MASSACHUSETTS MODEL
FOR
COMPREHENSIVE SCHOOL
COUNSELING PROGRAMS
DRAFT – MAY, 2005

Advocacy

Collaboration

Systemic Change

Leadership

ACCOUNTABILITY
- Measuring Student Outcomes
- Evaluation/Modification
- Dissemination

MANAGEMENT SYSTEM
- Use of Data
- Performance Evaluation
- Use of Time/Calendars
- Agreements

DELIVERY SYSTEM
- Guidance Curriculum
- Responsive Services
- Individual Planning
- System Support

FOUNDATION
- ASCA National Model
- Mission/Vision Statement
- MA CDE Benchmarks
- School Counselor Performance Standards

Acknowledgements

The Massachusetts School Counselors Association (MASCA) has used *The ASCA National Model: A Framework for School Counseling Programs* as a guide in designing and developing a comprehensive school counseling model for Massachusetts.

The Massachusetts Model Task Force wishes first and foremost to thank Commissioner David P. Driscoll for his educational leadership, support and participation in the development of this Model. Such interest and commitment to supporting and strengthening the school counseling profession is unprecedented in Massachusetts. Commissioner Driscoll's comments and handwritten edits have strengthened the Model in immeasurable ways, above all, by providing the momentum and inspiration to stay the course.

The Model Task Force wishes to express its profound gratitude to Carol Dahir of the New York Institute of Technology and former ASCA project director for The National Standards. Carol's presentations to Massachusetts school counselors and mentoring via email have been sources of continuous inspiration and encouragement to the writing team.

Thank you to MASCA's Executive Director, Mary Lou Cashman and the Governing Board who have supported the development of the Massachusetts Model. Particular recognition goes to the core writing team: Jay Carey, Sheila Deam, Carey Dimmitt, Katie Gray, Helen O'Donnell and Jane Rathbun.

MASCA wishes to thank Karen DeCoster and Keith Westrich from the Massachusetts Department of Education for their assistance in editing the Massachusetts Model and their leadership in the development of the Massachusetts Career Development Education (CDE) Benchmarks. Special thanks also go to David Blustein from Boston College and the entire Design Team for their contributions to *The Massachusetts Career Development Education Guide*.

We wish to acknowledge the support of the National Center for School Counseling Outcome Research at the University of Massachusetts, Amherst, with special thanks to Stephanie-Marie Cariello and Cynthia Tang for their invaluable technical assistance.

Thank you to Bob Tyra of the Los Angeles County Office of Education for consultation on the development of the Massachusetts Accountability Report Card [MARC of Excellence].

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*(Note: The Massachusetts Model is also available
at <http://www.masca.org> via a homepage link.)*

The answer lies in preventing […] failures not in looking for better ways to fix the people who are failing.

William Glasser, <u>Choice Theory</u>

Introduction

Massachusetts Needs a Standards-Based Model for School Counseling

- Historical Perspective
- Standards-Based School Counseling

Quality school counseling programs can have a powerful impact on student achievement and contribute significantly to state and national education reform initiatives. Yet, in Massachusetts many school counseling and counselor preparation programs are not designed to these ends. The Massachusetts Model for Comprehensive School Counseling Programs can serve as a catalyst for change by outlining how school counseling programs can support student achievement and education reform objectives.

Historical Perspective

Since the early fifties, most school counseling programs have been organized around a student service model designed to provide remedial interventions, largely targeting the most needy students. While this model, still prevalent in many Massachusetts schools, benefits some students, it leaves far too many to fend for themselves.

In the 1970's, Comprehensive Developmental Guidance [1] (CDG) emerged as a best practice model for the organization and administration of school counseling programs by emphasizing that the school counseling program: (1) be a core educational program, not a set of ancillary services; (2) promote development and prevent problems; (3) work from a formal curriculum; and (4) be organized to serve all students well. In the CDG model, the school counseling curriculum focuses on student competencies grouped by developmental domains and specified by grade level, preK-12. It outlines program content, components and methods for systemic coordination. The program is planned for, delivered and made available to all students. In addition, school counselors work closely with principals and teachers to ensure that students have equitable access to school counseling curricula, services and interventions.

Research findings have documented the effectiveness of the Comprehensive Developmental Model,[2] including positive outcomes such as: (1) student gains in academic achievement; (2) increased parent and student satisfaction with schools; (3) improved school climate including better student relationships with adults; and (4) increased access to career information by students for career planning and decision making.

The American School Counselors Association (ASCA) incorporated the best features of the Comprehensive Developmental Guidance (CDG) Model into its National Model, further illustrating the value of CDG for the profession. To date, over thirty-seven states have adopted Comprehensive Developmental Guidance as their state model. In these states, the school counseling association, higher education representatives and Department of Education staff worked together to adopt and advance a CDG model, providing technical assistance and support to school districts for local implementation. In Massachusetts, representatives from MASCA, the Department of Education and higher education are currently poised to do the same.

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[1] Gysbers & Henderson, 2000
[2] Borders & Drury, 1992; Lapan, Gysbers, & Petroski, 2001; Lapan, Gysbers & Sun, 1997; Sink & Stroh, 2003

Standards-Based School Counseling

The Massachusetts School Counselor's Association, in collaboration with the Massachusetts Department of Education and the National Center for School Counseling Outcome Research at the University of Massachusetts, Amherst used the ASCA National Model as a template for developing a model for Massachusetts. The MASCA governing board endorsed the initial draft of the Massachusetts Model on April 27, 2004. On April 4, 2005, Massachusetts Commissioner of Education David P. Driscoll endorsed this Model draft to be released for public comment at the annual MASCA conference (see *Conclusion* re: public comment period). **Plans are also underway to author and release a companion curriculum guide in 2006.**

The Massachusetts Model for Comprehensive School Counseling Programs is intended to: (1) guide school administrators and counselors in the development of measurably effective school counseling programs; and (2) help counselor education programs to align their curriculum with the priorities of education reform and career development education. When school counseling programs are seen as central to the school mission, with responsibilities and standards for school counseling delivery and evaluation well-defined, the Model will benefit students and educational stakeholders. These benefits include, but are not limited to:

- **Programs that work to remove barriers to student success, thus closing the achievement gap**

- **Increased equity in access to school counseling services and interventions leading to increased enrollment and completion of rigorous coursework**

- **Support and training for teachers in school counseling principles and strategies to address learning and behavioral problems in the classroom**

- **Programs and services that develop essential attitudes, knowledge and skills for student success and post-secondary transition**

- **Informed career planning and decision making for all students**

- **Organized program coordination with staff, parents/caregivers and community resources**

- **Data analysis of school counseling variables and outcomes for school improvement planning**

- **Partnerships with business and industry to design programs that ensure students' workplace readiness**

- **Well defined roles and responsibilities for school counseling program outcomes distinct from other student support services**

- **Established professional standards and responsibilities that guide the preparation and professional development of counselors, including a model for field placements and practice**

> All this will not be finished in the first one hundred days. Nor will it be finished in the first thousand days […] But let us begin.
>
> *John F. Kennedy, Inaugural Address, 1961*

Section 1
Program Foundation

- Mission Statement
- Vision Statement
- MA Career Development Benchmarks with Crosswalk to MA Curriculum Frameworks
- School Counselor Professional Standards

Representatives from the Massachusetts School Counselor Association, the Massachusetts Department of Education, and the National Center for School Counseling Outcome Research at the University of Massachusetts, Amherst, collaborated in drafting the following mission and vision statements that have been endorsed by Massachusetts Commissioner of Education, David P. Driscoll:

Massachusetts Model Mission Statement

Massachusetts school counselors will develop and deliver counseling programs and services that provide all students with the requisite knowledge and skills for success in the academic/technical, workplace readiness, and personal/social domains.

