

MASCA Counselor's Notebook

MASSACHUSETTS SCHOOL COUNSELORS ASSOCIATION

Vol. 55, No. 3

November 2018

President's Message: Thoughts on a Season of Thanks

By JENNIFER MCGUIRE, MASCA President

Welcome to November! It feels as though this year is moving quickly.

Fall is definitely my favorite season. Some might think it's because my birthday is in the fall. While that is true, that is not the (only) reason that I love this time of year. It is certainly a great time of year to live on the Cape-- the traffic has decreased but the weather is still nice enough to be outside. I also love the colors of fall--the changing of the leaves, pumpkins and mums on doorsteps, different kinds of apples displayed in fruit bowls. While sometimes the idea of living somewhere with warm temperatures all year round seems appealing, I know I would miss the changing of the seasons, especially this one.

Of course, you cannot discuss fall without giving some thought to Thanksgiving. Thanksgiving is a special holiday in our home because, as part of an interfaith family, it is one of the only holidays we celebrate in that is not religious and is therefore a holiday for us all. To me, Thanksgiving marks the beginning of the season of giving-- not only of material gifts to family and friends, but of giving back to our communities through service and support of those less fortunate. Regardless of your thoughts on the origins of the holiday, I think it is fair to say that we can all use a reminder from time



to time to be thankful for what we have. (As a side note, National Hunger and Homelessness Awareness Week is observed from November 10-18 this year.)

I am thankful for my health, and that of my family. I am grateful for a job I love and colleagues that care as much about the students as I do. I am also thankful for each of my students. Every day, I feel like I am learning something new from one of them. I know that I grow and change because of the experiences that my students share with me. I have a rich and rewarding career.

This year, I am especially thankful for the opportunity to serve on the MASCA Governing Board. There are many reasons why I appreciate this experience. Serving in this ca-

capacity has allowed me to broaden my professional network, both here in Massachusetts and across the nation. It also presents me with challenges that I don't necessarily face in my usual role as a school counselor, such as running board meetings, selecting keynote speakers, and my favorite, writing monthly articles for the Counselor's Notebook.

To that end, I hope to see some additional school counselors become more active in leading this organization. I cannot think of anything more rewarding than serving your peers and growing as a counselor and leader at the same time. Trust me, you will be thankful for the opportunity.

If you are looking for ways to become more active, please feel free to reach out to me directly.

Finally, although it feels like spring is a long way away, the annual MASCA conference will be here before you know it. Come "Find Your Oasis" on April 29th and 30th at the Resort and Conference Center at Hyannis.

To learn about how giving thanks can actually make you happier, go to <https://www.health.harvard.edu/healthbeat/giving-thanks-can-make-you-happier>



AWARENESS DATES

MONTH:

Adoption Awareness Month
Military Family Appreciation Month
National Career Development Month
National Homeless Youth Awareness Month
National Runaway Prevention Month
National Scholarship Month
Native American Heritage Month

WEEK:

12-16 American Education Week
12-18 National Apprenticeship Week
14-20 Transgender Awareness Week

DAY:

13 World Kindness Day
15 National Parental Involvement Day
17 Survivor Day – International
Survivors of Suicide Loss
23 Native American Heritage Day
23 Random Acts of Kindness Friday

MASCA 2018/2019

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SUPPORTING STUDENTS WHO ARE HOMELESS

By Rebecca Spencer, West Boylston Middle High School and MASCA Board Member

With November being recognized by the American School Counselor Association as National Homeless Youth Awareness Month, it is important to remind ourselves of the legislation under the McKinney-Vento Homeless Education Assistance Act. It is also important for us as School Counselors to think about students who are considered homeless in our districts and how we can support them.

The McKinney-Vento Act defines homeless youth as those lacking a fixed, regular and adequate nighttime residence (U.S. Department of Education, 2017). According to the National Center for Education Statistics, 19,353 students in Massachusetts public schools were found to be homeless in School year 2014-2015 (NCES, 2018). Students who are homeless have been associated with lower school achievement and increased risk of dropping out, a greater risk of chronic absences, and lower graduation rates than their peers who are not considered homeless (National Center for Homeless Education, 2018). This is a population that School Counselors need to be concerned about. Our role with students who are homeless is to advocate for the student and to educate the staff about issues that may arise due to homelessness. First and foremost, counselors need to be cognizant of the rights of students considered homeless.

