



A Year of Reflections on Your **Journey** to Cultural and Linguistic Responsiveness

FALL INTO WINTER



CULTURALLY & LINGUISTICALLY RESPONSIVE



Fall into Winter

OCTOBER – NOVEMBER – DECEMBER

What occurs during these next months **should set the CLR tone and temperament for the rest of the year**. All of your CLR routines and procedures should be established by now and you should be building upon your use of the CLR engagement activities, while planning to move on to the other instructional areas – academic vocabulary and academic literacy. In doing so, you must keep in mind that the mindset part of your journey is ongoing, never ending.

Mindset	Skillset	Love Yourself	Love Your Community
Who are the students that you might have misjudged, mislabeled, been misinformed about	Who have you reactively VABB'd lately	Taking care of yourself in ways that are real and true, no matter how big or small	CLR Support Network
REFLECT HERE	REFLECT HERE	REFLECT HERE	REFLECT HERE
Describe what you know about the home/family life of your most challenging student.	The CLR engagement activities that you have infused into your daily teaching	What were you taught about loving yourself	Ways you love your community
REFLECT HERE	REFLECT HERE	REFLECT HERE	REFLECT HERE
Where can you push that comfort zone	Reflect on your levels of student engagement	Explore what you were taught, by whom, and how it relates to the way you engage in different spaces in your life	Why do you think groups of teachers (faculty meetings, etc.) are often among the most difficult groups to lead well
REFLECT HERE	REFLECT HERE	REFLECT HERE	REFLECT HERE
Free Page!	Who have you proactively VABB'd lately	What does your body feel like when it's engaged	What does your community feel like when it's engaged
REFLECT HERE	REFLECT HERE	REFLECT HERE	REFLECT HERE



"Just doing the engagement activities is not enough. Doing call and response, for example, does not mean that you are a CLR, and NOT doing call and response does not mean that you are NOT CLR. Infusing call and response or any of the engagement activities are just indicators that you are willing to try."

– DR. HOLLIE



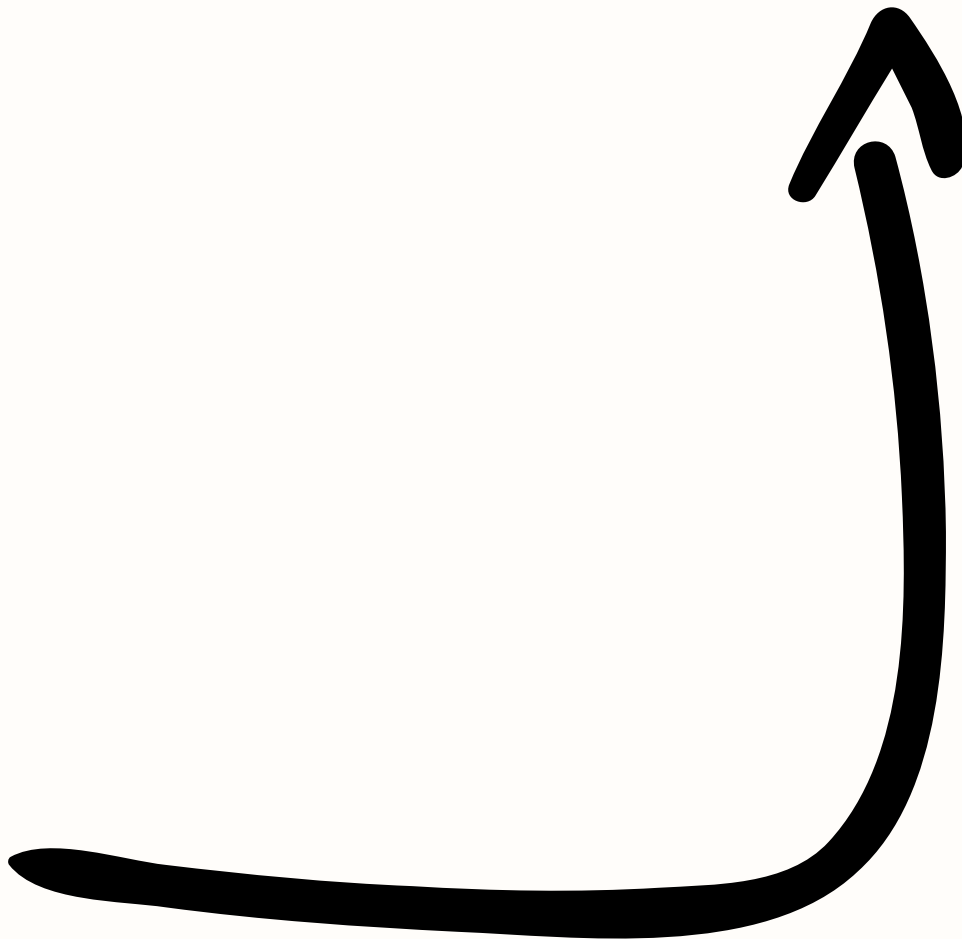
Tip: Click the
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Fall into Winter | OCTOBER – NOVEMBER – DECEMBER

