



The Center for Culturally Responsive Teaching and Learning

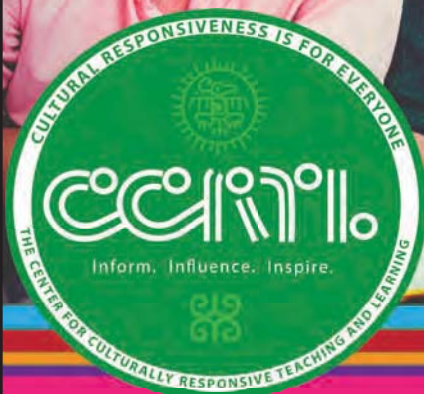


Today:

1. Validate
2. Affirm
3. Build
4. Bridge

CLR Refresher Workshop

Dr. Sharroky Hollie
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



@validateaffirm



validateaffirm



Validateaffirm



/Validateaffirm

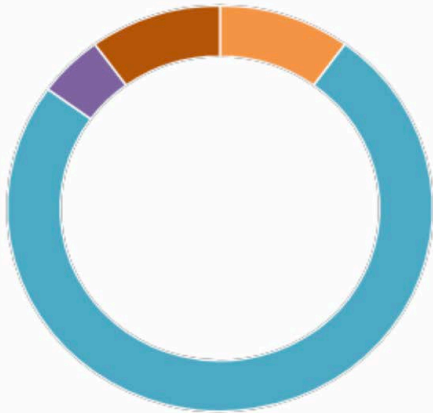


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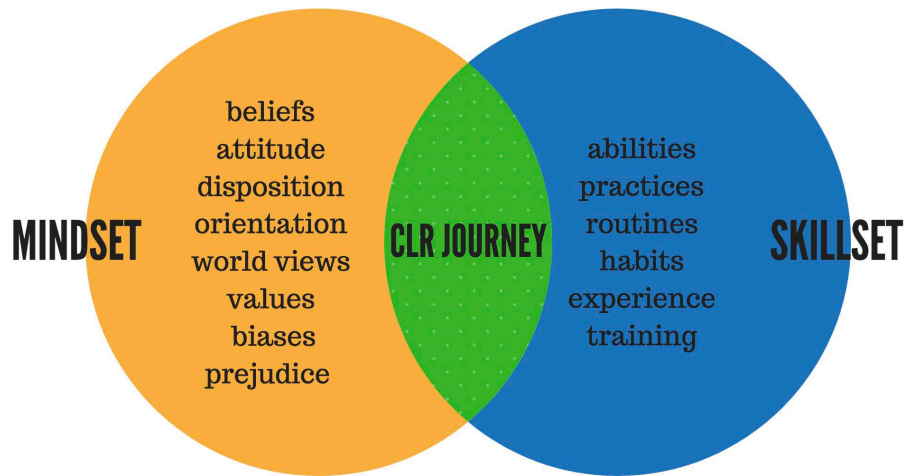
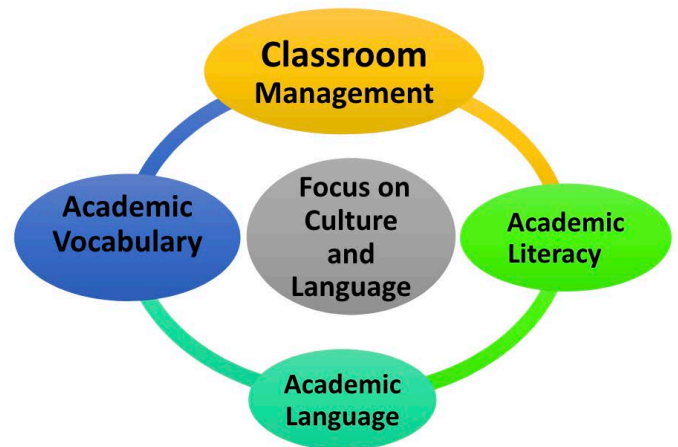


How Are You Coming to CLR (equity work)?



■ Natural ■ In w/ Support ■ Reluctant ■ Resistant

CLR PD Foundation Sequence



SECTION ONE: TERMINOLOGY

Goal #1 Increase Student Engagement

Do students have a sense of belonging?

☐ Yes ☐ No

Are students engaged pedagogically? (instruction)

☐ Yes ☐ No

**Goal #2 Deal with Inequities**

Courage. Articulation. Safe place and space.

Goal #3 Give Outrageous Love

Who needs more love?

