

The Arizona School Counselor

FALL 2011

The Official Publication for the Arizona School Counselors Association

SETTING YOURSELF
UP FOR SUCCESS:
*Starting the
School Year off Right*



What's inside?

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MESSAGE FROM THE PRESIDENT

Melissa Beverly



Welcome back! The beginning of the school year is one of the busiest times of the year. Despite the tremendous demands at the beginning each year, it's important to find time as school counselors to plan. The extra time we put into planning and preparing will ensure a smooth and successful year in which we impact student achievement. Reviewing the foundation and management system of our school counseling program is a good place to begin our planning. The foundation includes our beliefs and philosophy, our program mission statement, and student content standards in the area of academic, personal/social and career development. The management system includes management agreements with administration, our advisory council, use of data, action plans, use of time, and calendars. As we review or create the current foundation and management system of our program, we want to consider national, state and local initiatives and trends. Staying current with educational initiatives and trends is an important part of ensuring our students are receiving the most relevant services.

Consider the following general questions when thinking about national, state and local initiatives.

- ◆ How do our beliefs and philosophy, as well as mission statements, align with current initiatives?
- ◆ Have we selected student standards that will allow students to meet the goals of the current initiatives that apply to our students' specific needs as suggested by school-wide data?
- ◆ How will these initiatives inform how we choose to plan and deliver our program in the upcoming year?
- ◆ How will we share these initiatives and how they affect our program with our administrators and advisory council members?

Nationally, we have been hearing the phrase "College and Career Ready" in the context of the Common Core State Standards (www.corestandards.org). Recently in the article, "Affirming the goal: Is college and career readiness an internationally competitive standard?" ACT suggested that the math and English Common Core State Standards will prepare students to be in-

ternationally competitive (www.act.org). The 2011 July/August issue of ASCA's *School Counselor* journal, shares five additional school counseling trends and ideas for responding to those trends. The trends include bullying, poverty, technology, the school counselor's role, and funding. Check out these five articles to learn more about how to respond to these issues in your school.

Specific questions to consider at the national level:

- ◆ How do the school counseling student standards you have selected fit with the academic Common Core State Standards?
- ◆ Do the counseling program goals mentioned in your management agreement reflect a program that will prepare students to be career and college ready and address technology, bullying and poverty?
- ◆ What does your school data tell you about how prepared your students are for college and career, as well as, incidents of bullying and poverty rates?
- ◆ Do your action plans and calendar reflect activities to help prepare students for these issues?

The Arizona initiatives impacting school counseling include all students having an Education and Career Action Plan (ECAP) beginning with the class of 2013 (www.ade.az.gov/ecap). Supporting students in creating ECAPs connects seamlessly with how school counselors can prepare college and career-ready students. Another state initiative includes implementing Response to Intervention in schools. Response to Intervention is a data-based decision-making process affecting all students in which schools screen students, provide a multi-level prevention system and monitor students' progress (www.rti4success.org). RTI is a systemic approach that will provide extra support to students on their path toward academic success. The Move on When Ready Education Reform Bill (HB2731) will offer students new paths towards college and career.

Specific questions to consider at the state level:

- ◆ Are ECAPs and RTI part of your program goals and action plans?
- ◆ Are there activities planned on your calendar that reflect these initiatives?
- ◆ Have you spoken with your administrator and advisory council about ECAPs, RTI and Move on When Ready? What are their thoughts and expectations for implementation?

Locally, what initiatives are impacting your school and district? In our school, we recently received a grant and will be implementing Positive Behavioral Interventions and Supports (www.pbis.org). The implementation of PBIS will support our students in meeting important personal/social standards necessary for future success.

Specific questions to consider at the local level:

- ◆ What are the goals/priorities of your school and district?
- ◆ How can your counseling program be a part of achieving these goals?

As we strengthen connections between the national, state, and local level initiatives, we ensure we are seeking to provide the best school counseling program for our students. These initiatives can inform and revitalize the way we look at and frame our school counseling program and our work in general. I wish you a successful start to the school year.

If you would like more information on the foundation and management system of school counseling programs, please visit www.schoolcounselor.org or read *The ASCA National Model: A Framework for School Counseling Programs*.

NEWS & ANNOUNCEMENTS

Call for Programs - 2012 AzSCA Annual Conference - March 29th & 30th

Join your colleagues from around Arizona as a presenter at this year's annual conference, *Preparing Career and College Ready Students K-12*. We are looking for topics that are relevant for counselors at all levels, elementary school through high school. Please consider sharing:

- Practical strategies for getting all your students career and college ready, K-12;
- Best practices for handling issues such as dropping out, bullying, harassment, & anger management;
- Ideas for effectively using social media as a counseling tool;
- Techniques and examples for using data to drive your program;
- Other great ideas that make a difference for the students at your school!

