



Journey to Responsiveness Focus on Culture: Foundation Day One

Dr. Sharroky Hollie www.culturallyresponsive.org





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.





Reflection Questions

REFLECTION

- 1. Where am I in my journey to responsiveness?
- 2. What are the inequities (disproportionality) in my school, my classroom?
- 3. Am I a happy educator (capable and willing to give outrageous love)?
- 4. Up to this point, I have defined cultural responsiveness as...?
- 5. What might get in the way of me VABBing a student/parent/colleague?
- 6. What are my top five biases, ignorances, prejudices, misunderstandings?
- 7. How culturally connected am I to the cultures of students or colleagues?
- 8. What is the core of my methodology? Traditional, Responsive, or Culturally Responsive
- 9. How do I know my students are engaged?
- 10. Who are the students that I am the least successful with (my underserved)?
- 11. Was my heritage de-culturalized or assimilated?
- 12. How do I define race?
- 13. What national behaviors do I attribute solely to my national affinity?
- 14. What is/was my road for achieving the so-called American Dream?
- 15. What is my ethnic identity (home culture)?
- 16. What is a superficial behavior and a deep culture behavior tied to my home culture?
- 17. Do I know who my students are home culture and all the rings of culture?
- 18. What CLR activities am I willing to try immediately?
- 19. What are my three take aways for today?

Notes:			



SECTION ONE: TERMINOLOGY

REFLECTION

Where am I in my journey to responsiveness?

• Began when (year)

Where?

- Current
- Future

How have I distinguished negative energy from struggle (progress, positive energy)?

Offensitive-ness

Combination of emotions whereby one is being defensive, feeling offended, and too sensitive all at once; an overly emotional reaction to concepts or materials that have been presented unemotionally.

Haters

Bring unnecessary drama and stress to the matter at hand. Something is always wrong and negative energy is the response.

Doubters

The "Thomases" of the world. Critical questioning can be beneficial, but only to a point. Doubters take the questioning a step too far most times.

Twisters

Take the facts and twist them to fit their agenda. Give only half the story. Expert decontextualizers.

Bootstrapper

Rationale is that they did not experience it, so why should their students experience it. Believe that the path they took should be the one others take.

Offensitive-ness

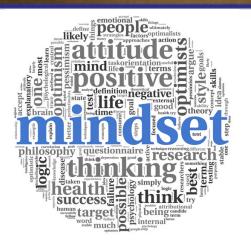
Twister

Hater

Bootstrapper

Doubter





POOL OF CLR ACTIVITIES

beliefs
attitude
disposition
orientation
world views
values
biases
prejudice

Motoc

CLR JOURNEY

abilities
practices
routines
habits
experience
training

SKILLSET



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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

JOURNEY TO RESPONSIVENESS



SECTION ONE: TERMINOLOGY

REFLECTION

Goal #1	Increase Student Engag	ement	
Do students have a belonging?	sense of	☐ Yes ☐ No	
Are students engag (instruction)	ed pedagogically?	Yes No	
Goal #2	Deal with Inequities		
Courage. Articulation	on. Safe place and space.		
What are the inequ	ities (disproportionality)	in my school, my class	sroom?
Our students are being	treated unfairly because		
Goal #3	Give Outrageous Love	e	
Who needs more l	ove?		
Are my heart and i	mind in the right place?	Yes No	



SECTION ONE: TERMINOLOGY

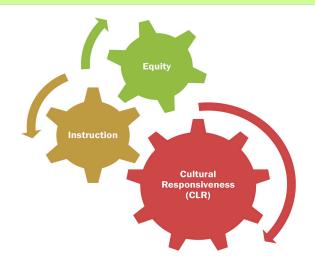
REFLECTION

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

Simple Gestures

Show Love to Others

Excellence with Mediocrity



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

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

Up to this point I have defined cultural responsiveness as...

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.

