



ISCA *Insight*

The Newsletter of the Illinois School Counselor Association
a state chapter of the American School Counselor Association

September 2008 Issue

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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.



Congress Gives Final Approval to Higher Education Bill; Adds New Loan Forgiveness Program for School Counselors!

ACA UPDATE: On July 31st, Congress gave final approval to a compromise bill to overhaul the Higher Education Act. The bill, the Higher Education Opportunity Act of 2008 (H.R. 4137), was passed by the House by an overwhelming bipartisan vote of 380-49. The Senate also approved the bill by a bipartisan vote of 83-8. The measure is the first comprehensive, long-term overhaul of the Higher Education Act in a decade. The bill now heads to the President for his signature. Following that, the Department of Education must issue regulations to implement the new law. ACA is very pleased to announce that H.R. 4137 creates a new "Loan Forgiveness for Service in Areas of National Need" program. The loan forgiveness program covers 17 areas of "national need," including school counselors working full time in low-income schools (see definition of a low-income school below). To qualify for the new "Loan Forgiveness for Service in Areas of National Need" program, eligible borrowers must be:

- A. Employed full time in an area of national need (see list below), and
- B. Not in default on the loan for which they are seeking forgiveness.

The program permits the U.S. Department of Education to:

1. forgive up to \$2,000 in Federal Stafford Loan or Federal Direct Stafford Loan debt, for each school year or calendar year of full-time employment in area of national need, up to 5 years, for a maximum of \$10,000 per eligible borrower.

(Note: Federal PLUS Loans borrowed on behalf of a dependent student are not eligible) Please note the new loan forgiveness program will:

2. be available only after the legislation is signed into law by the President,

3. not be available for previous years worked,
4. be provided on a first-come, first-served basis, and
5. be subject to the availability of annual funding by Congress.

Areas of national need include: early childhood educators; foreign language specialists; librarians; highly-qualified teachers serving students who are limited English proficient, low-income and underrepresented populations; child welfare workers; speech-language pathologists and audiologists; **school counselors**; public sector employees; nutrition professionals; medical specialists; mental health professionals; dentists; applied sciences, technology, engineering or mathematics (STEM) employees; physical therapists; superintendents, principals, and other administrators; and occupational therapists.

Low-Income School

To be considered a "low-income school," the school must be in a school district that qualified for federal funds in the year for which the cancellation is sought. Also, more than 30 percent of the school's enrollment must be made up of children from low-income families. To find out if the school that employs you is classified as a low-income school, you can check the U.S. Department of Education's online database for the year(s) that you have been employed as a school counselor. Go to: <https://www.tcli.ed.gov/CBSWebApp/tcli/TCLIPubSchoolSearch.jsp>.

This is all the information we have available on the loan forgiveness program at this time. We will attempt to provide more details from the Department of Education as they become available in the months ahead.

Finally, thank you to the thousands of ACA members who have been diligently advocating for loan forgiveness for school counselors over the last two years!

‘Professional School Counselors Create Solutions’

by Christina K. Nolan, LCPC, NCC

President



Welcome to another year of knowing that **YOU** are a member of a dynamic, committed association who has your visions, concerns and students at the center of our heart.

The Illinois School Counselor Association is dedicated to providing you with the resources and networking that will enhance your growth as a ‘professional school counselor’. We are involved with working with the Illinois State Board of Education in clarifying your recertification needs. We have created a ‘Professional Development’ Task Force, under the fine tutelage of Dr. Toni Tollerud, who will be assessing and designing opportunities for school counselors to meet their recertification requirements (80 CPDUs over the five year certification cycle) and providing information to your school administrators so they understand this new requirement which went into effect July 1, 2008. We are now listed under resources on ISBE’s social emotional learning standards and we continue to strive toward helping all stakeholders in the education of our children in Illinois understand that ‘professional school counselors’ are master’s level degree, trained and state certified experts who work with ALL children in the academic, social emotional, and career domains. Through this concerted and focused work, research indicates that children who attend schools where professional school counselors deliver comprehensive, developmental school counseling programs achieve higher results on standardized testing, increase school attendance and decrease behaviors that impinge on the learning process. As professionals, we know that this needs to start at the elementary level.

Today’s Professional School Counselors in the State of Illinois are able to articulate their professional identity and help all stakeholders understand how they bring success and meaning to ALL students under their watch. The ASCA National Standards for Students, Illinois Social Emotional Learning Standards for Students (our curriculum), IL Standards for School Counselors and updated Recertification in the State of Illinois are just some of the

guiding documents that school counselors may access to ensure they are involved in comprehensive, developmental school counseling.

I would encourage all school counselors to begin their school year assessing their current programs.

Who is doing what?

What programs are in place?

Who has access to these programs?

How are they delivered?

Do they work?

What evaluation measures do you have in place to test that?

Are you delivering your services in the four areas:

- (a) Individual Planning
- (b) Responsive Services
- (c) Curriculum
- (d) Support Services

“... YOU are a member of a dynamic, committed association...”

