



6

WAYS TO KNOW
IF YOU ARE
CULTURALLY
RESPONSIVE

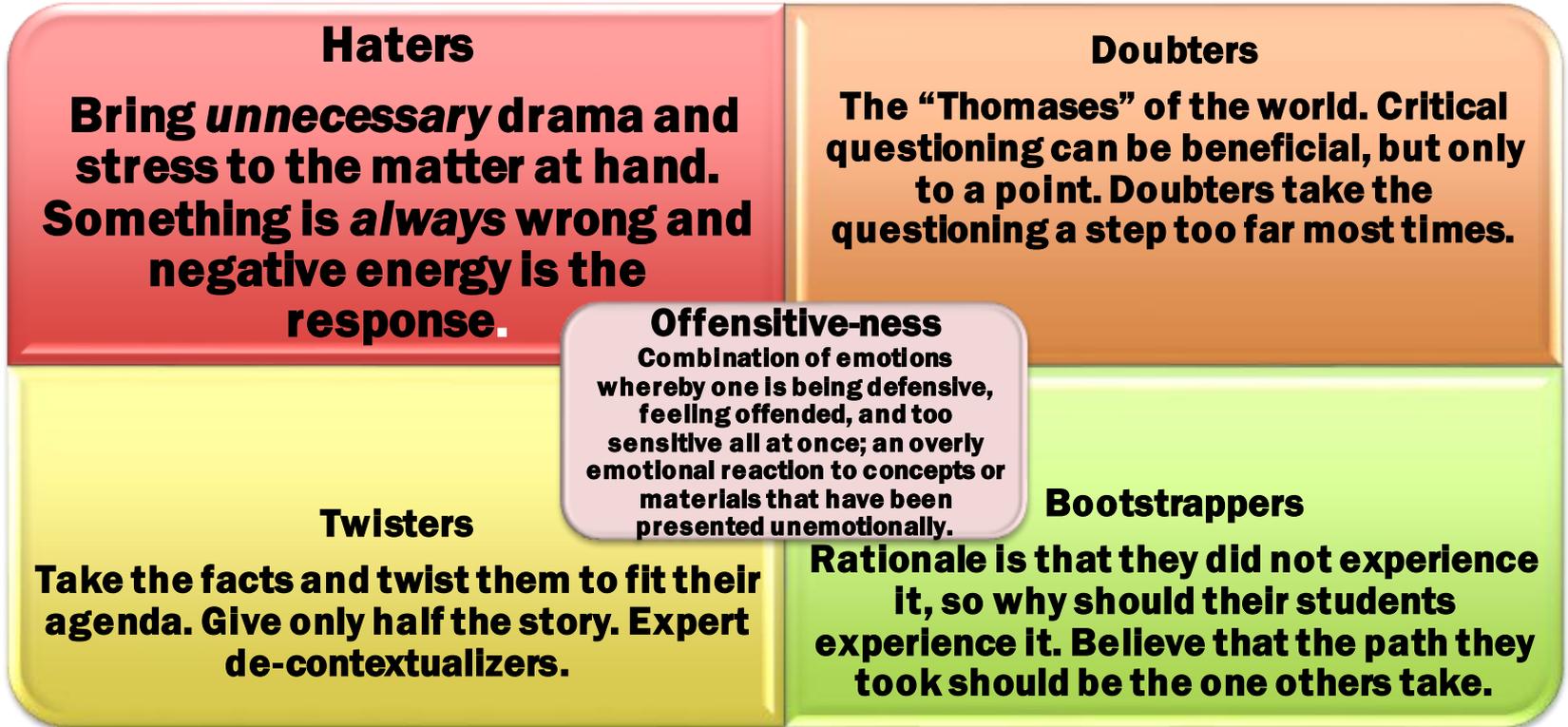
JOURNEY TO RESPONSIVENESS

www.culturallyresponsive.org

Dr. Sharroky Hollie



When Do I Resist ? When Do I Struggle (progress)?



CLR Category: Protocols For Discussion
 Activity Name: Think Pair Share





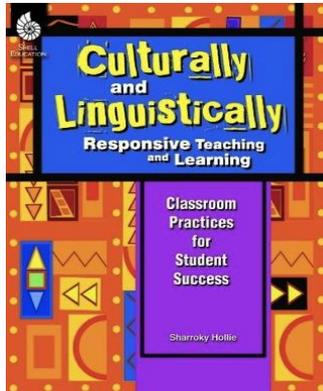
What are the six ways?