JOURNEY TO RESPONSIVENESS



VABB







www.culturallyresponsive.org/store



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

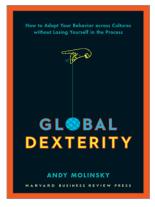
Talk To Differently

Relate To Differently

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."

⊢Hollje, Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student \$uccess (2017)



Situational Awareness or Global Dexterity

Book Recommendation

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."

JOURNEY TO RESPONSIVENESS



Book Recommendation

Title: Blind Spot

Authors: Mahzarin R. Banaji and Anthony G. Greenwald

"[We all] have reminiscences which [we] would not tell everyone but only to [our] friends. [We] have other matters in [our] mind which [we] will not reveal to even [our] friends, but only to [ourselves], and that in secret. But there are other things which [we] are afraid to tell even to ourselves, and every decent person has a number of such things stored away in [our] minds."



SECTION ONE: TERMINOLOGY

REFLECTION

What might get in the way of me VABBing a student/parent/colleague?

Checking Your Filter

Questioning Your BS **Listening To Your Deficit Monitor**

How culturally connected am I to the cultures of my students or colleages?

List Culture Here:	
Movie:	
Book:	
Food:	
Artifact:	

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

Reliably Connected	Unreliably Connected	Unconnected
Could List	Could List	Could not list
Reliable Sources	Unreliable Sources	Unavailable Sources

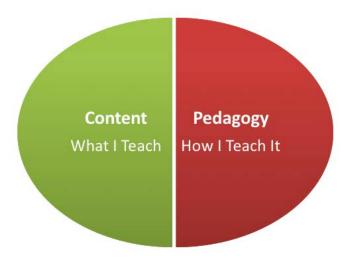


Score Myself:

Reliable

Unreliable

Unconnected



Culturally **Traditional** Responsive Responsive

Traditional	Responsive	Culturally Responsive
Teacher-centered	Student-centered	Student-centered
One way	Two Ways	Two Ways
High affective filter	Lowered affective filter	Lowered affective filter Includes elements of cultures like language, rhythm, and age

Gatekeepers of Success



RESPONSIVE CLASSROOM

MANAGEMENT

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 Use of protocols for discussing
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- Use of extended collaboration



RESPONSIVE ACADEMIC VOCABULARY

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- Level 2 and Level 3

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- situational appropriateness



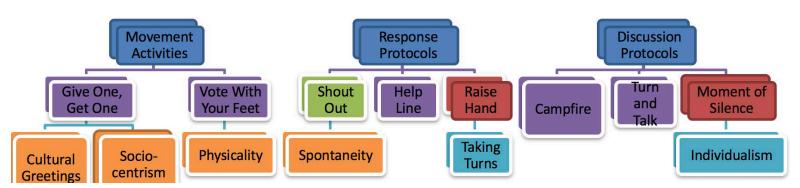
SECTION TWO: METHODOLOGY

REFLECTION

What is the core of my methodology?

- Traditional
- Responsive
- Culturally Responsive

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

How do I know my students are engaged?

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 valued audience or 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?

—Antonetti and Garver, 17,000 Classroom Visits Can't Be Wrong (2015)

SECTION TWO: METHODOLOGY

REFLECTION

Who are the students that I am the least successful with (my underserved)?

Who are the beneficiaries of CLR?

What does it mean to be underserved?

An underserved student is any student who is not successful academically, socially, and/or behaviorally in school because the school as an institution is not being responsive to that student.



Breaking the Code

Are there any ______ students having success?

Yes or No. If yes, go to next question.

If no, then stop here.