The expected length of each session is approximately 1 hour. Notification of which proposals are accepted will take place in early January, 2012. Please submit your online proposal by clicking on the following link:

<http://azsca.org/content.asp?pl=2&sl=72&contentid=72>

You may direct questions to Renell Heister at renellheister@gmail.com

The deadline for proposals is November 15, 2011

Upcoming Professional Development Opportunities for Arizona School Counselors

- Oct. 12** Need to Tune Up your ASCA National Model School Counseling Program?
Time: 8:00-11:30, Cost \$25.00, snack included
- Oct. 19** Data – part 1: Need to show what you do as a school counselor?
Get familiar with data and explore the easy way to show the results of your work.
Time: 12:30-4:00, Cost: \$25.00, snack included
- Nov. 9** Let's write school counselor lesson plans based on ASCA Standards and the Arizona Common Core Standards
Time: 8:00– 4:00, Cost: \$50.00, Lunch included.

To find out more, go to the Arizona School Counselors Association Website
(<http://www.azsca.org>)

Setting Yourself Up for Success: Starting Off the School Year Right

by Thom Hughart, VP for Secondary Schools

It's not about us; it's about our students and their success. We are not referring to success on the AIMS, or to success in some academic subject, or to a successful application to a college of their choice. The success we are focused on is more personal, more encompassing, more dynamic and more basic. The success we concern ourselves with in working with our students is about who they are as persons, as young women and men, as developing and beautiful human beings. We address the whole person: cognitive, behavioral, social, moral and psychological.

When we think about starting the school year, we think about transitions, new beginnings, first impressions, excitement, and lots of anxieties. I imagine this applies to both counselors and to our students, whom we are focused on here. Look around at your colleagues at your schools. We have such an important, and dare I say, sacred role to play in our students' evolving lives. We have the magic wand of positive regard. Our acceptance of our students will assist them and help stabilize them through the maze of adolescence. Of course, it's a conditional acceptance, but can we start with the acceptance first rather than the conditions?

Erik Erikson characterizes adolescence as the dynamic psychosocial developmental dilemma between identity and role confusion. Each of our students is experimenting, struggling and trying to discover, "Who am I? What am I good at?" and "What group do I fit into?" Consider the power we have, as counselors, to reassure our students: "You are fine. You are talented. You are likeable". Sim-

ple reassurances from important, respected adults help them clarify who they are and who they are becoming. How many of our students confuse who they are with what their grade is? Not unlike adults who identify themselves by what they do, rather than by who they are.

At the start of the school year we need to be on point. Our super-counselor sensitivities need to be sharp. We notice the lost ones, the lonely ones, the isolated ones. We greet them and reassure them. We make their first day a good day, sometimes just because we said, "Hello. What's your name? My name is_____". The natural, genuine interest we show each of our students can be a strong antidote to the lackluster, "Whatever!" responses they get in other areas of their lives. Starting the school year with positive regard and acceptance for who they are just might help our students build their identity formation on a solid foundation of self-acceptance.

Of course, each school in each district will develop its own schedule and program for student orientation at the beginning of the school year. Transition is spelled C-H-A-N-G-E. And as with all of us, change can be challenging. Providing students with a structure and schedule for the day is great for reducing their anxieties and channeling their enthusiasm. My comments are not only intended to suggest how we interact with our students on the first day, but on every day. That first contact with our students is our golden opportunity to establish our relationship with them. In their inner process of discovering who they are, they will wonder: "Does my counselor even know my name? Does he/she really care about me, or are they just doing a job? Can I talk to him/her about what is bothering me?"

Let's make that first impression with our students an accurate impression, as well as a lasting impression.

Counselors, Building Leadership Teams, and PBIS: A recipe for school success!

by Mary Cay Funk, Elementary VP

As I write this article, I'm reflecting on the very successful summer ASCA conference in Seattle that I was privileged to attend. The breakout sessions, keynote speakers and exhibitors who contributed their time and talent to educate, train, encourage and excite 2000 attendees was no small feat. How to bring this back to our school districts and individual schools is another matter!

Of particular interest was a session on "School Counselors as Educational Leaders". Counselors need to work effectively with their school's Leadership Team to support student success in the areas of academic and social competence. This can be accomplished with a school-wide Positive Behavioral Interventions and Supports (PBIS) system.

The goal of PBIS on a school-wide basis is to emphasize prevention, not just *individualized* interventions. Counselors have a unique opportunity to begin the school year with the Leadership Team to make sure their PBIS program is re-

viewed (if PBIS is in place) or implemented, if not fully in place. All expectations and positive consequences need to be communicated to the entire student body at the beginning of each school year. The idea is to look for the good each day and help students see the value of following procedures and rules and feel good about doing so.

Ideally, the Leadership Team should be a mix from the following areas: certified staff, administrators, support staff, parents, and counselor(s). Together this team can work towards improved student behavior. An action plan, which in-

cludes a system for on-going evaluation, should be developed. For instance, counselors can review behavior notices and referrals to look for those students needing extra or intensive support. Reviewing tardy and absence data and presenting it to the Leadership Team can be an important role for a counselor. Classroom lessons are a great way for counselors to reinforce procedures and rules, build social competency and academic success while supporting the school's mission and vision.

