Overview of Critical Race Theory (CRT) vs. Culturally & Linguistically Responsive (CLR) Instruction

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Learning Intentions

1. Develop common understanding of what Critical Race Theory (CRT) is/is not

2. Develop common understanding of what Culturally & Linguistically Responsive Instruction (CLR) is/is not

3. Understand CLR work in the AASD

4. Articulate our Notices and Wonders

AASD

MOTTO
SUCCESS FOR EVERY STUDENT, EVERY DAY

VISION
WORKING TOGETHER, STUDENTS, FAMILIES, STAFF, AND COMMUNITY WILL ENSURE THAT EACH GRADUATE IS ACADEMICALLY, SOCIALLY, AND EMOTIONALLY PREPARED FOR SUCCESS IN LIFE. EVERY STUDENT, EVERY DAY.

INCLUSIVE & ENGAGING CULTURE TO SUPPORT TEACHING & LEARNING	STUDENT SUCCESS	FAMILY & COMMUNITY PARTNERSHIPS	RESOURCES & OPERATIONAL EXCELLENCE
ENSURE A SAFE, HEALTHY, AND WELCOMING SCHOOL ENVIRONMENT FOR ALL.	ENSURE EVERY STUDENT IS ACADEMICALLY, SOCIALLY, AND EMOTIONALLY SUCCESSFUL AND GRADUATES READY FOR COLLEGE/ CAREER AND THEIR COMMUNITY.	CREATE AND MAINTAIN STRONG FAMILY, COMMUNITY, AND BUSINESS PARTNERSHIPS TO ACCELERATE OUR COLLECTIVE IMPACT ON STUDENT SUCCESS.	ALIGN RESOURCES AND OPERATIONS DIRECTLY TO DISTRICT PRIORITIES THAT ENSURE THE SUCCESS OF ALL STUDENTS WITH MAXIMUM EFFICIENCY AND EXCELLENCE.

Instructional Context

[AASD Board Governance Policy OE.11](#) *(BOE adopted 6/14/21)*

"The superintendent shall provide a guaranteed and viable curricular program that offers challenging and relevant opportunities for all students to achieve the outcomes defined in the Board's Results policies."

The Superintendent will:

1. Assure that instructional programs are ***culturally responsive*** and accommodate the different needs, abilities, interests and personal goals of individual students.

2. Effectively assess each student's academic performance, identifying and **appropriately addressing significant inequities and gaps** in achievement outcomes.

Instructional Context

[Educational Materials Selection Policy 361.1](#)

(BOE adopted 6/26/93, Amended 10/23/17)

"The District has the **responsibility to provide adequate materials and texts, which reflect the cultural diversity and pluralistic nature of the American society**. In addition, the District shall not discriminate in the selection and evaluation of instructional materials on the basis of sex, race, color, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender identify, gender expression, or physical, cognitive, emotional or learning disability in its education program and activities."

Critical Race Theory (CRT)

What is Critical Race Theory (CRT)?

- Critical race theory is **an academic concept** that is more than 40 years old.

- The core idea is that **race is a social construct**, and that **racism is not** merely the **product of individual bias or prejudice,** but also something embedded in **legal systems and policies**.

- CRT is a body of legal scholarship and an academic movement of US civil-rights scholars and activists who seek to **critically examine the intersection of race and U.S. law** and to challenge mainstream American approaches to racial justice.

Historical Context of Critical Race Theory (CRT)

- The basic tenets of critical race theory, or CRT, emerged out of a framework for legal analysis in the late 1970s and early 1980s created by legal scholars Derrick Bell, Kimberlé Crenshaw, and Richard Delgado, among others.

- Origins stem from lack of diversity in teaching staff at Harvard University

The "Critical" in Critical Race Theory

- The term CRITICAL asks individuals to look critically at the **systems** to better understand the **inequities** and how they originated.

- **Analyzing systems, policies, and laws** to identify the root cause of racial inequities.