Goal 1: Academic/Technical Achievement: *In order to improve student achievement and promote a commitment to lifelong learning for all students, school counselors will provide programs, classroom-based interventions and group and/or individual counseling that:*

> *Objective 1*: focus on the development of attitudes, knowledge and skills necessary for success in higher education, the workplace and other post-secondary options.

> *Objective 2*: use district/school data to design and deliver counseling programs and services.

> *Objective 3*: are informed by participation on school improvement teams and the development of school improvement plans.

Goal 2: Workplace Readiness/Career Planning: *To promote in all students a sense of purpose and an understanding of their unique interests, strengths and limitations, school counselors will provide programs, classroom-based interventions and group and/or individual counseling that:*

> *Objective 1*: assist students in making well-informed postsecondary decisions and plans.

> *Objective 2*: focus on integrating academic, technical and employability skill development.

Goal 3: Personal and Social Development: *To promote the positive personal and social development of all students within a safe learning environment, school counselors will provide programs, classroom-based interventions and group and/or individual counseling that allow students to:*

> *Objective 1*: feel supported and safe at school.

> *Objective 2:* develop interpersonal skills for positive social interactions.

> *Objective 3:* understand their personal strengths and challenges.

Massachusetts Model Vision Statement:

Our vision is to implement standards-based school counseling programs statewide in order to ensure that every student has the necessary *academic/technical*, *workplace readiness* and *personal/social* knowledge and skills for school and future success. **Specifically, the Model envisions school counseling programs that:**

- **Advance each school's mission** by operating from a recommended student to counselor ratio of 250:1 with school counselors also acting as leaders and coordinators of program delivery.

- **Support high standards for all students as a means of eliminating the achievement gap** by having counselors attend to students' developmental needs in ways that enable them to achieve success in their endeavors in education, the workplace and society.

- **Implement school counseling interventions in accordance with the Massachusetts Career Development Education (CDE) Benchmarks** by having counselors evaluate, modify, and develop their programs for alignment with the CDE Benchmarks.

- **Are data-driven and accountable** by having counselors implement evidence-based interventions, measure student outcomes, and document results regularly.

MA Career Development Education (CDE) Benchmarks Aligned with the Massachusetts Curriculum Framework Guiding Principles and Core Concepts

The Massachusetts Model, inspired and guided by both the ASCA National Model and the Massachusetts Career Development Benchmarks, calls for the development and implementation of school counseling programs that promote student success in the *academic/ technical, workplace readiness*, and *personal social* domains. **Intended to stimulate discussion and further alignment with learning standards from the Massachusetts Curriculum Frameworks, the following crosswalk illustrates broad alignment of the CDE Benchmarks with the Frameworks.**

The CDE Benchmarks are based upon a broad conception of career development that defines career as "the sequence of occupations and other **life roles that combine to express one's commitment to work** […] including **work-related roles such as student.**"[3] This conception highlights the critical importance of career development interventions throughout a student's entire education, beginning at the elementary level.

Since the overarching goal of the school counseling program is to nurture students' development, building the necessary foundation for school and future success, the role of the elementary counselor, teacher and parent become critical. They must coordinate efforts and intervene regularly throughout the child's school years. For example, at the elementary level, the school counselor seeks to ensure the development of students' *organizational skills for academic/technical and career success* (see Competency A2-3, page 6) by designing and monitoring the progress of interventions to ensure that students manage their personal or school supplies (e.g., use of cubbies) and time (e.g., use of agenda mates). At the high school level, the counselor's expectation might be that students use and manage their career plans or portfolios. In order to be effectively implemented at all levels, interventions must be designed and carried out in collaboration with teachers and parents. (For additional developmental examples of CDE benchmarks, visit: www.doe.mass.edu/cd/resources.)

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[3] Super, D. E. (1976). Career Education and the Meaning of Work. Monographs on career education. Washington, DC: The Office of Career Education, U.S. Office of Education.

There is the danger, probably the most common one, that throughout the long years of going to school a child will never acquire the enjoyment of work and pride in doing at least one kind of thing really well.

Erick H. Erickson, *Identity Youth and Crisis*

The MA Career Development Education Benchmarks* Crosswalk with the Massachusetts Curriculum Frameworks			
MA Career Development Education Benchmarks	**Competencies**	**Domain Area**	**Excerpts from Massachusetts Curriculum Frameworks aligned with MA Career Development Benchmark competencies (e.g. A1-2)**
Learners will develop and demonstrate: A1: 21st century academic, technical, and employability skills for success in school and in the workplace;	A1-1: Flexible, higher order thinking skills	*Academic-Technical Skill Development*	*English Language Arts (ELA) Guiding Principles:* Literacy in all forms of media. (A 1-2) *ELA General Standard:* Gather information from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer [one's] own questions. (A1-3) *Mathematics Guiding Principle:* Technology is an essential tool in a mathematics education (A1-2). *Mathematics Core Concept:* (1) Analyzing change in various contexts; (2) using visualization and spatial reasoning to solve problems. (A1-1) *Science and Technology Engineering Broad Concepts*: (1) Engineering design requires creative thinking and strategies to solve practical problems generated by needs and wants (2) Appropriate materials, tools, and machines extend our ability to solve problems and invent. (A1-1; A1-2)
	A1-2: Technical and technological skills		
	A1-3: Skills in locating and using information resources for research (*e.g., libraries, Internet*)		
A2: strong academic, technical, and employability skills for career and life management.	A2-1: Communication and literacy skills for self-advocacy and presentation		*Arts Guiding Principle*: Skills and understanding of creating, performing, and responding. (A2-1, A2-3) *Arts Core Concept*: Understanding the value of reflection and critical judgment in creative work. (A2-4) *ELA Guiding Principles:* (1) Writing as an essential way to develop, clarify, and communicate ideas in a persuasive, expository, narrative, and expressive discourse (A2-1) *ELA General Standard:* Students will organize ideas in writing in a way that makes sense for their purpose. (A2-3) *Foreign Language Communication Strand:* Recognize three "communicative modes" (interpersonal, interpretive, presentational) that place primary emphasis on the context and purpose of the communication. (A2-1) *Mathematics Guiding Philosophy*: Achieving mathematical competence through […] emphases on problem solving, communicating, reasoning and proof, making connections, and using representations. (A2-2, A2-4) *Mathematics Core Concepts*: (1) Compute fluently and make reasonable estimates; (2) apply appropriate techniques, tools and formulas to determine measurements; (3) understand and apply basic concepts of probability. (A2-2, A2-3) *Science and Technology Engineering Guiding Principle*: Addressing prior knowledge and misconceptions (i.e., challenging inaccurate beliefs and redirecting student learning along more productive routes.) (A2-4) *Science and Technology Engineering Broad Concept*: Ideas can be communicated through engineering drawing, written reports and pictures. (A2-1)
	A2-2: Mathematical life skills for time and money management		
	A2-3: Organizational skills for academic/technical and career success		
	A2-4: Critical thinking skills to use and evaluate information effectively		

