



ILLINOIS
SCHOOL
COUNSELOR
ASSOCIATION

illinois SCHOOL COUNSELOR

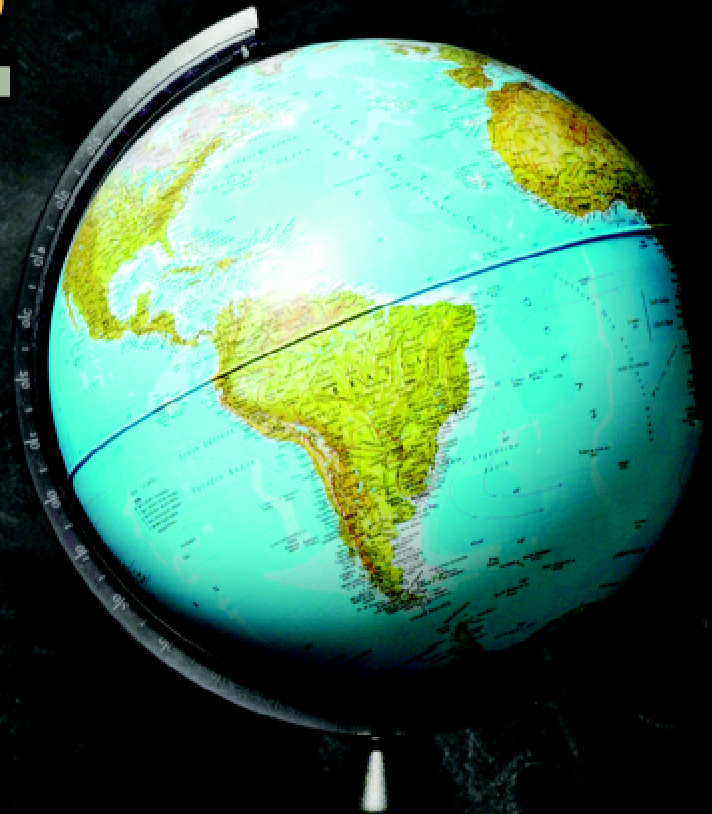
THE OFFICIAL PUBLICATION OF THE ILLINOIS SCHOOL COUNSELOR ASSOCIATION

FALL 2012

BACK TO SCHOOL AND BEYOND

MAKING THE MOST
OF YOUR SKILLS

ISCA ANNUAL CONFERENCE INSERT



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The mission of the Illinois School Counselor Association (ISCA) is to provide leadership, advocacy, and collaboration for Illinois school counselors, which results in systemic change to enhance the success of all students in their academic, career, and social/emotional development.



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By email: myisca@gmail.com

To join by mail:

Illinois School Counselor Association

P.O. Box 144

DeKalb, IL 60115

On the web: www.ilschoolcounselor.org



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erinmasonphd@gmail.com

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vwalsh-rock@csd99.org

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Daniel Stasi
myisca@gmail.com

PRESIDENT'S MESSAGE

THE CAPACITY FOR TENACITY

BY ERIN MASON

Main Entry: **te-na-cious**

1 a : not easily pulled apart

2 a : persistent in maintaining, adhering to, or seeking something valued or desired

synonym, see **STRONG**

It was just a few years ago that I finished thirteen years as a professional school counselor. Tenacity, though I probably wouldn't have identified it as such early on, was one of the most valuable lessons I learned during my school counseling years. A book I read not long

ago, *Awakening the Sleeping Giant: Helping Teachers Develop as Leaders* (Katzenmeyer & Moller, 2001), includes the following passage; "... committed teacher leaders are *tenacious* and do whatever it takes to make things better for students" (p. 126). I must ask then, do counselors have the capacity for tenacity? Do counselors do whatever it takes? Are we *tenacious*?

For many counselors tenacity may be an intimidating notion because it may appear to contradict some of the other "soft skills" of counseling such as listening, flexibility and impartiality. However, the counselor's job requires interacting with a variety of stakeholders, many of whom do not understand the complex needs of clients. Tenacity can be our tool for persuasion and influence. The Transforming School Counseling Initiative and the ASCA National Model call for school counselors to be advocates and leaders for their students, especially for marginalized or underserved populations. Tenacity, leadership and advocacy go hand in hand when confronting outdated school policies and inequitable practices. Tenacity is a professional responsibility for school counselors if they are to address equity gaps and to be integral participants in school reform.

Tenacity requires courage, risk-taking and assertiveness that may take counselors out of their comfort zones. As with any skill, tenacity may come more naturally to some than others. Those trained in older school counseling models, in which roles have traditionally been peripheral, may not see themselves as capable of tenacity. However, many school counselors I know have strong convictions about their work, their role and what is right for students.