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

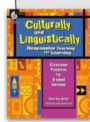
CLR Review

What You Should Know?

1. What is CLR?
2. What does VABB stand for?
3. What is reactive VABBing?
4. What is proactive VABBing?

Our school is
V.A.B.B.ulous!
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We**V.A.B.B.**here!
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**What is CLR?**

Cultural and linguistic responsiveness (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.

- Dr. Hollie

What does VABB stand for?**V**

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

**A**

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

**B**

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

**B**

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





Talk to
Differently

Relate to
Differently

Teach
Differently

Who have you
V.A.B.B.ed today?
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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.

The Iceberg Concept of Culture

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

Surface Culture

Above sea level
Emotional load: relatively low

food • dress • music •
visual arts • drama • crafts
dance • literature • language
celebrations • games

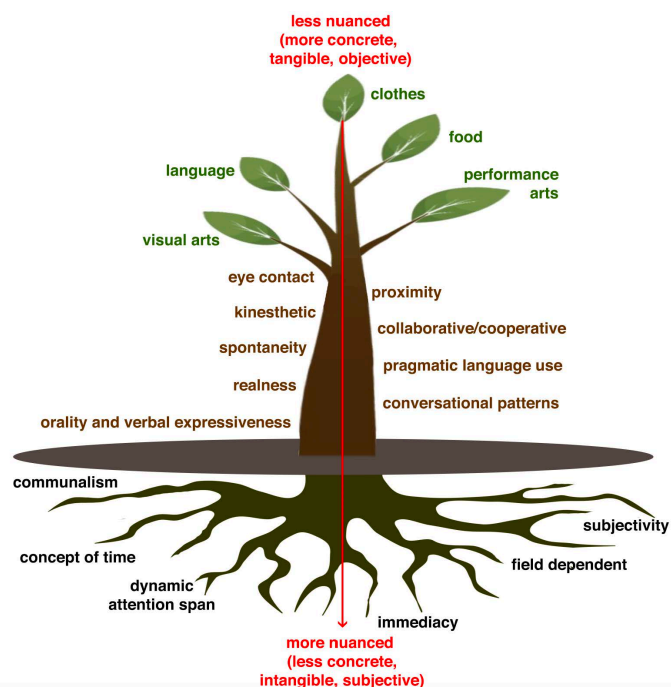
Deep Culture

Unspoken Rules
Partially below sea level
Emotional load: very high

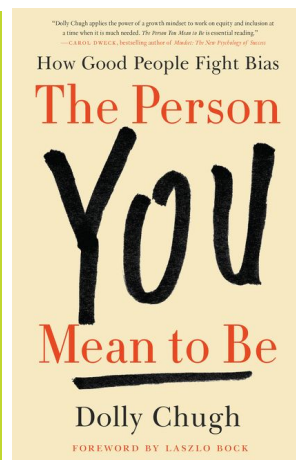
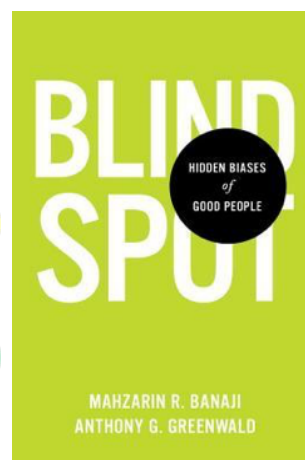
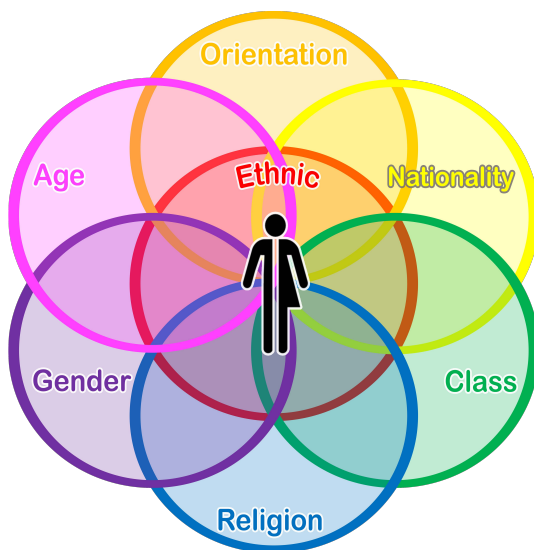
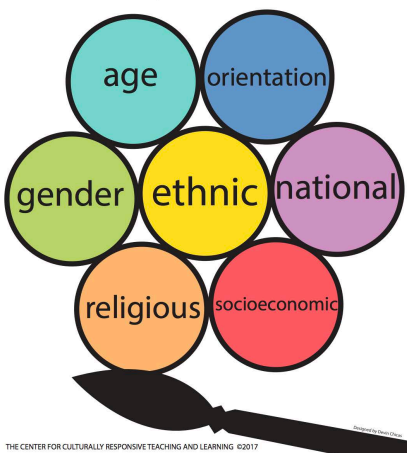
courtesy • contextual conversational patterns • concept of time
personal space • rules of conduct • facial expressions
nonverbal communication • body language • touching • eye contact
patterns of handling emotions • notions of modesty • concept of beauty
courtship practices • relationships to animals • notions of leadership
tempo of work • concepts of food • ideals of childrearing
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 • preference 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 so forth

