

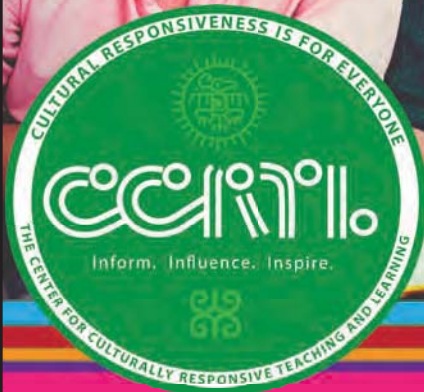


The Center for Culturally Responsive Teaching and Learning



Journey to Responsiveness  
Focus on Culture: Foundation Day One  
**LITE VERSION**

Dr. Sharroky Hollie  
[www.culturallyresponsive.org](http://www.culturallyresponsive.org)



## ABOUT OUR EXECUTIVE DIRECTOR



Sharroky Hollie, Ph. D.

Professor Sharroky Hollie is a national educator who provides professional development to thousands of educators in the area of cultural responsiveness. Since 2000, Dr. Hollie has trained over 150,000 educators and worked in nearly 2,000 classrooms. Going back 25 years, he has been a classroom teacher at the middle and high school levels, a central office professional development coordinator in Los Angeles Unified School District, a school founder and administrator, and university professor in teacher education at Cal State University. Sharroky has also been a visiting professor for Webster University in St. Louis and a guest lecturer at Stanford and UCLA.

In addition to his experience in education, he has authored several texts and journal articles. Most recently, he wrote *Strategies for Culturally and Linguistically Responsive Teaching and Learning* (2015) and contributed a chapter in the *Oxford Handbook of African American Language* (2015). Dr. Hollie's first book, *Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success* was published in 2011, followed soon thereafter by *The Skill to Lead, The Will to Teach*, co-written with Dr. Anthony Muhammad. Also, Dr. Hollie has been a contributing author with Pearson publishing in the Cornerstone and Keystone textbook series (2009), Prentice Hall Anthology (2012), and iLit e-series (2014). In 2003, he and two colleagues founded the Culture and Language Academy of Success, a laboratory school that demonstrated the principles of cultural responsiveness in an exemplary school wide model, which operated until 2013.

## Follow us.



Validateaffirm



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/Validateaffirm



validateaffirm



www.culturallyresponsive.org

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REFLECTION

Reflection Questions

REFLECTION

1. Where am I in my journey to responsiveness?
2. What is cultural and linguistic responsiveness (CLR)?
3. Why is it important for all students?
4. How does it look in the classroom?
5. What are the inequities (disproportionality) in my school, my classroom?
6. Am I a happy educator (capable and willing to give outrageous love, stretch my love)?
7. How frequently do I check my filter, question my BS, and listen to my deficit monitor?
8. How culturally connected am I to the cultures of students?
9. What is the core of my methodology?
10. What is your ethnic identity? Where does your soul resonate?

SECTION ONE: TERMINOLOGY

REFLECTION

Where am I in my journey to responsiveness?

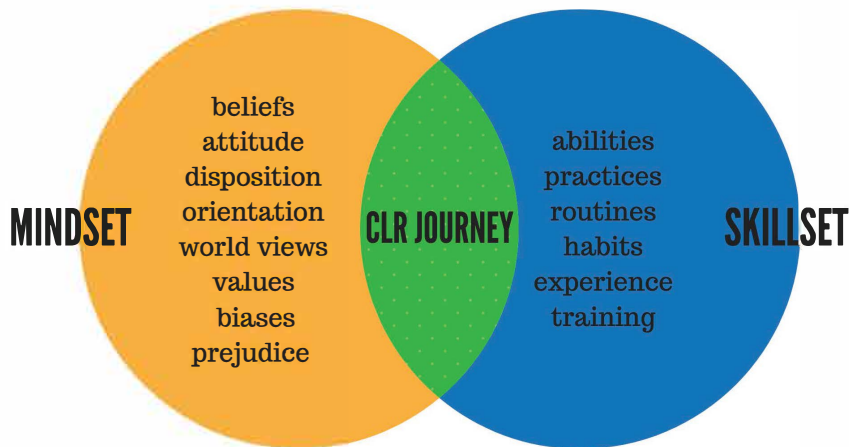
• Began when (year)	Where?
• Current	
• Future	


What is cultural and linguistic responsiveness (CLR)? Why is it Important for all students? How does it look in the classroom?



