CULTURALLY PROFICIENT COLLABORATION

USE AND MISUSE OF SCHOOL COUNSELORS

6th Annual Cultural Proficiency Institute

Museum of Tolerance
Los Angeles, California
August 1–2, 2012

Diana L. Stephens
California Lutheran University
Learning Agreements

- Tech check
- Hand signals and chimes
- Be 100% present
- Participate to seek and understand
- Learn about self and others
- Have fun!
Focus of the Session

Applying the tools of Cultural Proficiency aligned with the framework of the Transforming School Counseling Initiative to

- Provide a context for developing Culturally Proficient collaborative leadership teams inclusive of administrators, teachers, and school counselors.
- Understand the changing role of school counselors from “gatekeepers” of the status quo to “transformers” of individual and systemic disparities and inequities in schools.
- Guide participants through a series of reflection and dialogue using the Counselor Collaboration Rubric and “sitting in the fire” vignettes representing the inside-out nature of our work.
Intended Outcomes

- Participants will increase awareness in use of the Counselor Collaboration Rubric to identifying unhealthy and healthy values, language, policies and practices.

- Participants will experience ways of facilitating and engaging in reflective dialogue as advocates for equity and inclusivity focused on transforming school climate and organizational culture.

- Participants will deepen understanding of the inside-out framework of Cultural Proficiency in action.
In appreciation of the gifts from

Terry Cross
Our Community of Practice

- Raymond Terrell
- Kikanza Nuri
- Delores B. Lindsey
- Randall B. Lindsey
- Brenda CampbellJones
- Franklin CampbellJones
- Laraine Roberts
- Richard M. Martinez
- Stephanie Graham
- R. Chris Westphal, Jr.
- Cynthia Jew
- Linda Jungwirth
- Jarvis Pahl
- Keith Myatt
- Michelle Karns
- Diana Stephens
- Carmella Franco
- Maria Ott
- Darline Robles
- Reyes Quezada
- Richard Diaz
Who’s in the Room?
Raising Small Souls

Animal School

Video Clip from

http://www.youtube.com/watch?v=QJeyNywDxPc
Give One, Get One

- Reflecting on the video *Raising Small Souls*, identify 3 Most Important Points (MIP) that arise for you in your role as an educator or practitioner.

- Record your responses in any 3 boxes of your choice (1 MIP in each box)

- Be prepared to share your responses.
“…there is always danger that the counselor may come to be regarded as a handy man on whom may be unloaded any sort of task that no one else has time to do. Thus we often find counselors performing the function of visiting teacher, director of lunchroom, substitute teacher, counselor of problem pupils…”

John A. Fitch, 1936
## Contrasting Roles of School Counselor

<table>
<thead>
<tr>
<th>Traditional Role Duties/Interventions</th>
<th>21st Century Role Programs/Prevention/Data</th>
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</thead>
<tbody>
<tr>
<td>Solitary</td>
<td>Team Member</td>
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<tr>
<td>Protector of Environment</td>
<td>Protector of Students</td>
</tr>
<tr>
<td>Focus on scheduling/advising</td>
<td>Focus on academic achievement</td>
</tr>
<tr>
<td>Unaware of student assets</td>
<td>Well aware of student assets</td>
</tr>
<tr>
<td>Periphery of faculty and administrator discussions on student achievement</td>
<td>Central to leadership team discussion of student achievement and provider of data</td>
</tr>
<tr>
<td>Unaware of community served by school</td>
<td>Well aware of community, its challenges, and assets</td>
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21st Century TSCI School Counselors

- Active participants in schools, working in collaboration with principals, teachers, parents, students, and the community in supporting student achievement.

- Trained to develop, deliver, manage, and evaluate effective guidance curriculum and counseling programs that serve the needs of every student on campus.

- Skilled in identifying and creating prevention and intervention programs that support academic success, college/career readiness, and personal/social skills for students.

- Collect and evaluate data to ensure programs are helping students.

- Team with fellow educators to identify and rectify inequities in the school system so that all students have equal access to rigorous academic achievement.
Conceptual Framework of Cultural Proficiency
A paradigmatic shift from educators holding a value of tolerating underperforming students to our holding a transformational commitment to equity without regard to students’ cultural memberships. The students remain the same; the shift is in our approach to work with our students.

<table>
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<tr>
<th>Five Essential Elements</th>
<th>21st Century School Counselor Role</th>
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<tbody>
<tr>
<td>set the standards that guide the work of Cultural Proficiency</td>
<td>Transforming School Counseling Initiative (TSCI)</td>
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<tr>
<td>Assess Cultural Knowledge</td>
<td>through Leadership</td>
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<tr>
<td>Value Diversity</td>
<td>through Advocacy</td>
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<tr>
<td>Manage the Dynamics of Difference</td>
<td>through Teaming and Collaboration</td>
</tr>
<tr>
<td>Adapt to Diversity</td>
<td>through Counseling and Coordination</td>
</tr>
<tr>
<td>Institutionalize Cultural Knowledge</td>
<td>through Assessment and Use of Data</td>
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Cultural Proficiency – The Continuum

Six points along the Cultural Proficiency Continuum indicate unique ways of perceiving and responding to differences:

- Compliance-Based Tolerance for Diversity
  - Eliminate Difference
  - Demean Difference
  - Dismiss Difference

- Transformation for Equity
  - Acknowledge & start to respond to difference
  - Understand the difference that differences make
  - Learn from and grow because of differences

Cultural Proficiency – The Barriers

Serves as personal, professional, and institutional impediments to moral and just service to a diverse society by being:

- Resistant to change.
- Unaware of the need to adapt.
- Not acknowledging systemic oppression.
- Benefiting from a sense of entitlement and privilege.

