

Culturally Responsive Literacy

An Opportunity For All Learners

Considering and weaving cultural responsiveness into all classrooms

Shelby Chollett, Ed.D.

Language Arts Teacher

Academic Achievement & Support Services Specialist



✉ chollett.shelby@gmail.com

www.linkedin.com/in/shelbychollett/

[@shelbychollett](https://twitter.com/shelbychollett)

www.pedagogicalrefinery.com

Overview

Who

When Considering Culturally Responsive Literacy //

- Rings of Culture
- Intentionality
- V.A.B.B.ing

What

Culturally Responsive Literacy ||

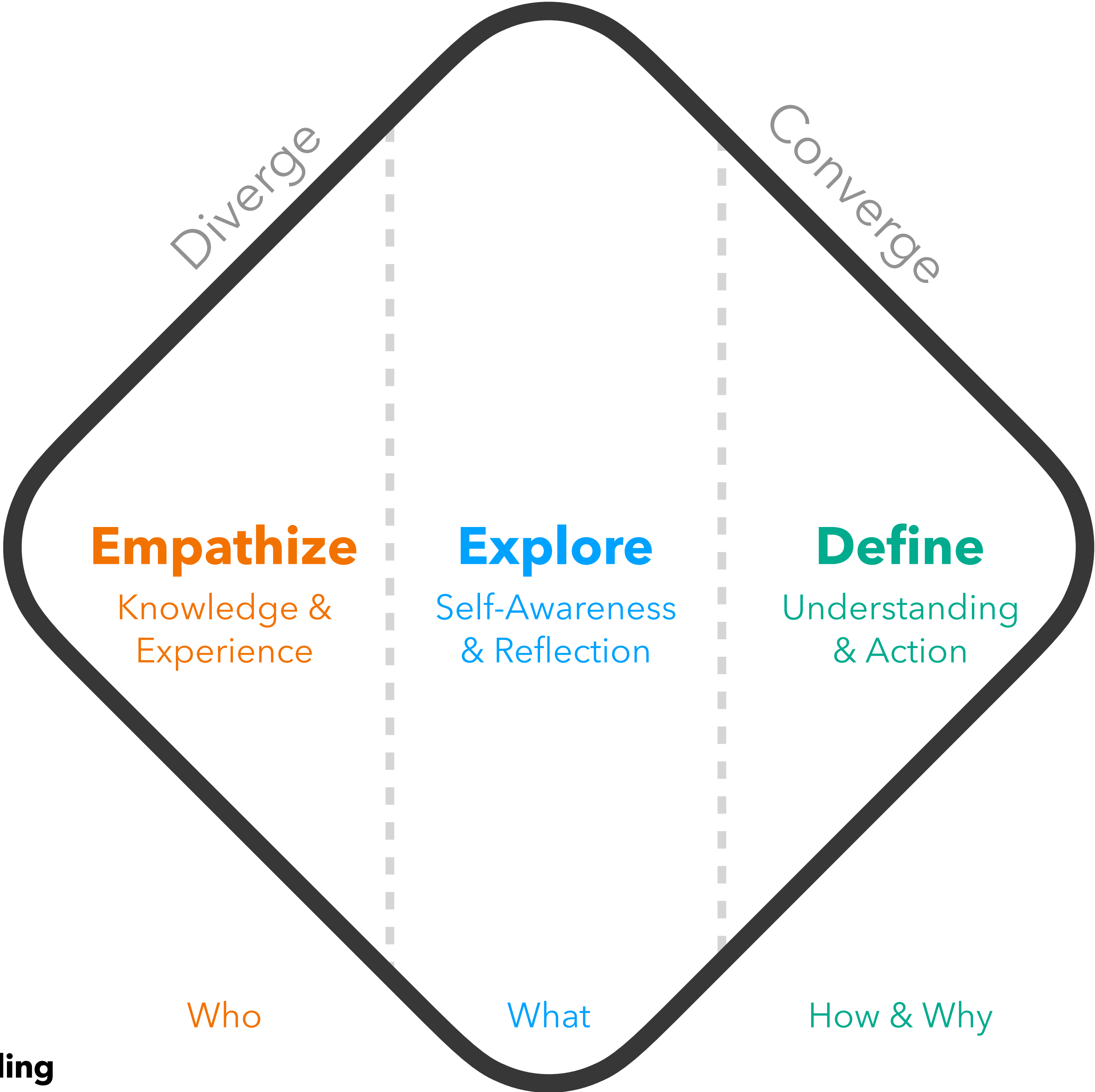
- Skillset & Mindset
- Teacher Ability > Reading Program
- Culturally Responsive Texts

How & Why

Incorporation of Culturally Responsive Pedagogy \\\

- Literacy Materials
- Strategies
- Activities

Additional Resources - -



Diverge

Converge

Empathize
Knowledge &
Experience

Explore
Self-Awareness
& Reflection

Define
Understanding
& Action

Who

What

How & Why

"We", "Us", & "Our"
Learning Community



When Considering Culturally Responsive Literacy //

The Who

When Considering Cultural Responsiveness //

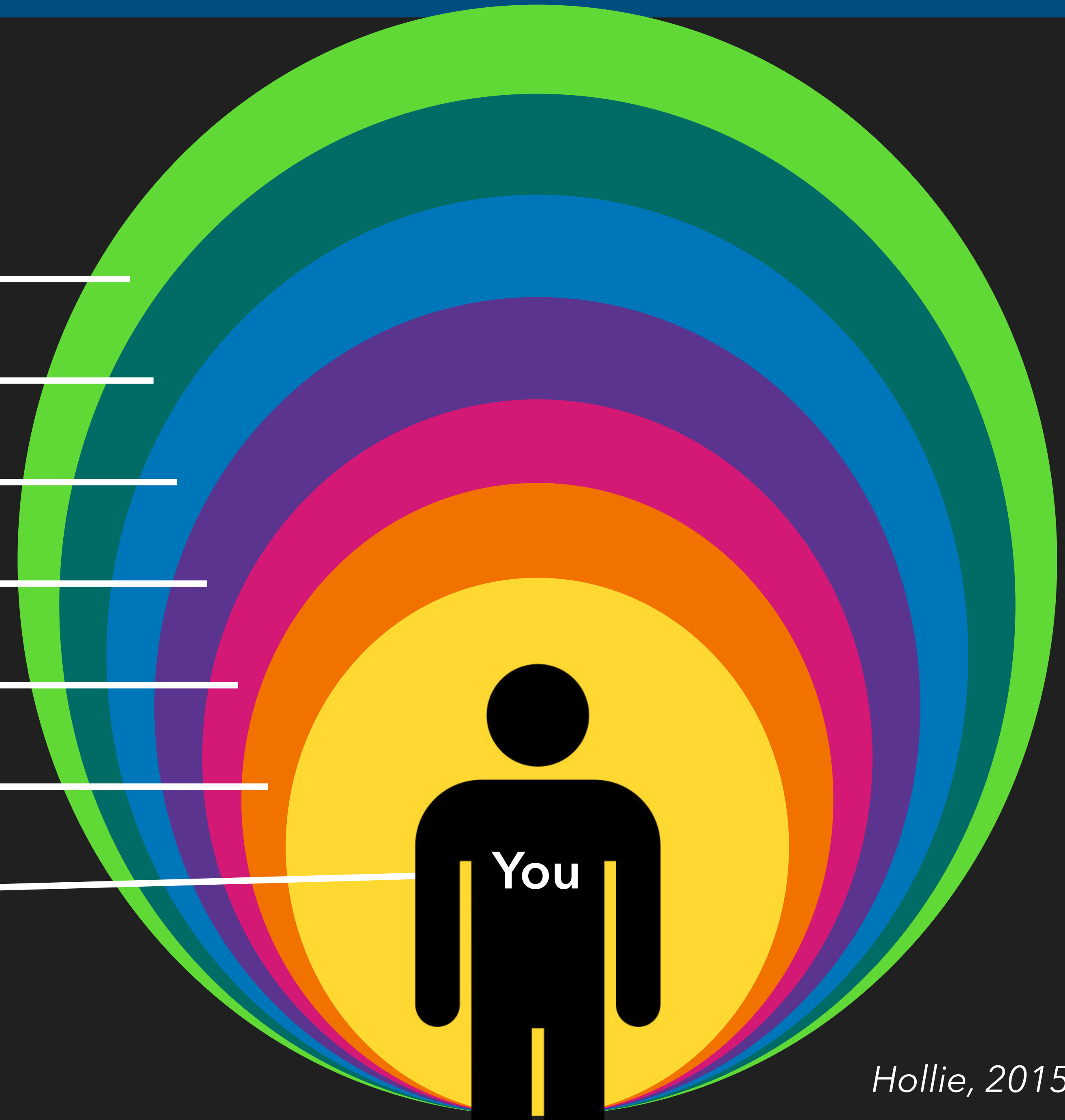








**Culturally diverse visibility,
perspective, and representation is
important, because kids cannot be
what they cannot see.**

The Rings of Culture

- Age Culture
- Gender Culture
- Religious Culture
- Class Culture
- National Culture
- Orientation Culture
- Ethnic Culture



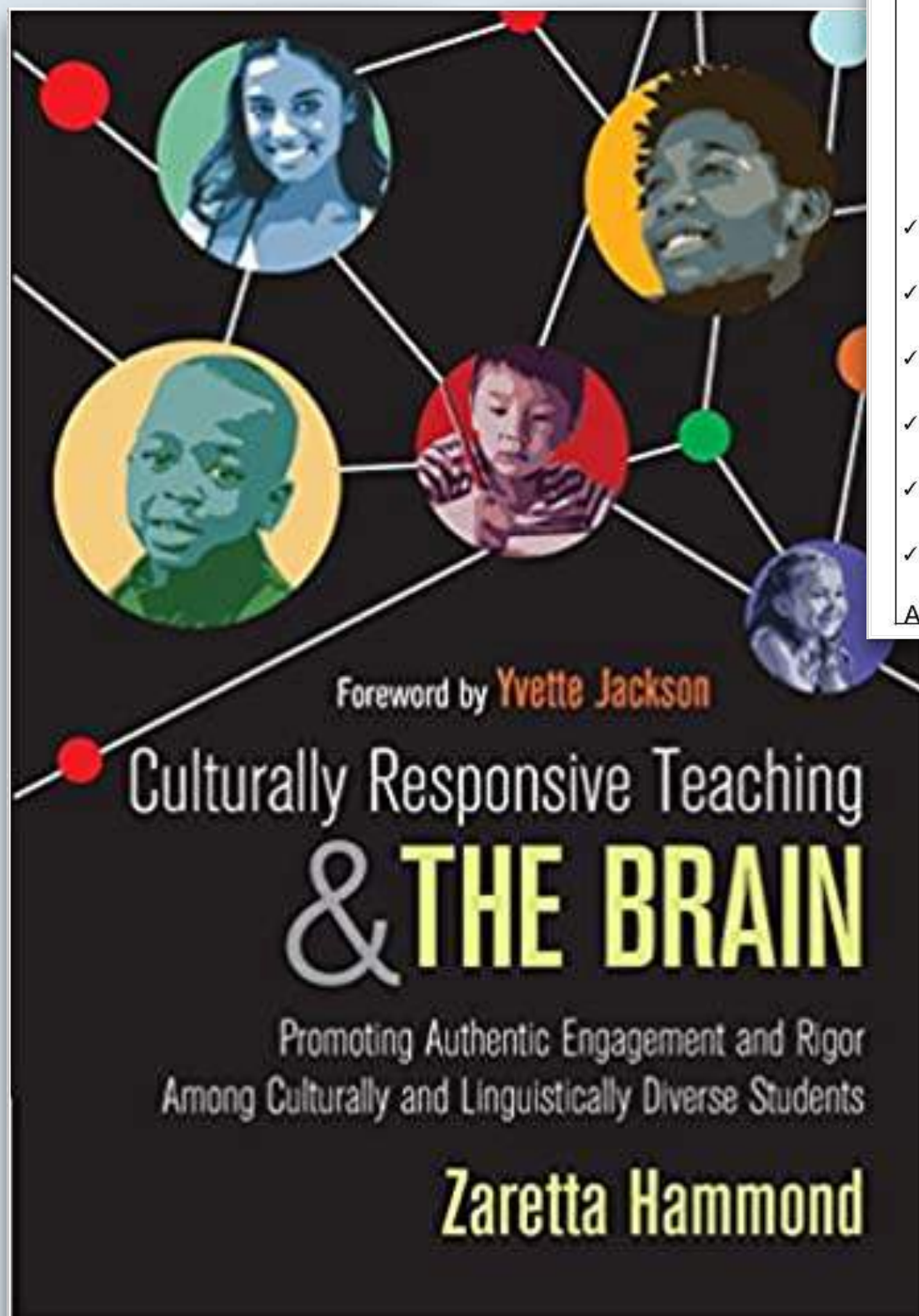
San Ramon Unified School District	Pathways to CLRT
 <p>Awareness</p> <ul style="list-style-type: none">✓ Can define characteristics of the three levels of culture (surface, shallow and deep).✓ Recognize cultural archetypes of individualism and collectivism and identify which classroom systems favor one or another.✓ Understand how the brain learns.✓ Acknowledge and discuss the socio-political context around race and language.✓ Know and own cultural lens✓ Recognize your brain's triggers around race and culture✓ Broaden your interpretation of culturally and linguistically diverse students learning behaviors.	 <p>Learning Partnerships</p> <ul style="list-style-type: none">✓ Recognizes and works to reduce students' social-emotional stress from stereotype threat and microaggressions.✓ Facilitates a community that creates a positive mindset and sense of self-efficacy.✓ Redefine the student and teacher relationships as a partnership.✓ Provide and facilitate the use of student language to talk about their learning moves.✓ Teacher assumes position of demander and supporter for all students.
 <p>Information Processing</p> <ul style="list-style-type: none">✓ Provide appropriate challenge in order to stimulate brain growth to increase intellectual capacity.✓ Help students process new content using methods from oral traditions✓ Connect new content to culturally relevant examples and metaphors from student's community and everyday lives.✓ Provide students authentic opportunities to process content.✓ Teach students cognitive routines using brain's natural learning systems.✓ Use formative assessments and feedback to increase intellectual capacity.	 <p>Community of Learners & Learning Environment</p> <ul style="list-style-type: none">✓ Create an environment that is intellectually and socially safe for learning.✓ Make space for student voice and agency✓ Build classroom culture and learning around communal talk and task structures.✓ Use classroom rituals and routines to support a culture of learning.✓ Use principles of restorative justice to manage conflicts and redirect negative behavior.