**TERMINOLOGY**  
**METHODOLOGY**  
**ANTHROPOLOGY**


**DIVING INTO**  
**POOL OF CLR**  
**ACTIVITIES**






**RESPONSIVE CLASSROOM MANAGEMENT**

- Use of attention signals strategically
- Use of protocols for responding
- Use of protocols for discussing
- Use of movement activities
- Use of extended collaboration activities




**RESPONSIVE ACADEMIC VOCABULARY**

- Tiering vocabulary words – Level 2 and Level 3
- Use of vocabulary acquisition strategies
- Use of reinforcement activities



**RESPONSIVE ACADEMIC LITERACY**

- Use of culturally responsive supplemental text
- Use of engaging read alouds
- Use of effective literacy strategies across content areas



**RESPONSIVE ACADEMIC LANGUAGE**

- Providing opportunities for situational appropriateness
- Use of sentence lifting for situational appropriateness
- Use of re-tellings for situational appropriateness
- Use of role-playing for situational appropriateness
- Using teachable moments for situational appropriateness



# SECTION ONE: TERMINOLOGY

## REFLECTION

### Goal #1 Increase Student Engagement

Do students have a sense of belonging?  Yes  No

Are students engaged pedagogically? (instruction)  Yes  No

Figure 6.1 » Slicing In Engaging Qualities Tools

**Personal Response**

How can I make multiple answers possible? What can students bring to the activity from their own lives and experiences?

**Clear/Modeled Expectations**

What do I want students to include in their answers?

**Emotional/Intellectual Safety**

How can I structure student talk to encourage different, less-obvious, or risky ideas?

**Learning with Others**

What ideas will students compare or share? How will they explain, critique, or combine one another's ideas?

**Sense of Audience**

Who (besides me and our class) would be a valued audience for this work?

**Choice**

What is another activity (or two) that would allow students to learn the same standard yet select between their activities?

**Novelty and Variety**

What can we do to make this fun, goofy, or different (in procedure, product, perspective, or place)?

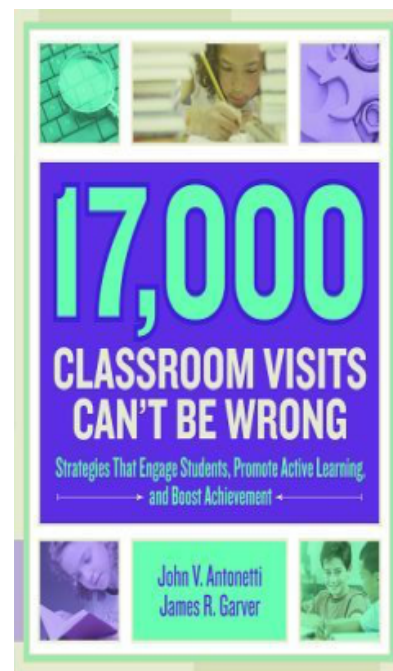
**Authenticity**

What are the obvious real-world connections? Who does this in the real world? How could we simulate the real world in the classroom? How is this represented in the news?

### Book Recommendation

**Title:** 17,000 Classroom Visits Can't Be Wrong

**Authors:** John V. Antonetti, James R. Garver





**Goal #2 Deal with Inequities**

Courage. Articulation. Safe place and space.

What are the inequities (disproportionality) in my school, my classroom?

Our students are being treated unfairly because...

**Goal #3 Give Outrageous Love**

Who needs more love?

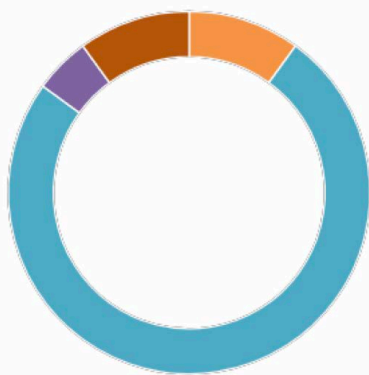
Are my heart and mind in the right place?  Yes  No

Am I a happy educator (capable and willing to give outrageous love, stretch my love?)

