EQUITY FIRST
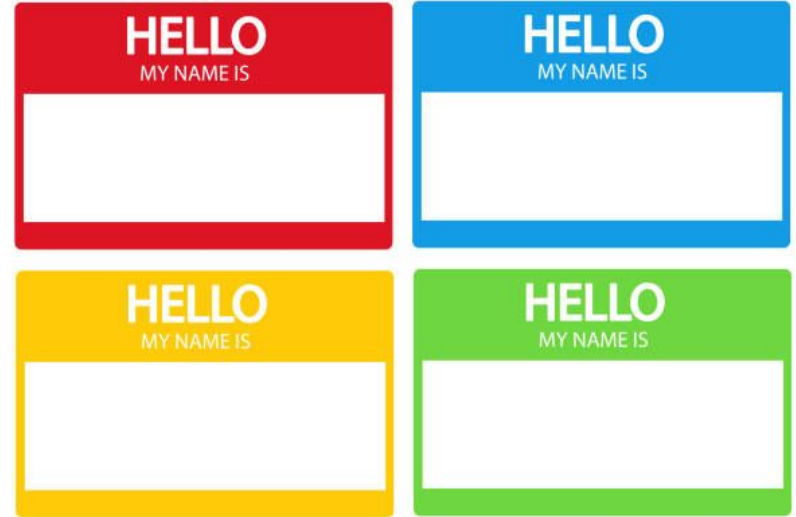
20/20 Vision: Equitable Practices Through the Eyes of the School Counselor

Monday, February 28, 2022

Tell us your where, what, and why!

Where are you calling from?
What is your role?
Why did you choose this workshop?

HELLO
MY NAME IS

HELLO
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HELLO
MY NAME IS

Welcome to our Presentation

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Elementary School Counselor within Chicago Public Schools for 4 years, Behavioral Health Team and Social Emotional Learning Team Lead for 4 years, Member of Illinois School Counselor Association (ISCA) and American School Counselor Association (ASCA), Chair of ISCA Race and Equity Steering Committee

Diana Mondragón, M.S.Ed, LPC, M.S.EnvSc

High school counselor at DCHS for six years, serving mostly the English-learner population and their families. Seasoned ISCA board member (Secretary, VP for Secondary Schools, Race & Equity Steering Committee, Board of Directors)

Nilufar Rezai, MSW, Type 73 School Counselor, LPC

PK-8 School Counselor with Chicago Public Schools (CPS) for 6 years, serving Latinx and Black communities. Social and Emotional Learning Specialist with CPS's Department of Personalized Learning for 4 years. Member of ASCA, ISCA's Race and Equity Steering Committee, and ISCA's Sharing our Stories Task Force, Board Member of Organic Oneness.

EQUITY FIRST: BUILDING TOWARD A BETTER FUTURE AND REVITALIZING LEARNING

Purpose and Objectives

"2020" Vision: Clarity in practice; setting goals toward unprecedented change

Equitable practices: Practices that meet the needs of ALL students wherever they are within the sphere of academic achievement, social and emotional well being and college and career readiness and development.

Goals and Objectives:

- Discuss the Illinois School Counselor Association's current role in Race and Equity work
- Discuss how equity is reflected across the three domains of the school counseling program
- Leave with tools and takeaways for how to implement equitable practices in schools

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ISCA Race and Equity Committee

- Development of Race and Equity Steering Committee in 2020

- Race and Equity Credential piloted in Spring of 2021 and fully launched Fall 2021

- Development of ISCA reads where we come together to expound on books with a race and equity focus

- Roll out of a Train the Trainer model where school counselors who have been trained in the credential will be able to train all stakeholders within their school buildings beginning in SY23.

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Three Domains

School counselors work in three interrelated domains to meet the developmental needs of students

