

# Growing Cultural Competency For School Counselors

Deeper Conversations about Race & Equity

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# Introduction

**This sectional aims to** build in educators the *inner capacity* to serve all students and promote social justice and equity.

**As counselors, how we view the world has great potential to impact our students. Our own internal biases and racial conditioning must be addressed - we must make every attempt to understand our personal lens, and to never allow our perception to negatively impact our students. Our beliefs about our students are indeed connected to our capacity to impact student efficacy. Our capacity to truly serve all students is influenced by our inner ability to be humble, courageous, and to strive for nothing less than greatness for all of our students.**

**Our hope in our short time together is that you find your courage, speak your truth, listen well to others and to spark a need to be woke.**

**Sincerely,**

**Carri Hale and Shawn Harris**

# NORMS

- ★ What you share within the context of the conversation is confidential, honored and respected.
- ★ Use "I" statements. No one speaks for another or for an entire group of people.
- ★ Commit to creating Equity of Voice.
- ★ Avoid critiquing other's experiences; focus on your own experiences.
- ★ Be honest and willing to share. Be brief
- ★ Listen with curiosity and the willingness to learn and change.
- ★ Resist the desire to interrupt.
- ★ Try not to take comments personally. Ask for clarification.
- ★ ("May I ask a clarifying question?")
- ★ Assume positive intent.
- ★ Suspend judgement.
- ★ Be open to the kernel of wisdom in each person's story

or response

# Opening Activity

## **Pair share:**

- **Tell your partner something about your life outside of your school community.**

# WOKE

*Chiefly US Slang*

*: aware of and actively attentive to important facts and issues (especially issues of racial and social justice).*

*But we will only succeed if we reject the growing pressure to retreat into cynicism and hopelessness....We have a moral obligation to "stay woke," take a stand and be active; challenging injustices and racism in our communities and fighting hatred and discrimination wherever it rises. -*

*Barbara Lee*

*<https://www.merriam-webster.com/dictionary/woke>*

# Purpose

- Open up to insights, ideas and resources
- How to open your own aperture of understanding difference.
- Why this is such an important 21st century skill for professional school counselors.

i.e.....GET WOKE!



# Dangerous Safe Space

## Laying the Foundation

- **Trust in each other**
- **Use of “I Statements”**
- **Strong Listening Skills**
- **Other agreements?**



# “In the Room”

- **Race**
- **Microaggressions/Macroaggressions**
- **White Privilege**
- **White Fragility**
- **Institutionalized Racism**
- **Implicit Bias**
- **Stereotypes**
- **Prejudices**
- **Counselor fears/concerns**

# The Whole Student

**How do we apply understanding our lens to our ability to see the whole student?**

**Challenge: what barriers might you have?**

**Student Voices:**

# Building Positive Relationships

## **MSAN Action Plan**

**The importance of  
building relationships  
and feeling/staying safe**



# SAFETY

**All brains come with a default setting that acts as its prime directive regardless of race, class, language or culture: *Avoid threats to safety at all costs and seek well-being at every opportunity.* (Hammond, 2015 p.37)**

# Voice of a graduated senior

Don't judge me based on me being a African-American female who, lives in poverty, government housing and food stamps, but instead my character, likes and interests. Know that I look up to you for guidance and support. Know that you have the will to have a tremendous impact on my life. Build me up, not break me down. Encourage my future and be there with me to experience it.

# Debrell

**Play video**

## **Campfire circles:**

- **What did you hear?**
- **Large group share out:**

## **Building Bosses**



# Digging Deeper

**Take Implicit Bias Test:**

**<https://implicit.harvard.edu/implicit/takeatest.htm>**  
**1**

**What are your results?**

**How do you feel?**

**Share with whole group**

# 21st Century Learners

Who are our students?

- How do we get ourselves to open up our lens and understand more!

