



Counselink

THE OFFICIAL PUBLICATION OF THE WISCONSIN SCHOOL COUNSELOR ASSOCIATION

SPRING 2008



HELPING STUDENTS SUCCEED

TRANSITIONS

WSCA STUDY ON
COMPREHENSIVE SCHOOL
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Counselink is a quarterly publication of the Wisconsin School Counselor Association Inc., a chartered organization of the American School Counselor Organization. Submission guidelines and deadlines can be found online at www.wscaweb.com. Material can be submitted by mail or online to Tabitha Menning, 313 N. Main St., Adams, WI 53910, tabithamenning@yahoo.com. The opinions expressed in the articles and advertisements within this newsletter are those of the authors and not the association. Direct questions, suggestions and comments to Tabitha Menning, publications chair. For advertising inquiries contact Ken Cibroski, Ad Guidance, (877) 965-7492, (877) 562-9189 (f), ken@adguidance.com



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A YEAR OF TRANSITIONS

BY PHILIP BURLEY, WSCA PRESIDENT



This edition of *Counselink* is devoted to “Transitions.” The WSCA Board has been busy this year working on giving you, the membership, more professional information through our updated newsletter and Web site. It has been a year of transition for us as we work together to develop new ways of communicating to you.

Hopefully, you will enjoy our upgrades and will continue to utilize your state organization to meet your professional school counseling needs.

It has been 20 years since I was given my first copy of the Wisconsin Developmental Guidance Model (WDGM). During those years I have often counted on WDGM to provide a practical outline for the development of school counseling curriculum. My formative years within the counseling program at the University of Wisconsin-Stout were greatly influenced by the long-since retired professors that I have always considered mentors and friends. For it was through their commitment and effort to work with other state educators to develop what had become the first developmental statewide (Wisconsin) model.

This year, Wisconsin begins a new chapter with the issuance of the Wisconsin Comprehensive School Counseling Model (WCSCM). The model closely links to the guidelines set forth by the American School Counselor Association National Model. It is hoped that the new WCSCM will be a tool to carry out the functions of school counseling and to address the needs of academic, social and career accountability within our schools in Wisconsin. Transitionally, school counseling in Wisconsin has come a very long way over the past 20 years.

This year, Wisconsin begins a new chapter with the issuance of the Wisconsin Comprehensive School Counseling Model (WCSCM).

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FINDING A BALANCE

BY STEVE SCHNEIDER

When I was almost 10 years old, I made my first major life transition. My parents were missionaries, and I was born and raised in Baguio City, Philippines. In 1978, our family moved to Gulfport, Miss. I remember my dad bringing home a puzzle shaped like a U.S. map before we moved. Every piece was a state, and of course, we paid particular attention to the Magnolia State. What an exciting adventure I was headed for. So many unknowns to be discovered.

At the turbulent age of 16, my family made another move – this time to Guadalajara, Mexico. In the early summer before we moved, my dad asked me if I would like them to find a way for me to stay in Mississippi for my senior year of high school. “Are you kidding me? And miss out on the adventure?”

I’m sure it comes as no surprise that, as an adult, I find the prospect of transition and change invigorating and exciting. But in recent years, I’ve also looked back and realized I might have dismissed what was familiar and comfortable too quickly, leaving great memories and experiences scattered on the floor of my past. I’ve spent the last few years going back and piecing together the chapters of my life, taking time to recollect experiences and memories of people who helped shape me. I find myself understanding that in those moments of transition I didn’t display an appreciation for the people I was leaving, letting them know how much they meant to me.

Transitions are full of strong, mixed emotions. On one hand, there can be sadness, anxiety, dread and fear of leaving what is familiar and comfortable. On the other hand, there can be excitement, fascination and a thrilling sense of adventure for the new possibilities ahead.

Recently, I’ve found myself in a professional transition. Thirteen years ago when I graduated from the University of Wisconsin-Milwaukee and started practicing as a school counselor there was no ASCA National Model. The talk about accountability was there, but not in the forefront. So recently I’ve found myself absorbing these new professional concepts and getting invigorated and excited for this “new way” of approaching my career. But I’m also catching myself and making sure I balance my excitement for change with an appreciation for what has been familiar and comfortable – finding value and carrying with me the good, sound practices that have become part of my experience as a school counselor.

Finding this balance in transition is a new skill for me; however, I’m certain it’s the best way to develop a sense of continuity for my career. I hope you are able to find balance through all your personal and professional transitions as well. ■

Steve Schneider is the WSCA president elect and a high school counselor in Sheboygan, Wis. He can be reached at steve498@charter.net.

2008 BOARD ELECTIONS

BY ALAN BURKARD

Procedures for voting in WSCA’s annual board elections have been changed for this year, although voting will remain open until Tuesday, April 15. In early March, you should have received a pamphlet containing the nominees for the board elections, background information for each candidate and the candidates’ position statements addressing board activities and the WSCA work plan. It also included instructions for how to vote in this year’s election.

Perhaps the largest change to this year’s election procedure is that all voting will occur online. The ballot will be accessible through the WSCA Web site, www.wscaweb.com. Click on the Governing Board link, and then click on the WSCA Elections link. You may also access the election ballot directly at: www.counselingtechnology.net/do.php?survey=s178300.

After entering either of these Web sites, you will be asked to acknowledge that you are agreeing to complete a survey. After you have accessed the instructions/consent page, you will be prompted for a password: Enter “vote”; this password is not case sensitive. The remaining directions will be provided at the Web-based ballot.

It is important that all members review the election materials and vote in this election. Again, voting will be closed on Tuesday, April 15, and new WSCA board members will be announced in the June issue of *Counselink*. ■

Alan Burkard is WSCA past president and a counselor educator at Marquette University. He can be reached at alan.burkard@marquette.edu.

HELP YOUR PROFESSION; PARTICIPATE IN THE WSCA STUDY

Help your profession by participating in the WSCA Study on Comprehensive School Counseling Programs. This study will examine which aspects of a school counseling program are most effective in promoting student academic performance and positive school behaviors. The data from the survey will also provide WSCA an opportunity to determine how widespread and developed comprehensive school counseling programs are in Wisconsin.

Why participate? Reporting on your school's implementation of a comprehensive school counseling program will help WSCA, school counselors and school administrators understand what is most helpful to students and may lead to better school counseling services to students across the state. The purpose of the study is to improve the quality of comprehensive school counseling programs across Wisconsin.

How to participate: Principals and school counselors are invited to complete the Web-based survey. You do not need a fully developed school counseling program to participate. This Web-based survey will take about 20 minutes to complete. Access it at www.mu.edu/wsca.