Understanding tenacity means enacting it productively and tenacity is not always employed to its successful end. Misused tenacity is passive and often shows itself when counselors feel strongly that a situation is unjust but do not take action. Misdirected tenacity is aggressive and occurs when counselors go to stakeholders to address an injustice but their approach is inflexible, uncompromising and one-sided. Too often such inappropriate uses of tenacity can drive a wedge between school counselors and their stakeholders, leaving others to perceive of them as complacent or petulant.

The effective use of tenacity rests not on power and control but on empowerment and influence. I have been known to use the phrase "diplomatic tenacity" meaning issues are well presented and invite collaboration

(continued on page 4)



THE CAPACITY FOR TENACITY

BY ERIN MASON

(continued from page 3)

obstacles are encountered. School counselors who use tenacity to influence a change in school policy or to implement a needed program, empower themselves, the school community and ultimately the students. Katzenmeyer and Moller (2001) suggest these six steps for gaining influence (p. 96):

1. Clearly and confidently state your own position.
2. Use data to support the position taken.
3. Seek out and understand the perspective of others.
4. Identify what is at stake for both parties.
5. Generate options for a specific situation or problem resolution.
6. Reach agreement

Tenacity was covered nowhere in my graduate training, not explicitly at least, and I never heard the word used in reference to school counseling. However, it wasn't long into my first years in the profession that I understood that if I wanted to be an agent of change for the sake of my students, I had to be tenacious. Later, as I became involved in leadership positions in the district and state school counseling associations, my tenacity grew to support my colleagues, and as I became involved in government relations, it spread further still to lobbying for the profession. Along the way, especially during the hard times, my colleagues' tenacity, and especially my students', buoyed my own. If they didn't give up, how could I? And even if they did give up, how could I? Today tenacity anchors my professional identity; never mastered though, always a work in progress. At a time when our field and our clients depend on counselors for social justice and systemic change, I believe we cannot afford to neglect our capacity for tenacity.

Calendar

DECEMBER 2012

Hanukkah Begins	12/08/2012
Christmas	12/25/2012
Kwanza Begins	12/26/2012

January 2013

New Year's Day	01/01/2013
Martin Luther King Day	01/21/2013

FEBRUARY 2013

National School Counseling Week	02/04/2013
Lincoln's Birthday	02/12/2013
Valentine's Day	02/14/2013
President's Day	02/18/2013
Day on Hill	02/27/2012

March

St. Patrick's Day	03/17/2013
Easter	03/31/2013

April 2013

ISCA Annual Conference Springfield	04/12/2013
ISCA Annual Conference Skokie	04/19/2013

May 2013

Mother's Day	05/12/2013
Memorial Day	05/27/2013

June 2013

Father's Day	06/16/2013
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July 2013

Independence Day	07/04/2013
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September 2013

Labor Day	09/02/2013
Rosh Hashanah Begins	09/04/2013

October 2013

Columbus Day	10/14/2013
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“EXTENDING OUR BRANCHES”

BY SARAH MARTIN MACKO



The Illinois School Counselor Association is only as strong as its members. The reason we are able to make a difference in the lives of students is because we have gathered together to form teams of driven people who promote education and change. We support each other and act as a resource for many. Over the years we have grown in size and strength and we hope this theme lasts for years to come. On that note, we are thrilled to announce the development of a new chapter of ISCA. The **Kane/Kendall County School Counselor Association** has officially been founded in our western suburbs and welcomes all! Affectionately referred to as KCSCA (Kiss-Ka), our mission is “To maximize resources and strengthen the practice of school counseling in the Fox Valley area.” Enough said!

KCSCA meets bi-monthly and provides opportunities for networking, education and professional growth. It is ISCA in our own backyard. We are coordinating things like RAMP discussions and teaming, licensure cohorts, casual social events and fun networking opportunities. We encourage YOU to create your own chapter of ISCA and spread the word to professionals to get involved. We are able to reach so many more willing and able school counselors who truly care about improving their schools and helping their students. We are here to help each other. When we unite, we can continue to extend our branches to more schools and students in need. Together we can make a BIG difference.

MORE THAN \$21 MILLION AWARDED TO SCHOOL DISTRICTS TO EXPAND COUNSELING PROGRAMS

September 28, 2012

Contact:

Press Office, (202) 401-1576, press@ed.gov

The U.S. Department of Education announced the award of more than \$21.2 million to 60 recipients in 24 states across the country to establish or expand counseling programs. Grantees will use funds to support counseling programs in target elementary or secondary schools.

The new awards will specifically aid schools in hiring qualified mental-health professionals with the goal of expanding the range, availability, quantity and quality of counseling services. Parents of participating students will have input in the design and implementation of counseling services supported by these grants.

“School counselors are a vital resource for students and educators, and play a key role in creating safe and productive learning environments,” said U.S. Secretary of Education Arne Duncan. “These funds will help expand those services to help more students lead healthy, happy and successful lives.”

