

Spring 2014

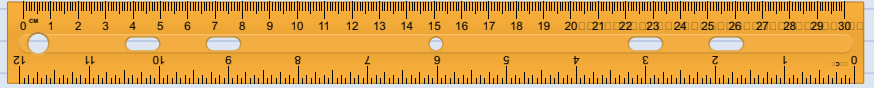
illinois SCHOOL COUNSELOR

THE OFFICIAL PUBLICATION OF THE ILLINOIS SCHOOL COUNSELOR ASSOCIATION



ILLINOIS
SCHOOL
COUNSELOR
ASSOCIATION

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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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ISCA REVISES THE

IL Developmental School Counseling Model

By: **Melissa S. Ockerman, PhD., DePaul University**



Members of ISCA IL Developmental School Counseling Model Revision team Amy Catania, Melissa Ockerman and Ivy Malisow, with Past President, Erin Mason, at the ISCA conference.

Given the ASCA National Model (3rd edition) changes, a special IL Model Revision Team was formed to update and streamline the IL Developmental School Counseling Model. Committee members include: Ms. Amelia Catania, Ms. Ivy Malisow, Ms. China Hill, Mrs. Franciene Sabens, Ms. Tiffany Stallone and Dr. Melissa Ockerman (Chair). Members also consulted Dr. Anna Maria Yates for her expertise. Together, along with the technological assistance of Ms. Mary Cariedo and the ISCA staff, the team worked to align major changes within the ASCA National Model while ensuring the unique aspects of IL were adequately represented. Highlights of the revised IL Model (4th edition) include:

- An Executive Summary (a synthesis of the Model)
- Chapter Checklists
- Inclusion of:
 - Illinois Social/Emotional Learning Standards
 - School counseling services as required by the Illinois School Code (105 ILCS 5/10-22.24b)
 - Illinois Standards for the School Counselor
- Forms and templates
- Updated web links and print resources

Members of the team also presented the new Model at the DuPage Area Countywide Counselor Institute Day and the ISCA conferences in Springfield and Skokie. A downloadable PDF of the new Model will be available on the ISCA website with a web-based tutorial at the end of June. Be sure to check it out and share it widely with your colleagues!

MAKE IT A

Mindful Summer

By: Steve Murray, ISCA President



The world is all abuzz about mindful meditation. Meditation has been around for centuries but the resurgence of meditation research has driven the promotion of this ancient technique as force for positive health outcomes and overall well-being.



Mindfulness has become an accepted component of school counseling curriculums across the country. Quantitative and qualitative research has proven that students, who perform mindful breathing exercises each day, show an improvement in their ability to pay attention, calm their emotions on demand and demonstrate greater empathy for others. Mindful techniques are being used in group and individual counseling sessions to help students reduce negative self-talk and increase social skills, leading to healthier relationships and improvements in the student's self-esteem and self-worth. Mindfulness is touted as a treatment solution for everything from at risk impulse control and decision making, to stress and anxiety disorders, to drug and alcohol addiction, to violent and aggressive behavior disorders.

Adults who performed just 10-minutes of mindful meditation a day reported that they are calmer, happier, have an increased feeling of creativity, improved relationships, improved sleep and eating habits, as well as an improved sense of overall well-being. So what is mindful meditation and how can you get on board?

The good news is that there is really nothing mysterious about mindful meditation. It is just mental training or exercise for the mind. When you go to the gym, you

are training your body so that it can gain more physical capabilities. If you lift weights, you will eventually become stronger. Likewise, if you focus on your breath and your wandering mind you are strengthening the muscles of attention. The even better news is there is no such thing as a bad meditation. You don't have to worry about mistakes or failure because mindful meditation is simply just being; paying attention moment-to-moment without judging.

Mindful meditation can be life-transforming for those who undertake it. So, if you want to feel calmer, happier, and have an improved sense of well-being consider devoting just ten minutes a day over the summer to a meditation routine. There are a number of great resources where you can get more information for you or for your students.

Books

- Mindfulness for Beginners: Reclaiming the Present Moment--and Your Life by Jon Kabat-Zinn
- Mindfulness an 8-Week Plan for Finding Peace in a Frantic World by M. Williams and D. Penman
- Emotional Intelligence by Daniel Goleman

Web sites

- <http://bit.ly/rodalemindfulness>
- www.mindfulschools.org

Phone App

- Inward.me



SAMHSA ANNOUNCES ADDITIONAL FUNDING

To Create Safer Schools

By: Art Terrazas

Last week, the Substance Abuse and Mental Health Services Administration (SAMHSA) released its budget request for the 2015 Fiscal Year. Included in that request was a \$15 million increase for the Now is the Time initiative.

