Inform. Influence. Inspire.

CULTURAL RESPONSIVENESS IS FOR EVERYONE

THE CENTER FOR CULTURALLY RESPONSIVE TEACHING AND LEARNING

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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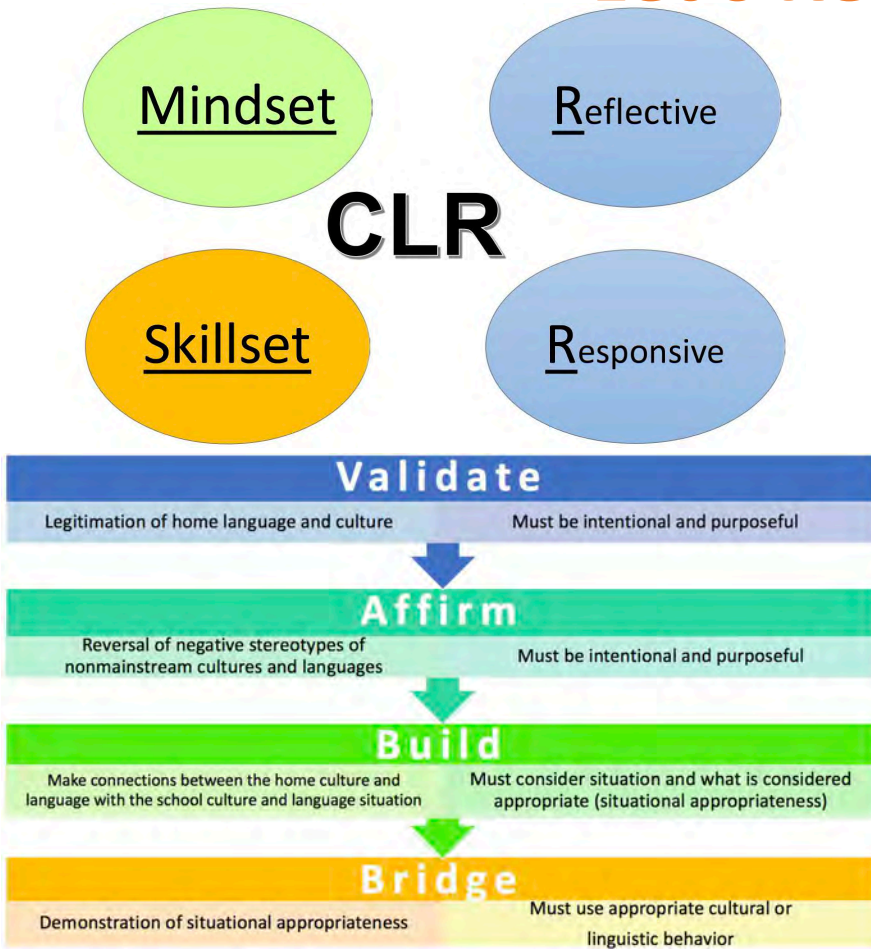
Sharroky@culturallyresponsive.org

Mindset

R eflective

CLR

Skillset

R esponsive

DIVING INTO POOL OF CLR ACTIVITIES

Validate

Legitimation of home language and culture   Must be intentional and purposeful

Affirm

Reversal of negative stereotypes of nonmainstream cultures and languages   Must be intentional and purposeful

Build

Make connections between the home culture and language with the school culture and language situation   Must consider situation and what is considered appropriate (situational appropriateness)

Bridge

Demonstration of situational appropriateness   Must use appropriate cultural or linguistic behavior

Validate, Affirm, Build, and Bridge

Three Ways To VABB

Relate To Differently

Talk To Differently

Teach Differently

Difference = Responsiveness

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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

Create Instructional Range

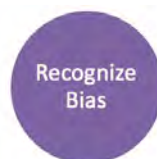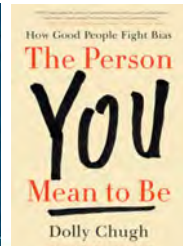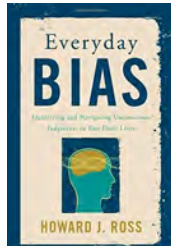## A Continuum of Traditional Instruction and Responsive Instruction