Under the McKinney-Vento Act, students who are homeless have the right to immediate school enrollment even when records are not present. Students have the right to remain in the school of origin, if in the student's best interest. If the student's shelter is in another district, the student has the right to receive transportation to and from the school of origin. School personnel are required to identify any stu-

dent who may be homeless. School Counselors play an important part in this as counselors often have a bigger picture of family circumstances and would be a good resource in identifying those individuals in need. While we must be mindful not to jump to conclusions, there are warning signs that we should be aware of. Students experiencing homelessness might fall asleep repeatedly in class, wear the same clothes multiple days in a row, have poor hygiene, fail to complete homework, or be regularly late or absent (National Center for Homeless Education, 2016).

There are many things School Counselors can do to support students experiencing homelessness. Strategies are no different than what a School Counselor might do for any student identified as struggling. However, School Counselors must keep in the forefront of their minds the vulnerability students experiencing homelessness face. School Counselors can help create a welcoming climate in their school and work hard to build rapport and trust with students. Students who are homeless might hesitate to disclose information about their experience outside of school for fear of stigma or thoughts of shame. School counselors will be sensitive and understanding of this and it is important that School Counselors work with school staff around sensitivity and understanding as many students who are homeless are more likely to have experienced some type of trauma which can impact their success in school, peer relationships, and ability to meet expectations.

School Counselors can also ensure that students who are homeless have equal access to education. Students experiencing homelessness may need additional supports such as extra time

to complete homework assignments or projects, access to resources such as computers, printers, or supplies. It is also important for School Counselors to work with administration in regards to attendance policies as a student who is homeless may have difficulty getting to school on time due to circumstances out of their control. School Counselors should keep an up to date document of services and housing assistance available for families in efforts to help that student's family find shelter and/ or stable housing.

School Counselors strive to assist students in reaching their full potential. It is within our realm to help break down any barrier getting in the way of a student being successful. Our students experiencing homelessness are one of our more vulnerable populations. It is important that School Counselors collaborate with school and community personnel to coordinate appropriate support and services specific to the academic and social/emotional needs of these students. It is important that School Counselors promote awareness and understanding of the issues students and their families face when experiencing homelessness (ASCA, 2018).

Resources for Working with Students who are Experiencing Homelessness:

National Center for Homeless Education <https://nche.ed.gov/legis/mv.php>

Educational Rights of Children and Youth in Homeless Situations - National Association for the Education of Homeless Children and Youth https://naehcy.org/wp-content/uploads/2018/02/2017-10-16_NAEHCY-FAQs.pdf

REINFORCING CHILDREN'S LITERACY AND SOCIAL EMOTIONAL LEARNING SKILLS THROUGH SHARED READING

By Amy L. Cook, PhD, VP of Counselor Educators and MASCA Board Member

Please address all correspondence to Amy Cook at the Department of Counseling and School Psychology, College of Education and Human Development, University of Massachusetts Boston, 100 Morrissey Blvd. Boston, MA 02125-3393, amy.cook@umb.edu, 617-287-7585

Developing reading skills is essential for all young children. According to the Annie E. Casey Foundation (2011), promoting long-term academic and postsecondary success consists of building literacy skills during early childhood and sustaining progress as children grow. In addition to building children's literacy skills, social-emotional learning (SEL) is fundamental to child development. According to the Collaborative for Academic, Social and Emotional Learning [CASEL] (2014), SEL involves the acquisition of knowledge, skills, and attitudes to understand and manage emotions, feel and display empathy, develop and maintain positive relationships, and aid in the decision-making process.

When literacy learning and SEL are combined, children have the opportunity to foster social skill development and academic achievement (Daunic et al., 2013). How can school counselors support elementary school children's literacy learning and SEL? There are a variety of ways. They can engage children in shared reading groups where they are encouraged to actively engage with culturally relevant literature by asking questions and responding to open-ended prompts provided by the school counselor. Through encouraging children to become the storytellers of carefully selected picture books, they can share their thoughts and feelings on personally meaningful topics that build SEL, while reinforcing literacy skill development.