Gone are the days of confusion, dissension and helplessness, replaced with a sound plan toward being able to establish the foundation for a successful school counseling program. Don’t get caught up in the quagmire of why

you can’t move toward comprehensive, developmental school counseling, but identify ways in which you and your department can move toward a realistic plan for improvement.

Knowing this, we beseech our Illinois School Counselor Association members to step forward and train their fellow educators in the art and science of ‘professional school counseling’. Share what are appropriate and inappropriate responsibilities of the professional school counselor. Help your schools embrace your expertise and use it to their full advantage. When you walk out of school and say, “Whoa, am I tired!” call to mind a chance meeting I once had with a woman who had dedicated over 50 years to education, when I had finished exclaiming my state of tiredness, she turned to me with a twinkle in her eye and calmly said, “And that means you had a good day.” And she was right.

To all of your good days....we’ll be here when you need us....

The Illinois School Counselor Association
Christina K. Nolan, NCC, LCPC
President, 2008-2009

Welcome to Another School Year

by Ray Piagentini, President Elect



Welcome to another school year where we have the most important responsibility, the responsibility to assist our students in all ways. Our assistance can run the gamut of just simply listening (as well as hearing) to assist our students in their positive emotional growth. To our elementary counselors I know that you realize that you are in many instances, one of the first people outside the family

structure to offer support. You are critical in establishing the early home/school partnership. Our middle school and junior high people, have the difficult job of working with students in the tumultuous years of early adolescence. Few people can accomplish what you do on a daily basis. The secondary school people, sometimes, and sadly enough, get all the credit (and often the blame) as we assist the student with their early life, college, work force or military plans.

What we do is difficult and rewarding. Therefore we all need to “get the word out” as to what exactly we do in our day to day responsibilities with our students. I encourage our counselors to make those all important connections with the faculty as soon as possible during the school year. In many cases, the teachers are our front line “eyes and ears” as to the emotional health of students because they observe the student every day for 187 days each year.

I would like to propose the following initiative for this year. We need to strengthen our constituency and become a more powerful voice representing all counselors in Illinois. I would like to examine the “all in” policy, where we would strive for complete membership of departments (and districts) as a goal to coincide with our strategic plan. The benefits of membership are valuable and the sharing of resources can benefit our students, no matter what size your caseload. I visualize a point in time when ISCA is

viewed as a “island of excellence in a sea of mediocrity” and can interface with administration and legislators as one group with a common goal; working for all programs that are in the best interests of our students.

Secondly, we must work diligently to keep our students safe. My heart goes out to the Chicago Public School teachers and counselors as they deal with the death of 29 students. Any loss of life is a tragedy whether it be a random shooting or a suicide. We are losing too many young, bright, energetic lives to violence and we must do our part to keep these numbers low and eventually, non-existent.

Lastly, our ISCA conference committee is calling for proposals for our conference in April, 2009. Our theme this year, *Professional School Counselors Create Solutions*, speaks loudly to the amount of knowledge, experience and compassion by our members. Examine a program or idea you have that would benefit all students and be willing to share that

concept with members and guests on April 17. All information and the conference proposal form is available online, I realize that we all have a tremendous amount of work and involvement in our school, but St. Paul said, “Weary not in doing well”. What you may present can possibly effect a life of a student and help them attain a balanced path in their life. Our students and their future hang tenuously in the balance and deserve nothing but our best. Finally, using a quote from the Hill Street. Blues weekly program, “Let’s be careful out there”. Have a great school year.

Ray Piagentini
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**“..we assist the student
with their early life..”**

Save The Date
ISCA Annual Conference
April 17, 2009

From Your Past President to You... The Professional School Counseling Leader

As Past President of the Illinois School Counselors Association, I encourage you to envision yourself as the leader of the school counseling profession in your school, district, community, and state. The first step to becoming such a school counseling leader is to fundamentally recognize yourself as one! A personal leadership role model for me is John Maxwell. In his book, *Developing the Leader Within You*, he states: 'leadership is not an exclusive club for those who were born with it; and leadership traits can be acquired when linked with desire.' He believes that all leaders fall into one of four categories; 'leading, learned, latent, and limited.' As a seasoned leadership trainer, I believe school counselors can acquire the leadership skills necessary to bring our profession to the next level. We need the forum for leadership training, mentors that will support our roles as leaders, and connectedness with a greater purpose. We can find that purpose in ISCA. Embrace ISCA's 2008-2011 Strategic/Work Plan Goals: "promote the identity of the professional school counselor, support developmental school counseling (Illinois Developmental Model in conjunction with the ASCA National Model), demonstrate efficacy of school counseling programs and practices, facilitate networking, professional development and resources which support and encourage professional school counselors, and target and respond to changing needs and trends in the communities we serve." Then utilize the PRINCIPLES OF SCHOOL COUNSELING LEADERSHIP by serving the school counseling profession as a SPOKESPERSON, COACH, DIRECTIONS SETTER, and CHANGE AGENT : ASCA Delegate Assembly, June 22, 2007.

