

Table 1.3 Comparison of Ladson-Billings, Gay, and Hammond's Views of CRT

Educator	CRT Goals	Teachers' Actions
Ladson-Billings	<ul style="list-style-type: none"> • Empower students intellectually, socially, emotionally, and politically. • Develop sociocultural consciousness and caring for students. • Foster students' sense of cultural competence and the relationship between home/ community and school culture. 	<ul style="list-style-type: none"> • Encourage academic success and cultural competence. • Help students to recognize, understand, and critique current social inequities.

Educator	CRT Goals	Teachers' Actions
Gay	<ul style="list-style-type: none"> • Use the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant and effective. • Look closely at what all students bring to their learning. • View culture as an asset, which can be used effectively to enhance academic and social achievement. 	<ul style="list-style-type: none"> • Restructure attitudes and beliefs. • Understand resistance to CRT. • Center culture and difference. • Establish pedagogical connections.
Hammond	<ul style="list-style-type: none"> • Focus on the impact of CRT on the brain and learning; the brain seeks to minimize social threats and maximize opportunities to connect. • Couple all new information with existing funds of knowledge in order to be learned. • Ensure that cultural knowledge serves as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing. 	<ul style="list-style-type: none"> • Use stories, music, and repetition to connect to students and build intellectual capacity. • Consciously work to make sure that all students feel included and valued. • Develop a sociopolitical consciousness. • Create student-teacher relationships and social-emotional connections to students.