1. You can define it
2. Something that you are, not that you do
3. You are not confused about your identity
4. You know who you are serving or *not serving*
5. You don't celebrate Black History Month
6. Practice everyday in everyway



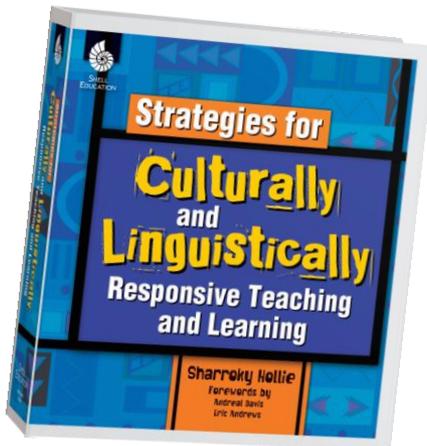
What Is The Journey To Responsiveness?

1. Change Your Mindset



- **Speak** a Common Language: Define Cultural Responsiveness
- **Check Your Filter, Question Your BS, Listen To Your Deficit Monitor**
- **Know** Your Racial/Cultural Identity
- **Identify** the Beneficiaries of Responsiveness

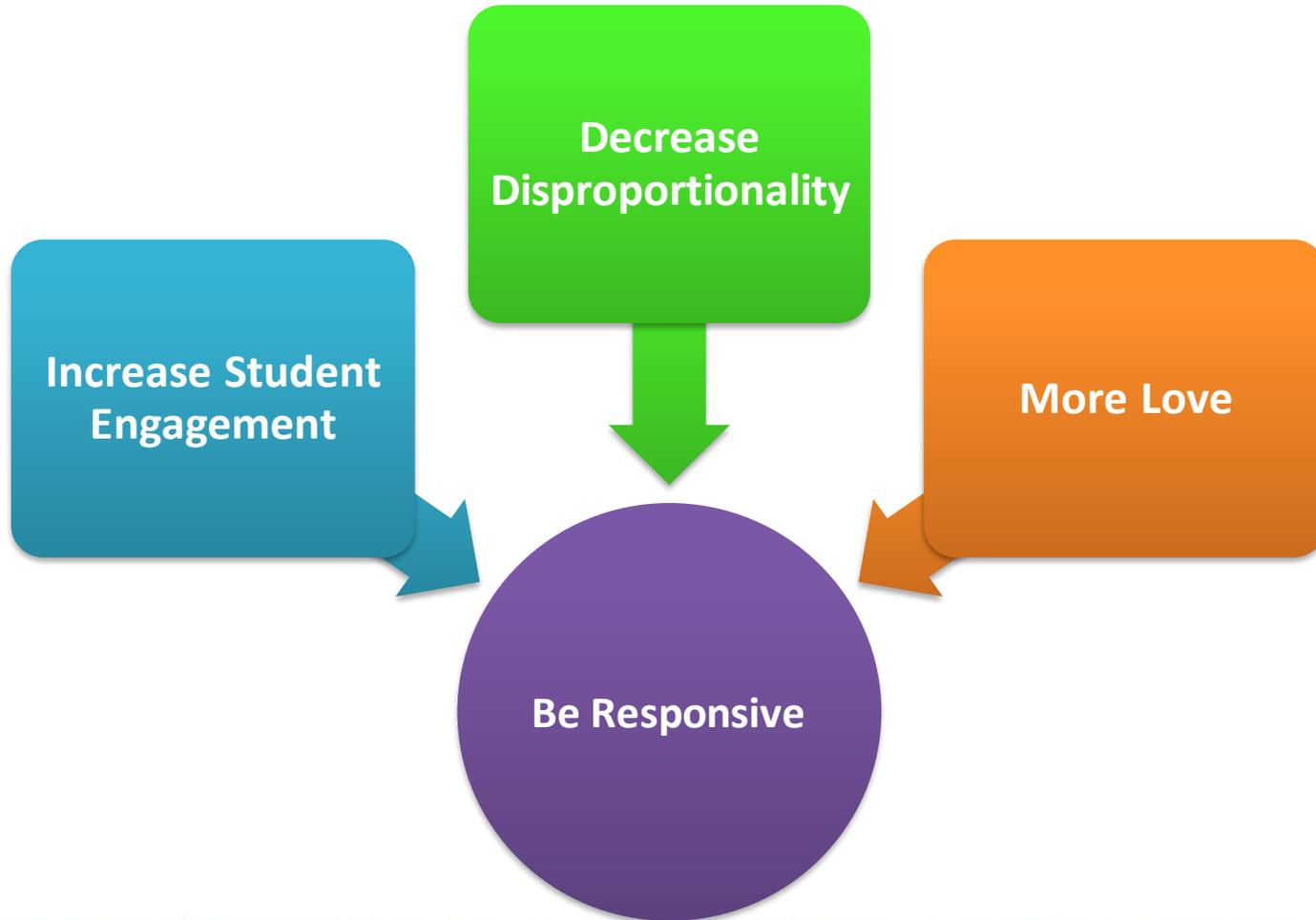
2. Develop Your Skillset



- **Guard** the Gatekeepers To Success
- **Create** a Continuum of Traditional Instruction and Responsive Instruction
- **Learn To Swim:** Dive in the Pool of Responsive Activities
- **Re-image** the Learning Environment



Why this Journey to Responsiveness?





CLR ANTICIPATION GUIDE

ANSWER THE FOLLOWING STATEMENTS WITH EITHER TRUE OR FALSE

Diversity, equity, and cultural responsiveness are interchangeable concepts

My racial identity dictates my cultural identity