Traditional	Responsive	Culturally Responsive

You Need Instruction in all 3 Boxes
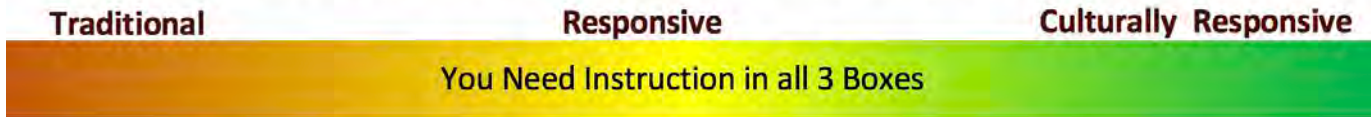
Traditional	Responsive	Culturally Responsive
Teacher-centered	Student-centered	Student-centered
One way	Two Ways	Two Ways
High affective filter	Lowered affective filter	Elements of Culture and Language

Your Top Three Learnings thus far about CLR

Focus on Engagement

List at least two activities in each category

Attention Signals	Responding	Discussing	Movement

BLIND SPOT — HIDDEN BIASES OF GOOD PEOPLE — MAHZARIN R. BANAJI, ANTHONY G. GREENWALD

Everyday BIAS — Identifying and Navigating Unconscious Judgments in Our Daily Lives — HOWARD J. ROSS

How Good People Fight Bias — The Person YOU Mean to Be — Dolly Chugh

Recognize Bias **+** Mindset Shift **=** Validate and Affirm

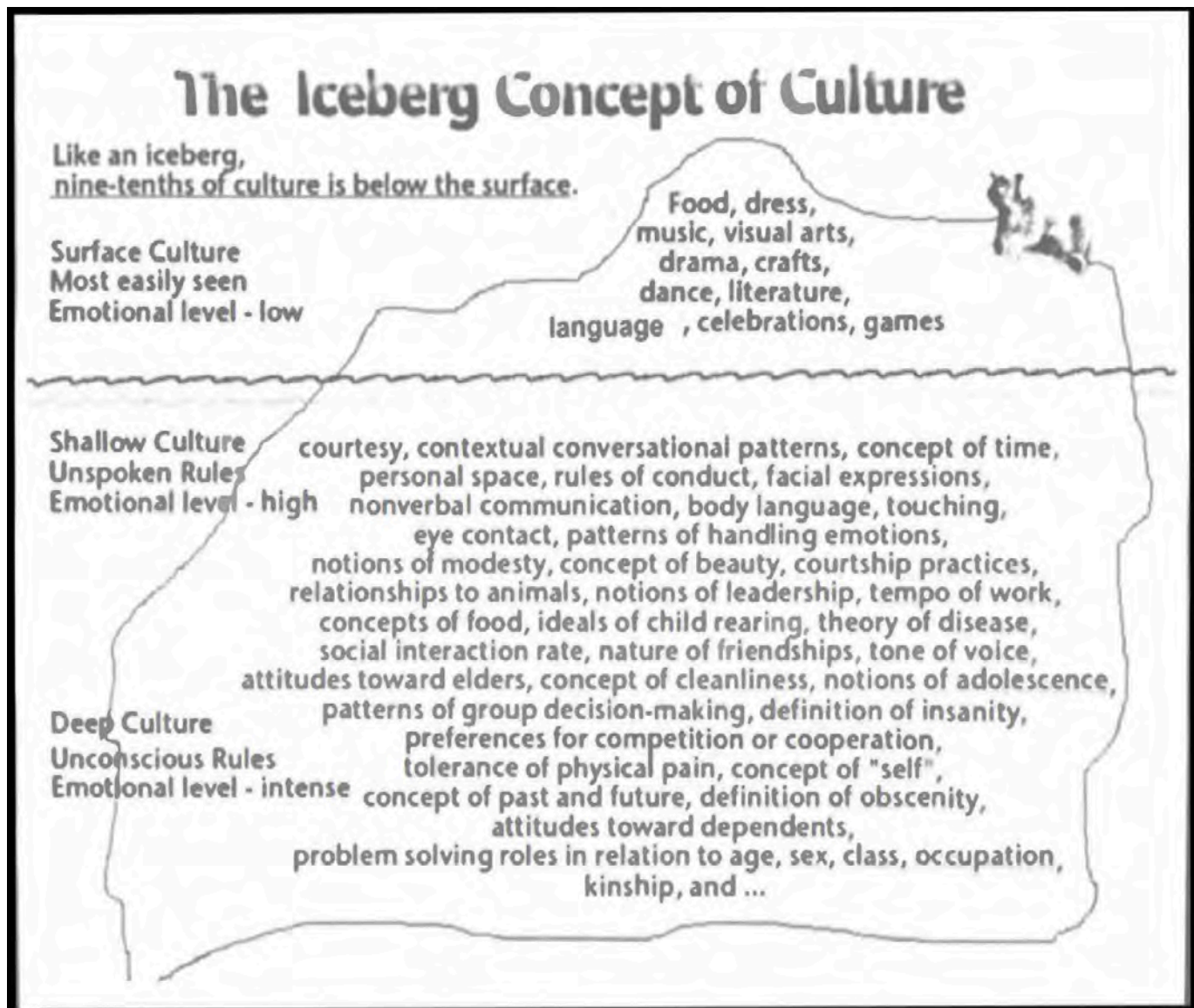JOURNEY TO RESPONSIVENESS

All by Association = Stereotypes

Professions = Race/Gender
Surgeon
Pilot
Professional Athlete
CEO
Elementary School Teacher

