

Go to menti.com on your phone (or in another tab) and enter the code 5325 4526

Individualized, specific to individual needs

education that gives everyone an equal playing field

teaching that meets the individual needs of each students

fair to all

respect for diversity, self-awareness

Including everyone

acknowledging that everyone brings something different to the table

Delivering instruction to all

ensuring equity

Go to menti.com on your phone (or in another tab) and enter the code 5325 4526

mindfulness of diversity and inclusivity
in teaching and learning

Accounting for context of students

Teaching in ways that try to benefit
everyone equally even if it doesn't
seem "fair" to students

Equality to all students

Supporting all students equally

No



EQUITY PEDAGOGY: CREATING CLASSROOMS WHERE ALL CHILDREN THRIVE

FRANCESCA LÓPEZ, PHD
PROFESSOR & WATERBURY CHAIR, EQUITY PEDAGOGY
PENN STATE UNIVERSITY

In a few words, describe "equity pedagogy"

Meeting the diverse needs of students

a level playing field

Inclusive

fair education

Learning that is accessible to all students, regardless of background

Give equal opportunities to learn using multiple formats of instruction.

inclusion

accessible for all

Social justice methodologies / orientations

In a few words, describe "equity pedagogy"

creating a safe space for all students and making sure all students are given the tools they need

Helping all students feel seen.

developmentally appropriate;
culturally relevant

Delivering instruction to all no matter their demographic

giving each student what they need

pedagogy that take students' individual level into consideration

The knowledge of how to be equal to all students

Teaching practices that enable all students to feel motivated and safe in the classroom

respect for diversityself-awareness

In a few words, describe "equity pedagogy"

Equity for all students success

culturally responsible

Teaching that is for everyone

no

Not sure

No

No

No

3

In a few words, describe "equity pedagogy"

no

Yes

yes

YES

25

12

My family became a multi-cultural through marriage

Teacher overload

goals of the school and curriculum

In a few words, describe "equity pedagogy"

how can we 'best' engage in conversations with people who are anti-crt?

WHAT IS CRITICAL RACE THEORY AND WHAT DOES IT HAVE TO DO WITH EQUITY PEDAGOGY?



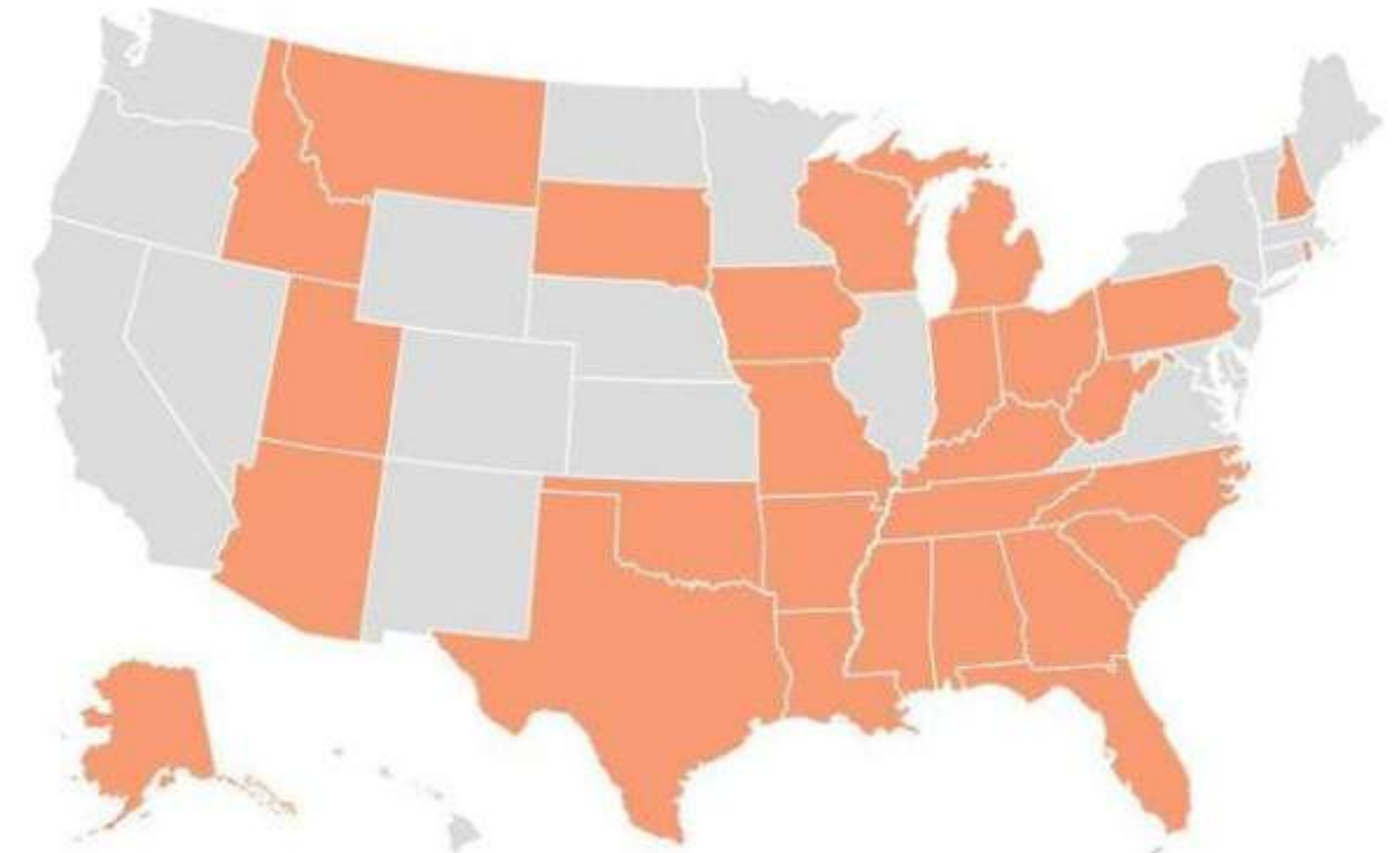
Chalkbeat

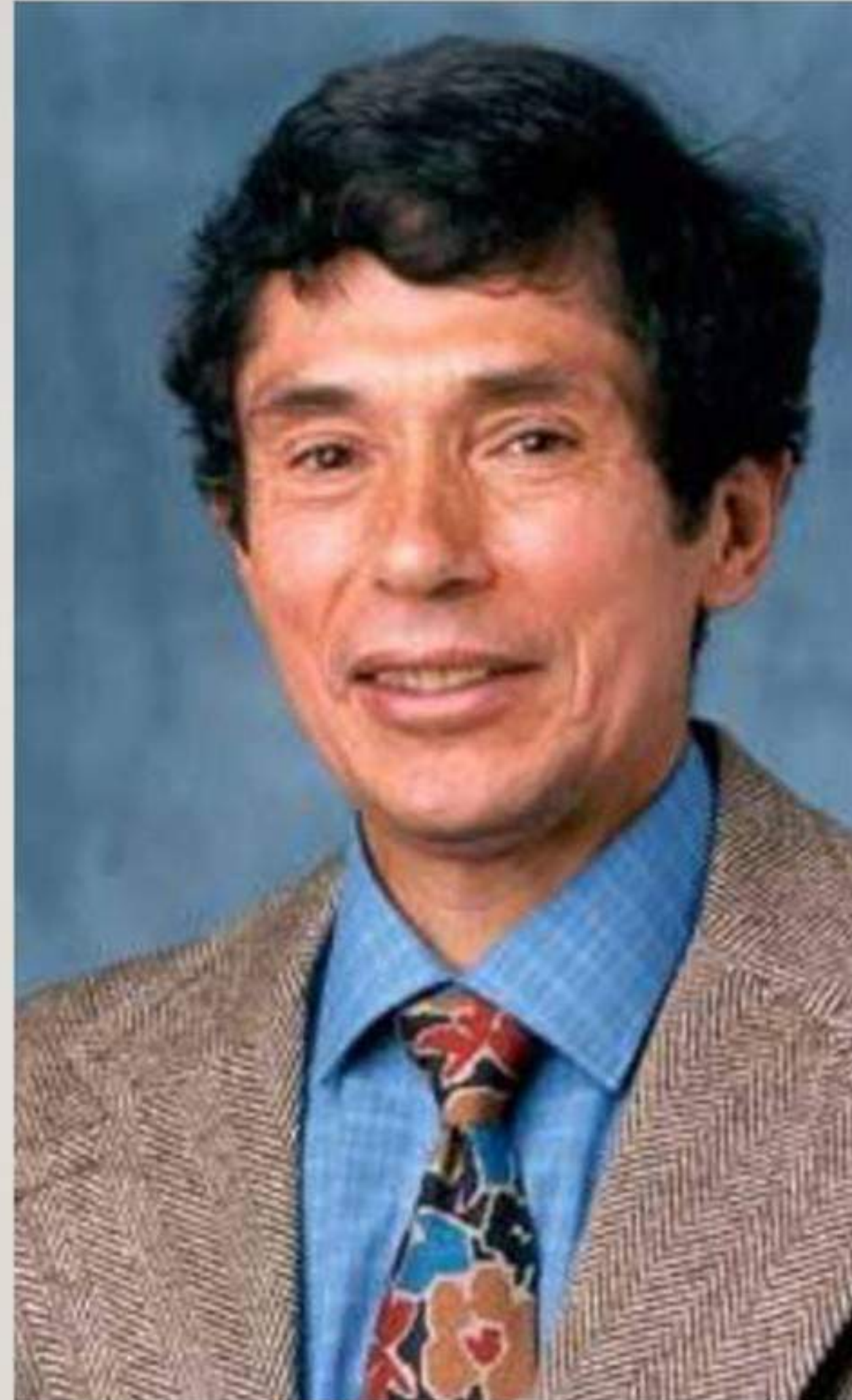
f FACEBOOK

t TWITTER

We have tracked efforts in 28 states to **restrict** education on racism, bias, the contributions of specific racial or ethnic groups to U.S. history, or related topics

Click or hover for more details.



