

Ensuring Equity Through College and Career Readiness for Every Student: Putting It Into Action



What Does This Mean?

Situations that were not ethical dilemmas before are ones now.

What's a counselor to do?

Scenario A

It is time to place students into classes. You know that Ms. Stevens believes that low income kids will never achieve. You've heard her say, "They'll just be like their parents and never amount to anything."

Scenario B

Kids for years have come to you to try to drop Mr. Jones' math class. You know that he believe that teachers have a responsibility to teach things once and then it's the students responsibility to know the material. He typically fails more than 50% of his students.

What's a counselor to do?

Scenario C

As you were going through your student Jose's schedule for the coming year, you are dismayed that he's been assigned to Geometry with a brand new first year teacher. While he struggled, Jamal managed to pass math the previous year. You look back and notice that Jamal has been assigned to a first year teacher in his math classes for the last two years.

Scenario D

Influential parents for years have requested that their child be placed in Mr. Smith's class because he is known to be an effective teacher. The principal typically complies with these requests. Consequently students whose parents are less vocal end up with less effective teachers.

What's a counselor to do?

Scenario E

You know that Ms. Hernandez assignments are much more rigorous than Ms. Linton's assignments. You also know that Ms. Hernandez' students usually outperform Ms. Linton's on the state test.

Scenario F

You've noticed that Mr. Johnson tends to give much higher grades in English 9 yet, quite a few of his students who earn a "B" and even some students who earn an "A" in math don't pass the state math test.

We have a Moral Imperative

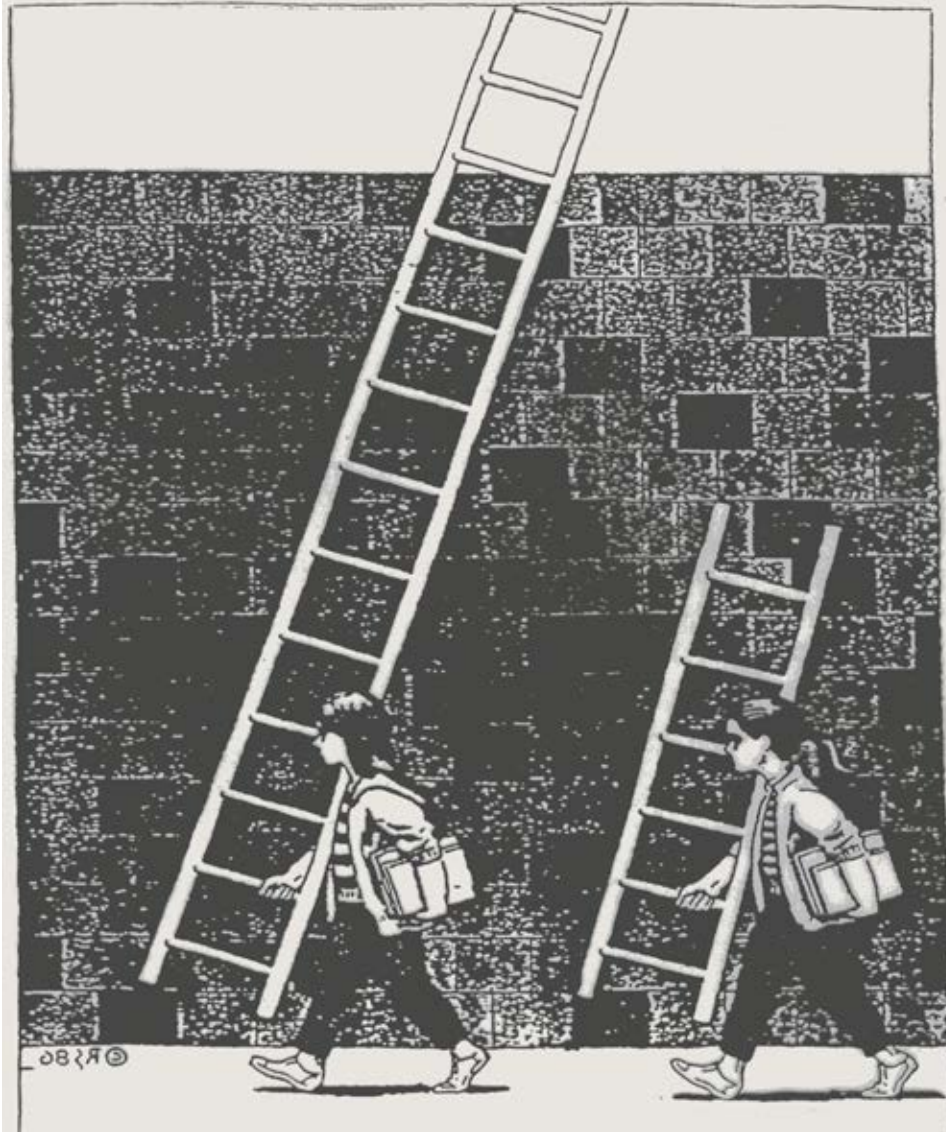
- Kids have no choice over the color of their skin, their language or family income
- Help or harm
- Commission vs omission
- Incompetence vs insubordination
- Equity and opportunity gaps