Why CLR?
-increase student engagement
-reduce disproportionality
-foster independent learning
-strengthen all relationships

Adapted from *CRT and the Brain*. Zaretta Hammond, 2015.

“Cultural relevance is the key to enabling the cognitive processing necessary for learning and imperative for engaging and unleashing intellectual potential for students of color. Neuroscience has informed us that it is the catalyst that activates the wiring for neural connectivity to be optimized for learning.... Cultural responsiveness is not a practice; it’s what informs our practice so we can make better teaching choices for eliciting, engaging, motivating, supporting, and expanding the intellectual capacity for ALL our students”

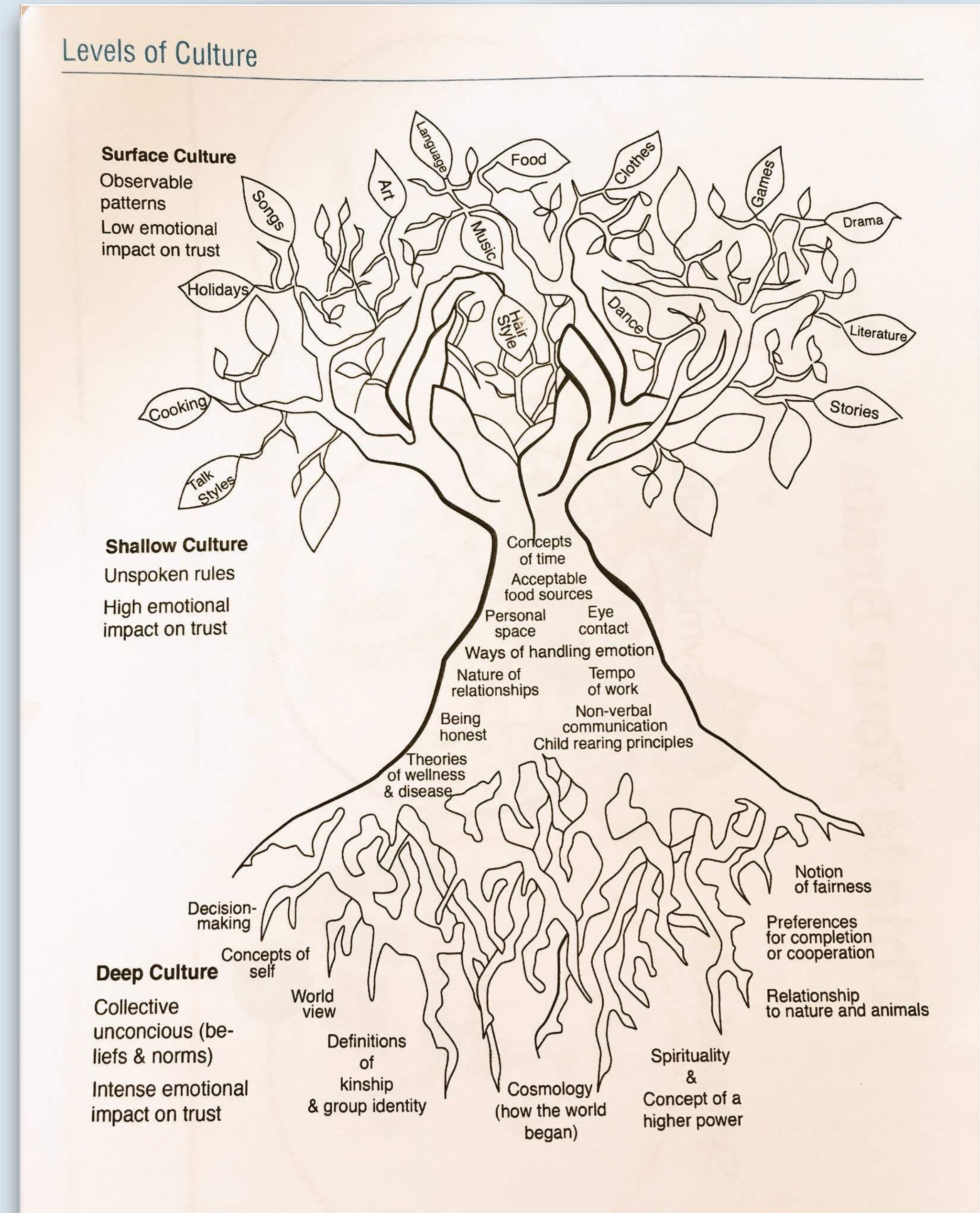
Dr. Yvette Jackson, 2015



The Culture Tree

“Rather than use of the metaphor of an iceberg, I like to compare culture to a tree. A tree is a part of a bigger eco-system that shapes and impacts its growth and development. Shallow culture is represented in the trunk and branches of the tree while we can think of surface culture as the observable fruit that the tree bears. Surface and shallow culture are not static; they change and shift over time as social groups move around and ethnic groups inter-marry, resulting in a cultural mosaic just as the branches and fruit on a tree change in response to the seasons and its environment. Deep culture is like the root system of a tree. It is what grounds the individual and nourishes his mental health”

(Hammond, 2015, p. 24; Fig. 2.1)



Culturally Responsive Brain Rules

1. "The brain seeks to minimize social threats and maximize opportunities to connect with others in community"
2. "Positive relationships keep our safety-threat detection system in check"
3. "Culture guides how we process information"
4. "Attention drives learning"
5. "All new information must be coupled with existing funds of knowledge in order to be learned"
6. "The brain physically grows through challenge and stretch, expanding its ability to do more complex thinking and learning"

Features of The Brain's Safety-Threat System

“When we look at the stress some students experience in the classroom because they belong to marginalized communities because of race, class, language, or gender, we have to understand their safety-threat detection system is already cued to be on the alert for social and psychological threats based on past experience. It becomes imperative to understand how to build positive social relationships that signal to the brain a sense of physical, psychological, and social safety so that learning is possible”
(Hammond, 2015, p. 45).

Systems	Avoiding	Approaching	Attaching
Purpose	Detect threats to physical, social, and psychological safety	Seek out well-being and reward despite obstacles	Connect with others in order to increase protection and connection
Brain Structures	Reticular Activating System (RAS), the amygdala, and the parasympathetic nervous system	RAS, the thalamus, and the neocortex, and the sympathetic nervous system	RAS and the polyvagal nerve
Motto	Move Away From Pain	Move Toward Pleasure	Connect to Protect
Focus	Focused on assessing risk and threat in the environment based on deep culture and past experiences in sociopolitical context	Focus on increasing motivation to seek out those things that make one feel good physically, socially, and psychologically. If something doesn't lead to reward, well-being, or feeling good, the brain will not pursue it	Focus on finding a tribe to help share chores, find food, provide community so one can focus on learning, making art, reflection, exploration, and innovation
Physical Reactions	Release of cortisol, adrenaline to prepare for defense or escape when triggered. Shrinks working memory	Release of dopamine to reward the effort of seeking well-being. Motivates us to want to do it again	Release of oxytocin to encourage bonding with others. The presence of oxytocin puts the safety-threat detection system in the amygdala on pause
Social Implications	<ul style="list-style-type: none"> Trust or lack of trust Self-protection over rapport 	<ul style="list-style-type: none"> Engagement/ disengagement High or low self-motivation Growth or fixed mindset 	<ul style="list-style-type: none"> Feeling included or marginalized Openness for connection or post traumatic stress Compassion or self-preservation

The Road to Equity With Intention

Everyone Has Something to Offer If We Put in the Work



Thinking in the Grey

Forming an opinion based on all the relevant facts and arguments, fluidly on a continuum (Sample, 2001)

Empathize

The Who

Who
Are
You?

Identify cultural attributes and behaviors within yourself

- Age
- Gender
- Religious
- Class
- National
- Orientation
- Ethnic

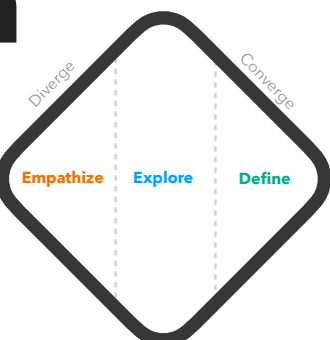
Who Are
Your
Learners?

Identify cultural attributes and behaviors within your learners

- Age
- Gender
- Religious
- Class
- National
- Orientation
- Ethnic

How do I talk about my students' identities?

Who stands to benefit the most within my classroom?