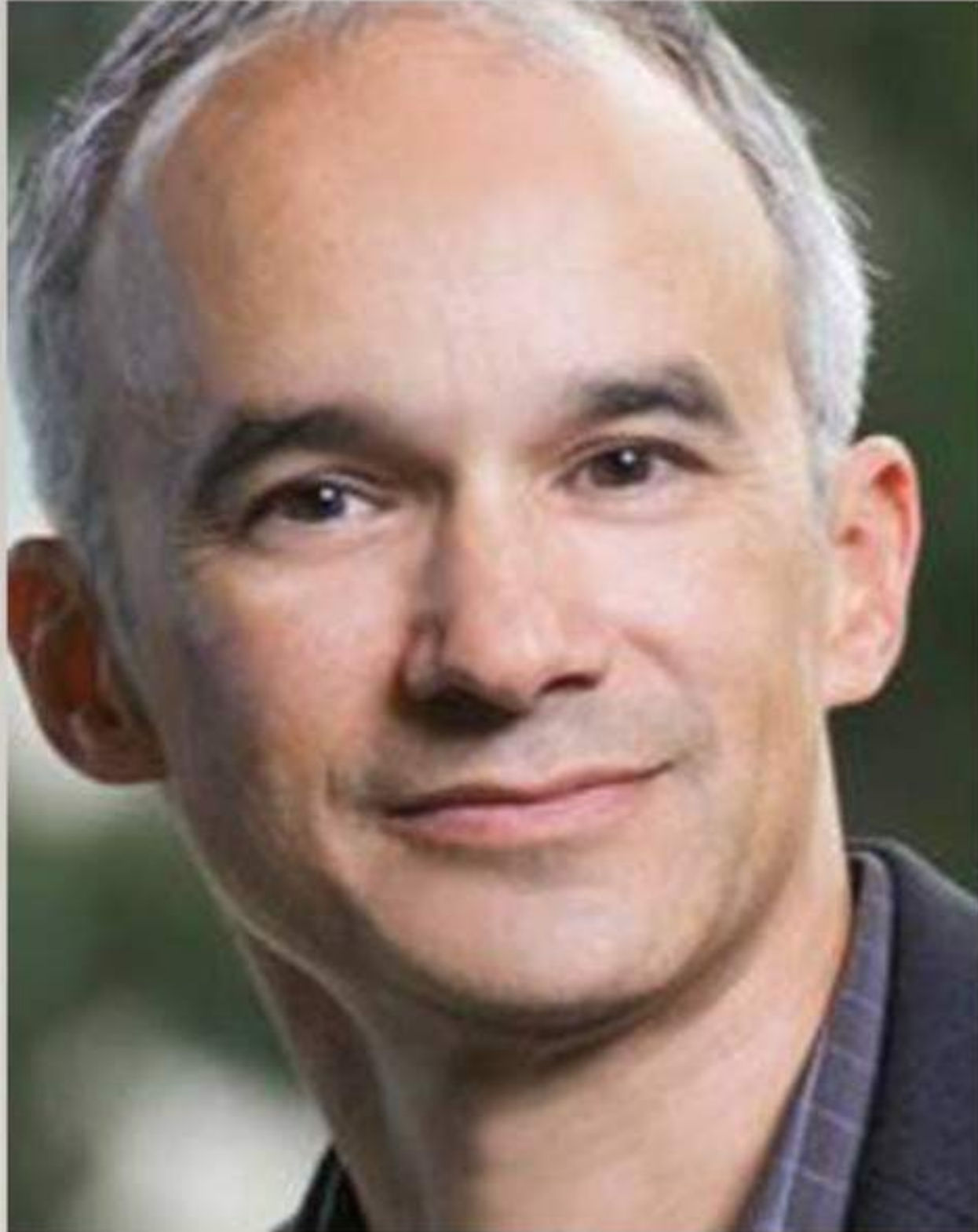


WHAT IS CRT?

- CRT was borne out of a body of scholarship led by legal scholars Derrick Bell (“Father of CRT”), Richard Delgado, and others in the mid-1970s to examine **how racism produces and sustains inequality.**

WHAT IS CRT?

CRT PROVIDES AN ANALYTICAL
TOOL TO EXAMINE RACE AS
SUBORDINATION



(L-R) Attorney Gustavo Garcia, Pete Hernandez, Attorney Johnny Herrera, on courthouse steps, ca. 1953. Reprinted with permission, Dr. Hector P. Garcia Papers, Special Collection, Bell Library, Texas A&M University-Corpus Christi

Toward a Critical Race Theory of Education

GLORIA LADSON-BILLINGS AND
WILLIAM F. TATE IV

University of Wisconsin

This article asserts that despite the salience of race in U.S. society, as a topic of scholarly inquiry, it remains untheorized. The article argues for a critical race theoretical perspective in education analogous to that of critical race theory in legal scholarship by developing three propositions: (1) race continues to be significant in the United States; (2) U.S. society is based on property rights rather than human rights; and (3) the intersection of race and property creates an analytical tool for understanding inequity. The article concludes with a look at the limitations of the current multicultural paradigm.

“...critical race theory in education, like its antecedent in legal scholarship, is a radical critique of both the status quo and the purported reforms.” (p. 62)



WHAT IS CRT?



Educational
Psychologist



Educational Psychologist

ISSN: (Print) (Online) Journal homepage: <https://www.tandfonline.com/loi/hedp20>

Using critical race mixed methodology to explore the experiences of African Americans in education

Jessica T. DeCuir-Gunby

To cite this article: Jessica T. DeCuir-Gunby (2020) Using critical race mixed methodology to explore the experiences of African Americans in education, Educational Psychologist, 55:4, 244-255, DOI: [10.1080/00461520.2020.1793762](https://doi.org/10.1080/00461520.2020.1793762)

To link to this article: <https://doi.org/10.1080/00461520.2020.1793762>

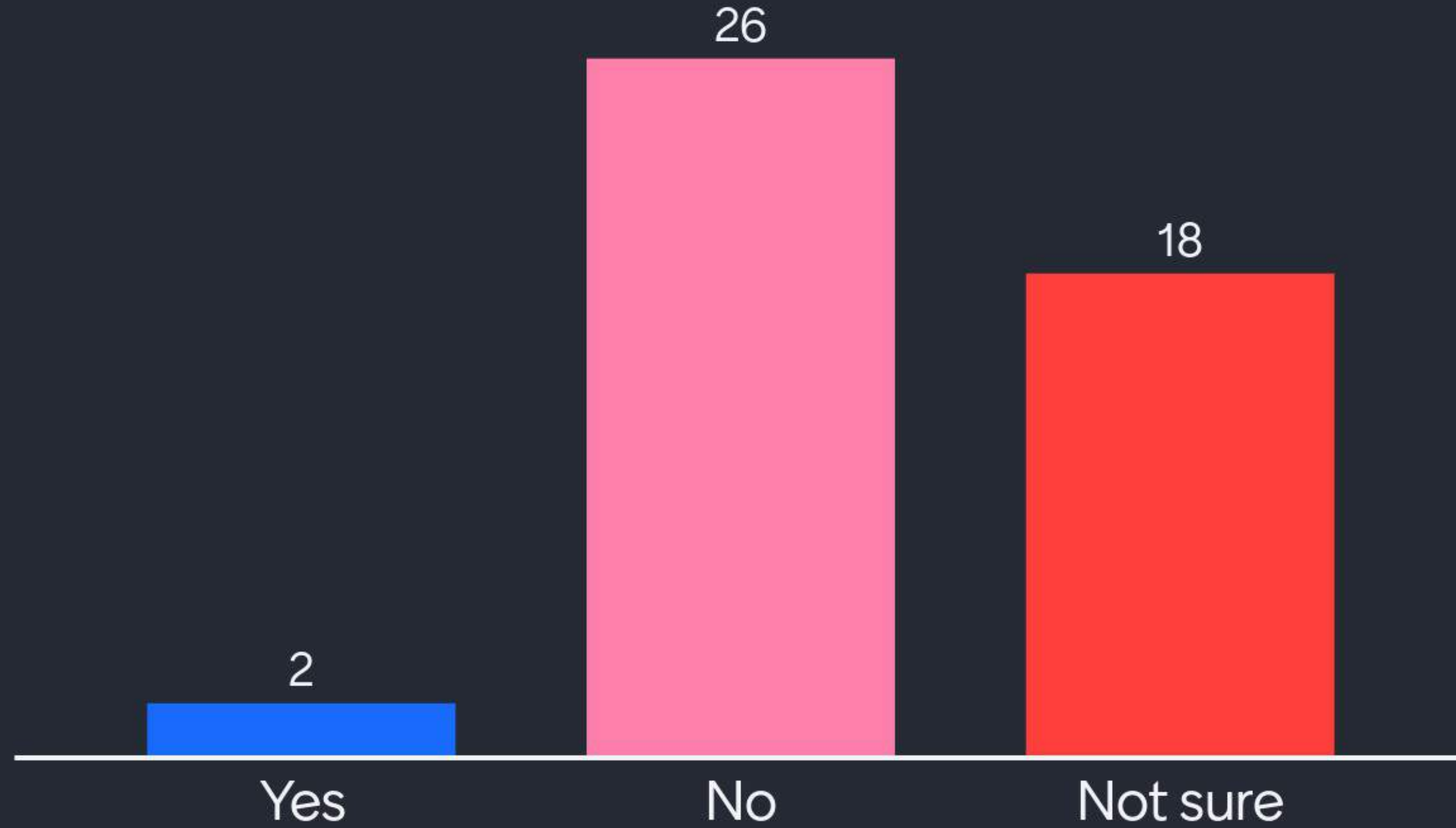
Understanding Critical
Race Research
Methods and
Methodologies

Lessons from the Field

Edited by
Jessica T. DeCuir-Gunby,
Thandeka K. Chapman and
Paul A. Schutz



Is CRT being taught in K-12 classrooms?





