
Digging Deeper: How Equitable is Your School Counseling Program?

Wisconsin School Counselor Association Annual Conference
February 20, 2020

Stacey Endicott, School Counselor, Baraboo High School
Jori Ruff, ELL Specialist and District Equity Facilitator,
Baraboo School District

Objective for the Morning:



School counselors promote equity, access, and advocate for all students. In fact, equity is a core component of the ASCA National Model. Sometimes the true data may tell another story. Dig deeper into your demographics, beliefs, privilege, and biases then examine school district data within WiseDASH through an Equity Audit to determine how equitable your program truly is. Decide what courageous conversations to have and which data points to pursue should your data determine inequities.



NORMS

- > We encourage courageous conversations
 - Stay engaged
 - What's said here, stays here
 - Experience discomfort
 - Speak your truth
 - Expect/Accept non-closure
-



THE 11 FEDERALLY-RECOGNIZED AMERICAN INDIAN NATIONS IN WISCONSIN

ICE BREAKER

Mapping our Identity



List your identity group memberships, which may include gender, ethnicity, race, familial roles, professional roles and religious affiliations. Keep in mind that these identity group memberships are complex and should not be considered in a strictly binary fashion (e.g., black *or* white, male *or* female, gay *or* straight). Thinking of identity as either/*or* is limiting and can be harmful to individuals whose identities fall between or outside of these binaries.

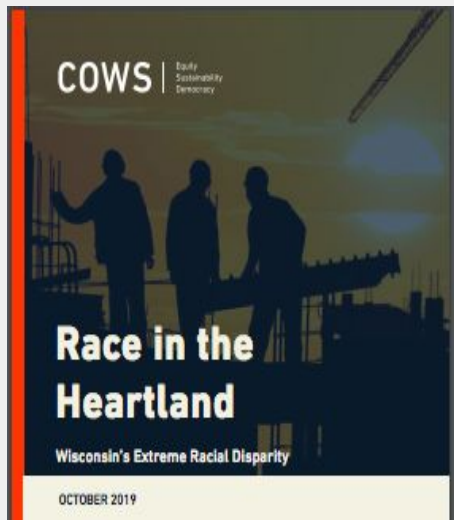
For example:

Mom of boys
20+ years in education
Wife of a person who hunts
Live with mental illness
Cisgender
Youngest sibling
Middle aged
Sister
College degree
Liberal Christian
Two master's degree
Rural WI resident (most of life)

Toddler boy/baby girl mom
WSCA DoO
Combat-Disabled Veteran spouse
10 years as a counselor
Cancer Survivor
Hashimoto's Warrior
Battling PPD/PPA everyday
Cisgender
Oldest sibling
PA/NC girl
2 master's degrees & working on another

Consider these questions:

- Have I experienced privilege because of this group membership? Have I been disadvantaged because of this group membership? Note: For some group memberships, you can experience both privilege and disadvantage.
 - Which of these memberships are visible, and which are invisible?
 - Which of these memberships are most fundamental to who I am?
-



THE WHY?

8TH GRADE MATH SCORES: WORST Wisconsin's 8th grade white students' average scores on math skills assessments are well above the national average. Black students in the state score well below the national average. The distance between black and white outcomes on the test is the highest in the nation.

OUT-OF-SCHOOL SUSPENSIONS: 2ND WORST In Wisconsin, black students are 7.5 times more likely than white students to face out-of school suspension. That difference is second worst in the nation; only Illinois has higher disparity. (See Race in the Heartland, Figure 5)

BACHELORS DEGREES: WORST In Wisconsin, 14 percent of black adults hold a Bachelors Degree while 30 percent of whites do. With whites more than twice as likely as blacks to hold this level of education, Wisconsin posts the highest racial disparity in the nation. (See Race in the Heartland, Figure 6)

INCARCERATION: 2ND WORST Stark racial disparity in the US criminal justice system is well-known. But in this nation of extreme disparity, Wisconsin's racial disparity is nearly unmatched. Black Wisconsinsites are more than 11 times more likely to be incarcerated than are their white neighbors. Only in New Jersey is incarceration disparity more extreme. (See Race in the Heartland, Figure 15)



New Federal Data Shows Wisconsin Has Largest Racial Gap in High School Graduation Rates

Wisconsin has once again posted the largest gap in the nation between graduation rates for white and black high school students – 25.7 percentage points – according to new data from the U.S. Department of Education released today. (Feb. 5, 2019)

In Wisconsin, the white graduation rate was 92.7 percent, compared to the black graduation rate of 67 percent. In the new report, there were no states where the African-American graduation rate exceeded the white rate. However, in Hawaii, the racial gap between blacks and whites was only one percentage point.