The Now is the Time initiative is designed to make our schools safer and protect all children from violence; to promote mental health, improve mental health literacy, identify mental illness early, create a clear pathway to treatment for those in need, and expand the behavioral health workforce.

NOW IS THE TIME INITIATIVE:

- Ensuring that every school and institution of higher learning has a comprehensive emergency management plan.
- Creating a safe and positive climate at schools across the country.
- Making sure students and young adults get treatment for mental health issues; and
- Ensuring that schools are safe.
- Reaching 750,000 young people through programs to identify mental illness early and refer them to treatment.
- Providing “Mental Health First Aid” training for teachers.
- Making sure students with signs of mental illness get referred to treatment.
- Supporting individuals ages 16-25 at high risk for mental illness.
- Training more than 5,000 additional mental health professionals to serve students and young adults.
- Launching a national conversation to increase understanding about mental health.
- Ensuring coverage of health treatment by finalizing requirements for health insurance plans to cover mental health and making sure millions of Americans covered by Medicaid get quality mental health coverage.
- Putting up to 1,000 more school resource officers and counselors in schools

- Proposed use of existing authority for DOJ: under the DOJ COPS office Cops Hiring Program (CHP) to create a preference for grant applications that support hiring of school resource officers.
- Proposed \$150 million for DOJ to undertake in coordination with ED a new initiative: called the Comprehensive School Safety program which will provide funds for hiring school personnel, purchasing school safety equipment, and other school safety activities.

School districts and law enforcement agencies could use the funds to hire school resource officers, school psychologists, social workers, and counselors. Additionally, school districts could use these funds to purchase school safety equipment, develop and update safety plans, conduct threat assessments, and train crisis intervention teams.

Now is The time Funding Summary: \$385 Billion

See more at: <http://counseling.org/government-affairs/recent-updates/legislative-news/2014/03/10/SAMHSA-announces-additional-funding-to-create-safer-schools#sthash.W3Y0pmUK.dpuf>



SCHOOL COUNSELORS Getting to the Core

By: Franciene Sabens, M.S. Ed., LPC, NCC, Professional School Counselor

Forty-three states, including Illinois, have adopted the Common Core Standards. What does this mean for Illinois school counselors? The 2013-2014 school year marked the full implementation year for all Illinois schools, so it might be time to revise those school counseling core curriculum lesson plans and ramp up programming to foster or improve the college and career readiness efforts in your school. “School counselors need an understanding of how the standards will affect the three domains of professional school counselors — academic, career, and personal/social — in relation to the needs of their students” (Achieve, 2013).

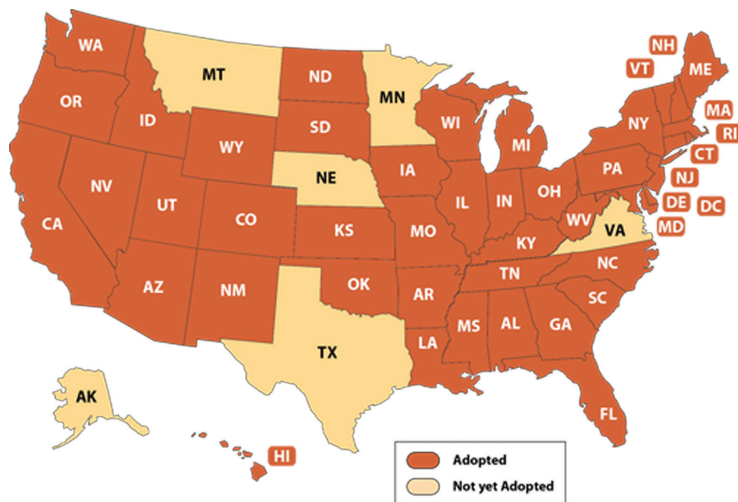
Here are a couple of great tools to help you get to the core:

- Implementing the Common Core Standards: The Role of the School Counselor by Achieve.org - use the outlined action steps to support implementation of the common core standards
- Illinois Career Cluster Framework (www.ilprograms.ofstudy) - help students identify their pathway, cluster and career as you interpret their Explore, Plan and/or ACT results and use the corresponding sample program of study to help them devise 4-6 year individual education plans
- ISAC Corp (www.ISAC.org) - let your Corp Representative provide college and career lessons to all of your students

These three tools, coupled with the ASCA Model and Illinois Model will provide you with enough foundational information to focus your efforts to align with and support full implementation of the standards.