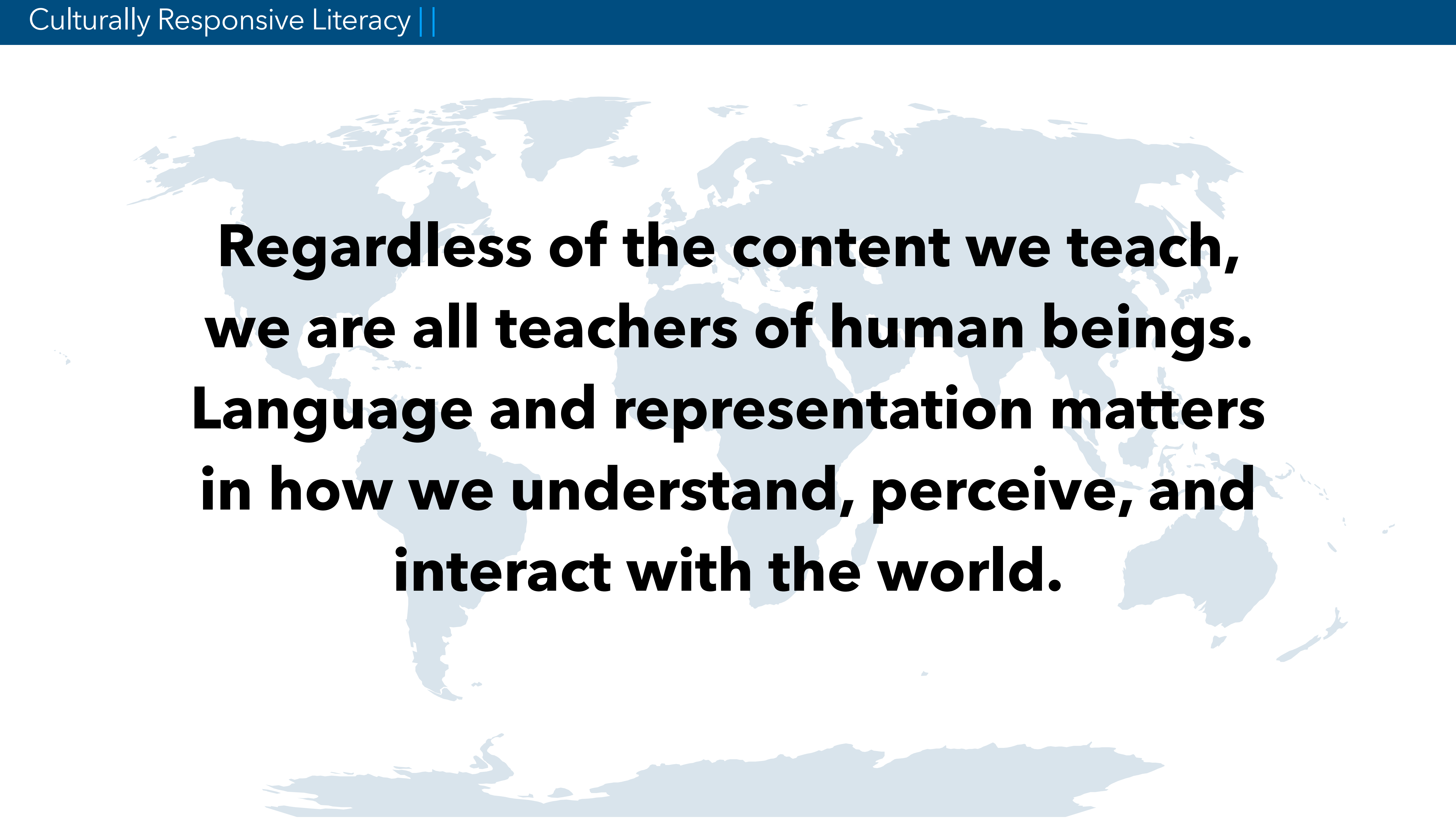


Culturally Responsive Literacy ||

The What

No reading program, legislative mandate, or high stakes test can ever replace the power and influence that a teacher possesses to improve student achievement

Tandria Callins



**Regardless of the content we teach,
we are all teachers of human beings.
Language and representation matters
in how we understand, perceive, and
interact with the world.**

SKILLSET

MINDSET

Abilities
Practices
Routines
Habits
Experience
Training

Beliefs
Attitude
Disposition
Orientation
World Views
Values
Biases
Prejudice

Literacy

the ability to read,
write, speak, listen,
view, visually represent,
and think to
communicate and
contribute to society

**Culturally
Responsive
Literacy**

Sociocultural

combining social
and cultural
factors

Culturally Responsive Literacy Instruction

“Culturally responsive literacy instruction is instruction that bridges the gap between the school and the world of the student, is consistent with the values of the students' own culture aimed at assuring academic learning, and encourages teachers to adapt their instruction to meet the learning needs of all students” (Callins, 2006, p. 63).

3 Types of Texts

[Validate Affirm Video](#)

[Steps to Authenticity Article](#)



[Responsive Reads](#)

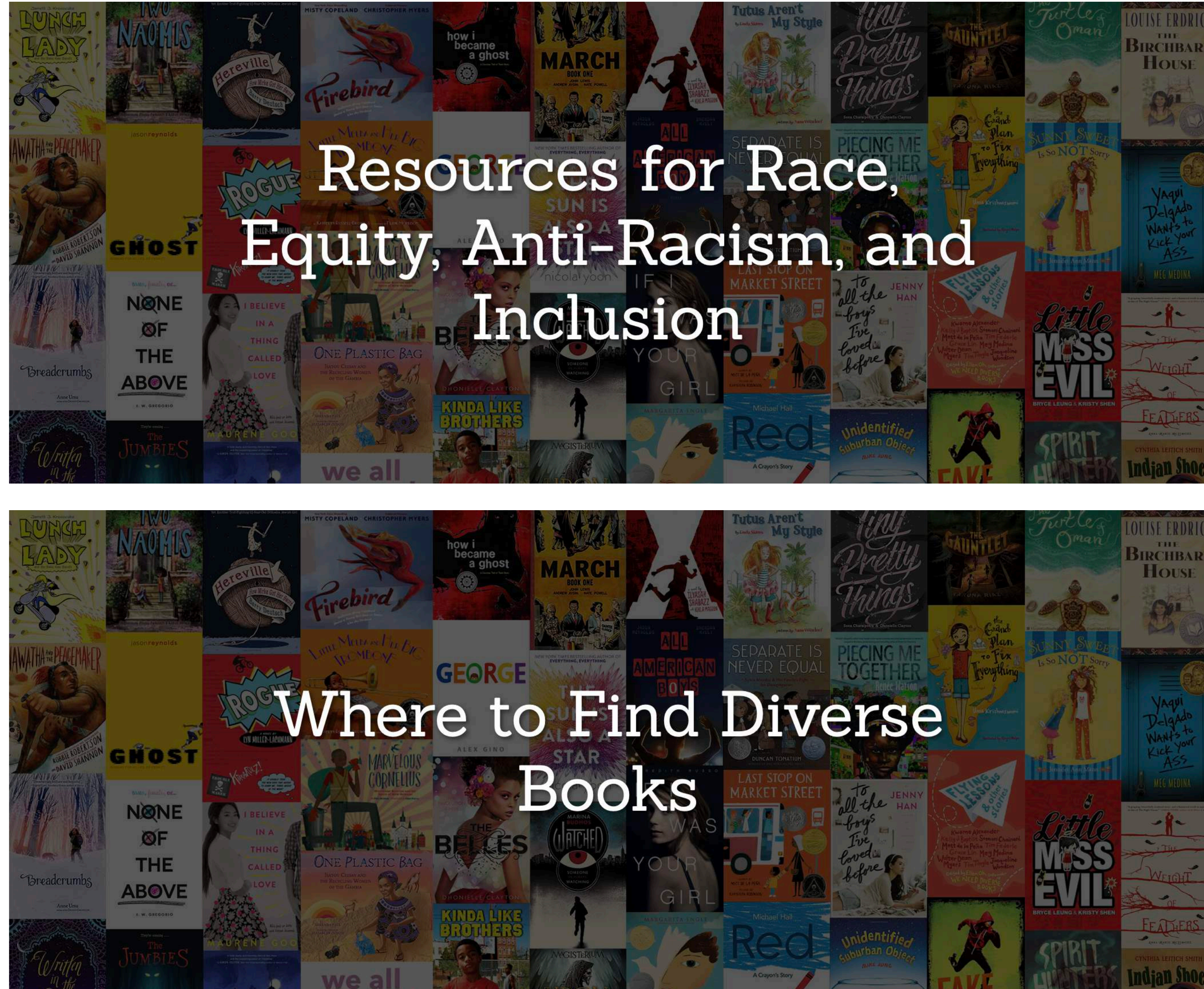
Lydia McClanahan

Type of Text	Examples
<p>“A culturally authentic text is a piece of fiction or nonfiction that illuminates the authentic cultural experiences of a particular group—whether it addresses religion, socioeconomic status, gender, ethnicity, nationality, sexual orientation, or geographic location. The language, situations, and illustrations must depict culture in an authentic manner” (Hollie, 2019).</p>	<p><i>The Hate U Give</i> by Angie Thomas (Balzer + Bray)</p> <p><i>Ghost</i> by Jason Reynolds (Atheneum)</p> <p><i>Dreamers</i> by Yuyi Morales (Neal Porter)</p>
<p>“Culturally generic texts feature characters of various racial identities but contain few and/or superficial details to define the characters or storylines. Culturally generic texts tend to focus on mainstream cultural values but with the use of non-mainstream characters. Many culturally generic texts qualify as ‘multicultural’” (Hollie, 2019).</p>	<p><i>Everything, Everything</i> by Nicola Yoon (Ember)</p> <p><i>Corduroy</i> by Don Freeman (Puffin)</p>
<p>“Culturally neutral texts feature characters of “color,” but the stories are drenched with a traditional or mainstream theme, plot, and/or characterization. Culturally neutral texts are the least preferred texts because they are essentially race based. The only aspect of these texts is the color of the character’s skin. Note, however, that there are always exceptions, as there are many quality texts that build literacy skills but are still culturally neutral. What you need to avoid is using a culturally neutral text thinking it is culturally authentic” (Hollie, 2019).</p>	<p>Randi Rhodes, Ninja Detective series by Octavia Spencer (Simon & Schuster)</p> <p><i>The Season of Styx Malone</i> by Kekla Magoon (Wendy Lamb)</p>

Learning About & Creating a Diverse Classroom Library

Resources for Race, Equity, Anti-Racism, and Inclusion

Where to Find Diverse Books



Language Validation



Linguistic Appropriation: AAVE, Hip-Hop, and Digital Culture

Appreciation for, cultural importance, and historical context of African American Vernacular English (AAVE).

Putting Out the Linguistic Welcome Mat

The importance of bringing students' languages from their homes into the classroom, thus validating their culture and their history as topics worthy of study.

Understanding the Benefits of a Student's Home Language

Nurturing the precious linguistic and cultural diversity learners bring into the classroom, while validating learner's culture, home language, as well as the development of academic identity.

It's Not Uncommon for Schools to Have Dozens of Home Languages—And Our Classrooms Need to Reflect That

Home language of English learners plays a major role in the development of their academic identity and overall educational success. Validating a learner's culture and language provides social and emotional benefits, such as developing a positive and confident learner self-image.

The power of language: How words shape people, culture

Language is the primary tool for expression and communication, and is considered a cultural, social and psychological phenomenon.

Explore

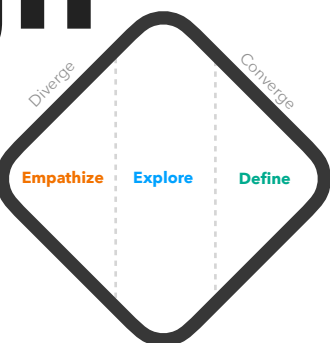
The What

What Are You Bridging the Gap With?

What does cultural responsiveness currently look like in your classroom?

What culturally responsive texts do you currently use in your curriculum?

Are members, histories, and cultures of the non-dominant group characterized/represented through a deficit lens or with demeaning messages by me or through the resources I use?