“The latest data released by the Department of Education shows that Wisconsin is not only behind the rest of the nation for racial equity in our education systems, but we are last,” State Rep. Shelia Stubbs tells Madison365. “This is unacceptable and fails Wisconsin’s students and families. We can no longer accept this as normal and fulfill education’s promise to be a great equalizer. From hiring more black teachers to expanding early childhood education, Wisconsin must do better.”

Wisconsin: The best at being the worst



What can I do about it?

https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_Equity.pdf



INTERRUPTING RACISM

Equity and Social Justice in School Counseling

REBECCA ATKINS
ALICIA OGLESBY

#1 NEW RELEASE
IN EDUCATION
COUNSELING

"Every school counselor should read this book! As advocates for equitable practices in schools, school counselors are challenged to evaluate our own assumptions about race, interrupt institutional barriers for black youth, and become true agents of change. This book has it all!" ~ Kristen Perry, 2018 National School Counselor of the Year.

Wisconsin Model

The Model to Inform Culturally Responsive Practices describes the beliefs, knowledge, and practices Wisconsin educators, schools, and districts need to reach and teach diverse students within their culturally responsive multi-level systems of support. It's not a checklist or a toolkit; rather, cultural responsiveness is a way of being and knowing. It's how we show up to do the work of schools.

Educational equity means that every student has access to the resources and educational rigor they need at the right moment in their education, across race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income.

Wisconsin's Culturally Responsive Model



Part 1: PERSONAL

Page 29, ASCA National Model (Fourth Edition):

“Examining and reflecting upon individual beliefs about students, families, teachers and the educational process is imperative. Unexamined beliefs can lead to inequities and limited access for some students. Without personal reflection, we act without awareness of our own influencers. Understanding personal limitations and biases as well as articulating how they may affect the school counselor’s work are critical steps in determining the program focus, ensuring equity and access for all.”

**“Knowing
yourself is
the beginning
of all wisdom.”**

Aristotle

Read More

Privilege activity

- Sexuality Privilege
- Religious Privilege
- Ability Privilege
- Class Privilege
- Cisgender Privilege
- Race Privilege
- Nationality Privilege
- Gender/Sex Privilege