Grantees will also use funds to help increase the number of available and qualified counselors based on a school’s student population. Research shows that having adequate counseling services can help reduce the number of disciplinary referrals in schools, improve student attendance and academic performance and enhance development of social skills. Funds may also be used to support parental involvement, counselor and teacher professional development and collaboration with community-based organizations that provide mental health and other services to students.

Below is a list of the awards given in Illinois for the Elementary and Secondary School Counseling Program. For more information about the program, log onto <http://www2.ed.gov/programs/elseccounseling/index.html>.

FY 2012 New Grant Awards in Illinois

Cartersville Community Unit School District, CCUSD (IL)
\$341,350

LANDING A SCHOOL COUNSELOR JOB

BY SARAH MARTIN MACKO, LAURIE SIEGEL, AMY THOMPSON, AND VINCE WALSH-ROCK



At
last
News

ICA Conference, some conversations with graduate students prompted an epiphany: We need to do more to help our conscientious, professionally engaged grad students so they are prime candidates for school counselor openings. After speaking with Jack Royhl about this, he agreed and we decided to submit a proposal for the ISCA spring conference on the topic.

Our proposal was accepted and feedback from participants was highly supportive so our President, Laurie Seigel, suggested we repeat the session at a separate workshop and provide breakout sessions to further help grad students enhance their preparation for the job search and interview process. And so, "Landing A School Counselor Job" was born!

Vince Walsh-Rock graciously offered his school for our event location. He also asked his Principal, Stephan Bild, to offer a session from the Principal's perspective. Steve Murray, our President Elect served as on-site coordinator. Laurie Siegel and Sarah Martin Macko, offered a session to aid in the development of a professional portfolio, and Vince also offered a session regarding the four questions to expect in every interview. We also invited attendees to bring their resumes for review and feedback. Because we expected to

have about 30 attendees, we felt certain we could give this feedback on-site but due to an overwhelming response of nearly 70 registrants, we had to provide this feedback after the event.

During our general welcome session, Jack and I offered the following:

1. Ways to get noticed in the application process.

- > Keep online applications updated.
- > Write good cover letters and resumes.
- > Utilize connections.

2. Preparing for the interview.

- > Research the school.
- > Understand the school's culture.
- > Prepare your own questions to ask the interviewers.
- > Expect a range of interview processes.
- > Dress professionally.

3. After the interview.

- > Send thank you emails.
- > Send handwritten thank you notes.
- > Accept defeat graciously.
- > Follow-up/requesting feedback.

After our presentation, we took a brief dinner break and participants could choose two of three breakout sessions, as follows:

The Three Interview Questions To Expect in Every Interview

This session was led by Vince Walsh-Rock, Assistant Principal for Counseling and Student Support Services at Downers Grove South High School. Having served on several interview committees and hiring a number of staff himself, Vince offered some thoughts regarding how to answer the three questions asked in every interview through the five lenses of Student-Centeredness, Collaboration, Leadership and Reflection. Participants were invited to write their own responses and were given direct feedback during the session. Vince also offered some helpful interviewing hints including:

- > Always practice for you interview in what you will actually wear.
- > Write questions for the people you are interviewing with that are specific.
- > Practice/Practice/Practice.
- > Avoid cliché responses.
- > Above all....answer the interview question.

LANDING A SCHOOL COUNSELOR JOB

BY SARAH MARTIN MACKO, LAURIE SIEGEL, AMY THOMPSON, AND VINCE WALSH-ROCK

Principal's Perspective "How do school counselors talk about counseling with administrators in and out of the interview process?"

This session was led by Mr. Stephan Bild, Principal of Downers Grove South High School. Steve is in his 36th year in education and has been an administrator serving in different roles. Steve began his session by describing the relationship he has with the counselors at his school. He views his counselors as the go-to people for several different student issues and values the open relationship he has with them to work through issues and support students.

Steve then offered ideas for the workshop participants in how to talk about school counseling with administrators. He spoke specifically how a counselor needs to communicate their perspective about their role in the school with parents, teachers, students, and administrators. He then shared some thoughts about what counselor words would sound like when speaking about confidentiality, parent challenges and collaboration. The session solicited several responses from the participants.



Creating a Professional School Counseling Portfolio

This session was lead by President, Laurie Siegel and Graduate Student VP, Sarah Martin Macko. Both ladies presented their own personal portfolios which they use when searching for jobs. The idea was to educate potential employees about how to stand out during the job search process. "If you question whether to include something in your portfolio, include it," Sarah said. "It is always better to over inform a hiring committee than to leave without having made an impression."

As a veteran professional counselor, Laurie reviewed her lengthy portfolio

that featured her credentials as well as many examples of work she has done and curriculum she has created. A personal portfolio is a summation of what makes you a qualified counselor and should make the hiring committee want to find out more. Sarah, being a newly hired school counselor, reviewed her much smaller portfolio which included articles that have been published and ideas of curriculum to implement. When possible, it is suggested to leave a copy of your portfolio with the hiring committee so they can reference it when needed. Both ladies also discussed tips and ideas of

how to get a job including "be yourself" and "focus on your strengths." Sarah shared some handouts about good questions to ask the hiring committee and both ladies handed out checklists of what to include in a professional portfolio. These items are available upon request.