Cultural Responsiveness is only for minority students

The goals for culturally responsive teaching are best met at the district level

WAY 1

YOU CAN DEFINE IT



Classic Definition

Gloria Ladson-Billings in DreamKeepers:

“A pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural and historical referents to convey knowledge, to impart skills, and to change attitudes. Teachers practicing culturally relevant teaching know how to support learning in these students by consciously creating social interactions to help them meet the criteria of academic success, cultural competence, and critical consciousness. “



Practitioner's Definition

Geneva Gay in Culturally Responsive Pedagogy (2000):

“The use of cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to, and effective for, them. It teaches *to and through* the strengths of these students. It is culturally validating and affirming.”



VALIDATE

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

AFFIRM

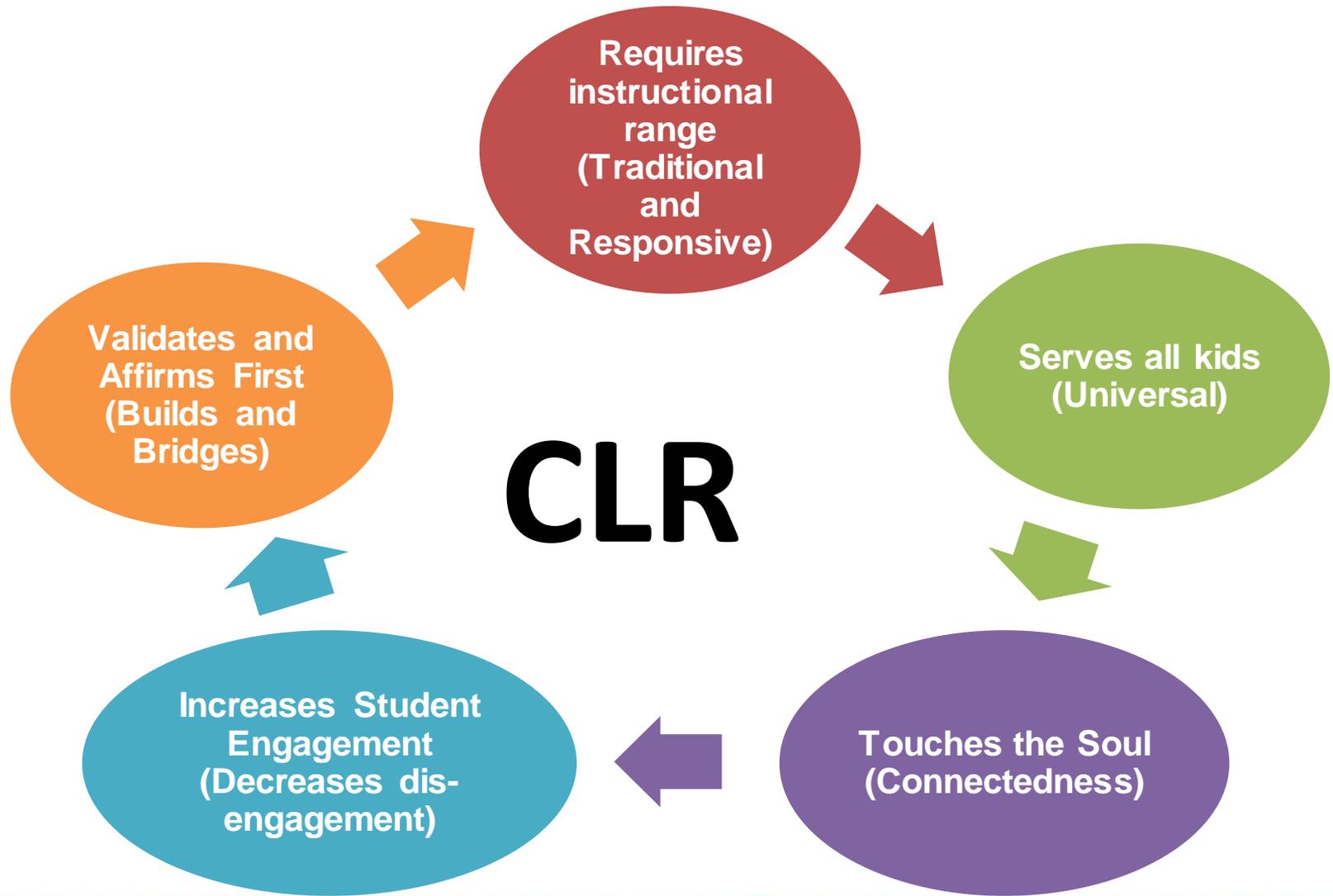
Making positive that which the institution (academia) and mainstream media have made negative culturally and linguistically