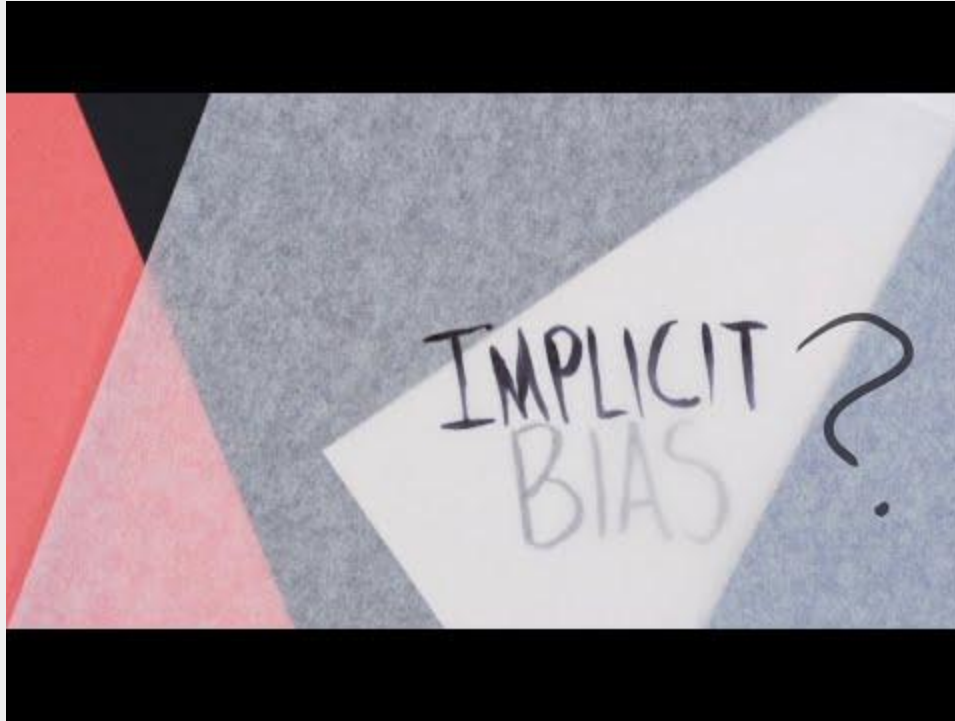
Privilege Activity

Definition of Cisgender: denoting or relating to a person whose self-identity conforms with the gender that corresponds to their biological sex; not transgender.

Reflection on the Privilege activity?

- How did this exercise make you feel?
 - What were your thoughts as you were doing it?
 - What have you learned from this exercise?
 - Where is there privilege in your school/district? In your community? In the U.S.? In the world?
-

Who me, Biased?



How would you define implicit bias?

Biases that
you're not aware
of...something
that is hidden.

Underlying
assumption....it's the
way we view events
based on our personal
experiences.

“Stereotypes against groups of people that may be in our heads even though we don't want them to be” These are attitudes or ideas that are inside of us that we may not even know are there and we may not want them there. (Teaching Tolerance)

-
- Implicit biases are **pervasive**. Everyone possesses them, even people with avowed commitments to impartiality such as judges.
 - Implicit and explicit biases are **related but distinct mental constructs**. They are not mutually exclusive and may even reinforce each other.
 - The implicit associations we hold **do not necessarily align with our declared beliefs** or even reflect stances we would explicitly endorse.
 - We generally tend to hold implicit biases that **favor our own ingroup**, though research has shown that we can still hold implicit biases against our ingroup.
 - Implicit biases are **malleable**. Our brains are incredibly complex, and the implicit associations that we have formed can be gradually unlearned through a variety of debiasing techniques.
-

An iceberg floating in water. The tip of the iceberg is above the water line, and the much larger base is submerged. A wavy line separates the water from the air, labeled 'LINE OF CONSCIOUSNESS'. An arrow points from the text 'Explicit Bias' down to the 'Implicit Bias' section.

Explicit Bias

Attitudes and beliefs that we have about a person or group on a conscious level. We are fully aware of these, so they can be self-reported.

LINE OF CONSCIOUSNESS

Implicit Bias

Unconscious attitudes that lie below the surface, but may influence our behaviors.

Why?

The implicit associations we harbor in our subconscious cause us to have feelings and attitudes about other people based on characteristics such as race, ethnicity, age, and appearance.

These associations develop over the course of a lifetime beginning at a very early age through exposure to direct and indirect messages.

In addition to early life experiences, the media and news programming are often-cited origins of implicit associations.



1

2

3

4

5

3

5

Who could kick a kickball the farthest?



1

2

3

4

5

Who would win in a chess tournament?



1

2

3

4

5

You need \$10,000. Who could most easily afford to lend you the money?



1

2

3

4

5

Who would bake the best cookies?



1

2

3

4

5

Who would be the best rock climber?



1

2

3

4

5

Ashima Shiraishi: "Bouldering Phenom"



Pelé: "Greatest Soccer Player of All Time"



Christy Walton: "Richest Woman in the World"



#8) Christy Walton (Net Worth: 41.7 billion)



Christy Walton is the richest WOMAN in the world. She married into the Walton family. She is the widow of John Walton, one of the sons of Wal-Mart founder Sam Walton.

Phillip Hurley: "Top Madison Chef"



Justus Williams: "Chess Master"



How can stereotypes be positive?

How can they be negative?



Video




IMPLICIT BIAS TEST

[HARVARD TEST](#)

Reflective Questions

Questions

- What feelings or reactions did you have upon learning your IAT results?
 - Reflect on your life experiences that may have influenced your results. Consider your childhood and family upbringing; the neighborhoods in which you've lived; elements of your career path; media messages; your family and peer networks; etc. How might these experiences have shaped your biases, with or without your conscious awareness?
 - How might knowing your IAT results affect your future actions and decisions, both in your role at your workplace and in other aspects of your life?
-



We receive **11 million** bits
of information every moment.

We can only consciously
process **40 bits**.