Academic Development

Social/ Emotional Development

College/Career Development
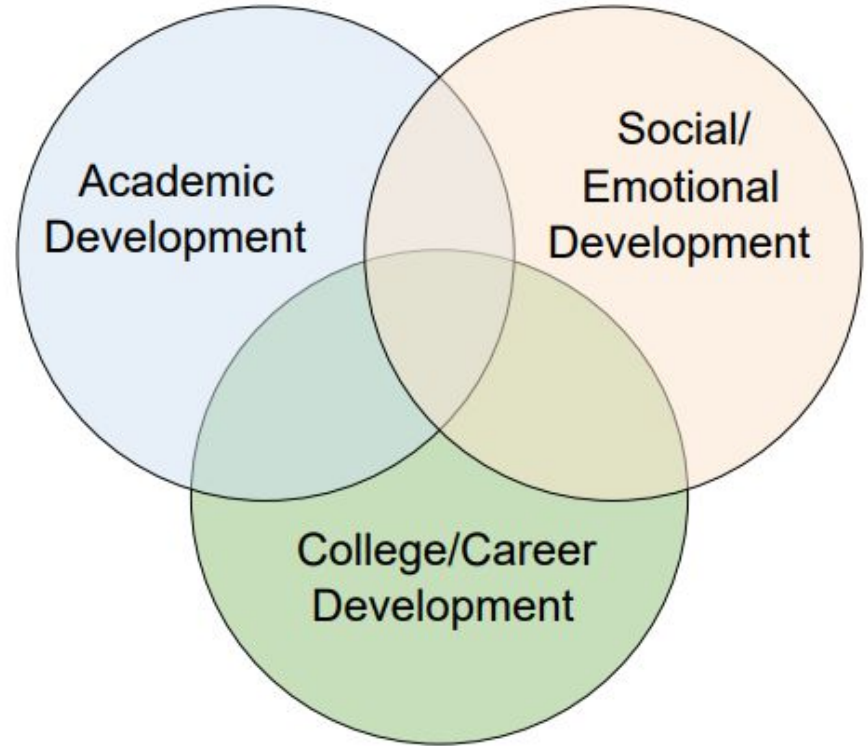
"School counselors recognize and distinguish individual and group differences and strive to value all students and groups equally. School counselors promote the equitable treatment of all students in school and the community."
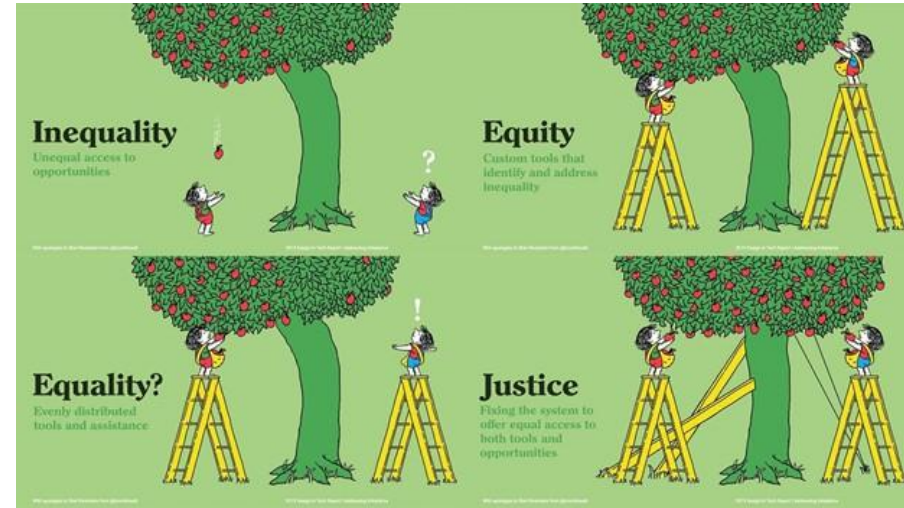
From "The School Counselor and Equity for all students" Position Statement

Academics

"School counseling programs use **data** to understand student needs, provide school counseling classroom, group and **closing-the-gap interventions** and remove systemic barriers to ensure all students as early as preschool and kindergarten have opportunity to **develop academic goals** at all grade levels reflecting their abilities and academic interests and can **access appropriate rigorous, relevant coursework and experiences.**"

From "The School Counselor and Academic Development" Position Statement
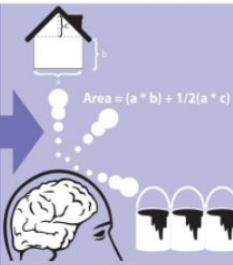
What I'm seeing

Funding: Technology, Wifi, Childcare

Opportunity: Supplemental Support

Achievement: Executive Functioning skill deficit

Executive Functioning:
How we think about our thinking

WORKING MEMORY

The ability to hold information in your head while you do something with it.

Area = (a * b) + 1/2(a * c)

RESPONSE INHIBITION:

The ability to think before acting.

EMOTIONAL CONTROL:

The ability to manage emotions.

SUSTAINED ATTENTION

The ability to maintain attention to a task.

TASK INITIATION:

The ability to begin a task.

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PLANNING:

The ability to see the individual steps in an assignment and sequence them.

ORGANIZATION:

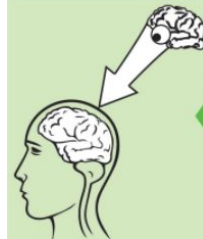The ability to keep track of information and materials.

TIME MANAGEMENT:

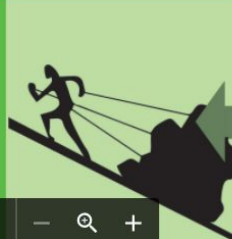The ability to effectively manage your time.

FLEXIBILITY:

The ability to switch activities or accept different ways to do something.

METACOGNITION:

The ability to think about your thinking.

GOAL DIRECTED PERSISTENCE

The ability to keep working towards a goal.

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Equitable Practices

Action/Advocacy

"Advocate for learning materials and resources in all content areas promoting diversity and inclusion, addressing ways students from racially diverse backgrounds have been harmed and oppressed, and considering the impact white supremacy and inequitable learning opportunities continue to have on American and global societies. (Atkins & Oglesby, 2019)"

Awareness/Self Reflection

"Engage in the personal work necessary to identify and acknowledge blind spots, uncover and mitigate the influence of all biases, particularly implicit biases, and act for real change."