**SO WHAT DOES ANY OF THIS HAVE
TO DO WITH THE COMMON CORE?**

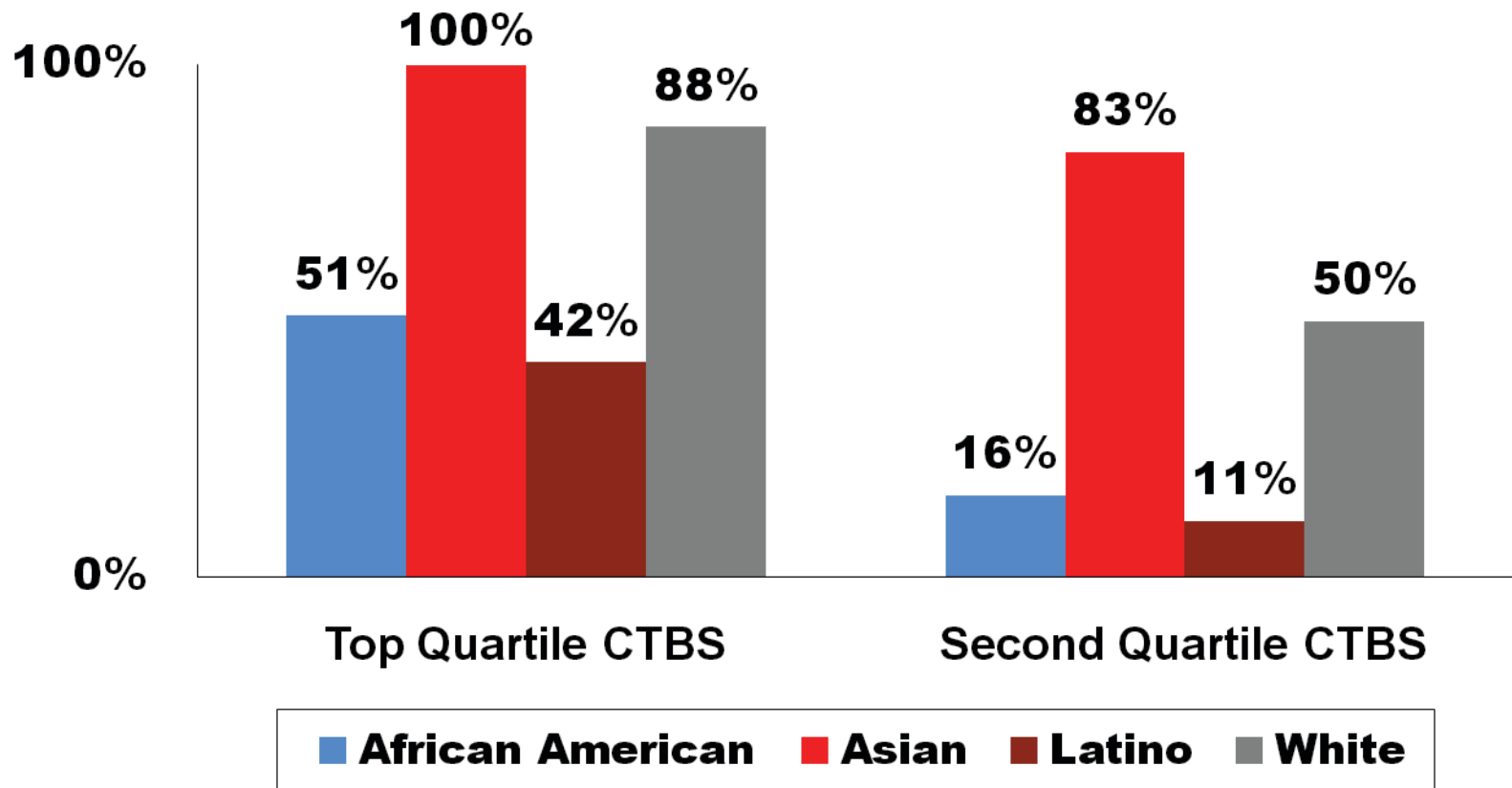
Equality  Equity

“The Highest Equality is Equity”
Victor Hugo

Equity or Equality?



Percentage of High Scoring Students Placed in Algebra in One Southern CA School District



Equity Gaps Based On:

- Race
- Class
- Gender
- Sexual Orientation
- Religion
- Culture
- Ability/Disability
- Age
- Goth
- Nationality
- Other Areas Unique to Educations
 - Tracking
 - Athletes
 - Clubs
 - ?? (School counselors know where the gaps are)

Equity Gaps:

Omission

or

Commission

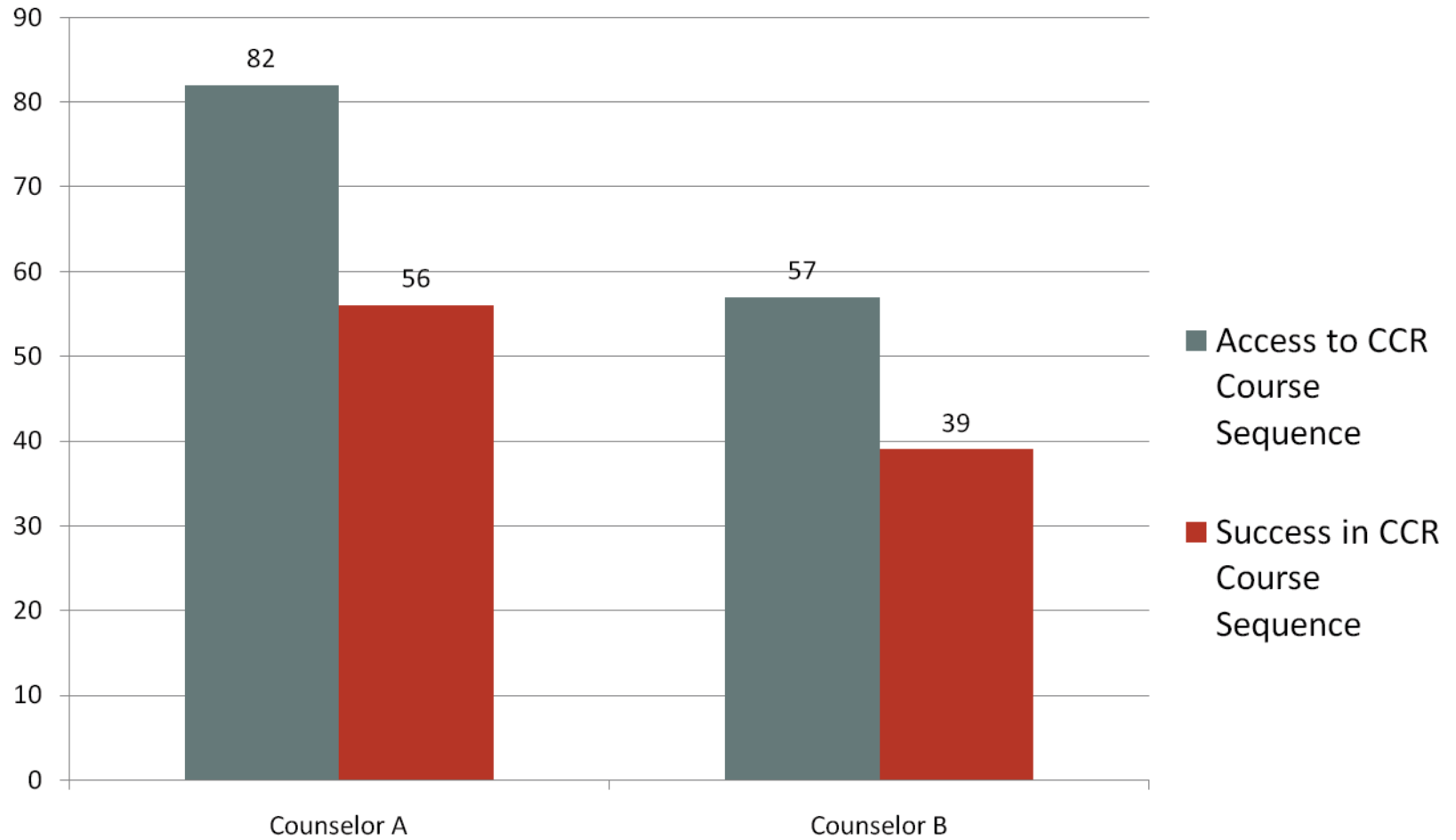
Equity Gaps: Commission

- School clubs
- After-school programs
- Athletic study tables
- Gifted/Talented programs
- Access to challenging courses
- Access to support services
- Access to resources
- Distribution of teacher talent

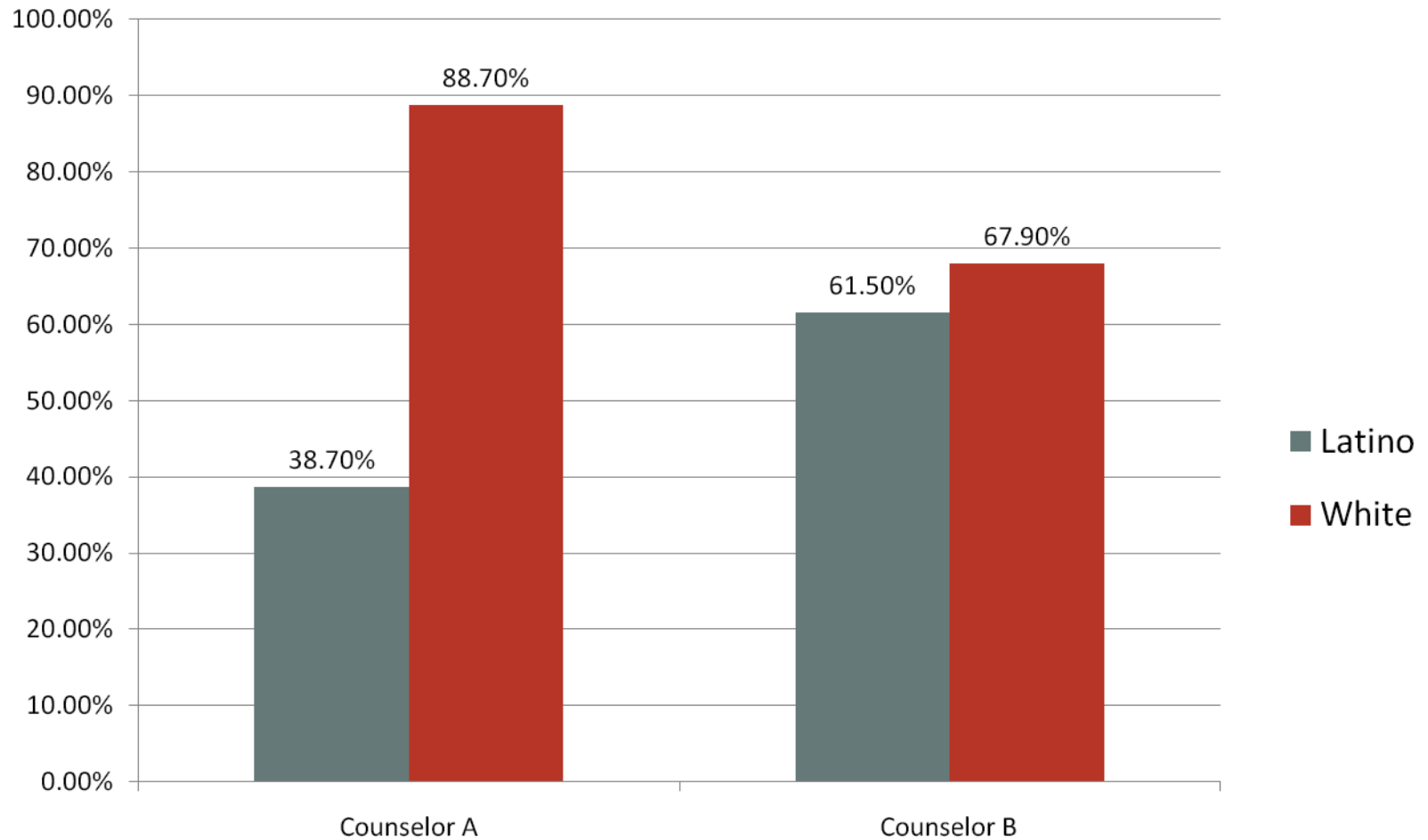
Equity Gaps: Omission

- Lack of just-in-time student support
- Not having early warning system for students
- Not paying particular attention to students who have historically be underserved by the education system

School A: Latino/a CCR Course Sequence Access & Success Disaggregated by School Counselor



School B: CCR Course Sequence Enrollment Disaggregated by School Counselor



Moving to Educational Equity

What leads to educational equity?

- Continuous inquiry and monitoring via data
 - Information about school and district culture
 - Assessments of the progress of all students
 - Monitoring outcomes, program effectiveness, policies and practices
 - Identification of institutional biases
 - Problem-solving based on accurate information

Advocacy

Never doubt that a small group of thoughtful, committed people can change the world.

Indeed it is the only thing that ever has.

...Margaret Mead

Bill Shore...

“We tend to think that creating change requires an array of external resources and support: acts of Congress, great sums of money, large standing armies, technology, vast research capabilities or powerful lobbyists, relationships and networks.

Of course, all have their place, **But often, the most sweeping change results from a single individual with none of those at his or her command, but instead with the courage to follow his or her conscience.”**

Activity

- **What do advocates do?**
- **What are personal qualities of an advocate?**
- **What specific skills do effective advocates use?**

You = Student Advocate

Advocacy:

- can change attitudes, policies, or practices to reduce or eliminate barriers
- reduces barriers so that students can be successful in school

Activity

What qualities do you have that will make you an effective advocate?

What might make advocacy difficult for you in your building?

How might you work to lower these barriers?

Knowing how to be an effective advocacy is empowering and allows us to act ethically.

However....