AZ RAMP Winners 2011

by Jaimie Howard

Congratulations to the School Counselors who were able to RAMP their School Counseling Program this year! As I work towards RAMP myself, I realize that this is not an easy task. It takes a lot of hard work and dedication to complete this process. This designation shows how students are different because of a school counselor. It also shows parents, administration, and the community their commitment to a data driven, comprehensive school counseling program (ASCA national model). These School Counselors should be commended for all the work they do to ensure student success. The recipients of this year's RAMP award are as follows:

Booker T. Washington Elementary School
Mesa, AZ (re-ramp)
School Counselors: **Christa Mussi**
Principal: **Michele Grimaldi**

John B Wright Elementary School
Tucson, AZ
School Counselors: **Justin Curran, Terry Underwood**
Principal: **Maria Marin**

Robson Elementary School
Mesa, AZ
School Counselors: **Jeni Nye**
Principal: **L.H. Lou Perdoni**

Sunset Ridge Elementary School
Glendale, AZ
School Counselors: **Mindy Willard**
Principal: **Carrie Prielipp**

WORK SMARTER, NOT HARDER:

School counselors using technology

Jeanette Gallus, President Elect-Elect

How will you work smarter and not harder in the 2011-12 school year? What technology tools or tips will you implement in this coming school year? What is your technology goal as you begin your new school year?

Welcome, Arizona school counselors! My name is Jeanette Gallus, and I am the newly elected President Elect-Elect. I am very much looking forward to my leadership role in the Arizona School Counselors Association to help every child in Arizona be successful and every school counselor in Arizona to be the best that she/he can be.

I attended the 2011 ASCA School Counselor Conference in Seattle, Washington, June 25, 2011. My focus for the week was learning more about working smarter and not harder. I have worked as a Virtual High School Counselor and am very interested in technology. Believe me, I am far from a guru, but I try to learn as much as I can. Here are a few facts and resources that I learned from Russ Sabella, Julia Taylor, and Danielle Schultz during the session entitled "Using the Internet to Perk-Up Your School Counseling Program".

1. Go to www.schoolcounselor.com. It is Russ Sabella's website which will provide you with a host of school counseling technology tools. You do not need to reinvent the wheel. Also, you will find a handy list of resources called "Using Communication Technologies to Reach and Teach School" at: <http://bit.ly/reachandteach-summary>
2. Russ says kids are naturals at technology. They are naturals and not afraid. So, approach technology as a kid with a natural curiosity. Use the resources of the students around you. Let your kids show you how to use the latest technology. This will be an asset for both you and your students.
3. Julia says use resources, such as *Facebook*. Kids do not check email anymore. *Facebook* is a hub for information, and you will be able to see data as usage of your school's information. You are able to use *Facebook* as a bulletin board in which you post the latest information about your school, program and recent happenings. *Facebook* is a communication tool which will help to save time and money. Honest, you may contact Julia at: www.juliavtaylor.com for additional information on how she uses *Facebook* and *Twitter* in her work. Remember there are 750 million users of *Facebook*... 1/10th of the world's population.
4. Danielle Schultz, as a graduate student, began a school counselor blog. She provides many resources in her blog. You may also contact Julia Taylor and Russ Sabella directly via her blog: www.schcounselor.com.

Which technology tools will you use? Start small and commit to add one technology tool to your repertoire as you begin the 2011-2012 school year. Remember technology is a tool, and you must find the technology, not to complicate your life, but to fulfill the three E's: enjoyment, effectiveness, and efficiency (Sabella, 2011). You want to find a technology tool which is effective, efficient and, finally, enjoyable for you to use. Have a great 2011-2012 school year!



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- Learn about majors and degree pathways

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Featured Author

Find the **BALANCE**

Tamara E. Davis, Ed.D., is a counselor educator at Marymount University in Arlington, Va., and the 2007 ASCA Counselor Educator of the Year. She can be reached at drd4unc@aol.com.

In an imperfect world, it seems odd that there would be so much emphasis on being the best, the top dog, the number one. The search for perfectionism has students and parents alike going for the gold, regardless of the price paid in the long run. Encouraging students to do their best is one thing, but striving to be perfect can result in students buckling under the pressure and may lead to self-destructive behaviors such as eating disorders or substance abuse.

Perfectionism is often viewed as a negative quality. When we think of perfectionism, we have images of students who become suicidal because they believe they cannot achieve (or over-achieve) to the degree they want. We hear about and know students who are burning the proverbial candle at both ends in an attempt to excel in all areas of their lives. Or parents who will accept nothing less than an A+ and class valedictorian for their children.

And who can blame them? Entry into colleges has become more competitive; there is almost no such thing as a “fall-

back” school anymore. Students who participate in sports as young children find themselves not making their school teams in middle and high school because the competition is so great. And just try to become class valedictorian with anything less than a straight-A average. We live in an immediate-gratification society where more is better, bigger is better, and the only thing to strive for is the top. Parents pushing kids, kids pushing each other, test scores driving higher standards in curriculum. There is perfectionism all around us.

But perfectionism gets a little bit of a

bad rap. In fact, perfectionism can be a positive and motivating quality to possess. Most people have a little bit of a perfectionist in them; it just manifests itself in different ways and to varying degrees. In many ways, perfectionism facilitates hard work and perpetuates the desire to get something done and do it well. If we didn't strive for perfectionism at some point, then our lives would be a trail of unfinished business and mediocrity. Perfectionism can be the path to greatness and can forge the road to success for many students. Without the strive-to-thrive mentality, where would we be?