Unconscious Rules
Completely below sea level
Emotional load: intense

Indiana Department of Education • Language Minority and Migrant Programs • www.doe.state.in.us/lmmp



Rings of Culture





Changing your Mindset



CLR Formula for Success

The challenge for most teachers is utilizing CLR activities strategically and intentionally. A successful culturally responsive teacher not only uses these activities but does so intentionally. There should never be random acts of teaching. Therefore, the CLR formula for success is Quantity + Quality + Strategy.



Chat it Up

How it looks:

1. Teacher will give students a topic or question and set a short time limit.
2. Students will write as many responses as they can using the chat feature.
3. Students should try to add as many responses as possible.
4. Teacher then tells students to review each others' ideas in the chat.

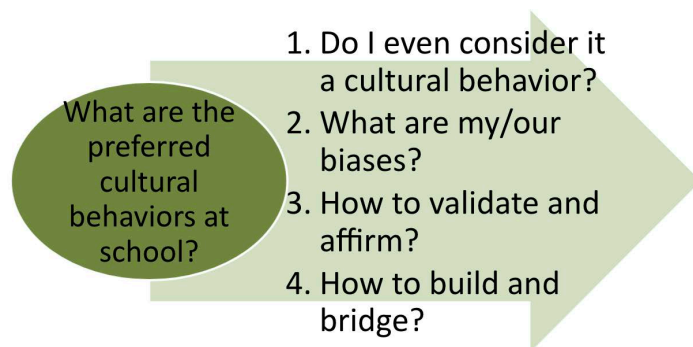
Discussion Protocol

Our Purpose:

To allow students to quickly share and generate ideas/answers about a topic/question and to do so anonymously if desired

Validated and Affirmed Cultural Behaviors:

- Spontaneous
- Dynamic Attention span
- Subjective



Campfire Discussion

How it looks:

1. Teacher will divide students into groups and give each group a topic based on the current lesson curriculum being taught.
2. Each student should write or record a response and post it to the digital platform.
3. Students will need to read/listen to all the responses that their group members have posted.
4. They will then need to respond to each other's responses, with questions or agree/disagree statements, in the chat feature or in a video post. (without this step you will not be validating the Sociocentric behavior)
5. Students will then listen to/read the responses and share out, with the teacher, one new idea they have gained through the online discussion, via chat or video.

Discussion/Response Protocol

Our Purpose:

To have students be able to support ideas and opinions, through sharing and discussion.

Validated and Affirmed Cultural Behaviors:

- Sociocentric
- Cooperative
- Spontaneous
- Sense of immediacy





Gallery Walk

How it works:

1. After an activity, the teacher posts the artifacts created, by sharing the teachers screen.
2. Students do a "gallery walk." look at the artifacts, seeing what others have created.
3. This activity is completed without talking.
4. Viewers to respond to 3-5 artifacts by adding an emoji, clipart or comment.

Our Purpose:

To actively engage students and allow for choice and spontaneity for reviewing content through non-verbal communication.

Movement Protocol

Validated and Affirmed Cultural Behaviors:

Cooperative

Sense of Immediacy

Intrapersonal



Stages of Change

1

- Interest

2

- Awareness

3

- Mental Tryout

4

- Real World Tryout

5

- Adoption

6

- Integration

REFLECTION

Think about what you have learned about CLR thus far. Where are you now? Where do you need to go next?

Suggested Next Steps

1. [Subscribe](#) to [VABB Perspective Newsletter](#)
2. Plan a mini-VABBed lesson using the template.
3. Constantly return to and review Common Cultural Behaviors document.
4. Summary of CLR Activities At A Glance sheet.