Christopher F. Rufo ✂️🔵 @realchrisrufo · Mar 15



We have successfully frozen their brand—"critical race theory"—into the public conversation and are steadily driving up negative perceptions. We will eventually turn it toxic, as we put all of the various cultural insanities under that brand category.

💬 94

↻ 252

❤️ 943



When parents hear terms like **“equity,” “anti-racism,” “cultural competence,” “culturally responsive education,” “restorative justice,” “ethnic studies,” “equitable math,” “whiteness,”** they would be fundamentally correct to go to a school board meeting and complain about critical race theory. All of these practices are influenced by and have the same politicized purpose as critical race theory, which—to reiterate—defines itself not merely as a “theory” but also as an activist practice.

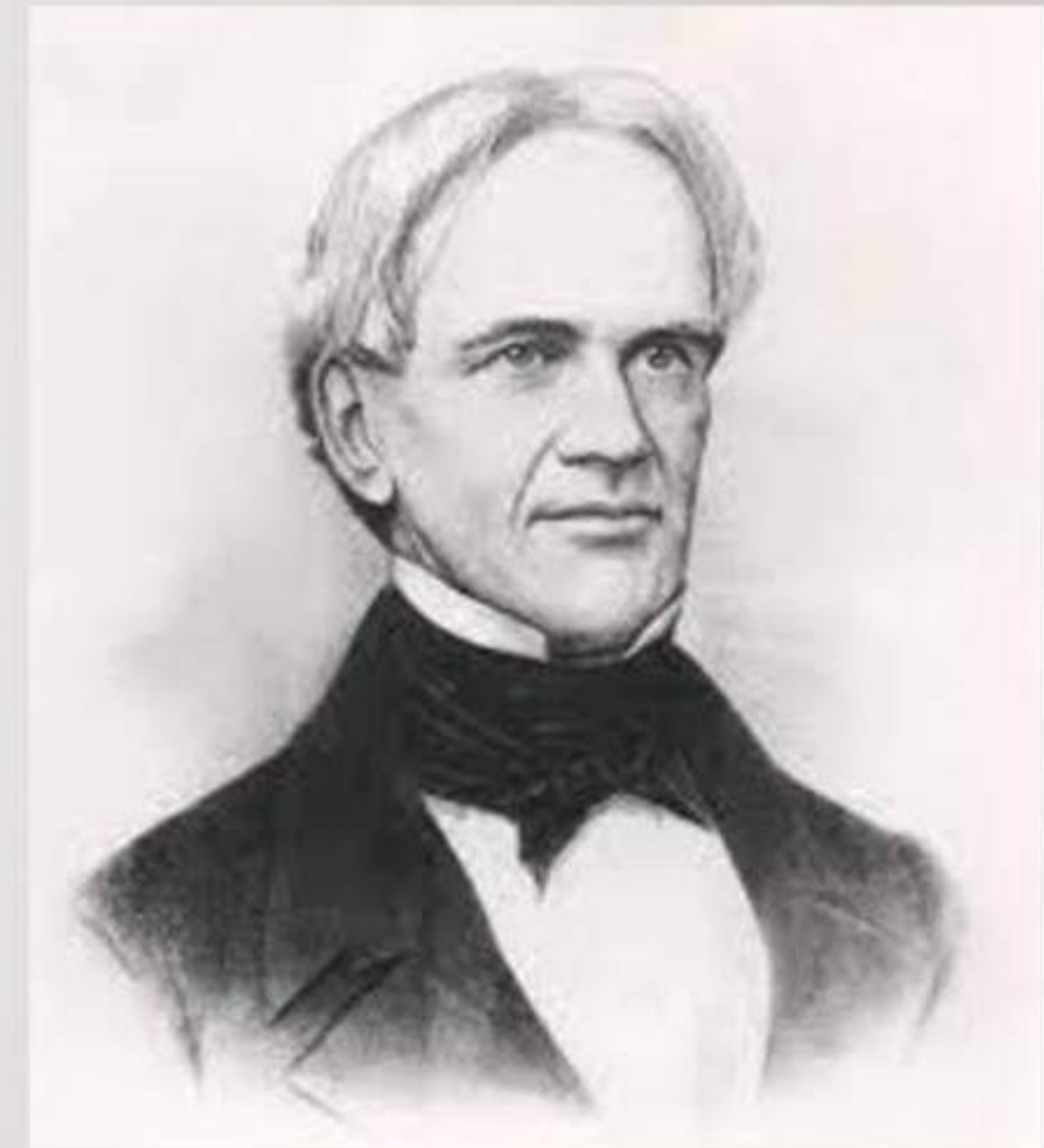


WHY IS CRT BEING TARGETED?

I. A BRIEF HISTORY

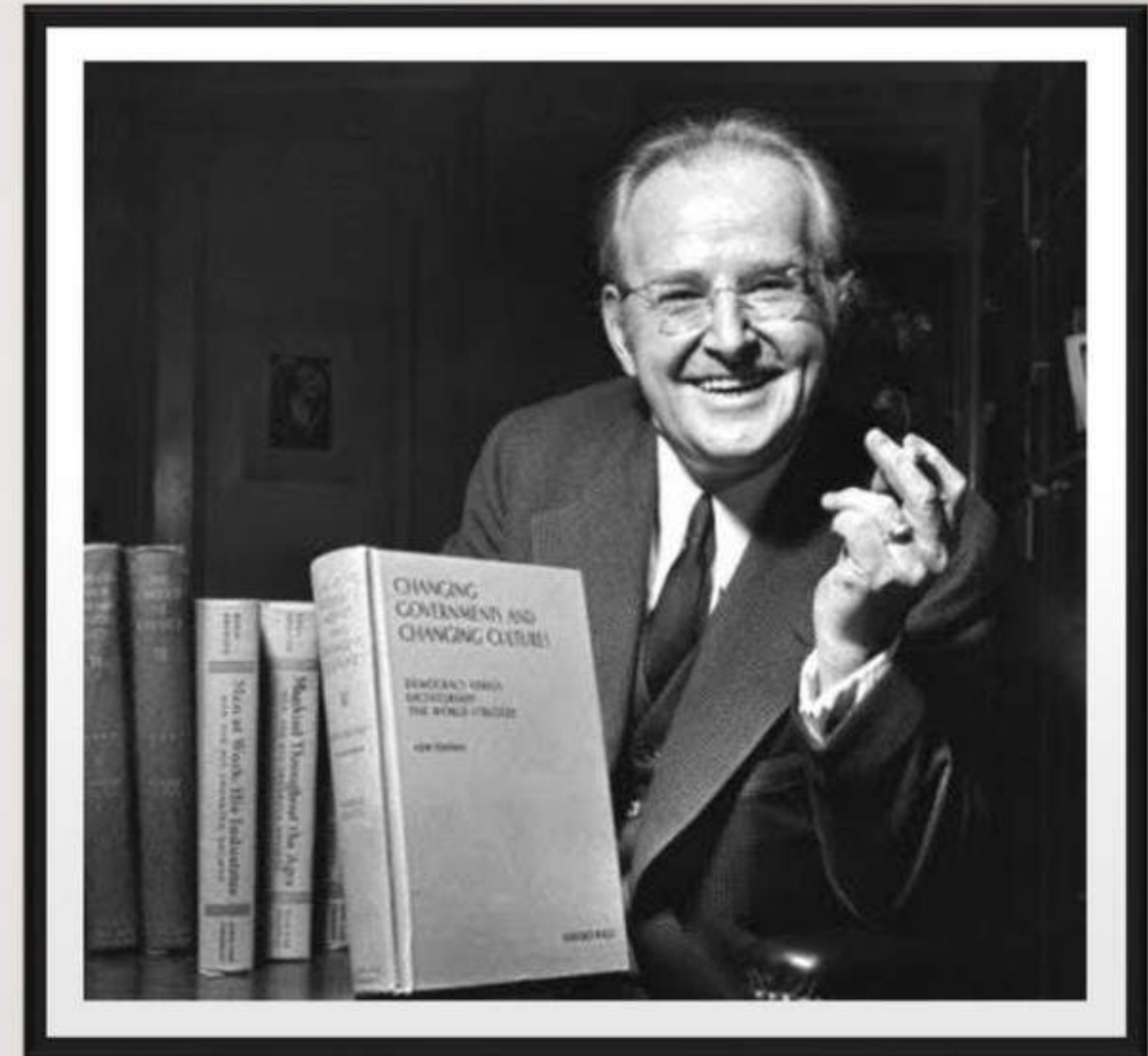
HORACE MANN

- *“Thus, may all the children of the Commonwealth receive instruction in the great essentials of political knowledge...for discovering new truths, and for discarding, instead of perpetuating, old errors; and thus, too, will that pernicious race of intolerant zealots, whose whole faith may be summed up in two articles, that they, themselves, are always infallibly right, and that all dissenters are certainly wrong, be extinguished, extinguished, not by violence, nor by proscription, but by the more copious inflowing of the light of truth.”*
- Period of revolutionary social transformations in the 19th Century that included early versions of public schools



HAROLD RUGG

- *1920s – 1940s Man and His Changing Society* centered on the development of students' "critical judgment, reflective thinking, and creative self-expression."
- Accused of **undermining patriotism, stressing "errors and evils"** in our civilization, **belittles and maligns America, debunks our great heroes of the past, and generally subversive, un-American, communist.**