A Balancing Act

So, if perfectionism is both good and bad, what is the best way to deal with it? How can school counselors best address both the positive and negative aspects of perfectionism while promoting optimal health and success for students? It comes down to **BALANCE**.

B – Believing it is OK to be less-than-perfect. Often, students with perfectionist tendencies end up with bigger problems, such as eating disorders or suicidal ideation. The thought of being less-than-perfect overwhelms their lives. School counselors can help alleviate the anxiety of imperfection by encouraging students to find outlets other than the areas in which they are striving to be perfect. For example, for students who are only taking the most advanced coursework, it is important for them to balance the pressure of succeeding with healthy outlets for their stress. Service projects, tutoring other students, or volunteering are ways students begin to see the value of giving back to others. Perfectionist students can become so over-focused and self-absorbed that their value system and priorities become skewed. The fact is that many colleges still seek well-rounded students who are academically strong but also have a sense of purpose in the greater community. This realization may help students see that being less-than-perfect, but contributing to the greater good, is a valuable goal and may ultimately help them access where they want to go.

A – Accepting when things go wrong. Being a perfectionist may result in student's inability to accept anything less than perfection. The reality is that things in life do go wrong. Helping students accept that life is not always perfect will help normalize the imperfect. Part of acceptance is the realization that

things that can go wrong, often may; the gift is learning to accept it, learn from it and have the resilience to move forward despite it. School counselors and other adults should model acceptance when mistakes are made or things don't go well. Students often experience vicarious learning as they see significant adults in their lives handle various situations. Providing stress management strategies and the availability of support systems will help students learn to accept when life goes differently than they expected.

L – Learning how to reframe. Even in the direst circumstances, there is a positive in every negative. Despite the event or failure, school counselors must help students learn to take the positive from a negative experience. If a perfectionist student doesn't get admitted to Harvard, there must be a belief that something better will come along or be a better fit or have a better result. The old motto, “when life gives you lemons, make lemonade”, may seem too simple, but the message is one to emphasize for students. In every situation, even bad ones, a positive lesson, idea or adage can be gleaned. Life's lessons are what happen when we often aren't paying attention. School counselors can be catalysts for helping students realize that good things may come from what seems like failed circumstances. It comes down to how you look at the situation and reframe it that determines the ultimate impact it will have on one's life. By help-

ing students identify just one thing positive in a seemingly negative situation, school counselors teach students the art of reframing – a skill that can help them throughout their lives.

A – Accessing support systems. School counselors should cautiously help students identify the support systems that are available in both their successes and their failures. The caution comes because it is often these support systems (parents, coaches, etc.) who may be putting the most pressure on students to be perfect. The emphasis on being the best leads students to attempt to over-excel, which may lead to failure. The people students rely on the most to provide support may be equally disappointed or upset in the students' failure. For this reason, school counselors need to help students identify a variety of support systems. Identifying these lifelines, both inside the school setting and in the greater community, will give students options if they feel the pressure is becoming overwhelming. Encouraging students to rely on their support systems, which hopefully include the school counselor, is a necessary strategy to combat the imbalance that often occurs when students strive for perfectionism.

N – Negotiating emotions. In our society, expressing emotions is sometimes discouraged. "Never let them see you sweat" is a slogan used to encourage people to maintain their edge, their lead,

the upper hand. To cry makes you a baby or sissy, to whine makes you girly, to show anger is a sign of weakness. Somewhere along the way, students need to learn it's normal to feel, and that their feelings are valid. Often, perfectionist children don't feel they are normal. They may go from extreme highs to extreme lows because they are never sure how to express what they are feeling. School counselors can help students find appropriate ways to channel emotions. Whether it is extreme happiness due to a success or extreme devastation over a thwarted goal, students need healthy outlets for their emotions and can be taught several strategies to express their feelings. Perhaps a student likes to create artwork or perform theatrically and can channel his or her emotions into some display of creative energy. Many students are involved in sports or other activities where they can express their emotions. When students bottle up their emotions or feel they cannot show their disappointment or joy, they'll eventually reach the boiling point. Help students learn to express emotions constructively, rather than allowing them to wait until they boil over.

C – Challenging irrational expectations. Perfectionist tendencies challenge rational thinking and behavior. Students often have unrealistic expectations of themselves and their abilities. Although school counselors don't want to squelch students' dreams and ideals, we have an

obligation to help students consider other scenarios. For example, if a student insists on applying to only one college, the school counselor should encourage the student to seek other options as well. Another example might be a student who tries to take too many advanced classes or too many extracurricular activities so it looks better on the college application. For the overscheduled student, the school counselor may want to sit down with a schedule or time chart to illustrate that there really aren't enough hours in the day to do all those things. Preparing students for alternative realities is also a way to help them accept when their reality doesn't play out the way they believed it would.