THE ADL PYRAMID OF HATE



“Implicit bias is like the wind — you can’t see it, but you can sure see its effects,” Yale’s Walter Gilliam, an associate professor of child psychiatry and psychology.

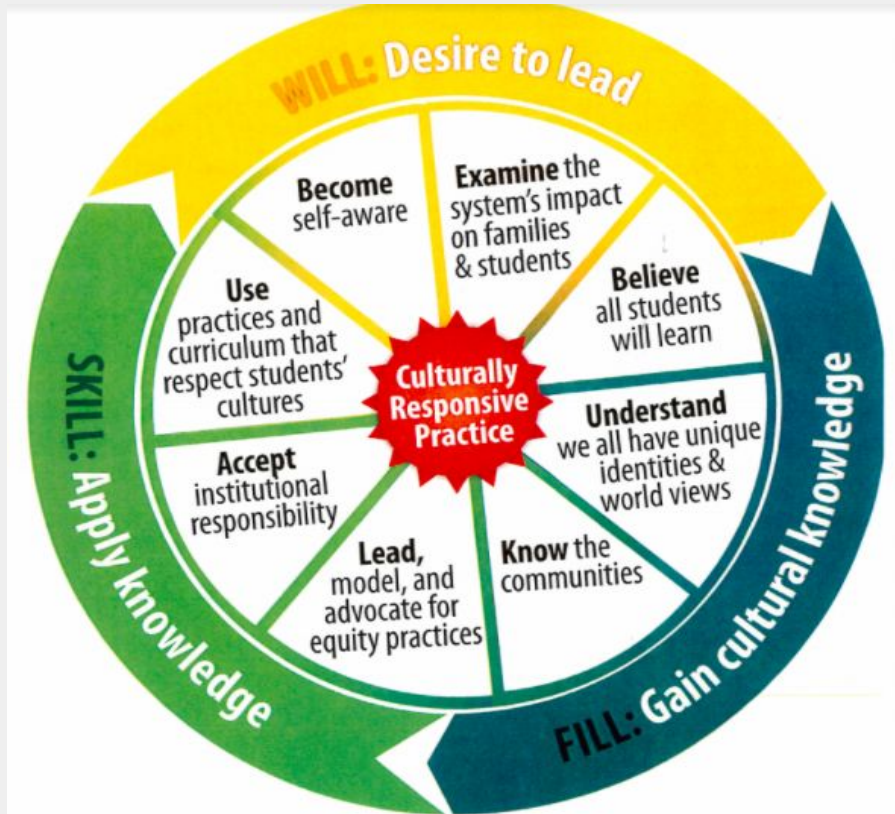
Part 2: INSTRUCTIONAL



EQUALITY = EVERYONE GETS SHOES

Equity = Make sure the shoe fits

Wisconsin's Culturally Responsive Model

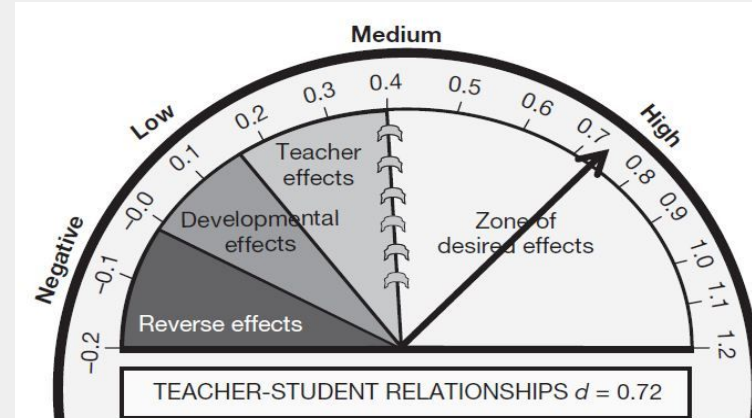


IT'S NEUROSCIENCE!!!!



- ★ “Brains grow best in the context of supportive relationships...”
- ★ “A teacher’s supportive encouragement...balanced with an appropriate level of challenge activates [neurotransmitters] conducive to learning.”
- ★ “Teacher-student attunement [is]...a core requirement...especially true in cases where children come...with social, emotional or intellectual challenges.”

www.tolerance.org



Hattie, J. (2009). *Visible Learning: A Synthesis of over 800*

Meta-Analyses Relating to Achievement. Routledge, New York, NY.

