



CLR Bundles are your one stop shop for bringing CLR professional development to your district, schools or individual sites, based on your needs, timeline and budget. Read below to help you select the bundle that is right for you.



Option A: 12 Hours of Professional Development

FOCUS ON CULTURE*

CHOICE OF 1 INSTRUCTIONAL AREA WORKSHOP (CLASSROOM MANAGEMENT, ACADEMIC LITERACY, ACADEMIC VOCABULARY OR ACADEMIC LANGUAGE) JUMPSTART WORKSHOP

Option B: 9 Hours of Professional Development

FOCUS ON CULTURE LITE

CHOICE OF 1 INSTRUCTIONAL AREA WORKSHOP (CLASSROOM MANAGEMENT, ACADEMIC LITERACY, ACADEMIC VOCABULARY OR ACADEMIC LANGUAGE) JUMPSTART WORKSHOP

**See below for workshop descriptions*



Option A or B from Shallow Bundle

PLUS

INSTRUCTIONAL SUPPORT AND DEVELOPMENT (ISD)* (NUMBER OF CYCLES DETERMINED IN PARTNERSHIP WITH DR. HOLLIE. EACH CYCLE SUPPORTS 7-10 CADRE MEMBERS)

CHOICE OF ANY ADDITIONAL INSTRUCTIONAL AREA WORKSHOPS

**See below for descriptions*



Option A or B from Shallow Bundle and Lap Bundle

PLUS

Sustainability Phase Options (can select ALL or choose as needed)
MATH INSTRUCTION

CULTURALLY RESPONSIVE LEADERSHIP
SUPPORTING TEACHERS IN BECOMING CLR STANDARD ENGLISH LANGUAGE DEVELOPMENT FOCUS ON THE LATINO STUDENT AND THE UNDERSERVED MEXICAN AMERICAN/IMMIGRANT CULTURALLY RESPONSIVE SCIENCE OR

INFUSING CLR INTO SEL
ALIGNING CLR WITH PBIS
CULTURALLY RESPONSIVE BOARD (BOARD ONLY)
CLR FOR CLASSIFIED STAFF
TEACHERS LEADING TEACHERS CLR LEADERSHIP MENTORING

Professional Development Descriptions

Foundation Phase

FOUNDATION DAY ONE:

A FOCUS ON CULTURE AND THE INSTRUCTIONAL BENEFITS

- Defines, concretely, what is cultural responsiveness and why it is necessary in our schools today.
- Builds knowledge and creates the context for addressing the needs of underserved students in terms of their sociopolitical and sociolinguistic relativity in the American educational system.
- Promotes the focus on effective instructional strategies utilization in a way that validates and affirms underserved students across content areas and grade levels.

CULTURALLY RESPONSIVE CLASSROOM MANAGEMENT WORKSHOP

In order to have a positive classroom management system, teachers have to separate cultural behaviors from disruptive behaviors. In many cases, the two are confused due to biases, misperceptions, and miscommunications. This workshop works with participants through a process of reflecting upon their unconscious biases, learning about cultural behaviors according to research, and practicing management strategies for building on the cultural behaviors.

CULTURALLY RESPONSIVE ACADEMIC VOCABULARY WORKSHOP

This workshop shows classroom teachers how to build academic vocabulary, while validating and affirming the cultural vocabularies that the students bring to school. There is a focus on strategies in the areas of synonym development, context clues, and demonstrating the purpose and use of slang as it applies to youth culture. The workshop introduces the CLR academic tools: personal thesaurus and personal dictionary.

CULTURALLY RESPONSIVE ACADEMIC LITERACY WORKSHOP

This workshop delves into the use of culturally responsive text, by focusing and modeling effective literacy strategies for the purposes of teaching the Common Core Standards. Teachers will also build their knowledge in what is a culturally authentic text and what is not, will learn why use of effective strategies made culturally responsive can benefit students more so than traditional activities, and will learn applications for use with

content area textbooks. Variations of this workshop include focus on reading comprehension for 4-12 grade students and developing oral literacy skills in the primary grades.

CULTURALLY RESPONSIVE ACADEMIC LANGUAGE WORKSHOP

The concept of situational appropriateness is validating and affirming because it gives credibility to home language and culture, while at the same time teaching the expectations of Standard English language and mainstream cultural behaviors. This workshop will provide specific strategies for teaching students situational appropriateness in language and behavior, with a particular focus on writing and academic language.

JUMPSTART WORKSHOP

You have attended the CLR foundational training and you are ready to VABB! You see the value of moving beyond traditional modes of teaching to be more culturally and linguistically responsive to your students. You want to jump in the CLR pool and perfect your strokes. Your mindset is there, but you are looking for additional support with your skillset. For many teachers, the link between the CLR strategies (skillset) and the purpose (mindset) is foggy at first. The Jumpstart Workshop is designed to help teachers with their use of the strategies. Through modeling and immersion. Teachers will learn how to use CLR strategies by doing them. The workshop also helps teachers begin to understand the WHY of the CLR strategies and how they can be used to validate and affirm cultural behaviors. Get ready to JUMPSTART your responsiveness!

Implementation Phase

CLR Instructional Support and Development (ISD)

ISD stands for instructional support and development. This is an 8-touch cycle during which teachers are supported in their CLR-ness through either a binder or cultural behavior study and three observations by a CLR practitioner.