*CAREER DEVELOPMENT EDUCATION: the array of educational assistance that students receive toward career development including formal and informal knowledge and information about educational and occupational demand, appropriate workplace behavior, necessary skills, education, experience, and aptitudes needed for specific industries and/or jobs.

CAREER: the sequence of occupations and other life roles that combine to express one's commitment to work in the total pattern of self-development, including paid and unpaid positions and **work-related roles such as student**, family member, and citizen.

The MA Career Development Education Benchmarks* Crosswalk with the Massachusetts Curriculum Frameworks			
MA Career Development Education Benchmarks	**Competencies**	**Domain Area**	**Excerpts from Massachusetts Curriculum Frameworks aligned with MA Career Development Benchmark competencies (e.g. A1-2)**
Learners will develop and demonstrate: A3: an appreciation for how education and work relate to the needs and functions of society (*i.e., developing social responsibility and a global perspective*);	A3-1: Knowledge of how education and work relate to economic and societal needs and functions	Academic-Technical Skill Development	***Arts Guiding Principle***: Making connections among the arts and with arts resources in the community. (A3-1) ***ELA General Standard:*** Deepen [one's] understanding of a literary or non-literary work by relating it to its contemporary context or historical background. (A3-1) ***History and Social Studies Theme***: The development of scientific reasoning, technology, and formal education over time and their effects on people's health, standards of living, economic growth, government, religious beliefs, communal life, and the environment. (A3-1) ***Mathematics Core Concept***: Formulating questions that can be addressed with data; collect, organize, display relevant data to answer them. (A3-2) ***Science and Technology/Engineering Core Concept***: Drawing on skills, habits, and subject matter knowledge for informed participation in the intellectual and civic life of American society and for further education in these areas if they seek it. (A3-2)
	A3-2: Skills in applying economic and societal information to personal and career management		
A4: an appreciation for the relevance of education in their lives (*i.e., answering, "Why do I need to know this?"*)	A4-1: Knowledge of the benefits of education for career and life management		***Arts Core Concept***: Understand the value of reflection and critical judgment in creative work. (A4-1, A4-2) ***ELA Guiding Principles***: Attaining independence in learning (students articulate their own learning strategies, evaluate their effectiveness, and use those that work best for them.) (A4-3) ***Foreign Language Core Concept:*** The invaluable acquisition of another language [and] educational benefits [… influencing] our perception of the world around us and permanently enriching and enlarging or appreciation and understanding of ourselves and others. (A4-2) ***History and Social Studies Theme***: The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity. (A4-2) ***Mathematics Core Concept***: Formulating questions that can be addressed with data and collect, organize, and display relevant data to answer them. (A4-3) ***Science and Technology/Engineering's Purpose***: Drawing on these skills, habits, and subject matter knowledge for the informed participation in the intellectual and civic life of American society and for further education in these areas if they seek it. (A4-2, A4-3)
	A4-2: Knowledge of the benefits of education for personal and professional satisfaction		
	A4-3: Skills in applying personal achievement (i.e., in school and the workplace) for career management, particularly, earning potential in a 21st century global economy		

The MA Career Development Education Benchmarks* Crosswalk with the Massachusetts Curriculum Frameworks			
MA Career Development Education Benchmarks	**Competencies**	**Domain Area**	**Excerpts from Massachusetts Curriculum Frameworks aligned with MA Career Development Benchmark competencies (e.g. A1-2)**
Learners will develop and demonstrate: W-1: knowledge and skills in the planning and decision-making process;	W1-1: Skills in the planning process (*focusing on the importance of preparation and future orientation*)	**Workplace Readiness**	***ELA Guiding Principles:*** Strategies necessary for acquiring academic knowledge, achieving common academic standards, and attaining independence in learning. (W1-1, W1-3) ***Health Guiding Principle***: Use fundamental health concepts to assess risks, to consider potential consequences, and to make health enhancing decisions. (W1-3) ***History and Social Studies General Economics Skill***: Explain how people or communities examine and weigh the benefits of each alternative when making a choice and that opportunity costs are those benefits that are given up once one alternative is chosen. (W1-2; W1-4) ***Mathematics Core Concepts***: (1) Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them; (2) develop and evaluate inferences and predictions based on data. (W1-3, W1-6) ***Science and Technology Engineering Guiding Principle***: Address students' prior knowledge and misconceptions (i.e., to challenge inaccurate beliefs and redirect student learning along more productive routes.) (W1-3)
	W1-2: Knowledge of decision-making as a complex process		
	W1-3: Skills and strategies for effective decision-making (*including rational, intuitive and consultative styles*) at home, at school, at work, and in the community		
	W1-4: Skills in evaluating career plans and decisions in relation to aptitudes, values, and interests		
	W1-5: Skills in establishing and modifying career management tools (e.g., resume, portfolio)		
	W1-6: Skills to plan and navigate career transitions		
W2: an exploratory attitude toward self, life and the world of work;	W2-1: Exploratory attitudes and skills essential to an identity as a lifelong learner		***ELA Composition General Standard:*** Gather information from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own questions. (W2-1, W2-2) ***Mathematics Guiding Principle:*** Mathematical ideas should be explored in ways that stimulate curiosity, create enjoyment of mathematics, and develop depth of understanding. (W2-1) ***Science and Technology Engineering Guiding Principle***: Investigation, experimentation, and problem-solving are central to science and technology/engineering education. (W2-1, W2-3)
	W2-2: Knowledge of how and where to access career and labor market information		
	W2-3: Skills to both utilize and evaluate career information, resources, and experts in career planning		
W3: occupational and vocational knowledge and skills for employment, job security, and advancement.	W3-1: Knowledge of the concept and value of performance ratings		***Arts Guiding Principle:*** Making connections among the arts and with other disciplines within the core curriculum (W3-5) ***History and Social Studies General Economics Skills:*** (1) Describe how the earnings of workers are affected by the market value of the product produced and worker skills; (2) identify the causes of inflation and explain who benefits from inflation and who suffers from inflation. (W3-2, W3-3) ***Mathematics and Science and Technology Engineering Guiding Principles:*** Assessment of student learning takes many forms and serves to inform learning, guide instruction, and evaluate progress. (W3-1) ***Science and Technology Engineering Core Concept***: Drawing on skills, habits, and subject matter knowledge for the informed participation in the intellectual and civic life of American society and for further education in these areas if they seek it. (W3-4)
	W3-2: Knowledge of the concepts of job loss and security		
	W3-3: Knowledge of risks and rewards of various careers		
	W3-4: Knowledge and skills necessary for employment, retention, and advancement		
	W3-5: Knowledge of the transferability skills		