As you prepare to set your program SMART goals for next year, ponder these 5 seeds:

1. Develop and continually update a four to six-year individual education plan for every student relating to college and career readiness (Consider using the WhatsNextIllinois.org system for this endeavor)



2. Develop college and career readiness lesson plans that are aligned with CCSS college and career ready anchor standards, and reinforce subject-specific standards with the assistance of your ISAC Corp Representative (Ex: add an I-message common core narrative to your interpersonal communication lesson)

3. Develop a calendar for when you will conduct lessons and push into classrooms (see the fourth edition of the IL Model for new inspiration)

4. Collect data on FAFSA completion and college acceptances, publish the results throughout your school and community (use ISAC's FAFSA Completion Initiative data sharing tool to make collecting FAFSA data easy for you)

5. Ensure equitable academic, career, post-secondary access and personal/social opportunities for all students through the use of data to help close achievement and opportunity gaps (school counseling curriculum for all, small groups etc. for some)

6. Coordinate a college and career event in conjunction with your local community college and community businesses

Getting to the core and effecting positive change for students and communities isn't just about implementing the Common Core Standards in conjunction with the ASCA and Illinois Model, but doing so with professional prowess and fidelity. Professional school counselors not only have the ability to synthesize learning standards and school counseling models to deliver an effective program of services to Illinois students, but also the collaborative skill to become a strong core of this new educational transition.

The full text of Implementing the Common Core Standards: The Role of the School Counselor can be accessed via: http://www.achieve.org/files/Revised-CounselorActionBrief_Final_Feb.pdf

The DAWN Report

Data Spotlight

March 13, 2014



1 in 10 Energy Drink-Related Emergency Department Visits Results in Hospitalization

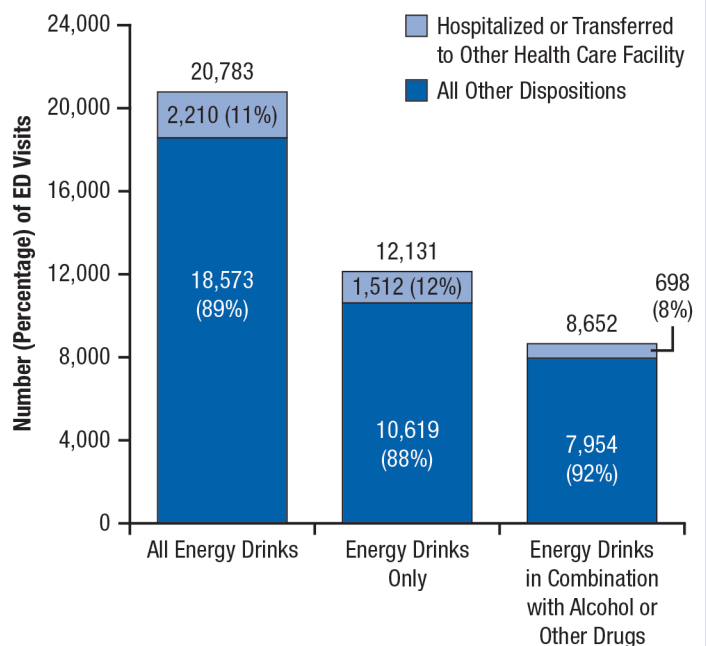
Energy drinks are more popular than ever.¹ In addition to containing vitamins and other additives, these flavored beverages may contain up to 5 times more caffeine than a typical cup of coffee.¹ High amounts of caffeine can cause health problems such as insomnia, irregular or racing heartbeat, and increased blood pressure and blood sugar.² Some of the resulting health problems can be serious enough to require emergency care. In fact, the number of emergency department (ED) visits involving energy drinks among patients 12 years of age or older doubled between 2007 and 2011 (from 10,068 to 20,783).³ The number of energy drink-related ED visits that result in hospitalization can show how these drinks can be linked to serious health problems.

According to the Drug Abuse Warning Network (DAWN), in 2011, about 1 in 10 energy drink-related ED visits among patients 12 years of age or older (11 percent) resulted in hospitalization. Hospitalization was either in the same hospital or in another health care facility.⁴ In 2011, 8,652 visits involved energy drinks in combination with alcohol or other drugs. Of these, 8 percent resulted in patients being hospitalized. Similarly, 12,131 visits involved energy drinks only. Patients were hospitalized in 12 percent of these visits.

DAWN data show that people can experience health problems that need emergency care after using energy drinks. Although most people can go home after treatment, a small percentage of patients require hospitalization. For more information about ED visits involving energy drinks, see <http://www.samhsa.gov/data/2k13/DAWN126/sr126-energy-drinks-use.pdf>.