**You Can't Do This Alone!
Strategic Teaming and
Collaboration are Critical**

Power of Teaming & Collaborating

Creates...

- a common language and goals about students and academic achievement
- a common direction for change
- energy and the power base needed to drive systemic change

Common Forms of Advocacy in School Counseling

- Advocacy for historically underserved and disenfranchised students— ensure all students receive the instruction and help needed to become ready for success after high school
- Advocacy to change policies and practices to help the school better meet student needs (systemic change)
- Advocacy for the profession

Step 2:

How to Interpret Data

Look *behind* the data.

What policies, practices, attitudes
are triggering the data?

School Counselors' Efforts Can:

- Increase numbers of students in rigorous courses
- Help ALL students have access to the entire curriculum
- Lower dropout rates
- Raise attendance rates
- Reduce retention rates, and

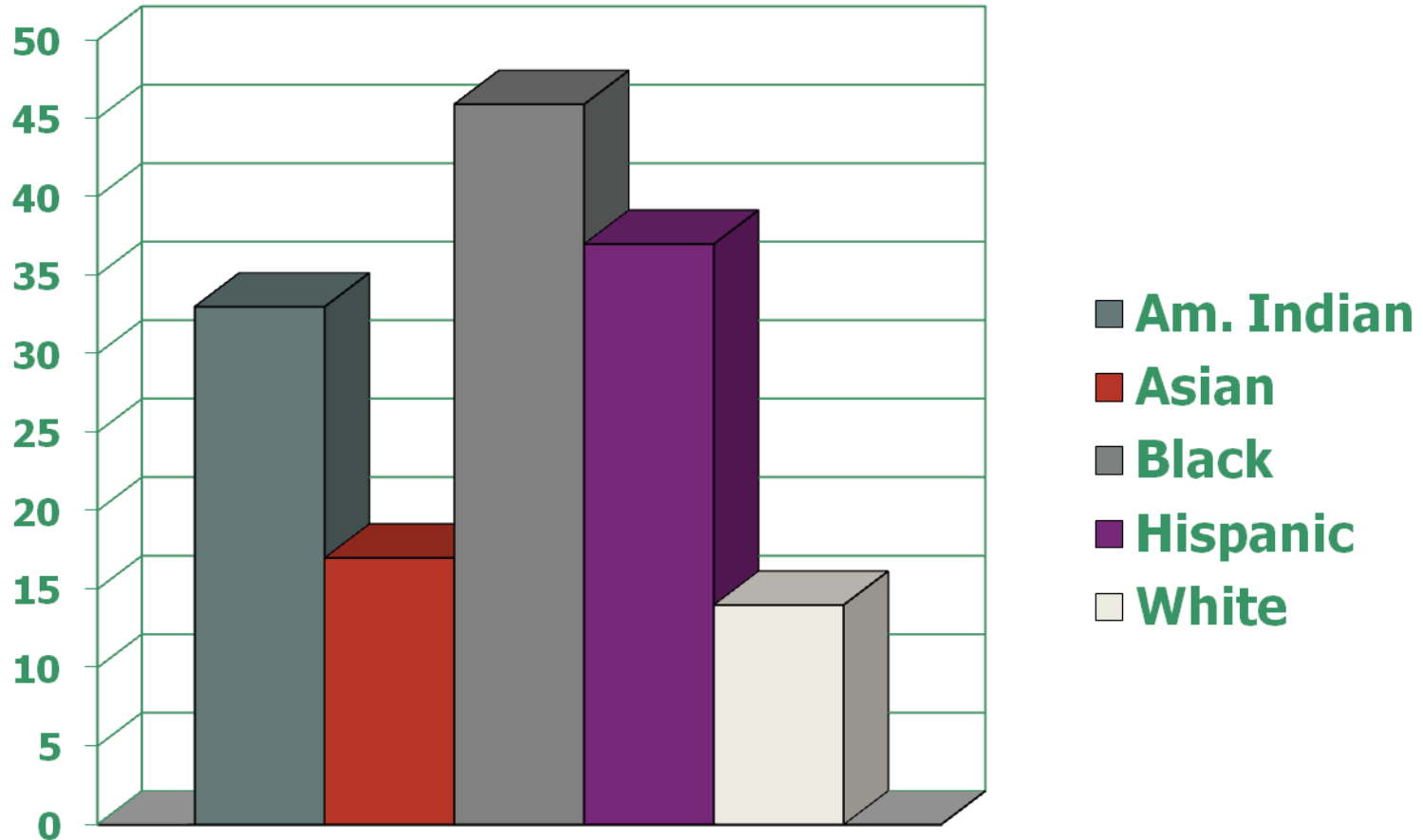
Help Schools Increase

Academic Achievement for all students

To Do This...

YOU MUST START WITH DATA

Drop Out Rate



Why Kids Drop Out

“Students mainly consider dropping out because they are not engaged by the school.

Students are most likely to cite the following reasons for considering dropping out:

- School was boring (76%); and
- They were not learning enough (42%).”

Data Analysis Worksheet

Instrument:		
1. What specific data points concern you and why?	2. What school related factors and opportunity gaps are influencing these data?	3. What additional information/data are needed to better understand these data?
4. How is your school currently addressing the factors influencing the data?	5. How could school counselors positively impact these data?	6. What challenges may emerge as you design goal(s) and action plans?

Data Interpretation

Look for:

Pictures Patterns Gaps

Questions:

- What problems or needs surface?
- What achievement gaps exist?
- What opportunity gaps do the data suggest?
- What are the systemic contributions to the problem?