Following the sessions, attendees were asked to submit their resumes for review. Each board member took home multiple resumes to critique and hopefully improve so that more counselors can find jobs in this challenging market.

We are all happy to provide this support and hope our ISCA grad students will land jobs soon!

THE 25 BEST JOBS AS RANKED BY U.S. NEWS AND WORLD REPORT

17 School Counselor

U.S. News and World Report Money

The 25 Best Jobs

All of our Best Jobs of 2012 are outstanding, but the top 25 make for a particularly great career choice. We've ranked them, comparing their projected growth to the year 2020 to their industry's employment rate. Also contributing to a job's overall score is its average salary, predicted job prospects, and a quantitative assessment of job satisfaction. Read more on how we [ranked the Best Jobs](#).

School Counselor: Job Profile & Salary

#17 in [U.S. News Best Jobs 2012](#)

Overall Score: 6.2

Number of Jobs: 53,400

Median Salary: \$53,380

Unemployment Rate: 5.5%

Job Satisfaction: HIGH

Overview

Apparently, the term "guidance counselor," is so 1980. Those who provide academic, personal, and developmental support to school-age children and young adults now prefer the tag "school counselor." Even that generic description doesn't fully capture the duties of the profession. Elementary school counselors interact with young kids on an individual basis or in small groups, acting as a sounding board and listening ear to their day-to-day activities. These counselors might also assist teachers in assessing students' abilities and interests. And they often ensure that children with different developmental

and social needs receive proper care and education. High school counselors perform some of the same duties, but they also help students transition from secondary school into the workforce or college. They might help students keep up with admission dates, coordinate study groups



for entrance tests, and chaperone on local college trips. They might also help a young person determine their career path and assist them in receiving an apprenticeship. According to Gail M. Smith, a school counseling director for the Cobb County School District in Georgia and a board member with the American School Counselor Association, "It is one of the best professions in the world. We get to work with students and see them achieve."

In the year 2010, there were 281,400 employed educational, guidance, school, and vocational counselors. And by the year 2020, the Bureau of Labor Statistics expects that figure to jump by 19 percent, to 334,800. Favorable job prospects help this profession rank in the top half of [The Best Jobs of 2012](#).

Salary

School counselors' median annual salary was \$53,380 in 2010, the Department of Labor reports. The best-compensated counselors made about \$86,250 in 2010, while the lowest-paid 10 percent earned about \$31,630 annually. The highest-earning counselors generally work in elementary and secondary schools, although some choose college counseling. The Department of Labor also notes that the highest-paying positions

are usually in metropolitan areas like Greenville, S.C., Newark, N.J., and Nassau, N.Y.

Training

Working as a counselor requires an ample amount of study. Requirements to earn a practicing license or certificate vary by state, but most counselors must also have at least a master's degree to land a job. During their time at an accredited degree program, an aspiring counselor will most likely receive some supervised experience in the field. Licensing requirements vary by state, but many public school systems prefer candidates to have both counseling and teaching certificates.

THE 25 BEST JOBS AS RANKED BY U.S. NEWS AND WORLD REPORT

How to Get a Job as a School Counselor

Despite the projected flux of employment in the industry, competition to land a job will still be high, particularly in various school districts. Smith recommends that prospective counselors begin to think about job placement early in their education. "I always recommend that candidates become involved in a national counseling organization while they're still in their graduate program," she says. "That gives them networking opportunities that they might otherwise miss." Hopefuls should find a way to begin working with children early. "I want to know that the applicant enjoys working with children," Smith says. "If there's no mention of children on the resume, then I'm going to put them aside."

What is the Job Like?

Most counselors work in a private office in the school, to encourage students to visit and speak freely. And Smith says, "You never know when a child walks into your door what type of issues they're bringing with them - what issues might be a barrier of learning for them." For that reason, a counselor's stress level can vary day to day. At times, in fact, the job can be very intense, particularly as most school counselors consider their profession a calling and feel emotionally invested in the students they see. "Counselors aren't taking home papers to grade," says Smith, "but they are taking home the kids in their hearts."

Salary Outlook

Mean salaries shown.

Salary 2002	\$50,000	2004	\$52,000
2006	\$56,000	2008	\$58,000

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Average School Counselor Pay vs. All Social Services Jobs

The average school counselor makes a salary that's comparable to an [elementary teacher](#) and a [high school teacher](#). Another social services professional that might work in the school system, a [speech-language pathologist](#), makes a higher average salary than a school counselor. A [social worker's](#) average income is lower than that of the average school counselor.