**Incorporation of Culturally Responsive Pedagogy **

The How & Why

Teaching ability, over and above reading programs, is the major contributor to students' literacy success



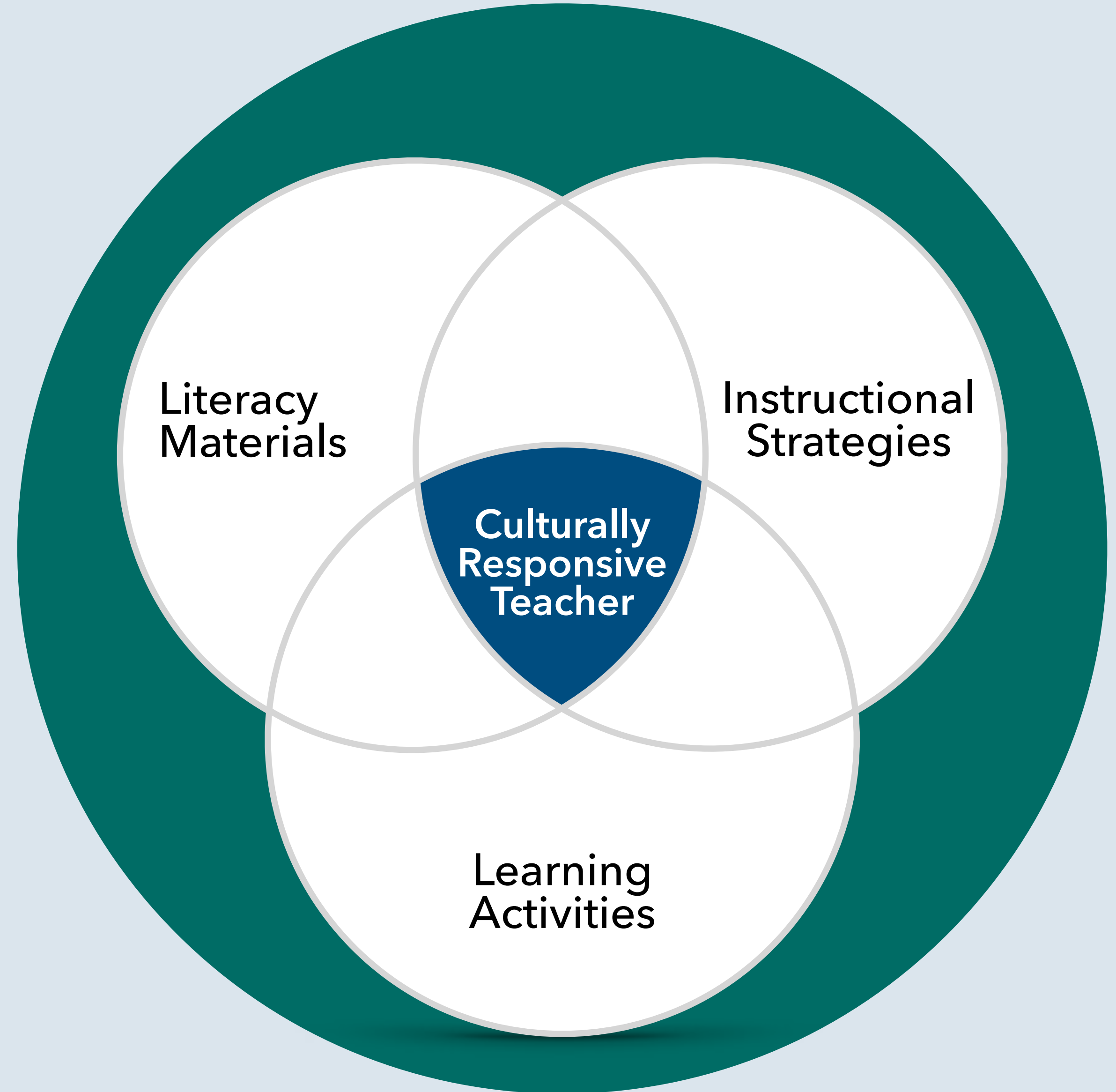
(Duffy, 2001; Knipper, 2003; Willis & Harris, 2000)

Culturally Responsive Pedagogy

“Culturally responsive teachers use the cultural knowledge, prior experiences, frames of reference and performance styles of ethnically diverse students to teach academic subjects, processes and skills. By incorporating students’ ways of knowing and understanding, culturally responsive pedagogy ‘validates, facilitates, liberates, and empowers ethnically diverse students by simultaneously cultivating their cultural integrity, individual abilities, and academic success’ (Gay, 2010, p. 46)” (Hilaski, 2018)

Incorporation of Culturally Responsive:

Jones-Goods, 2019



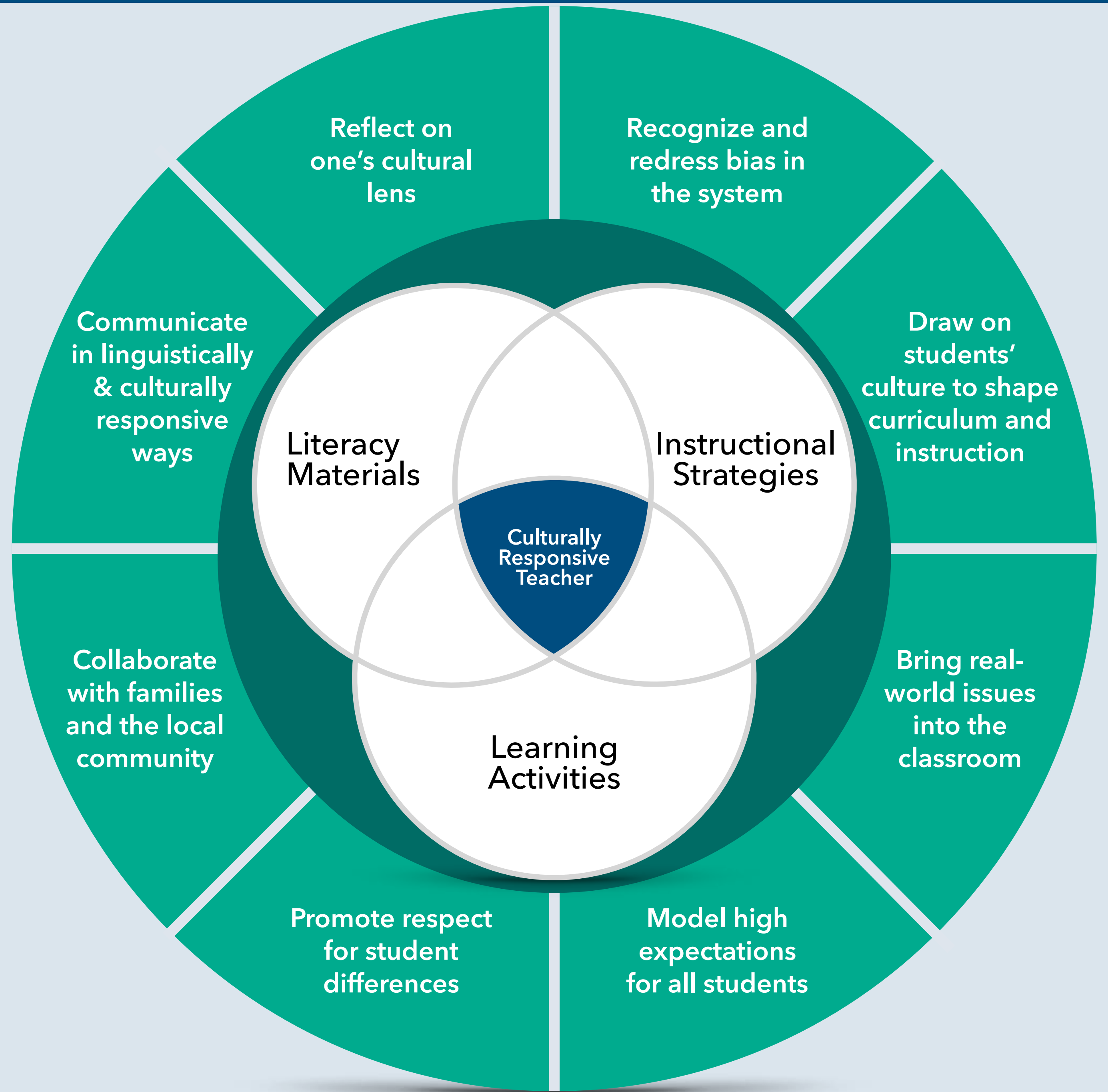
Incorporation of Culturally Responsive:

Jones-Goods, 2019

Rohwer & Wandberg, 2009



**How
Might
We...**



Jones-Goods, 2019

Muñiz, 2019

New America

Culturally Responsive Literacy Materials

Exposing learners to "relevant and multifaceted reading material in which they could see their own individual culture...provided validation for the students" and kept them engaged.
"Research has shown that if students do not see themselves in the learning, they become disengaged."

(Jones-Goods, 2019, p. 4)

Reflect on one's cultural lens

Recognize and redress bias in the system

Draw on students' culture to shape curriculum and instruction

Bring real-world issues into the classroom

Model high expectations for all students

Promote respect for student differences

Communicate in linguistically & culturally responsive ways

Collaborate with families and the local community



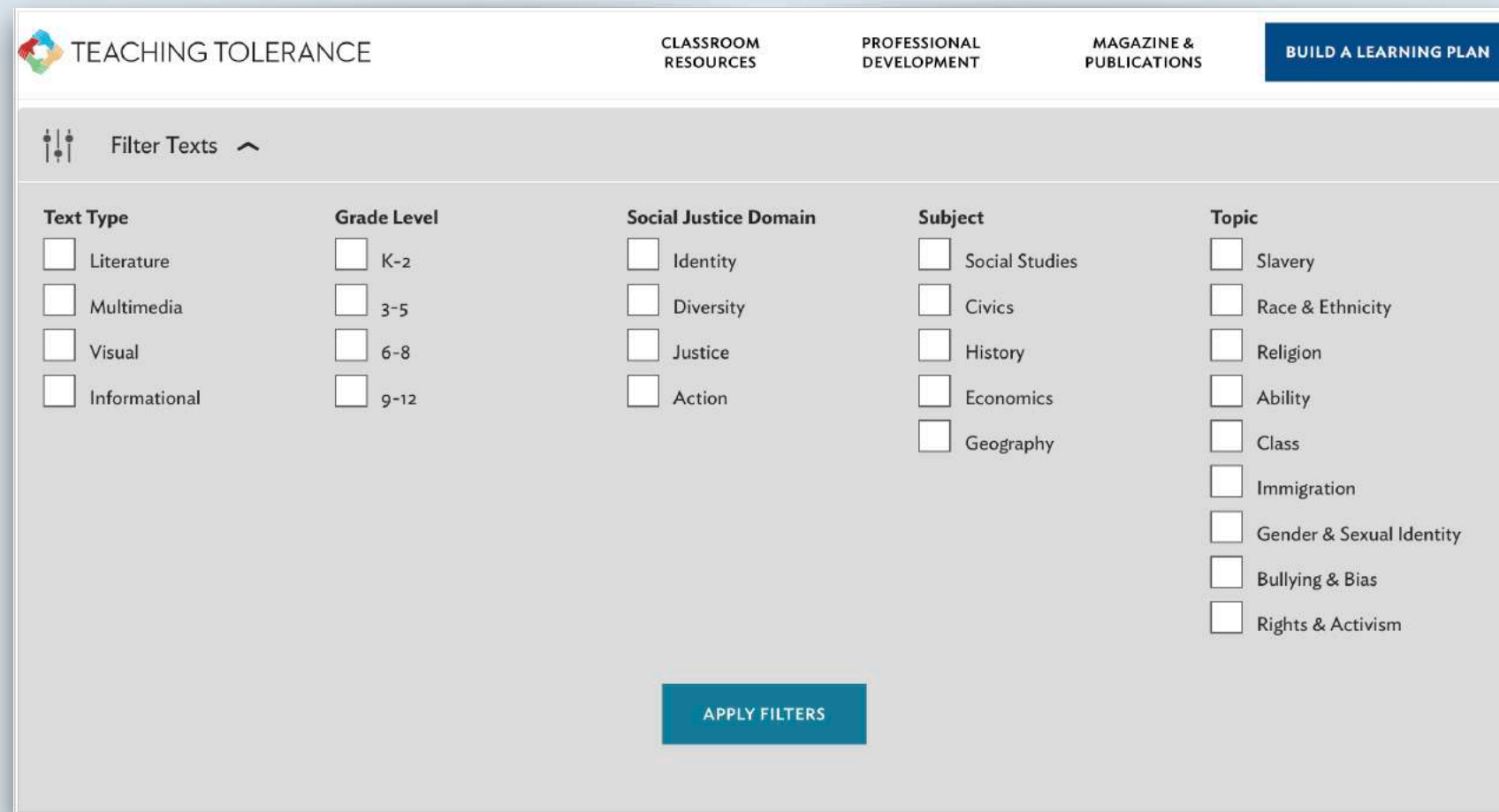
Voices to Follow *from NAIS*

- National Council of Teachers of English (NCTE): [NCTE's Committee Against Racism and Bias in the Teaching of English](#) has produced [resources](#) for teachers related to professional learning and teaching culturally diverse student populations.
- #ClearTheAir: Val Brown ([@ValeriaBrownEdu](#)) is a professional development facilitator for [Teaching Tolerance](#) and founder of [#ClearTheAir](#), a Twitter chat for educators to discuss race in education.
- #DisruptTexts: Heinemann Fellows Tricia Ebarvia ([@triciaebarvia](#)), Dr. Kim Parker ([@TchKimPossible](#)), Lorena Germán ([@nenagerman](#)), and Julia Torres ([@juliaerin80](#)) are co-founders of [#DisruptTexts](#) and encourage English teachers to decolonize their curriculums using a critical literacy lens.
- #DiversityJedi: Children's literature scholars Dr. Debbie Reese ([@debreese](#)), Dr. Ebony Elizabeth Thomas ([@Ebonyteach](#)), Dr. Laura M. Jiménez ([@booktoss](#)), Dr. Sarah Park Dahlen ([@readingspark](#)), and Edith Campbell ([@CrazyQuilts](#)) research and teach about children's literature and champion the rights of children to have books that reflect accurate and diverse experiences. The term "jedi" is an acronym for justice, equity, diversity, and inclusion, all of which are at the core of their work.