1. Reissig, C. J., Strain, E. C., & Griffiths, R. R. (2009). Caffeinated energy drinks—A growing problem. *Drug and Alcohol Dependence*, 99(1–3), 1–10. doi:10.1016/j.drugalcdep.2008.08.001
2. Torpy, J. M., & Livingston, E. H. (2013). Energy drinks. *JAMA*, 309(3), 297. doi:10.1001/jama.2012.170614
3. Center for Behavioral Health Statistics and Quality. (2013, January 10). *The DAWN Report: Update on emergency department visits involving energy drinks: A continuing public health concern*. Rockville, MD: Substance Abuse and Mental Health Services Administration.
4. The data on ED visits involving energy drinks presented in this report do not include energy drinks that contain alcohol.

Disposition of Emergency Department (ED) Visits Involving Energy Drinks among Patients Aged 12 or Older: 2011



Note: The category "All Other Dispositions" includes: treated and released, left against medical advice, died, other, and undocumented. No ED visits involving energy drinks resulted in death.

Source: 2011 Drug Abuse Warning Network (DAWN). DAWN is a public health surveillance system that monitors drug-related hospital emergency department (ED) visits and drug-related deaths to track the impact of drug use, misuse, and abuse in the United States.

The Substance Abuse and Mental Health Services Administration (SAMHSA) is the agency within the U.S. Department of Health and Human Services that leads public health efforts to advance the behavioral health of the nation. SAMHSA's mission is to reduce the impact of substance abuse and mental illness on America's communities. The **Data Spotlight** may be copied without permission. Citation of the source is appreciated. Find this report and those on similar topics online at <http://www.samhsa.gov/data/>.



USE OF A COUNSELING DOG IN

a Comprehensive High School

Most people don't realize the extent to which dogs are used to help improve and support mental health. These include:

- Being sent to areas of great tragedy
- Visit hospitals and nursing homes
- Remaining close to veterans suffering from PTSD or brain trauma
- Comforting children giving difficult court testimony
- Helping therapists treat patients in clinical practice
- Availability during finals week in colleges
- Providing emotional support to autistic children
- Help elementary students feel comfortable when reading aloud

The one setting where they aren't often found is in comprehensive high schools.

Anyone who works in a high school knows that teens are under a great deal of stress. What should be a fun and

carefree time in a person's life is often a difficult and anxiety filled four years fraught with challenges and disappointments. This is amplified by the way that social media can spotlight one's failures, demean or bully, or as a measure of popularity. Teens are also under more academic pressure than ever before. These stressors are creating increased, and increasingly severe, mental health issues that manifest themselves in schools. In this environment of shrinking funds, high schools need to increase the power and effectiveness of the approaches they utilize to help students cope and succeed.

We have found that our counseling dog, Junie, has been a great asset to our high school. The most dramatic benefit she has is with highly anxious teens. Petting Junie in a safe and quiet setting allows a lot of these students to quickly de-escalate a panic attack or manage what might otherwise be overwhelming anxiety. Junie's calming effect allows these students to return to class more quickly or even prevents them from feeling like they need to leave school to go home. It also carries no side effects (such as drowsiness) as they might experience from an anti-anxiety medication. Some students

who experience panic attacks now seek Junie out in anticipation of a stressful or anxiety provoking situation to prevent those attacks from happening. These students report that Junie brings them a level of calm that allows them to perform tasks, or enter environments, they might otherwise avoid thereby improving their school attendance.

Junie also benefits students suffering a loss. Junie's calm and accepting presence provides a great deal of comfort to teens that have experienced a death, divorce or a move. Her ability to comfort

is the emotional connection students almost immediately make with Junie allowing them to more easily talk about what is occurring in their lives. Rapport is further enhanced with the counselor as students intuit the caring relationship the counselor also has with Junie.

There is a biological basis to Junie's helpfulness. When students pet Junie the hormone, oxytocin, is released. This is the same hormone that bonds mothers and their children and is also known to reduce stress in mammals. Petting Junie also blocks the release of cortisol, a stress

The most dramatic benefit she has is with highly anxious teens. Petting Junie in a safe and quiet setting allows a lot of these students to quickly de-escalate a panic attack or manage what might otherwise be overwhelming anxiety.

By: **Doug Berg, LCSW – School Social Worker, Prospect High School**
Lynn Thornton, Ed.D – School Counselor, Prospect High School

hormone, further demonstrating the positive effects that dogs have on people’s social, physical and emotional wellbeing.