Best Paying Cities for School Counselors

The highest paid in the school counselor profession work in the metropolitan areas of Greenville, S.C., Newark, N.J., and Nassau, N.Y.. The Bethesda, Md. area also pays well, as does the city of Anchorage.

Greenville, S.C.

Salary: \$81,880

The annual median wage of a school counselor working in Greenville, S.C. is \$81,880, which is \$28,500 more than the average pay in the profession.

Newark, N.J.

Salary: \$78,050

The annual median wage of a school counselor working in Newark, N.J. is \$78,050, which is \$24,670 more than the average pay in the profession.

Nassau, N.Y.

Salary: \$77,540

The annual median wage of a school counselor working in Nassau, N.Y. is \$77,540, which is \$24,160 more than the average pay in the profession.

Bethesda, Md.

Salary: \$74,780

The annual median wage of a school counselor working in Bethesda, Md. is \$74,780, which is \$21,400 more than the average pay in the profession.

Anchorage

Salary: \$73,100

The annual median wage of a school counselor working in Anchorage is \$73,100, which is \$19,720 more than the average pay in the profession.

Social Worker

\$40,210 Average Salary

#18 in [U.S. News Best Jobs 2012](#)

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Illinois
Mental Health
Counselors
ASSOCIATION

IMHCA Annual Conference

March 8-9, 2013

Northbrook Hilton

Friday, March 8, 2013

Bill O'Hanlon

\$35 IMHCA Members/ \$120 Non-members (6 CE's)

"The Anatomy of Change"

Plus June 6, 2013 -Elgin Community College

Sandra Nye, JD

on **Legal Issues for
Mental Health Providers**

\$35 IMHCA Members/ \$120 Non-members (6 CE's)

membership has it's privileges



ICA 3rd Annual Southern Conference

March 15, 2013

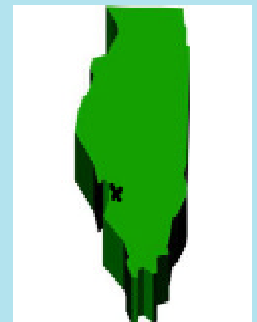
DoubleTree Hotel Collinsville

1000 Eastport Plaza Drive, Collinsville, Illinois, 62234

Tel: (618) 345-2800



- Breakout Sessions, Lunch and Networking
- See ICA website www.ilcounseling.org for registration