How **INCLUSIVE** is your literacy classroom... *really?*

- 1 How inclusive is the media you consume, personally and professionally?**
 - What do you read by people of color, LGBTQ+ authors, and writers with disabilities? What books, news articles, publications?
 - What television programs, films, podcasts, and other multimedia do you consume and who creates that media? Whose voices are privileged?
 - What professional literature do you read? How often and in what ways do you extend your professional reading to include all voices?
 - How diverse is your professional learning community?
- 2 How inclusive is your curriculum?**
 - In what ways is your curriculum shaped by your own educational experiences?
 - Whose voices are centered in the texts you teach? Whose voices are marginalized or missing?
 - How do you recognize and celebrate the backgrounds of diverse authors already included in your curriculum?
 - In what ways do you integrate cultural and racial literacy in your instruction?
 - How often do you conduct an audit of your curriculum? In what ways has your curriculum changed to meet the needs of today's students?
 - To what extent do you regularly examine and revise your curriculum to search for problems or gaps?
- 3 How inclusive is your classroom library?**
 - How does your classroom library mirror of your own reading preferences versus those of your students?
 - Do you know which voices are represented on your bookshelves? Which voices are missing?
 - In what ways do you include—and how do you find—ownvoices titles to add to your library? How are these voices integrated versus "othered" in the way you organize or share titles?
- 4 How inclusive are your mentor texts for writing?**
 - What writing—and whose voices—do you hold up as mentors of excellent writing and for what purpose?
 - What is your definition of good writing? In what ways does that definition include or exclude particular voices or linguistic varieties?
- 5 How inclusive is your language?**
 - How often do you use gendered versus non-gendered language?
 - How do you model respectful and asset-based language (versus deficit language) to describe others, both with students and colleagues?
- 6 How inclusive are your class discussions?**
 - How equitable are your class discussions? In what ways do you ensure that all student voices are heard?
 - How do you scaffold class discussion to encourage "courageous conversations"?
- 7 How do you model inclusive thinking for your students?**
 - How often do you show (think aloud) inclusive thinking when discussing your decisions and responses to texts?
 - In what ways do you demonstrate intellectual and cultural humility in front of students?
- 8 How often do you discuss inclusive practices with your colleagues?**
 - In what ways—and how often—do you and your colleagues reflect on your practices to ensure that all voices are recognized and respected?
 - How do you ensure that the voices of educators of color are heard and appreciated?
 - In what ways do you advocate for inclusive practices beyond your classroom?

TRICIA EBARVIA | HEINEMANN FELLOWS
[@triciaebarvia](#)



TEACHING TOLERANCE

CLASSROOM RESOURCES PROFESSIONAL DEVELOPMENT MAGAZINE & PUBLICATIONS BUILD A LEARNING PLAN

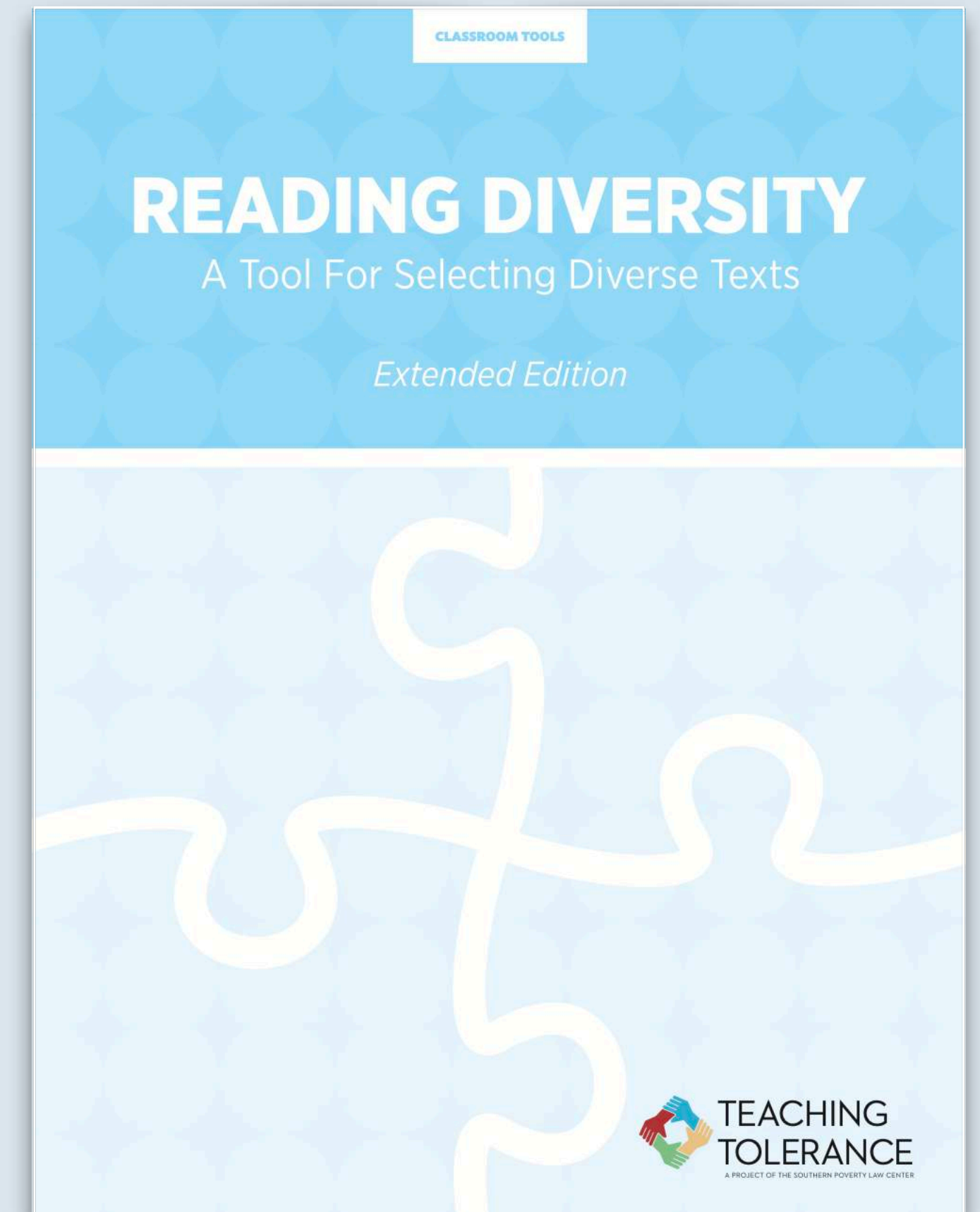
Filter Texts ^

Text Type	Grade Level	Social Justice Domain	Subject	Topic
<input type="checkbox"/> Literature	<input type="checkbox"/> K-2	<input type="checkbox"/> Identity	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Slavery
<input type="checkbox"/> Multimedia	<input type="checkbox"/> 3-5	<input type="checkbox"/> Diversity	<input type="checkbox"/> Civics	<input type="checkbox"/> Race & Ethnicity
<input type="checkbox"/> Visual	<input type="checkbox"/> 6-8	<input type="checkbox"/> Justice	<input type="checkbox"/> History	<input type="checkbox"/> Religion
<input type="checkbox"/> Informational	<input type="checkbox"/> 9-12	<input type="checkbox"/> Action	<input type="checkbox"/> Economics	<input type="checkbox"/> Ability
			<input type="checkbox"/> Geography	<input type="checkbox"/> Class
				<input type="checkbox"/> Immigration
				<input type="checkbox"/> Gender & Sexual Identity
				<input type="checkbox"/> Bullying & Bias
				<input type="checkbox"/> Rights & Activism

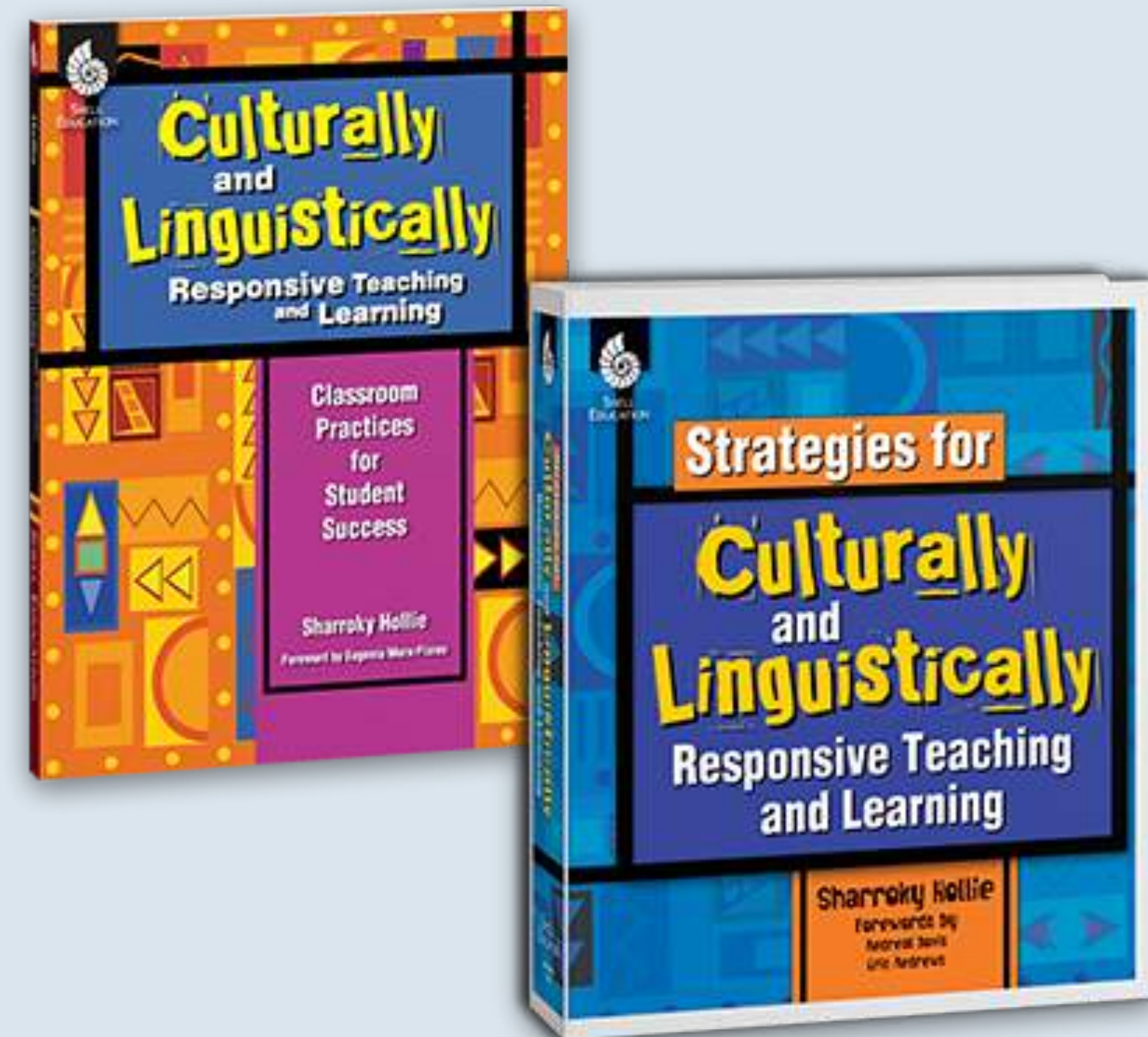
APPLY FILTERS



Reading Diversity Lite: A Tool for Selecting Diverse Texts (Teacher's Edition) is a one-page questionnaire that helps users include diverse voices in their day-to-day planning by answering 14 simple "yes or no" questions. One of our early users praised *Reading Diversity Lite* for its "convenient, quick, matter-of-fact structure." This tool is ideal for busy teachers and anyone looking to assess a text's diversity.