The ISD process is where the proverbial rubber meets the road. While mostly everyone finds the CLR professional learning sessions helpful and walks away more grounded in their CLR mindset, including having some ideas to begin to practice as a developing part of their CLR skillset, it is only in the ISD process that we put that learning to the test with real students in a real classroom. If you want your school to sustain its CLR-ness and develop a learning culture of collaboration and community around CLR on an ongoing basis, then ISD is the best road to take.

Although largely pedagogical in focus, the CLR Instructional Support and Development (ISD) supports strides in both mindset and skillset. After the initial professional development with Dr. Hollie, CLR Practitioners meet teachers where they are, with the goal of improving their level of responsiveness by 2-3 levels on our internal metric by the end of three rounds of coaching.

Sustainability Phase

Adoption and Integration

CULTURALLY RESPONSIVE LEADERSHIP WORKSHOP

This workshop will emphasize leadership actions, within schools, to create a culture and system of cultural and linguistic responsiveness and build capacity of teachers and other members of the school community. The three areas of reflection covered are: Being a model of cultural responsiveness, Supporting the development of cultural responsiveness, and Assessing the institutional change process as it applies to cultural responsiveness.

BEING A CULTURALLY RESPONSIVE BOARD (BOARD ONLY)

What does it mean to be a culturally responsive school board? It means being a VIP - Vision, Implementation, and Policy. This workshop will cover the three components by discussing and demonstrating how to support schools and the community in the journey to responsiveness.

SUPPORTING TEACHERS IN BECOMING CLR

This workshop is intended for administrators, instructional coaches, and lead teachers directly involved in instruction. How do you support a CLR teacher is the question delved into. Three areas will be covered: knowledge base building, skill development, and how to analyze CLR instruction, specifically using the CLR Walk-Thru Tool.

ALIGNING CLR WITH PBIS WORKSHOP: ENHANCING YOUR PBIS WITH VALIDATION AND AFFIRMATION

Though schools implementing PBIS have demonstrated improvement in creating positive and welcoming school environments, as well as reducing the usage of office disciplinary referrals (ODRs), suspensions, and expulsions, this achievement has not been equitably distributed amongst different ethnic and racial groups. For example, despite the implementation of PBIS with fidelity, Black students are still overrepresented in exclusionary discipline at three times the rate of White students. To mitigate this 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.

SEL FOUNDATIONS MINDSET WORKSHOP (2 HOUR)

This workshop gives educators an overview of what culturally responsive social emotional learning encompasses. Critical Social Consciousness (CSC) SEL uses the students' cultural backgrounds (including ethnic, gender, economic, linguistic, etc.) as the starting point for developing social emotional skills. The foundation of this process is based on understanding our cultural similarities and differences, which then leads to our developing a critical social consciousness about the world around us. This process supports us in critically looking at the ways in which our world, communities, and schools operate and the different ways in which people are viewed

and treated, within each of those places. The students then are able to move to making responsible decisions that can change those inequities that are a part of our society.

CRITICAL SOCIAL CONSCIOUS SOCIAL EMOTIONAL (SEL) LEARNING SKILLSET WORKSHOP

In order to implement CSC SEL, educators must be able to make the connections between the students' culture and the new skills being introduced in the social emotional curriculum. This workshop guides participants through the CSC Framework, highlighting the skills students will develop through the implementation of the CSC SEL curriculum.

STANDARD ENGLISH LANGUAGE DEVELOPMENT (SELD) WORKSHOP

This workshop is an introduction to Standard English Language Development or SELD strategies (includes a SELD make-n-take). Closely aligned to English Learner Strategies, teachers will learn how to apply second language methodology with Standard English Learners. Variations of this workshop include focus on the linguistic features of non-standard languages.

FOCUS ON THE LATINO STUDENT AND THE UNDERSERVED MEXICAN AMERICAN/IMMIGRANT WORKSHOP

Even though we focus on Latino students, in general, in our foundation professional development, this workshop gives a specific emphasis to the Mexican American student as the most underserved of the Latino populations. Participants will learn the distinction between a traditional English Learner and Standard English Learner, as well as effective CLR strategies for both populations.

CULTURALLY RESPONSIVE MATHEMATICS AND/OR SCIENCE INSTRUCTION WORKSHOP

What does it mean to be culturally and linguistically responsive while teaching mathematics and science? Teachers learn from practicing math and science, as well as how to infuse culturally responsive pedagogy into these content areas.

N-WORD WORKSHOP

This workshop focuses on how to approach the N-word and how to explore it with students. Teachers and administrators will be asked to reflect on their own views of the N-word and will learn about the importance of culturally responsive language, the social and emotional power of words, and how to move beyond the controversial use of this word.

CULTURALLY RESPONSIVE STANDARDIZED TEST PREPARATION

Standardized test prep does not have to be boring. Teachers will learn how to engage the students in test prep in an interesting, relevant way. Workshop actually includes a school assembly and bonus CD with music video, comic book, and images of students.

CULTIVATING CULTURALLY RESPONSIVE LEARNING ENVIRONMENTS WORKSHOP

We call it reimaging your classroom, creating an environment that is responsive to those students who do not see themselves in the environment of the traditional school. This session covers basic elements of environmental changes, including hallways, classrooms, and offices.

CLR RESULTS

The CLR Results Bundle provides various data sources to help reveal the impact and influence that CLR professional learning is having on educators' mindsets and skill sets in relation to CLR, as well as on students the educators serve. In partnership with building leaders and teachers, qualitative data is gathered from students and classroom teachers throughout the professional learning and ISD processes. That data is then analyzed and presented to the building leader and used to set CLR implementation goals.