BUILD

Creating 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

Creating opportunities for situational appropriateness or utilizing appropriate cultural or linguistic behaviors



Dive into the Pool of CLR Activities

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 retellings for situational appropriateness
- Use of role-playing for situational appropriateness
- Using teachable moments for situational appropriateness





Definition for Teachers Education

Villegas and Lucas in Preparing Culturally Responsive Teachers (2000):

Six salient characteristics define the culturally responsive teacher:

1. **Socio-culturally conscious**, that is, recognizes that there **are multiple ways of perceiving reality** and that these ways are influenced by one's location in the social order
2. **Affirming** views of students from diverse Backgrounds
3. Sees himself or herself as **both responsible for and capable of bringing about educational change** that will make schools more responsive to all students
4. Understands how **learners construct knowledge** and is capable of promoting learners' knowledge construction
5. **Knows about the lives** of his or her students
6. Uses his or **her knowledge about students' lives to design instruction** that builds on what they already know while stretching them beyond the familiar.



Responsiveness is not...



**“Change your
Language and you
Change your
Thoughts.”**





Look Inside?

What would/could prevent you from VABing a student or a colleague? What might block you from being more responsive to those who need it the most?

Check Your Filter (Derivation of your information?)

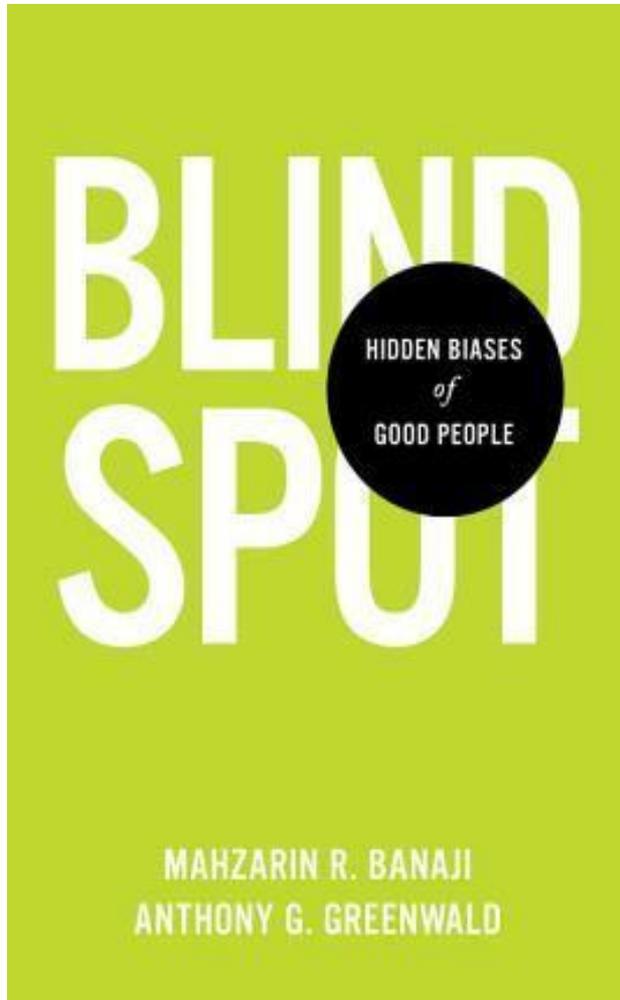
The New York Times



The Washington Post

THE
HUFFINGTON
POST





Are you attuned to your biases?

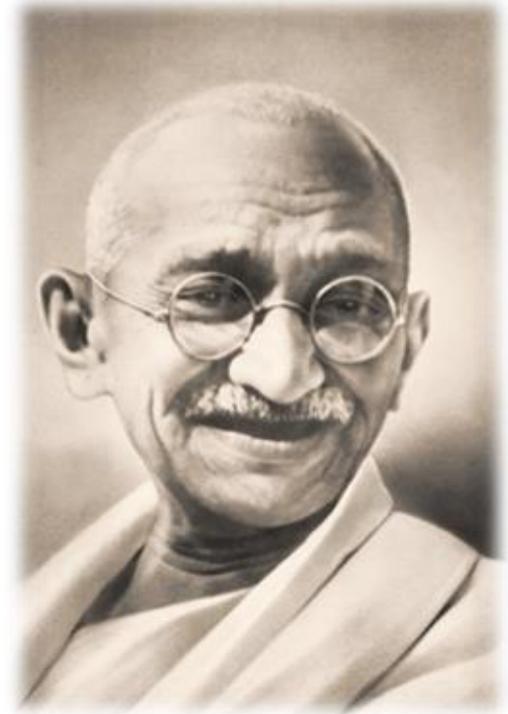