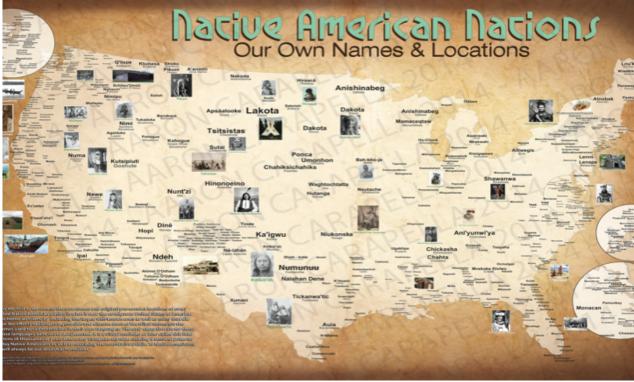
Among those students not having success, who is the most likely to be underserved?

Of that group, are there any _____students having success? Yes or No. If yes, go to next question. If no, then stop here.

Among those students not having success, who is the most likely to be underserved?

Do you know who your students are?









JOURNEY TO RESPONSIVENESS

*l*lalaysia

Sri Lanka

Singapore



Book Recommendation

Title: Deculturalization and the Struggle for Equality

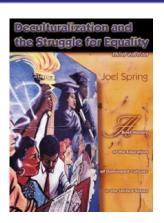
Author: Joel Spring

Deculturalization

"An educational process of destroying a people's culture and replacing it with a new culture. Culture shapes a person's beliefs, values, and morals. By dominate cultures asking people to replace their culture with the dominant culture, we are committing cultural genocide.

Assimilation

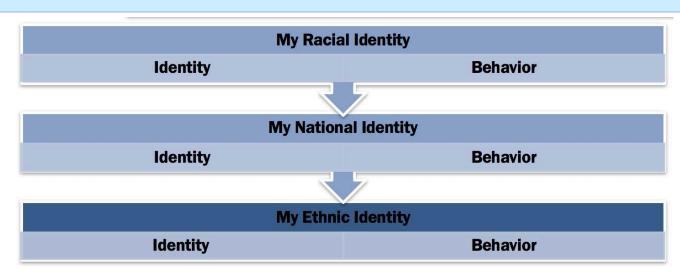
The cultural absorption of a minority group into the main cultural body. People of different backgrounds come to see themselves as part of a larger national family.



SECTION THREE: ANTHROPOLOGY

REFLECTION

Was my heritage de-culturalized, assimilated, or am I bi-cultural?









REFLECTION

SECTION THREE: ANTHROPOLOGY

How do I define race?

Original Five Classified Races

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

Blumenbach



BLUMENBACH.

- 1. Genetic Lineage
- Story of human geography
- 3. Socially constructed (historically)

CENTRAL ASIA MIDDLE EAST INDIA SOUTHEAST ASIA OCEANIA

RACE

- Not Behavioral
- O Static
- O No Choice
- O Limited
- O External

CULTURE

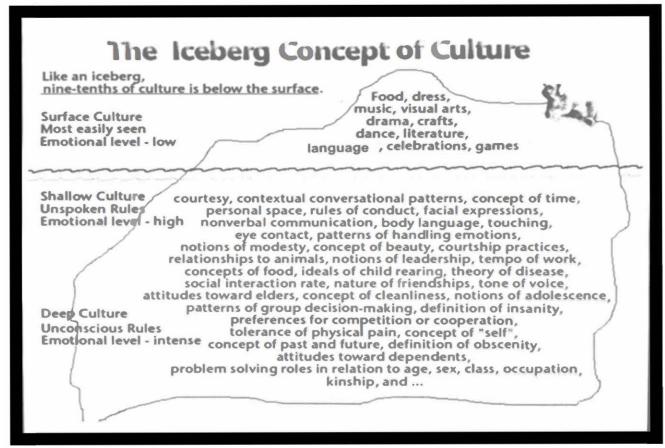
- Behavioral
- Dynamic
- Choice
- Unlimited
- Internal