You can strategically lead the school counseling profession through: a variety of ways that meet your **needs**. ➔ Participate in ISCA's governing board, committees or task forces, establish key relationships with school districts, legislators, and community leaders, provide schools with data driven, comprehensive counseling programs, promote public awareness of the school counselor's role daily, implement developmental counseling programs aligned with state standards and social emotional standards, maintain effective school counseling and community collaborations with key persons, and attend our April 17th annual spring conference. Remember, "One vision, one voice" means combining energies for common purposes, to achieve a meaningful result for all school counselors and the school communities they serve.



Kris Sandra Wheatley, LCPC, NCC
ISCA Past-President

A larger way to influence the profession, network with colleagues, unify school counselors and send a pronounced public awareness message to key stakeholders is to invest your time by joining the regional office of education counselor contact task force. Regional superintendents were contacted by email and letters last fall and winter. There are fifty-six regional offices of education that are willing for us to share our professional skills and resources. Some school counselors are already active with their regional offices, but this would be a clear, coordinated effort to have a professional binder of information for each regional office, approved by the ISCA

governing board. Each region, in theory, would have at least one school counselor as their contact. Networking opportunities and professional development could arise for all regions. Please take the time to contact me at: Krislcpc@aol.com or kwheatley.waldo@d131.org, 630.548-4086 or at 630.299-8389. We need at least fifty volunteers to make this work. We have the ability to accomplish this task with our organization being over 400 members.

In closing, I firmly believe that professional school counselors, university professors, and graduate students are at critical crossroads in: 1) defining and demonstrating the importance of their role in school systems through public awareness, accountability/research, and collaborative actions, 2) working with like minded stakeholders including the Regional Offices of Education, legislators, administrators, board members, universities, and the greater communities, in order to examine needs and demonstrate effective results for children's educational, developmental, and social/emotional needs, 3) demonstrating organizational and professional commitment, presence and value for the Professional School Counselor's Profession. Your commitment to the school counseling profession will be evidenced in the results we all produce this year! ISCA received recognition at the 2008 ASCA Delegate Assembly for being a charter for forty-five years! Let's make history, this year, by demonstrating our value, expertise, and cohesiveness as a profession! I'll see you at the ICA Conference November 13th, 14th, and 15th.

As you develop, refine, and implement a developmental counseling program...

Kris Sandra Wheatley,
LCPC,NCC, ISCA Past President

Middle School V-P

by Erin Hatch

Welcome back to a new school year!

This is the time of year to get excited and start fresh with your staff and students. I hope that everyone had a relaxing and rejuvenating summer! I was lucky enough to go on a couple of vacations as well as to attend a very inspiring conference. I was invited to Mawi's Summit Conference in Lincoln Park in July for 2 days. I first heard Mawi speak as the Opening Keynote Speaker at 2006's ASCA conference which was held in Chicago. He not only speaks, he is also a writer. He has written the popular book, "Of Beetles and Angels." It tells his story of being an Ethiopian refugee, growing up in Wheaton, and earning a full ride scholarship to Harvard. He basically sends the message to kids that they can overcome anything they are going through. His conference included some local and international people who are making a difference in student lives. He also showed us his Mental Karate program. I am planning on implementing this in my 7th grade this year to see if it makes a difference in school climate, referrals, and student achievement. It's all about students creating their own inspiring journey instead of just listening to someone else talk about their inspiring journey. I believe it will help make better citizens in our world as well as raise self-esteem of the students. This is his way of turning Character Education into Character Action. If you would like to learn more about Mawi and his programs, check him out at www.mawispeaks.com.

I believe that the best way to help students learn is to develop positive relationships with them. I encourage you to develop your own positive relationships with students as well as helping your teachers develop them within their own classrooms. Let's not forget some of our psychology background such as Maslow's Hierarchy of Needs. Physiological needs are first, then safety, then belonging, then esteem/achievement. Achievement cannot even enter a student's mind until the first three needs are met. I know a lot of my students struggle sometimes to even have the first need met of having a full stomach because of financial issues. How can we expect them to learn when they are hungry? It's developing positive relationships with them that will help them get these needs met because we are paying attention to them.

I also truly believe that collaboration is one of the greatest tools we can use to improve ourselves professionally. I created a list serve a couple years ago of Chicago subur-

ban area middle school counselors. We use this to post questions to each other, send out resources, and just chat about what we are doing in our schools. Please email me if you would like to be added to the list serve.

Here's to a challenging and rewarding year wherever you are!

"People may not remember exactly what you did, or what you said, but they will always remember how you made them feel."

— Unknown

Erin Hatch
Counselor
A. Vito Martinez
Romeoville
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Meet Jim Bierma
ASCA President, 2008-09 at our spring conference!