E – Enjoying the journey. Often, students who are striving for perfection miss out on the joys of the journey along the way. School counselors can provide students with an encouraging word or maybe provide an opportunity for students to take a breath and relax for a minute as they are going through their hectic day. Calling attention to the little things in life or acknowledging something inauspicious the student has done will help them realize it doesn't always have to be the perfection/overachievement that gets noticed. In life, it is often the mundane or day-to-day things that provide the true gifts in our lives. School counselors can help students see that it is the journey and not the destination that is often where our best experiences lie.

Close Enough is Good Enough

Many of the examples in this article refer to older students, but this is not to say that perfectionism doesn't occur in younger students as well. In fact, it seems students are getting stressed out at younger ages due to issues of over scheduling or the pressures that often come from competitive sports, high-stakes testing and the ever-rising expectations our fast-paced society imposes on our youth. Elementary school counselors can do proactive prevention activities such as classroom guidance lessons on managing stress to help students learn that it is OK to not be perfect and to adjust to life's adversity as it arises.

School counselors have an obligation to work with and monitor students who strive for perfection. Although it is our assumption that these students are overachievers, lack of motivation is also a sign of perfectionism. Perfectionists often do not overachieve and may actually underachieve, because their fear of failure is so great they would rather not try than to try and fail.

School counselors must also work with perfectionist students' parents. Chances are the perfectionism runs across all areas of the student's life, so home life is affected as well. School counselors should assess if the pressure is being imposed by the student or the parent (or both) and engage parents in the **BALANCE** process so students are getting consistent messages at

home and school. If the parent is one of the sources of stress that drives the student to perfectionism, then collaboration efforts must focus on the impact of pressure on the student. Hopefully, the parent will realize the pressure on the student to be perfect is doing more harm than good.

While perfectionism motivates some students to achieve, it must be kept in check, and students must **BALANCE** their perfectionism with the realities of school and life. School counselors are in a position to help students and parents realize that nobody is perfect. We can only be the best that we can be and that has to be enough if we are to raise happy, well-adjusted contributors to the world.

This article was originally printed in The ASCA School Counselor, September/October 2007 edition. Article reprinted with permission from the American School Counselor Association.

“START YOUR ENGINES!”

If any of you are familiar with racing, you know that by the time we hear this announcement at a race and see the green flag swirling over the starting line, each race team has placed a tremendous amount of time and effort in preparing both the car and driver for maximum results. No one shows up thinking he has any chance of top performance without complete engine checks, a suited up driver and a support team that is ready to provide precise, appropriate technical assistance.

*Jan Tkaczyk, M. Ed, CAGS
National Director Universal Technical Institute
Counselor and Academic Relations*

As the primary driver of the ASCA Model at your school, are you suited up and ready when this year's activity starts? Is your program tuned up? Is your support team ready? Let's take a look at the things you can do to get your program on the fast track to success.

The Route: Take a few minutes and check to see if your school counseling department's mission statement is prominently displayed around the building. It should be posted in every classroom and office, on the front page of the guidance home page on your school's website, pamphlets, brochures, stationery - even your e-mail signature. I used to place it as a tag line at the end of my voice-mail message: "This is Jan Tkaczyk, guidance director at the **best** regional technical high school in Massachusetts* where our mission is to prepare all of our students with the academic, personal/social and career skills necessary to become productive citizens."

* As a side note, this positive message about being the best is a strong testimonial that everyone hears when they call. What does your message say? Don't miss any opportunity to communicate the mission to your stakeholders.

The Score Card: Did you take some time to review last year's calendar, make updates for this year with date changes, and add new items? If you conducted a survey of all constituents before the end of the year and/or looked at data on current school issues, you are prepared to create an action plan for new programs. If not, take a look at your current program offerings to see how many you are delivering to each grade, in each domain, and for each stakeholder group - students, parents, and staff. Consider the balance of personal/social and career programs. Do you have an area of expertise that you can use to educate your staff about student? Do you offer evening programs for parental support?

The Driver: A racecar driver must be healthy, both physically and mentally, to stay in the race and have any hope of winning. Like the racecar driver, the professional school counselor must maintain

healthy personal and professional choices throughout the year. I won't lecture anyone on fitness, but I can tell you that I felt rested, resilient, and reenergized by maintaining a good dietary regimen and regular exercise. I found I needed both to stay in the race with my students.

As far as professional choices, I encourage each of you to develop ways to stay current and share your resources and discoveries with each other. If one counselor attends a workshop, share what was learned over lunch with the department within a week. When I wanted my entire department to learn Data Boot Camp by Dr. Russ Sabella, we set up lunch together once each week for eight weeks to complete the program. You can also get involved at the local, regional and national level in your school counseling associations. The people you meet and the additional resources that you will accumulate are worth the effort.

The Pit Crew: Professional racecar drivers have technicians who help make sure the car is ready to cross the curb onto the track. The driver swings into a pit area throughout the race as tires need changing, fenders need to come off, or the engine need to be adjusted. You are the driver of this ASCA Model Program, and you can't do it without your pit crew or team.

Your pit crew inside the school might include school counselors, other members of the student services department, the nurse, the dean of students, the IT chair, and the administration, just to name a few. Outside the school, you have local clinics, mental health providers, post secondary schools, civic organizations, senior volunteers, and countless others who are eager to support you and to provide the expertise and resources that you may not have.