The MA Career Development Education Benchmarks* Crosswalk with the Massachusetts Curriculum Frameworks			
MA Career Development Education Benchmarks	Competencies	Domain Area	Excerpts from Massachusetts Curriculum Frameworks aligned with MA Career Development Benchmark competencies (e.g. A1-2)
Learners will develop and demonstrate: W4: awareness of social and cultural conditions that affect decision-making and workplace success;	W4-1: Knowledge of the interrelationship of life roles	Workplace Readiness	*ELA Guiding Principle:* Respect for differences in home backgrounds [and] nurtur[ing] students' sense of their common ground as present or future American citizens in order to prepare them for responsible participation in our schools and in civic life. (W4-1, W4-3) *Health Guiding Principles*: Work in a positive manner with families, school staff, peers, and community members to […] create a safe and supportive environment where individual similarities and differences are acknowledged. (W4-2) *History and Social Studies Theme*: The influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries. (W4-1, W4-3)
	W4-2: Skills in managing competing life roles at home, at school, at work, and in the community		
	W4-3: Knowledge of the impact of cultural stereotyping and gender-based roles in relation to career decisions and occupational success		
W5: knowledge of all aspects of an industry, service, trade, or occupation.	W5-1: Knowledge of the structures and dynamics of organizations		*Arts Guiding Principles*: Making connections among the arts […] and with arts resources in the community. (W5-2) *Health Guiding Principles*: Uses fundamental health concepts to assess risk, to consider potential consequences, and to make health-enhanced decisions. (W5-3) *History and Social Studies Theme*: The growth and spread of free markets and industrial economies. (W5-2)
	W5-2: Knowledge of industry's role in local, national, and global arenas.		
	W5-3: Skills to locate, understand, evaluate and use safety information		

The MA Career Development Education Benchmarks* Crosswalk with the Massachusetts Curriculum Frameworks			
MA Career Development Education Benchmarks	Competencies	Domain Area	Excerpts from Massachusetts Curriculum Frameworks aligned with MA Career Development Benchmark competencies (e.g. A1-2)
Learners will develop and demonstrate: PS1: attitudes, behaviors, and skills that promote self-knowledge, personal responsibility, and self-direction;	PS1-1: Skills in developing and maintaining a clear and positive self-concept (*with an increasingly more differentiated and affirmative view of oneself*)	Personal/Social Development	*Arts Core Concept*: Expressing ideas and emotions that [one] cannot express in language along. In order to understand the range and depth of the human imagination, one must have knowledge of the arts. (PS1-1) *ELA Guiding Principles*: (1) Building on the language, experiences, and interests that students bring to school; (2) developing each student's distinctive writing or speaking voice; (3) Attaining independence in learning (students articulate their own learning strategies, evaluate their effectiveness, and use those that work best for them.) (PS1-1, PS1-2) *Health Guiding Principles*: (1) Healthy habits and behaviors for the individual and others; (2) Skills that assist students in understanding and communicating health information clearly for self-management and health promotion. (PS 1-1. PS1-3) *Foreign Language Technology Competencies:* (1) Identify ethical and legal behaviors when using technology and describe personal consequences of inappropriate use; (2) Practice responsible use of technology systems and software (3) Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society (PS1-4) *Mathematics Guiding Principles:* Mathematical ideas should be explored in ways that stimulate curiosity, create enjoyment of mathematics, and develop depth of understanding. (PS1-2)
	PS1-2: Skills in relating individual learning style, interests, abilities, and aptitudes		
	PS1-3: Knowledge and skills for personal responsibility and self-determination		
	PS1-4: Skills in applying personal ethics in all settings		

The MA Career Development Education Benchmarks* Crosswalk with the Massachusetts Curriculum Frameworks			
MA Career Development Education Benchmarks	**Competencies**	**Domain Area**	**Excerpts from Massachusetts Curriculum Frameworks aligned with MA Career Development Benchmark competencies (e.g. A1-2)**
PS2: **Learners will develop and demonstrate:** attitudes, behaviors and interpersonal skills to work with and relate to others;	PS2-1: Skills in interacting positively with others at home, at school, at work, and in the community		*ELA Guiding Principles:* Drawing on literature from many genres, time periods, and cultures; Encouraging respect for differences in home backgrounds [and] nurtur[ing] students' sense of their common ground as present or future American citizens in order to prepare them for responsible participation in our schools and in civic life. (PS2-3)
	PS2-2: Skills in problem-solving and conflict resolution at home, at school, at work, and in the community		*Foreign Language Core Concept*: Influencing our perception of the world around us and permanently enriching and enlarging our appreciation and understanding of ourselves and others. (PS2-3, PS2-4)
	PS2-3: Knowledge of and respect for individual differences		*Health Guiding Principle***:** Habits and conduct that enhance health and wellness, and guides efforts to build healthy families, relationships, schools, and communities. (PS2-1, PS 2-2)
	PS2-4: Knowledge of how positive behaviors and attitudes contribute to career success		*History and Social Studies Theme*: The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity. (PS 2-3, PS2-4) *Science and Technology Guiding Principles*: Collaboration in scientific and technological endeavors and communicating ideas. (PS2-1)
PS3: an awareness of `how personal and environmental conditions impact career management;	PS3-1: Skills in maintaining personal and psychological well-being		*Health Guiding Principles*: (1) Using fundamental health concepts to assess risk, to consider potential consequences, and to make health-enhanced decisions; (2) Understand and communicate health information clearly for self-management and health promotion. (PS3-1)
	PS3-2: Skills in evaluating and responding to social and economic influences at home, at school, at work, and in the community		*History and Social Studies Concepts:* Distinguishing between long-term and short-term cause and effect relationships; distinguishing intended from unintended consequences. (PS3-1, PS3-2) *Mathematics Core Concepts:* Developing and evaluating inferences and predictions based on data. (PS3-2)
PS4: behaviors, attitudes, and skills that foster respect for diversity in all settings.	PS4-1: Knowledge that positive behaviors and attitudes affirm diversity and work to eliminate stereotyping at home, at school, at work, and in the community		*ELA Guiding Principle:* Respect for differences in home backgrounds [and] nurtur[ing] students' sense of their common ground as present or future American citizens in order to prepare them for responsible participation in our schools and in civic life. (PS4-1)
	PS4-2: Skills necessary for managing cultural diversity in one's personal and professional life		*History and Social Studies Theme***:** Recognize each person as an individual, encourage respect for human and civil rights of all people, emphasize student's shared heritage as citizens, residents, and future citizens of the U.S. (PS4-1) *Health Guiding Principles*: Work in a positive manner with families, school staff, peers, and community members to […] create a safe and supportive environment where individual similarities and differences are acknowledged. (PS4-2)

The "Domain Area" column spans vertically: **Personal/Social Development**

School Counselor Performance Standards

The following school counselor performance standards, aligned with the ASCA National Model, reflect school counselors' training, expertise and responsibilities. Under the Massachusetts Model, licensed school counselors are evaluated annually against these professional expectations that include standards for program implementation and evaluation. These standards can also be used by school counselors in the design and implementation of professional development plans and for self-evaluation. School counselors should work with administrators and other colleagues to design appropriate evaluation instruments that will address these standards, in compliance with district policies.