Simple Gestures

Excellence over Mediocrity

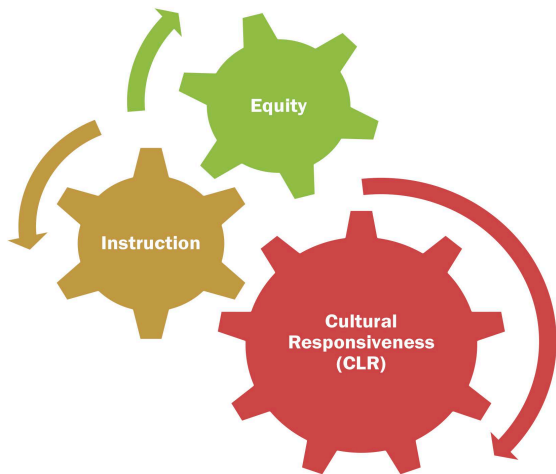
Show Love to Others



How Are You Coming to CLR?

- Natural
- In with Support
- Reluctant
- Resistant

■ Natural ■ In w/ Support ■ Reluctant ■ Resistant



Diversity, equity, and cultural responsiveness are **not** interchangeable terms.

Just because you are diverse and equitable, does not mean that you are **RESPONSIVE**.

## What *Exactly* Is **Culturally and Linguistically Responsive Teaching and Learning (CLR)**?

**CLR** is:

“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, *Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success* (2017)

**CLR** is going where the students are culturally and linguistically for the purpose of bringing them where they need to be academically.

**CLR** is the opposite of the sink-or-swim approach to teaching and learning, or traditional schooling.



**VALIDATE** Make legitimate that which the institution (academia) and mainstream media have made illegitimate culturally and linguistically



**AFFIRM** Make positive that which the institution (academia) and mainstream media have made negative culturally and linguistically



**BUILD** Create the connections between the home culture/language and the school culture/language through instruction (teaching necessary skills) for success in school and the broader social context



**BRIDGE** Create opportunities for situational appropriateness or utilizing appropriate cultural or linguistic behaviors





### Three Ways To VABB

Talk To Differently

Relate To Differently

Teach Differently

Difference = Responsiveness

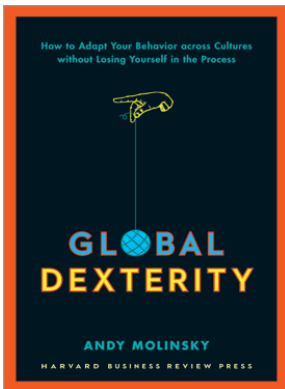
“Situational appropriateness is the concept of determining what cultural or linguistic behavior is most appropriate for the situation. Put another way, students are allowed to make choices around cultural and linguistic behaviors dependent on the situation, but without giving up or sacrificing what they consider to be their base culture or language.”

—Hollie, *Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success* (2017)



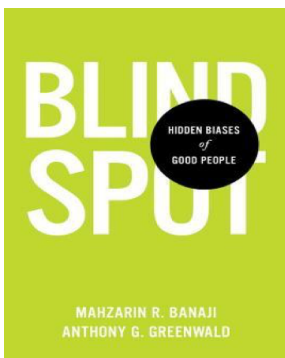
[www.culturallyresponsive.org/store](http://www.culturallyresponsive.org/store)

### Book Recommendations



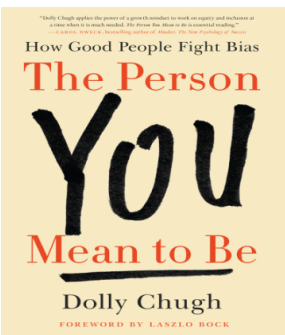
**Title: Global Dexterity**  
**Author: Andy Molinsky**

“Learning to adapt your behavior across cultures-no matter what culture you come from, what culture you are going to, or the situation you find yourself in Global Dexterity is "fitting in without giving in."