MCCARTHY ERA

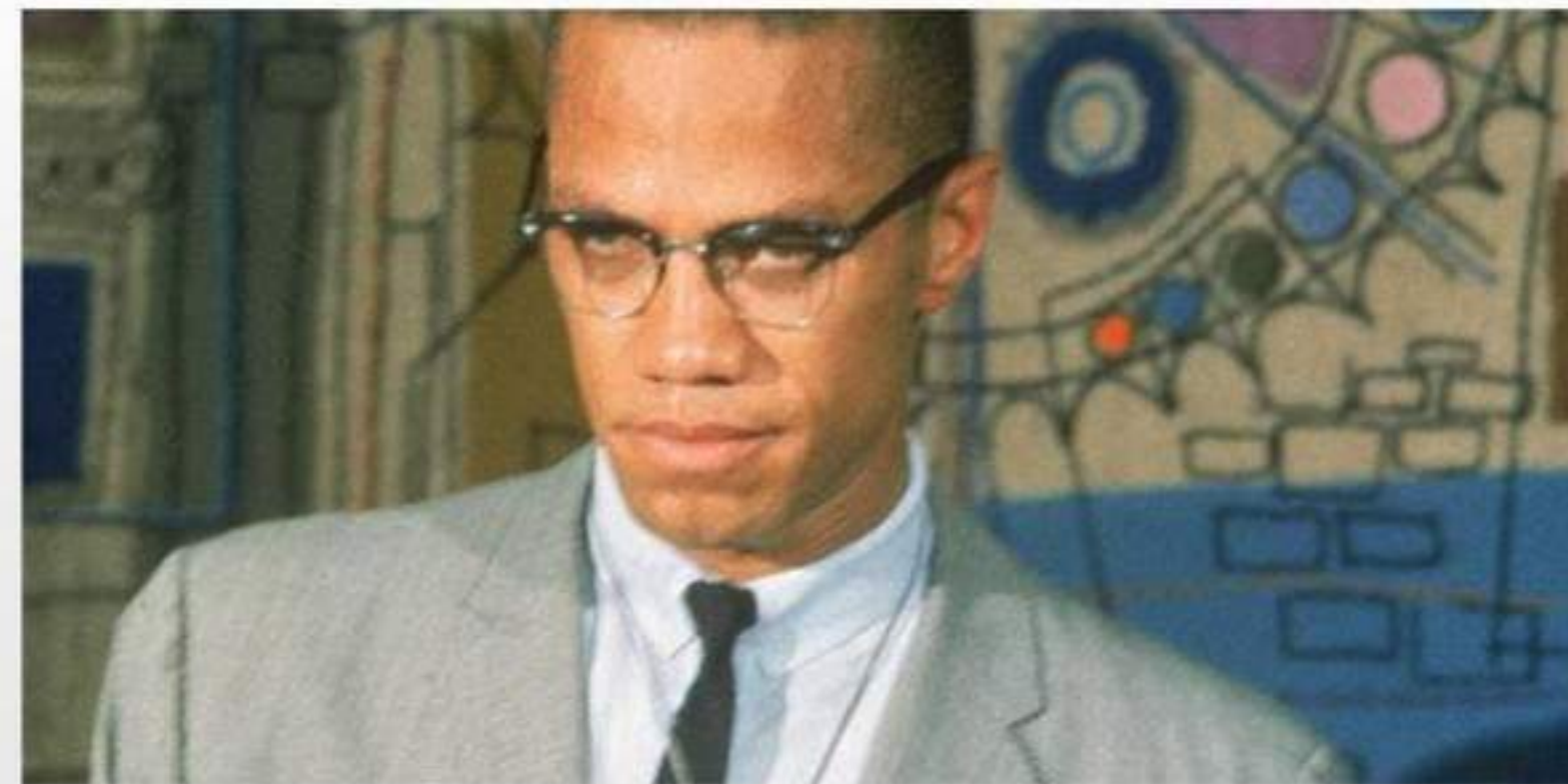
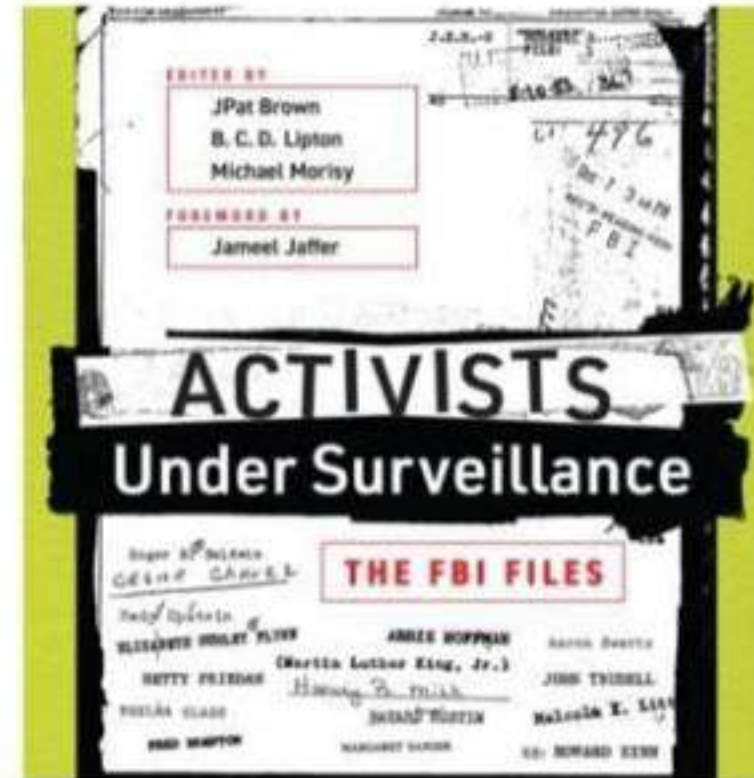
- Accusation that “school children were being poisoned by the pernicious influence of socialism and communism” and by “traitors in the classroom”
- Teachers had to sign “loyalty oaths” and avoid discussing “controversial” issues or were dismissed.



BROWN V. BOARD, CIVIL RIGHTS, WAR ON POVERTY



CIVIL RIGHTS



- FBI's surveillance of activists such as Martin Luther King, Malcolm X, and Cesar Chavez (suspected communists)

SEX EDUCATION

- General consensus on teaching children “the facts of life,” openly and honestly.
- Richard Nixon seized the moment, declaring that as long as he was in the White House, there would be “no relaxation of the national effort to control and eliminate smut from our national life.”

The substance of the crisis was almost entirely invented. A widely distributed 1968 pamphlet, for instance, asked: “Is the School House the Proper Place to Teach Raw Sex?” Liberals protested that the facts were being distorted: teachers *weren't* stripping in the classroom, having sex in front of their students, or encouraging homosexuality.

Yet the facts weren't what mattered. Culture war, as the right had learned, could thrive on conspiracy theories and half-truths — what mattered wasn't facts, but *fear*. As the pamphlet's authors, Gordon Drake and James Hargis, put it: “If the new morality is affirmed, our children will become easy targets for Marxism and other amoral, nihilistic philosophies.”

POWELL MEMO



- 1971 “*The American System Under Broad Attack*”
- “We have seen the civil rights movement insist on rewriting many of the textbooks in our universities and schools.....a return to a more rational balance is needed”.
- To counter the “Communists” and “New Leftists” found in college campuses, the media, intellectual journals, and other outlets, Powell called for **funding of conservative think tanks and increased political involvement by corporations.**

SOUTHERN STRATEGY



- “You start out in 1954 by saying, ‘*****’, *****’, *****’. By 1968 you can’t say ‘*****’—that hurts you, backfires. So you say stuff like, uh, forced busing, states’ rights, and all that stuff, and **you’re getting so abstract now, you’re talking about cutting taxes, and all these things you’re talking about are totally economic things and a byproduct of them is, blacks get hurt worse than whites...** ‘We want to cut this,’ is much more abstract than even the busing thing, and a hell of a lot more abstract than ‘*****’, *****!’ ” *Lee Atwater, strategist for Presidents Ronald Reagan and George Bush Sr.*

SOUTHERN STRATEGY



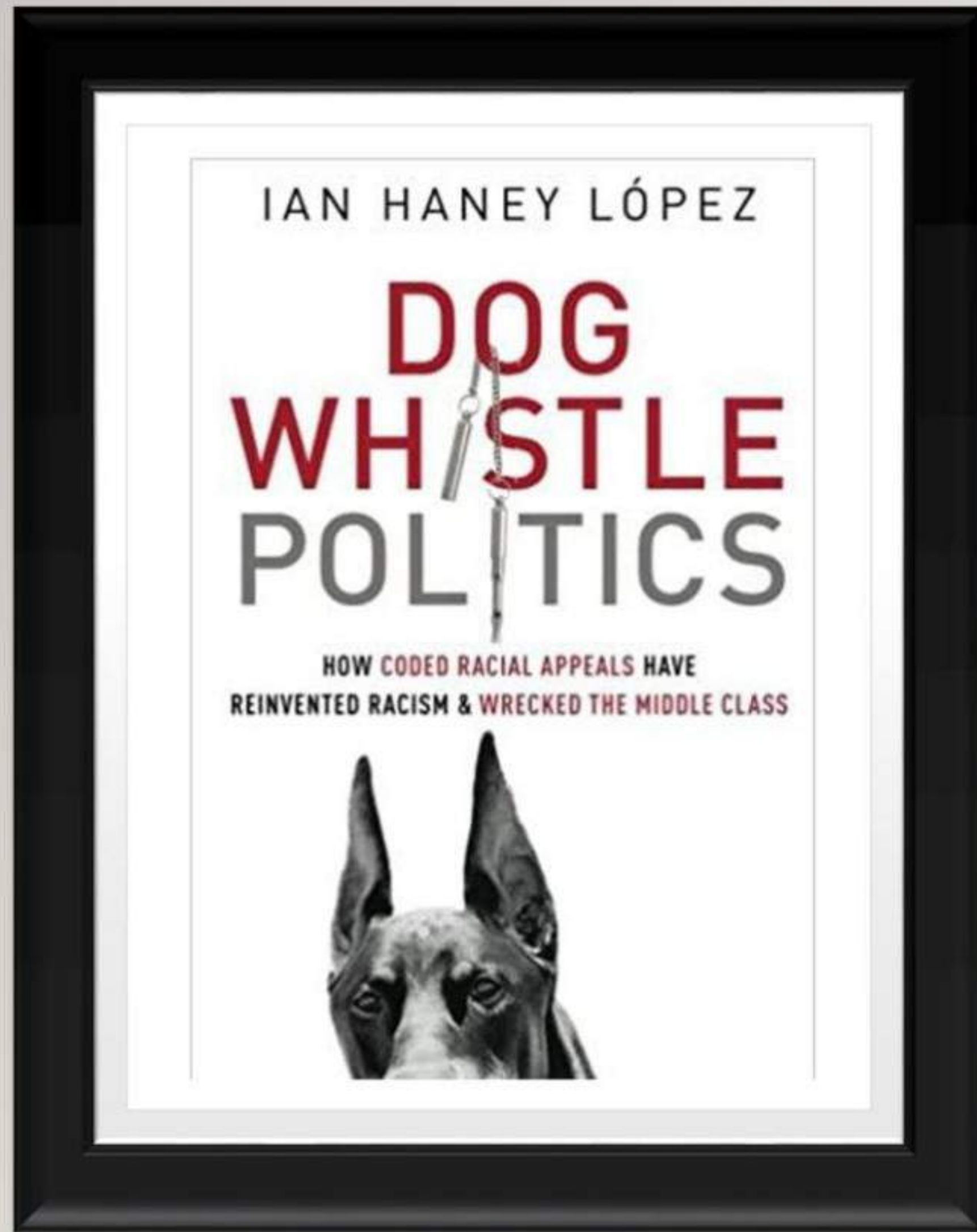
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SOUTHERN STRATEGY= CORE NARRATIVE

