






5 Roles of Counselors in Racial Equity Self-Reflection Tool

	Roles of School Counselors in Racial+ Equity Work	Questions to Ask Myself
	<p>Interrogate Self: Deeply understand how your own racial socialization, consciousness, experiences, and practices impact your beliefs and shape how you see and understand students in ways that may be positive and negative, conscious and unconscious</p>	<ul style="list-style-type: none"> ● What work do I need to engage in to reflect on my own racial bias, worldview, and positionality? ● In what ways can I develop an understanding of my own racial worldview and interrogate experiences with racism, white supremacy, and anti-Blackness? ● What identities do I bring to each counseling session, and how might these impact my students? ● What biases do I hold, unconscious or not, and how can I identify how these show up in my school counseling practice?
	<p>Interrogate Systems: Have critical awareness of the systemic presence of racism in schools and within the field of counseling. Understand how racism, white supremacy, and antiblackness are reproduced, how it manifests in your context, and what interrupting this reproduction requires</p>	<ul style="list-style-type: none"> ● In what ways can I critique the status quo? What are we currently doing? What are we comfortable doing? What did we do last time? What have we <i>always</i> done? ● How can I engage in deep inquiry? What are the root causes, drivers, and factors in the system that is reproducing racism?
	<p>Broach Race: Ability to explore the contextual dimensions of race, ethnicity, and culture and the impact on students and name, analyze, and address racial+ bias and patterns</p>	<ul style="list-style-type: none"> ● How can I teach students antiracism skills of speaking up, empathy, reporting, and changing behavior? ● How can I support students to unlearn the negative stereotypes they may have learned from home, news, social media, etc..? ● What can I do in my role and with my influence to keep race on the table by addressing race with students and staff? ● What do I need to learn to be able to draw connections between students' presenting concerns and the larger context in which they live in order to engage in social justice advocacy within and on behalf of students? ● What is my current understanding of the global racial hierarchy? How does the global history of racism manifest in my local context? At my school? ● How can I more intentionally acknowledge students' race and other sociocultural factors in conjunction with individual-based outcomes such as coping skills, academic performance, and social-emotional competence?

	<p>Disrupt Suboptimal Conditions: Take an active approach to creating optimal (safe and sound) conditions for all students. Advocate for change in policies, practices, and behaviors. (Re)Design and implement racially equitable programs, policies, systems that expand beyond the counseling office. Anticipate and navigate resistance that derails progress.</p>	<ul style="list-style-type: none"> ● In what ways can I demand more voice, visibility, and validation for groups of students on the margins? ● How do I identify and leverage my own scope of influence? What do I own? What can I shape? Who's trust and ear do I have? ● What programs can we design that validates students' racial identity, teaches them about the history of isms, and helps them gain skills to navigate the world and their future based on their identities? ● What data do I have? What data might I need to gather to better understand conditions of students of color? How can I use data as a way to create new systems and programs that work for all students? ● What policies and practices do we need to examine that deliberately or inadvertently penalize students of color? How can we reimagine our ways of operating as a counseling office and school to advance racial equity? How can I confront and challenge systemic racism?
	<p>Model Learning: Get into the push and pull of race, cultural, etc... dynamics, trying, failing, learning, and trying again. Look internally for answers. Communicate your insights and where you are still grappling. Normalize learning, not yet knowing.</p>	<ul style="list-style-type: none"> ● What do I need to do to grow my capacity in understanding racial equity and anti-bias, anti-racist work? ● Am I willing to be vulnerable and uncomfortable and challenge the biases and the standards of whiteness that may inform my actions and how we operate as a school community? ● How might I share my own analysis and learning along the way?