For more information, contact Alan Burkard, Ph.D., Department of Counseling and Educational Psychology, School of Education, Marquette University, Milwaukee, WI 53201, (414) 288-3434, alan.burkard@marquette.edu. This project has Marquette University Institutional Review Board approval.

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SCHOOL COUNSELOR TRANSITIONS

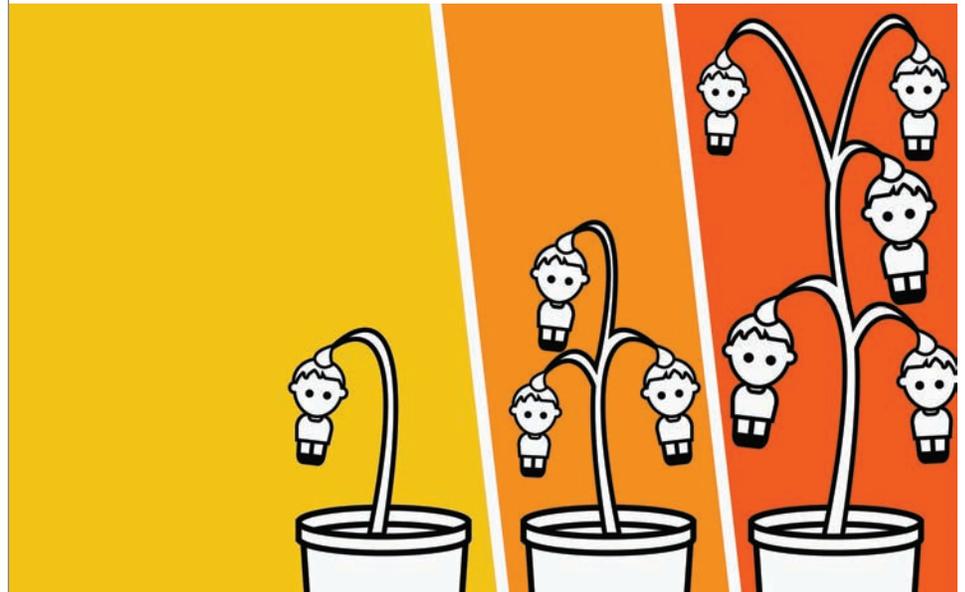
BY MARTHA ANDERSON AND TODD HADLER

As school counselors, we help students make transitions numerous times throughout their lives. We help them make the move from elementary to middle school. We help them adjust to family changes caused by divorce, death or new siblings. We work with special education programs to help students with disabilities make those transitions.

As school counselors, we are also called upon to make our own transitions. These transitions involve training, education and employment, and they require us to gather the resources necessary to be successful piece by piece. The first transition we make is from being a school counseling student to actually becoming a school counselor. Our college professors, internship or practicum coordinators may help us get an actual job. The people we work with and work under in our new schools aid in the transition from being a student to a professional school counselor. We are “the expert” now and have to make a multitude of decisions. After a period of time, we begin to feel more comfortable with our curriculum, our rapport with the students and parents, and we truly feel like we have the skills and information to offer specific situations.

And then we enter into the next phase. It happens at different times for different people. We become leaders in our buildings and our school district. This change results from working with all of the students in a building, depending on how large or small your building is, and with all of the staff. We see the impact our programs have on the climate and culture of the building and our districts. People begin to recognize that the skills we possess are valuable and essential to accomplishing school improvement goals and No Child Left Behind benchmarks.

A final stage that we transition into, again at different times for different peo-



ple, is where we become leaders in our profession. This involves being a spokesperson in our communities and in our profession, and we communicate on a broader level about what an elementary school counselor is and does. We take a lead role in communicating the integral part we play to see student success for NCLB as well as making it through the emotionally complicated society students are growing up in.

There are a few opportunities in Wisconsin school counseling that can assist in this phase. The Level 1–3 training certainly gives the tools necessary to align our curriculum with standards, be data- and research-driven for accountability purposes, and to define and communicate our message to parents, staff, administration and our communities.

Being a part of the WSCA board is another way to be a leader in our profession. If you are at this juncture in your career, please contact someone about your interest in being part of WSCA as a leader. WSCA is sponsoring its second annual leadership academy this summer.

This is a chance to gather with school counselors from across the state, as we consider components of leadership, accountability and forming partnerships with each other in this process.

Clearly, we need each other to make it through the many transitions we face as professionals. Who else besides other elementary school counselors knows what we do and what needs to be done? Find ways to link with other members of WSCA, to take advantage of the training opportunities and to grow from a novice counselor to a leader your school building, district and across the state. ■

Martha Anderson is WSCA elementary vice president, and Todd Hadler, WSCA elementary vice president elect. They can be reached at manderson@webster.k12.wi.us and hadlert@mpsd.k12.wi.us respectively.

TRANSITIONS “HMONG” US

BY MICHAEL MORGEN

As I ponder what to write about transitions I try the usual approach: look up the word. OK, no idea jumps from that page. A short reflection on my own life? I could write about the transition from a law enforcement career to junior high school counselor. No, better told in person. How about the transition from no children to being a parent? Clearly, this a transition like no other. Still, not exactly more than a family story.

I'm about ready to write about the transition from one snowstorm to the next when in walks a young student selling egg rolls. Over the last two years we have had an injection of Hmong refugees from the camps in Thailand, a wonderful group of people who've made a huge transition, and you need to hear about them.

rolls to sell, I realize the transition she and her friends have mastered must feel like crossing the Grand Canyon on a tightrope. With permission from this group, I will share a little of the journey they have known. As you read these words, remember these are children telling this story.

OUR STORY

About 5,000 years ago, the Hmong lived in China. Wars made them leave their homelands. They went to Laos, Thailand, Burma and Vietnam. The road from China was long and difficult. People had to walk over mountains. Many people could not survive the long trip. They died and were buried along the way

From 1960-1975, the Hmong were strong

Many Hmong fled through the jungles of Laos and crossed the Mekong River to Thailand. They waited in refugee camps to be placed in countries that would take them. The United States, Canada and France were among the first choices for the Hmong. Today the largest Hmong populations in the United States are in California, Minnesota and Wisconsin.

Our village was very pretty. The mountains were all around our village. There were many trees. We would pick the mangoes from the trees. The weather was nice. Here you can see a fence, so we did not have freedom. Soldiers would not let us go outside the camp. We had to get water from a well. We put it in jugs. We had to pay for the water. Many of the people were very poor and had very little food to eat. We also didn't have good medicine or hospitals. We lived in thatched huts. The ground was dirt. We cooked on a small stove in the house. We slept on the floor. It was very hot in the summer.

Some people who had money had better homes with a TV, telephone and electricity. However, they didn't have water. School cost a lot of money. Some of us did not go to school. Some of us went for one to four years. We learned some math and the Thai language.