This tool supports a multi-dimensional approach to text selection, and includes considerations that help educators prioritize text complexity, critical literacy and cultural responsiveness.







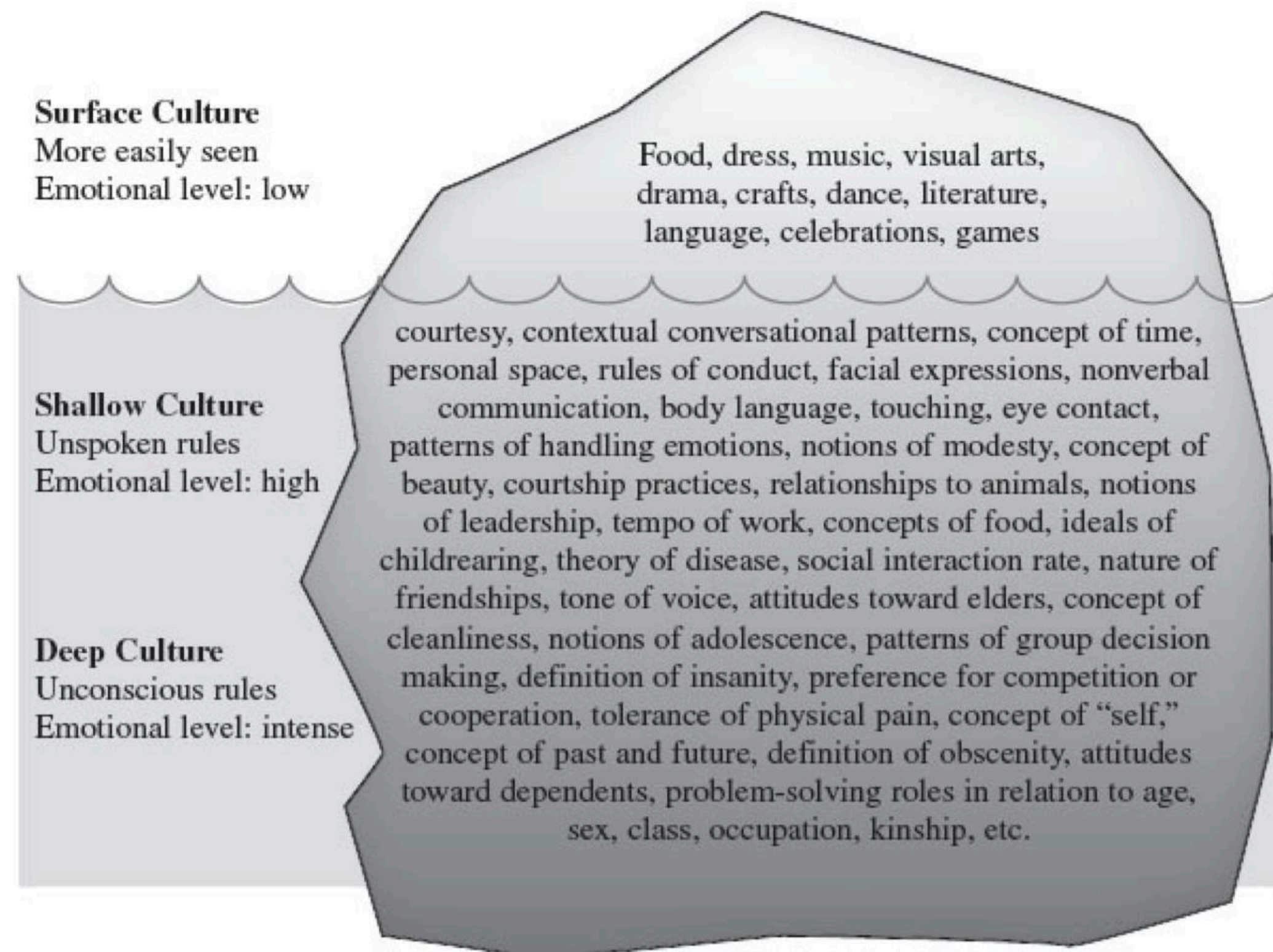
<p>1</p>  <p>RESPONSIVE CLASSROOM MANAGEMENT</p> <ul style="list-style-type: none"> • Use of attention signals strategically • Use of protocols for responding • Use of protocols for discussing • Use of movement activities • Use of extended collaboration activities 	<p>3</p>  <p>RESPONSIVE ACADEMIC LITERACY</p> <ul style="list-style-type: none"> • Use of culturally responsive supplemental text • Use of engaging read alouds • Use of effective literacy strategies across content areas
<p>2</p>  <p>RESPONSIVE ACADEMIC VOCABULARY</p> <ul style="list-style-type: none"> • Tiering vocabulary words – Level 2 and Level 3 • Use of vocabulary acquisition strategies • Use of reinforcement activities 	<p>4</p>  <p>RESPONSIVE ACADEMIC LANGUAGE</p> <ul style="list-style-type: none"> • 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

Fig. 1.3 The Iceberg Concept of Culture

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



(Fatlu and Rodgers 1984)

Focus

"My focus on culture, language, gender, class, and religion is anthropologically based, not race based."

Language

"I believe that there is nothing more cultural about us as humans than the use of our home language.... In short, we are what we speak, and to a large extent, our language is a representation of our heritage, including family, community, and history."

Pedagogy

"I define *pedagogy* as the 'how' and 'why' of teaching, the strategic use of methods, and the rationale behind why instructional decisions are made. Pedagogy is usually the most often missed facet of culturally responsive teaching."

(Hollie, 2015, p. 25)

Validate and Affirm (VA)—make culturally and linguistically legitimate and positive that which has been illegitimate and negative by the institution of education and mainstream media; understanding the complexity of culture and the many forms it takes (including age, gender, and social class), which will then create opportunities for making meaningful experiences in school

V

Validation- the intentional and purposeful legitimatization of the home culture and language of students

A

Affirmation- the intentional and purposeful effort to reverse the negative stereotypes of non-mainstream cultures and languages portrayed in historical perspectives

Build and Bridge (BB)—the cultural knowledge that needs to be developed and connected to academic use within the school context after students' cultures have been validated and affirmed

B

Building- understanding and recognizing the cultural and linguistic behaviors of students and using those behaviors to foster rapport and relationships with them

B

Bridging- providing the academic and social skills students will need to have success beyond the classroom; evident when students demonstrate they can navigate school and mainstream culture successfully

Discussion Protocols

Discussion protocols accentuate the strengths that many underserved students already bring to the classroom, namely a preference for sociocentric, cooperative, high movement (in some cases), variation, accepting, interpersonal, student centered, and humanistic learning environments.

Protocol: Whip Around

Description: Each student in the room takes a turn responding with quick answers to a posed question. The order should be based on seating in order for the teacher to avoid having to constantly facilitate the direction of the students answering. This should go very quickly around the room, so the questions need to be appropriately precise as well.

Why use it:

- To practice explicit turn taking, particularly as an aspect of code-switching.
- To validate everyone's responses.
- To practice precise, focused responses.

It is best to use this when:

- Checking whole-group understanding after a reading selection, directed instruction, or presentation.

Protocol: Silent Appointment

Description: After the teacher poses a problem/question to be discussed, students make "silent appointments" with each other by making eye contact and nodding to indicate that an appointment has been made. Students then go to their appointment and share. The teacher should then review with the whole class by asking what the students heard that was shared by others.

Why use it:

- Have students choose with whom they would like to share; to allow movement.

It is best to use this when:

- Reviewing, summarizing, or clarifying information.
- Sharing prior knowledge.
- Having students share journal responses.

Protocol: Graffiti Talk

Description: The teacher posts several questions or problems on chart paper around the room. When students are given an attention signal, such as "When I say 'Time to' you say 'Move,'" students who volunteer get up and go to a chart paper to write or draw their responses or solutions. They do this activity silently or in quiet conversation. When all questions have been responded to, students sit down and the teacher leads the whole class in a review or discussion of the questions or answers.

Why use it:

- To actively engage students and allow for choice and spontaneity for reviewing content.

It is best to use this when:

- Reviewing content from previous instruction or reading.

Protocol: Shout Out	
Description: The teacher asks a question that can be answered with one word. Students shout out responses while the teacher records answers on the board or on chart paper.	Most Effective Uses: <ul style="list-style-type: none">● Checking for understanding.● Brainstorming ideas.● Sharing responses/ answers for review.

Protocol: When I Say...	
Description: Teacher gives direction during the call-and-response.	How-To Steps: Teacher says, "When I say <i>peace</i> , you say <i>quiet</i> ." Teacher: Peace Students: Quiet

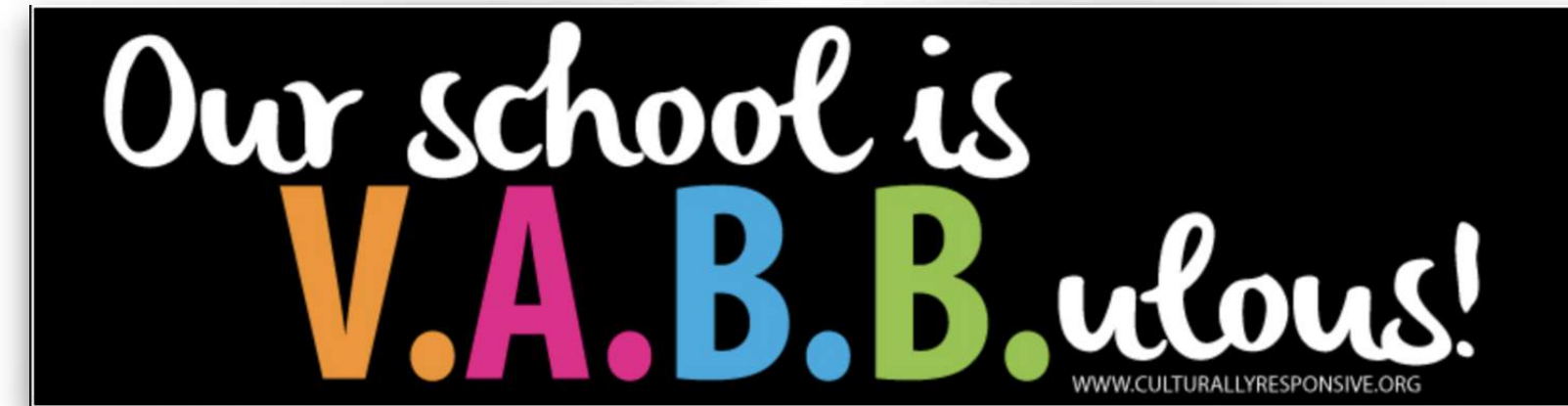
Protocol: Brain Break	
Description: When students are restless, moving around, or talkative, the teacher calls out, "Brain Break."	How-To Steps: After the teacher calls a "Brain Break," he or she leads the class in various activities such as yoga stretches or breathing.