1. Fueling fear and resentment of people of color;

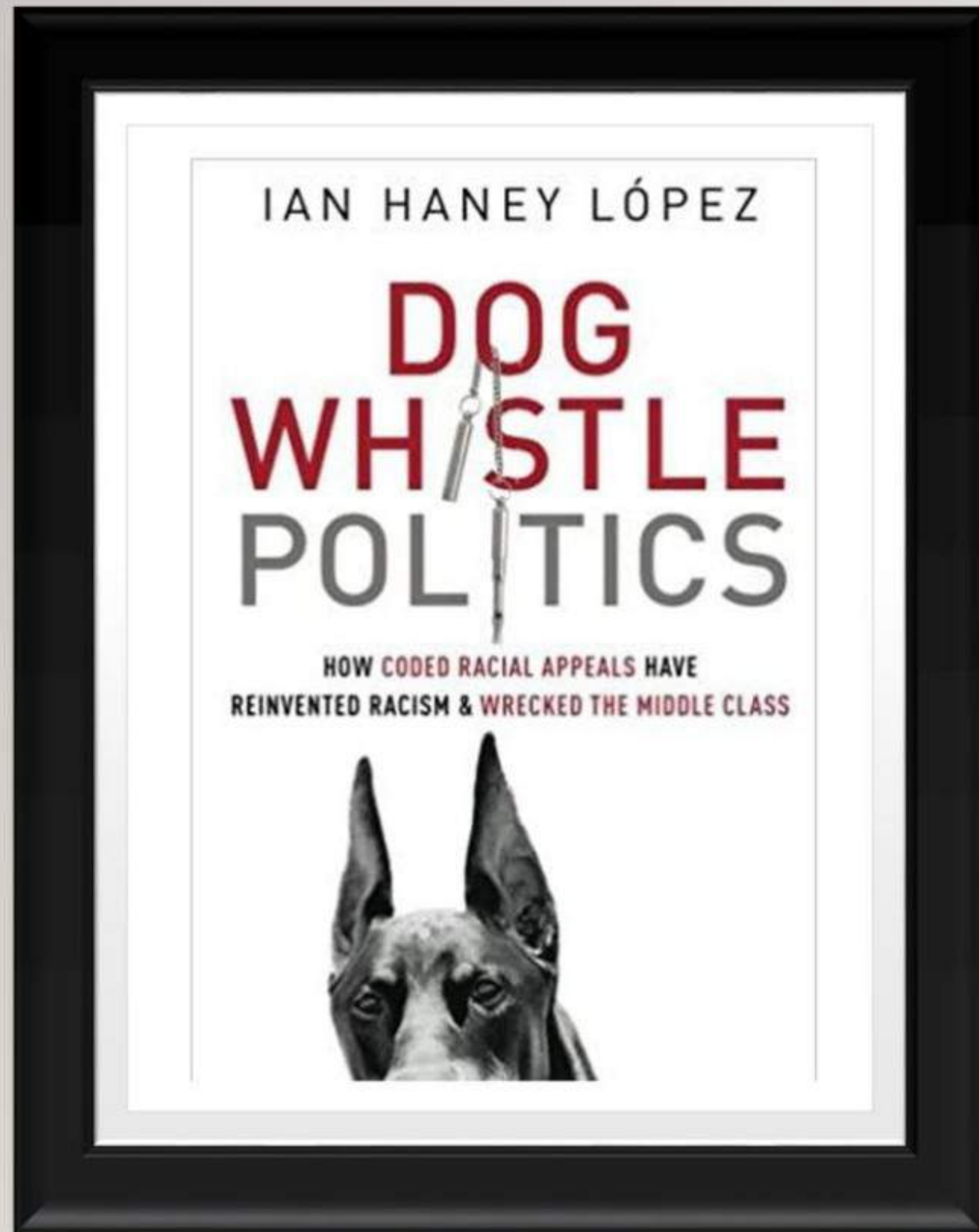
2. Distrust of government;

3. Trust of free market approaches.



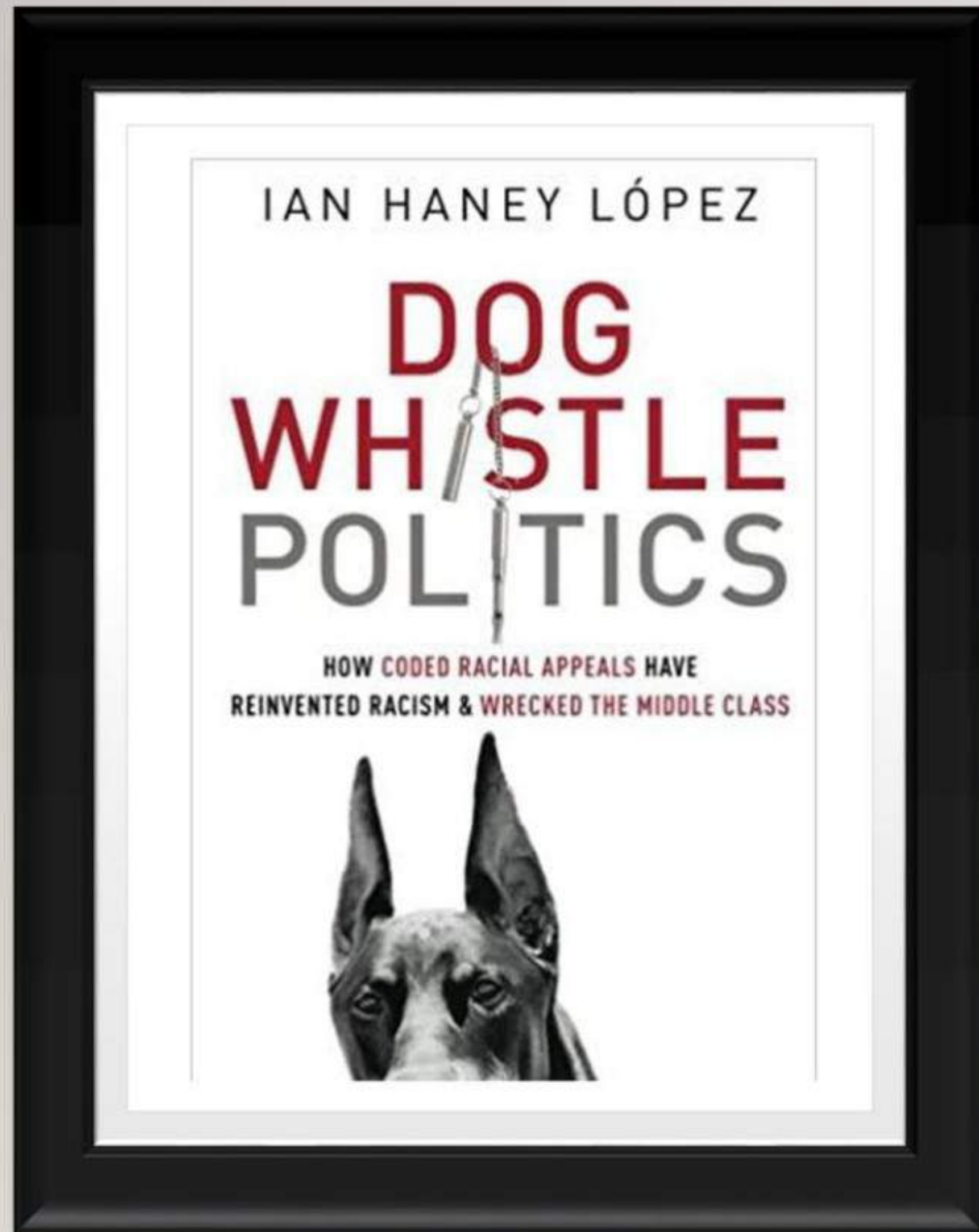
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FUELING FEAR AND RESENTMENT OF PEOPLE OF COLOR

 **Christopher F. Rufo** ✂️🔒 @realchrisrufo

SCOOP: At least 25 public school districts in 12 states are now teaching "Not My Idea," a book that claims "whiteness" is the devil, luring children with the promise of "stolen land [and] stolen riches."

Critical race theory is driving public education—and must be stopped.





EDUCATION

A Guide To Long-Term Strategic Thinking For Parents Who Oppose CRT In Schools

Parents fighting critical race theory are making a fundamentally flawed assumption: That the government entities to which they appeal are responsive to them.



