Critical Race Theory, Social Emotional Learning, and CASEL

Objective:

To educate our stakeholders through researched-based, peer-reviewed articles on Critical Race Theory and Social-Emotional Learning while providing additional resources for stakeholders wanting to research beyond the scope of this presentation.

Critical Race Theory

A Definition:

Critical race theory (CRT) is a form of race-based oppositional graduate-level scholarship that challenges Eurocentric values. CRT explores how white supremacy affects what people of color have experienced and still continue to experience, which is seen as affecting both equality and their personal freedom.

As a theoretical framework, critical race theory examines the unequal and unjust distribution of power and resources along political, economic, racial, and gendered lines. Critical race theory is an outcome of a legal system seen as racist and was established as a means for challenging dominant systems of racial oppression.

Sources:
Bergerson (2003)

Wiseman, A. M., Vehabovic, N., & Jones, J. S. (2019)

Tenets of Critical Race Theory

1) **Racism is the Norm:** CRT holds that racism is not abnormal but is so common that it is unrecognizable to most of us. Racism is embedded in systems such as our legal and educational institutions.

Source:
Duncan, K. E. (2020)

Tenets of Critical Race Theory

2) **Intersectionality:** Intersectionality is the idea that racial identity often intersects and is inextricably linked with other subordinated identities such as gender, class, religion, ability/disability, sexual orientation, and forms of oppression (for example, sexism, homophobia, ableism, etc.) to influence people's lived experiences.

Source:

McCoy, D.L. and Rodricks, D.J. (2015)

Tenets of Critical Race Theory

3) **Interest Convergence Theory:** This is the theory that policies and practices focused on helping and supporting minority or underrepresented populations are in actuality prioritized only because they also benefit and align with the interests of dominant, white culture. Furthermore this theory, grounded in Marxist theory, states white people will only tolerate and support actions and policies in advancing equality with minorities as long as their own interests and positions benefit more and are not threatened or challenged.

Sources:

Bhopal, K. (2020)

Theune, F. L., Braddock, J. H., & Dawkins, M. P. (2020)

Tenets of Critical Race Theory

4) **Experiential Knowledge (Counterstorytelling):** Counterstorytelling provides a narrative to minority voices through stories that may go against, or even contradict the dominant narrative, standardized methodologies, theories, and ideologies embraced by the majority.

Source:
Maraj, L. M. (2021).

Tenets of Critical Race Theory

5) **Whiteness as Property:** This is the idea that whites use their racial status to enjoy certain rights and privileges and actively reap the benefits of unearned privileges linked to their race.

Source:
Majors, A. T. (2019).

Tenets of Critical Race Theory

6) **Critique of Liberalism:** CRT asserts that liberalism promotes color-blind, meritocratic, and race-neutral policies which promote false hopes of equal opportunity and incremental progress.

Source:
Delgado, R., & Stefancic, J. (1993).

Tenets of Critical Race Theory

7) **Commitment to Social Justice:** CRT has an inherent agenda to eliminate all forms of subordination including race, gender, class, language, and generation.

Source:

Closson, R. B. (2010).

Social and Emotional Learning (SEL)

What is it (beyond the acronym)?

"SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions."

"SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities."

Source: https://casel.org/fundamentals-of-sel/

Social-Emotional Learning (SEL)

Source: https://casel.org/fundamentals-of-sel/

Original CASEL SEL Framework

CASEL is the Collaborative for Academic, Social, and Emotional Learning. The CASEL Wheel encompasses five competency areas for Social and Emotional Learning:

1. Self-Awareness
2. Self-Management
3. Responsible Decision-making
4. Relationship Skills
5. Social Awareness

***We utilize all five of these competencies with our SEL programs and curriculum.

Source:
[What is the CASEL Framework?](#)

A Shift in CASEL-New Area of Focus

Transformative SEL

"Transformative SEL" is a process whereby young people and adults build strong, respectful, and lasting, relationships that facilitate co-learning to critically examine root causes of inequity, and to develop collaborative solutions that lead to personal, community, and societal well-being.

This new component of SEL is aimed at redistributing power to more fully engage young people and adults in working toward just and equitable schools and communities. It emphasizes the development of identity, agency, belonging, curiosity, and collaborative problem-solving within the CASEL framework.

We DO NOT use transformative SEL at JCSD #1

Source: https://casel.org/fundamentals-of-sel/how-does-sel-support-educational-equity-and-excellence/transformative-sel/

3 CASEL Articles about Transformative SEL

Read more:

[Transformative SEL: Toward SEL in Service of Educational Equity and Excellence (2019)](). This article first introduced Transformative SEL with a focus first on race and ethnicity.

[Equity and Social and Emotional Learning: A Cultural Analysis (2018)](). This brief explored the alignment between equity and SEL, eventually informing the updated definition of SEL in 2020.

[Transformative Social and Emotional Learning: In Pursuit of Educational Equity and Excellence.]() This article describe the focal constructs of *identity, agency, belonging, collaborative problem-solving,* and *curiosity.*

Source: https://casel.org/fundamentals-of-sel/how-does-sel-support-educational-equity-and-excellence/transformative-sel/

Vetting, Transparency, Local Control

Recommendation:

All curriculum and curriculum resources will be vetted according to state standards through a transparent process in which stakeholders will know what is being taught in the classroom. The school board takes an active role in monitoring and approving curriculum and resources (Policy IF).

See also Policy IMP- Teaching About Controversial/Sensitive Issues

Resources Used with Links

For additional information see:

[CRT, SEL, and CASEL Presentation Resources](#)