Traits = Groups
Leadership (men or women)
Musical Talent (Native Americans or African Americans)
Legal Expertise (Christians or Jews)
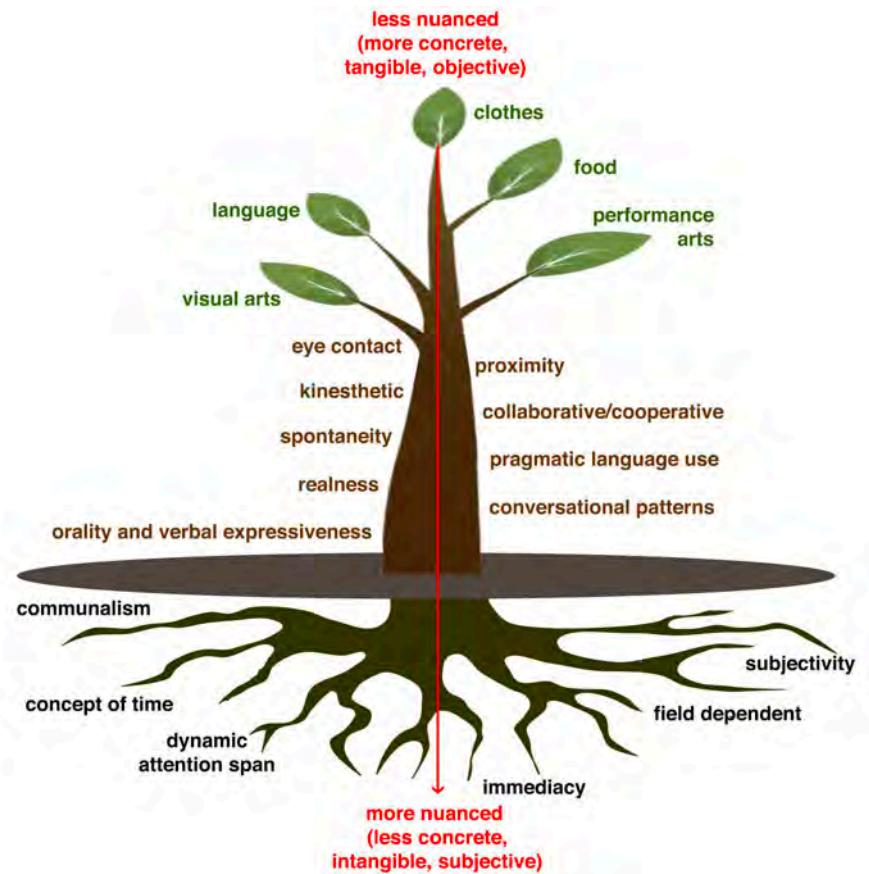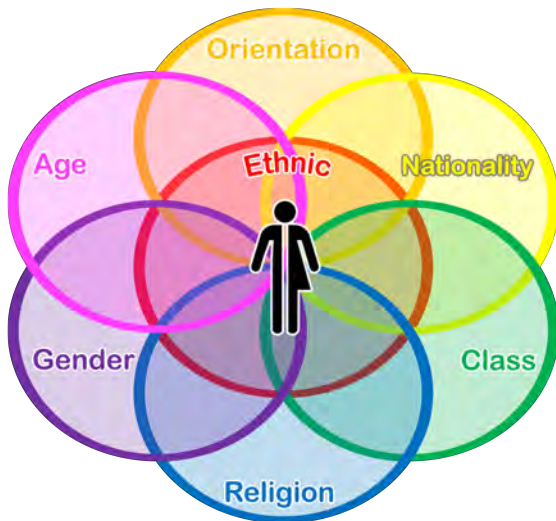Math Ability (Asians or Caucasians)
Criminality (Dutch or Italian)

Stereotypes are true in some way, partly false, and usually negative associated emotionally

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",

Deep Culture
Unconscious Rules
Emotional level - intense

concept of past and future, definition of obscenity, attitudes toward dependents, problem solving roles in relation to age, sex, class, occupation, kinship, and ...

