CULTURAL RESPONSIVENESS IS FOR EVERYONE

6 WAYS TO KNOW IF YOU ARE CULTURALLY RESPONSIVE

INFORM. INFLUENCE. INSPIRE.

JOURNEY TO RESPONSIVENESS

www.culturallyresponsive.org

Dr. Sharroky Hollie
When Do I Resist? When Do I Struggle (progress)?

**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 de-contextualizers.

**Bootstrappers**

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.

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**Offensitve-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.

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

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JOURNEY TO RESPONSIVENESS
Dr. Sharroky Hollie
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?

- Increase Student Engagement
- Decrease Disproportionality
- More Love

Be Responsive
Diversity, equity, and cultural responsiveness are interchangeable concepts

Cultural Responsiveness is only for minority students

My racial identity dictates my cultural identity

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
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."

COMPETENT

PROFICIENT

COMPATIBLE

RELEVANT

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Look Inside?
What would/could prevent you from VABBing 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

abc NEWS
The Washington Post

THE HUFFINGTON POST

FOX NEWS Channel
MSNBC
CNN

AP
“[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.”
“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
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

You

Design and Illustration by Carleen
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 widespread 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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Use of protocols for discussing
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CLR and Separating Content vs. Pedagogy

- **Content**
  - What I Teach

- **Pedagogy**
  - How I Teach It
### Use of Movement: Lift Energy, Deepen Understanding, Build Community

<table>
<thead>
<tr>
<th>Traditional</th>
<th>Responsive</th>
<th>Culturally Responsive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students remain at their seats</td>
<td><strong>Stretch break</strong></td>
<td><strong>Give One, Get One Plus</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Vote with your feet</strong></td>
<td>(adds in cultural greetings and socio-centrism)</td>
</tr>
<tr>
<td></td>
<td><strong>Give One, Get One</strong></td>
<td></td>
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</tbody>
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## How Culturally Responsive Is Your Classroom?

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

Check Off List

- You can define it
- Something that you are, not that you do
- You are not confused about your identity
- You know who you are serving or not serving
- You don’t celebrate Black History Month
- Practice everyday in everyway
CLR Community

Twitter @validateaffirm
Facebook.com/validateaffirm
Pinterest – validateaffirm
YouTube Channel – validateaffirm
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