From "The School Counselor and Anti-Racist Practices" Position Statement

Capacity Development through Student Leadership

Shift from "trauma-Informed care" to Healing Centered Engagement

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Tools & Call to Action

- Engage students in culturally-responsive lessons that build their executive functioning skills while being mindful of how you impact others and walk in the world
- Get to know your students through needs assessments and learner profiles
- Encourage students to develop their leadership skills through student voice committees and regular 5-week academic self reflection
- Provide resources to families so they can address their basic needs.

One thing that's new, one thing you knew, or one thing you'll do!

Share out in the chat

Social-Emotional Learning

"School counselors serve as a first line of defense in identifying and addressing student social/emotional needs within the school setting. School counselors have unique training in helping students with social/emotional issues that may become barriers to academic success. Within the context of a school counseling program school counselors develop school counseling curriculum, deliver small-group counseling and provide appraisal and advisement directed at improving students' social/ emotional well being"

[From "The School Counselor and Social/Emotional Development" Position Statement](#)

SELF-AWARENESS

SELF-MANAGEMENT

SEL

SOCIAL AWARENESS

RESPONSIBLE DECISION-MAKING

RELATIONSHIP SKILLS

SEL CORE COMPETENCIES

What I'm seeing

- Development of CASEL in 1994 *(Almost 30 years ago)*
- Cycle of reactionary SEL implementation
- Multi-faceted approach to delivering Tier 1 SEL curriculum
- Advocacy for rethinking social and emotional learning on a systemic level

* the need for implementation that generates visibility of SEL in all key educational settings and content areas

* a need for mandatory (district-wide) race and equity training

Equitable Practices

- Integration of schools in Chicago occurred in 1963 (***Almost 30 years before SEL was coined)***

- Representation of ALL students in SEL curriculum and instruction;

    * EverFi: Tier 1 Online SEL Lessons and Activities, ***306 Continuing***

    the Story

    * Celebrating Strengths of Black Youth (CSBY): Tier 2 small

    group to build esteem

- ***Counter-Storytelling***: a way of interrupting the stories of marginalized people that were previously untold by those people but by the mainstream, white society.

Tools & Call to Action

- Understanding the [danger of a single story](#) *Chimamanda Ngozi*
- Understanding re-traumatization that can occur in educational settings that are expected to be safe spaces for ALL students (*Heartland Middle School Oklahoma Example)*
- Understanding that social and emotional learning and mental well-being begins with what we tell ourselves as educators and what we tell our students (*building students' self-efficacy, belief that they belong and can succeed*)

Tools & Call to Action

- Building SEL time into master schedules district wide
- Implementation of Tier 1 SEL curriculum and instruction with fidelity
- Creating space for student voice in Tier 1 SEL implementation
- Utilization of curriculum across core subject areas that are imbedded in the five core SEL competencies

One thing that's new, one thing you knew, or one thing you'll do!

Share out in the chat

College & Career

Help students understand the connection between school and the world of work, plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the lifespan.

Opportunities for revitalizing:
Competencies around career awareness and exploration, employment readiness, goal -setting, awareness and exploration of postsecondary pathways such as bachelor's degrees, associate's degrees, apprenticeships,
career certifications, public service/gap years, military, and full-time employment with a liveable wage.

What I'm seeing

Perspectives EdNC New

Perspective | Listening to students: The path forward for schools of tomorrow

Ali Khatib
November 1, 2021

REPUBLISH TH

"..but as a senior who has been a product of my school system for 12 years, it is clear to me that schools weren't working even before this massive disruption."

"I'm realizing that grades aren't everything, and even the best grades won't make up for a lack of holistic development. Who you are as a person and developing a holistic approach to building social and emotional connections are so valuable to future success."

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"If school leaders prioritize centering student experiences, they may just hear some surprising feedback.

My generation has grown up in a way that those before us did not. We live in an increasingly informed age with access to knowledge and resources from anywhere on earth and throughout history right at our fingertips. For us, the point of education should **not just be to provide students with the information — we need to be supported in connecting the dots as well**. Yet schools continue to exist under the harmful pretense that a one-size-fits-all model of education is conducive to learning. My peers and I have different goals, different strengths, and different interests. Isn't it time that schools took advantage of the technology and advancements in research to find ways to meet us students where we are?"

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What I'm seeing

Getting lost in the info, responding better to videos

Graduating, and not continuing with plans

Seeking diversity on campus

Equitable Practices

Assess where the road blocks are
- How do we fix ourselves instead of thinking it is our students who need to be fixed?

Eliminate financial and tech gaps that can be obstacles in upward mobility

Access to resources including school support personnel
- Hire someone to support undocumented students in post-secondary institutions
- Hire building College & Career Counselors, develop Equity Coaches

Tools & Call to Action

Investment in statewide professional development about
- HBCUs ([TOOL: College Thriver app](#))
- Trade schools, unions, apprenticeships, community college certificate programs

Revitalize promotion and graduation requirements
- Conflict resolution, team-building, problem-solving, career exploration

Revitalize the role of the school counselor
- Are school counselors provided with enough training, resources, and time to support students in developing and following through with post-secondary plans?

One thing that's new, one thing you knew, or one thing you'll do!

Share out in the chat

Contact & Resources

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