We were fortunate to have a supportive administrative team when investigating the possibility of having a counseling dog in our high school. However, we were still concerned with some aspects of having a dog in the school. Allergies and fear of dogs were two of them. It’s been our experience that high school students are well able to manage an animal allergy by avoiding the dog or washing their hands after petting. Having two handlers (with separate offices) easily manages the fear concern, which has been quite rare.

In addition to seeing Junie in the counseling offices, we often bring her down to our school’s “commons”, an area outside of the cafeteria where students congregate before school and during lunch hours. Students often flock to pet Junie and chat with us about their day. We think it makes the school feel more comfortable to the students and it’s clear that Junie brightens their day as seen by the smiles on their faces and exclamations of delight in seeing and interacting with her. We have had several students tell us that they think Junie is the best thing the school has ever done.

Junie’s ‘academic’ visits include:

- Classroom presentations to provide information about her purpose
- The Emotional Disturbance Self-Contained classroom to help diffuse tension or improve a bad day
- Attending IEP and/or 504 meetings at the request of student/parent
- Regular attendance to the pre-school program housed at Prospect



Junie is still a young dog but we have seen her skills mature the longer she is working at the school. She is better able to intuit student needs and responds better to our direction regarding her interaction with students. We are lucky to have her in our school and have found that, although the excellent training she received is key to her success, her calm temperament is at least as important. Junie loves coming to school, enjoys interacting with people, is welcoming to everyone and loves to be petted. These characteristics make her a great counseling dog and a great asset to our work.

ISCA Annual Awards

We had a great group of award recipients this year.

We handed out some awards in Springfield and others in Skokie. It was great to see so many deserving individuals that had been nominated by their peers for one of ISCA's awards recognizing people for their accomplishments and contributions to the field. Our awards Chairperson Dr. Toni Tollerud presented the awards to a diverse group from administrators to graduate students. The final recipient was Dr. Tollerud herself. ISCA Board President Steve Murray surprised her with the news that the ISCA Board had changed the name of the School Counselor Educator of the Year Award to henceforth be called the Dr. Toni Tollerud Educator of the Year Award. Dr. Tollerud then became the inaugural recipient of this prestigious award honoring all of her many years of accomplishments as a leader and educator of this award.





2014 ISCA Award Winners:

2014 School Administrator Of The Year
Ron Kiesewetter

2014 School Administrator Of The Year
Vince Walsh-Rock

2014 K-8 Elementary School Counselor Of The Year
Shira Fisher

2014 High School Counselor Of The Year
Julie Allen

2014 High School Counselor Of The Year
Franciene Sabens

2014 High School Counselor Of The Year
Jeannine Pacetti

2014 High School Counselor Of The Year
Tracy Peed

2014 High School Counselor Of The Year
Amanda Dillard

2014 School Counselor Educator Of The Year
Dr. Dorea Glance

2014 School Counselor Educator Of The Year
Dr. Toni R. Tollerud

**2014 School Counselor Internship Supervisor
Of The Year**
Nathan Underwood

2014 School Counselor Graduate Student Of The Year
Phetsavanh Keobouavanh

2014 School Counselor Graduate Student Of The Year
Amy Catania

2014 School Counselor Graduate Student Of The Year
Ivy Malisow

ISCA President 2012-2013
Dr. Erin Mason

Friend Of ISCA
Todd Burrell

Friend Of ISCA
Mike Dunker





2014 Developmental Counseling Model for Illinois Schools Revision Team

- Amelia Catania
- Ivy Malisow
- Franciene Sabens
- Tiffany Stallone
- Melissa Ockerman, *Chair*
- China Hill
- Anne Marie Yates
- Erin Mason
- Mary Carideo



A Day on the Hill

CICO (Coalition of Illinois Counselor Organizations) held another very successful event Wednesday, February 26, 2014 in Springfield. We started our day with an orientation to the legislative process and what our 60 attendees should expect.

Graduate students and faculty were in attendance from DePaul University, Northern Illinois University, University of Illinois Springfield plus CICO Board President Larizza Fenner and other professional counselors.

At the Capitol our group had the opportunity to present awards to Illinois legislators who had been selected by the Illinois Counseling Association to receive the esteemed Legislator of the Year Award.

Sen. William Delgado was presented his award by Dr. Jim Klein and some students from UIS and constituents from the Senators District.

Rep. Robert Pritchard was presented his award by Dr. Deb Pender, NIU faculty, Daniel Stasi, CICO Executive Director and graduate students from NIU.

Join us next year "Day on the Hill 2015"

CICO has set the date for our 2015 Day on the Hill. It will be Wednesday, February 25, 2015. We will start at 10 am at the Hoogland Center.