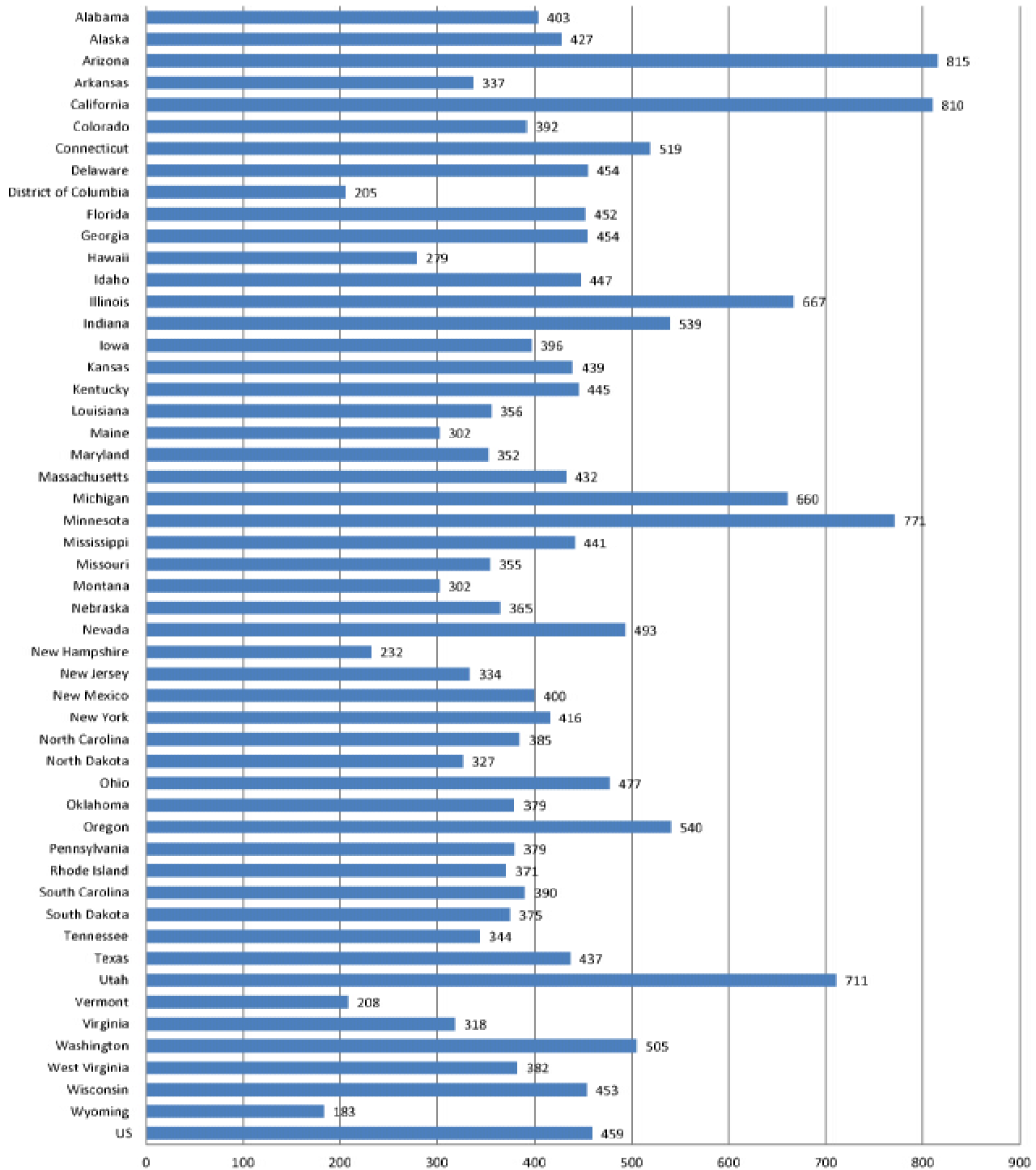


Student to School Counselor Ratio

Illinois Ranked # 44

Student to Counselor Ratio by State: 2009-10

ASCA Recommends a ratio of 250 to 1



SOURCE: U.S. Department of Education, Common Core of Data, National Institute for Educational Statistics-Public
Elementary and Secondary School Student Enrollment and Staff From the Common Core of Data: School Year 2009-2010

BACK-TO-SCHOOL TIPS

Connecting with Your Child's School Counselor for a Successful School Year

UNDERSTAND THE EXPERTISE AND RESPONSIBILITIES OF YOUR CHILD'S SCHOOL COUNSELOR.

School counselors make a measurable impact in every student's life, assisting with academic, career and personal/social development. Professional school counselors are trained in both educating and counseling, allowing them to function as a facilitator between parents, teachers, and the student in matters concerning the student's goals, abilities, and any areas needing improvement. School counselors provide services not only to students in need, but to all students.

MEET OR CONTACT YOUR CHILD'S SCHOOL COUNSELOR AT LEAST THREE TIMES PER SCHOOL YEAR.

The beginning of a school year is an excellent opportunity to initiate contact with your child's school counselor and doing so can ensure your child's positive school experience. Find out who the counselor is and what his or her experience and background are. By communicating with one another at the beginning, middle, and end of the school year, parents and counselors can have a definite impact on a child's success.

DISCUSS YOUR CHILD'S CHALLENGES AND CONCERNS WITH THE SCHOOL COUNSELOR.

As a parent, you know your child best. However, the school counselor can help you better understand your child as a student. It's important to encourage your child's expression of needs, hopes, and frustrations. School counselors are trained to help your children.



Learn more about the school counselor's role and how parents can work with their children's school counselors at www.schoolcounselor.org/roles

LEARN ABOUT YOUR CHILD'S SCHOOL AND SOCIAL CONNECTIONS FROM THE SCHOOL COUNSELOR.

When you need information or assistance, your child's school counselor can help you get in touch with the appropriate school officials; learn about school policies on behavior, attendance, and dress; know the school calendar of important dates; and stay connected with the school in many other ways. The school counselor can also help you locate resources in the community when you need them.

WORK WITH THE SCHOOL COUNSELOR TO IDENTIFY RESOURCES AND FIND SOLUTIONS TO PROBLEMS.

If your child is having a problem at school, it is important to work with your child's school counselor to find solutions. Discuss resources available within and outside of the school, and get information on how such programs can benefit your child. Your school counselor can be a valuable partner in your child's education and preparation for life beyond school. ■■■

SHARE THIS ARTICLE WITH PARENTS AT YOUR SCHOOL! Use this link to share in an e-mail, on your website, or on Facebook:

<http://www.schoolcounselor.org/files/BackToSchoolTips.pdf>



Prevent and Address Cyberbullying Behaviors

Bullying behavior among kids from elementary, middle and high school has expanded beyond what parents and teachers may have experienced in their youth. Teasing and name calling have grown into full-fledged attacks spread wide by the use of the Internet, a form of abuse commonly known as cyberbullying.

Drs. Robin Kowalski, Susan Limber and Patricia Agatston, co-authors of the Olweus Bullying Prevention Program's cyberbullying prevention curricula for grades 3-12, say cyberbullying occurs when children and youth use technology such as text messaging, Internet sites and cell phones to bully others. They suggest some ideas to help protect your child from becoming involved in bullying situations as well as ways to get help.