Secondary VP Article, by Chuck Koch

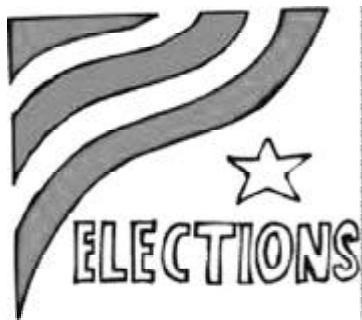


As I write this, I'm at my desk waiting for the final day of registration to begin. Summer's officially over! The ISCA Leadership Team has had its first meeting and I was impressed with the amount of energy in the room. I am humbled to be a member of such a group. While our goals are ambitious, I'm confident that we will make great strides

towards them. The vision of the leadership is long term and will hopefully affect what we do and how we do things here in Illinois for years to come. My personal goal is to properly represent the secondary school counselor. Having prior experience at the middle school level, I have come to realize the vast difference between how we deliver services at the different levels. That experience has led to far more questions than answers. The overriding question in my mind is how do we deliver the services outlined in both the

ASCA and Illinois Developmental Models at the secondary level? If you are like me, you have enough trouble keeping up with the day to day tasks that have traditionally been part of the "guidance" counselor's job without adding to it. Personally, I believe that it can be done but I know it will be a long process getting there. Hopefully, we will be able to use some of the tools available to us to share ideas and successes.

Since I represent you, the Secondary School Counselor, I need to hear from you so that I know what your needs are. Please let me know at: ckoch@naperville203.org.



Election Results

Congratulations
to our ISCA Election Winners

Ray Piagentini - President Elect

Venisa Beasley-Green -President Elect-Elect

Stephanie Andrews - Vice President Graduate Student

Laurie Siegel- Vice President Elementary

Charles Koch- Vice President Secondary

Graduate Student VP Article, by Stephanie Andrews



Getting off to a Great Start

As Graduate Student VP for the Illinois School Counselor Association I am excited for a new school year to start. I am currently a 2nd year graduate student entering practicum at Northern Illinois University's counseling program this fall. My school practicum site and internship

will be at Neuqua Valley High School in Naperville. I'm excited and nervous at beginning this next step in the process of becoming a school counselor.

As I began putting together ideas for practicum and internship this summer I realized I would spend more time recreating the wheel by creating my own group lesson plan or classroom curriculum than if took the time to research ones that were already assembled. My first search took me to the American School Counselor Association's (ASCA) website (www.schoolcounselor.org). If you are not already a student member, I strongly encourage you to become one! The benefits are astounding. Every couple of months I receive a magazine in the mail with helpful ideas, articles, and news as well as a journal with studies on topics related to the school counseling field. Not only do you receive the magazine and journal, but ASCA also has an online resource center which has given me ideas on

projects submitted for class but also examples to be taken for real life application.

For those of you entering practicum and internship, you will most likely be required to have insurance before beginning. With being a student member to ASCA, you are given insurance included in your membership. We all know graduate students love deals!

However, while I encourage you to take part in the national organization, I cannot emphasize enough how important it is to also stay connected with our state division. The Illinois School Counselor Association as well as the Executive Director, Dan Stasi, does an excellent job for advocating for us and informing us of recent legislation changes. Without belonging to ISCA, you will lose vital information they have to provide.

I look forward to sharing resources that will help graduate students throughout the process of becoming a school counselor. If you have any great resources of your own you would like to share please send them so we can get them out. School counselors are great at sharing and borrowing! My e-mail is sandrews@niu.edu

I look forward to seeing you in November at ICA's Annual Conference! Feel free to email me at sandrews@niu.edu. Have a safe and exciting new school year!

Past President Article Continued

Take a leadership role in your school and community.
 Dialogue informally and formally about school and district values.
 Build relationships at the developmental stages of each school person.
 Listen to the needs and wants of the teachers, school, and school district.
 Dialogue about the needs and wants of the teachers, school, and school district.
 Assess the readiness level of the teachers, school, and school district.
 Seize the moment Strategically- timing is everything!
 Find support and resources for the change to developmental thinking for your school, administrators, teachers, and district.
 Research existing programs, models and resources.
 (ASCA Model, IL Developmental Model, State Standards, and Social Emotional Standards)

Compile developmental resources for use.
 Provide a brief letter and developmental lesson samples to each teacher.
 Allow the team of teachers to digest the information.
 Provide feedback to teachers about what other teachers have selected.
 Provide feedback to administrators about your developmental framework.
 Evaluate your program's effectiveness.

Region 2 Representative by Linda Delimata

As school begins this year please be reminded of the requirements for the McKinney/Vento Homeless Education Act, and the supports needed for students who are highly mobile. Many times the school counselor is the one who helps identify these children, provide them with resources, and assist in ensuring their rights have been safeguarded. In order to be familiar with the ways a school counselor can provide supports for children who are transient; there are some ways to help you be prepared.

- Find or compile a list of the resources in your area that will be contacted in the case of need. This list should include shelters, food pantries, short term housing options, social services, faith based organizations, etc.
- Become familiar with the signs of possible homelessness to help identify the youth. For information on this topic see: www.serve.org/nche/nche_web/warning.php
- Make sure all barriers to school success have been removed
- Enroll the student in the free lunch program without having parent or caregiver fill out the financial information sections
- Inform the family of their rights under the Act.