The United Nations came in 2003 to help us. There was a list of the names of the people who were coming to America. We checked it often. It was amazing when we saw our family's name there. We were very sad to leave our homeland. Not everyone came. We have family there today. Even some mothers couldn't come. It took us two days to get to Manitowoc. We were very tired on the airplane. It was our first time on a plane. It was exciting and also a little scary.

Our life today is very good. We can go to good schools. We have freedom. We



Last year a number of these young people along with the ELL teacher in my school put together a presentation for the school board and the community. They described a transition that few if any of our current young people can even dream of. And now, as I listen to this young lady attempting to tell me about how she and her friends are going to spend a day with staff making egg

fighters for the United States against the Communists in the Vietnam War. About 30,000 Hmong died during the war because they helped the United States.

When the United States pulled their troops from Southeast Asia in 1975, Laos fell to the Communists. The Hmong were punished for helping the United States. Their villages were burned, the animals slaughtered, and many people were killed.

HELPING STUDENTS THROUGH THE JOURNEY

BY PAMELA SONMOR-WINTZ

have nice houses, food and jobs. We are still getting used to the United States and learning English. We know we can do it if we work very hard.

As I watch these young people navigate the school day I am left to ponder what this transition must be like; what it must feel like to be a young child taken from the only place you have known as home and within weeks be enrolled in school. To sit in a desk and hear a teacher talk, yet know little of what is being said. I wonder what it feels like to be given a pad of paper with a pencil and shown that one plus one equals two and still be reminiscing about what a beautiful feeling it was to sleep on a warm, dry mattress off the ground for the first time. How crazy it is that you can drive a car anywhere you want and not have to think about seeing a barbed wire fence in your path. To go to a large store and see more food in one aisle than you have ever seen in your life. To know that your purpose every day is not to work to make money so your family can eat, but to learn all you can about this world and what is in it.

These transitions feel real and draw me to why I, as a school counselor, must be available for all children. The transition door is large, and many young people pass through it every day. The boy who has to endure his mother going to jail. The girl for whom math is like a foreign language. The student who feels he has no friends. For all of these and more I must stand in the transition doorway in front of all my students and make sure they know I care about each one of them.

Michael Morgen is WSCA middle school vice president and a school counselor at Washington Junior High School in Manitowoc, Wis. He can be reached at morgenm@mpsd.k12.wi.us.

School counselors help students make a successful transition through many significant events in their formative years. Some transitions are developmental and are addressed by presenting information to students in individual or large- and small-group settings. School counselors provide orientation programs

School counselors address other significant issues involving transitions such as goal setting, peaceful problem solving and ways to make positive decisions while coping with negative peer pressure.

for students starting kindergarten, middle school and high school to help young people understand important issues related to each new educational setting. They discuss school readiness, study skills and special learning needs in addition to the academic preparation and course selection appropriate for high school graduation, career and post-secondary educational planning.

School counselors address other significant issues involving transitions such as goal setting, peaceful problem solving and ways to make positive decisions while coping with negative peer pressure. Leadership, character and the importance of participating in school activities and service projects are examples of other issues addressed through these programs. School counselors help students learn about a variety of issues related to successful transitions. They reduce anxiety for students who struggle with change and provide a safety net for students as they cross the bridge from one educational setting to another.

Some transitions, however, can be much more difficult and require the special helping skills of a school counselor. Changing families, the death of a loved one or unexpected tragic events can

have a profound impact on learning and involve a transition of a much different kind. Grief, pain and sadness are processed in different ways, and the school counselor is trained to help all students learn healthy ways to cope with difficult emotions and challenging life events. School counselors care about

students who are struggling and help them understand their feelings and complex problems from multiple perspectives. They support students through the difficult transition involved in processing anger and sadness. They encourage students to make healthy and informed decisions. School counselors help young people develop positive ways of coping with difficult life events and help them remove barriers affecting achievement in school.

A comprehensive school counseling program is multifaceted and addresses the diverse issues related to the transitions students face each year. Counselors in the school setting help young people overcome life's challenges, improve motivation and academic achievement, all while increasing their emotional health along the way. School counselors are essential to effective and successful transitions in the school setting. Their work with students has a positive impact on learning and student motivation in schools.

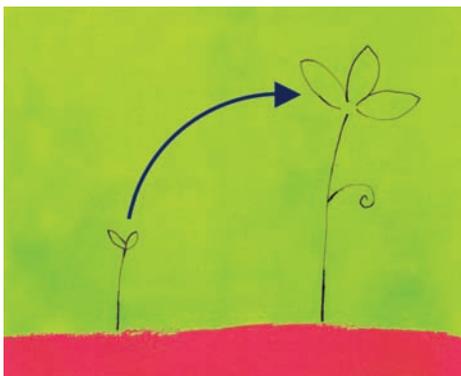
Pamela Sonmor-Wintz is the WSCA secondary vice president elect and a school counselor at Whitewater High School. She can be reached at psonmorwintz@wwusd.org.

TO EVERY THING THERE IS A SEASON

A time to weep, and a time to laugh; a time to mourn, and a time to dance

BY MARK GILLEN AND BONNIE WEILAND HARE

Life is full of transitions. Change is an inevitable part of life, and it is as natural as day becoming night. If we look at nature, we find it is always in transition, moving slowly without visible change day to day, but ever present. We recognize nature's changes when suddenly we see little green leaves in spring, or when in fall, before our very eyes, those same leaves are red. If we look with the same eye at our own lives, we will see we also are in transition each day. It is when life thrusts changes on us in a dramatic and unexpected way, forcing us to adjust to a new way of life, that we feel unprepared and surprised. Some transitions are big, some are small, and they bring emotions ranging from joy to sorrow.



Transitions are great windows of opportunity to stop and take a look at our lives; sometimes they are wake-up calls. These transitions can result from illness, death, change of job, relationships, family, divorce. All are openings for us to make sense of these experiences, grieve them, reframe them and eventually move on in ways that are freeing and liberating.

On occasion, life transitions occur because we feel we are in a rut. It is one of the reasons why adults of all ages

look to further their education. They are tired of their jobs, of “going nowhere,” of not earning enough money, of being in the wrong career or profession or deciding they would like to climb the career ladder in their field.

Thus, transition becomes the motivator to move on.

The WSCA Conference continues to be one excellent route out of a potential professional rut. The educational opportunities can take us to a new part of our professional life. Perhaps we hear a new idea that we can take with us. Or we make the connection with other professionals, and their enthusiasm reignites our enthusiasm. Or maybe we just find

On occasion, life transitions occur because we feel we are in a rut. It is one of the reasons why adults of all ages look to further their education.

the break from our everyday work gives us the opportunity to breathe life into our work.