Keep Tabs on Technology

While placing your home computer(s) in open access areas, such as family rooms or kitchens, can be helpful, it is important to remember that kids can access the Internet from a variety of sources including mobile phones, an iPod touch and handheld gaming devices. Tell your children you may review their online communications if you think there is reason for concern. Consider installing parental control monitoring and/or filtering programs on your computer(s), but don't rely solely on these tools. Blocking or filtering content works well for younger children. Monitoring and discussion works best for tweens and teens.

Communication is the Key

Talk regularly with your children about online activities, specifically cyberbullying, and encourage your children to tell you immediately if they become the victim of cyberbullying, cyber-stalking, or other illegal or troublesome

online behaviors. Encourage your children to tell you if they are aware of others who may be the targeted by such behavior, and make sure your children understand cyberbullying is unacceptable behavior that will have consequences if they take part in it.

When Dealing with Cyber Bullying

Tell your children not to respond if they are cyberbullied but to tell an adult immediately and to save all messages as evidence. Contact the school if you suspect the school district's Internet system is being used for nefarious purposes; the school is obligated to prevent negative use of its own networks. In any case, you should enlist the school to help you resolve the problem if the children involved attend the same school.

The Rules of the "Superhighway" Can Help

Try to identify the individual doing the bullying. Even if the person is anonymous there are ways to track people down through Internet service providers. Sending inappropriate language may violate the "terms and conditions" of e-mail services, Internet providers, Web sites and cell phone companies. You can contact these companies to get help in blocking the perpetrator or removing offensive content.

Get the Police Involved

Cyberbullying is criminal if it includes threats of violence, extortion, obscene or harassing phone calls or text messages, stalking, hate crimes or child pornography. If any of these are present, it is time to contact the police and let them track the person down.

ISCA ADOPTS ASCA LOGO



CICO Report

by Dan Stasi, Lobbyist

November 8, 2012

Meeting with ISBE on Public Act 97-607

We met with Dr. Linda Tomlinson -Assistant Superintendent, Illinois State Board of Education.

Dan Stasi, CICO Executive Director, Dr. Christina Nolan-NLU, Dr. Jim Klein-UIS met in person at the ISBE Springfield offices. On the phone joining us were Dr. Heidi Larson-EIU, Phil Milsk, School Social Worker lobbyist, Dick Lockhart, School Psychologist lobbyist, representatives from some social work schools and the Illinois School Psychologists. At the ISBE offices joining us in person were Cynthia Reisman and Nicole Willis-ISBE legislative liaisons.

We received the following clarifications.

1.) A new section of the act states:(105 ILCS 5/21B-20 new) Sec. 21B-20.

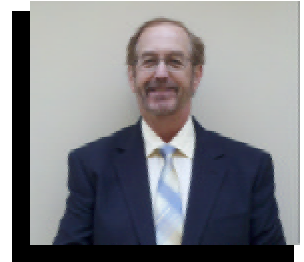
(1) (iv) have successfully completed coursework in methods of reading and reading in the content area, It was clarified that this coursework can be incorporated into existing classes. It is not required that these be separate and distinct classes. Dr. Tomlinson was seeking guidance on language for rules for ISBE to adopt that would provide the overall concepts that students should learn. Christina Nolan volunteered to draft proposed rules for this area. ISBE will be issuing guidelines/rules for this area.

2.) Current students who have a graduation date as verified by the date indicated on their transcript as the graduation date on or before June 30, 2013 and who apply and receive licensure/certification through ISBE on or before July 31, 2013 will not be required to have "successfully completed coursework in methods of reading and reading in the content area. Any student currently enrolled or in the future who graduates after June 30, 2013 will have to meet the requirement.

3.) Timing for taking the Content-Area Exam and internships. ISBE has drafted rule changes based upon feedback and these changes are awaiting JCAR approval. This will likely occur in November 2012 and would be effective immediately. The new rule would change the timing for taking the Content-Area Exam but remain within the new law. If they are doing an "internship" they could take the Content-Area Exam prior to their final term of internship as opposed to just prior to internship.

Legislation is being drafted by ISBE to be introduced in January 2013 that would change this section of the law. The term internship would be removed. If a student were going to be "student teaching" they would be required to take the Content-Area Exam prior to student teaching. If this law is changed it would no longer apply to internships.

This change would not occur prior to July/August 2013. This would put the law concerning interns back the way it used to be. The Content-Area Exam would be required prior to receiving the Professional Educators License, School Counselor Endorsement. There would no longer be any connection to the internship.



4.) The new teacher evaluation system, at this time does not apply as a mandate for the evaluation of School Service Personnel. Schools can optionally utilize that system for School Service Personnel or any other system of evaluation if it works out OK under their existing employee contracts, but it not a requirement for School Service Personnel.

5.) Other tests that can substitute for the TAP include the ACT PLUS writing. The writing portion cannot be taken separately. The PSAE that schools use during the junior year of high school does not include the writing test. The pass rate on the ACT is 22. ACT limits retakes to 12. The SAT can be used with a total score of 1030 on the two sections mathematical and critical reading.