Those include:

1. Attending either the school of origin, or the one closest to where they currently live

2. Enrolling without immunizations, school records, proof of residency, birth certificates, etc.
3. Be provided with transportation to and from their school
4. Receive the same services and programs as students who are not homeless
5. Have any disagreements with school placement settled through dispute resolution while the student continues to attend school

Each district has an identified homeless education liaison, and that information can be obtained at <http://webapps.isbe.net/homelesschildliaison/>. You can look up any school district and find out who is named as their liaison. Each area of the state, as divided by ISBE, has a Lead Liaison to assist with information in their area. You can find out who your Lead Liaison is at <http://homelessed.net/Directory/directoryindex.htm>. Click on your county on this map and the information regarding this person will be brought up.

It takes all of us to ensure that homeless students receive the services they need to meet their academic needs as well as social and emotional needs. School counselors are essential to the process, and being prepared with resources and information makes the process easier.

Public Policy by Amy Thompson

ISCA Public Policy: It Really Does Matter

Over the past few years, ISCA has made a concerted effort with Springfield legislators to move Illinois in the right direction with legislation that supports the work of school counselors. We've made significant progress. With the help of dedicated legislators and CICO, legislation for continuing education, naming school counselors as professional workers, and funding for school counselor interns is now law. We also will work to reintroduce legislation defining confidentiality guidelines for school counselors and possibly other student services personnel.

Without hearing about your concerns, without understanding what keeps you from being able to truly make a difference with your students, we cannot move forward legislation that supports your work. So, how can you become involved?

1. Let us know your concerns. Contact me, your public policy chair, via e-mail or contact the ISCA office via the ISCA website.
2. Attend the ICA Conference and go to the session regarding Public Policy.
3. If you don't know your legislators, find out who they are, find out their positions, and if you believe in their work, support them. (More details about this at the ICA conference public policy session).

You don't have to know a lot about how the legislative process works. You don't have to be "connected". Most importantly, you don't have to be rich. You only need your voice and your vote. Become involved and let us know what will allow you to do your job better!

Amy Thompson, Public Policy Chair
miramac@wideopenwest.com

Region VII Representative

by Sandra Slone

Historically the summer has been a time of rest and relaxation for educators through out the city, but this summer has been anything but restful for CPS counselors. With more than 16,000 incoming freshmen being involved in a four week summer transition program and each of the 125 high schools having one counselor work for ten weeks to see that the graduating seniors are well on their way, this summer has been a very busy one. Counselors have helped the incoming freshmen learn their way around the high school, make new friends, resolve conflicts, taught them how to study and how to take tests, all in an effort to help them achieve greater academic success. With seniors getting ready for college, counselors assisted them with last minute transcripts, financial aid paperwork and answered any questions they might have. We officially kicked off the new school year with our Fourth Annual Oppenheimer Summer Institute.

The Summer Institute is a time when CPS Secondary School Counselors give up four days of their summer to learn new and exciting things so that they can better serve the students they are working with. This year the focus of the Institute was the Potholes Report that came from the University of Chicago Consortium. This report identifies the reason why students who qualify and are accepted to college, never make it. It is our hope that by reviewing this report, the districts' data, and the individual schools' data, we can increase the college enrollment for the students of the city. Day one of the Institute was delivered by our Postsecondary Research Team. The team assisted counselors in interpreting the data from their particular schools. Day two and three were led by college staff helping the counselors understand how to address the issues that were discussed in the Consortiums report. Day four was a very special day devoted to ASCA Training where we extended an invitation to CPS

Elementary Counselors giving them information on the ASCA Model and how it can improve their work.

The keynote speaker Board President Rufus Williams addressed the counselors, thanking them for the job they do for the children of the city and acknowledging the fact, that due to the large caseloads and inappropriate counseling duties it is often difficult to get that job done. For the past four years CPS Secondary School Counselors have been using the ASCA National Model. They are asked to set goals and develop guidance plans based on the data from the district and their schools. The Professional School Counselors team collaborates with all stakeholders in their building to impact student achievement. With CPS having three National ASCA RAMP Winners and four more schools within ten points of winning we are very excited about the possibility of adding many more schools to the list of winners. The institute served as the kick off to an exciting new year. A year where CPS counselors take on a role of leadership in advocating for the students they serve.

Let me also take a moment to remind counselors everywhere that as we start off this new year it is important that we take time to visit the website of the Illinois Department of Children and Family Services and review the information on Mandated Reporting. Each year counselors encounter students who may be in abusive situations, it is important that we are prepared and know how to respond. This website is a great resource for the information you may need. Visit www.dcfstraining.org/manrep/index.jsp

HAVE A GREAT YEAR and thanks for all you do Professional School Counselors !!!!!

**ICA Annual Conference
November 13-15, 2008
Tinley Park, IL**

How to Earn CPDUs

Below is an abbreviated list of activities that count towards CPDUs. A complete list and the amount of CPDUs per activity can be found on ISCA's website at www.ilschoolcounselor.org.