Data Synopsis

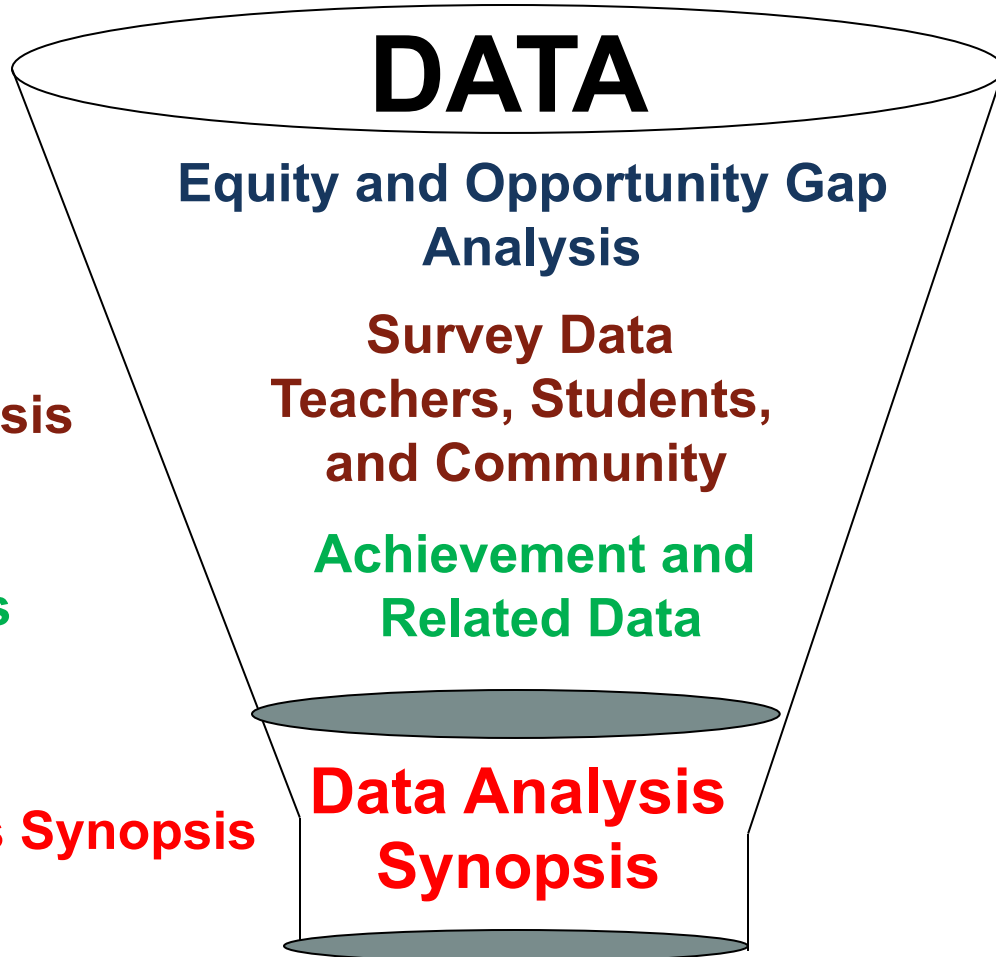
Summarize All of Your Data (Management):

After you have reviewed your school's data, what trends do you see?

1. What are the overall pictures, patterns and trends in the data?
2. What are the overarching themes in the school related factors influencing the data trends?
3. What are the data/factors that school counselor(s) could have the greatest influence in bringing about positive change?
4. What challenges may impact the counselor's ability to influence this work?

School Counselor Program Development

**Tools to Use
To Help Analyze
and Interpret Data**



Step 1: Equity Audit

Step 2: Survey Analysis

Step 3: Data Analysis

Step 4: Data Analysis Synopsis

Step 5A: SMART Goal Format

**School Counselor
Program Goals**

Develop Program Goals

Use the following data to guide your choice of program goals:

1. School achievement and related data – disaggregated
2. Uncovered opportunity gaps
3. Faculty and students prioritized student standards in academic, career, & personal/social development

Develop SMART Program Goals

Program Goal 1:

decrease discipline referrals for all 8th students
(increase or decrease) (description of what you want to change) (description or characteristic of the students)

from 182 in 2006-2007 to 100 in 2007-2008
(number or percentage) (baseline timeframe) (number or percentage) (ending timeframe)

What data led you to this goal? Disciplinary reports

Why did you choose this goal? Disproportionate % of discipline referrals from 8th grade Hispanic males

List Applicable ASCA Student Standards:

1. A:B2.5 Use problem-solving and decision making skills to assess progress toward educational goals
2. PS:B1.1 Use a decision-making and problem-solving model

Root Cause Analysis: Digging To Find the Cause

Root-Cause Analysis: Clarifying

Root cause analysis assists in identifying the interactions of issues contributing to the problem your goal address.

Strategies then address these causes so that they will actually help move you toward your goal, instead of being just a nice activity to implement.

Root Cause Analysis

What are the reasons behind the issue in your goal?

What types of factors serve as barriers to student achievement?

Teaching and Learning:

- Delivery (instruction) of content (curriculum) to ensure student mastery of Common Core Student Standards.
- Rigorous curriculum provided to all students and designed to ensure the knowledge and skills necessary for College and Career Readiness



Root Cause Analysis

Policies and Practices:

- Processes and procedures created and implemented by adults

Equity Issues and Gaps:

- High expectations for some students, not all
- Groups of students not achieving at the same rate as other groups
- Students receiving the support needed to ensure academic success

ASCA Student Standards:

- Attitudes, knowledge and skills in the domains of academic, career and personal/social development required for students to be successful learners

ACTIVITY: ROOT CAUSE ANALYSIS

Step One: Identify Possible Factors That Led to the Problem

- What sequence of events leads to the problem?
- What conditions allow the problem to occur?
- What other problems surround the occurrence of the central problem?

During this stage, identify as many factors as possible. Too often, people identify one or two factors and then stop, but that's not sufficient. You don't want to simply identify the most obvious causes – **you want to dig deeper.**

ACTIVITY: ROOT CAUSE ANALYSIS

Step Two: Identify the Primary Root Causes

- Why do the causal factors exist?
- What is the real reason the problem occurred?

Choose Strategies to Implement

- Enter activities from teachers and students
- Add any additional strategies you think are needed to move the data in the desired direction
- Meet with principal to choose the strategies you will implement