Mindset

When you thoughtfully and honestly reflect on the first quarter of school, who are the students that might have misjudged, mislabeled, been misinformed about?

Write their first names and what you have done to make a change in those first thoughts?





Describe what you know (either from the child, their adult(s), or your trusted colleagues who had reliable sources) about the home/family life of your most challenging student.

What do you still need to know? What is within your zone of influence that you can do, must do, to support this student?



There is a fine but clear line between trying to be something you're not and pushing out of your comfort zone in service to creating a learning experience that is ultimately meaningful for students.

Where can you push that comfort zone? What new things can you learn and/or try, perhaps with student support, in service to deepening your CLR?



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Mindset

Free page! Reflect as you like: freewrite, photo collage, or anything that allows you to make meaningful connections to your emerging CLR mindset.



Who have you reactively VABB'd lately and how did that exchange go
(as opposed to how you might have reacted to something similar in the past)?

What helped you VABB this time as opposed to other times? What do you need to
support you doing it more going forward?



List all the CLR engagement activities that you have infused into your daily teaching.

In what ways are they working for your students? What do you need to do next to keep your CLR instructional train moving forward with greater intention and/or strategy?



Reflect on your levels of student engagement, being careful to distinguish between this and compliance as best you can.

Make a list of the students who are engaged, not engaged, or just complying. What more can you learn about and then do to engage the latter two groups?



Who have you proactively VABBed lately?

What in particular was in your lesson that validated and affirmed cultural behaviors?



How are you taking care of yourself in ways
that are real and true, no matter how big or small?

Given where we are in the year right now,
have you stopped doing that you need to start doing again?

And/or, what did you intend to do that you never did but need to start right now?



Loving ourselves looks different depending on your rings of culture,
particularly the rings that came with your family of origin.

What were you taught about loving yourself? What's working for you about that narrative?
Would you teach your own children the same thing or, in some ways, might it be different?



When you think back on your time in school,
did adults teach you it was more important to be compliant or engaged?

Explore what you were taught, by whom, and how it relates to the way
you engage in different spaces in your life.

How do others engage in those same or similar spaces?



What does your body feel like when it's engaged?

What does your body feel like when you are disengaged?

How can doing more of what engages you inspire you to be
more culturally responsive with your students?



Write down the names of your CLR support network, then list what you need from each one as well as what type of support you can provide them.
(You can do this as a network or alone, but just make sure you also have a conversation to share ideas, needs, and expectations.)



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Love Your
Community

In what ways do you love your community? Not marshmallowy love, but real, true, and sometimes rigorous love that nurtures, inspires, and sometimes challenges in service to a healthier, happier group.

Reflect on that as well as how your love of community might look different than the kind of love others show.



Why do you think groups of teachers (faculty meetings, etc) are often among the most difficult groups to lead well? What causes them to engage or disengage? Why is that?

What can you learn from these experiences that might inform your teaching and what can you learn from your teaching that might inform how you might lead teachers more effectively?



What does your community feel like when it's engaged? What does it feel like when it is disengaged? Is it different depending on the kind of community you are in?

Reflect on what might make that so.



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