In his book, “Transitions,” William Bridges shares that in times of transition we need to give up our old world and old way of doing things. We then enter a “neutral zone” of feeling disconnected to the past and not yet connected to the present. This “neutral zone” is a phase for reflection, assessment of what we really want out of life and a time to reori-

ent ourselves. When we embrace the new priorities and have a sense of a renewed future, successful transition has occurred.

Following are some guidelines that can make your transition journey rewarding:

- **Give yourself time.** Facing a new reality does not come automatically.
- **Arrange temporary ways of living.** Find things to do in the midst of change, and do not isolate yourself from family and friends.
- **Tolerate the discomfort.** Expect to experience times of anxiety and discomfort. Talk with counselors/professionals who can help you process all that is happening.
- **Take care of yourself.** Exercise, get a normal amount of sleep, and eat a healthy diet.
- **Find the support you need.** This is a time to explore your own feelings and find your inner resources. Therapy provides a safe and productive way to help you process your options. Remember, life is a journey, and to everything there is a season. ■

Mark Gillen is WSCA post-secondary vice president and a counselor educator at the University of Wisconsin-River Falls. Bonnie Weiland Hare is WSCA post-secondary vice president elect and works at Moraine Park Technical College in Beaver Dam. They can be reached at mark.gillien@uwrf.edu and bwe.landhare@morainepark.edu, respectively.

TRANSITIONING TO THE WORKING WORLD

BY LISA KOENECKE

If you're reading this article, you've already made your first transitional decision of pursuing a master's degree in school counseling. Regardless of the level at which you'd like to work, we've all had similar journeys from applications to employment. Some may have transitioned right from undergraduate to graduate school, others of us nontraditional grad students have taken time to work, raise families, travel or pursue other interests before going back to school.

The first year of graduate school provides an opportunity to read, figure out how to write papers in APA format, network with newly made friends and take advantage of free memberships in both

Second-year grad students know the quickest way to get to class, how most professors teach and that portfolios are our friends.

WSCA and the Wisconsin Counseling Association. If you're in your first year and reading this, congratulations on making your first transition. If you didn't go to the WSCA Conference this year, make it a point to go next year. Remember to stay organized and keep every paper, resource or anything else that can help you with your portfolio. Make sure you know which class, which professor and what date you did this research paper for. Get an accordion folder or label everything and save docu-

ments to a jump drive. Search out and apply for any and every scholarship you can find.

Second-year grad students know the quickest way to get to class, how most professors teach and that portfolios are our friends. Your thoughts start to focus on which age level you'll gravitate toward, not to mention more reading, more papers, more presentations, starting to perform some actual counseling and wondering if you will have to take any summer classes. You have learned to make your hotel reservations now for the WSCA Conference next year. You wonder where you will be doing your practicum/internship.

It's also time to start thinking about getting involved. Start on your campus by taking on a leadership role. Join the WSCA student subcommittee, and let your voice be heard. Apply for the Mike Troy Scholarship through WSCA as well as the American School Counselor Association Foundation scholarship, which is due Oct. 1.

Assuming you're going to school full time and on track to finish in three years, during this final year you're on site, learning the ropes of counseling and putting in your 600 hours. WECAN becomes our best friend as we search for jobs. You're counting the days to graduation and trying not to think about your student loans.

This is the time to update your resume and cover letters, apply on WECAN and answer those 16 questions. Make sure you have letters of recommendations from professors and onsite supervisors. Do you know what CESA you want to work in? Make sure to check out the Department of Public Instruction Web site for updates regarding licensure. Start buying resources at the WSCA

Conference for your "toolbox."

The next transition is into the world of employment and securing that first job. Relocation might be a part of your journey, or you might be fortunate enough to stay put. By now, you know what DPI, ASCA, WSCA, WCA, IEP, FERPA and NCE all stand for. As an initial pupil services license holder, you'll need a support team to mentor you.

Is this what you thought it would be like? Make sure to get to know everyone's name, from the students to the custodians. Everyone in your building has a name, and you are a part of their team.

Networking is such a vital component to each transition. As graduate students we want to be noticed. Our very own WSCA graduate student subcommittee has transitioned in three years from just a few students to representation from almost every university in Wisconsin. We have to advocate for ourselves. We must carry our own torch and prove that even though we might not be professional school counselors yet, we've got great ideas.

Let's get involved, and ask how we can help other committees in our state organizations. I encourage everyone reading this article to become a leader and advocate for your own academic, career and personal/social development as a grad student. It's easy to always do what you've done; growth is achieved in each transition we face. ■■■

Lisa Koenecke, is the WSCA student representative and a school counseling graduate student at the University of Wisconsin-Whitewater. She can be reached at lisa_koenecke@mononagrove.org.

TRANSITIONING TO WCSCM

BY DAVID BASSAN

I wasn't sure what the "Level I training" was really about when I first saw it. It sounded like a lot of school-to-work stuff that I, an elementary school counselor, would not need to spend four days learning. However, I saw another description about a week before school ended. This one was more thorough and described how this training helps school counselors implement the new Wisconsin Comprehensive School Counseling Model (WCSCM).

The training came at a great time as the other elementary school counselor and I have been working with our curriculum director in aligning our guidance curriculum and finding a way to categorize it so it makes sense. The model provides a systematic guideline to do just that, among many other things. I had known this new model would be out soon and told the curriculum director I intended to align our work with it. With her approval and this new description in hand, I contacted the district pupil services director and got permission to go.

On the last day of school, I received a letter stating all the items I should bring to the training;

- A copy of our district school counselor job description – I should be able to do that.
- A copy of our district mission statement – easy enough, check.
- A laptop computer – OK, borrow it from the school, no problem, check.
- A removable flash drive – really? Well, OK, I can do that. Check.
- A one-inch binder with eight tab dividers – if you insist, OK, check.
- A three-inch binder with five tab dividers – I'm gonna need a van to haul all this stuff!
- A copy of our mandatory reporting policy – OK, but why?
- A copy of our district improvement plan – OK, but why, really, why?
- A copy of our district comprehensive school counseling mission statement – our what?
- A copy of our comprehensive school

counseling program manual if prepared after 2002 – our what? Do we even have such a thing?

- Copies of our comprehensive school counseling program brochures – um, we don't have any.
- All conferencing materials pertaining to parent/student educational and career planning conferences – OK, you guys are making this up, aren't you? Where's the camera?
- A ream of white paper – Why, for the love of God, why? We are only going to be there a few days!