Another way to encourage literacy learning and SEL is through providing parent reading support to families. There are many ways for parents to get involved with their children's reading: through encouragement to read and reading themselves (serving as role models [Clark & Picton, 2012]). Reading with children using shared reading techniques could become a bedtime routine that fosters learning and facilitates the settling down process. Parents can also learn specific ways to engage their children when reading through a simple method, called dialogic reading (DR), an approach developed in the late 1980s by Whitehurst and colleagues (1988). DR involves engaging children in shared book reading in an interactive manner that shifts the role of the child from passive listener to the storyteller through adult guidance.

DR training involves teaching interactions between the adult and child following the PEER sequence (IES, 2007): (a) Prompts – parent prompts the child to say something about the book; (b) Evaluates – parent evaluates the child's response; (c) Expands – parent expands child's response through adding information and rephrasing; and (d) Repeats – parent repeats the prompt to ensure the child learned from the expansion. There are five prompts that are used with DR, including word/sentence completion, asking what just happened in the story (recall prompts), eliciting what is happening in pictures (open-ended prompts), Wh questions

(what, where, why, etc.), and asking the child to relate pictures or words to personal experiences (distancing prompts).

In sum, school counselors have at their disposal some helpful shared reading strategies that they can use in reading groups and/or share with parents. Finding 20 minutes per day to integrate shared reading into the daily routine can go a long way to reinforce literacy learning and promote SEL. For more information on finding the right SEL-focused picture books, check out the following websites.

School Library Journal:
http://www.slj.com/2013/01/books-media/25-best-books-for-kids-social-emotional-learning/#_

<http://www.slj.com/2017/02/industry-news/hearts-and-minds-picture-books-that-strengthen-social-emotional-learning/>

Center on the Social and Emotional Foundations for Early Learning:
<http://csefel.vanderbilt.edu/documents/booklist.pdf>

Best Character Education Books
<http://www.the-best-childrens-books.org/Character-Education-books.html>

Scholastic: How to Choose the Best Multicultural Books
<https://www.scholastic.com/teachers/articles/teaching-content/how-choose-best-multicultural-books/>

Brain Maturation and the Reward Pathway

Over the summer Youth Health Connection updated the content of the *Weeding Through The Myths: Marijuana In Massachusetts* display. There are eight stations in the community education display and one of these overviews the impacts on the teen.

A brief video was created by Kaylee Hill, Wellesley College '22, YHC Volunteer. This video was showcased at our August 29, 2018 Ribbon Cutting at Hanover Mall. To view the video on Brain Maturation visit: <http://bit.ly/2BvW99N>

The community educational display, *Weeding Through The Myths: Marijuana in Massachusetts* is now available to borrow free of charge. Content includes Massachusetts laws, teen brain development, what to know about marijuana today, vaping and ecigarettes, perception of use and risk, communication and mindfulness practices.

For information on how to reserve the display and for training on how to present this content in your community contact: knoble@southshorehealth.org

Courtesy of Youth Health Connection, a publication of South Shore Health System

Attention: All call for Counselor's Notebooks prior to 1999. Please send issues to Donna Brown as we rebuild our MASCA CN Archives.

Teens, Social Media, and Technology: 2018

In May 2018 the Pew Research Center published a 20-page report on teens social media and technology use.

Here are some of thier findings:

- 95% of teens have access to a smartphone.
- Most popular social media platforms: Snapchat, Instagram and YouTube.
- Girls use Snapchat more than boys.
- Boys use YouTube more than girls.
- 45% say they are online almost constantly.

The information in this report is

helpful for parents, educators and health providers living and working with teens.

To read and to download the full 20- page pdf report from the Pew Research Center visit: <http://www.pew-internet.org/2018/05/31/teens-social-media-technology-2018/>



An advertisement for the University of Massachusetts Boston. The background is a photograph of a modern, curved brick building under a bright blue sky with white clouds. The word "Value" is written in large, light blue letters. Below it, "UNIVERSITY OF MASSACHUSETTS BOSTON" is written in white. A tagline reads "All the resources of a major research university at an exceptional value." The website "www.umb.edu" is listed at the bottom. The UMass Boston logo is in the bottom right corner. A vertical number "17.3691sw" is on the left side.