The professional school counselor is expected to:

Standard 1: Plan, organize and deliver the school counseling curriculum to:
- address the developmental needs of students while supporting the school mission
- support learning and close the student achievement gap
- foster a safe and supportive school climate by demonstrating and promoting positive interpersonal relationships with students, staff, parents/guardians, and community partners

Standard 2: Implement individual planning interventions in collaboration with partners (e.g., teachers, parents, mentors) to:
- develop students' planning and decision making skills
- develop educational/career plans for students, individually and in groups
- promote accurate and appropriate interpretation of assessment data and relevant information

Standard 3: Provide responsive services in consultation with administrators, teachers and student support services and through referrals to external organizations/agencies to:
- address students' identified needs and concerns individually and/or in small-group counseling
- involve parents/guardians, teachers, administrators and support services staff as needed
- utilize school and community agencies and organizations for providing long-term responsive and support services

Standard 4: Monitor student progress on a regular basis to:
- ensure equity in access and delivery
- modify or develop curriculum and interventions as needed
- track students' progress with their education/career planning

Standard 5: Manage and use time effectively in order to:
- ensure adherence to a master calendar for program implementation
- distribute and post a calendar of events and services for timely access by students, parent/guardians, administrators and teachers

Standard 6: Collect and analyze school counseling data to:
- establish goals and activities that work to close the student achievement gap
- ensure that students are taking appropriate yet rigorous courses
- guide counseling program direction and emphases
- maximize use of counselors' time
- measure results and disseminate outcome information
- plan for and improve program evaluation

Standard 7: Encourage and provide system support to:
- ensure that the school counseling program is meeting the needs of students and the school community
- support student achievement through collaboration with educational and community based programs
- obtain input from school administrators and staff in developing the counseling management system
- gain assistance and cooperation in carrying out program evaluations

Standard 8: Communicate regularly with the school council and other school advisory committees to:
- learn of the needs and concerns of constituent groups
- gain support for school counseling goals while learning how counselors may support others'
- inform the council and other advisory committees of program features and services
- review the school improvement plan and provide input

Standard 9: Conduct a yearly program audit to:
- determine the degree to which the school counseling program is being implemented
- inform appropriate stakeholders of program results
- inform counseling staff of the need for modifications in the program and/or calendar

Standard 10: Act as a student advocate, leader, collaborator and systems change agent to:
- ensure support for all students achieving at the highest levels
- ensure equity in the delivery and access of the program
- advance the school's and counseling department's mission and goals

> [T]he child explains the man as well as and often better than the man explains the child.
>
> *Jean Piaget, The Psychology of the Child*

Section 2
Delivery System

Quality school counseling programs are based on research findings and data analysis. They are organized so that all students benefit from the curriculum, services, interventions and support. Delivery of the four key program components (i.e., Guidance Curriculum; Individual Planning; Responsive Services and System Support) is viewed as integral to the school's mission.

Support and involvement of the school community, including parent and community partners, is critical for successful program delivery. Such collaboration enhances equitable access to the program and fosters the supportive and safe school climate essential for learning. The following sample delivery chart outlines how a school counseling program might be organized and delivered:

GUIDANCE CURRICULUM: Standards-based lessons and activities	RESPONSIVE SERVICES Services that address immediate crisis needs of students	INDIVIDUAL PLANNING Advising interventions focused on planning and decision making	SYSTEM SUPPORT Activities to establish, maintain, and enhance the program
Suggested Times Elementary 35%-45% Middle/Jr. High 25%-35% High School 15%-25%	**Suggested Times** Elementary 30%-40% Middle/Jr. High 30%-40% High School 25%-35%	**Suggested Times** Elementary 5%-10% Middle/Jr. High 15%-25% High School 25%-35%	**Suggested Times** Elementary 10%-15% Middle/Jr. High 10%-15% High School 10%-15%
Purpose: Student acquisition and application of skills for success in school, workplace and life.	**Purpose:** Short term intervention to stabilize school-specific situations that disrupt student learning.	**Purpose:** Assisting students with educational and career planning.	**Purpose:** Program management, enhancement, evaluation
Academic/technical **Sample Goal:** Students acquire necessary attitudes, knowledge and skills to be self directed **Work readiness** **Sample Goal:** Students acquire attitude, knowledge and skills to investigate the world of work **Personal/Social** **Sample Goal:** Students acquire necessary attitudes, knowledge, and skills to work and relate to others	**Academic/technical** **Sample Goal:** Counselors assist a student facing obstacles to learning (e.g. test anxiety, behavior management) **Work readiness** **Sample Goal:** Counselors assist a student in balancing school and/or family and workplace demands **Personal/Social** **Sample Goal:** Counselors assist a student in managing family or peer conflict, advocating for themselves	**Academic/technical** **Sample Goal:** Students create and manage an educational/career plan tied to post-secondary goals **Work readiness** **Sample Goal:** Students identify interests, skills and values and apply them to school and postsecondary decision making **Personal/Social** **Sample Goal:** Students use information and consultation in making transitions between grades, schools and postsecondary options	**Evaluation** **Sample Goal:** Counselors conduct school program evaluations **Management** **Sample Goal:** Counselors consult and collaborate with school and community partners in program development **Enhancement** **Sample Goal:** Counselors use data for planning professional development
Counselor Strategies: ▪ Interdisciplinary curriculum planning/instruction ▪ Large and small group instruction/interventions ▪ Parent/guardian information and meetings	**Counselor Strategies:** ▪ Individual and/or small group counseling ▪ Consultation and community referrals ▪ Student peer helpers/student assistance team ▪ Prevention and intervention programs	**Counselor Strategies:** ▪ Coordination of educational/career planning with teachers, parents, mentors ▪ Student monitoring ▪ Consultation ▪ Workplace/placement ▪ Portfolio development	**Counselor Strategies:** ▪ Data analysis ▪ Consultation/collaboration (internal/external) ▪ Monitor program outcomes and system support

The Guidance Curriculum

A quality guidance curriculum includes a sequential, standards-based plan for instruction that cultivates students' competencies across key developmental domains. Curriculum units are delivered to all students, at every grade level, pre-K to 12. Successful implementation depends upon school-wide support and cooperation. **While school counselors are responsible for designing, planning and implementing the curriculum, a number of student outcomes are best met through the involvement and participation of teachers and parents/guardians.** Components and delivery strategies include:

- **Scope and Sequence Charts:** Topics and competencies to be taught at each grade level articulating what students should know, understand and be able to do as a result of a program or intervention.