Cultural Proficiency – Guiding Principles

The Guiding Principles are the core values – the foundation upon which cultural proficiency is built:

- Culture is a predominant force in people’s lives.
- People are served in varying degrees by the dominant culture.
- People have group and individual identities.
- There is diversity within and between cultures.
- The unique cultural needs of each group must be respected.
- People who are not part of the dominant culture have to at least be bi-cultural.
Cultural Proficiency Rubrics as Road Maps

- Provide illustrations of unhealthy language informed by barriers.
- Provide illustrations of healthy language informed by advocacy, learning, & socially just actions.
Counselor Collaboration Rubric
Misuse to Use

See Handout
Unpacking the Rubrics

Group A: Verbs & Adjectives

- Study your rubric beginning with the operational definition of Assessing Cultural Knowledge in the first column.
- Next, read the examples for Assessing Cultural Knowledge, beginning with Cultural Destructiveness and through Cultural Proficiency, to study changes in verbs and adjectives.
- Circle or highlight the verbs and adjectives. What do you notice as you read from left to right? Record your observations and reactions.
- Perform the same analysis with the remaining four essential elements, Valuing Diversity, Managing the Dynamics of Difference, Adapting to Diversity, and Institutionalizing Cultural Knowledge.
- Compare and discuss your observations and reactions with your group.
Unpacking the Rubrics

Group B: Assumptions

- Read the 15 cells headed by Informed by Barriers to Cultural Proficiency and note the assumptions about students embedded in the descriptions and illustrations. Summarize the assumptions.

- Now, read the 15 cells headed by Informed by the Guiding Principles of Cultural Proficiency and note the assumptions about students embedded in the descriptions and illustrations. Again, summarize your assumptions.

- Examine the two sets of assumptions. In what ways do they compare and contrast? What are your observations and reactions to the assumptions you have uncovered?

- Compare and discuss your observations and reactions with your group.
The Counselor Collaboration Rubric is not a stand-alone activity for school leaders, counselors, and their communities. The rubric is an action tool to assess progress toward clearly defined goals focused on improving student achievement.

Effective use of the rubric as a leverage point for change is dependent upon deep-level conversations that emerge from using the four tools for cultural proficiency.

The focus is on what you say or do when faced with offending behaviors, policies, or practices on the unhealthy side of the continuum, by choosing options on the healthy side of the continuum, thus modeling the inside-out approach of Cultural Proficiency.
Sitting in the Fire

- A metaphor we use for people who have the courage and moral bearing to stay in a discussion, conflict, or sitting as an advocate for the best interest of our students.
- Doing what is ethically responsible as educators in identifying and rectifying inequities that hinder student success.
- Engaging in courageous conversations, difficult conversations, or challenging conversations.
- The guiding principles, our core values, keep us in the fire and represent the *inside-out* nature of the work.

Stephens MOT 8/1/12
Vignettes

- Tragedy at Pine View Middle School
  Valuing Diversity through Advocacy

- Access Issues at Pine Hills High School
  Managing the Dynamics of Difference through Teaming and Collaboration
You will work in small task groups with vignettes that “sit in the fire” with one or more manifestations of systemic oppression present in schools – racism, ethnocentrism, sexism, classism, heterosexism, ableism, and issues of faith/spiritualism or the absence thereof.

Take a few minutes to read the vignette and to locate 1-2 most important transition points (MIPs) reflecting barriers, guiding principles and healthy dialogue as transformers of the status quo.

Then, each person share an example from the vignette reflecting transformational points in the conversation.

In what ways might this vignette apply to your work in schools?
The Tools in Action

- Creating conditions for conversation
- Slowing down to reflect
- Dialogue by ordered sharing to include all voices
- Discussion to seek understanding
- Meeting others where they are – not where we might want them to be
- An inside-out framework acknowledging and responding to Barriers, with Guiding Principles, the Continuum, and Essential Elements
A Way of Being in Conversation

- My Inside-Out Learning Process

Facilitating my Schools’ Inside-Out Learning Process about School Culture

Facilitating my School’s Inside-Out Learning Process about the Community We Serve

- In what ways do I learn about my own culture and the culture of others?

- In what ways do I/we learn about the organizational cultures within our school?

- In what ways do I/we learn how the educators and school are viewed from the cultural communities in the school area?
Culturally Proficient Educators Ask

- What have we done or not done to cause the patterns that persist?
- How can we recognize what is going on in order to effectively intervene?
- How can we recognize and change our behaviors to get the results we want?
- What is it about my thinking and beliefs that allow the results to persist?
Using Rubrics to Frame Breakthrough Questions

- What is your role in disturbing patterns of racial and or cultural disparity in your schools?

- What changes are you willing to lead to improve student experiences and achievement?

- What role will you play in bringing about equity in your schools and districts?
What It Will take to be Culturally Proficient

- Focus on moral purpose of the work.
- Develop and manage support structures and practices.
- Invite, require, and value multiple perspectives.
- Focus on student achievement and results.
- Develop a critical mass of collaborative educator leaders.
“It is our responsibility, our moral obligation as school counselors to champion educational equity so each and every student may choose his or her unique version of the American dream.”

Peggy Hines & Stephanie Robinson

The Education Trust
Voices that Resonate
In appreciation

National Center for Cultural Competence:
http://www11.georgetown.edu/research/gucchd/nccc/

Thank you

For your willingness to engage in this work
Your commitment to the students of your community
Your commitment to each other
Your honest reflections and participation

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