I arrived in Hayward for the Level I training with my moving van and sat in

I went from being cynical and intimidated to excited, confident and motivated within that first hour.

the back of the classroom. Our instructor began to speak, and I immediately started to pass judgment. She had retired way back in 1993. She was a principal, not a school counselor. What could she possibly teach us about this brand new model? She explained her rules and expectations, and I began to feel she was treating us like her high school students. I paid for this? She said we would work long and hard and showed us examples of the documents she assured us we would produce, and yes, it would

take a good chunk of that ream of paper. Now I'm thinking, "There's no way. This lady is totally off her rocker."

I quickly learned, however, that nothing could have been further from the truth.

Joanne Quick knows, quite thoroughly, what she is talking about. She knows what it is to implement a comprehensive school counseling program from the ground up. How does she know? She did it in less than a decade. Before the morning break, she had won, no earned, our respect and confidence.

I went from being cynical and intimidated to excited, confident and motivated within that first hour. She explained everything we needed to know and do, down to the finest detail. She remained helpful and accessible at all times. She did not treat us like high school students but like competent adults. She respected us, perhaps more than we respected her, and that is saying quite a lot. She helped us create high-quality documents for our own districts, as well as an implementation plan, including presenting it to the administrators, board, community and businesses. She also had top-notch help in the form of Gary Spear, the school counseling consultant from the Wisconsin Department of Public Instruction. He also knows the new model inside out. By the time I left Hayward, I couldn't wait to let others know what I had learned.

Back at home, I contacted my pupil services director, thanking her for giving me the opportunity to attend and offering to provide her with an overview of what I had learned. We set up an appointment. On the day of that appointment, the other elementary school counselor happened to call me. We got together, and I started to explain what I had learned and showed him the documents I had written. He was highly impressed and asked to come to the meeting with me. He also was trying to

figure out how he could go to Level II training with me; that's how much he was impressed. The pupil services director was equally impressed. Not only did she approve both of us going to Level II training, she arranged two half-day trainings in September for us to explain the Level I training to the rest of the school counselors and other pertinent people.

Five weeks later, we were off to Rhinelander for Level II training. Where Level I taught us about the foundation of the model, Level II prepared us for implementation and management of a full comprehensive school counseling program. We are now aligning our content themes with the 127 benchmark standards. We have a handbook on how to conduct parent/student educational

and career planning conferencing even in elementary school. We have a plan to implement this program in a logical manner and with a good time frame.

Comprehensive school counseling isn't coming. It's here. Many Wisconsin districts have already been implementing a quality program. I believe it is imperative for every district to become prepared to make this crucial transition. It will provide not only support but proactive planning with students and parents together, on the student's educational and career goals. All of this, facilitated by the most qualified people to do so, the school counselor.

Get online, check your mail, and find out when you can attend Level I and II trainings so your students will be best

prepared to succeed in school and in the world of work. If you get the opportunity to work with Joanne Quick and/or Gary Spear, rest assured, you will not be disappointed. So rent a moving van, gather up all those materials, and be prepared to come home not only with all the materials you need, but the motivation and the confidence that it can be done and you can lead the way. You have my word on it. ■■■

David Bassan is a school counselor at Adams-Friendship Elementary School. He can be reached at bassan_d@af.k12.wi.us



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2008 WSCA CONFERENCE A GRAND SUCCESS

BY JOHN BOWEN

I would like to take this opportunity to thank all the dedicated school counselors and other educators who attended the 2008 WSCA Conference. Your enthusiasm and support were greatly appreciated by the conference committee.

Special thanks go to Mark Kuranz, conference co-chair; Denise Ocker, WSCA Conference administrative assistant; and Ann Fuerbringer, WSCA sectional coordinator, for the many hours of work they put in to ensure we had a successful conference. I wanted to also recognize Rosie Frydman for her efforts on the conference evaluations and entertainment. Rob Ocker put together a wonderful preconference schedule again this year, with exciting plans for next year.

The 2008 WSCA Conference Committee team of Sarah Bernhard, Louise Young-Benson, Nick Burrows, Marcia Dull, Melinda Erickson, Lori Garza, Sue Jahn, Dan Langenfeld, Janet Mays, Julie Milligan, Patti Mork, Maggie Mulroy, Lisa Neubauer, Linda Owens, Sue Putra, Gen Reed, Deb Renna, Randy Richter, Jim Schultz, Susan Schuett, Kristin Shea,

Melissa Werner and Nancy Wilcox-Horner made it possible to have a top-quality conference due to their great teamwork.

The Conference Committee would also like to recognize the support we had from Philip Burley, WSCA president, and a special thanks to Todd Fischer, WSCA treasurer, and Lauren Fuller, WSCA membership chair, for their extra efforts during the conference.

I would like to give special recognition to the conference presenters. They are the heart and soul of the conference and make our conference experience truly meaningful. I would like to invite WSCA members to consider doing a presentation at the 2009 WSCA Conference. See the 2009 call for sectional programs form and preconference proposal form included in this *Counselink* issue. Please consider sharing at next year's conference. ■■■

John Bowen is WSCA conference co-chair; he can be reached at jmbkeb@execpc.com.

CALL FOR PRECONFERENCE PROGRAMS

2009 WSCA CONFERENCE FEB. 18-20, STEVENS POINT

Share your expertise with other school counselors at the 2009 WSCA Conference. Tell them about the unique programs developed in your school district. The purpose of the conference is to provide new challenges for professional and personal growth.

PRESENTATION OPPORTUNITIES

- Conference interest sessions
- Half-day or evening preconference workshops

Presenters of preconference workshops receive 40 percent of the fees collected from attendees (minimum of 10 required) at the session after expenses are deducted.

TOPICS include but are not limited to developmental guidance, consultation, and personal and professional development.

CRITERIA used for review and selection of program proposal is based on timeliness of topic, interest in topic, clarity of organization of the proposal form and geographic representation. Diverse and innovative programs are encouraged. Programs will be chosen that meet the needs of all levels of school counselors and other professionals and individuals interested in counseling.

NOTE: PRESENTATIONS ENCOURAGING PURCHASE OF BOOKS, MATERIALS OR SERVICES WILL NOT BE ACCEPTED. WSCA policy states that all presenters or participants who wish

to sell materials at the conference must buy an exhibit space.

WSCA will supply the needed AV equipment (overhead projectors/screens or VCR/TV monitor; WSCA does not provide LCD projectors.)

Presenters attending the full conference are asked to register and pay the appropriate fees. There is no fee charged for those attending only to present their program.

Please use the Program Proposal form to submit your preconference workshop program proposal. Mail three sets of the following by **June 1, 2008**, to: Wisconsin School Counselor Association, Preconference Call for Program, Rob Ocker, P.O. Box 1147, Lake Geneva, WI 53147, (262) 249-9003. We expect to announce the final selections by Aug. 1, 2008.