Tipping Point



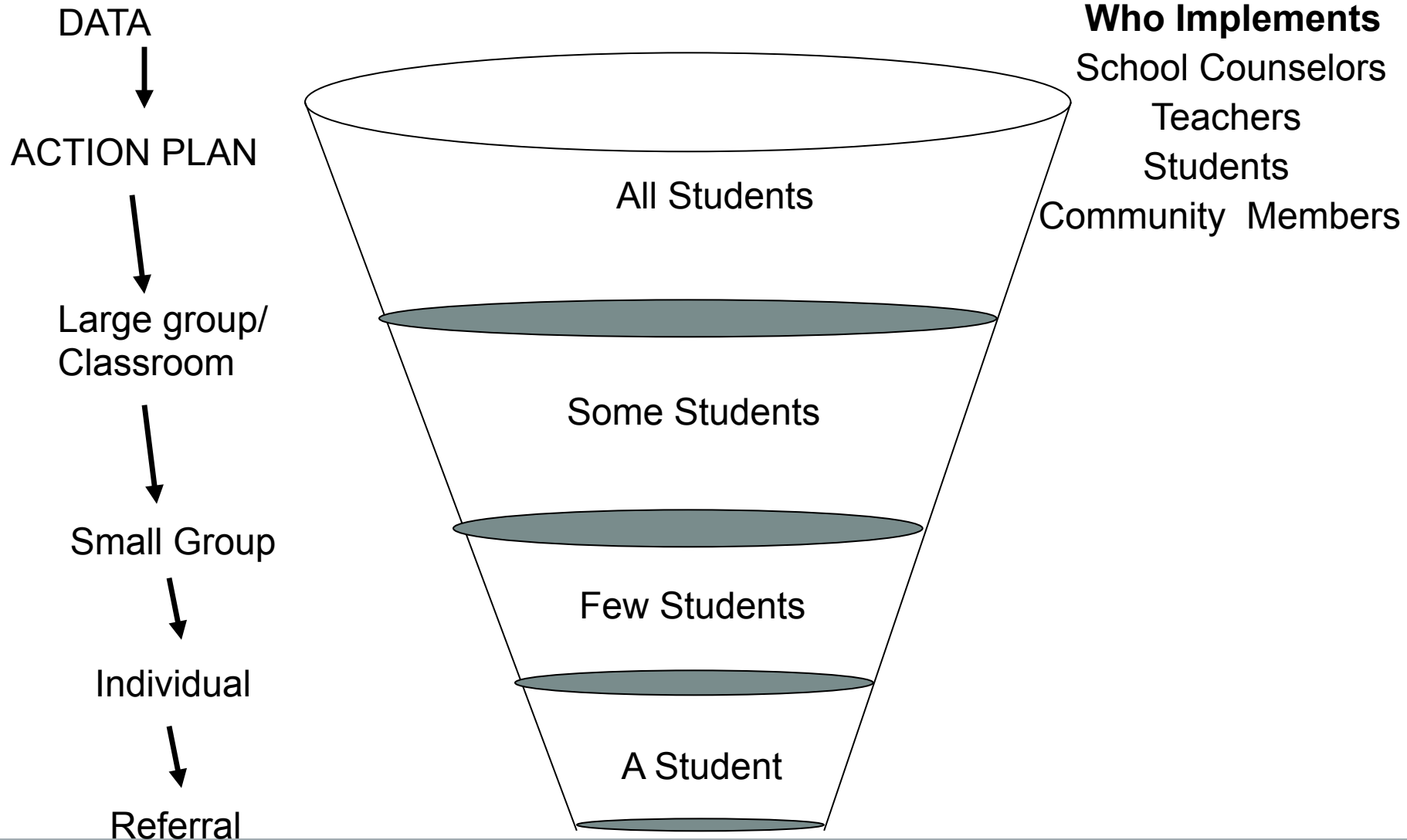
Continuum of Activities to Reach All Students

- Classroom or large group interventions
- Small group interventions
- Individual support or counseling interventions
- Referrals

Who will implement?

- School Counselors
- Teachers
- Parents
- Students themselves
- Appropriate Community members

Continuum of Strategies



Choose strategies to Implement

1. Brainstorm strategies

2. Who would implement

- SC = School Counselors
- S = Students
- T = Teacher
- CM = Community Member

3. Where does it fall on the continuum?

- C = Classroom/Large Group
- S = Small Group
- I = Individual
- R = Referral

Create Action Plans: Part 1

Measurable Goal 1:

_____ for _____
 (increase or decrease) (description of what you want to change) (description or characteristic of the students)

from _____ in _____ to _____ in _____
 (number and percentage) (baseline timeframe) (number and percentage) (ending timeframe)

What data led you to this goal? _____

Why did you choose this goal? _____

List Applicable ASCA Student Standards: (You do **NOT** need to list three standards. List only those applicable to this specific goal.)

1.	2.	3.
----	----	----

Strategies	Type: C: Classroom S: Small Group I: Individual R: Referral	Person Responsible	Date(s)	Process Data	Perception Data				Results Data										
					S #	Question or Demonstration	Pre		Post		How will student behavior change?	Pre		Post					
							Date	# or %	Date	# or %		Date	# or %	Date	# or %				

USE DATA TO MONITOR STRATEGY EFFECTIVENESS

**In God we trust,
everyone else, bring data.**

... W. Edwards Deming

Types of Data

ASCA National Model for School Counseling Programs

- Process
- Perception
- Results

Process Data = How Many?

- *“What you did for whom”*
 - How many kids, lessons, classroom visits, groups, etc.
- Evidence that event occurred
- When, where and how was the activity conducted?
- Did the program follow the prescribed plan of action?

**Good information,
But so what?**

Process Data - Examples

- Six counseling groups with 8 students each were held once a week for 6 weeks
- 1,350 6-8th grade students received the “Career Interest” guidance unit of four 45 minute class lessons
- All high school students seen individually to prepare 5 year plan.

Perception Data = What did they learn?

- *“What others think, know or demonstrate”.*
 - *Knowledge gained through strategy*
- Measures knowledge, attitudes or beliefs
 - Test
 - Survey
 - Demonstration

**Good information
But so what?**

Perception Data - Examples

Knowledge Gained

- 89% of students demonstrate knowledge of graduation criteria
- 79% of students can name the 4 steps to Problem Solving
- 85% of students have demonstrated success in setting and attaining an academic goal
- 92% of students can identify Early Warning Signs of violence

Attitudes or Beliefs

- 74% of students believe fighting is wrong
- 29% of students feel safe at school
- 88% of teachers believe students behave appropriately in class

Results Data = Changed Behavior

IS NOT GOAL DATA!

- *Answers the question “SO WHAT?”*
 - *You implemented the strategy so how is it supposed to help you move toward your goal?*
- What is the desired outcome of this strategy or intervention?
 - How will students (adults) act on the knowledge they have gained through the strategy?
- Proof strategy has (or has not) positively impacted students ability to utilize or manifest the desired knowledge, attitudes and skills

Results Data - Examples

- 42 students on the retention list avoided retention
- Average unit test scores increased from 78% to 90%
- Discipline referrals dropped from 290 last year to 145 this year
- Graduation rates improved 14% over three years
- Attendance improved among 9th grade males by 49%

Create Action Plans: Part Deux

Strategies	Type: C: Classroom S: Small Group I: Individual R: Referral	Person Responsible	Date(s)	Process Data	Perception Data				How will student behavior change?	Results Data			
					Pre		Post			Pre		Post	
					Date	# or %	Date	# or %		Date	# or %	Date	# or %

Process Data	1. What will you count to show what you did?
Perception Data	1. What question on a survey or test, or what demonstration will you use to see if students have mastered the indicator? 2. What date will you collect the PRE data? 3. What date will you collect the POST data?
Results Data	1. What behavior will the students exhibit that will demonstrate they have mastered the indicator? 2. What date will you collect the PRE data? 3. What date will you collect the POST data?