By Joy Pullmann

AUGUST 3, 2021

Following a wave of parent outrage at finding their children's public schools pushing racism under the guise of antiracism this past school year, states have begun to ban the ideology. Parents are engaging with local school boards all across the country, demanding they stop teaching racial division and start educating children. The outrage is not just among Republicans, **but also** Independent and even Democrat voters, making Democrats nervous enough that the Biden administration recently **pretended** to backtrack.

DISTRUST OF GOVERNMENT

TRUST FREE MARKET

← → ↻ 🏠 heritage.org/education/commentary/most-parents-and-teachers-are-done-critical-race-theory 📄 ☆

of citizenship, not CRT.

The survey asked, "Some schools are choosing to teach that in America, systems of authority structurally prevent minority students from achieving the American Dream. Do you believe this should be taught?"

That's a key idea in CRT—that the fabric of our society is fundamentally torn by race. Despite claims to the contrary, CRT doesn't seek to tell U.S. history, warts and all. It's a Trojan horse that distracts our focus from real social discrimination, like public school redlining. Redlining is common in urban areas, denying parents school choice and equal opportunity. This discriminatory practice forces students to attend failing schools because they live in a ZIP code without choice in education.

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Instead of learning CRT, students should know how their own schools measure up and whether or not they are allowed to seek a better education elsewhere. As of 2017, [only 19 states](#) allowed intradistrict public school choice, which means letting students attend school anywhere in the district.

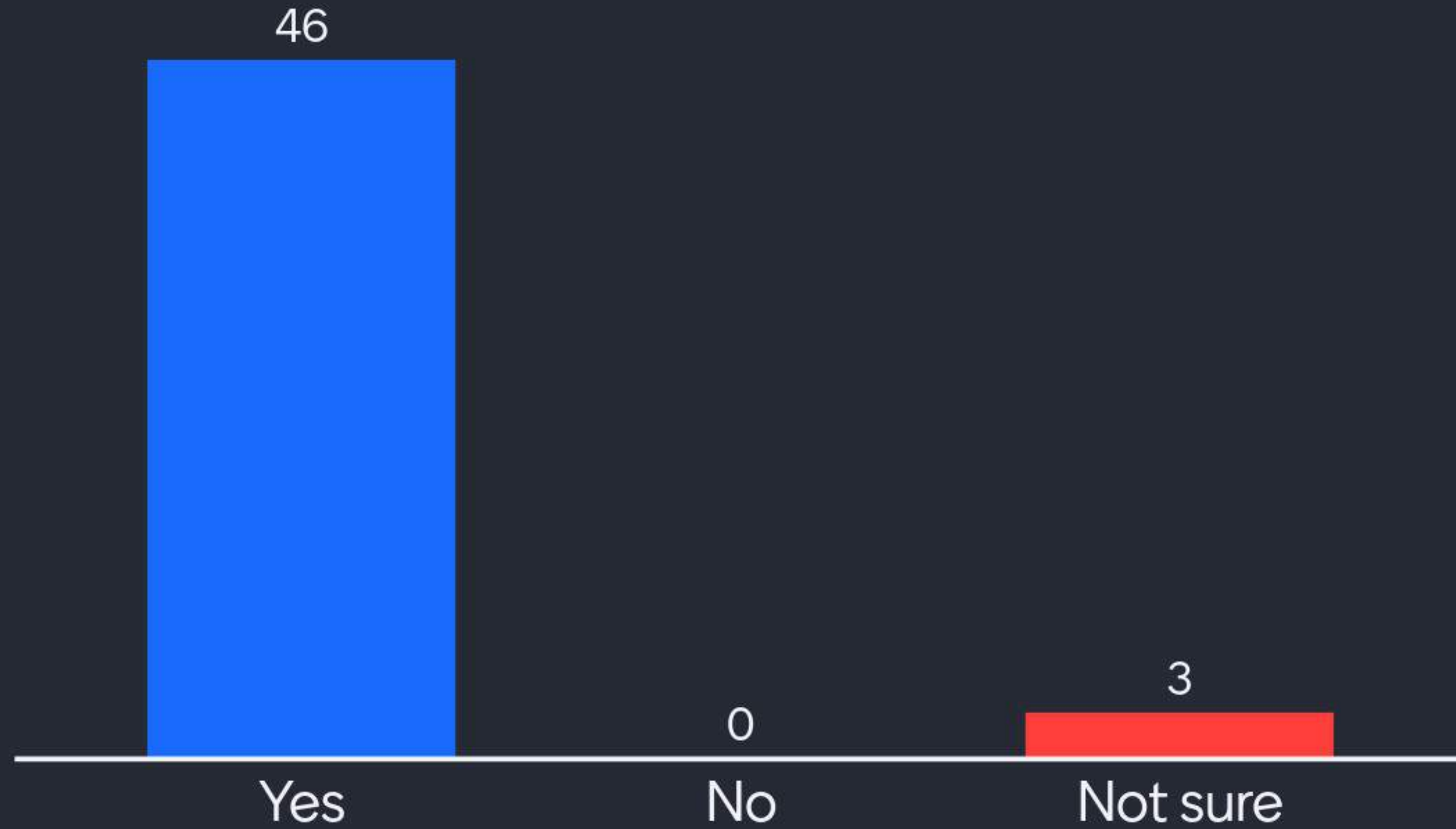
Chalkbeat

TEACHING & CLASSROOM

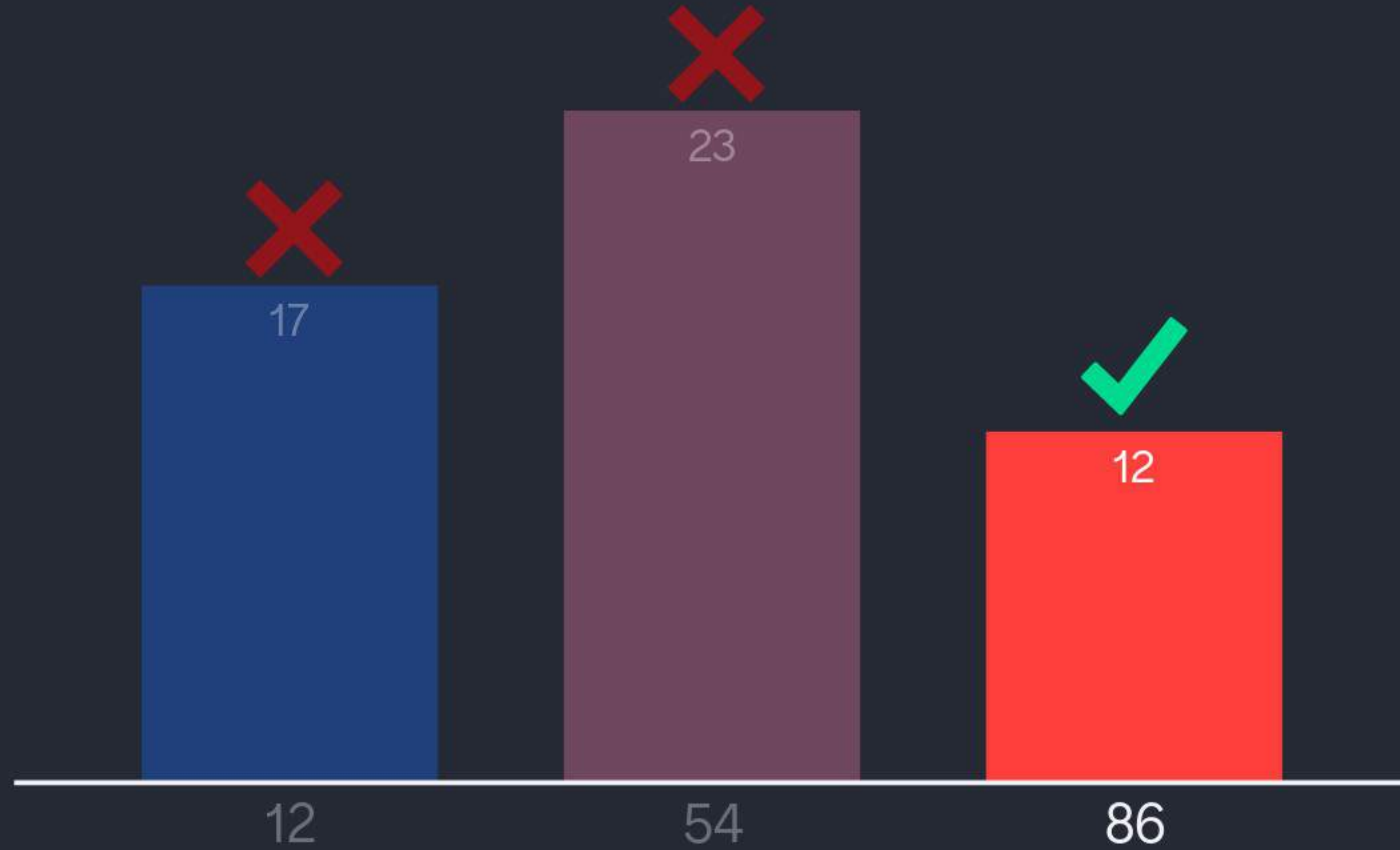
Efforts to restrict teaching about racism and bias have multiplied across the U.S.

By [Cathryn Stout](#) and [Gabrielle LaMarr LeMee](#) | Updated Jul 22, 2021, 1:12pm EDT

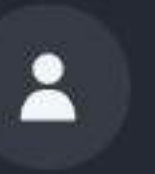
Should teachers teach about race and racism in K-12 classrooms?