- 1. Completed Program Proposal**
- 2. Outline of Presentation** (one page maximum)
- 3. Resume for Each Presenter** (three page maximum)

CALL FOR SECTIONAL PROGRAMS

WSCA 2009 CONFERENCE FEB. 18-20, STEVENS POINT

The heart of all WSCA conferences will always be the sharing of material from school counselors in the trenches. Therefore, speak out! Share your latest, greatest, at the Feb. 18-20, 2009, WSCA Conference by doing a sectional. We must have three copies of program proposal and resume from at least one of the presenters for application to be considered. (These are needed for NBCC accreditation).

Criteria used for review and selection of program proposals will be based on the interest in topic and clarity of proposal. Diverse and innovative programs are encouraged. Programs will be chosen that meet the needs of all levels of school counselors and other professionals and individuals interested in counseling. Conference sectionals are one hour long.

NOTE: Presentations encouraging purchase of books, materials or services will be noted as such in the conference program.

Targeted Audience: (Circle the level that best applies)
K-5 6-8 9-12 K-8 K-12 Post Secondary

Program Title: _____
Please **print** or **type** a short program description (75 word limit; if over, we reserve the right to edit) to be included in the conference booklet if your sectional is chosen

Presenter One (contact person):
Please **print** or **type** the information, and be sure to include an e-mail address because it will be used as the primary form of communication. Unless otherwise specified, correspondence will be mailed to your home address.

Name _____ E-mail _____
Job Title _____ Employer _____
Home Address _____
City _____ State _____ ZIP _____

Work Address _____
City _____ State _____ ZIP _____
Home Phone() _____ Business Phone() _____

AV equipment provided at no cost to presenters. Please check AV equipment needs:
____ VCR/TV monitor ____ Overhead/screen

NOTE: The conference committee is responsible for A-V equipment only if you check the information on this form. We can only supply what is on the list above.

Presenter Two
Name _____ E-mail _____
Job Title _____ Employer _____
Home Address _____
City _____ State _____ ZIP _____

Work Address _____
City _____ State _____ ZIP _____
Home Phone() _____ Business Phone() _____

Proposals are due Nov. 14, 2008. Send to Ann Fuerbringer
1162 Auburn Road, West Bend, WI 53090, (262) 644-8037 (w)
(262) 334-6135 (h), (262) 644-1936 (f)

PRECONFERENCE PROGRAM PROPOSAL FORM

2009 WSCA SCHOOL COUNSELOR CONFERENCE

This proposal is being submitted for consideration as a pre-conference workshop, Feb. 18. (Indicate time preference by a check)
____ 1:30-5:30 p.m. ____ 7-9:30 p.m.

What is the maximum number of participants with whom you can work effectively? _____

If not selected for a preconference workshop, would you like to be considered for a conference sectional session slot?
____ Yes ____ No

TITLE OF PROGRAM:

TYPE OF PRESENTATION:

Lecture _____ Experiential _____ Other _____

ANTICIPATED AUDIENCE (Circle all that apply):

K-5 6-8 9-12 Post Secondary

Presenter One:

Name _____ Position: _____
E-mail Address _____
Home Address _____
City _____ State _____ ZIP _____
Home Phone() _____ Business Phone() _____

Presenter Two:

Name _____ Position: _____
E-mail Address _____
Home Address _____
City _____ State _____ ZIP _____
Home Phone() _____ Business Phone() _____

If you have additional presenters, please provide the same information for them on a separate piece of paper.

AV equipment provided at no cost to presenters. Please check equipment needs:

____ VCR/TV monitor ____ Overhead/screen

NOTE: The preconference committee is responsible for AV equipment only if you check the information on this form. We can only supply what is on the list above.

Please **print** or **type** a brief description of the presentation on a separate sheet to be used in conference program.

Submit **three** sets each of the Preconference Program Proposal form, outline of the presentation and each presenter(s) resume postmarked by **June 1, 2008**, to: Rob Ocker, P.O. Box 1147, Lake Geneva, WI 53147.

WISCONSIN DPI NEWS AND UPDATES

BY GARY L. SPEAR

Carl D. Perkins Update [CPA IV]: Career development can and should start as early as possible, even as early as kindergarten. At this time, the DPI/CTE team is only requiring data on grades 6-12 as part of the 2007-2008 application. Keep in mind that federal law prohibits the use of Perkins dollars below the seventh grade.

Expectations related to school counseling programs for districts applying for Perkins funds include:

- School district is making progress on adopting the Wisconsin Comprehensive School Counseling Model, including addressing these four areas: individualized learning plans, education/career planning conferencing (once at middle school level and once at high school level), advisory committee and sequential career development.
- Describe the progress on adoption of the comprehensive school counseling

model endorsed by the state. Be sure to include name/position of people involved in the process.

Allowable areas for expenditure of Perkins funds include:

- provide professional development programs consistent with section 122 to secondary and post-secondary teachers, faculty, administrators and career guidance and academic counselors who are involved in integrated career and technical education programs
- resources for career and labor market information [WISCareers and other outside vendors]
 1. Subscription to research labor market information is part of the applicant's comprehensive school counseling plan.
 2. The applicant describes the connection to the selected or verified Program of Study in Section III.B.
 3. The applicant selects the school counseling component (1) of Program of Study Development Model and lists the

cost of the WISCareers license in an activity statement.

4. Career center and staff are part of the applicant's comprehensive school counseling plan.

5. The applicant describes the connection to the selected or verified Program of Study in Section III.B.

6. The applicant selects the school counseling component (1) of Program of Study Development Model and lists the cost of the career center and staff in an activity statement.

School counselors at the local level should be involved in the discussions surrounding the development of the current and future Carl D. Perkins grant applications.

Gary L. Spear is consultant, school counseling programs, Wisconsin Department of Public Instruction. He can be reached at gary.spear@dpi.state.wi.us.

WSCA ANNOUNCES 2008 AWARD WINNERS

BY KEVIN FORMOLO

The WSCA Professional Recognition and Scholarship Committee wishes to thank all those administrators and counselors who took the time to nominate exceptional individuals from their districts to be recognized by WSCA. We received many nominations from around the state telling us of the remarkable people who are dedicated to helping improve the lives of students on a daily basis. Even though we could not give Professional WSCA Awards to all who were nominated, most of the nominees were humbled and honored that you would take the time to recognize them for all the work they do. We honor all of those individuals who were nominated.

Althea Brach Middle School Counselor of the Year Award: Susan Montgomery,

Edgerton Middle School, Edgerton, Wis.

WSCA Administrator/Supervisor of the Year Award: Steven Meyers, Bay View Middle School, Green Bay, Wis.

WSCA Student Services

Secretary/Support Staff of the Year

Award: Diane Silha, Central High School, La Crosse, Wis.

