

MASCA Counselor's Notebook

MASSACHUSETTS SCHOOL COUNSELORS ASSOCIATION

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January 2018

President's Message: Looking Forward

By MEGAN KRELL, Ph.D., MASCA President

Happy New Year! I hope you had a wonderful, restful break. Looking back, 2017 was a successful year for school counselors in Massachusetts. Through advocacy, we saw the state license name change to "School Counselor" -- a wonderful success! Moving forward, it is important for MASCA to continue our efforts working with the Department of Elementary and Secondary Education to advocate for the profession.

I am looking forward to spending the next few months reestablishing a MASCA Emerging Leaders Program and touching base with the membership about your needs. If you are interested in assisting or participating in such a program, please let me know! It is imperative



that we not only support our new school counselors, but also train and mentor the future leaders of organizations such as MASCA. It is my hope that this program will help prepare our upcoming leaders for the demands of balancing work, family, service, and self-care. More to come on this throughout the spring!

As usual, I have some important reminders for you! First, we hope you will join us for our annu-

al conference April 30th-May 1st in Hyannis. Registration information is on our conference website: <http://www.ncyi.org/203>. Second, National School Counseling Week is coming up next month! It is annually celebrated the first full week in February (February 5th-9th this year). We hope you will join us in celebrating and advocating for the school counseling profession. For more information and ideas to promote National School Counseling Week, check out the article on page 2.

Enjoy this issue of the *Counselor's Notebook*! And please feel free to contact me at president@masca.org with any comments, questions, or school counseling concerns! Happy New Year from MASCA!

Meet the MASCA 2018 Conference Keynote Speakers

By RUTH CARRIGAN, MASCA Past-President and PD Chair

Our annual MASCA Conference is only four 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, May 1, 2018 – Julia Cook, Keynote Speaker – Reboundaries and Resilience: Enhancing Skills that Foster Boundary Recognition, Deter-

mination, and GRIT!



Julia Cook is a former teacher and school counselor, and is now an international speaker and one of the world's foremost authors of counseling books for children. Her imaginative stories are extremely engaging to all ages, leading her to publish over 80 successful storybooks. In her research-based keynote, Julia takes a look at

how creative world-class parents and educators are helping children thrive with strength and confidence in their ever-changing world.

Monday, April 30, 2018 – Amie Dean, Pre-Conference Speaker – Behavior Interventions that Work