DIVERSITY IN CHILDREN'S BOOKS 2018

Percentage of books depicting characters from diverse backgrounds based on the 2018 publishing statistics compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison:
ccbc.education.wisc.edu/books/pstats.asp

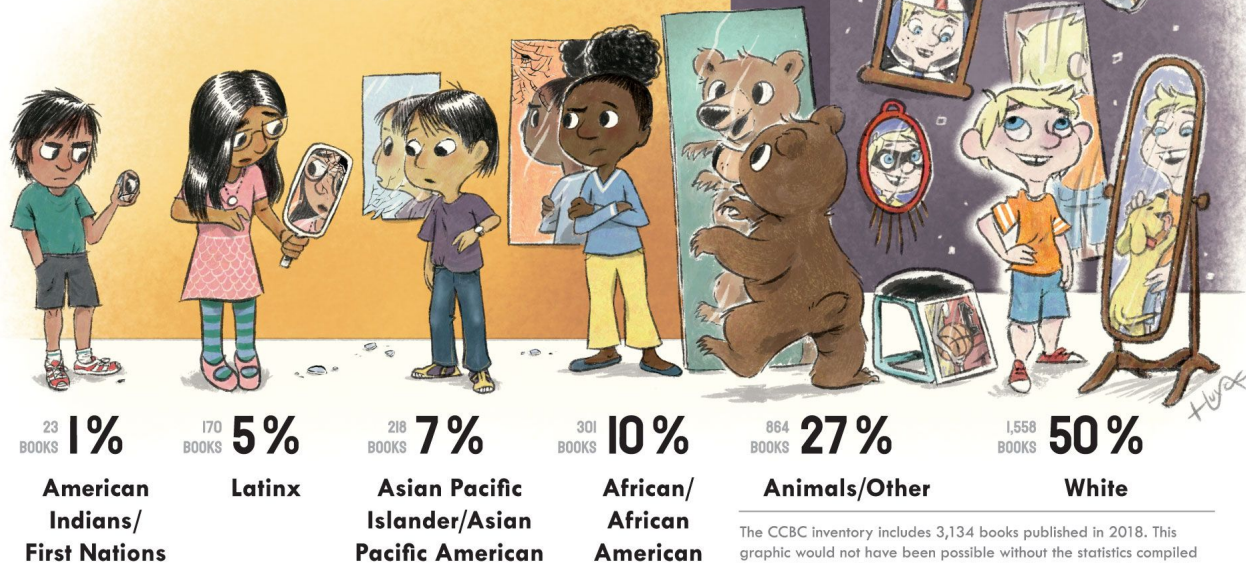


Illustration by David Huyck, in consultation with Sarah Park Dahlen
Released under a Creative Commons BY-SA license: <https://creativecommons.org/licenses/by-sa/4.0/>

The CCBC inventory includes 3,134 books published in 2018. This graphic would not have been possible without the statistics compiled by the CCBC, and the review and feedback we received from Edith Campbell, Molly Beth Griffin, K. T. Horning, Debbie Reese, Ebony Elizabeth Thomas, and Madeline Tyner. Many thanks.

Windows and Mirrors

Video



Specific Activities for Culturally Responsive Instruction

1. Acknowledge students' differences and commonalities
 2. Validate cultural identity in routines and materials
 3. Educate students about the diversity of the world
 4. Promote equity and mutual respect among students.
 5. Assess students' ability and achievement validly.
-

Specific Activities for Culturally Responsive Instruction

6. Foster a positive interrelationship among students, their families, the community and school
 7. Motivate students to be active participants in their learning.
 8. Encourage students to think critically
 9. Challenge students to strive for excellence
 10. Assist students in becoming socially and politically conscious
-

How school taught me I was poor



Discussion Questions:

- How could his teacher have “evened out the playing field”?
 - What are some of your school rituals that may exclude certain populations?
 - What are some alternative school rituals or celebrations?
 - What would you do if a parent expresses that they are upset that a classroom activity or school ritual has gone away?
-

Poor People Just Aren't Trying Hard Enough

People are very interested in the lives of poor people.