Mary Gehrke-McAllister Leadership

Award: Molly Welsch Deal, University of Wisconsin-Stout

School Counseling Advocacy Award:

Gary Spear, School Counseling Program Consultant, Wisconsin Department of Public Instruction

Jerome Henning Legislator of the Year

Award: Congressman David Obey

In addition to the professional recognition awards, WSCA also recognized high

school and school counseling graduate students with \$1,000 scholarship awards:

Mike Troy School Counseling Graduate Student Scholarship Winners: Dan

Langenfeld: University of Wisconsin-Milwaukee, Jessica Lepak: University of Wisconsin-Stout

WSCA/TCF High School Scholarship

Winners: Katie Albers: Green Bay Preble High School, Megan Lynch: Laconia High School, Brianne Petzel: Stanley-Boyd High School, Griffin Milsap: Cambridge Senior High School

Kevin Formolo is the WSCA Professional Recognition and Scholarship chair. He can be reached at kformolo@sheboygan.k12.wi.us.

MEMBERSHIP UPDATE

BY LAUREN FULLER

I would like to extend a warm welcome to all of the new WSCA members we have this school year. Your support means a great deal to WSCA and the profession at large.

I would also like to make the membership aware that in the 2008-2009 school year WSCA will be transitioning to an online form of membership registration. In order to do this successfully, it will be necessary for us to have an e-mail address on file for each member. If you have not provided WSCA with your e-mail address, you can do so at anytime by e-mailing full0065@umn.edu.

WSCA annual membership fees are as follows:

- Regular Membership: \$40
- Affiliate Membership: \$40
- Retired Membership: \$10 (after three years of regular membership)
- Student Membership: \$20
- First-Year Student Membership: FREE

Prospective members can download the membership application at www.wscaweb.com.

Please feel free to contact me at anytime with membership questions or concerns.

Lauren Fuller is WSCA membership chair and a high school counselor in Hartford, Wis. She can be reached at full0065@umn.edu.

THE WISCONSIN COVENANT

BY JILL HASSENFELT

With the start of the second semester, it's time for eighth-graders to start thinking about the Wisconsin Covenant. Now in its second year, the Wisconsin Covenant is a program that encourages eighth-graders to start thinking about higher education and start preparing for college as soon as they start high school. The overall goal of the program is for all eighth-graders to know college is possible if they are willing to work hard during high school.

Details about the Wisconsin Covenant are available at www.wisconsin covenant.wi.gov. Also available on the Web site are resources to be shared with students and families, including the Pledge and Membership Form students need to complete to enroll in the Wisconsin Covenant Program.

Here are some frequently asked questions about the Wisconsin Covenant:

- **When can a student sign up?** Students who are enrolled in the eighth grade during the 2007-2008 school year can enroll in the program between April 14 and Sept. 30, 2008. Since the program's goal is to have students set goals as soon as they start high school, students cannot enroll at any other time. Students must be Wisconsin residents and attend school in Wisconsin to enroll.
- **Did the legislature approve this?** Yes, the 2007-2009 budget passed last fall included the Office of the Wisconsin Covenant.
- **Isn't the Wisconsin Covenant just about money?** The Wisconsin Covenant is about more than financial aid. We hope students are signing the Wisconsin Covenant Pledge because they see it is an opportunity to help them set goals and as motivation to help them achieve those goals. Students and families will still need to complete the FASFA and demonstrate financial need to receive any financial aid.

I want to thank you for all of the work you have done so far. Many of the students and parents we talk to tell us they received information about the Wisconsin Covenant from their school counselor. We appreciate your time and effort in making sure students in Wisconsin are aware of this opportunity.

Jill Hassenfelt is with the Office of the Wisconsin Covenant. She can be reached at (608) 267-9389.

MARK YOUR CALENDAR NOW FOR THE 2009 WSCA CONFERENCE

Feb. 18-20, 2009
Stevens Point, Wis.

Preconference sessions are on Feb. 18, with the conference running Feb. 19-20. The conference is at the Ramada Hotel - Stevens Point (formally the Country Springs Hotel). Keynote speakers include:

- Rita Pierson, Ed.D., Feb. 19: Pierson is the number-one requested Ruby Payne/aha process speaker. Her keynote address focuses on: Ruby Payne's: A Framework for Understanding Poverty

- Michele Borba, Ed.D., Feb. 20: Borba is an internationally renowned educator and award-winning author who is recognized for her practical, solution-based parenting strategies to strengthen a child's behavior, self-esteem and moral development and build strong families.

For more information, contact John Bowan, conference co-chair, (414) 427-4803, jmbkeb@execpc.com.

TEACHING TOLERANCE

BY COURTNEY QUAST

Our country's cultural diversity is continually increasing; it's estimated that by the year 2050 no more than 50 percent of the population will be of Anglo ancestry. As school counselors working with students and families from many different backgrounds, it is important for us to be aware of our own cultural values as well as to be sensitive to those of different cultures. It is also important for our students to be aware



of different backgrounds, such as race, ethnicity, religion, disabilities, beliefs, appearances and behaviors. Sadly though, many children are not taught the important virtue of tolerance and resort to verbally and physically showing disrespect and intolerance toward others.

So how do we effectively teach and nurture tolerance in our students? I find that it is more about how it is caught than being taught and the younger the better. Following are some suggestions from "Building Moral Intelligence," by Michele Borba, Ed.D., on how we as school counselors can model tolerance for our students.

The best way to teach our students is not through our lectures, but through our examples. Be a living textbook of tolerance for your students and for all other children.

Help your students discover the positive traits about people and teach them early on that no one is better than any other person.

Provide an open, nonjudgmental atmosphere where students can ask questions and talk about biases.

Refuse to allow discriminatory remarks of any kind in your presence.

Get in touch with your own prejudices, and be willing to change them.

Nurture your students' sense of pride in their culture, heritage and identity. They will be better equipped to face any future abuse about their abilities, appearance, race, gender or culture. They then will be less likely to belittle the appearance, gender, ability or beliefs in others.

Expose your students to different perspectives. Use toys, dolls, literature, music, customs, videos and games representing a wide range of multicultural groups.

Encourage your students to become involved in social and community activities promoting cross-cultural programs, diversity, resistance to hate groups and tolerance.

Many resources and activities are available to help you teach and nurture tolerance. A couple of years ago I came across the magazine *Teaching Tolerance* and have visited its Web site, www.teachingtolerance.org, several times. Both the magazine and Web site contain numerous resources for teachers, students and parents. Another useful Web site is www.peacecorps.gov, and it too has excellent activities for conquering prejudice and stereotypes. Remember, school counselors can make a real difference. ■

Courtney Quast is an elementary and junior high school counselor in Williams Bay, Wis. She can be reached at cquast@williamsbay.k12.wi.us.