With 21 years of experience as an educator and professional consultant, Amie has



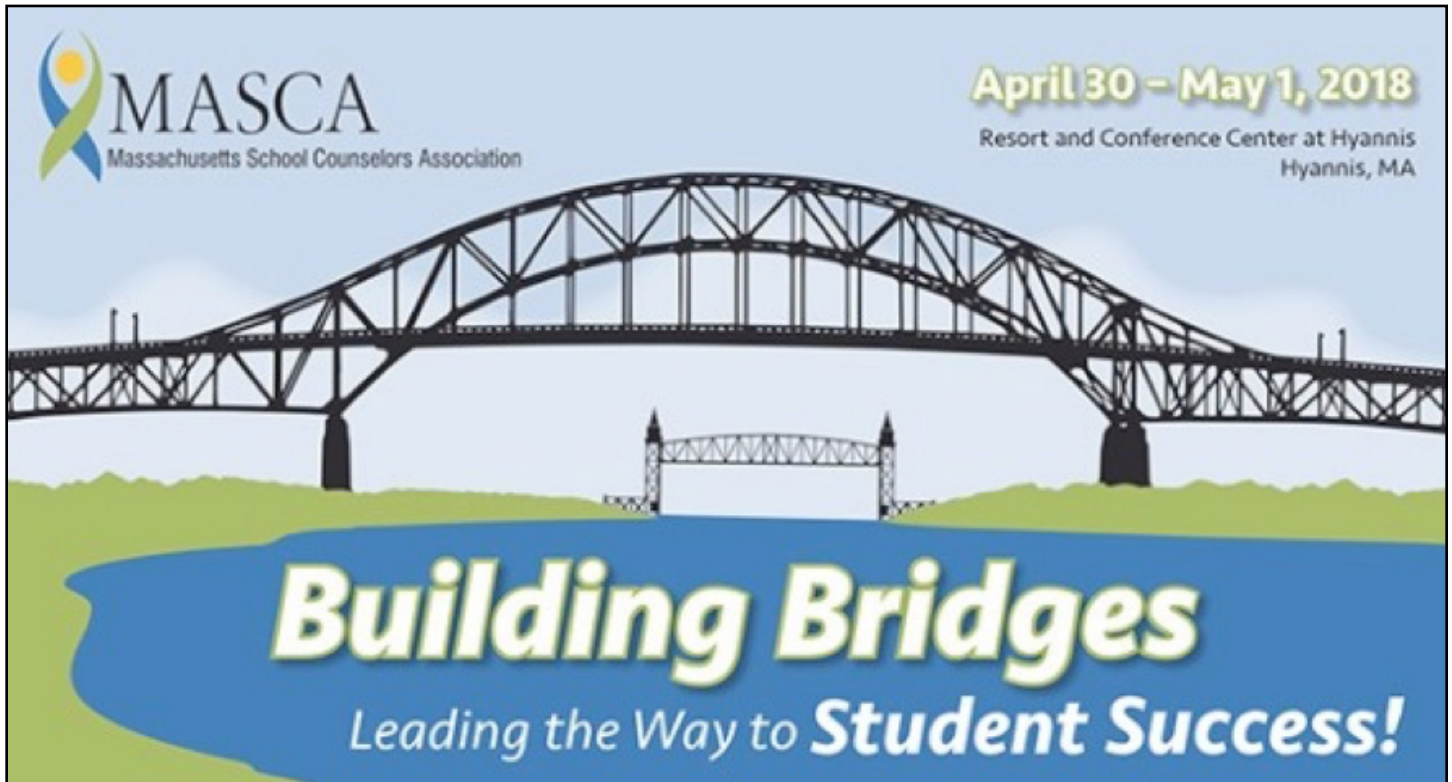
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KEYNOTES (cont'd from page 1)

worked with thousands of teachers, counselors, and administrators in over 250 districts to improve best practices in behavior support and student engagement. Join Amie as she presents Behavior

Interventions that Work. This seminar is designed to provide counselors with research-based strategies to employ immediately to create positive school climate. These are practical, hands-

on strategies to use with students who have suffered trauma, have behavior challenges, or just need positive interactions to motivate them to put forth increased effort and develop self-belief.



Celebrate National School Counseling Week 2018

National School Counseling Week 2018, "School Counselors: Helping Students Reach for the Stars," will be celebrated from **Feb. 5-9** to focus public attention on the unique contribution of school counselors within U.S. school systems. Sponsored by ASCA, this week highlights the tremendous impact school counselors can have in helping students achieve school success and plan for a career.

To help you promote the week, ASCA has developed many materials and documents, a number of which are free. Order your materials by Jan. 19, 2018, to ensure they

arrive in time for National School Counseling Week. Order materials online by going to the ASCA website at www.schoolcounselor.org or call (800) 401-2404 to order via phone. The following materials are available to order: proclamation, certificate of appreciation, sam-

ple press release, sample morning announcements, posters, pencils, stickers (English and Spanish), door hangers, and bookmarks.

ASCA is also hosting a Photo and Video Challenge. Take a photo/video for the day's theme and share on Twitter, Facebook, or Instagram with the hashtag #NSCW18. For the daily themes, visit the ASCA website.