- A. Participation on collaborative planning and professional improvements teams and committees.
- B. Peer Review Coaching
- C. Mentoring
- D. Participating in site-based management teams, committees, boards.
- E. Coordinate community resources in schools.
- F. Faciliate Parent Education Programs for the school.
- G. Participating in partnerships related to student achievement.
- H. Supervising an intern.
- I. Completing coursework from a regionally accredited instituion in your certificate area.
- J. Teaching college or university coures in your certificate area.
- K. Completing non-university credit directly related to student achievement, school improvement, etc.
- L. Training as external reviewers for quality assurance.
- M. Training as reviewers of university preperation student personnel programs.
- N. Participation in action research and inquiry projects.
- O. Observing programs, teaching in schools, related to businesses or industry that is systematic, purposeful and releveant to the certificate area.
- P. Traveling related to one's teaching assignment directly related to student achievement or school improvement plans.
- Q. Participating in study groups related to student achievement or school improvement plans.
- R. Serving on a statewide education-related committee.
- S. Participating in work/learn programs or internships.
- T. Developing a portfolio of student and certificate holder's work.
- U. Participating in curriculum development or assessment.
- V. Participation in team or department leadership in a school or school district.
- W. Participating on external on internal school or school district review teams.
- X. Publishing educational articles, columns, or books relevant to the certificate area.
- Y. Participating in non-strike related professional association or labor organization services or activities related to professional development.
- Z. Other.

Visit www.ilschoolcounselor.org for a complete list and description.

**ASCA Annual Conference
June 28-July 1, 2009
Dallas, Texas**

Type 73 Recertification New Rules

Q: When does this new rule start? A: July, 1, 2008.

Q: Where can I find these rules?

A: These rules can be found in the State Board of Education Rules, Title 23, Subtitle A, Chapter 1, Subchapter B, Part 25, Subpart D. Section 25.275

Q: What is the basis for these rules?

A: These rules were copied from the existing rules for teacher certification with the following modifications as stated in Section 25.275:

- References to teachers, teaching and instruction shall be understood to mean holders of the school service personnel certificate and their performance of services
- References to the classroom shall be understood to mean the setting where services are provided
- References to the classes directly taught by the certificate-holder shall be understood to mean students directly served by the certificate-holder
- References to the supervision or preparation of candidates for teaching certificates shall be understood as the supervision of candidates for the Student Service Personnel Certificate.
- References to content-area standards shall be understood to mean the relevant standards set for at 23 Ill. Adm. Code 23 Standards for the School Service Personnel Certificate

Q: How many CPDUs do I need to renew my license?

A: 80 CPDUs within a 5 year renewal period.

Q: What is the difference between CPDUs, CEUs, and CEs

A: **CPDUs – Continuing Professional Development Units:** are a unit of measurement used in continuing professional development by ISBE to award credit for participation in a broad range of activities, including action research, staff development, curriculum design, mentoring, supervision of an intern, workshops and seminars, etc. CPDUs generated by workshops, seminars and conferences are earned at the rate of one CPDU for each hour of participation. Such a workshop or seminar must be offered by an approved provider.

CEUs – Continuing Education Unit: are a unit used in continuing professional development to award credit for participation in workshops, seminars, conferences, etc., that include some form of response, interaction, or participation for those attending. One unit equals five clock hours of participation in a professional development activity from an approved provider.

CEUs cannot be used for recertification.

CEs – Continuing Education: are a unit of measurement used by Illinois State Licensure. CE hours shall be earned by verified attendance (e.g. a certificate of attendance or of completion) at or participation in a program or course that is offered or sponsored by an approved education sponsor. One CE equates to one hour of participation at a workshop, conference, or seminar.

CEs cannot be used for recertification.

Q: How do I convert CPDUs, CEUs, and CEs

A: CEUs and CEs cannot be converted into CPDUs.

Q: What if I have a state license such as an LPC, LSW, LCPC, or LCSW do I need to renew my certificate? Or a NCC?

A: The rule says if you show proof of current and active licensure as a LPC, LCPC, LSW, LCSW, or speech- language pathologist or possess a national certification (such as the NCC) identified in Section 21-25 you qualify for certificate renewal upon furnishing a copy of the active license, certificate. You must include the date of issuance, period of validity, and issuing body in the application for certificate renewal.

Q: What if I only work part time?

A: The number of CPDUs needed to renew the certificate shall be reduced by 50 percent for any amount of time during which the certificate-holder has been employed and performing services on a part-time basis i.e. for less than 50% of the school day or school term. *See Section 25.275 (g)*

Q: When can I start counting hours towards my renewal?

A: Anything on or after April 1st of the final year of the certificate's validity or if not claimed with the respect to that period of validity, it may then be carried over and claimed in the subsequent period of validity.

Q: How do I prove my CPDUs?

A: ISBE requires certificate-holders to use a form of evidence of completion located on their website for each renewal.

Q: Where do I submit my renewal?

A: Renewals are submitted to the Regional superintendent of schools of the certificateholder's school district. The superintendent will then forward the renewal to the State Teacher Certification Board

Q: Can my renewal be done electronically using the Educator Certification System online?

A: Yes, type 73 certificate holders must utilize the ECS system to record their activities just like teachers and administrators do now. In fact, they are required to use the system the same as administrators, in order to submit their statement of assurance for renewal of their certificate(s).

Q: What is the Educator Certification System (ECS)?