ASCA Proposals

And while we're talking all-things-conference, it's time to submit session proposals for next year's conference in Phoenix, "Spice up Your School Counseling Program," June 28-July 1. Have a great idea for a session? Be sure to submit your proposal by **Sept. 8, 2014**.



CICO Report

We supported several bills. CICO Executive Director Dan Stasi testified in Springfield on several occasions.

HB2975

Amends the Children with Disabilities Article of the School Code. In a Section concerning school psychological services, provides that nothing in the Section prohibits school social workers from providing those school psychological services listed for which they are appropriately trained.

- **Dead-Never heard in committee**

HB4207

Amends the School Code. Adds a definition of cyber-bullying to the School Code. Extends school action against cyber-bullying to include that which takes place off of school property, computers, or events if brought to them and is creating a disruption to the educational process. Bullying policies must be extended to include a process to examine if certain bullying is in their jurisdiction and require providing information on the schools counseling services.

- **Passed House 85-21**
- **Passed Senate 32-18**
- **Waiting on Gov signature**

CICO is supporting this bill.

HB4405

Amends the Mental Health and Developmental Disabilities Code. Defines “clinical professional counselor”.

- **Passed House 112-0**
- **Passed Senate 56-0**
- **Waiting on Gov signature**

CICO is supporting this bill. It will help clarify and define LCPCs in the Mental Health Code. They are not currently defined there.

HB5286

Amends the School Code. Provides that 4 years of working in the capacity of school support personnel shall be counted towards a principal endorsement for a Professional Educator License. (currently the law requires teaching experience for 4 years as the only option). The bill has a sunset date of 6/30/2019.

- **Passed House 107-6**
- **Passed Senate 57-0**
- **Waiting on Gov signature**

CICO is supporting this. This will allow school counselors to achieve an administrative Principal Endorsement.

HB5288

Amends the School Code. Expands the definition of school counseling to be more comprehensive. It does not require school counselors to perform all the functions listed but lists them as possibilities that school counselors are trained and qualified to do.

- **Passed House 107-6**
- **Passed Senate 57-0**
- **Waiting on Gov signature**

This bill was drafted by ISCA. CICO is supporting this. Dan has been to Springfield to testify on behalf of this legislation. It has no opposition. It provides an extensive definition of the role a school counselor can have in a school.

Day on the Hill 2015

CICO has set the date for our 2015 Day on the Hill. It will be Wednesday, February 25, 2015. We will start at 10 am at the Hoogland Center.

Counselor Educator Summit 2015

CICO has set Friday, February 27, 2015 for our annual meeting of counselor educators from throughout Illinois. We will be discussing various legislative changes in licensure laws/rules and school counselor law/rules.



Dan Stasi (center) CICO/ISCA Executive Director, Lobbyist with Illinois Senators Durbin & Kirk

Clear & Present Danger

FROM FOID ACT

The new law concerning concealed carry weapons in Illinois added a section to the Illinois law placing a mandate on school administrators concerning reporting. It puts the burden of reporting on the school principal or their “designee” which they could designate as the school counselor. The law stipulates schools as a place where a concealed weapon is not allowed.

THE LAW:

Section 100.

Short title. Sections 100 through 110 may be cited as the School Administrator Reporting of Mental Health Clear and Present Danger Determinations Law.

Section 105.

Duty of school administrator. It is the duty of the principal of a public elementary or secondary school, or his or her designee, and the chief administrative officer of a private elementary or secondary school or a public or private community college, college, or university, or his or her designee, to report to the Department of State Police when a student is determined to pose a clear and present danger to himself, herself, or to others, within 24 hours of the determination as provided in Section 6-103.3 of the Mental Health and Developmental Disabilities Code. “Clear and present danger” has the meaning as provided in paragraph (2) of the definition of “clear and present danger” in Section 1.1 of the Firearm Owners Identification Card Act.

Section 110.

Immunity. A principal or chief administrative officer, or the designee of a principal or chief administrative officer, making the determination and reporting under Section 105 of this Law shall not be held criminally, civilly, or professionally liable, except for willful or wanton misconduct.

CLEAR & PRESENT DANGER DEFINED

PUBLIC SAFETY

(430 ILCS 65/) Firearm Owners Identification Card Act.