Whole Group Responding Protocols

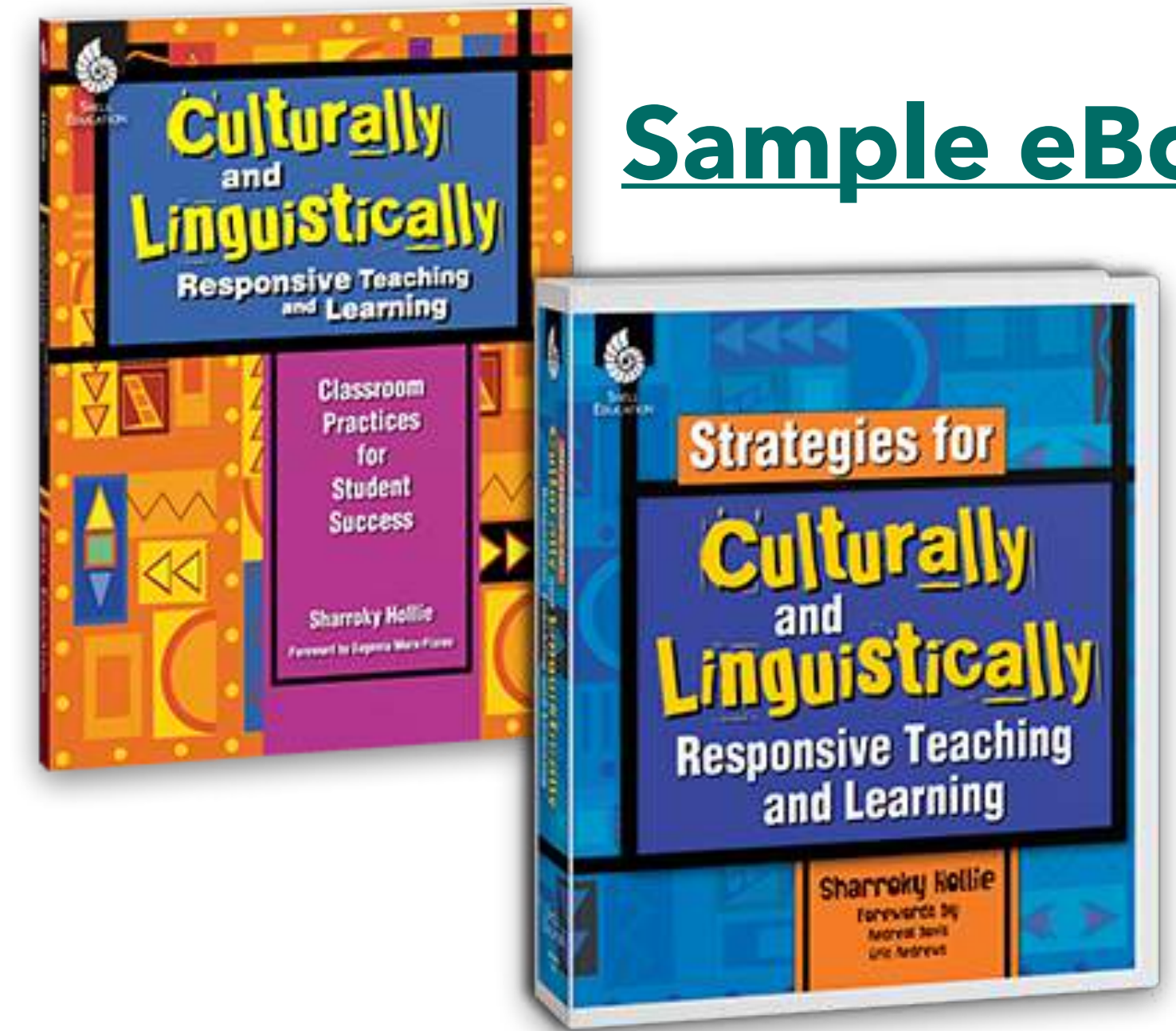
Incorporating non-mainstream Protocols for Responding both validates and builds upon the likely repertoires of practice (learning styles) that students bring to school which, when suppressed or discouraged lead to disengagement and classroom management issues.

Culturally & Linguistically Responsive Teaching & Learning

Dr. Sharroky Hollie



V.A.B.B.ing



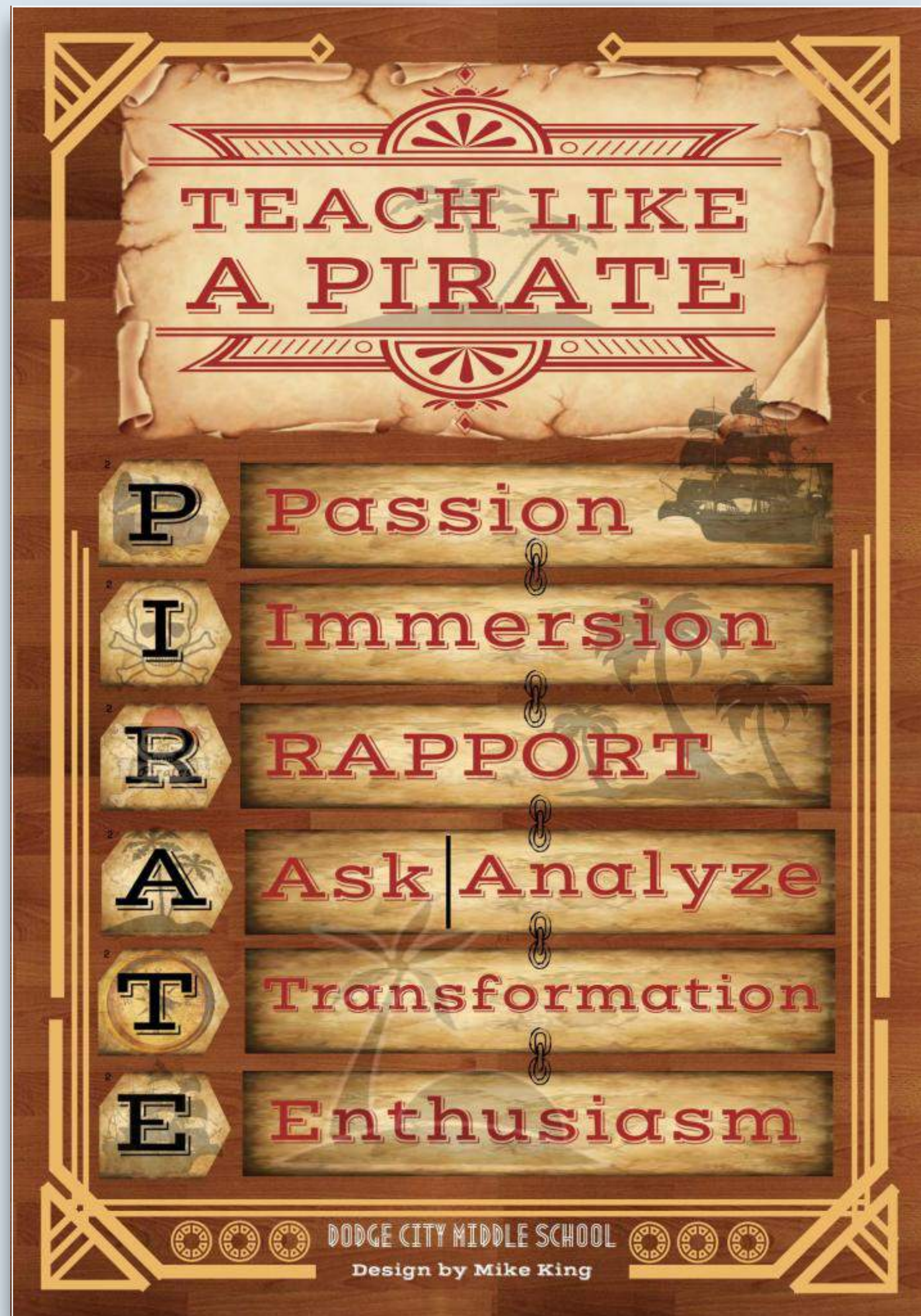
Sample eBook



CLRTL YouTube

<p>1</p> <p>RESPONSIVE CLASSROOM MANAGEMENT</p> <ul style="list-style-type: none">• Use of attention signals strategically• Use of protocols for responding• Use of protocols for discussing• Use of movement activities• Use of extended collaboration activities	<p>3</p> <p>RESPONSIVE ACADEMIC LITERACY</p> <ul style="list-style-type: none">• Use of culturally responsive supplemental text• Use of engaging read alouds• Use of effective literacy strategies across content areas
<p>2</p> <p>RESPONSIVE ACADEMIC VOCABULARY</p> <ul style="list-style-type: none">• Tiering vocabulary words – Level 2 and Level 3• Use of vocabulary acquisition strategies• Use of reinforcement activities	<p>4</p> <p>RESPONSIVE ACADEMIC LANGUAGE</p> <ul style="list-style-type: none">• 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

What Is CLRTL?



“Teaching like a pirate has nothing to do with the dictionary definition and everything to do with the spirit. Pirates are daring, adventurous, and willing to set forth into uncharted territories with no guarantee of success. They reject the status quo and refuse to conform to any society that stifles creativity and independence.... In these challenging and changing times, our students need leaders who are willing to venture forward without a clear map to explore new frontiers. We need mavericks and renegades who are willing to use unorthodox tactics to spark and kindle the flame of creativity and imagination in the minds of the young” (Burgess, 2018).

THE OPPORTUNISTIC HOOK

1. What current events are related to this lesson?
2. Is there a hot topic in the news or on campus that I can use to capture student interest?
3. In what ways can I incorporate currently popular trends, fads, TV shows, and movies in order to make this relevant and engaging in the class?
4. Can I put intriguing images of current events on the walls with QR codes underneath that link to more information?



A PIRATE'S LIFE FOR ME

SECTION(S)	QUESTIONS TO CONSIDER
PASSION (PP. 1-9)	<p>Content Passion</p> <ol style="list-style-type: none"> 1. Within your subject matter, what are you passionate about teaching? <p>Professional Passion</p> <ol style="list-style-type: none"> 2. Within your profession, but not specific to your subject matter, what are you passionate about? <p>Personal Passion</p> <ol style="list-style-type: none"> 3. Completely outside of your profession, what are you passionate about?
IMMERSION (PP. 13-18)	<ol style="list-style-type: none"> 1. What stops you from completely giving yourself up to the moment and fully "being" with your students? 2. Are you a lifeguard or a swimmer? 3. What is a lukewarm lesson you want to morph into a supernova?
RAPPORT (PP. 19-32)	<ol style="list-style-type: none"> 1. What do many of your students find engaging? 2. What are some areas your students are interested in? 3. What do the first few days of school look like in your classroom?

THE REAL-WORLD APPLICATION HOOK

1. How can I show my students why learning this content is important in the real world?
2. How will this possibly apply in their life?
3. Can we increase motivation and engagement by offering reasons to learn that go beyond "because it's on the test?"
4. Can they create something "real" that will be more than a classroom project but actually allow them to interact with the world in an authentic way?

THE KINESTHETIC HOOK

1. How can I incorporate movement into this lesson?
2. Can we throw something, roll something, or catch something inside or outside of class?
3. Can we get up or act something out?
4. Can we incorporate gestures and motions that students could do at their desk?
5. Can we turn the room into a giant opinion meter and have the students move to one side or the other based on the statement?
6. Can I change the structure of this lesson from a seated activity to a walk around activity?

Define

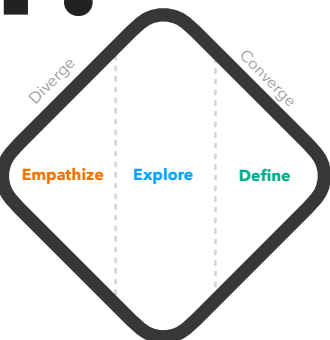
The How & Why

**How Are You
Validating
Culture?**

**How are you currently
implementing culturally
responsive strategies
throughout your lessons?**

**How are you currently crafting
your lessons with culturally
responsive instruction and
differentiation?**

**How do I speak about the
histories and cultures of
groups other than my own?**



Culturally Responsive Teaching Checklist

IS CULTURALLY RESPONSIVE PEDAGOGY INCORPORATED INTO MY TEACHING?

LEVEL 0

No culturally or linguistically relevant materials were included in my class.