Legislators want to know what people on food stamps are buying at the grocery store. Strangers question why the homeless have cell phones. For all sorts of people struggling financially, facing questions and criticism from their community and peers is commonplace.

People feel comfortable prying into the lives of the poor to judge and blame them for their own situation – and often, that's because people see poverty as a punishment, and they see the poor as people who are punished for just not trying hard enough.

Ideas for Instructional Growth

The 4 "R"s:

1. Realness
 - Capitalize on students' background, experience and reality
 2. Relationship
 - Cooperative learning, Morning Meeting
 3. Relevance
 - Connecting students' lives and the curriculum
 4. Rigor
 - Communicating high expectations, Growth vs. Fixed Mindset, Frequent Formative Assessments
-

Part 3: Examining our System



Do you know your demographics?

- Gender
 - Race / Ethnicity
 - Low-Income Status
 - ELL Status
 - IEP Status
 - Homelessness
 - Mobility
-

How Equitable is your School Culture?

How Equitable is your School Culture?

- [Reflect on your school/district](#)
-

School Environment

“The physical structure of schools also gets in the way of educational equity . . . The lack of relevant and culturally appropriate pictures, posters, and other instructional materials as well as the lifeless and institutional colors of green and gray on the walls, and we are left with environments that are scarcely inviting centers of learning . . . The physical environment of schools can reflect the expectations that educators have of the capabilities of students.”

Nieto, S. (2000). Affirming diversity: the sociopolitical context of multicultural education. Third Edition. New York, Addison Wesley Longman, Inc. pp. 102–103 & p. 362.

Administration, Policies, Curriculum

- Extra-curricular activities (Stem, sports, etc.) fees
 - School-fundraising (selling items, humiliating, financial burden)
 - Bullying
 - Bias (whether intentional or not)
 - Report cards/Parent Teacher Conferences
-

Baraboo School District Strategic Plan



Baraboo School District

Social Equity Workgroup (community, staff and student members)

Book Clubs (Lost at School, White Fragility)

ELL Cohort (staff complete a certification in ESL)

Trauma Cohort (staff complete a trauma certification)

Gay Straight Alliance group at MS/HS levels

Indigenous Students United Club

LUCES (Latinx Students and supporters)

Social Justice Clubs (HS and one elementary school)

Social Justice Student Advisory group

After school tutoring for students who identify as Native American

Talking Circles within the HS

Increase relationship with Ho Chunk Nation.

DATA

[Wisedash Public](#)

- AP courses
- Dropout rates
- Test scores

[Equity Audit](#)



WISEdash

The screenshot displays the WISEdash web application interface. At the top, there is a green and blue header with the "WISEdash" logo. Below the header is a navigation bar with several tabs: "Home", "ESSA", "WSAS", "Other Assessments", "Attendance-Dropouts" (which is highlighted in green), and "Enrollment". A "Help" dropdown menu is open, showing a list of options: "Attendance-Dropouts Comparison (Side-by-Side)", "Attendance-Dropouts (Single Year)", "Attendance-Dropouts (Trends)", "Attendance-Dropouts Comparison (Multiple Districts on 1 Chart)", "Attendance-Dropouts Comparison (Multiple Schools on 1 Chart)", and "Truancy (DPI Web)". Below the navigation bar, the main content area is titled "Attendance-Dropouts". It features several filter controls: a "District" dropdown set to "Baraboo", a "Grade" dropdown set to "High", a "Group by" dropdown set to "Race/Ethnicity", a "School Year" dropdown set to "2017-18", and a "Grade Level" dropdown set to "[All Grades]".

WISEdash

Home ESSA ▼ WSAS ▼ Other Assessments ▼ **Attendance-Dropouts** ▼ Enrollment

Help ▼

Attendance-Dropouts

District: Baraboo ▼ Grade: High ▼

Group by: Race/Ethnicity ▼ School Year: 2017-18 ▼ Grade Level: [All Grades] ▼

Attendance-Dropouts Comparison (Side-by-Side)
Attendance-Dropouts (Single Year)
Attendance-Dropouts (Trends)
Attendance-Dropouts Comparison (Multiple Districts on 1 Chart)
Attendance-Dropouts Comparison (Multiple Schools on 1 Chart)
Truancy (DPI Web)

Attendance-Dropouts Comparison (Side-by-Side)

Left Graph

Right Graph

District
Baraboo

Grade Group
High Sch

School
[All Schools]