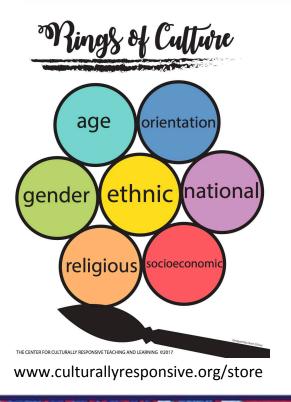
Recognizing Caucasian (white) privilege will lead to **empathetic** teaching

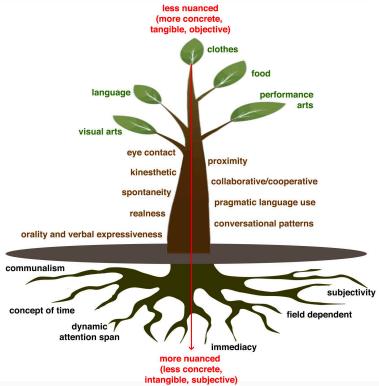
Dwelling on Caucasian (white) guilt will lead to sympathetic teaching

Notes:_			

VS







SECTION THREE: ANTHROPOLOGY

REFLECTION

Nationality

What national behaviors do you attribute solely to your national affinity?

What is/was your road to achieving the socalled American dream?

Comparison Country:

Behavior:

- A. Choice assimilation
- C. Forced (no choice)
- B. Bi-cultural
- D. White Anglo-Saxon

Ethnic Identity

What is your ethnic identity (heritage)?

What is superficial behavior and deep cultural behavior tied to in your home culture?

- Superficial Behavior:
- Deep Behavior:

Do I know who my students are - home culture and all the rings of culture?

- · Students Culture:
- Behavior:

"We all interpret behaviors, information, and situations through our own cultural lenses; these lenses operate involuntarily, below the level of conscious awareness, making it seem that our own view is simply "the way it is." Learning to interpret across cultures demands reflecting on our own experiences, analyzing our own culture, examining and comparing varying perspectives. We must consciously and voluntarily make our cultural lenses apparent. Engaging in the hard work of seeing the world as others see it must be a fundamental goal for any move"



—Delpit, Other People's Children (2006)



Common Cultural Behaviors

The following behaviors build off the iceberg concept of culture (anthropological basis for the focus on culture, as opposed to race). Based on the research of Wade Boykins and others, these behaviors are the most common (likely to occur) in the milieu of the classroom and school dynamics. Please note, however, that this is NOT an exhaustive list. Other cultural behaviors can and do occur.

The take-away is that all of us exhibit these cultural behaviors depending on our heritage (ethnic identity), upbringing, and where we were raised. These behaviors are NOT race dependent. The CLR educator should know these behaviors. It is important to conceptualize these behaviors without thinking about them in the context or comparison of school or mainstream (whiteness) culture. They are meant to stand alone, have value on their own, and be representative of who our students are culturally, for validating and affirming purposes. To fully understand them is to know them in their originality. To only see these behaviors in relation to school culture (whiteness) misses the point and treads on deficit thinking.

What appears first is the behavior list. There are a total of 16 and they are listed from the less nuanced (easier to grasp conceptually) to the more nuanced (harder to grasp conceptually). What is noted in parenthesis, is the behavior in teacher friendly language. After the list, the definitions for each behavior follow.

Common Cultural Behaviors List

Less Nuanced (More concrete, tangible, objective)

- 1. Eye Contact
- 2. Proximity
- 3. Kinesthetic (high movement context/orientation)
- 4. Collaborative/Cooperative (Work and dependence on group)
- 5. Spontaneous (Impulsive, impromptu)
- 6. Pragmatic Language Use (Non-Verbal Expressiveness)
- 7. Realness (authentic, direct)
- 8. Conversational Patterns (verbal overlap and non-linear discourse pattern)
- 9. Orality and Verbal Expressiveness (combination of #6 and #8 or verve)
- 10. Sociocentrism (socializing to learn)
- 11. Communalism (we is more important than I)
- 12. Subjective (relativity)
- 13. Concept of Time (situation dictates use of time, relative)
- 14. Dynamic Attention Span (varied ways to show attention)
- 15. Field Dependent (relevance of externally defined goals and reinforcements)
- 16. Immediacy (sense of connectedness)

More Nuanced (Less concrete, intangible, subjective)



Common Cultural Behaviors Defined

Common Cultural Behavior Definitions

Eve Contact

We communicate with our eyes. Depending on our cultural identity, we can show disrespect/respect, attention/lack of attention and/or intrigue/non-intrigue by how long eye contact is maintained (known as maintenance).