“[We all] have reminiscences which [we] would not tell everyone but only to [our] friends. [We] have other matters in [our] mind which [we] will not reveal to even [our] friends, but only to [ourselves], and that in secret. But there are other things which [we] are afraid to tell even to ourselves, and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



Question Your BS

**“Your beliefs become your thoughts,
Your thoughts become your words,
Your words become your actions,
Your actions become your habits,
Your habits become your values,
Your values become your destiny.”**

-Ghandi





#3 Listen To Your Deficit Monitor

Five Must Knows About Unconscious Biased Thinking (Deficit Lens):

- 1) As humans, we are potentially predisposed to biased, prejudiced, ignorant, misinformed, or deficit thinking about others.
- 2) It is mostly subconscious. We need a signal to bring it to level of awareness.
- 3) With this awareness, we can make the choice to go “deficit” or go “responsive.”
- 4) Unconscious bias comes from social stereotypes, attitudes, opinions, and stigma we form about certain groups of people outside of our own conscious awareness
- 5) Culture has a profound influence on our behavior, and it is, for the most part, unconscious. While it may seem relatively easy to correct a single act of unconscious bias, it is almost impossible to notice how deeply we are ensnared in a web of instances in which bias affects our fundamental institutions (Deficit Thinking). Deficit thinking is institutionalized historically.

WAY 2

SOMETHING THAT YOU
ARE, NOT THAT YOU DO



Something that you are, not that you do

**Are culturally responsive educators born
or
Are they made?**

WAY 3

YOU ARE NOT CONFUSED
ABOUT YOUR IDENTITY



Clearly distinguish race from culture. Use anthropological lens.

DO YOU KNOW WHO YOU ARE? RACIALLY? NATIONALLY? ETHNICALLY?

Fill in the blanks below....