Universal Technical Institute (UTI) stands ready to offer academic workshops at the high schools to reinforce the message that students need to have a plan and educate themselves on the post secondary opportunities that are available for them. Tours for students and their families, workshop venues for associations or staff development for those near one of UTI's eleven campuses, and free professional development workshops on any of the following conducted by trained professionals are just a few of the partnership ideas:

- Accelerated Learning (Differentiated Learning Styles)
- Following Up Your Graduates
- S.T.E.M.
- The ASCA Model

web site for you, your students and their family members. The College Navigator feature allows one to look up post secondary schools across the country to find information from enrollment and cost to retention and graduation rates.

those individuals whose support and expertise you need in order to move the program forward.

The National Center for Education Statistics (NCES) at www.nces.ed.gov is also a great

The important thing is that you collect

You are now on the fast track. Stay focused and be the first one to pass by the checkered flag! The victory will be found in the success of your students.

Jan Tkaczyk is the director of counselor and academic relations for Universal Technical Institute, Inc. (UTI). With more than 150,000 graduates in its 46-year history, UTI offers undergraduate degree, diploma and certificate programs at 11 campuses across the United States, as well as manufacturer-specific training programs at dedicated training centers. For more information, go to www.uti.edu.

TECHNICIAN TRAINING



THE PROGRAM FOR THEIR SUCCESS

TOGETHER WE'RE BUILDING FUTURES

Today's transportation technicians are more than mechanics. They're also highly skilled professionals with working skills in **Science, Technology, Engineering and Mathematics**. Universal Technical Institute is proud to support ASCA, the National S.T.E.M. Initiative and your personal efforts to guide each student to a successful career.

- 4 out of 5 of our graduates receive full-time industry employment¹
- Associate of Occupational Studies (AOS) program available at the Avondale campus
- UTI has articulation agreements with University of Phoenix, DeVry University and more
- Over \$11 Million in scholarships awarded annually²
- Financial aid and job placement assistance³
- Alliances with top manufacturers designed to help students make industry connections⁴



For more information and to download your free S.T.E.M. poster, visit us online at uti.edu/hscounselors.

800.338.0238
uti.edu/hscounselors

UNIVERSAL TECHNICAL INSTITUTE
AUTOMOTIVE
MOTORCYCLE
MARINE
DIESEL
COLLISION REPAIR
Industry's Choice for Technician Training

MSC: 1400/1452

¹ For 2008, UTI had 11,663 total graduates, of which 11,137 were available for employment. Of those graduates available for employment, 9,749 were employed at the time of reporting, for a total of 87%.

² Awarded to enrolled students who apply and are selected.

³ Financial aid and VA benefits available to those who qualify. UTI cannot guarantee employment.

⁴ Programs vary by location. MSAT programs are available to those who qualify.



GRADUATE STUDENT SCHOLARSHIP APPLICATION 2011-2012

The Arizona School Counselor's Association, Inc. has established a Scholarship Program to assist a master of educational counseling student. One nonrenewable \$1000.00 scholarship will be awarded.

Eligibility:

- Must be a student in a master of educational counseling program within the state of Arizona.
- Must be a permanent resident of the state of Arizona.
- Must plan to pursue an educational counseling career in the state of Arizona.

Application procedure:

- Write an essay not to exceed 500 words that identifies the role of the school counselor and the importance of implementing the ASCA National Model at your grade level preference (ex. Elementary, Middle, Secondary, etc).

****PLEASE DO NOT INCLUDE YOUR NAME OR THE NAME OF YOUR SCHOOL ON THE ESSAY****

Mail the following: 5 copies of the essay typed and double-spaced on "8 1/2 x 11" paper and the completed entry form to:
Stacey Hackett
7441 W. Ruby Chip Dr.
Tucson, AZ 85743

Questions: E-mail Stacey at sl_hackett@hotmail.com

Deadline: Entries must be postmarked no later than Tuesday, November 1, 2011.

Award Notification: Only the award winner will be notified. The award winner will be recognized at the AzSCA, Inc. Conference on March 30, 2012. The judges' decision will be final.

Complete and attach this portion of the form to the five copies of your essay.

NAME: _____

ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

TELEPHONE NUMBER: (_____) _____ Email _____

UNIVERSITY: _____

SIGNATURE OF PROFESSOR: _____

PROFESSOR'S NUMBER: (_____) _____ GRADUATION DATE: _____

PLANS FOR 2012-2013: _____

I understand that the essay I am submitting becomes the property of AzSCA, Inc. and may be used in publicity. If I am the recipient of this scholarship, I hereby give permission for my name to be publicized as the winner.

Signature of Student: _____

AzSCA Professional Recognition

AzSCA, Inc. encourages you to nominate an outstanding school counselor or school counselor advocate that has served and inspired students and has helped to improve the school counseling profession.

Annually, AzSCA, Inc. proudly recognizes practicing school counselors at the Elementary, Middle/Junior High, Secondary, Multi-level (preK-12), Post Secondary, and Advisory/Supervisor Levels.