We hope that you will join your colleagues across Massachusetts and celebrate National School Counseling Week. If you do, please share your experiences and pictures with the *Counselor's Notebook!*

MASCA

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Animal-Assisted Intervention Program Has Proven Results in Springfield

By SANDRA A. COLLINS, MSW, LCSW, School Adjustment Counselor, Alice B. Beal Elementary School, MASCA Board Member

"You know, a dog can snap you out of any kind of bad mood that you're in faster than you can think of." - Jill Abramson, New York Times

The field of medicine and social research is bursting with data regarding the overwhelming benefits pets bring to our lives and to the lives of others. Medical research indicates a connection with a pet can lower blood pressure, increase the release of a hormones associated with bonding and affection, ease anxiety and develop a sense of calm and peace in people with PTSD.

Schools with therapy animals have demonstrated proven results: children developing better reading skills when they are able to read to a nonjudgmental dog; children developing better self-control with body and voice; and an overall increased positive community atmosphere.

A *National Geographic* article published in December 2012 described how dogs aided children and adults after the Sandy Hook elementary school shooting. The article stated part of what makes dogs special is that they are one of the only species that does not generally exhibit xenophobia (fear of strangers). They are in fact generally xenophilic, meaning they love strangers. Pets have excellent listening skills and demonstrate unconditional love. When humans show affection it can be quite a complicated event involving expectations and judgments, but with a pet, the affection is an uncomplicated and non-challenging interaction with no consequences or costs.

Students and staff at Alice B. Beal

Elementary School in Springfield, MA have experienced the benefits of having a dog in their school for the past two years. Elska, a Portuguese Water Dog, has been working with the Beal community since November 2016. In an effort to address the needs of a few specifically behaviorally-challenged students, the animal-assisted intervention program was developed as a means to "think outside the box." A review of websites and articles was the first step in developing Beal's program.

Very few programs have the animal owner and trainer in the same building. Schools most often contract with an outside agency for animals to visit schools for one or two hours a day. Many colleges and universities have pet support programs, which include animals from dogs to horses to pigs. Having a pet support program at Beal was a win-win situation. I have a trained therapy dog in my home and work at Beal as the school adjustment counselor.

Elska has been working at Western New England Law School, providing emotional support to law students throughout several semesters and during finals. After completing two levels of obedience school, she was trained and certified with Bright Spot, an agency located in Northampton. As she is considered a hypoallergenic dog (she has hair, not fur), she makes

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ANIMAL (cont'd from page 3)

an excellent therapy dog; students with asthma and medical issues are not negatively impacted by her presence.

An introductory letter was sent home to all families outlining the animal-assisted intervention program. Age-appropriate lessons were developed for grades K-5. Background information about Elska, expectations, and guidelines were clearly explained and posted in classrooms. The program was explained to staff.

Elska attends school two to three times a week. Students and staff can be overheard in the hallway reading the sign indicating her presence in the building. When students learn she is in school on a particular day, there is a noticeable buzz in the hall. Staff make a point of coming

to the counselor's office to visit Elska. There is a positive change in the energy level when Elska is in the building. While schools are driven by quantitative data, anecdotal data and common sense suffice to indicate the program is successful. Students with challenging behaviors can be observed making better choices in a whole group or small group setting when Elska is present. When walking in the hallways, students are observed demonstrating more self-control with their bodies and voices.

When Elska enters a classroom she walks around sniffing and smelling her surroundings. Invariably she identifies students "needing" her support. In the journal, *Animal Cognition*, from the University of London, a research report

was published affirming, "Dogs were more likely to approach a crying person than someone who is humming or talking." Dogs often respond to these behaviors with a more submissive approach than excitable one. Researcher and psychologist Deborah Custance stated, "The fact that the dogs differentiated between crying and humming indicates that their response to crying was not purely driven by curiosity. Rather, the crying carried greater emotional meaning for the dogs and provoked a stronger overall response than either humming or talking."