**Title: Blind Spot - Hidden Biases of Good People**  
**Author: Anthony G. Greenwald**

"The aim of Blindspot is to explain the science in plain enough language to help well-intentioned people achieve that alignment. By gaining awareness, we can adapt beliefs and behavior and “outsmart the machine” in our heads so we can be fairer to those around us.



**Title: The Person You Mean to Be**  
**Author: Dolly Chugh**

Dolly reveals the surprising causes of inequality using her research findings in unconscious bias. She offers practical tools to respectfully and effectively talk politics with family, to be a better colleague to people who don't look like you, and to avoid being a well-intentioned barrier to equality. Being the person we mean to be starts with a look at ourselves.







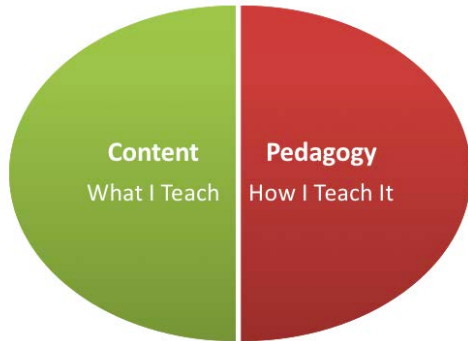
Checking Your Filter

Questioning Your BS

Listening To Your Deficit Monitor

It may be your **FIRST** thought; don't let it be your **LAST** thought!

WWW.CULTURALLYRESPONSIVE.ORG



### Gatekeepers of Success

Traditional

Responsive

Culturally Responsive

You need Instruction in all 3 boxes

**RESPONSIVE CLASSROOM MANAGEMENT**

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Traditional	Responsive	Culturally Responsive
Teacher-centered	Student-centered	Student-centered
One way	Two Ways	Two Ways
High affective filter	Lowered affective filter	Elements of Culture and Language

## SECTION TWO: METHODOLOGY

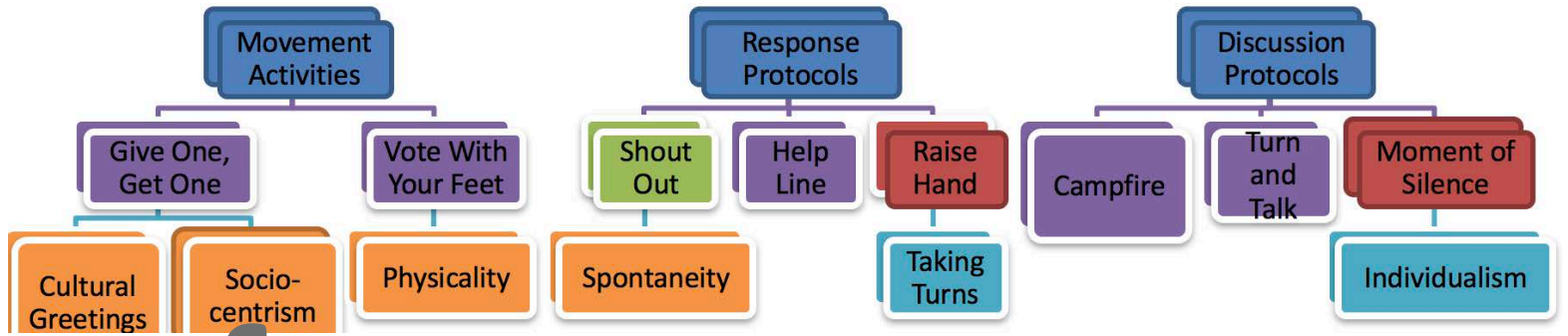
## REFLECTION

What is the core of my methodology?