Rings of Culture

age · orientation · gender · ethnic · national · religious · socioeconomic

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Rings of Culture as Intersections

Orientation · Age · Ethnic · Nationality · Gender · Class · Religion

less nuanced
(more concrete, tangible, objective)

clothes
food
language
performance arts
visual arts
eye contact
proximity
kinesthetic
collaborative/cooperative
spontaneity
pragmatic language use
realness
conversational patterns
orality and verbal expressiveness
communalism
concept of time
subjectivity
dynamic attention span
field dependent
immediacy

more nuanced
(less concrete, intangible, subjective)

1. **Do you even consider it to be a valid cultural or linguistic behavior?**
2. **What are your biases toward the behavior?**
3. **Where/When/How do you validate/affirm?**
4. **Where/When/How do you build/bridge?**

Describe Behavior/Rings of Culture	School Preference/Institutionalized Bias

Common Cultural Behaviors to Validate and Affirm in Comparison to School Cultural Behaviors

(Instructional Juxtapositions)

Common Cultural Behaviors to Validate and Affirm *(Rings of Culture and Iceberg Concept of Culture)*		School Cultural Behaviors to Build and Bridge *(Mainstream and Academic Culture)*	
Behavior to Validate and Affirm	**Actions to Expect**	**Behavior in School Context**	**Actions to Expect**
Non-maintenance of Eye Contact	Indirect or inconsistent, eye rolling, looking down or away	Maintenance of Eye Contact	Direct eye contact, tracking, maintaining eye contact during interaction
Proximity	Closeness or distance signals, nature of relationship, level of respect and rapport	Typically distant (arm's length)	Distant during question asking and types of conversations
Kinesthetic (High-movement)	Frequent changes from sitting to standing and from location to location	Stationary or low-movement	Lengthy periods of remaining seated
Cooperative/Collaboration (Shared work & responsibility)	Working as a group to answer questions or problem-solve toward a shared goal (e.g., finding the best way to effectively accomplish a task)	Competitive	Working independently to answer questions or problem-solve toward an individual goal (e.g., finishing first or with the most correct answers)
Spontaneous (impulsivity, impromptu)	Impromptu movement and/or talking; creative problem-solving	Prompted/ Standardized	Routine communication or actions in specific ways and at specific times; formulaic completion of tasks
Pragmatic (Non- Verbal Language Use)	Using facial expressions, eye contact, neck movement, and/or hand gestures to emphasize meaning in communication	Written or spoken communication	Focus on verbal or written is valued over non-verbal.
Realness (directness)	Authentic expressions	Indirect	Round about communication, makes a point indirectly
Conversational Patterns (Verbal Overlapping)	Talking and interjecting during discussions, debating, or explaining shows engagement.	Turn-taking	Raising a hand and/or waiting to be selected before responding

Orality and Verbal Expressiveness	Totality of non-verbal and verbal communication. Indicates level of emotionality, such as passion or importance	Written Communication	Focus on verbal or written to appeal less emotional, objective
Sociocentric (social learning, non-linear)	Socializing with peers on ideas, opinions, and feelings	Autonomous	Solitary completion of tasks or assignments
Communalism (Collective Success)	Focus on group success or paying attention to success of peer group	Individual Success	Self-accomplishment, achievement is most important
Subjectivity (relative)	No right or wrong. The nuance, process, layers are more important than the outcome. Value in the shades of gray.	Objective	There is a right and a wrong. No room for interpretation or varying perspectives.
Concept of Time (Relativity)	Relativity around bell schedules, start/stop times, and due dates	Concept of Time (Precise time)	All actions/behaviors are ruled by the clock, regardless.
Dynamic Attention Span	Pays attention in different ways, mostly non-traditional ways	One Way	TRACK, SLANT, Applesauce, Criss-Cross
Field Dependent (Relevance)	Context is necessary for connecting to external processes, stimuli, objectives, etc.	Decontextualized	Only the objective matters, less dependent on context
Immediacy (Connectedness)	Nexus of feeling connected (warmness, care, love) in any given moment	Unconnected	The level of connectedness does not matter or is less important.

The Relativity of Culture

Communalism • Eye Contact • Realness • Orality and Verbal Expressiveness

Proximity • Concept of Time • Conversational Patterns

"*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)

Three Components of CRCM

Classroom Management System

Belief System

Progressive Discipline System

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Dr. Sharroky Hollie

Current Classroom Management Reflection

What school of thought do you aspire to?

Three Philosophies
Authoritarian
Collaborative/Democratic
Permissive

How does the three PPP approach work for you?

Three Ps
Positive (vs negative)
Proactive (vs reactive)
Procedures (vs rules)

Are you aware of how to survive with your management system?