Dogs have been identified as experts in human communication. They react to another person's emotion, not their own needs, sug-

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**January
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2-28 National Drug and
Alcohol Facts Week

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Counselor's Notebooks
prior to 1999.**

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

ANIMAL (cont'd from page 4)

gesting they have a level of empathy, or comfort-offering behavior. Some research indicates dogs are able to be empathic because their owners demonstrate care and protection for them. *The New Yorker* contributor and author, Thom Jones wrote, "Dogs have a way of finding the people who need them, and filling the emptiness we didn't ever know we had."

When Elska is at "work" she acts very differently than at home where she is simply a pet. Elska is more submissive with students. While I may know which students in a classroom need support from the counselor, Elska simply uses her

canine sixth sense to identify students, and she is always correct.

During a whole group lesson, Elska walks around from student to student. She is not a distraction. Students are aware they need to continue their engagement and learning. Many times students can be observed petting Elska with one hand and writing with the other. Elska provides nonverbal communication with students, both English and non-English speakers. A smile and wag of the tail have the same meaning, no matter the language. As the school counselor, my task is to simply provide the setting for the interaction. Proof of Elska's

impact can be found in students' writing and reports from families and teachers. There are fewer behavioral outbursts from students when Elska is in the hall and classroom. The school custodian reports that floors have never been cleaner. Students are more aware of their surroundings when Elska is in the building and keep the floors cleaner throughout the day.

The French poet and novelist, Anatole France, said, "Until one has loved an animal a part of one's soul remains unawakened." Elska awakens the soul of the Beal community soul with unconditional love and acceptance.

Social Media New Year's Resolutions

By LAURIE DICKSTEIN-FISCHER, Ph.D., Salem State University

AMANDA OGILBY, M.Ed. in School Counseling Candidate '19, Salem State University

As we begin the New Year, many of us habitually take stock of our lives. Where has the last year taken us and what does the future hold? Where have we succeeded and where are areas for improvement? It is in this vein that I would like to challenge all of my school counselor colleagues to extend a similar analysis to our students and evaluate, specifically, how the current social media landscape may be impacting their psychological and emotional well-being.

Today's youth has instantaneous

nonstop access to virtually all of their peers. Whether through Facebook, Instagram, Snapchat, Twitter, or another social platform, a student's day no longer ends when the last bell rings. Instead, the majority of students' social lives continue well into the evening, with their third appendage, the cellphone. Facebook alone had 1.37 billion daily active users (Facebook, 2017), and remains the social platform most heavily used across the nation (Pew Research Center, 2017). Undoubtedly, al-

most every student a counselor works with has a Facebook profile and thus an online image they consciously project outwards to the world. While most students are using these social platforms after school and on weekends, their effects are felt throughout the school day, fundamentally shaping their lives. Accordingly, counselors must understand how a student's online social presence transcends his phone or computer screen, and impacts his social and

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Operation Game of Loans

By ARI LAZARUS, Consumer Education Specialist, Federal Trade Commission (FTC)

The FTC recently announced the Operation Game of Loans, an enforcement sweep targeting student loan debt relief scams. To learn more about how

the FTC is stopping student loan scammers, please read their blog at www.consumer.ftc.gov/blog/2017/10/got-student-loan-debt-dont-be-scammed and

share the information with your networks. For more information about student loans and debt relief scams, visit the updated resource at ftc.gov/studentloans.

emotional health.

First, and perhaps most importantly, Facebook profiles are an exercise in impression management. A student's Facebook profile is a vehicle by which they can manage their impression by having the "right" list of friends, filtering information posted to their profile or wall by choosing to delete or keep messages (Zhao et al., 2008). Other studies have shown that users also filter which friends they choose to "accept" to create a desired image of themselves through having the "correct" number of friends (Tong, Van Der Heide, Langwell, & Walther, 2008) and physical attractive photos of themselves and their peers on user's Facebook profile (Walther, Van Der Heide, Kim, Westerman, & Tong, 2008). The

ability to select what information to share on Facebook has important implications. Students' perceptions of their peers are largely based on profiles that are carefully curated and likely distorted. Consequently, counselors are more likely to see issues around self-image and self-esteem.