(430 ILCS 65/1.1) (from Ch. 38, par. 83-1.1)

Sec. 1.1. For purposes of this Act:

“Clear and present danger” means a person who:

- (1) communicates a serious threat of physical violence against a reasonably identifiable victim or poses a clear and imminent risk of serious physical injury to himself, herself, or another person as determined by a physician, clinical psychologist, or qualified examiner; or
- (2) demonstrates threatening physical or verbal behavior, such as violent, suicidal, or assaultive threats, actions, or other behavior, as determined by a physician, clinical psychologist, qualified examiner, school administrator, or law enforcement official.



and the School Counselor

Common core and aligning curriculum to the common core standards has become the focus of a large percentage of school districts across the nation and is the buzz in education today. What does all of this mean for school counselors? Where do we fit into this process? According to the MetLife Survey of American Teacher (2011), “Counselors have learned a hard truth. College eligible does not mean college ready.”

Since 2010, 43 states and the District of Columbia, have adopted the CCSS which effectively reset expectations for all students to a higher level of college and career readiness. The CCSS provide an opportunity to ensure that American students are held to the same high expectations in math and literacy as their global peers regardless of where they live.

School leaders are aware that in order for CCSS to be successful all stakeholders must be aware and have a firm understanding of the standards, be active in the implementation of the standards, and provide supports throughout the ongoing process.

Both the mathematics and English language arts/literacy standards demonstrate logical progressions through the grades. Therefore, teachers will understand how standards being taught on a particular day relate to the standards in other grades.

According to the American School Counseling Association, “Standards alone will not improve schools and raise student achievement, nor will they narrow the achievement gap. It will take implementation of the standards with fidelity by school leaders and teachers to significantly raise student achievement.”

Colleges, universities and employers want students to:

- 1) Conduct research and apply that research,
- 2) Identify areas for research,
- 3) Apply skills and knowledge across the content areas, and
- 4) Model real world situations and persevere in solving complex and novel problems.

The CCSS require educators and school leaders to make fundamental shifts in practice. This shift in intent means changes in the way students learn and are assessed, in the way teachers teach, and in the way instructional leaders lead. In reality, it means that we must teach English, writing and math across the

curriculum. Math and English teachers cannot carry the burden alone. It must be a shared responsibility of all the teachers throughout the entire school.

There are six instructional shifts in ELA/Literacy:

- 1) balancing informational and literacy text,
- 2) building knowledge in the disciplines,
- 3) staircase of complexity,
- 4) text-based answers,
- 5) writing from sources, and
- 6) academic vocabulary.

There are also six shifts in mathematics:

- 1) focus,
- 2) coherence,
- 3) fluency,
- 4) deep understanding,
- 5) applications, and
- 6) dual intensity.

Collectively, these shifts in the CCSS mean teaching and learning need to be organized to have students:

- Conduct short, focused projects and longer term in-depth research;
- Produce clear and coherent writing, whatever the selected format;
- Communicate research findings (speaking and listening skills) and mathematical thinking;
- Model quantitative problems with mathematics;
- Persevere in solving problems; and
- Reason deeply about mathematics and mathematical situations by applying concepts to real world situations while demonstrating higher-level thinking.

Common Core and the School Counselor Cont'd...

What does this mean for counselors? We need to know how school must change to successfully implement the CCSS. Change does not happen by itself. It results in a change in practice, positive attitude, encouragement and reflection. To be effective, school counselors must have accurate information and understanding about the standards. ASCA states that “school counselors need an understanding of how the standards will affect the three domains of professional school counselors –

academic, career, and personal/social – in relation to the needs of their students.” Therefore, school counselors have a critical role to play in the successful implementation of the new standards. We are in a unique position to influence and implement many of the school-wide goals and initiatives to help ensure that all students are college and career ready.

The first step for school counselors is to take action. You must understand the CCSS. In 2010, the National Governors Association and the Council of Chief State School Officers released the CCSS. These standards define the knowledge and skills students

should master during their K-12 education. The council started from grade 12 and worked backwards on the standards beginning on the college and career ready standards. The key points in ELA/Literacy are: reading, writing, speaking and listening, language, and media and technology. The key points in mathematics are: solid foundation in whole numbers (addition, subtraction, multiplication, division, fractions, and decimals); number core; conceptual understanding; hands-on learning in geometry, algebra, and probability and statistics; ways of thinking to real-world issues and challenges; and mathematical modeling.

The second step is for school counselors across all grade levels to support it. School counselors have had struggles with issues that include: course articulation, student

transferability, vertical course alignment, and grading fidelity. The standards can provide a solid foundation in regards to these issues and create a benchmark for students across districts and the states.

The third step is to act on CCSS. School counselors need to move toward assisting in the implementation and integration of CCSS within their daily work and throughout the school community. Serve as part of the leadership

team. Gather and analyze data related to standardized test scores, state assessments, grades, and other sources. Analyze the school’s tier 2 and tier 3 interventions.