Key Tenets of Critical Race Theory (CRT)

1. Race is **socially constructed.**

2. Racism is **commonplace** for people of color.

3. **Listening to and understanding the lived experiences** of individuals is essential for understanding how racism works to create inequities in individual outcomes, including health.

4. CRT is a **commitment to social justice**. CRT as a framework acknowledges how all oppression interrelates and focuses on eradicating racism and other forms of oppression.

CRT Examples in other Contexts

- Death rate of black women during pregnancy compared to white women (3-4 times more likely)

- Incarceration rates of black people versus white people and for longer sentences (5 times more)

- Home values appraising lower for black people than for white people for comparable housing

CRT Examples in other Education Contexts

- **Examining the disproportionality of:**
  - Overrepresentation of students of color in special education
  - Discipline referrals, suspension and expulsions of children of color
  - Exclusion from advanced programming and courses (opportunity gaps)

Critical Race Theory

Is not...	Is...
the same thing as Anti Bias, Anti Racism Education, Culturally Relevant Teaching, Diversity and Inclusion Training, Multicultural Education, Anti-Racism training	a **theoretical framework** used mostly in higher education. It is a practice - **NOT an AASD K-12 curriculum or course.**
a focus on racism as an individual act.	a focus on racism created by **systems/structures**, not by individuals..
blaming white people for all racial inequities in society and atrocities in the past	a recognition that **race and racism are woven into the very fabric of our institutions and systems**.
teaching students a socialist, communist, anti-American agenda.	a way to **provide tools to think critically about issue**s of race, racism, and inequity.

Culturally & Linguistically Responsive (CLR) Teaching & Learning
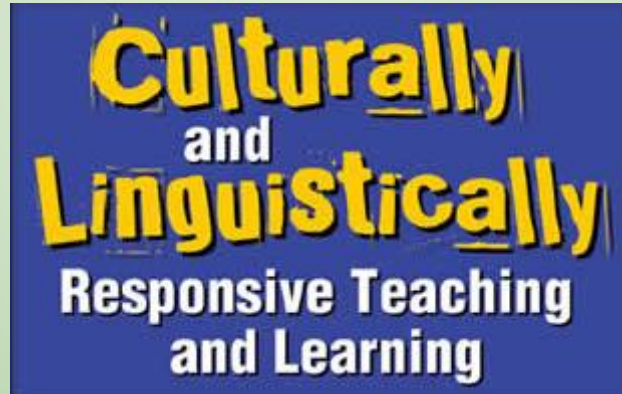
Our Focus on Equity to Engage ALL Students

Rings of Culture

Students should be able to not only see themselves in the texts available for teaching and learning purposes, but view experiences outside of their own as well.

Rings of Culture

Age Culture ➡

Gender Culture ➡

Religious Culture ➡

Socioeconomic Culture ➡

National Culture ➡

Orientation Culture ➡

Ethnic Culture ➡ YOU

THE CENTER FOR CULTURALLY RESPONSIVE TEACHING AND LEARNING © 2017

Designed by Carleen Matts

What is Culturally & Linguistically Responsive (CLR) Instruction?

"The **validation** and **affirmation** of the home (indigenous) culture and home language for the purposes of **building** and **bridging** the student to success in the culture of academia and mainstream society" (Hollie, 2012, p. 23).

- Anthropologically based, **not race-based**
- Intentionally includes language
- **CLR is a pedagogy** - "how" and "why" of teaching
- Teaching "to and through" the **strengths of students**

Culturally Responsive Education in Wisconsin

"Providing a culturally responsive environment in the classroom is important in building the bridge between home culture and school culture. Making sure all students can succeed means understanding students' cultural beliefs and practices. By engaging in Culturally Responsive Practices, you are forming an understanding about the values, beliefs, and behaviors of people from cultures that may be different from your own. Culturally responsive practices account for and adapt to the broad diversity of race, language, and culture in Wisconsin schools and prepare all students for a multicultural world."

