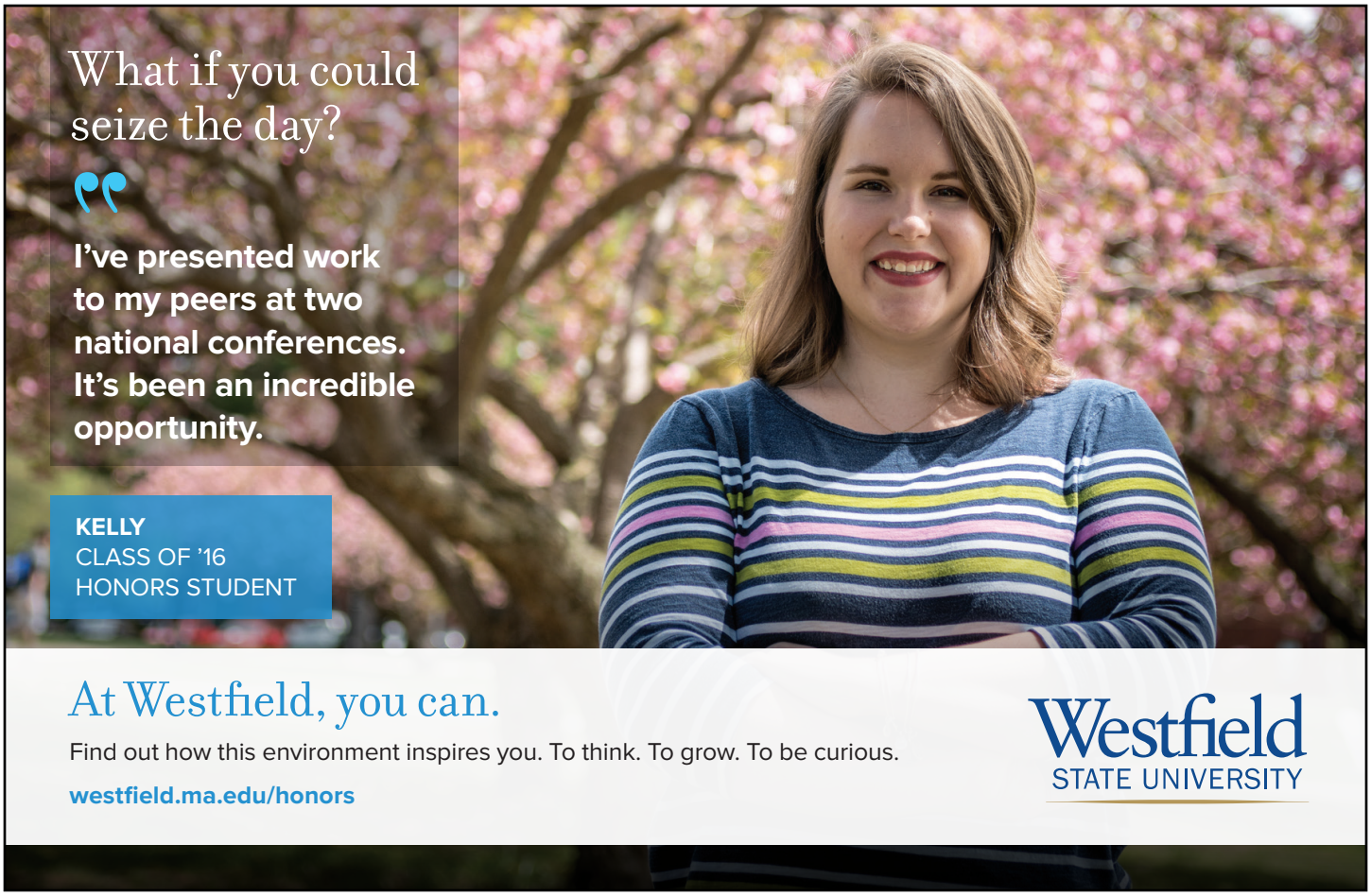
The mission of MASCA is to advocate for school counselors in the Commonwealth of Massachusetts by providing leadership, collaboration, and professional development.
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