The rule is you cannot use the same word twice

My racial identity is _____ Behavior _____

My national identit(ies) is/are _____ Behavior _____

My ethnic identity is _____ Behavior _____

Area of Instruction: Classroom Management

Category: Ways of Discussing

Activity: Think-Pair-Share

Rings of Culture

Dr. Sharroky Hollie

Age Culture



Gender Culture



Religious Culture



Class Culture



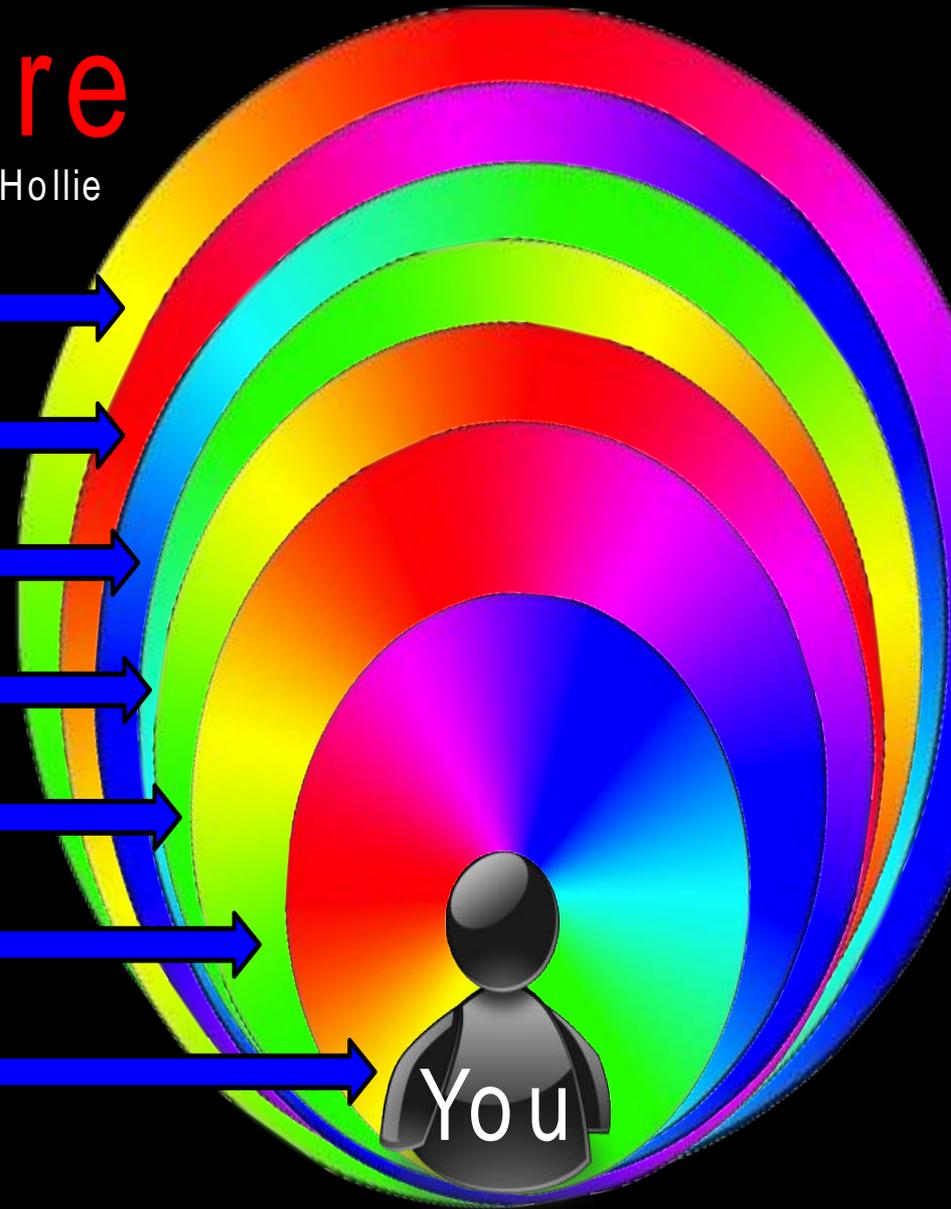
National Culture



Orientation Culture



Ethnic Culture



WAY 4

YOU KNOW WHO YOU ARE
SERVING OR NOT SERVING



YOU KNOW WHO YOU ARE SERVING

Key term 2 is 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 the student.