HELPING ALL STUDENTS TO BECOME COLLEGE AND CAREER READY

By DESE Staff (Massachusetts Department of Elementary and Secondary Education)

At ESE's Office for College, Career and Technical Education, our mission is to help all students become [college and career](#) ready by giving them the knowledge, skills and experiences necessary to successfully navigate to completion an economically viable career pathway and to participate as an active and responsible citizen. We do this by:

Improving Graduation and College & Career Readiness - We offer districts technical assistance, professional development, networking opportunities – and some funding – to strengthen their use of [EWIS](#) and other data resources, expand options for students and understand and support students at risk.

Establishing New College & Career Pathways - In addition to the Career/Vocational Technical Education pathway (below), our office (in partnership with others) has recently launched an initiative to develop and strengthen districts' offerings of [Early College Pathways and Innovation Pathways](#).

Developing and Improving [Career/Vocational Technical Education](#) - We approve and monitor CVTE programs, administer funding for these, and identify opportunities for improvement. We are also conducting a review of admissions, wait list, and enrollment data in an effort to understand and expand access to these high quality opportunities.

Over the past year and a half Teams

from the Center for Educational Options and Center for District Support have embarked on a series of discussions to build skill and use a common language that allows us to deepen discussions about race & its impact in education...all in an effort to examine and rethink how we address racial inequities in education across Massachusetts. Team members will share a few experiences and discuss the impact on them and our work in our articles for Counselor's Notebook this year. ESE's role regarding equitable access is to:

- Clearly define and communicate the measures of excellent educators and the meaning of equitable access;
- Examine and make available the data on inequities in access to educators;
- Identify and share with districts the research and best practices in eliminating equity gaps;
- Implement state-level policies and strategies to support districts;
- Monitor, assess and report on progress in closing equity gaps;
- Support districts in analysis of access data, development of equity strategies, and progress monitoring of strategies; and
- Use our position as a state agency to communicate the importance of providing students—especially those with the greatest need—with access to the educators who will serve them best. This communi-

cation aims to catalyze action and reinforce the importance of equitable access.

Additional resources and information on the Massachusetts 2018 State Equity Plan are on the DESE website, <http://www.doe.mass.edu/>.

Contact ESE's Office for College, Career and Technical Education about any of these initiatives at CCTE@doe.mass.edu.

CORRECTION:

Last month's article entitled **PREPARING ALL STUDENTS FOR SUCCESS AFTER HIGH SCHOOL** was misattributed. It was submitted by DESE.

Our apologies.

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>

FREE EVIDENCE-BASED SUICIDE PREVENTION PROGRAMMING FOR MASSACHUSETTS SCHOOL COUNSELORS

Submitted by Meghan Diamon, LCSW, Signs of Suicide Prevention Program
Screening for Mental Health, a service of Riverside Community Care

International Survivors of Suicide Loss Day is November 17, 2018 and many MA school counselors, teachers, families and students will be remembering a young person they lost to suicide. At the same time, troubling national statistics show that teens are reporting higher rates of depression and suicidal thoughts. Teens reporting a major depressive episode increased by 37% from 2005 to 2014 (Mojtabai et al., 2016) and the number of students hospitalized for thinking about or attempting suicide doubled between 2008 and 2015 (Plemmons et al., 2018). The public is finally beginning to discuss a vital concern that many counselors have been raising for years.

These statistics and recent news reports reinforced what we already knew; students are increasingly struggling with mental health concerns and need support. Yet, young people are not well educated on mental health. A survey of middle school students in four states demonstrated significant uncertainty about whether mental disorders are caused by biological factors or whether medication is helpful in treatment. It also revealed the substantial social stigma youth attach to mental illness (Wahl, et al., 2012).

Students need education about mental health but a common myth often prevents teens from learning critical life-saving skills. Many fear that talking about suicide could put the idea in someone's head. In fact, the opposite is true. Educating students about suicide and opening up the conversation about mental health is the best thing school counselors can do to prevent a tragedy.

