

Building Antiracist Andragogy and Supervision in School Counselor Training

Association for Counselor Education and Supervision conference 2021

The SistaScholars: <http://sistascholars.weebly.com/>

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Problem

- School is a microcosm of society and recent attention on long-standing societal ills related to racism (e.g., killing of unarmed Black people, voter suppression, opportunity gaps, etc.) has pushed the urgency for swift reflection and action to the forefront of consciousness within America's institutions.
- Research demonstrates significant disparities for Black students in areas such as retention, discipline, gifted/talented identification, special education, and advanced placement.
- Contemporary scholars suggest opportunity gaps such as inequitable resources, racialized tracking, implicit bias, and discipline disparities continue to exist. This suggests either a lack of attention or the use of ineffective/ inappropriate interventions.
- Black students continue to experience trauma in response to racial, social, political, and cultural discrimination, therefore addressing systems of oppression to holistically meet their needs is crucial.
- Counselors are often called upon and expected to address social injustices and disparities manifested in the school setting by directly influencing school culture; however, school counselors continue to report feeling minimally prepared to do so.

Theoretical Foundation

- Critical Race Theory (CRT) can be used to understand barriers that marginalized populations face through socio-political and institutional processes
- As covert systems of oppression continue to exist for Black students, the tenets of CRT (racism & systemic oppression are embedded in American culture; opposition of deficit-based ideologies of meritocracy and colorblindness; counterstorytelling; interest convergence; Whiteness as property) provide a foundation for school counselors to understand and challenge racism and oppressive ideologies

Integrated Andragogical Approaches

Counselor educators are required to prepare SCITs to apply theories and models of multicultural counseling, cultural identity development, and social justice and advocacy and to understand the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others

Course Design and Delivery

- prioritize and infuse disparity and social justice issues through the development and implementation of focused courses as well as class assignments and activities
- syllabi considerations may include a course-specific diversity statement, antiracist learning objectives, culturally diverse texts and readings, and an explanation that addresses the explicit purpose of this selection
- class activities should be structured in a manner to elevate Black voices (readings from Black scholars; use of Black guest speakers)
- teach SCITs how to develop goals that center on equity and social justice while also developing programming and interventions that meet student needs
 - Resources: Culturally Sustaining School Counseling, ASCA's Eliminating racism and bias in schools Standards in Practice, ASCA's Current Issues in Education: Critical Race Theory

Centering Culturally Responsive Andragogical Theories

- African American Male Theory is grounded in an Afrocentric worldview, considers historical and current underpinnings of the Black male experience, and focuses on strength-based concepts
- Relational Cultural Theory consists of 7 tenets and key concepts which demonstrates the importance of growth fostering relationships in healthy human development and provide implications for teaching and counseling with awareness of oppression and privilege at the forefront of our practices
- Narrative Theory is a culturally responsive theory that intentionally creates a relational environment and addresses experiences of oppression with culturally diverse clients

Supervision

- provides an opportunity for counselor educators & supervisors to model integration of cultural concepts and strategies in the educational experience
- acknowledge that there are other ways to view the world outside of a Eurocentric perspective
- introduce culturally responsive supervision that encourages trainees to reflect on how their identities impact work with marginalized clients; initiate explorations of cultural backgrounds, trainee awareness, and application of culturally responsive skills
- Resource: *Cross-Cultural Counseling Inventory- Revised* (assesses cross-cultural counseling skills, socio-political awareness, and cultural sensitivity)

Leadership Training and Collaboration

- ASCA emphasizes the need for school counselors to understand 4 leadership contexts:
 - structural frame: arrangement of roles/responsibilities & the impact on efficiency
 - human resource frame: employee empowerment & support
 - political frame: networking & collaborating to gain resources
 - symbolic frame: shared mission & vision
- shared training experiences for school counseling & school administration graduate students
 - provide opportunities for collaborative discussions, reflections, explorations of role perceptions, & shared projects

Modeling

- counselor educators should be purposeful in their scholarship & service activities and share relevant works with students
- professional publications and presentations provide optimal opportunities to incorporate the contributions and perspectives of Black scholars and elevate these voices
- incorporate an antiracist lens in their grant work (assess the needs of marginalized groups within the community and advocate for systems of support with financial backing)
- model strategic collaboration & cultural brokering