- **Classroom Instruction/Assessment:** Developmentally appropriate standards-based lessons, presentations and activities based on general research methods, assessment and anecdotal feedback. The MA Work Based Learning Plan is one example of a standards-based tool designed to drive learning and productivity in students' work-based learning experiences (e.g., job shadowing, internships). This assessment tool is used to evaluate employability skill proficiency while results inform classroom teaching and learning. Community Service Learning projects also provide opportunities to assess the application and transference of learning.

- **Interdisciplinary Curriculum Units/Activities:** Integration activities and classroom instruction to advance the Massachusetts' CDE benchmarks while supporting the Massachusetts Curriculum Frameworks and school curriculum.

- **Large and Small Group Instructional Activities, Presentations and Assessments:** Structured group activities, assessments (e.g., skill or interest inventories), workshops, assemblies and meetings to address student needs and interests.

- **Parent Educational Outreach:** Resources, information, training and/or programs delivered to parents/guardians with the goal of reinforcing the guidance curriculum and increasing student outcomes.

Responsive Services

Responsive services are short-term counseling interventions to resolve immediate conflicts/problems, respond to crisis events, and intervene in school-specific situations that disrupt learning. School staff, parents/guardians, community members and students can initiate responsive services. **Under the Massachusetts Model, school counselors work in partnership with administrators, teachers and school and community mental health professionals to provide services via a delivery system that benefits the most students while maximizing counselors' time.** Responsive Services and implementation strategies include:

- **Individual/Small Group Counseling**: Counseling students with identified needs/concerns to clarify needs and provide immediate, short-term interventions. The school counselor acts in accordance with all federal, state and local laws and policies with respect to confidentiality, suspected cases of abuse, and threats of harm or violence.

- **Consultation:** Working collaboratively with school psychologists, adjustment counselors, parents, teachers and community-based mental health professionals to develop a broad base of support for students.

- **Outside Referrals:** Referring students and families to community agencies to assist them in managing crises outside the scope of the school counseling program.

- **Student Peer Helpers and School-Wide Prevention/Interventions Programs:** Training of and collaboration with students to act as peer-helpers and/or mediators. This includes working with existing peer support programs (e.g., student council, Gay/Straight Alliance).

- **Preventative Interventions:** Ongoing interventions to reduce the need for crisis management and remediation. Intervention goals include the development of attitudes, knowledge and skills that build students' self-worth, resiliency, optimism, and future orientation. Community service learning projects and peer support groups are examples of such interventions.

- **Crisis Counseling:** Providing counseling and support to students and school staff dealing with crises.

- **Crisis/Safety Plans and School Response Teams:** Developing school crisis plans and establishing teams to implement school safety, preventative interventions and crisis response. Staff crisis training is conducted to establish readiness to meet student/school needs in emergency situations.

- **Student Assistance Teams:** Collaborating with school staff to plan and deliver interventions to address specific needs of students.

Individual Planning

Individual planning consists of ongoing, systematic interventions to assist students with planning, managing and monitoring their educational/career goals. Assistance is planned, delivered and/or coordinated for delivery by the school counselor. Individually or in small groups, each student is provided with information, encouragement and support to both establish and work towards his/her goals. **Parents/guardians are kept informed and asked to provide input and approve plans.** Operating under the Massachusetts Model, school counselors ensure that all students, with guidance from their parents/guardians, benefit from accurate and appropriate interpretation of assessment data in planning. Individual Planning implementation strategies include:

- **Individual/Small Group Appraisal:** Assisting students and parents/guardians with analysis and evaluation of abilities, interests, aptitudes and achievements. This includes a review of assessment results such as MCAS, PSAT/SAT, college placement tests, vocational assessments and career interest inventories. A review of students' course selection, grades, extracurricular activities and hobbies is also used to assist with identification of educational and career goals.

- **Individual/Small Group Counseling:** Using assessment results and up-to-date educational, career and labor market information to help students plan and reach their short and long-range goals.

- **Student Monitoring:** Monitoring students' progress with their education/career plans on a regular basis, assisting and advising as needed.

- **Consultation:** Partnering with parents/guardians, teachers and mentors to assist students in utilizing and carrying out their plans.

- **Referral/Placement:** Consulting and collaborating with school faculty, program coordinators (e.g., cooperative education or Tech Prep coordinators) and parents/guardians to augment students' positive transitions from grade to grade, school to school and onto postsecondary success.

- **Portfolio Development:** Assisting students with documenting and showcasing their personal achievements, competencies, extracurricular accomplishments and long-range goals.

System Support

System support includes activities that establish, enhance and maintain optimal delivery of the school counseling program. It begins with an assessment of the program's delivery system, alignment with school and district missions, and its impact on students and school climate.

Effective use of resources can greatly enhance the delivery of the school counseling program by maximizing counselors' time for quality program delivery. This includes the strategic use of resources such as technology, administrative support, staffing beyond the counseling department (e.g., paraprofessionals, interns, parents, teachers as advisors) and community partners. School counselors are responsible for encouraging and maintaining system support through effective program management, assessment and collaboration. This would include:

- **Program Management/Coordination/Development:** Providing direction, vision and accountability for the school counseling program. Ongoing consultation and collaboration with school administration and staff to foster understanding and support for school counseling initiatives and calendars.

- **Program Audit:** Conducting annual program audits to determine the degree to which the school counseling program has been being implemented. Audit results may yield changes in the school counseling program and the master calendar for the following year.

- **Program Assessment:** Outcome assessment to clarify the impact and effectiveness of interventions, guide program direction, identify student needs and areas for program improvement.

- **Student Assessment**: Evaluating student achievement data to ensure that all students gain access to rigorous curricula. Based on data analysis, counselors may identify gaps in academic, technical or developmental skill progression and suggest changes in schedules or instructional practice in order to provide additional support for achievement.

- **The School Council/Other Advisory Councils:** Counselors serve on or attend council and committee meetings. Each school in Massachusetts convenes a school council comprised of the principal, educators, parents, and community representatives who work to identify/assess needs, establish goals, and write an annual school improvement plan. Counselors may oversee the development of a council subcommittee to address counseling specific improvement goals.

- **Public Relations and Community Outreach:** Attendance at school committee and/or chamber of commerce meetings to inform the community of counseling programs and develop community partnerships and support.

- **Professional Development:** Data-driven professional development, including in-service training, to ensure that school counselors are able to implement the counseling program and services as outlined in the Massachusetts Model.