School counselors are uniquely positioned to educate students about mental

health and reduce social stigma within their schools so that students seek help. Massachusetts school counselors are eligible for FREE access to the Signs of Suicide (SOS) program, a program of Riverside Community Care. SOS's universal prevention curriculum and mental health screening tools allow counselors to educate all students and identify those in need of support.



SOS is the only school-based suicide prevention program that has shown a reduction (64%) in self-reported suicide attempts in randomized controlled trials. The program is designed for 6th-12th graders with developmentally appropriate videos for middle and high school and can be implemented in one class period. The curriculum teaches students to identify signs of depression and suicide in themselves or others and encourages students to seek help through the ACT message: Acknowledge, Care, Tell.

Over 10,000 SOS programs have been distributed around the country and SOS is used in hundreds of schools here in Massachusetts. For years, Massachusetts school counselors have been leading the nation in providing high quality suicide prevention programming to their students. In fact, you may notice a few of your colleagues in the SOS program videos!

Feeling overwhelmed by the call to lead universal suicide prevention in your school? Pull together a team of supporters to attend one of the FREE SOS Implementer Trainings scheduled this winter. The half-day training walks participants through the program materials and planning process to ensure schools are ready to implement the evidence-based program with fidelity. Topics include:

- Facilitating a classroom discussion about depression and suicide with 6th-12th graders
- Administering universal depression screening and following up with identified students
- Considering scheduling and logistics for large scale suicide prevention education and screening
- Providing basic youth suicide prevention training for teachers and school staff
- Coordinating with school administration and community partners for support
- Reaching out to parents as partners in prevention

Implemented SOS years ago but feeling a little rusty? Join the SOS team and your colleagues from around the Commonwealth for a FREE SOS Refresher Training this spring. Learn about program updates, best practices and lessons learned during a short refresher workshop. Look for SOS announcements this winter and contact Lea Karnath, SOS Program Manager, at lkarnath@riversidecc.org to learn more about SOS and to get involved.

2019 MASCA Conference

CALL FOR PRESENTERS

April 29-30, 2019

Resort and Conference Center at Hyannis – Hyannis, MA

MASCA is soliciting proposals for presentations promoting evidence-based programs in the domains of academic, career, and social/emotional development or highlighting the latest techniques and practices in school counseling. Presentations showcase proven programs, current research, or skills of value to counselors, pre-K to postsecondary as well as district personnel, graduate students and counselor educators.

Preference is given to sessions that relate directly to the work of school counselors or to the implementation of the MA Model for Comprehensive School Counseling Programs. Presentations should include evidence that supports the impact of the program or service.

We are looking for presentations that will help to build the capacity of Massachusetts school counselors to help our students be ready for the next step on their academic journey.

Deadline for Submission is: November 30, 2018

Go to www.masca.org and follow the conference link "Call for Presenters"



CURRY COLLEGE

QUICK FACTS:

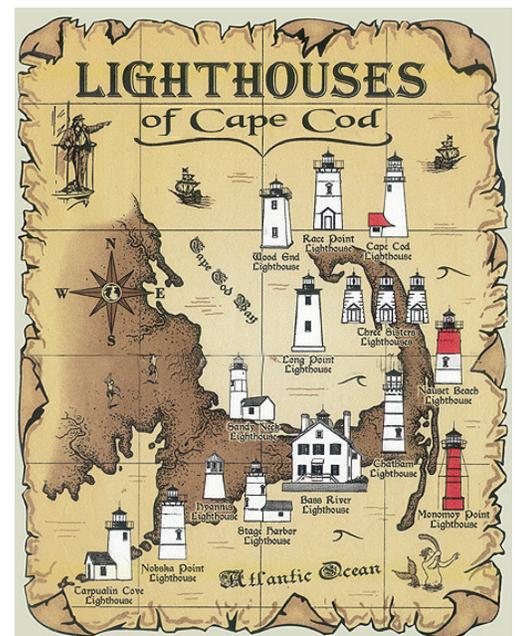
- A private, four-year, co-educational liberal arts college founded in 1879
- Serving about 2,000 traditional undergraduate students
- 85% of first-year students reside on campus
- 131-acre New England campus located just minutes from downtown Boston
- 26 majors and 60+ minors/concentrations leading to bachelor's and master's degrees
- Student/faculty ratio is 13:1, with an average class size of 20 students
- Approximately 99% of first-time students receive some form of financial aid
- Offering a wide array of extracurricular activities, including 14 NCAA Division III athletic teams