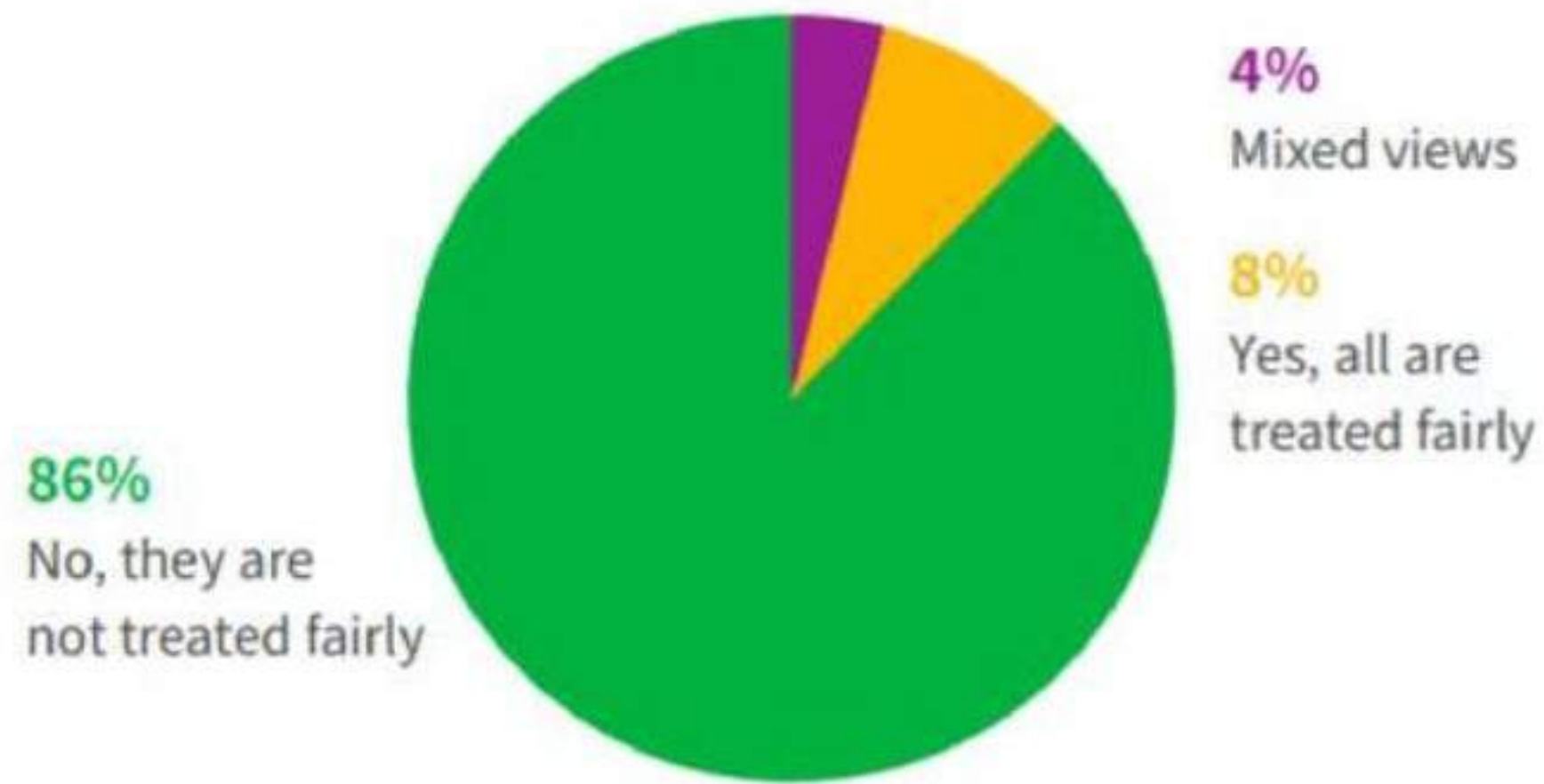
What % of children ages 6-11 think people in the US are treated unfairly based on race?



Leaderboard



DO YOU THINK PEOPLE OF DIFFERENT RACES ARE TREATED FAIRLY IN THIS COUNTRY?



- “ I do not think that different races are treated fairly in this country because, I can see just by looking around, that not as many people of color are hired to work in the government, and sometimes store owners or workers might treat a person of color differently or call them names.
GIRL, 11, ASIAN, JAN 2021

- “ I don't think people get treated the same. One day I went to do laundry with my mom and the white guy yelled at her for no reason. He told her she couldn't sit at his laundry table. I was scared. Mom told the bad guy we lived in a free world.
BOY, 8, BLACK/AA, JAN 2021

- “ I heard some of the names of the people who died bc of racism, and there were, I saw, all of the people carrying signs and yelling black lives matter, no justice, no peace, things like that.
BOY, 10, NATIVE HAWAIIAN OR PACIFIC ISLANDER, JUNE 2020

- “ No, I don't. I see on the news how some black people are treated and sometimes when I go to the store with my mom, I see how some people from a different race treat black people.
GIRL, 7, BLACK/AA, JAN 2021

- “ No, I see the way people of non-white ethnicity are treated differently.
BOY, 11, WHITE, JAN 2021

CHILDREN ARE AWARE OF RACE AND RACISM FROM AN EARLY AGE

- Children are keenly aware of negative stereotypes from a very young age that can prevent a sense of belonging and undermine academic achievement.
- Negative biases and stereotypes can have profoundly negative effects on numerous outcomes for all students.
- Evidence points to a need to help youth to interact cognitive biases they may form based on stereotypes.
- To counter these negative outcomes, research points to the robust positive effects from interventions explicitly promoting social belonging.

Baron & Banaji, 2006

Marks et al., 2020

McKown & Weinstein, 2003

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WHY IS THIS IMPORTANT?

- While parents are an important source of racial/ethnic socialization for youth, educators play a fundamental and influential role. (Priest et al., 2014)
- This is particularly important since many families, particularly those who are White, do not engage in discussions of race, racism, and stereotypes with their children. (Loyd & Galperin, 2014)
- Ignoring students' awareness of race, racism, and stereotypes leads to increased prejudice. (Priest et al., 2014)

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In a few words, why have we seen an increased focus on equity in education?

More activist movements

Realizing the different needs of students

because of recent activist movements and awareness

social media exposure

The strange riots around cities

More ppl are becoming aware of it and bringing it to light

The Browning of America

Internet

There is an increase in visible social inequity due to things like social media so it is important to talk about



In a few words, why have we seen an increased focus on equity in education?

Increased mass media accessibility to general population

Failure of colorblind approach, increased public scrutiny of policing

increased awareness

Increased awareness of racism

Because of current events of the last few years

Lack of change

increased media exposure

Killing of George Floyd & pandemic shined a light on it

Achievement gap still exists



In a few words, why have we seen an increased focus on equity in education?

Demographic shifts

Growing awareness of racism and how people are treated as well as interracial families

People have become more vocal via social media

Increased election of individuals from underrepresented populations to government (e.g., Congress)

increased awareness

How we can change systemic racism?

Better awareness of inequities

social media

higher commitment socially to equity



In a few words, why have we seen an increased focus on equity in education?

increased disparities in society and polarization of groups in society

racism more public in media and politics

Increased awareness of racism

Awareness and advocacy for DEI due to George Floyd.

Previous US administration promoted racism, George Floyd's death

Buas

lack of understanding how to support diverse students

fixed mindset

Administration/policies.



In a few words, why have we seen an increased focus on equity in education?

The push for students to never have to face failure

Deficit-based thinking

Cognitive overload

All misconceptions about effectiveness of schools

accountability pressure

funds of knowledge/identity

interdependent values

strength

Personalized learning



WHY THE RISE IN DEMAND OF CURRENT K-12 EFFORTS?

1. Robust body of scholarship pointing to the fact that educators usually lack the specific **knowledge** and **skills** needed to address achievement disparities in educational **contexts**. (see López, 2017; Kumar & Hamer, 2013; Valenzuela, 2016)
 2. Response to mounting racial tensions, particularly after the murder of George Floyd.
- Collectively—the dearth of educators with **essential knowledge** and skills, and the watershed moment to respond to these disparities—are both factors in the increased efforts we're seeing in schools.

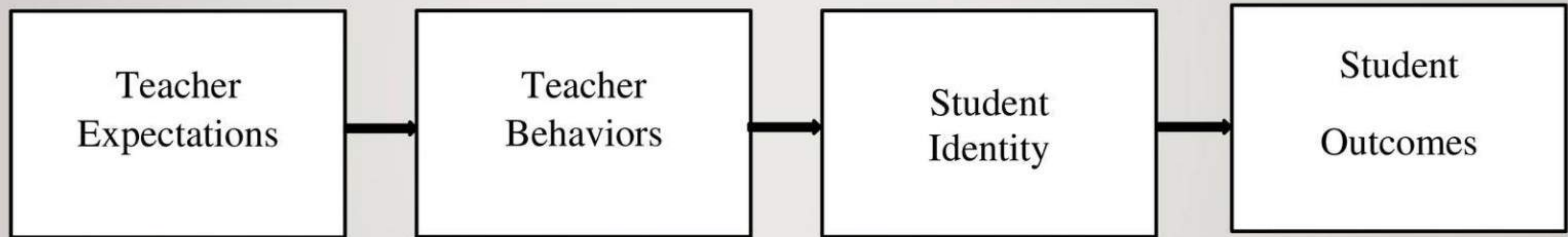
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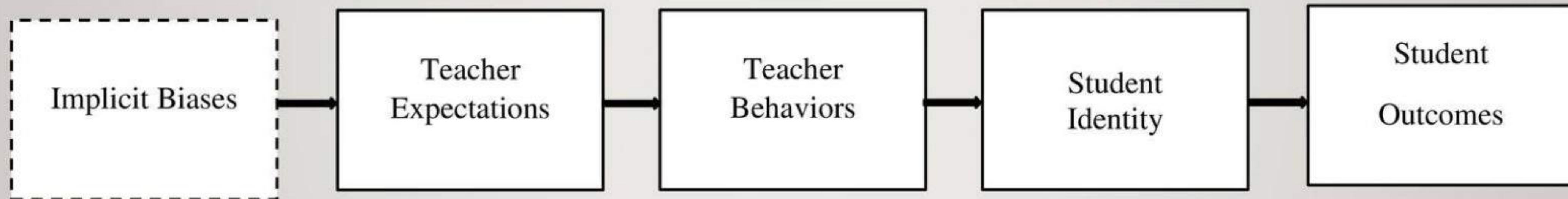
WHAT ESSENTIAL KNOWLEDGE MUST EDUCATORS HAVE?