A: All educators in Illinois can view and track their certification information by creating an ECS account. Once created, this account will allow you to view your information, apply for new certificates, register and renew your certificates, and enter professional development. Questions on how to use the ECS can be answered by reading the ECS user manual:

Q: What if I have a NBPTS certificate in School Counseling (National Board for Professional Teaching Standards)?

A: If you hold a NBPTS Certificate you automatically meet the requirements for recertification.

Q: What if I have less than five years in the period of my certificate's validity?

A: If you have less than five years remaining in your certificate's validity as of July 1, 2008, the number of CPDUs required to renew the certificate at the conclusion of the period shall be proportionately reduced.

Q: What if I have two certificates such as a Type 9 and a Type 73?

A: An individual who performs services in both a School Service Personnel certificate concurrently with some other type of certificate should meet the requirements for renewal for the certificate that is used 50 percent or more of the school day or school. The requirements for one certificate will suffice for the other certificates.

Q: How do I know if the workshop will count towards my renewal?

A: The workshop will only count towards obtaining CPDUs if the provider is recognized by ISBE. Illinois School Counselor Association (ISCA) and the Illinois Mental Health Counselors Association (IMHCA) are recognized providers of ISBE. For example, someone taking a workshop from a CE provider for licensure may not be recognized for CPDUs unless that provider has also been recognized by ISBE.

Searching for the Best Word

by Greg Smith, Secretary

Welcome back to another school year. This year I have taken on the duties of Secretary of ISCA. In that capacity I will be doing a lot of writing, but that really won't be anything new. School counselors do a great deal of writing. I have about seventy-five seniors on my caseload, and all but a few of them will be bringing me multiple college and university applications, many of which will require recommendation letters. From Labor Day through Thanksgiving high school counselors do a great deal of writing on behalf of their students. In the spring many of those same students will be bringing us requests for scholarship recommendations. If you don't work in a high school and you're not writing college recommendations, then you may write observation summaries or other reports. Counselors do a great deal of descriptive writing. I have always kept a thesaurus within an arm's reach of my desk or computer station, searching for the best word to describe a student.

While at an IACAC conference a few years ago, I attended a session on recommendation writing. You're never too old to learn some new tricks. One of the handouts was a sheet with three columns of descriptive terms which I have found to be very useful. When I got back to my office I made two additional copies and put all three in clear, plastic sleeves. I put one on my desk, one next to my computer, and I took one home. I haven't written many recommendations since where I didn't glance down the columns of words on the sheet looking for the one adjective that would best describe my student. I couldn't always find the best descriptor on it, but it's been a big help. A copy of the sheet is on the facing page. I hope that you will find this to be as useful as I have found it to be. Happy writing!

CICO Report

by Daniel Stasi-CICO Executive Director

Many new laws stalled in Springfield this year. The new law on reporting those who should not own firearms went into effect June 1. Unfortunately we have nothing new to report on this law and many of our questions remain unanswered. As soon as we know more we will post it on our website.

The new rules on continuing education for School Type 73 personnel started July 1. The full text of the new rules is linked on our website as well as a helpful chart on how to earn CPDUs. Of course, as we have reported before, having a LPC/LCPC/LSW/LCSW and other specific national certifications also meets the requirements.

House Bill 4199

This bill was passed into law and allows LCPCs to sign orders of involuntary admission for minors.

Senate Bill 2687

This bill stalled in Springfield. It would have allowed NBPTS Master Certificate Counselors to receive a stipend for mentoring. It amended the School Code. With respect to the Illinois Teaching Excellence Program, makes changes concerning the \$3,000 annual payment to teachers and school counselors, the \$1,000 and \$3,000 annual incentives for certain teachers who agree to provide mentoring (including changing the \$3,000 annual incentive to \$2,000 and allowing the incentives for school counselors), addi-

tional annual incentives and monetary support, funds for an electronic system to process Master Certificates and various payments and for candidate support and recruitment, and the information a regional superintendent of schools must provide to individuals seeking to register or renew a certificate. Makes changes concerning membership on the Illinois P-20 Council, including adding the President of the Illinois Adult and Continuing Educators Association or his or her designee as a member.

House Bill 5188

School Counselor confidentiality passed the House but was not acted upon in the Senate. We will try again next year.

House Bill 1432

Adding eating disorders to be a covered illness in the Insurance code passed both houses. It awaits the Governor's signature. Amends the State Employees Group Insurance Act of 1971, the Counties Code, the Illinois Municipal Code, the School Code, the Illinois Insurance Code, the Health Maintenance Organization Act, and the Voluntary Health Services Plan Act to provide coverage for eating disorder treatments.