(800) 669-0686 or (617) 333-2210
1071 Blue Hill Ave., Milton, MA 02186 | curry.edu | adm@curry.edu

Fun Fact #1 about our conference location:

Cape Cod has more lighthouses than any other county in the nation.



MEET THE MASCA 2019 CONFERENCE KEYNOTE SPEAKERS

Submitted by Ruth Carrigan, M.Ed., Whitman-Hanson Regional HS, MASCA PD Chair

Our annual MASCA Conference is only 5 months away, and we hope that you will join colleagues across the state for an exciting and invigorating professional development opportunity. Register online at masca.org by February 28 to take advantage of Early Bird Discounts!

Tuesday, April 30 – Keynote Speaker John Hodge



BE THE ONE!

Dr. John W. Hodge's career has been

defined by assisting students and educators with overcoming obstacles and achieving goals. He has served as an inspirational speaker across the United States and has been a guest lecturer at Christopher Newport University, Hampton University, North Carolina A&T State University and George Washington University.

Join Dr. Hodge as he presents BE THE ONE! He will discuss how the education of America's youth is a challenging prospect when one considers the many burdens faced by impoverished children and their families. Research indicates that poverty need not be a barrier to academic excellence. As co-author of the book *Standing in the Gap*, Dr. Hodge states, "Across the nation, schools are demonstrating that it can be done: That students can reach high standards, that all children can succeed, that the gap between white and minority students, poor and affluent, can be closed." More often than not, one caring adult can make all the difference in the world. Dr. Hodge's presentation will encourage all of us to BE THE ONE!

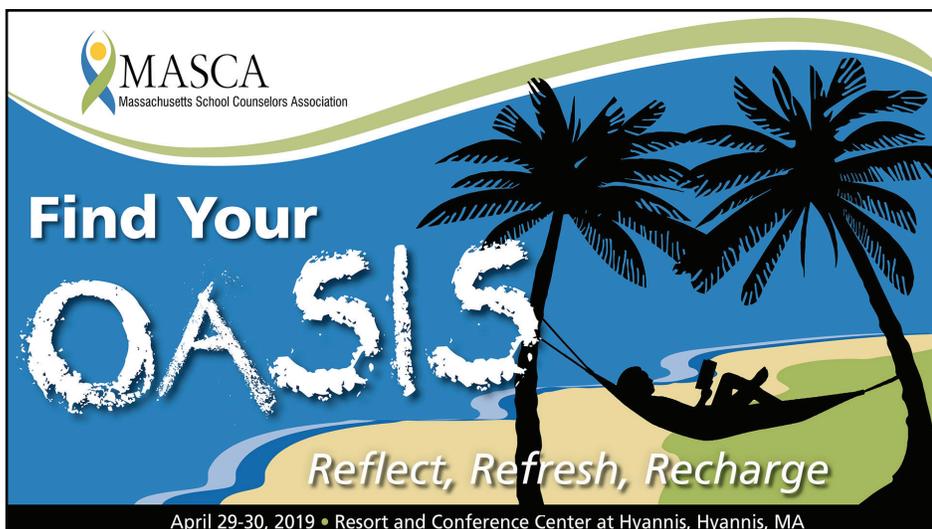
Monday, April 29, 2019 – Pre-Conference Speaker Janelle Hofmann



Raising Generation Tech: Creating Tech Healthy Schools, Families & Communities

Janell Burley Hofmann is an international author, speaker and consultant specializing on the topics of technology, media, health, relationships and well-being. Janell is the creator of the original iPhone contract and a thought leader in the space of digital mindfulness, digital parenting and intentional use of tech. She is the author of the book, *iRules: What Every Tech-Healthy Family Needs to Know About Selfies, Sexting, Gaming and Growing Up* published by Rodale, Inc. Janell is the founder of the Slow Tech Movement and iRules Academy.