Lesson Plan Template to Kickstart CLR

The goal is for you to plan a VABBed lesson. As you plan remember to consider the following:

- You want an even balance of VA* activities and BB* activities.
- You want to try to juxtapose VA and BB activities so students have a chance to culture switch.
- You are trying to validate and affirm [CULTURAL BEHAVIORS](#) & [PROTOCOLS](#)
- If you need help getting started, begin by validating and affirming SOCIOCENTRISM with discussion protocols (Chapter 2 of Strategies Binder) and KINESTHETIC ORIENTATION (Chapter 3 of Strategies Binder)

VA= validating/affirming underserved cultures

BB- building/bridging to traditional school culture

State your overall objective for the lesson below (learning targets, standards, etc...)

Agenda Parts of Lesson in Chronological Order	Behaviors You will VA and BB Underserved Cultural Behaviors to VA Traditional School Behaviors to BB	CLR Strategies You Will Use




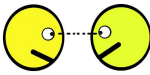














**For your reference from the CLR Resource Binder (big blue notebook)
are CLR Categories with page numbers.**

Attention Signals	Chapter 1, page 25
Responding Protocols	Chapter 2, page 45
Discussion Protocols	Chapter 2, page 45
Movement Activities	Chapter 3, page 81
Extended Collaboration	Chapter 4, page 100
Leveling of Vocabulary	Chapter 5, page 123
Use of Context Clues	Chapter 6, page 141
CLR Vocab Tools (PD or PT)	Chapter 7, page 163
Use of CLR Text	Chapter 8, page 175
Use of Engaging Read Alouds	Chapter 9, page 189
Effective Literacy Activities	Chapter 10, page 210
Effective Writing Activities	Chapter 11, page 247


















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

(Instructional Juxtapositions)

Common Cultural Behaviors to Validate and Affirm <i>(Rings of Culture and Iceberg Concept of Culture)</i>		School Cultural Behaviors to Build and Bridge <i>(Mainstream and Academic Culture)</i>	
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 or 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



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



CLR Activities at a Glance

What CLR activities are in your toolbox? Scan through the list of CLR activities below and highlight the ones that are **operational** in one color. Highlight the ones that you have **tried a few times in** another color, and highlight the ones you **haven't tried but would like to attempt** in another color. The activities are organized by three of the CLR Instructional Areas - *Management, Vocabulary, and Literacy* and then divided into 3 levels - **basic** (minimal planning), **advanced** (intentional planning) and **premium** (involved planning)

Classroom Management	Classroom Management	Classroom Management
<p>Attention Signals</p> <p><u>Traditional (examples)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 5,4,3,2,1 <input type="checkbox"/> Lights off and on <input type="checkbox"/> Hands Raised <input type="checkbox"/> _____ <p><u>Call and Response</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen-Up <input type="checkbox"/> Bring It - Back <input type="checkbox"/> When I move you move - just like that <input type="checkbox"/> Repeating hand claps/ beats <p>Response Protocols</p> <p><u>Basic</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Moment of Silence(T) <input type="checkbox"/> Pick a Stick (62) <input type="checkbox"/> Raise a hand (T) <input type="checkbox"/> Train/Pass it On (66) <input type="checkbox"/> Thumbs Up/Down(66) <input type="checkbox"/> Whip Around (68) 	<p>Response Protocols cont.</p> <p><u>Advanced</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Put Somebody on Blast <input type="checkbox"/> Roll Em (63) <input type="checkbox"/> Shout Out (65) <input type="checkbox"/> Somebody Who (66) <input type="checkbox"/> Stand and Deliver (M) <p>Discussion Protocols</p> <p><u>Basic</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Partner Share (61) <input type="checkbox"/> Round Robin (63) <input type="checkbox"/> Think-Pair-Share (67) <input type="checkbox"/> Turn & Talk (67) <input type="checkbox"/> Walkabout (CRM) <p><u>Advanced</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Corners (M) (56) <input type="checkbox"/> Give One-Get One (M)(90) <input type="checkbox"/> I Got This!(59 <input type="checkbox"/> Campfire Discussion (55) <input type="checkbox"/> Musical Shares(M)(94) 	<p><u>Advanced cont</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Numbered Heads (61) <input type="checkbox"/> Merry Go Round (60) <input type="checkbox"/> One-Three-Six (61) <input type="checkbox"/> Post Your Thoughts (62) <input type="checkbox"/> Silent Appointment (64) <input type="checkbox"/> Snowballs (M) (94) <input type="checkbox"/> Tea Party (M) (96) <input type="checkbox"/> Thinking on Feet (M)(97) <input type="checkbox"/> Who's the Stray (M) (63) <input type="checkbox"/> Two Cents In (63) <input type="checkbox"/> Team-Pair-Solo <input type="checkbox"/> Back to Back (CRM) <p><u>Premium</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Layered Ball (CRM) <input type="checkbox"/> Answer Chairs (M)(87) <input type="checkbox"/> Carousel <input type="checkbox"/> Brainstorm(M)(88) <input type="checkbox"/> Fishbowl (57) <input type="checkbox"/> Inner-Outer-Circle (91) <input type="checkbox"/> Yesterday's <input type="checkbox"/> Headlines(69) <input type="checkbox"/> Send a Problem (64) <input type="checkbox"/> Silent Conversation(66) <input type="checkbox"/> Stop and <input type="checkbox"/> Scribble(M)(95) <input type="checkbox"/> Turning Wheels (M)(68) <input type="checkbox"/> Graffiti Talk (58)