> We need to be the change we want to see happen. We are the leaders we have been waiting for.
>
> *Gandhi*

Section 3
Management System

In order to manage a school counseling program, various organizational tools and processes must be in place. Components of a quality management system include:

- Use of Time/Calendars
- Management Agreements
- Use of Data
- Performance Evaluation

A major goal and challenge in the delivery of a comprehensive school counseling program is providing equitable access and delivery. Consequently, relevant strategies and decisions are best made by a school-wide team of counselors, administrators and educators. Considerations may include:

- **Scheduling:** What type of system is in place? Does the school designate time for responsive services, curriculum delivery, individual planning? Can such time be identified? Is flextime to serve students and parents after hours an option?
- **Classroom Implementation:** Can time from classroom instruction be devoted to school counseling lessons that support the general curriculum? Can school counselors and teachers plan and co-teach a lesson?
- **Curriculum:** How can school counselors assist teachers in delivering or supporting the academic or technical curriculum? How can career components be integrated? Is character education being addressed?

Use of Time/Calendars

Time management becomes a critical issue in implementing a comprehensive school counseling program. Calendars must be used to document not only student access and participation levels but the time school counselors spend on delivering the curriculum, individual planning, responsive services, and system support. The allocation of time for each program component varies according to grade levels, the developmental needs of students and the level of resources and program support. The Massachusetts Model has adopted ASCA's guidelines in recommending the following target percentages of time for each component:

Recommended Allocations of Total School Counselor Time

Based on MASCA's recommended counselor to student ratio 1:250 maximum

Delivery System Component	Elementary School % of Time	Middle School % of Time	High School % of Time
Curriculum	35-45%	25-35%	15-25%
Responsive Services	30-40%	30-40%	25-35%
Individual Planning	5-10%	15-25%	25-35%
System Support	10-15%	10-15%	10-15%

It is important to assess how school counselors are using their time in relation to student needs and outcomes. **When it is determined that services are more suited to other student support staff or community based professionals (e.g., school adjustment counselors, psychologists) or that tasks could be done by non-counseling staff (e.g., scheduling, test monitoring, bus duty) alternatives are explored.** For example, some Massachusetts schools use paraprofessionals for tasks such as test monitoring and bus duty while others partner with community-based counseling agencies to provide services in the school.

Master Calendar: A master calendar is developed and published to document and promote components of the school counseling program. The calendar is a counseling intervention that promotes students' access of services by increasing awareness of school counseling activities. The calendar is organized by grade level and highlights services, activities, and events such as wellness days, career fairs and financial aid workshops. The calendar is featured in several prominent places such as school bulletin boards, the program of studies, and the school website.

Planning Calendar: Individual planning calendars are completed by each counselor listing lessons, individual planning sessions, responsive services and system support efforts. School counselors use individual planning calendars, reports and logs for planning and documentation.

Monthly Reports: These reports contain the necessary data for documenting and evaluating the school counseling program. A report is completed by each school counselor summarizing such things as students' participation, time spent on program delivery, and evaluation outcomes.

School Counseling Record Keeping System: A system is established for recording, storing and retrieving records such as: counseling logs, contact information, sign-in sheets, permission slips and meeting agendas.

Management Agreements

Program management agreements are used to support effective program delivery. The entire school counseling team meets with the principal to reach and document agreement on program priorities, implementation strategies and the organization of the counseling department. This written agreement is designed to facilitate program delivery and outcomes. Ideally, program management agreements are reviewed and approved by other school administrators such as the vice principal (or administrator in charge of discipline), special education director and all department heads. The management agreement addresses:

- the needs of the students and the school (based on data analysis)
- the assignment of students to specific counselors (based on data analysis)
- the responsibilities of individual counselors for program management and delivery
- the professional development priorities for the school counseling department

Use of Data

Operating under the Massachusetts Model, the school counseling program becomes increasingly data driven. School counselors design and implement interventions based on analysis of data related to students' developmental needs, achievement levels and school practices (e.g., remediation, special education referrals). Under NCLB and Massachusetts Education Reform, public schools collect and report highly disaggregated school and student performance data that can be used by counselors in analyzing results and planning programs. Comprehensive data

sources such as the Student Information Management System (SIMS) are analyzed in planning, monitoring and evaluating the school counseling program. There are many other data sources within the school, such as course selection and postsecondary follow-up results. Individual competency checklists are also developed to provide feedback to students, parents, and teachers on students' progress in acquiring the *CDE Benchmarks* competencies. Data are also used to:

- Identify the need for program and curriculum modifications
- Focus resources and interventions where they are most needed
- Monitor student progress and development
- Evaluate the need for policy changes
- Evaluate intervention outcomes
- Demonstrate accountability
- Secure grants and community support

In a data-driven school counseling program, school counselors begin by looking at a wide range of data from several perspectives. They work with administrators, faculty and advisory councils to then create a picture of the school's and students' needs. **In this way, data analysis focuses discussion and planning on important variables such as students' developmental needs, the school environment, and school policy and practice. Based on such data analysis, the school counseling program concentrates its efforts on addressing these variables and evaluating outcomes.**

Performance Evaluation

Under the Massachusetts Model, the School Counselor Performance Standards below (see Section 1 - *Program Foundation* for more) are used to evaluate school counselors' professionalism as well as their performance in program design, implementation and evaluation. School counselors work with the school and district to design appropriate evaluation tools that comply with their district governing board and bargaining unit policies to evaluate counselors' performance in:

- Standard 1: Planning, organize and deliver the school counseling curriculum

- Standard 2: Implementing individual planning interventions in collaboration with partners (e.g., teachers, parents, mentors)

- Standard 3: Providing responsive services in consultation with administrators, teachers, and student support services and through referrals to external organizations/agencies

- Standard 4: Monitoring student progress on a regular basis

- Standard 5: Managing and using time effectively

- Standard 6: Collecting and analyzing school counseling data

- Standard 7: Encouraging and providing system support

- Standard 8: Communicating regularly with the school council and other advisory committees

- Standard 9: Conducting a yearly program audit

- Standard 10: Acting as a student advocate, leader, collaborator and systems change agent

Section 4
Accountability

- Measuring Student Outcomes
- Evaluation and Modification of Programs
- Disseminating Results

Education reform efforts across the nation and here in Massachusetts emphasize accountability for results. Under No Child Left Behind and the Massachusetts Education Reform Act all students are expected to: (1) **meet the competency determination in mathematics and English; and (2) by 2014, reach the proficiency determination.** No Child Left Behind also emphasizes three other criteria for student success: **(1) all education initiatives should be based on data that demonstrate their effectiveness, (2) all students should graduate from high school, and (3) all schools should be safe.** These expectations provide school counselors with several opportunities to demonstrate the value of the school counseling program. Massachusetts school counselors must collect and analyze data that demonstrate how the counseling program supports student achievement and school improvement. To that end, the following questions should be considered:

- How does individual planning positively impact high school graduation rates and postsecondary outcomes?
- What data best demonstrate the effectiveness of our school counseling interventions?
- How has the school counseling program supported school improvement goals?
- How do system support efforts positively impact school climate?