Join Janell as she presents *Raising Generation Tech: Creating Tech Healthy Schools, Families & Communities*. In this workshop explore strategies to support students, educators and families. Tech trends, preventative work and lessons, response models and building a community of digitally literate and engaged families will be discussed.



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. Please submit K-12 lessons with identified standards alignments, measurable student learning objectives and outcomes, and interdisciplinary curriculum links to Helen O'Donnell, Ed.D. helenod@att.net

WORKFORCE PREPARATION FOR ALL STUDENTS: STAYING CURRENT VIA COLLABORATIVE REGIONAL PD

In the DESE and MASCA endorsed MA Model 2.0 for Comprehensive School Counseling Programs, Career and Workforce Readiness is one of the three curriculum strands. To assist educators to prepare students to be "career ready", the Franklin Hampshire Counseling Association organized FREE May and September area regional workshops, Workforce Preparation for All Students, co-hosted by Greenfield Community College and Universal Technical Institute. Workshop presenters delivered current career and workforce readiness information, provided suggestions for authentic CDE experiences, and highlighted regional labor market trends and resources. Participants were also informed about 21st century employability competencies, workforce credentials, regional employment opportunities and educational resources.

Mark Rabinsky, MS., Director of

Workforce Development & Community Education, Greenfield Community College. Welcomed us and reviewed GCC's certificate and training opportunities. He informed us that some certificate programs for high demand employment opportunities have unfilled slots. He also encouraged counselors to develop awareness of the diversity of job opportunities in the manufacturing industry.

Shannon Doran, MEd., Connecting Activities School-to-Career Coordinator at the Franklin Hampshire Regional Employment Board presented a very robust, informative ppt. Her topics included Using Labor Market Information to Help Students Make Strategic Career Decisions, An Introduction to Industry Recognized Credentials (IRC's), the employment concept 1-2-7, the Pioneer Valley Labor Market Planning Blueprint, and Financial Literacy Education

Resources available on the FHREB website. Shannon truly has the pulse on regional resources, is a superior trainer, and exemplary educational partner.

Helen O'Donnell, Ed.D., MA Model Institute Trainer, MASCA GB member and FHCA President, discussed Teaching Workforce Competencies in our Schools K-12 including curriculum development and lesson plan delivery strategies. She stressed the need for alignment with state and national learning standards as well as collaborative, interdisciplinary instruction.

Reach out to your regional partners! Workforce Employment Boards and Community Colleges, and local businesses are outstanding Labor Market partners. They have a wealth of Labor Market information including regional employment trends, employment needs, and area resources.

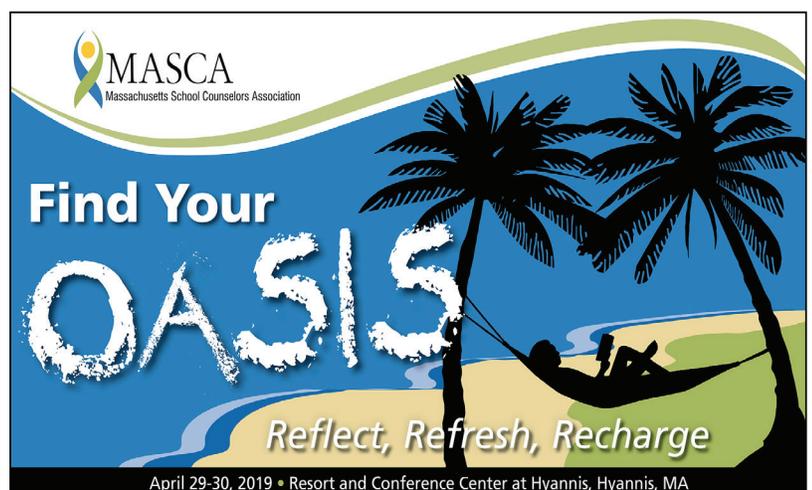
SAVE THE DATE!