Source:

Understanding Systemic Change

Systemic Change Principles

- Change is a process
- Change takes time and persistence
- Change strategies work best when designed by and for your school, community & culture
- Change is difficult and messy

Change occurs when:

$$(D \times V \times K) \times B > R$$

D = Dissatisfaction with the status quo

V = Vision

K = Knowledge of the first few steps

B = Belief in self as a change agent

R = Resistance

Adapted from Gleicher's Formula

The Stages of Change

MOVING THROUGH CHANGE

The following slides contain information adapted from The Network, Inc.'s System Thinking Systems Changing game (www.thenetworkinc.org)

Moving Through Change

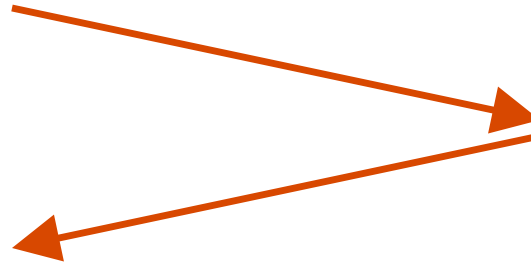
Stages

Unawareness

Transitions

Build Awareness

- Provide information
- Talk to
- Talk to again

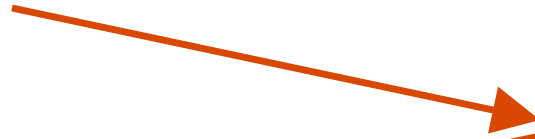


Moving Through Change

Stages

Transitions

Unawareness



Build Awareness

Resistance



Address Fears



- Listen
- Reassure
- Empower

Moving Through Change

Stages

Transitions

Unawareness



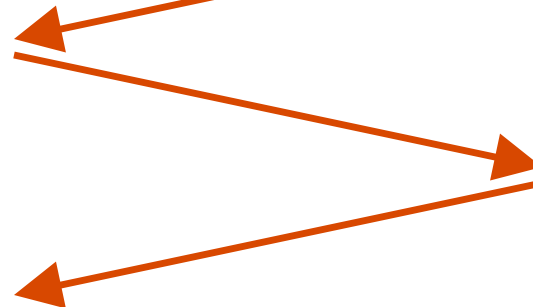
Build Awareness

Resistance



Address Fears

Interest



Personalize

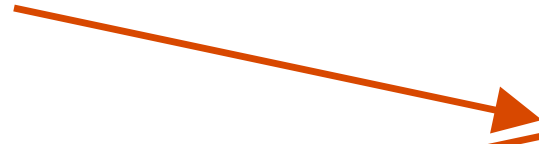
•Provide opportunities to help create meaning (PD, discussion groups, materials, etc.)

Moving Through Change

Stages

Transitions

Unawareness

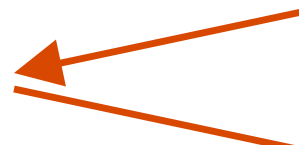


Build Awareness

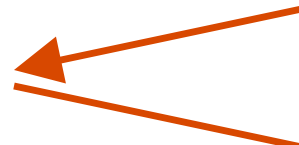
Resistance



Interest



Integration



- Create support groups
- Develop stepped implementation
- Use incentives/ accountability
- Use data



Encourage Use



Moving Through Change

Stages

Transitions

Unawareness

Continuous Improvement

Build Awareness

Resistance

Address Fears

Interest

Personalize

Integration

Encourage Use

Commitment

Activity

What happens when you try to
change systems?

What Happens When You Try to Change Systems?

- Individual Resistance to Change
- System Resistance to Change

What Happens When You Try to Change Systems?

- Individual Resistance to Change
- System Resistance to Change

“Drill for oil? You mean drill into the ground to try and find oil? You’re crazy.”

Drillers who Edwin L. Drake tried to enlist in his project to drill for oil in 1859.