Furthermore, for many students, much of their interpersonal communication has shifted from face-to-face interactions to computer-mediated-communication. For some students, social media has allowed them to thrive, serving as a conduit for self-promotion and increased engagement with peers. However, in a 2011 study, a large percentage of participants reported feeling anxiety due to Facebook (Dickstein-Fischer). Students

with anxiety typically display difficulties in self-expression, which today translates not only to face-to-face communication, but also computer-mediated-communication. School counselors often assist with treating anxiety associated with social interactions on a daily basis; however, it is essential that clinicians understand how to transfer these skills into the online arena. Anxiety is certainly a common issue in schools across the state and nation, and counselors must consider if and how social media is a factor when assessing a student with anxiety.

The social media landscape is now an integral part of students' lives. The world—and all of their friends and classmates—are literally and figuratively at their fingertips. Technology will continue to shape the emotional and mental health of students and issues surrounding anxiety and self-image may very well be grounded in online interactions. Perhaps, a good New Year's resolution is to remind ourselves that it's difficult to be a kid during the digital age.

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may be of general interest to
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[https://masca.wildapricot.org/
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Career Profile: Professional Surveyor

By JENNIFER MCGUIRE, MASCA President-Elect

This is the fourth article in my series of profiles on career opportunities, selected from a workshop I attended entitled “Careers Your Students Need to Know About” at the 2017 ASCA conference. The session on surveyors was sponsored by the National Society of Professional Surveyors. This month’s piece includes an overview of a Professional Surveyor, as well as a complementary career path as a surveying technician.

Another career that students may not be exposed to often is a Professional Surveyor. Although we may not think of this industry often, we are impacted every day by the work that is done by individuals in this field. Professional Surveyors are responsible for measuring boundaries -- land, water, and air space! Preparation for this career typically requires a bachelor’s degree and a license.

The first thing that often comes to mind when thinking of a surveyor is property boundaries. While this is certainly a service provided by professional surveyors, there are a variety of land-related services that also fall to these individuals, such as subdivision of land, topographic maps, and maps for flood insurance (an issue that can be costly for property owners in various regions). A task that may not be well known is hydrographic mapping, which is mapping the topography underwater.

We all benefit from the services provided by Professional Surveyors. People often associate the career with the role it plays in the selling and/or purchasing of property. Real estate agents, attorneys, and loan of-

ficers rely on the measuring of property done by surveyors. It is more than just identifying the lines of the property. Their expertise is needed to identify potential issues with the property, like whether or not it is in or near a flood zone. Additionally, a Professional Surveyor can identify features that are on your land or the land you wish to purchase, such as a fence or a driveway, or even a pool.

Professionals involved in developing land or the division of land -- from architects to engineers -- depend on the work of Professional Surveyors. Locating potential impediments to development is one of the tasks involved. Impediments could be wetlands, easements, accessways, and others. While the surveyor may not always determine if these exist, it is their responsibility to identify the location of such impediments as they relate to other features on the land and to the property lines itself. Since some surveyors have the expertise necessary to do both, it is important to ask whether the individual will be responsible for identifying impediments or just locating them using information provided by someone else.

When projects are underway, there are many professionals that are involved. However, it is the Professional Surveyor that is involved from the start to the finish -- from verifying property lines and size to determining that the features have been constructed in the right locations.

Students are always interested in whether a particular career will afford them the lifestyle they imagine for themselves. The median income

for Professional Surveyors in Massachusetts is \$58,000, just shy of the national figure. However, it is important to inform students that this is a very small career, employing 716 people in Massachusetts. The field is declining, as automation allows surveyors to do more work in less time.