Traditional	Responsive	Culturally Responsive
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### Creating Instructional Range

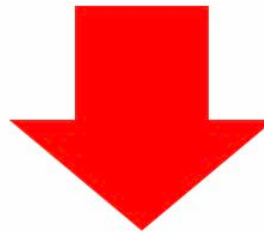


#### Color Key

- Blue:** CLR Category
- Purple:** Responsive Activity
- Orange:** Responsive Activity with Cultural Behavior Intent and Purpose
- Red:** Traditional Activity
- Turquoise:** Traditional Activity with School Cultural Behavior Intent and Purpose



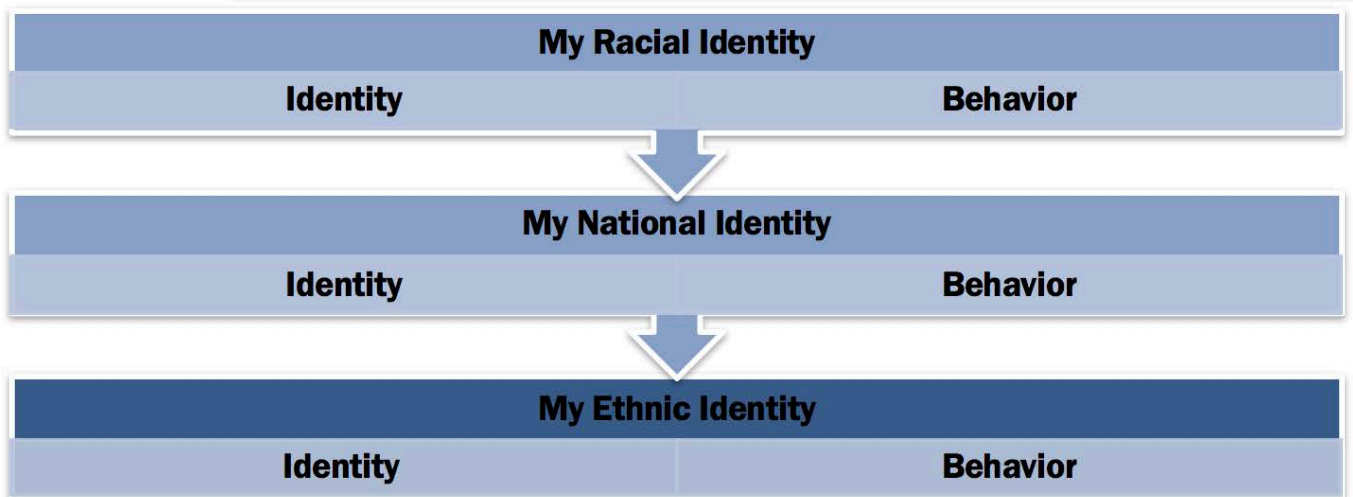
Increase Engagement



Decrease Disengagement (classroom management/discipline issues)

### REFLECTION

### SECTION THREE: ANTHROPOLOGY





Culture is not race and race is not culture.

Jaune Quick-to-See Smith

quotation

### Rings of Culture



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Designed by Carmen Matis

### Crackdown on indecency

It's a crime to wear saggy pants in Flint. Here's the price you could pay:

Punishment for either is 93 days to a year in jail and/or up to \$500 in fines.



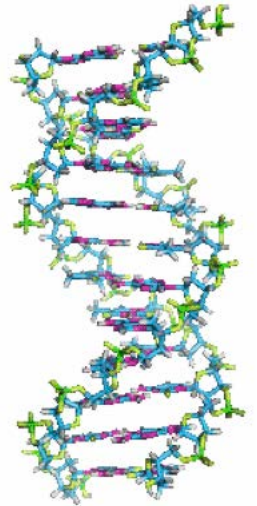
Source: Flint Police Department



MOSES HARRIS/Detroit Free Press



BLUMENBACH.



### REFLECTION

### SECTION THREE: ANTHROPOLOGY

How do you define race?

Empty text box for reflection.



BLUMENBACH.

"Caucasian variety. I have taken the name of this variety from Mount Caucasus, both because its neighborhood, and especially its southern slope, produces the most beautiful race of men, and because ... in that region, if anywhere, we ought with the greatest probability to place the autochthones [original forms] of mankind."

—J. F. Blumenbach, German naturalist, quoted from his 1795 seminal work, *On the Natural Variety of Mankind*, in Gould, *The Mismeasure of Man* (1996)

### Original Five Classified Races

1. Mongolian (Eastern Asia)
2. Ethiopian (Africa)
3. Caucasian (European and adjacent areas)
4. Natives (Americas)
5. Malaysian (Pacific Islands)

### So, What is Race?

- Genetic Lineage (forensic identification, possible diseases, phenotypes)
- Story of human geography
- Socially constructed (historically)

Race is arbitrary.