Wisconsin Department of Public Instruction

Equitable Schools Are High-Performing Schools

With greater cultural competence, educators develop a greater understanding and appreciation of the range of backgrounds represented by students and adults at their school and improve their capacity to engage, challenge, and support students.

-- SONIA CAUS GLEASON AND NANCY GERZON
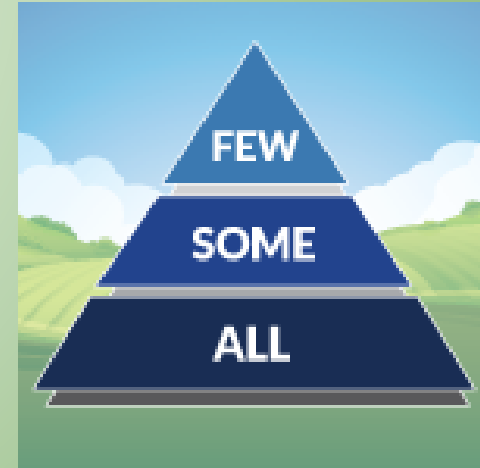
CLR's Implications for Instructional Materials

". . . when children cannot find themselves reflected in the books they read, or when the images they see are distorted, negative, or laughable, they learn a powerful lesson about how they are devalued in the society of which they are a part" (Bishop, 2009).

Stories can be MIRRORS and WINDOWS.

Mirrors - When we see ourselves and our lives reflected in the stories we read. We can understand these stories in a different way. These stories can help us feel less alone in the world.

Windows - When we see into the lives of people whose lives are different than our own through the stories we read. These stories can help us to better understand other people and our world. These stories can help us to develop empathy.

Culturally & Linguistically Responsive (CLR) Teaching

Is not...	Is...
Critical Race Theory	a pedagogy - **"how" and "why" of teaching**
creating a single story	**building an understanding of the diversity that exists within a racial or cultural group** and knowing the overall backgrounds in the classroom.
having a "bag of tricks" to use with particular racial groups.	**building a bridge between** what students **know and understand and the new, unfamiliar content** you are teaching.
focusing on racial differences in the classroom	about developing what we call " a cultural eye," a way to look at the **cultural differences** in the classroom and respond to them positively and constructively.

CLR Work in the AASD

- Approved at 4/10/17 P&S as a strategy within the AASD Equity Plan (2017)

- CLR Board Workshop - December 19, 2018

- Our Culturally and Linguistically Responsive (CLR) journey began with Dr. Sharroky Hollie during the 2016-17 school year. Over the course of the last few years, educators have had opportunities to attend multiple workshops and to participate in CLR coaching at several school sites. At the start of the 2018-19 school year, all AASD staff attended *Foundation Day One: A Focus on Culture* with Dr. Hollie.

- Implementation of CLR Champions in the AASD - Spring 2019

- CLR Institute - Summer 2020, 2021

- CLR Classroom Management training with Dr. Hollie - October 2020

Validate

- Make **legitimate** that which the institution (school) and mainstream have made illegitimate through negative labels.

- To **validate** is to provide a counter narrative to students letting them know in explicit terms they are not those labels.

Affirm

- Affirmation is the intentional and purposeful effort to reverse the negative stereotypes, images and representations by i**ntentionally providing images, texts and narratives that give students alternative perspectives**.

Build

- Making the **connections between the home culture/language and the school culture/language** through instructional strategy and activity.

- Building is understanding and recognizing the cultural and linguistic behaviors of students and using those behaviors to **foster rapport and relationships with the students**. You are making an investment.

Bridge

- Giving **opportunities for situational appropriateness** or utilizing appropriate cultural or linguistic behavior.

- Bridging is **providing the academic and social skills** that students will need to have **success beyond your classroom**.

How are we progress monitoring?

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Notices & Wonders

[Board Processing Document](#)