The Massachusetts Career Information System suggests a major of Engineering or Surveying Technology as preparation for this career. I could not find Surveying Technology as a major at any Massachusetts colleges, but Surveying Engineering Technology is offered at the University of Maine, and Massachusetts students are eligible for this program at a reduced cost through the New England Board of Higher Education Regional Student Program.

As previously stated, Professional Surveyors typically have a four-year degree and a license. However, individuals wishing to work as technicians in this field can enter the industry with a high school diploma and begin on the job training. Some may pursue post-high school training in survey technology. Mapping technicians generally require post-secondary education in technology such as GIS. The Community College of Rhode Island offers an Associate’s Degree in Surveying Technology.

Interestingly enough, the median income for surveying and mapping technicians in Massachusetts is only about \$6000 less annually compared to surveyors, but the high end of the salary range for technicians in Massachusetts is over \$25,000 less

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

Reach Higher MA Working Group #1: *Viable Careers and Citizenship for All* hosts this Career Activity Corner to encourage infusion of a career development strand into your school counseling curriculum. K-12 lessons with identified standards alignments, measurable student learning objectives and outcomes, and interdisciplinary curriculum links welcomed.

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

Resume Writing

Grade Level: MS/HS Tier 1 + 2

Compiled from Three Lessons Submitted by: Valerie Murphy, Consultant, Retired Director of Guidance; Michaela Bliss, School Counseling Masters Candidate, Fitchburg State University; Samantha Staples, School Counseling Masters Candidate, Fitchburg State University

Essential Question: Are MS and HS students able to understand the importance of a professional resume as an essential component of their job search portfolio?

Focus Question: Are students able to complete a professional resume that accurately represents their abilities, educational background, and experiences?

Description: Resume writing is an important part of a career portfolio. Students need to understand that any spelling and grammatical errors or a poorly designed resume can negatively impact the job search process. This lesson can be delivered in partnership with other academic subjects, but should be an essential component of the school counseling core curriculum. Lesson activity sheets can include: Action Verbs, resume templates, and sample resumes.

Resources cited in the MS and HS lessons include:

Career Wonders Interest Survey (SD Dept. of Labor and Regulation, 2011)

<https://www.resume-now.com/builder/rbdesktop/edit-resume.aspx>

<http://www.laep.org/wp-content/uploads/2015/06/Resume.-Lesson-Planning.x14920.pdf>

<https://sites.google.com/a/greenvilleschools.us/kbhoward/career-education-1>

<https://www.careerkids.com/MyFirstResume.aspx>

<http://www.corestandards.org/>

<http://www.doe.mass.edu/connect/cde/guideglossary.pdf>

<http://www.doe.mass.edu/frameworks/>

<https://www.milfordpublicschools.com/Page/6792>

www.schoolcounselor.org

Student Learning Objectives (also use SLOs to create pre-/post-assessments to assess impact):

Cognitive: By the end of the lesson, the student will be able to: list 5 essential components of a resume; identify 5 action verbs and 3 strengths/ skills to include in their resumes; (HS) identify 1 long and 1 short-term academic and career goals

Affective: By the end of the lesson, the students will: demonstrate an understanding of the importance of a professional resume by identifying 5 ways they can use their resume; be knowledgeable about the importance of maintaining a current resume by participating in the class discussion.

Behavioral/Performance: By the end of the lesson, 100% of the students will: create their professional resume; use action verbs and professional writing in their resume.

Outcome Goal: 100% of the students will have a professional personal resume for their career portfolio.

(continued on pg. 9)

CAREER (cont'd from page 10)

Student Learning Standards:

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

[MA Career Development Benchmarks](#):

o Academic/Technical: A2-1, A2-3, A4-1, A4-3

o Workplace Readiness Development: W1-1, W1-4, W1-5, W2-1, W3-2, W3-4

o Personal/Social Development: PS1-1, PS1-2, PS1-3, PS2-4

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

Mindsets: #4, #5 #6; Behavior Standards: LS #5, #7; Self-Management #3; Social Skills #1

[CASEL](#): Self-Awareness and Self-Management

SURVEYOR (cont'd from page 7)

than surveyors.