Award Recipients are recognized at the State Conference held in Mesa, Arizona on March 29th and 30th, 2012.

NOMINATION GUIDELINES AND TIMELINES:

- * The activity or accomplishment of the school counselor/advocate for whom the nomination is made must have occurred within the last five years.
- * Recognition packet deadline is December 15, 2011. Packet must be postmarked by this date. Late packets will not be eligible for scoring and evaluation.
- * The AzSCA Professional Recognition Awards Program Recognition Packet (5 copies) must be mailed to:
Jaimie Howard
Rio Vista Elementary School
10237 W Encanto Blvd
Avondale, AZ 85392
- * The AzSCA Professional Recognition Nomination Form must be stapled to the front of each packet.
- * AzSCA Vice Presidents will review and score the packets by the end of January.
- * Winners will be notified by February 1, 2012.

Please note: All award winners must be current AzSCA members and working within the designated grade level. The Advocate of the Year is an exception to this rule. For AzSCA membership information please see the membership section of our AzSCA website at www.azsca.org or contact Roxanne Taylor, AzSCA Membership Chair at: membership@azsca.org.

The following is the criteria for the nominee recognition:

- * Demonstrates personal qualities that exemplify an outstanding counselor
- * Is responsible for innovations and creativity in guidance and counseling program implementation focusing on student achievement
- * Provides leadership in the further development of existing guidance and counseling programs
- * Demonstrates leadership in professional counseling associations
- * Is instrumental in enhancing the school and or community
- * Demonstrates a high level of implementation of the ASCA National Model in their school.

For questions on the Recognition procedure please contact
AzSCA Professional Recognition Chair:
Ms. Jaimie Howard



HIGH SCHOOL STUDENT SCHOLARSHIP APPLICATION 2011-2012

The Arizona School Counselors Association, Inc. awards three high school seniors with a \$1000.00 nonrenewable scholarship to assist with post-secondary education.

Eligibility:

- Must be a high school senior attending a public or private secondary school in the state of Arizona.
- Must be a permanent resident of the state of Arizona.
- Must plan to attend a post-secondary institution during the 2012-2013 school year.

Application procedure:

- Write a letter not to exceed 500 words.
- Letter prompt: *Budget cuts continue to effect education and the services available to help students. Write a letter to your legislature explaining how your school counselor has made a difference for you or your school.*

****PLEASE DO NOT INCLUDE YOUR NAME, THE NAME OF YOUR SCHOOL OR THE NAME OF YOUR SCHOOL COUNSELOR IN THE LETTER****

Mail: 5 copies of the letter typed and double-spaced on "8 1/2 x 11" paper and the completed entry form to:
Stacey Hackett
7441 W. Ruby Chip Dr.
Tucson, AZ 85743

Questions: E-mail Stacey at sl_hackett@hotmail.com

Deadline: Entries must be postmarked no later than Tuesday, November 1, 2011.

Award Notification: Only the award winners will be notified. Winner will be recognized at the AZ School Counselors Association, Inc. Conference on March 30, 2012 in Mesa, Arizona. The judges' decision will be final.

Complete and attach this portion of the form to the five copies of your essay.

NAME: _____

ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

TELEPHONE NUMBER: (_____) _____ Email _____

HIGH SCHOOL: _____ FIRST GENERATION COLLEGE STUDENT? YES NO

SCHOOL TELEPHONE: (_____) _____

EMAIL ADDRESS: _____

COLLEGE/UNIVERSITY YOU PLAN TO ATTEND FOR 2012 - 2013: _____

CAREER FIELD OF INTEREST: _____

I understand that the essay I am submitting becomes the property of AzSCA, Inc. If I am the recipient of this scholarship, I hereby give permission for my name to be publicized as the winner and parts of my essay to be used in publicity.

Signature of Student: _____

30th Anniversary

The AzSCA, Inc. Board invites you to the
2012 Annual AzSCA Conference

Save the Date:

March 29-30, 2012



School Counselors:

**Guiding Career &
College Ready
Students K-12**

Where:

Mesa, Arizona

Registration fees:

Pre-conference all day \$125, AM only \$75, PM only \$75

Conference *"early bird"* rate by 2/25/12: \$160

Conference regular rate after 2/25/12: \$185

Registration is online only. Registration closes 1 week before the conference—March 22.
All registrants after this will need to register at the conference.

Register on line at the AzSCA website: www.azsca.org



Professional Recognition AWARDS NOMINATION FORM

Nominee: _____ AzSCA Member# _____

Address: _____

Work Address _____

Home Phone: () _____ Work Phone: () _____

FAX: () _____ E-Mail: _____

Nominee's Degree Information:

Degree: _____ Date Earned _____

Institution: _____ Subject Area: _____

AWARD CATEGORY: *Please choose ONE:*

- Elementary School Counselor of the Year
- Middle/Junior High School Counselor of the Year
- Secondary School Counselor of the Year
- Post Secondary Counselor of the Year
- Multi-level School Counselor of the Year
- Administrator/Supervisor of the Year
- Advocate of the Year