### Our Thesis

Students come to school with valid cultural and linguistic behaviors that the school culture, as an institution, misconstrues or misunderstands, which then lead to a series of inequities.

### REFLECTION

### SECTION THREE: ANTHROPOLOGY

What is your ethnic identity? Where does your soul resonate?



# The Iceberg Concept of Culture

Like an iceberg, nine-tenths of culture is below the surface.

**Surface Culture**  
Most easily seen  
Emotional level - low

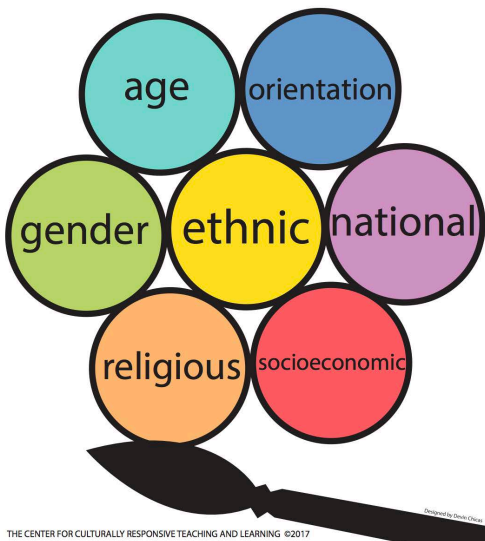
Food, dress,  
music, visual arts,  
drama, crafts,  
dance, literature,  
language, celebrations, games

**Shallow Culture**  
Unspoken Rules  
Emotional level - high

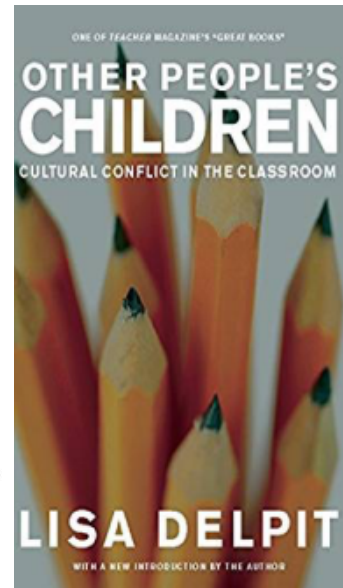
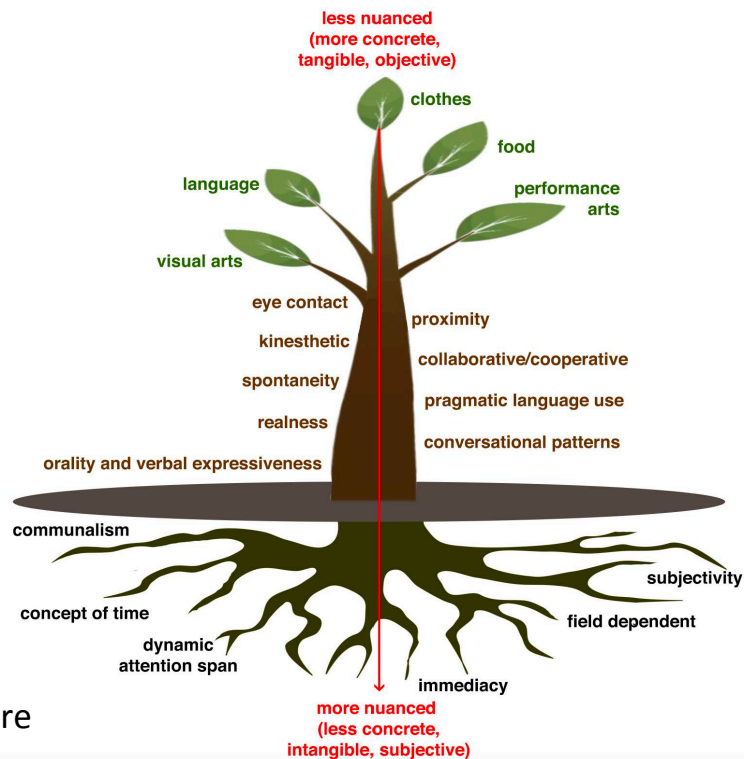
courtesy, contextual conversational patterns, concept of time, personal space, rules of conduct, facial expressions, nonverbal communication, body language, touching, eye contact, patterns of handling emotions, notions of modesty, concept of beauty, courtship practices, relationships to animals, notions of leadership, tempo of work, concepts of food, ideals of child rearing, theory of disease, social interaction rate, nature of friendships, tone of voice, attitudes toward elders, concept of cleanliness, notions of adolescence, patterns of group decision-making, definition of insanity, preferences for competition or cooperation, tolerance of physical pain, concept of "self", concept of past and future, definition of obscenity, attitudes toward dependents, problem solving roles in relation to age, sex, class, occupation, kinship, and ...