Words That Add Specifics

The Synonym Finder, J.I. Rodale, Warner Books, A Warner Communications Company by Arrangement with Rodale Press, Inc. (Reprinted with Permission)

Illinois School Counselor Association www.ilschoolcounselor.org email: ilschoolcounselor@yahoo.com

*Mental Qualities

astute
capable
clever
educated
erudite
gifted
ingenious
intellectual
inventive
learned
observant
precocious
prudent
rational
reasonable
scholarly
sensible
shrewd
subtle
talented
wise

*Moral Qualities

decent
exemplary
honorable
idealistic
repectable
straightforward
temperate
trustworthy
truthful

*Social Qualities

affable
amiable
amicable
cheerful
convivial
cooperative
cordial
courteous
ebullient

genial
gracious
polite
sensitive
sociable
tactful

*General Personal Qualities

admirable
ambitious
amenable
assiduous
benevolent
candid
cautious
charitable
compassionate
confident
conscientious
considerate
courageous
determined
diligent
discreet
distinguished
droll
earnest
efficient
eloquent
eminent
enthusiastic
garrulous
generous
imposing
impressive
indifferent
indomitable
industrious
influential
ingenuous
intrepid
laconic

magnanimous
modest
munificent
natural
nonchalant
patient
persevering
persistent
persuasive
philosophical
plucky
yukky
punctual
reserved
resolute
resourceful
responsive
reticent
scrupulous
sedate
self-effacing
self-reliant
self-starter
serene
serious
sober
solemn
strong-willed
sympathetic
taciturn
tolerant
unaffected
unassuming
uncompromising
valorous
wary
witty
zealous

INTERN REIMBURSEMENT

Last year we accomplished a change in Illinois Legislation adding school counselors and interns to the definition of "professional worker" in the school code. This allowed for the opportunity for school districts to get reimbursed for the services of a school counselor intern.

In my opinion it is best to frame this as a reimbursement to the school district that chooses to pay student interns.

The Process:

- A student obtains an internship at a school.
- Part or all of their time is spent in working in special education.
- There is no threshold as to how much time is spent in special education: 5% or 100% or anything in between.
- The school district chooses to pay the student intern. It is not required that they pay student interns, so they could choose not to pay them. This may sometimes take a department policy change or a school board policy change.
- The school district decides how much they will pay the intern. They can not pay the intern less than the reimbursement amount that they apply for but they can pay them more than the reimbursement request.
- The amount of the reimbursement depends upon:
 1. The FTE (Full Time Equivalency) of the intern in special education. If they work 100% in special education than it is 1.0 FTE, if 50% of the time than .5 F.T.E.
 2. The number of days they work.
 3. So if an intern is fulltime in special education the intern would get paid \$9,000 if full time (180 days) or if part time, prorated at \$49.00/day. Less, proportionately if not 1.0 FTE.

Special Education Districts/Departments complete reports to ISBE on ALL special education personnel. This is where they will record the intern's time. The individual school would have their own system for reporting time and recording that information with the appropriate person in the district who completes the reimbursement for all special education personnel.

- The only form the intern needs to complete is Form 73-94 the application for a Type 78 certificate.

ISBE Form 73-94 Application for Interim Certification

They must complete this form. They must be certificated. This streamlines the process for applicants.

- The commencement date for reimbursement is the date the R.O.E. signs the Form 73-94 and of course the date the intern actually starts working. Interns should work with their university to have the Form 73-94 completed before starting the internship.
- When ISBE receives the reimbursement request from a school district for all special education personnel they will cross check the request for reimbursement against the list of those with a certificate.
- Districts get reimbursed next year from ISBE. They are paying the intern and then they apply for reimbursement for the portion of the intern's time that was in special education and ISBE reimburses the district. This delay in reimbursement is the same for other special education personnel the district gets reimbursed for.

Save The Date
ISCA Annual Conference
April 17, 2009
 hosted by
Northeastern Illinois University
Chicago, IL

Executive Director Notes

by Daniel Stasi, Executive Director



School started this week in DeKalb. Students and school personnel all look forward to the first day back. Everyone gets fired up with new enthusiasm. My wish for all of you is that you can find a way to bottle that energy and reopen it again every day. Just like when you open a new can of peanuts and you hear the whoosh in the air I hope that each day brings a

pleasant whoosh of freshness into your school atmosphere.

We also hope that this next year brings and end to the stale bickering in Springfield with our legislature and that a

fresh whoosh pervades the Capitol. ISCA is sponsoring a pre-conference workshop at the ICA Conference on November 13, 2008. Check out the details and register early for a discount at www.ilcounseling.org.

Check out the new features on our website. New information and a very complete calendar. For example if you want more info about "No Name Calling Week" go to January 26, 2009 and click on it for as great link.

SAT/PSAE/ISAT and of course the ISCA annual conference are all listed here with links.

ISCA Celebrates 45 Years



2008 ISCA Delegate Team:
Christina K. Nolan and Kris Wheatley at the ASCA Delegate Assembly with ASCA Award honoring ISCA's '45 Years as a Chapter Award'



**Illinois School
Counselor Association**

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Time Sensitive Materials

Calendar of Events

- | | |
|-----------------------------|---|
| July 1, 2008 | New Recertification Law goes into effect:
Requires CPDUs for all Type 73 Student Personnel |
| November 13-15, 2008 | ICA Conference, Tinley Park, Illinois |
| March 19-23, 2009 | ACA Conference- Charlotte, North Carolina |
| April 17, 2009 | ISCA Annual Conference- Chicago |
| June 28-July 1, 2009 | ASCA Annual Conference -Dallas, TX |