

The CLEAR Model



Cultural

Emphasizes the human purpose of what is being learned and its relationship to the students' own culture.



Learning

Encourages students to make choices in content and assessment methods based on their experiences, values, needs, and strengths.



Equitable

Respectful learning environments in which students racial and ethnic diversity is valued and contributes to successful academic outcomes.



Achievement

Includes multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time.

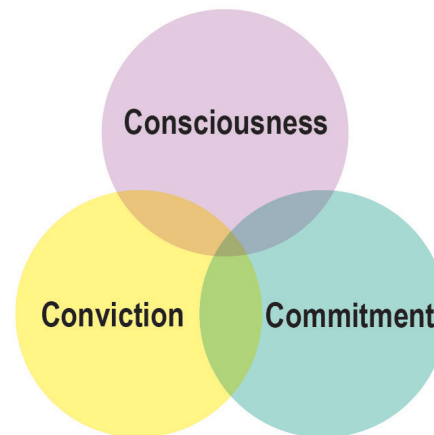


Responsive

Through positive relationships, rigorous learning experiences are created involving higher order thinking and critical analysis used to address relevant, real(ness) world issues in an action-oriented manner.

PROTOCOL To Identify and Respond to the Impact of Race and Culture	
Ask questions	<ul style="list-style-type: none"> Start with self-reflection Seek various racial perspectives Inquire mindfully
Engage fully	<ul style="list-style-type: none"> Embrace discomfort Commit to ongoing conversations about race
Isolate race and culture	<ul style="list-style-type: none"> Examine the impact and intersection of race and culture Understand the social construction of race
Own where you are	<ul style="list-style-type: none"> Analyze your own racial and cultural identity Share your own racial and cultural lived experiences Investigate the role and presence of whiteness
Use what you learn to impact change	<ul style="list-style-type: none"> Identify and respond to racialized experiences Address racial and social dominance/privilege Continue to develop racial consciousness, measure conviction, and implement commitment

Adapted from AVID, Learning Forward,
Courageous Conversations, Glen Singleton, Corwin Publishing



Intercultural Innovations Incorporated

Capacity Equation

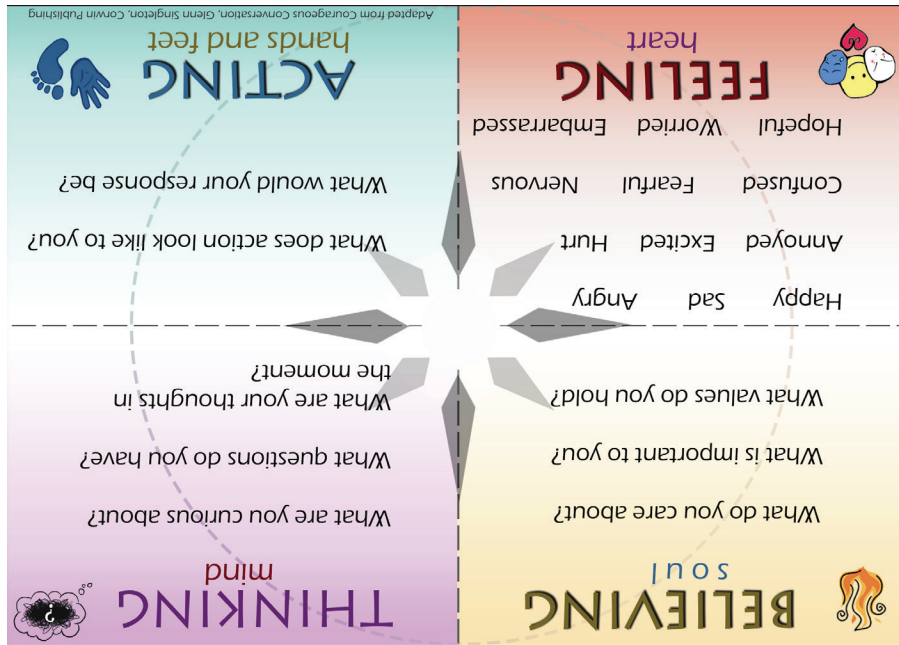
$$(K + S) \times W = C$$

Knowledge = Valued information

Skill = Ability to apply knowledge

Will = Personal investment

Capacity = Maximum aptitude



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