The National Society of Professional Surveyors offers a training program for CSTs, Certified Surveying Technicians. It is recognized as a National Apprenticeship Program by the US Department of Labor. The training offers four levels of certification in two areas -- field and office. After the training, certification is awarded through success-

ful completion of an exam. More information can be obtained by visiting c.ymcdn.com/sites/www.nsp.us.com/resource/resmgr/cst/NSPS_CST_Brochure_Sept26.pdf.

The benefit of understanding these two career pathways is the ability to provide students with options depending on their desire or ability to pursue higher education. I would encourage students interested in the

field to visit the Massachusetts Career Information System, or a similar tool, to compare the specific job tasks and make an informed decision.

The National Society of Professional Surveyors website (www.nsp.us.com) provided information for this article, along with the Massachusetts Career Information System (masscis.intocareers.org).

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Exploring MA Model 2.0: Key Elements for Program Management and Delivery

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

A growth mindset is important for school counselors and their programs, as well as for our students, since implementation of the MA Model 2.0 is a process that is fluid and develops over time to meet evolving student needs and identified learning gaps. In this series of MA Model 2.0 implementation articles, you have been encouraged to reflect on your program with a self-study and ideas to strengthen your program's foundation. Don't forget to take time to recognize your on-going efforts and successes assisting students on their K-12 educational journey, while analyzing the self-study data. Be innovative, but strategic as you assess your program's alignment to the ASCA 3.0 and MA Model 2.0 and plan next steps.

Step 5: Essential components to guide program management and curriculum delivery:

Since school counselors work in an educational institution, are your programs and school counseling core curriculum aligned to academic learning standards and benchmarks? Are they guided by MA CDE benchmarks to prepare *Future Ready* student ready to graduate and *Reach Higher*? Do they offer all students the personal social programming and necessary supports? Have you identified ASCA Mindsets and Behaviors for alignment? A strong foundation and well-written program goals and curriculum should be outcome-focused, standards-based, and data-driven to clarify the school counselor's role as an educational partner.

Outcome-focused: What is the

purpose of your program and instruction? What do the students need to learn? Is your curriculum clearly focused on assisting students to become more academically successful and promoting their college and career readiness?

Standards-Based: Google searches will locate lesson plan posted on the web. They are a great source of planning and instructional ideas. However, usually these lesson lack specific identification of national, state, and/or local academic standards linking the instruction to specific learning standards and validating why the lessons are being taught. MA Time on Learning clearly mandates minimum school time clearly focused on and directed to teaching required academic standards. Identified standards links embedded in your lessons, curriculum, and program goals justify your teaching and documents for administration and colleagues the academic purpose of your instruction. The MA Model tab at www.masca.org has many standards-based lessons submitted and delivered by MA colleagues.

Data-Driven: SMART student learning objectives guide instruction and allow assessment of student learning. Your pre-test (reflecting your learning objectives) will give you information about what the students currently know. Plan your instruction to briefly review current knowledge, but move into new learning with reinforcing demonstrations, activities, and assignments. An analysis of your post-test data will reflect student learning and achievement of your

student learning objectives. Using this plan, pre-test data has driven what needs to be taught. Post-test data drives your planning by identifying learning gaps and content for future lessons or Tier 2 instruction.

Curriculum Library: An electronic lesson plan template and assessment rubric are posted with MA Model materials on the MASCA website. Use these as evaluation guides for your current lessons. Since lessons are often adapted and change, I suggest maintaining electronic documents and a department storage library. Lessons should include all materials including electronic pre-/post-tests, copies of all activity handouts, and data charts that summarize learning, graphs analyzing results, pictures of bulletin boards that reinforce lesson content, and post-delivery reflections to identify future instructional modifications or instruction.