**Deep Culture**  
Unconscious Rules  
Emotional level - intense

## Rings of Culture



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# The Relativity of Culture



High Resonance

## Cultural Elements

Low Resonance

**Communalism • Eye Contact • Realness • Orality and Verbal Expressiveness Proximity • Concept of Time • Conversational Patterns**

Validating and Affirming (VA) Statements	Building and Bridging (BB) Statements
love, appreciate, honor, respect, connect with, relate to, grateful for, affirm, recognize, validate, ...	School culture, school language, culture of our classroom, practice situational appropriateness, appropriate for _____, ....

1. Recognize the behavior as cultural or (not)
2. If cultural, validate and affirm the behavior first
3. Then, build and bridge to situational appropriate behavior
4. If not cultural, then go to classroom management system

**“Situational appropriateness is the concept of determining what cultural or linguistic behavior is most appropriate for the situation. Put another way, students are allowed to make choices around cultural and linguistic behaviors dependent on the situation but without giving up or sacrificing what they consider to be their base culture or language.”**

—Hollie, *Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success* (2017)

Follow Up Discussion for Staff:

How are you seeing your students differently? Culturally appropriate behavior, not unacceptable behavior?

What CLR instructional practices are actually in place? Who are the classrooms?

**Start CLR Now!**

In what ways are your students validated and affirmed  
– talk, relate, teach?

Who are your underserved and how are you being responsive to who they are? Culturally?





# MORE WAYS TO CLR

Check out our new products and services!

## VABB ACADEMY

VABB Academy is a series of online courses that begins the journey towards making cultural responsiveness a meaningful aspect of your everyday life.

To enroll, visit [vabb-academy.teachable.com](http://vabb-academy.teachable.com)

## CLR for Students



CLR for Students uses classroom curriculum, including Journey to Responsiveness for Students (JTRS) and Social Emotional Learning (SEL), to support students in becoming themselves around issues of racial justice, equity, validation, and affirmation. Begin your students' journey now.

Register today at [www.clrforstudents.org](http://www.clrforstudents.org)



## CLR and PBIS

To mitigate racial disparity and, most importantly, transform school environments so that they are truly positive and welcoming to ALL students, PBIS must be aligned with CLR. This workshop will examine how PBIS is not inherently CLR but share how it could be made CLR.

## CLR Summer Institutes



Teachers, instructional coaches, and district leaders will have the opportunity to dive deeper into the mindset and skillset of cultural responsiveness, through a three day virtual intensive training.

REGISTER TODAY:  
<https://clrsummerinstitutes.corsizio.com/>



## Responsive Reads

Responsive Reads is a collection of recommended culturally authentic texts for ALL students and those who need it most.

Explore at [responsivereads.com](http://responsivereads.com)

## OUTRAGEOUS LOVE The Podcast



In this upcoming series of podcasts, Dr. Hollie, CCRTL Coaches, and VABB-ulous educators share their testimonies about their own unique Journey to Responsiveness.

Available on: Spotify, Buzzsprout, iTunes

[WWW.CULTURALLYRESPONSIVE.ORG](http://WWW.CULTURALLYRESPONSIVE.ORG)