Numbers to Live By
80%
15%
5%

Please visit our website: https://www.culturallyresponsive.org/flyers to download the Classroom Procedures Checklist

Type of Procedure	+ - 0
What officially begins class…	
What students do when work is completed…	
When students do not have supplies or are in need of sharpening a pencil	
Use of cell phones, head phones, or other technologies	
Turning in late assignments/work	
Preparing for fire drills, lockdowns, other emergencies	
Getting your attention during independent work	
Entering/exiting the classroom	
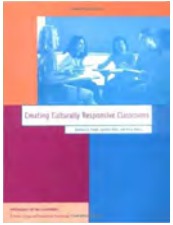
" **Cognitive styles (cultural behaviors) are the intellectual aspects of learning styles and represent culturally attuned ways of perceiving, organizing, and evaluating information. These aspects include and affect perceptions, conceptualizations, and decision making. Culture acts as a filter in this process.**"

—Shade, *Creating Culturally Responsive Classrooms (1997)*

Traditional School Culture

*standardized/rule-driven
*quiet
*stationary/low movement
*time specific
*competitive
*deductive
*turn-taking
*mainly verbal communication
*teacher-centered and led
*field independent
*intrapersonal

Underserved Cultures

*preference for variation/spontaneity
*sociocentric
*high movement
*cooperative
*inductive
*overlap
*many ways to communicate
*purpose-driven
*affective
*field-dependent
*interpersonal

Identify the behaviors as Cultural or NOT

If it is cultural, state the cultural behavior? You decide!

_____ 1.Student is talking while teacher is talking, but in an affirming way.

_____ 2.Student is tapping on desk while other students are working quietly.

_____ 3.Student is picking on another student.

_____ 4.Student says mean and degrading things to the teacher. .

_____ 5.Student in one collaborative group paying attention to other students in another collaborative group.

_____ 6.Student is stealing.

_____ 7.Student is aggressively talking back, trying to make a point with the teacher.

_____ 8.Student is throwing paper across the class.

_____ 9.Students are interjecting without raising their hands during a class discussion segment.

_____ 10.Student stands up sometimes, when completing his/her assignments.

Talk to, Relate to, Teach Differently

Identify	Identify behavior as being culturally inappropriate, unacceptable, or egregious.
Recognize	If culturally inappropriate, recognize cultural behavior using rings of culture or iceberg concept of culture (anthropology) or other possible reason, such as special needs, trauma, etc.
Check	**Check belief system. Either you believe or you do not!**
Validate and affirm	If you believe, then validate and affirm first and build and bridge.

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 _____, ...

don't say "I appreciate that you are doing this BUT _____" because that invalidates the affirmation

Culturally Inappropriate Behaviors	Unacceptable	Egregious

Start VABBing!

Negative or Deficit
"Should, ought to, wrong, value-based terms, fix it, correctly, right way, our way, your way, or the only way"

Neutral
"Understand, tolerate, allow, another chance, consequence-based terms, this time or next time"

Positive
Validation and Affirmation
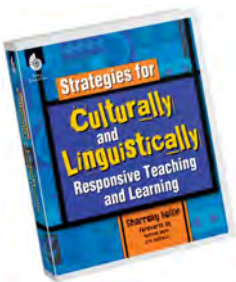"Appreciate, honor, value, love, respect, inspired, moved, affirm connect, empathize, can relate or am grateful"

Let's Get Rid of the "D" Words

What does it mean to be:

Disruptive
Distracted
Insubordinate
Disrespectful
Defiant

Focus on Engagement

List at least two activities in each category

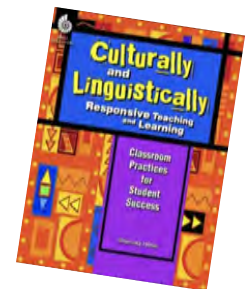| Attention Signals	Responding	Discussing	Movement

Join VABB Nation!

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MORE WAYS TO CLR

Check out our new products and services!

VABB ACADEMY

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

To enroll, visit
https://vabb.academy.thinkific.com

Culturally Behavioral Tutorials

These tutorials are a deep dive into the different cultural behaviors. In these tutorials, you will view a video, reflect on and deepen your CLR mindset, and grow your CLR skill set around the different cultural behaviors.

Register today at
https://vabbacademy.thinkific.com/bundles/cultural-behavior-tutorial-bundle

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.

https://www.culturallyresponsive.org/clr-summer-institutes

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

OUTRAGEOUS LOVE The Podcast

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

Available on: Spotify, Buzzsprout, iTunes

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JOURNEY TO RESPONSIVENESS

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