Monitor student progress and participate in discussions with the staff related to the readiness of students. Identify students with literacy needs and work with the staff to provide appropriate interventions. Review the school’s course selections, offerings, and pre-requisites to ensure that all student have access to coursework. Enroll qualifies students into dual credit and advanced placement courses. Keep accurate records of student’s credits and course-

work to ensure that they are on track for college and career readiness. Participate in discussions of rigor in your school. Assist in gathering data for the leadership team. Keep track of the number of students taking rigorous courses of study and students that are repeating classes. Explore dual credit and advance placement options for your school. Join the school literacy council. Help identify ways that teachers are extending learning time for students (tutoring and review sessions). Monitor the participation and progress of students in Tier 3 interventions. Determine the effect of interventions on student achievement. Help student’s develop appropriate education plans. Develop and continue a six-year individual educational plan for every student. Develop a calendar for when you will conduct lessons and push into classrooms. Attend and participate in school-wide

School counselors have the skills and resources to align with the school leadership team to ensure that various school practices and processes celebrate student achievement and create a culture of college and career readiness for all students.

professional development sessions. Reference ASCA tools and Learning Forward's Standards for Professional Learning. Use data to identify student needs and monitor progress. Be aware of technology requirements of the standards and how those skills are integrated. Familiarize yourself with online technology, social media, interactive and adaptive tools. Develop a written statement of philosophy for the school counseling program. Indicate a set of goals and expectations related to student achievement. Align the counseling statement with the school's mission statement.

School counselors have the skills and resources to align with the school leadership team to ensure that various school practices and processes celebrate student achievement and create a culture of college and career readiness for all students. Counselors can utilize posters, post scholarships, post college acceptances, and post a list of AP scholars, Merit Scholars, and other honor roll awards. School counselors can make announcements about college acceptance, scholarship winners, and date reminders, such as: ACT and SAT testing. They can hold conversations with students about college and career readiness and preparation. Talk among students and teachers about college also creates a college and career ready environment. School counselors can be actively involved in celebrations for academic achievement. Participate in ceremonies such as honors luncheons, NHS induction, and other school rituals. School counselors can conduct lessons in regards to the acceptance process and attending college. In addition, lessons on career planning and careers can also be led by school counselors. Counselors can also ensure that all students are registered for post-secondary requirements.

The American Counseling Association wrote an article entitled "Common Core Standards: Essential Information for School Counselor". Within this article, it listed the top ten things to know in regards to the CCSS. ACA stated that these standards impact the role of the school counselor in a number of ways. Overall, the article suggests that we look at our classroom guidance and career development activities and align them with the CCSS outcomes for each school and grade level. "Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, and education and career goals. Through the application of counseling theories

and techniques in context, school counselors accomplish these goals by fostering educational and social equity, access, and success. The professional school counselor serves as a leader and an assertive advocate for students, consultant to educators, families, and the community and collaborator and team member with teachers, administrators and other school personnel to help each student succeed", stated Jessica Eagle, of ACA.

There is a great deal that counselors can do to assist in the implementation and integration of CCSS. School counselors must work to help build a collaborative community of learners. The role of the school counselor is to be flexible and resourceful. Assisting with the academic, social emotional, and readiness of students is a natural fit for professional school counselors. A school counseling program can drive college and career readiness through programs that address areas such as: social and interpersonal skills, organizational skills, and problem solving skills. Professional school counselors are a vital part of the CCSS initiative.



**By: Sherri McLaughlin, NCC;
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The ISCA Annual Conferences were very successful. Evaluations in both Springfield and Skokie had many positive comments on the workshops and the experience.

I think our attendees said it best:

"I had the pleasure of attending several sessions in which I walked away with a concrete intervention to use."

"There were a lot of good sessions offered."

"Nice mix of humor and seriousness on this compelling topic."

SAVE THE DATES!

April 10, 2015-Friday Springfield Northfield Inn

April 24, 2015-Friday Skokie Holiday Inn

We experienced record crowds at both locations. We had 175 in Springfield and over 500 in Skokie. We owe a big thank you to all the exhibitors who participated. Exhibitors had 22 spots in Springfield and 33 in Skokie. This conference had a 10% increase over the previous year. Our keynotes presented great information.

The real value was the opportunity for school counselors, graduate students and counselor educators from all over Illinois to get together and connect with others in their field.

We all got to see some good friends and to share our common interests in finding ways to help student achieve success.

Thank you to everyone who attended. We certainly appreciated all the feedback and we are busy planning for next year. If you are interested in working with us in the planning process please send your contact information to me at myisca@gmail.com.