**ORDER YOUR
MODEL AND GET
YOUR TRAINING**

The new "Wisconsin Comprehensive School Counseling Model" is now available. Visit <http://dpi.wi.gov/sspw/counsel.html> for prices and information related to the new model. Current training dates for 2008 on implementing a comprehensive school counseling program are located at <http://dpi.wi.gov/sspw/counsel.html>. Look for new dates and locations as they become available.

March 13, 2008

CESA 3 Level I Training: Implementing a Comprehensive School Counseling Program [Day 1] at Fennimore

June 16, 2008

CESA 11, CESA 12 and Wisconsin Indianhead Technical College Level II Training: Developing Curriculum Action Plans [Day 1] at Rice Lake

June 23, 2008

CESA 7 Level I Training: Implementing a Comprehensive School Counseling Program [Day 1] at Green Bay

July 14, 2008

CESA 4 Level I Training: Implementing a Comprehensive School Counseling Program [Day 1] at West Salem

July 21, 2008

CESA 11, CESA 12 and Wisconsin Indianhead Technical College at Rice Lake

July 28, 2008

CESA 3 Level II Training: Developing Curriculum Action Plans [Day 1] at Fennimore

August 4, 2008

Nicolet Area Technical College Level I and Level II [Day 1] at Rhinelander



SAVE THE DATE

ASCA 2008

June 28–July 1, 2008

Hyatt Regency, Atlanta

Setting *New Standards*

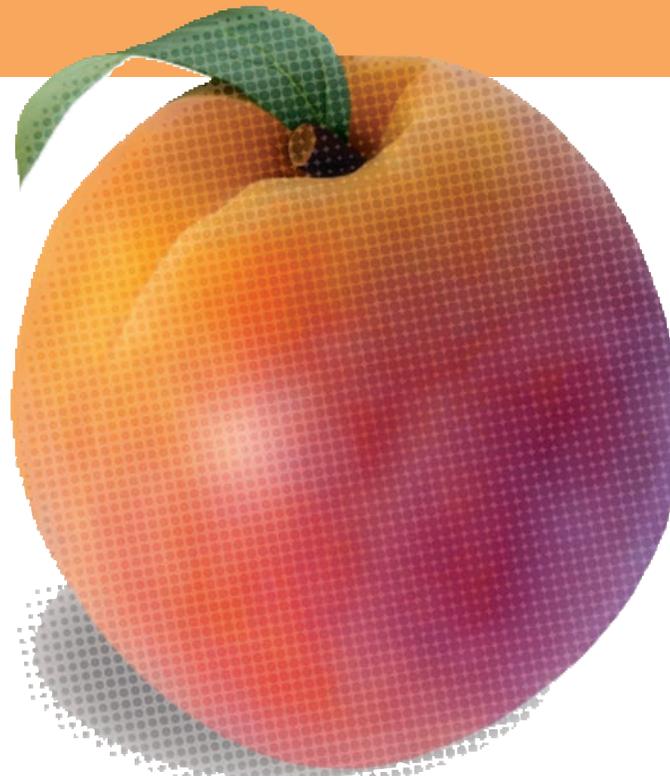
School counselors create and meet higher standards all the time. Whether through ongoing professional development opportunities, such as the ASCA Annual Conference, or implementation of a comprehensive school counseling program, such as the ASCA National Model, standards provide benchmarks to gauge our individual and collective progress toward excellence in school counseling.

Make your plans today to join ASCA in Atlanta.

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Registration

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Keynote Speakers

The Role of Counselors in Creating Caring and Equitable Schools

Pedro Noguera / June 28, 2008

How do we, as educators, support and cultivate school environments promoting learning and healthy social development among children? Learn how schools can develop effective partnerships with parents and community agencies to raise student achievement, and hear about some school counselors who've developed effective strategies to support students and transform school cultures.

Pedro Noguera, a professor in the Steinhardt School of Education at New York University, is an urban sociologist whose scholarship and research focuses on the ways schools are influenced by social and economic conditions in the urban environment. His most recent book is "Unfinished Business: Closing the Achievement Gap in Our Nation's Schools."

Conversations About Crisis and Climate

Brian Perkins, Cheri Lovre and Betsy Thompson / June 29, 2008

In the past 10 years, school counselors have been confronted time and again with myriad crises in their schools – from Virginia Tech to Columbine, Red Lake to Nickel Mines. What can we learn from these tragedies, and how can they help schools better plan their crisis prevention and response? Can improved school climate truly make a difference in preventing school crises from occurring?

Brian Perkins is with the Department of Educational Leadership, Southern Connecticut State University and is CEO and founder of The Center for the Study of School Climate. **Cheri Lovre** is director of the Crisis Management Institute and works with schools across the country on crisis training and response. **Betsy Thompson** is director of students services, Jefferson Country Schools, Colo., and shares her post-Columbine experiences.

Leadership Principles of Great Peacemakers: Teaching Our Children Peace

Ken Beller / July 1, 2008

Peacemaking is a skill that can be taught and that students are eager to learn. This presentation highlights powerful leadership principles drawn from the lives of great peacemakers. Lessons from this presentation can be used to provide positive role models, cultivate positive character development in educational settings, and encourage us, in the words of Mahatma Gandhi, to "be the change we wish to see in the world."

Ken Beller, lead author of two books, "Great Peacemakers: Ordinary People, Extraordinary Change" and "The Consistent Consumer: Predicting Future Behavior Through Lasting Values," is currently working on his third book, "Leadership Principles of Great Peacemakers," scheduled for release in September 2008.



WRITE FOR COUNSELINK



JUNE ISSUE FOCUS: Professional Development

- > Upcoming opportunities
 - > Highly recommended training
 - > Beginning school counselor how-to's
 - > Professional development plans
-

Submission Guidelines

All materials must be submitted electronically as an e-mail attachment. We will accept Microsoft Word and Macintosh Word formats only. Submissions to the Wisconsin School Counselor Association Inc.'s *Counselink* should be sent to: Tabitha Menning at tabithamenning@yahoo.com. Authors, please use the following guidelines when submitting materials.

Originality

All materials must be the original work of the authors, have not been published elsewhere and not be under consideration for publication elsewhere. In the event of publication *Counselink* retains copyright ownership.

Client Anonymity

Client anonymity must be protected in all materials. Authors must avoid all identifying information in describing clients and their personal histories.

Review Process

All materials will first be reviewed by the editor. Acceptable materials will then be sent to additional reviewers of the Editorial Board. Reviewers' comments, suggestions and disposition recommendations will be sent to authors if needed. Authors and reviewers remain anonymous throughout the review process.