Words to consider when thinking of your underserved:

Disproportionality – Historic - Institutional



Top Five Underserved Populations

1. Native Americans
2. African Americans
3. Mexican Americans*
4. Hawaiian Americans
5. Asian Americans*

(which ones?)

- a. Chinese
- b. Cambodian
- c. Laotian

*Not all Latinos (code)

*Not all Asians (code)



WAY 5

YOU DON'T CELEBRATE
BLACK HISTORY MONTH



You Don't Celebrate Black History Month or superficially deal with culture and language

Do you know the history of Black History Month?



Dr. Carter G. Woodson, the creator of the original Negro History Week, did not intend for this week to be turned into a month and forever. It began in 1915!

The intent of African Americans' contributions to American history was supposed to be temporary, a way of appreciating the historical relevance of an invisible people.

Carter G. Woodson believed that publishing scientific history would transform race relations by dispelling the wide-spread falsehoods about the achievements of Africans and peoples of African descent. According to the Association for the Study of African American Life and History, "He was asking the public to extend their study of black history, not to create a new tradition."

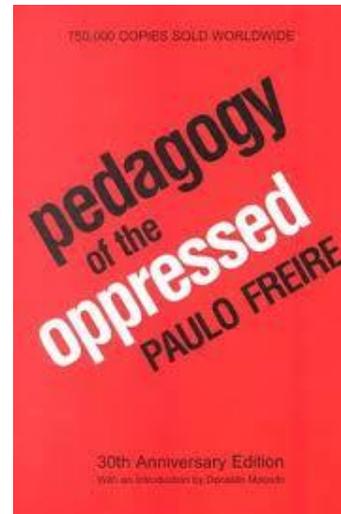
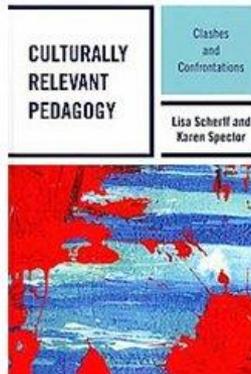
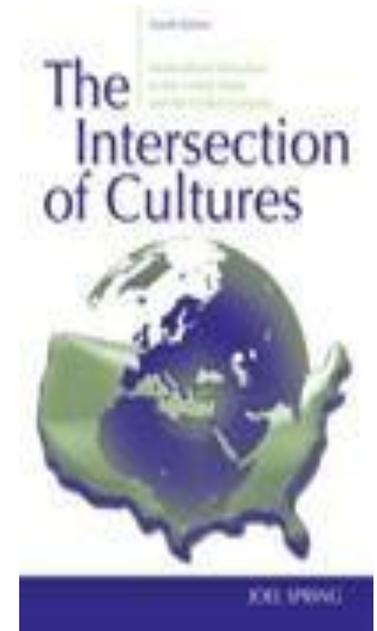
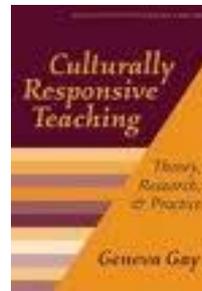
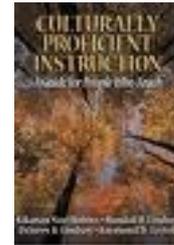
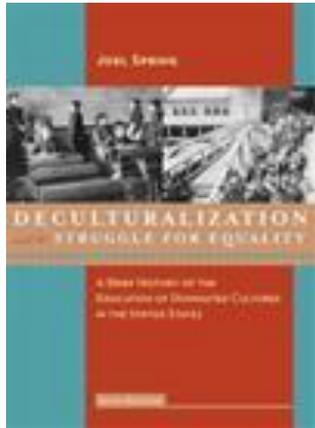
He pressed for schools to use Negro History Week to demonstrate what students learned all year.