*Ex. Carri's lesson with two 9th grade girls*

1. Presumptions - ignoring adult direction, need to go to class
2. Restorative circle
3. Team meeting
4. Showcase
5. Build community - finding respect and language



# Race & Equity



A human rainbow of skin colors  
Photograph by Sarah Leen

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# Race

**Race is a socially constructed ideal.**

**Melanin creates the difference in skin type**

**We are racialized beings: conditioned with inherent bias about those who are different from who we believe ourselves to be.**

**PROCESS: How does this affect our students? Do you react differently to different students based on how they look?**

# Equity

**Equity means that all students receive what they need.**

**We have to be able to see student needs to truly be equitable in our practice.**

# School Counselor Responsibility

## **ASCA National Model:**

**Leadership**

**Advocacy and Social Justice**

**Collaboration**

**Systemic Change**

**\*Responsibility to be advocates for all students and change agents against institutionalized racism.\***

# The Iceberg Concept of Culture

Like an iceberg, nine-tenths of culture is below the surface.

**Surface Culture**  
Most easily seen  
Emotional level - low

Food, dress,  
music, visual arts,  
drama, crafts,  
dance, literature,  
language, celebrations, games



**Shallow Culture**  
Unspoken Rules  
Emotional level - high

courtesy, contextual conversational patterns, concept of time, personal space, rules of conduct, facial expressions, nonverbal communication, body language, touching, eye contact, patterns of handling emotions, notions of modesty, concept of beauty, courtship practices, relationships to animals, notions of leadership, tempo of work, concepts of food, ideals of child rearing, theory of disease, social interaction rate, nature of friendships, tone of voice, attitudes toward elders, concept of cleanliness, notions of adolescence, patterns of group decision-making, definition of insanity, preferences for competition or cooperation, tolerance of physical pain, concept of "self", concept of past and future, definition of obscenity, attitudes toward dependents, problem solving roles in relation to age, sex, class, occupation, kinship, and ...

**Deep Culture**  
Unconscious Rules  
Emotional level - intense

# Closing

- **We realize one hour is not enough to shift the needle, but we are hoping it is enough for you to feel WOKE, and to seek your journey to open your understanding.**
  
- **Questions?**

## RESOURCES

Calvin Terrell. Speaker, Educator, Community Builder.

<http://calvinterrell.com/>.

Dr. Decoteau Irby. University of Illinois Chicago College of Education.

GSafe. For LGBTQ Youth <https://www.gsafewi.org>

<http://education.uic.edu/personnel/faculty/decoteau-j-irby>

Middleton High School: Microaggressions: <https://www.youtube.com/watch?v=XW027BzE3uM>

Minority Student Achievement Network (MSAN).

<http://msan.wceruw.org/>

Pacific Educational Group, Beyond Diversity.

<http://www.pacificeducationalgroup.com/pages/services>

Project Implicit (2011). Retrieved from <https://implicit.harvard.edu/implicit/takeatest.html>

Racial justice summit:

[http://www.ywcamadison.org/site/c.cuIWLiOoJqI8E/b.7968025/k.6E89/Racial\\_Justice\\_Summit.htm](http://www.ywcamadison.org/site/c.cuIWLiOoJqI8E/b.7968025/k.6E89/Racial_Justice_Summit.htm)

Richard Davis. Madison Wisconsin Institute for the Healing of

Racism. <http://richarddavis.org/activist/institute-for-the-healing-of-racism>

Ted Talks: <http://www.ted.com/topics/race>

White People Challenging Racism: [http://www.wpcr-boston.org/index\\_files/Page559.htm](http://www.wpcr-boston.org/index_files/Page559.htm)

White Privilege Conference: <http://www.whiteprivilegeconference.com/schedule.html>

## **Books**

**Dyson, Michael Eric (2017) *Tears We Cannot Stop: A Sermon to White America*. New York City, New York. St. Martin's Press**

**Hammond, Z. (2015) *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Thousand Oaks, CA: Corwin Press**

**Singleton, G.E & Linton C (2006) *Courageous conversations about race: A field guide for achieving equity in schools*. Thousand Oaks, CA: Corwin Press**

**Wise, Tim (2007). *White like me: Reflections on race from a privileged son*. Berkeley CA: Soft Skull Press**