The 2019 MASCA Conference

"Find Your Oasis - Reflect, Refresh, Recharge!" will be held at the Hyannis Resort and Conference Center on Monday afternoon, April 29 (pre-conference) and Tuesday, April 30 (full day conference).

Our pre-conference session, "Raising Generation Tech: Creating Tech Healthy Schools, Families, and Communities", will feature Janell Hofmann, and our keynote address on Tuesday will feature John Hodge and his message "Be the One" reinforcing that one caring adult can make all the difference in the world

For full conference details go to www.masca.org.



IMPLEMENTING MA MODEL 2.0 FOR COMPREHENSIVE SCHOOL COUNSELING PROGRAMS:

13 R'S TO GUIDE AND REENERGIZE MA MODEL 2.0 IMPLEMENTATION

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

Monthly CN articles have been designed to inform you about the components of the MA Model 2.0 for Comprehensive School Counseling Programs and suggest implementation strategies. The first 2 articles this fall encouraged compiling, and analyzing department data for strategic planning, November is the time to reflect and make sure you are on target identifying department goals, keeping stakeholders informed, arranging for PD needs, and strategically implementing action plans.

Refresh your understanding of the MA Model. Download the document from the MASCA or DESE website. Refresher training is available. Contact helenod@att.net about one day workshops OR the 45 PDP/3 grad. credit MA Model 2.0 Institutes (Introductory or MA Model 2: Next Steps, or Counselors in K-12 classrooms which offer continuing mentoring and support until all goals successfully achieved.)

Reflect on your Program Foundation. Update vision and mission statements as your program focus evolves to meet student needs and school goals.

Reenergize and continue planning initiatives with your colleagues, staff and administrators. Complete the Self Study in the MA Model 2.0 appendix to assist with planning.

Revitalize and update department materials including your school counseling calendars and website to keep all stakeholders informed about the robust school counseling programs and services.

Review end-year data findings to establish baselines and identify target for student success. Enroll in the DESE/MASCA Digging Deeper with Data workshop at UTI, attend MA Model workshops or plan school/district MA Model PD.

Reconnect and stay current with your students' EDWIN and EWIS data and MCAS results. Be an active member of your school/district's strategic planning team!

Revise action plans to implement intentional guidance initiatives that target identified achievement gaps. Make sure you plan data collection to document the impact of your initiative.

Reinforce and educate your stakeholders about the role of the 21st century school counselors and the vital role they play on your academic team delivering multi-tiered education and support for ALL students.

Resume ongoing evaluation to your Tier 1 school counseling curriculum. Is it aligned with ASCA Mindsets and Behaviors for Student Success and DESE's Career Development Education (CDE) Benchmarks? Do you have robust curriculum strands delivering lessons for Academic/Technical, Workplace Readiness/Career, and Personal/Social domains? Are you delivering content to ALL students?

Reconnect with your local school counseling affiliate, MASCA and ASCA to stay professionally current.

Reach out to colleagues to share innovations and initiatives. Ask about strategies to deal with imple-

mentation barriers and challenges.

Recognize successes! Complete a MA Accountability Report Card (MARC or MARC Jr.) Have your MARC or MARC Jr. recognized by MASCA. Templates found on MA Model tab of MASCA website. Inquiries: helenod@at.net

Recharge your PD batteries! Attend MASCA conferences and PD including 1day MA Model Institute refresher trainings for support, encouragement, and implementation strategies.

Call for MA Accountability ReportCards(MARCandMARCJr.)

As you plan your academic year, do not forget to celebrate your successes. Plan now to identify needed documentation and data for compiling your MARC/MARC Jr. document. They are 2 page concise documents detailing targeted program interventions, compiled data findings, impact of the intervention, and identified next steps to strengthen and continue implementation of the initiative. Colleagues can submit original MARC/MARC Jr. documents OR expand previous MARC/MARC Jr. documents with expanded data to show continued growth and success over time. Emerging school counselors in graduate programs are encouraged to submit their capstone MARC/MARC Jr. projects for rubric review and MASCA Recognition. Documents and samples on MASCA website. For information about submission or training support contact helenod@att.net

IN CASE OF NON-DELIVERY, RETURN TO:

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Bryantville, MA 02327



**The Mission of
MASCA**



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

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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