WAY 6

PRACTICE EVERYDAY IN
EVERY WAY



Practice Everyday in Everyway



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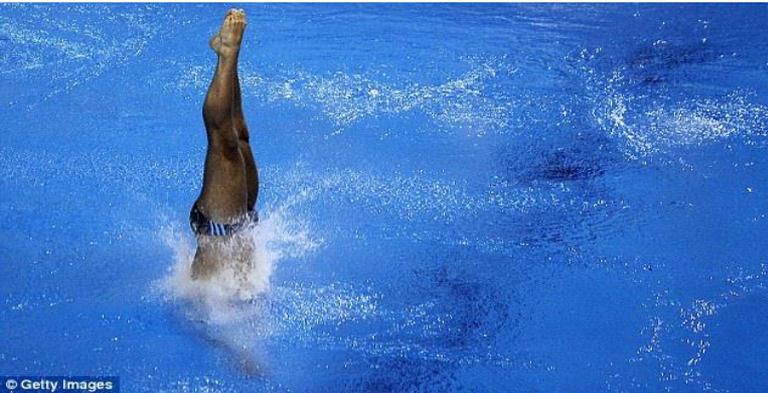
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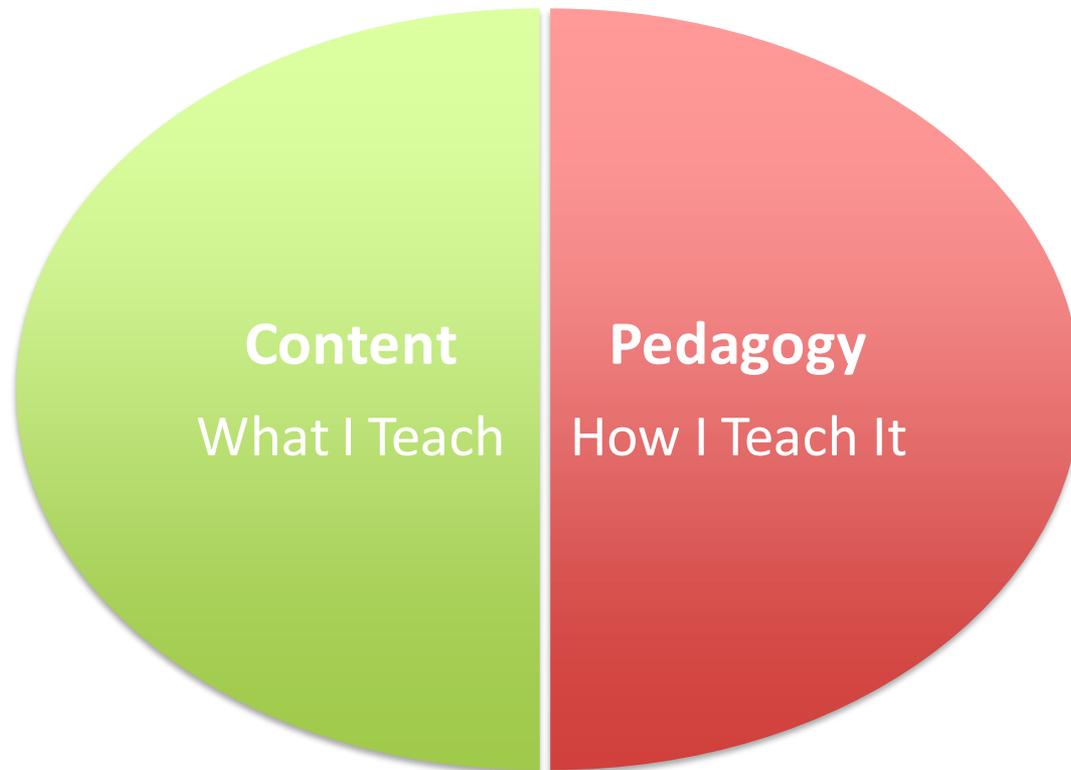
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CLR and Separating Content vs. Pedagogy





USE OF MOVEMENT: LIFT ENERGY, DEEPEN UNDERSTANDING, BUILD COMMUNITY

Traditional	Responsive	Culturally Responsive
Students remain at their seats	Stretch break Vote with your feet Give One, Get One	Give One, Get One Plus (adds in cultural greetings and socio-centrism)



How Culturally Responsive Is Your Classroom?

Cultural Images and Artifacts (historical and contemporary)	Learning Centers focused on different modalities and multiple intelligences	Opportunities for interactions that create a sense of family and community
100% engagement for all lessons	Provide big picture (conceptually based teaching/learning)	Multiple opportunities for practice
Sage on the stage or guide on the side???	Effective question techniques or Co-dependent for the right answer	Incorporate music, fine arts, and culturally responsive literature



**6 Ways to
Culturally and
Linguistically
Responsive
Teaching
Check Off List**

- You can define it
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CLR Community

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