District
[Statewide]

Grade Group
High Sch

School
[All Schools]

Group by
Race/Ethnicity

School Year
2017-18

Grade Level
[All Grades]

Dashboard Help:

Glossary

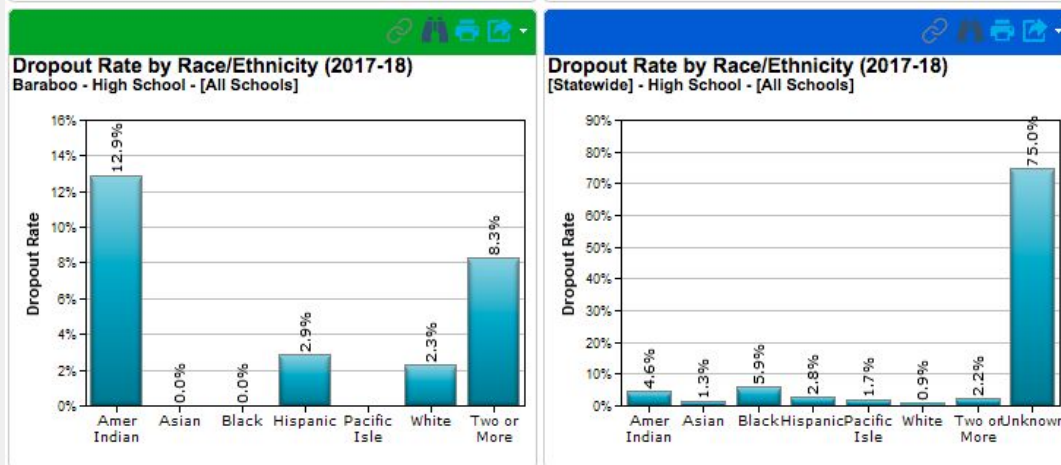
Reset filters

No graph data?

FAQ

Get help

Data files

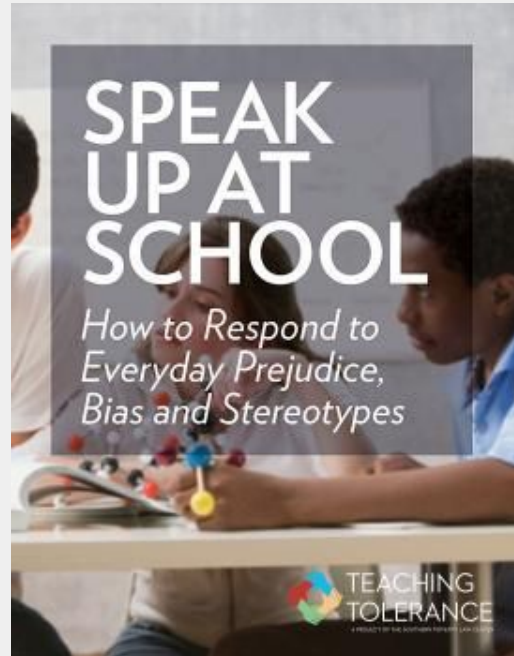


Questions to consider:

Take some time to explore your data.

- Is in line with state averages?
 - What do you notice?
 - Where do you need to improve?
 - You might want to use some of this data with your closing the gap plan.
-

ADVOCACY: Speak up at School



Broaching the Subject

Now that you have the data, it's time to do something about it.

What data point seems most feasible to tackle?

What data point may take systemic change for actual change to occur?

What small steps can you take to tweak your program?

For MS and HS counselors, we are in course selection season--can you do anything immediately?

What will you take back to your team and administration?

Speak Up (tool)

- That language is not acceptable here. If you disagree, we can talk about it after class.
 - That offends me.
 - I'm surprised to hear you say that.
 - What do you mean by that?
 - Why would you say something like that?
 - What point are you trying to make by saying that?
 - Did you mean to say something hurtful when you said that?
 - Using that word as a put-down offends me.
 - Using that word doesn't help others feel safe or accepted here.
 - I know you did not mean to be offensive, but it could be seen as hurtful.
-

“

We can disagree and still love each other unless your disagreement is rooted in my

- **oppression, and**
- **denial of my humanity, and**
- **denial of my right to exist.**



—James Baldwin

RESOURCES