Proximity

The distance between two people is often culturally dependent because it is a way of showing respect, rapport, and relationship. The appropriate distance is culturally determined, whether a person is asking a question, seeking information, or simply wanting to relate through conversation, all affect proximity. The distance and purpose vary from culture to culture.

Kinesthetic (High movement)

Moving while learning; tactile with use of gross motor skills; movement of the big muscles; learning through physical activities. Some cultures learn better while moving.

Cooperative/Collaborative (Shared work and responsibility)

Working together, sharing responsibility is seen as a plus, contributes to the overall performance; Shared responsibility.

Spontaneous (Impromptu, Impulsivity)

Comfort level found in environments and contexts that are marked by impulse and improvisation; The tendency to respond as coming or resulting from an immediate or natural impulse; Unplanned.

Pragmatic Language Use (Non-verbal)

Eye contact, hand gestures, facial expressions, and body language can sometimes communicate more what is being said than verbal language. In some cultures, the emphasized use of non-verbals can be more meaningful, depending on the context and what needs to be communicated.

Realness (direct vs indirect)

How truthful, authentic, and direct we are in our communications. Different cultures value different levels of directness. How truth and authenticity are communicated to others can be culturally based.

Conversational Patterns (Verbal overlap and non-linearity)

Verbal overlapping while someone else is talking shows engagement and focus for some languages/cultures, while in other cultures not overlapping can show the same levels of engagement.



Common Cultural Behavior Definitions (Continued)

Orality and Verbal Expressiveness (Verve)

Verve is not what you say but how you say it. Verve happens when the combination of emphasized use of nonverbals and verbal expressiveness occur simultaneously.

Sociocentrism (Social interaction to learn)

The act of social interaction is more valued than the content being discussed and is seen as a contributing variable to the learning. Sometimes known as learning by talking (socializing).

Communalism/Communal (Collective Success)

"We" is more important than "I." The success of the whole (community, family, class, collaborative group) outweighs and is more valued than the success of the individual.

Subjective (Relativity)

The essential understanding of a topic or concept lies in the relativity, perspective, granularity and not just right and wrong; Multiple perspectives are allowed and valued

Concept of Time (Precise/Relative)

Time can be seen conceptually as precise, meaning the beginning and ending of an event or occurrence is controlled by the clock. Or time can be seen as relative. The event and occurrence are controlled by the human interaction (what is going on in the moment), not the clock.

Dynamic Attention Span (Multiple ways to show focus)

Demonstration of varied ways to show focus and task orientation.

Field Dependent (Relevance)

Orientation toward external defined goals and reinforcements compared to the social and cultural relevance to own experiences. Contextualization matters, highly valued.

Immediacy (Connectedness)

Actions that all at once communicate warmth, acceptance, closeness, and availability; Connectedness AND sense of immediacy can be the tendency to evaluate situations through a lens of urgency. In the classroom this looks like students who want to know about things in the "now" and having to wait creates stress.



The Relativity of Culture

High Resonance Low Resonance

Cultural Elements

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)



REFLECTION

SECTION THREE: ANTHROPOLOGY

What CLR activities am I willing to try immediately (classroom teachers only)?
What are my three take-aways for today (everyone)?

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?

Join VABB Nation!











@validateaffirm

www.culturallyresponsive.org

Sharroky@culturallyresponsive.org



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.teachable.com



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.



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

Explore at

responsivereads.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 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!

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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