Academic Literacy	Academic Literacy	Academic Vocabulary
<p>Read Alouds</p> <p><u>Basic</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Buddy Reading (192) <input type="checkbox"/> Choral Reading (192) <input type="checkbox"/> Echo Reading (192) <input type="checkbox"/> Fill in the Blank (193) <input type="checkbox"/> Teacher Read (T) (194) <p><u>Advanced</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Jump In (193) <input type="checkbox"/> Train Reading (T) (195) <input type="checkbox"/> Tag Reading (M)(194) <p><u>Premium</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Fade In/Fade Out (193) <input type="checkbox"/> Radio Reading (194) 	<p>Literacy Strategies</p> <p><u>Advanced</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Drawing Conclusions (212) <input type="checkbox"/> Mindstreaming (218) <input type="checkbox"/> Reading Tea Party (224) <input type="checkbox"/> Say Something (227) <input type="checkbox"/> 60 Second Radio Spot(CRM) <input type="checkbox"/> \$2.00 Summary (CRM) <p><u>Premium</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Hot Seat (213) <input type="checkbox"/> Language Experience Approach (217) <input type="checkbox"/> Logographic Cues (217) <input type="checkbox"/> Interactive Notes (214) <input type="checkbox"/> Sketch to Stretch(228) <input type="checkbox"/> Reader's Theater(222) <input type="checkbox"/> Six Color Thinking (65) <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin-top: 10px;"> <p>M - Movement T- Traditional pg. #'s - Blue CLR Strategy Binder CRM - culturallyresponsiveminds. com Italics - 101 Strategies to Make Vocabulary Stick/Vocab Rehab, Sprenger</p> </div>	<p>Introducing Words</p> <p><u>Basic</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Cloze Activity <input type="checkbox"/> Tiering Words(Ch.5) <input type="checkbox"/> Context Clue Sentences (153) <p><u>Advanced</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Personal Dictionary (Ch. 7) <input type="checkbox"/> Personal Thesaurus (Ch. 7) <input type="checkbox"/> Synonym Shout Out <p><u>Premium</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Vocabulary Teaparty (M) <input type="checkbox"/> Dump and Clump <input type="checkbox"/> Vocabnotation <p>Practice/Re-Inforcement</p> <p><u>Basic</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Synonym Circles <input type="checkbox"/> Show Me What You Know <input type="checkbox"/> Thumbs Up or down <p><u>Advanced</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> A Wordy Conversation <input type="checkbox"/> Hot Seat (213) <input type="checkbox"/> Snowballs (M) (64) <p><u>Premium</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Cloudy or Clear <input type="checkbox"/> Indisputable or Refutable <input type="checkbox"/> Cinquain Vocab
<p>Literacy Strategies</p> <p><u>Basic</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Drawing Conclusions(212) <input type="checkbox"/> Graphic Organizers(231) <input type="checkbox"/> It Says-I Say and So (215) <input type="checkbox"/> Picture the Feeling (220) <input type="checkbox"/> Retelling (241) <input type="checkbox"/> Save the Last Word (226) <input type="checkbox"/> Three Things (230) <input type="checkbox"/> Write Around (CRM) 		



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

<https://vabb-academy.teachable.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.

COMING 2022!



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-licious educators share their testimonies about their own unique Journey to Responsiveness.

Available on: Spotify, Buzzsprout, iTunes

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