6.) Currently if you have taken, and received the appropriate score, the qualifying Basic Skills Test or TAP, which begins with the date of taking the test and when you pay your fee for licensing is five years. ISBE has drafted rule changes based upon feedback and these changes are awaiting JCAR approval. This will likely occur in November 2012 and would be effective immediately. The new rule would change the length of time to 10 years which was the past timeframe for acceptance of test scores from the time you take the test to when you pay your fee for the Professional Educator License-School Counselor Endorsement.

7.) ISBE will transition to "licensure" July 1, 2013.

ADVOCACY DAY SPRINGFIELD

February 27, 2013 - Wednesday

COUNSELOR EDUCATOR MEETING

March 1, 2013 - Friday
National Louis University

COMBATING TEACHER RESISTANCE TO CHANGE

BY CHINA HILL

School counselors most often see their job as serving students, but included in this job is helping teachers serve students. If school counselors plan to address the inequities in education, they must embrace their roles as leaders. As a leader, school counselors enroll other stakeholders to help meet students' needs. Especially challenging is getting teachers to "buy into" and implement change that might affect their classroom or impede their time. To help teachers be less resistant, school counselors should identify the roots of teacher resistance, so they can better help teachers help students achieve success. Below are just a few common, but legitimate, roots of resistance that a teacher might have along with an approach that can prevent or combat each.

Resistance Script #1: "You are insulting me."

School counselors often give teachers constructive criticism to help meet the needs of students. However, critique—even if true—can hit a teacher's core and come off as a personal offense although only meant to expose and improve a weakness. Critique from school counselors can be even more detrimental to a teacher's ego, especially if they view counselors as stakeholders who don't have the authority to make suggestions.

Therefore, it is imperative to build relationships with teachers so that constructive criticism can be constructive instead of detrimental. Carol Dahir and Carolyn Stone use the term *referent power* to define relationship power, or power that results from a supportive, encouraging, and positive relationship with others. School counselors must build and utilize their relationship power in order to garner support for proposed changes. When teachers feel that you know and care about them professionally and personally, they are more likely to listen to you without believing you are attacking their character. With this in mind, begin the school year with the goal of building relationships with teachers, so you may come to learn about their strengths as well as their weaknesses.

Resistance Script #2: "I don't have enough time."

Before proposing a new system, program, or idea to a teacher, consider his or her workload. Think about ways you can reduce the work that is required to implement a proposed plan. For example, if the new system requires paperwork to be completed, create forms that are easy to fill in, such as forms with boxes to check or options to circle. If co-planning or team teaching is required, find or create a lesson plan template that is relatively simple to fill out. Finally, if parent meetings or meetings with other teachers are involved, make time for a teacher to consult with the all required parties. For example, you could give a guidance lesson to a class while a teacher meets with a parent. You could also talk to administrators about allowing a teacher time during professional development meetings to consult

with other teachers who can help him or her implement what has been suggested.

Resistance Script #3: "I don't believe [your suggestion] will work."

Jim Knight, director of the Kansas Coaching Project at the University of Kansas Center for Research on Learning, advises school leaders to have teachers experience the effectiveness that will result from the change required. To combat teacher resistance to new school policies and programs, he suggests school leaders "provide teachers with experiences that demonstrate the value of the program." In order to show teachers how your ideas can be effective, allow them to see the benefits of what you are requiring. For example, have a teacher with whom you are working observe other teachers who are already implementing your proposed strategy. Or, if you suggest that a teacher use a behavior management strategy with a certain student, conduct a lesson with that teacher's class, while the teacher observes, so he or she can see how the student responds when you use the strategy. Most importantly, provide teachers with evidence-based best practices so you can point to how a proposed method has already helped students of a similar population.

Resistance Script #4: "[What you are suggesting] is not my job."

The goals of a school counselor are too great for one person. Most often you will need the support of community members, parents, and teachers to help you meet academic, career, and social/personal goals. Therefore, you must help teachers see how counseling goals and classroom goals are closely aligned. For example, the English teacher might initially think you are solely responsible for college and career readiness, but if you explain how important the clarity of a personal statement is for seniors who lack in other qualifying areas, she might consider it a privilege to assist you in helping students complete college applications. This means one of your roles as counselor is to have a thorough understanding of what you present to teachers as well as the curriculum that teachers present to their students.

Teachers are a vital human resource to the implementation of your school counseling program, so treat them as such by forming collaborative relationships with them, considering their time, providing them with evidence-based best practices, and having a thorough understanding of their curriculum goals.

References

- Stone, C. B., & Dahir, C. A. (2006). *The transformed school counselor*. Boston, MA: Lahaska Press/Houghton Mifflin.
- Knight, J. (2009). What can we do about teacher resistance? *Phi Delta Kappan*, 90(7), 508-513.



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Fall Issue

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April 19, 2013 Skokie Holiday Inn

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