Nominator: _____

Work Address: _____

Home Address _____

Home Phone: () _____ Work Phone: () _____

FAX: () _____ E-mail _____

Please place photo here (min 2" x 2")

CHECKLIST OF REQUIRED DOCUMENTATION FOR PACKET:

- Completed **AzSCA Professional Recognition Nomination Form**
- Professional-quality photo**
- Letter of recommendation** from nominator (*1 page front and back*)
- Vita (resume) for the nominee. (*2 page maximum front and back*)
- Statement/Rationale (maximum 3 pages front and back), describing the program, activity or contribution demonstrating the individual's worthiness to receive the award. The program, activity or contribution must have occurred within the last 5 years.
- Supplementary information (maximum 10 pages)** to include: one letter from the nominee's supervisor or administrator, one from a colleague and no more than two other letters of support. These "any two" letters may be from other administrators, colleagues, parents, students, community leaders, etc. (Note: Legislator nominees are not required to have letters of support from their supervisors). Also, in the supplementary evidence section, the nominator may submit any other evidence of the program, activity or accomplishment. Again, all of this evidence must have occurred within the last five years.

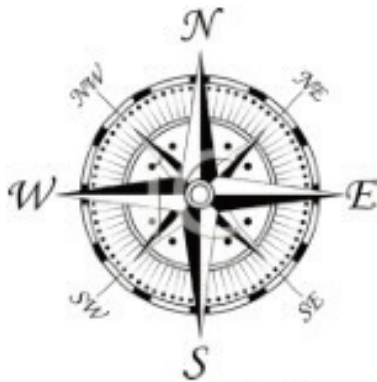
**Maximum Length of Packet: 16 pages, front and back, not including nomination form.
All award materials must be postmarked by December 15, 2011.**

Nominations should be sent to Professional Recognition Chair:
Ms. Jaimie Howard • Rio Vista Elementary School • 10237 W Encanto Blvd • Avondale, AZ 85392

2012 AzSCA Conference Exhibitor Registration Announcement:

Calling All Exhibitors:

Announcing the 30th Anniversary
2012 Annual AzSCA Conference



When: March 29-30, 2012

Where: Downtown, Mesa, AZ

Cost: Booth rentals as low as \$250.

**Theme: Guiding Career and
College Ready Students K-12**

Early bird registration deadline is December 15, 2011. Premium booth location is now available, offered on a first-come, first-served basis, and starts at \$300. Other opportunities to market your company are also available. Online registration will be available on our website www.AzSCA.org at the end of August. Or, please email Cien Luke at AzSCAinfo@gmail.com.

We look forward to seeing your products this year. The exhibits you provide are crucial to the success of school counselors throughout the year. Without you, our job would be much more difficult. THANK YOU!





Dear High School Counselors of Arizona,

As advisors to graduating seniors, your students and their parents look to you for guidance. They count on you to know which University is best for them academically, financially, and practically. For the students you recommend to attend the University of Arizona or Pima Community College in Tucson, consider the sound advice to look at Sahara Apartments as an alternative to living on campus, or other off campus housing facilities.

We believe Sahara Apartments is the best choice as we provide a safe, secure, and quiet environment for students with a simple and clear no-party policy. We emphasize the importance of our quiet environment from the very first time prospective tenants tour the property. This way they know, Sahara is no “animal house.”

This upfront no-party policy serves as a filter that sifts out rowdy prospects. This way, only serious students who want to live in a non-distracting environment conducive to academic study, will choose Sahara.

For Sahara residents’ security is assured in our gated community. We have 80 security cameras monitoring 24/7 in all common areas of the property and an infrared beam system protecting the perimeter of the building from any intrusions.

Fire safety is provided through monitored smoke detectors and fire sprinklers throughout the buildings. Our block and concrete construction is far more fire safe and quieter apartment-to-apartment than wood frame buildings.

Over the past five years of operation we have established a strong reputation for being the “Quiet” oasis for student living and we think you and your advisees will appreciate what we have to offer. Furthermore, Sahara has not received a single citation or “Red Tag” from the police department for a property disturbance. This is a stark contrast to most other student buildings.

Because we believe in the power of academics, Sahara is giving away two housing Scholarships to two deserving students for the 2011-2012 academic year. The winners will be selected from the quality students you submit to us for consideration. One award will go to a student who qualifies based on financial need, and the other based on academic excellence.

So, pickup the phone and call me today at 520-622-4102, or send me an e-mail at ted@tedmehr.com. Let’s discuss how your candidates can qualify for these Sahara Apartment scholarships.

Sincerely

A handwritten signature in black ink that reads 'Ted Mehr'.

Ted Mehr,
Owner/Manager
Sahara Apartments

919 N. Stone Ave. • Tucson, AZ 85705 • p(520) 622-4102 • f(520) 622-7888 • www.SaharaApartments.com



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The *Arizona School Counselor* is the official publication for the Arizona School Counselors Association, Inc. and is published 4 times each year. Members of AzSCA, Inc. receive the *Arizona School Counselor*. Please share this edition with new school counselors in your school district and encourage them to become an AzSCA, Inc. member.

Become a member and register for events at www.azsca.org ***Join or Renew Today!***