Note: If you want to suggest topics for future Exploring MA Model 2.0 articles OR if you are interested in graduate coursework and joining colleagues to identify, implement, and assess MA Model implementation initiatives, email helenod@att.net or MAModel@masca.org. MA Model Institutes are currently in process around the state, but you can contact me to suggest dates and sites for spring and summer Institutes. Graduate credit and PDP opportunities are available for MA Model Introductory Institute, MA Model 2: Next Steps and Counselors in K-12 Classrooms: Delivering Curriculum that Promotes Academic Achievement and CCR.

Labor Market Information Primer

There is much talk these days about using Labor Market Information (LMI) to support college and career readiness efforts on behalf of our students. However, few of us have the training or background to be effective in this area. To remedy this, the MA Department of Elementary and Secondary Education (ESE) developed a training manual to help educators gain a better understanding of LMI.

The Primer is a tool to support career awareness and exploration activities for students of the Commonwealth. The primary goal of this publication and related LMI materials is to enhance the quality of Career Development Education (CDE) in Massachusetts to ensure that all students are college and career ready when they complete high school. You can review the Primer here: <http://www.doe.mass.edu/connect/cde/LMI-Workbook.pdf>.

The Department envisions that professionals in a wide range of settings will use the LMI primer, from middle and high school classrooms in which educators and counselors are helping guide student research about careers, to community settings where workforce professionals are supporting youth, whether in or out-of-school, who are placed

in work-based learning experiences. The manual will be useful to educators in academic and comprehensive high schools as well as career vocational technical high schools. It will also support training and education being offered to adult learners in community colleges, workforce training programs, and other related programs.

This is not itself a career development guide. It is a primer on LMI, and is specifically designed to help users gain a working familiarity with national and state databases regarding industry sectors and occupations. ESE offers this primer in light of the increasing need to help students make well-informed choices about career direction that are informed by LMI. This primer is intended to demystify the sources of LMI and to simplify efforts to access this information.

There are many useful tools and websites aimed at helping students with the career decision-making process. Many of these include data about jobs, occupational projections, educational programs that help students better prepare for careers, and wage levels.

Almost all of these sites are connected to core databases that document the composition of our econ-

omy, data that track the growth of industries, and reflect changes in occupational staffing patterns within business firms. These changes represent the “demand side” of LMI – postings that advertise jobs seeking applicants with specific skills and attributes to fill positions.

These large scale databases also track changes in the “supply side” – current workers and new entrants to the labor force who collectively provide the skills available that drive the economy. Knowing more about how population changes, the aging of the workforce, and the impact of immigration will help anyone be more knowledgeable about career and job opportunities.

This primer helps inform users about how to access these core databases and how to use this information in conjunction with more typical career development tools to give students a broader understanding of their options.

To learn more about ESE’s guidance to practitioners about Career Development Education generally, see its publication titled the Career Development Education Guide and Glossary, which can be found at the Connecting Activities page of the ESE website. See <http://www.doe.mass.edu/connect>.

Conference Scholarship Honoring Oscar Krichmar

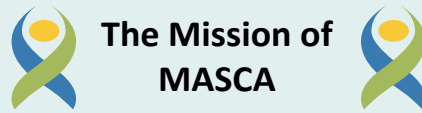
To honor the dedication, integrity, leadership, and legacy of Oscar Krichmar’s career of service to the school counseling profession, recipients of MASCA’s Outstanding Service Counselor Recognition (O.S.C.A.R.) Award

announced they are offering a conference registration scholarship for an MA school counselor to attend the 2018 Spring Conference in Oscar’s memory. This one-time award covers the cost of registration.

Please send a letter explaining why you wish to be considered for this scholarship to Mary Westcott, 7 Blue Heron Way, Acton, MA 01720 and postmarked by **January 30th**. The recipient will be notified by March 1.

IN CASE OF NON-DELIVERY, RETURN TO:

Donna M. Brown
P.O. Box 366
Bryantville, MA 02327



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