Resistance is Normal

Resistance

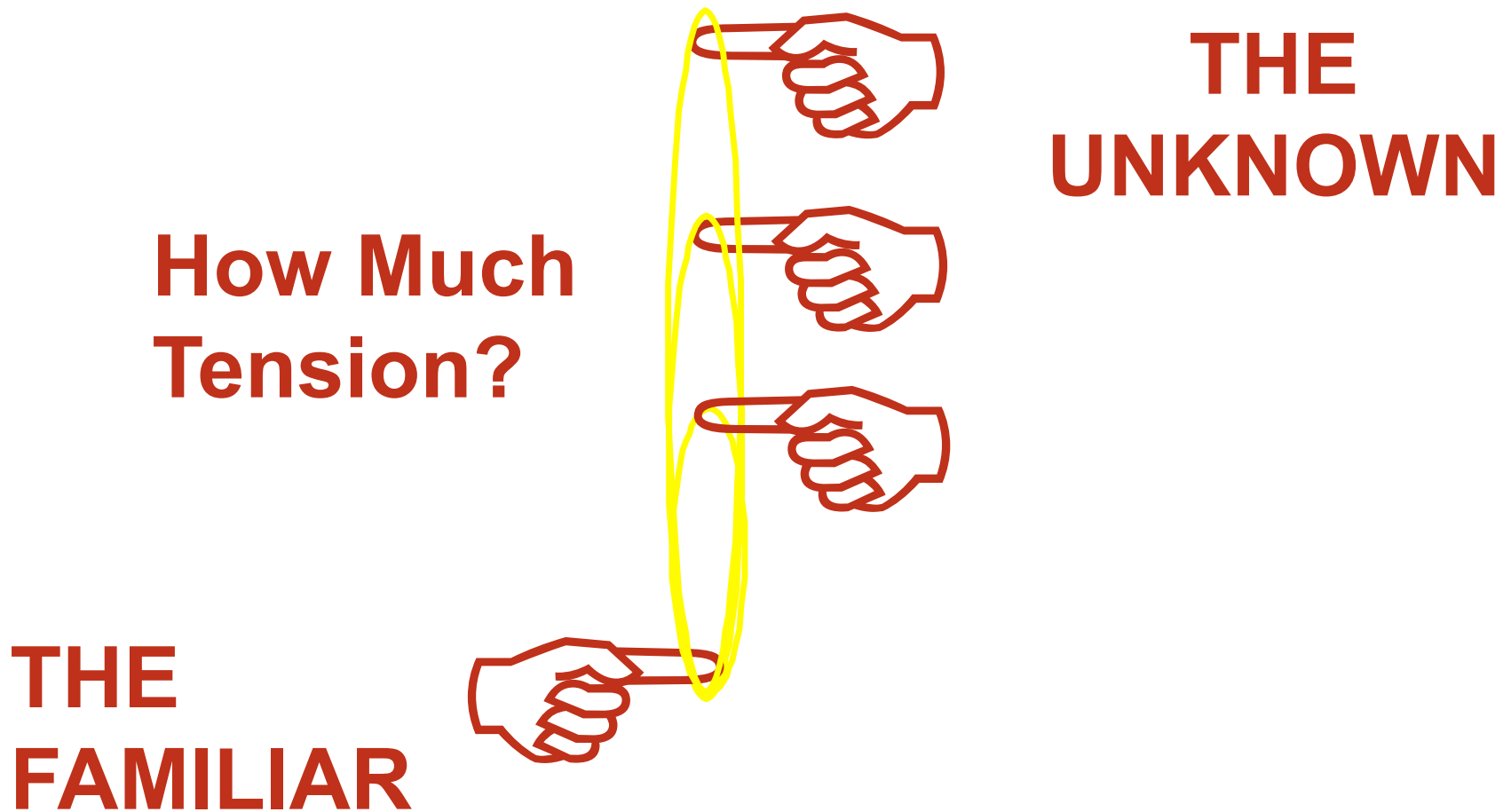


Tension



Change

Change, Tension And Resistance



Resistance: Loss of Control



- Tremendous barrier
- Feeling of powerlessness
- Most vulnerable are those whose self-esteem or confidence is tied to being in control of their lives (or space)

What to Do?

- Provide options
- Gain their input
- Create personal investment
- If needed, provide interim rules, policies, organizational structures, etc.

Resistance: Loss of Connections

- Relationships
- Memories of the past
- Parts of personal identity

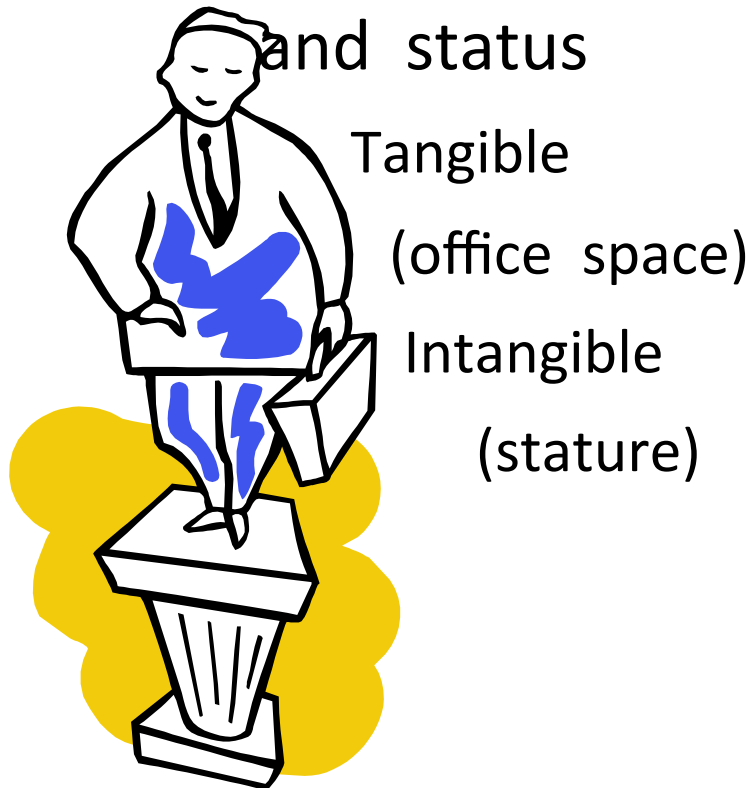


What to Do?

- Honor the loss
- Allow mourning
- Create celebrations
- Talk
- Rituals

Resistance: Loss of Territory

- Serves as markings of individual power



What to Do?

- Acknowledge loss is real
- Help move beyond the view that territory dictates status
- Explore other options to strengthen status

Resistance: Loss of Meaning

- If people don't understand the *why* of change, then it becomes nonsense
- Have to leave world which has meaning for them



What to Do?

- **Face-to-face, authentic communication**
- **Examples of how individual can contribute meaningfully in the change**

Where There's Resistance

Opportunity



Challenge



Resistance

Resistance Provides Important Information

- Previously unrecognized
 - elements,
 - perspectives, and/or
 - issues
- Tempo of change
 - too slow, too fast



Resistance Tips

Triggered by fear

Need to depersonalize

Listen to the message

Struggle = Engagement

Accepting the Opportunity: Using Counseling Skills

- LISTEN - LISTEN – LISTEN
- Create two-way communication
- Establish trust
- Accept and understand where they are
- Use data to show the urgency for change
- Discover the triggers of emotional & cognitive responses design interventions to address the triggers

What Happens When You Try to Change Systems?

- Individual Resistance to Change
- System Resistance to Change

“We don’t like their sound,
and guitar music is on the
way out.”

Decca Recording Company,
rejecting the Beatles, 1962

System Responses to Change

- Political
 - Administrative, union, school board, community, business, state, federal
- Resources
 - Financial, human, materials, buildings, technology
- Policy
 - Discipline, attendance, course enrollment, placing, testing, organizational structure

Sometimes individuals
hide their
personal resistance behind
system resistance

Using Leadership and Advocacy Skills to Reduce Resistance

- Discover who has the political power
- Discover who has the social influence
- Use data to show the urgency for change
- Team and collaborate to create a shared vision
- Advocate for policy change
- Advocate for resource reallocation

Contact Information

Peggy Hines, Ed.D

pegghines@nctsc.org

812-345-0942 (cell)