By answering such questions, school counselors not only demonstrate how they support the school mission but also the aforementioned education reform goals. **School counselors are critical players in supporting and guiding students to reach rigorous academic/technical standards and successfully transition to postsecondary education or training.** School counselors are uniquely positioned within schools to identify obstacles to teaching and learning and recommend strategies for improvement. However, until school counselors are able to demonstrate accountability for results they will continue to be viewed by many as providers of ancillary services rather than as critical players in supporting student achievement. School counselors must, therefore, view accountability as both an opportunity and necessity rather than as an option or threat.

Measuring Student Outcomes

With an emphasis on accountability for results, quantifying the number of counseling activities, students served, or products developed is viewed as "so what" data. Under the Massachusetts Model, school counselors, instead, strive to analyze data in relation to program goals and outcomes. They gather and disseminate data that demonstrate that specific counseling interventions contribute to gains in achievement such as: increased enrollment in rigorous courses and postsecondary education, better attendance or reductions in disciplinary incidents. Targeted student outcomes are based on data analysis, the needs of students and the vision of school and district leaders. **Data elements deemed as critical measures of student outcome variables (e.g., learning style, school climate, test anxiety) are addressed and more importantly documented in the school improvement plan.**

Evaluation and Modification of Program Implementation

Under the Massachusetts Model, the school counseling department sets its goals annually with input from the principal and the school council. The school counseling goals are reflected in the school improvement plan to ensure that the program is supported, carried out and modified as needed. **The school improvement plan becomes a means for school counselors, the principal, faculty, and parents to ensure that the school counseling program is supporting the school improvement goals.**

Program Audit

Implementing and maintaining a comprehensive school counseling program requires multifaceted systemic change. Consequently, school counselors must monitor progress and document results regularly. A program audit is one means of evaluating the central components of the school counseling program. **The primary purpose of an audit is to guide program delivery and improve results by identifying: (1) the strengths and weaknesses of the program, (2) short and long range goals and (3) the focus of professional development**. In addition to the program audit, evaluation may include assessment of student and/or parent satisfaction as well as the recommendations of the school council and other committees.

Dissemination of Results

In a comprehensive developmental school counseling program all students participate. Consequently, more parents/guardians, educators, and other stakeholders become interested in program results. In order to ensure that all constituents understand both the accomplishments and challenges of the school counseling program, reports of progress and results should be shared at meetings and through newsletters, presentations, and websites. Ideally, information is presented and tailored to various stakeholder groups. The table below suggests the type of information suited for various audiences.

Data	Students	Parents	Teachers	Administration	Other Counselors
Aggregated Student Performance	✓	✓	✓	✓	✓
Disaggregated Student Performance		✓	✓	✓	✓
Student Wellness/Risk Surveys	✓	✓	✓	✓	✓
Specific Intervention Results	✓ *(students involved)*	✓ *(parents: students involved)*	✓	✓	✓
School Safety	✓	✓	✓	✓	✓
Counselor Development				✓	✓
Program Modifications		✓	✓	✓	✓
Needs Assessments	✓	✓	✓	✓	✓
Financial/Resource Planning			✓	✓	✓

There are many models and resources available for collecting and disseminating information about school counseling programs. For example, Missouri uses detailed criteria for program audits in its school and district accreditation process. The Los Angeles County Office of Education and the California Counselor Leadership Academy have developed an instrument for continuous improvement call SPARC (Support Personnel Accountability Report Card). In Los Angeles County, SPARC results are made available online. MASCA is working to adapt SPARC in developing such a tool for Massachusetts. The *Massachusetts Accountability Report Card* (MARC of Excellence) will soon be available at www.masca.org.

IN CONCLUSION

While this draft of the Massachusetts Model represents the collective input of numerous school counselors, university pre-service program faculty and the Massachusetts Department of Education (staff from Academic Support, Career and Technical Education, Program Approval, Student Support Services) including the Commissioner himself, your feedback will strengthen the final Massachusetts Model.

Please distribute this draft to colleagues and other interested parties and encourage their input. A final draft, reflecting public comment will be presented to the MASCA Board and the Department of Education staff for ultimate endorsement. The Massachusetts Model will be available on the MASCA website, as well as and those of the Massachusetts Department of Education and the National Center for School Counseling Outcome Research at the University of Massachusetts, Amherst.

Please complete and return the attached Response Form, individually or collectively, **no later then November 10, 2005**.

> Seeing better [what it is that people are doing] increases our vulnerability to being recruited to the welfare of another. It is our recruitability, as much as our knowledge of what to do once drawn, that makes us of value in our caring for another's development.
>
> *Robert Kegan   The Evolving Self*

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MA Model for Comprehensive School Counseling Programs Response Form

Your feedback will ensure that the final draft of the *Massachusetts Model for Comprehensive School Counseling Programs* is a valuable document for Massachusetts school counselors, K-12. Responses must be mailed, faxed or e-mailed by November 10, 2005 to ***MASCA c/o Katie Gray, President, Massachusetts School Counselors Association (MASCA), Blackstone Valley Technical High School, 65 Pleasant Street, Upton, MA 01568 (FAX 508 529 2403, kgray@valleytech.k12.ma.us)***

Which best describes your current position(s)? [*If your feedback represents a group response, indicate how many?*]

❐ Superintendent/Asst. Superintendent   ❐ School Counselor   ❐ Principal/Asst. Principal

❐ Department Head/Teacher   ❐ Guidance Director   ❐ Other: _____

Name (*optional*): _____   School (*optional*): _____

1	2	3	4	5
Fully Disagree	**Somewhat Disagree**	**Unsure**	**Somewhat Agree**	**Fully Agree**

Use the scale above for rating the items below.

Evaluation Items	Scale				
1. The content is useful and well developed. *Comment:*	1	2	3	4	5
2. The document is written and formatted in a way that makes it easy to use. *Comment:*	1	2	3	4	5
3. The Model will help school counselors to plan and modify their current programs. *Comment:*	1	2	3	4	5
4. The Model will help school counselors to develop new programs. *Comment:*	1	2	3	4	5
5. The Model will help school counselors to evaluate their school counseling program. *Comment:*	1	2	3	4	5
6. The school counseling program standards on pages 10-11 are complete and appropriate. *Comment:*	1	2	3	4	5
7. The Career Development Education Benchmarks on pages 5-9 represent the foundation knowledge and skills students will need for school and future success. *Comment:*	1	2	3	4	5
8. The Model will assist counselors in guiding students to successful postsecondary transitions. *Comment:*	1	2	3	4	5

DRAFT   DRAFT

9. The Model will assist counselors in managing their programs.	1	2	3	4	5

Comment:

10. The document is useful to administrators as well as counselors.	1	2	3	4	5

Comment:

11. The Model will help counselors gain school and community support for their programs.	1	2	3	4	5

Comment:

12. The Model will help university pre-service programs to evaluate, strengthen and modify their programs.	1	2	3	4	5

Comment:

GENERAL COMMENTS AND RECOMMENDATIONS
(Additional pages may be attached)