What interferes with teachers' expectations?



WHAT ESSENTIAL KNOWLEDGE MUST EDUCATORS HAVE?



HOW DO WE ADDRESS IMPLICIT BIASES?

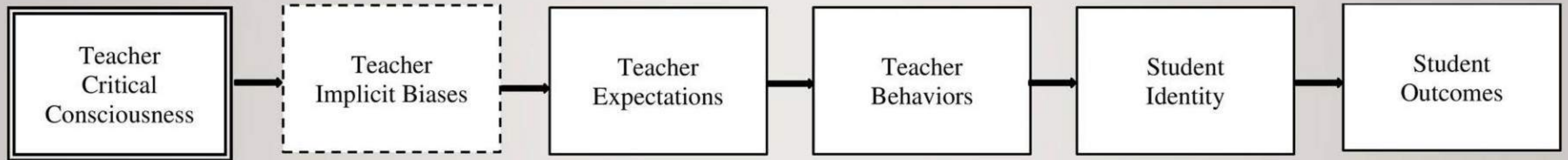
How the new season of Sesame Street stands up against racial hatred

Despite the show being 'apolitical', forthcoming episodes aim at showcasing the importance of diversity and cultural togetherness



-
- Perpetuating the notion that educators do not “see color” (Marx & Larson, 2012) sustains racism in schools and society at large.

WHAT ESSENTIAL KNOWLEDGE MUST EDUCATORS HAVE?



Kumar & Hamer, 2013

López, 2017

Stephens, Rubie-Davies, & Peterson, 2021

ESSENTIAL
KNOWLEDGE =
CRITICAL
CONSCIOUSNESS

1. the understanding of the historical context of marginalized students;
2. the discrepancy between whose experiences are validated in classrooms and whose are not; and
3. the ways the curriculum in schools serves to replicate the disparities in society.

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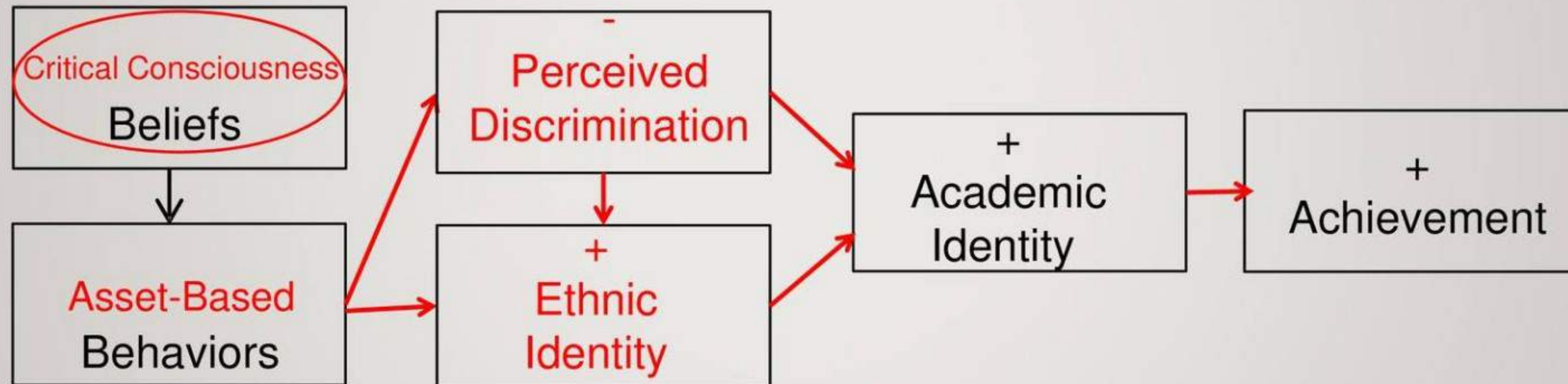
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EVIDENCE ON THE BENEFITS AND LIMITATIONS OF EDUCATORS DEVELOPING THIS KNOWLEDGE

TEACHERS

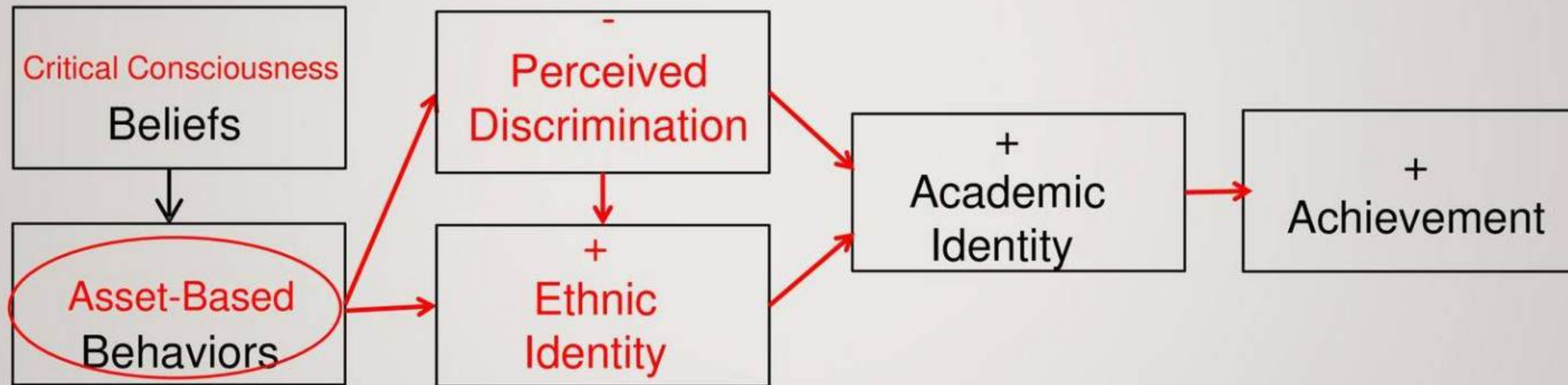
STUDENTS



EVIDENCE ON THE BENEFITS AND LIMITATIONS OF EDUCATORS DEVELOPING THIS KNOWLEDGE

TEACHERS

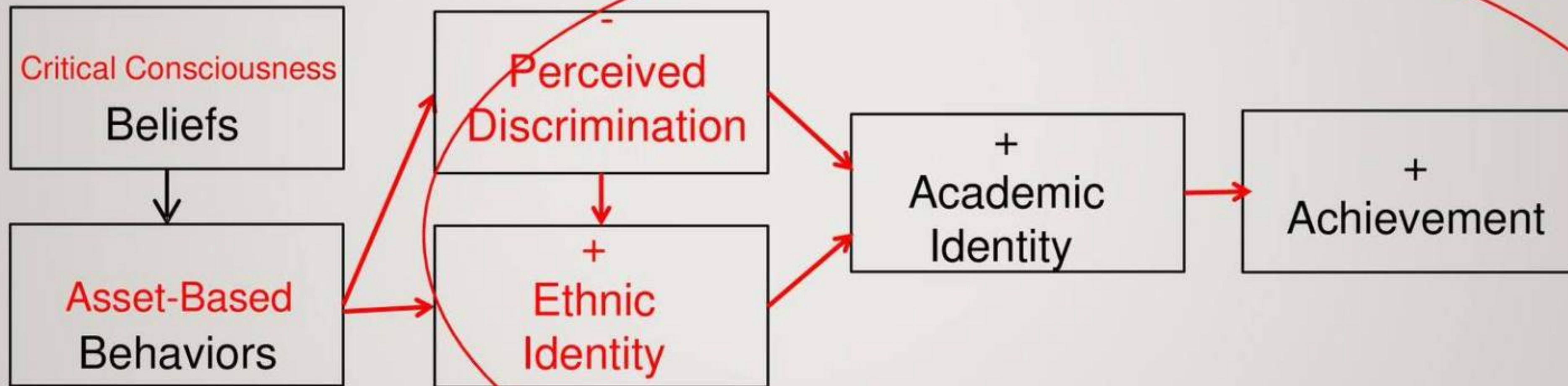
STUDENTS



EVIDENCE ON THE BENEFITS AND LIMITATIONS OF EDUCATORS DEVELOPING THIS KNOWLEDGE

TEACHERS

STUDENTS



ASSET-BASED PEDAGOGY

- *multicultural education* (Banks, 1993)
- *ethnic studies* (Sleeter, 2011)
- *bilingual education* (Cazden & Leggett, 1981)
- *critical bicultural pedagogy* (Darder, 1991)
- *cultural synchronization* (Irvine, 1990)
- *multicultural education* (Banks, 1993)
- *culturally relevant pedagogy* (Ladson-Billings, 1995a, 1995b)
- *cultural connectedness* (Irizarry, 2007)
- *culturally sustaining pedagogies* (Paris, 2012)
- *critical culturally sustaining revitalizing pedagogy* (McCarty & Lee, 2014)
- *funds of knowledge* (Gonzalez, Moll, & Amanti, 2004)
- *youth participatory action research* (Camarota, 2017)
- *dual language* (López & Santibañez, 2018)

CRT ELEMENTS IN CURRENT K- 12 EFFORTS

Asset-based pedagogy in practice and policy are **not CRT** but share CRT's aim to

1. understand the sources of longstanding racial disparities in education and
2. create the conditions for access to learning opportunities in schools

WHAT DOES THE EVIDENCE SAY?

ASSET-BASED POLICIES



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ASSET-BASED PRACTICES



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WHAT KINDS OF OUTCOMES DO WE SEE AMONG STUDENTS?

- Academic self-concept
- Ethnic identity
- Curiosity
- Self-direction
- Motivation to learn about others

(e.g., López, 2017; López et al., 2021)

Ask me anything

18 questions
0 upvotes



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