LEVEL 2: ADDITIVE APPROACH

Multicultural content, concepts, themes are incorporated to the lesson from multi-cultural students' perspectives.

- I include resources and texts that (e.g., reading, film, etc.) present multicultural perspectives in the lesson.
- I include lectures/discussions that present multi-cultural perspectives my lessons.
- I teach a unit that presents multi-cultural perspectives into my curricula.

LEVEL 1: CONTRIBUTIONS APPROACH

Heroes, holidays, historical events, & discrete cultural elements are incorporated into class lessons.

- I linguistically code switch to establish rapport.
- I linguistically code switch, as needed, to facilitate understanding.
- I include major figures, contributors, or historical events from cultures other than the dominant culture into the lesson.
- I include cultural or artistic works (literature, music, visual and performing arts/artists) from cultures other than the dominant culture into the lesson.
- I include research contributions from cultures other than the dominant cultures into my lessons.

IS CULTURALLY RESPONSIVE PEDAGOGY INCORPORATED INTO MY TEACHING?

LEVEL 3: TRANSFORMATION APPROACH

The structure of the curriculum enables students to view concepts, issues, events & themes from the perspectives of diverse ethnic, racial, & cultural groups.

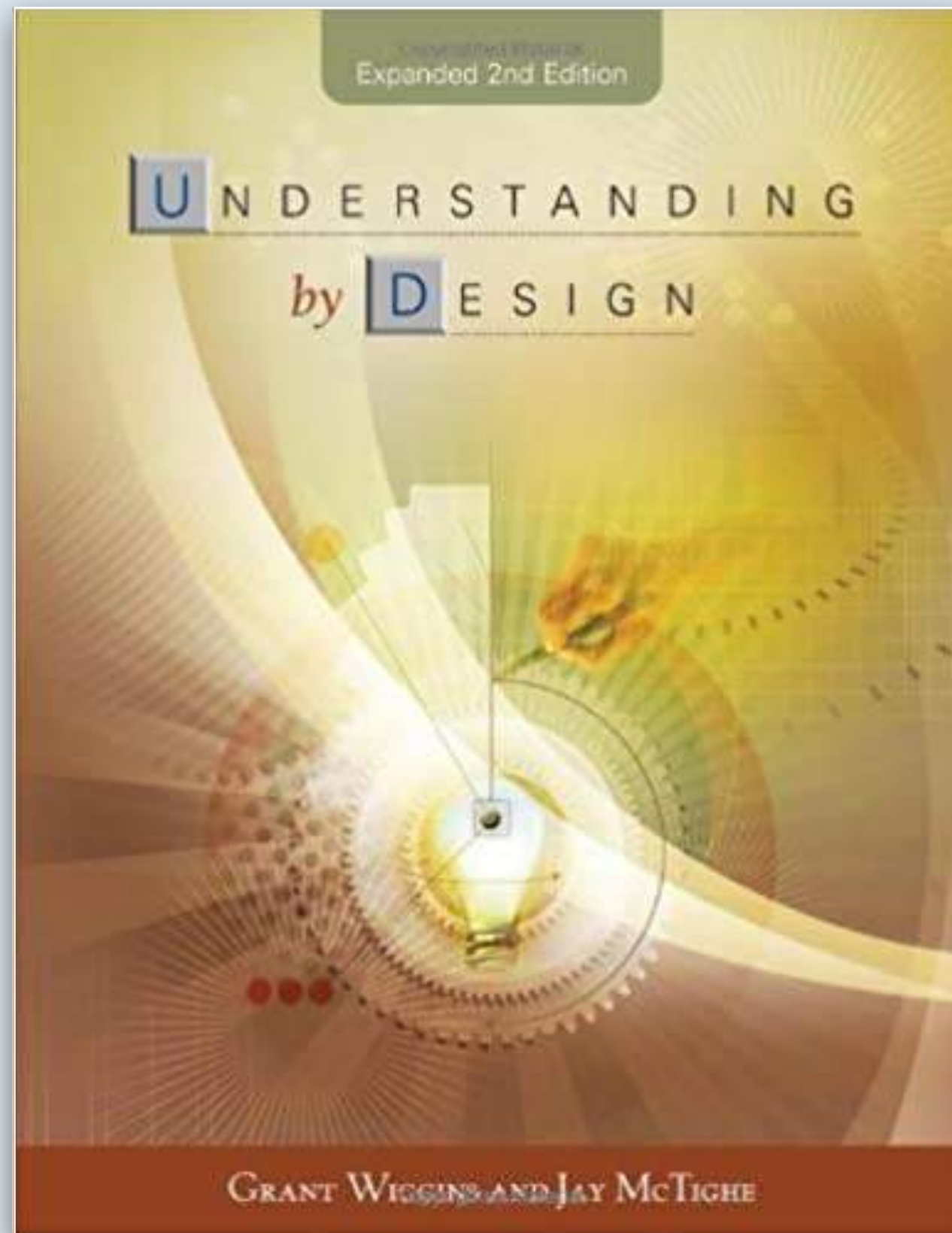
- I provide resources and instruction that enables students to view concepts, issues, themes and problems from several multi-cultural perspectives.
- I provide resources and instruction that enables students to view class concepts being studied from multiple perspectives, frames of references from various groups and various individuals within those groups.
- I infuse multiple perspectives, frames of references, and content from various groups and perspectives to extend students' understandings of the nature, development, and complexity of the society in which they live.
- I introduce the "canons" of my discipline and augment them to reflect the complex synthesis and interaction of the diverse racial/ethnic/religious/cultural elements that comprise our society.

LEVEL 4: SOCIAL ACTION APPROACH

Students make decisions on important social issues & take action to help solve them.

- My teaching encourages students to identify existing social problems or issues from multi-cultural perspectives.
- My lessons and assignments encourage students to gather pertinent data from multi-cultural perspectives on existing social problems or issues.
- My teaching encourages students to clarify their values and make decisions about existing social problems using multi-cultural perspectives.
- My teaching encourages students to take reflective actions to help resolve social problems.

Additional Resources



Unit:	Designer:	Grade:	Subject:	Time Frame:
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In this unit, how might we...	Reflect on one's cultural lens?	Recognize and redress bias in the system?	Draw on students' culture to shape curriculum and instruction?	Bring real-world issues into the classroom?	Model high expectations for all students?	Promote respect for student differences?	Collaborate with families and the local community?	Communicate in linguistically and culturally responsive ways?
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Stage 1 - Identifying Desired Results

Essential Question(s) <i>What essential questions will guide student inquiry and focus instruction for uncovering the big ideas of the content?</i>	Enduring Understanding(s) <i>What big ideas will be uncovered to give the content meaning and connect facts and skills?</i>
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State/National Standards	Enduring Standards
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Content Knowledge <i>What important knowledge will students acquire and use as a result of this unit?</i>	Takeaways <i>What important skills will students acquire and use as a result of this unit?</i>
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Vocabulary:

Stage 2 - Determine Acceptable Evidence (Assessment)

Stage 1	Stage 2		
Desired Results	Curricular Content	Pedagogy	Assessments
Enduring Understanding(s):			Assessment FOR Learning: <i>(Formative & Diagnostic Assessments)</i>
Essential Question(s):			Assessment OF Learning: <i>(Summative Assessments)</i>
Standards:			Assessment AS Learning: <i>(Task or an activity to allow learners the opportunity to use assessment and assess themselves to further their learning)</i>
Best Practices Checklist <i>What practices am I including?</i>	Resources <i>What materials will I need?</i>		Constructivism Check <i>How will my students be uncovering knowledge in this lesson? How will my EQ drive the learning?</i>
Differentiation <i>(Content, Process, Products, Environment, Assessment, Groupings)</i> <i>How can I tailor my instruction to meet individual learner needs?</i> <i>What are my plans for (re)teaching the students who don't "get it" right away?</i>			

Stage 3- Scope & Sequence

Scope & Sequence
What is the sequence of learning activities planned?

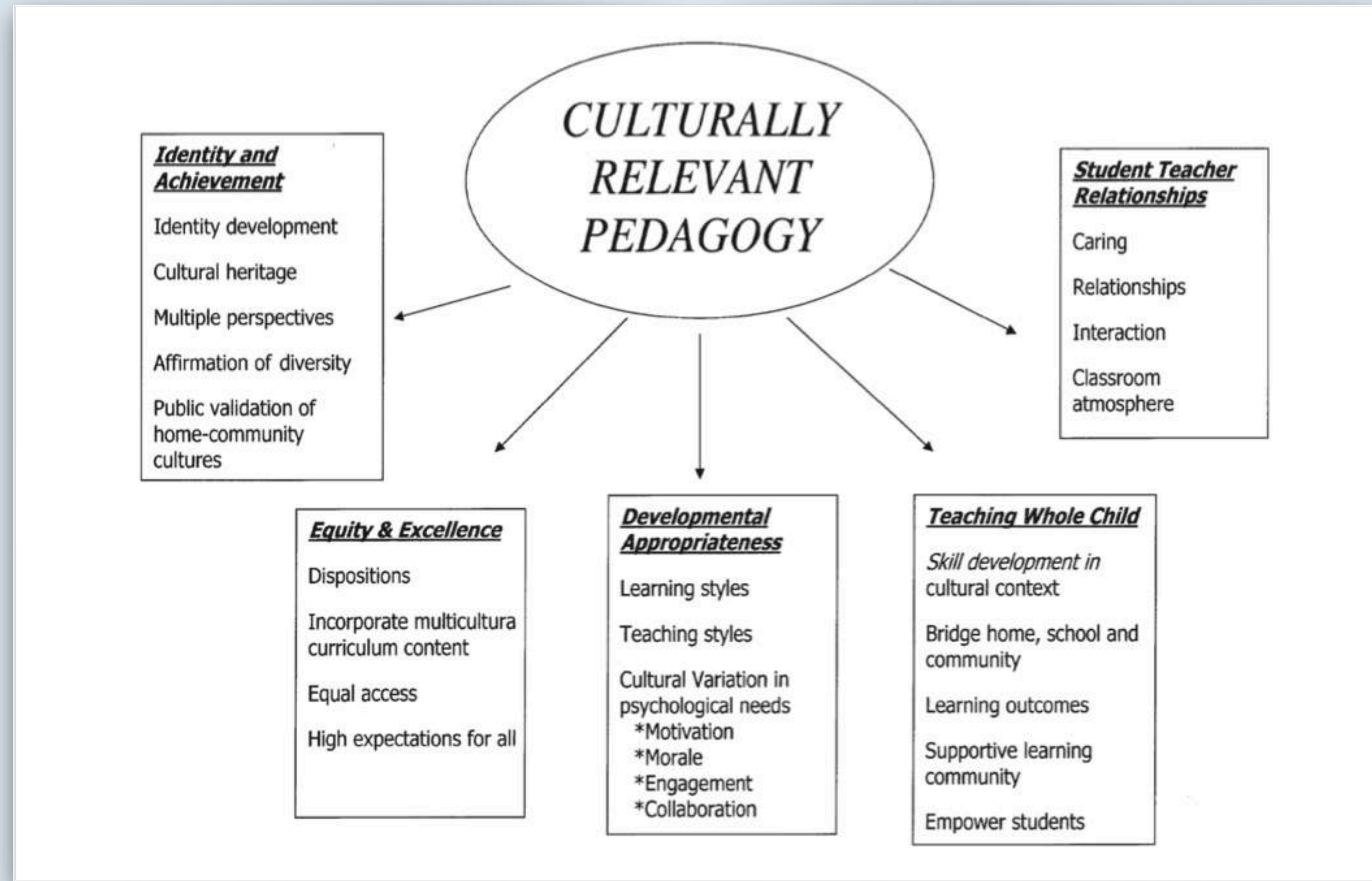
Wiggins & McTighe, 2012

[McTighe Resources](#)

[UbD Framework](#)

The Principles of Culturally Relevant Pedagogy

Brown-Jeffy & Cooper, 2011



EMPATHY MAP

Unit/Lesson:

What do our learners **currently** learn, do, think, and feel? Why?

What do we **want** our learners to learn, do, think, and feel? Why?

What do we **need** for our learners to be successful?

How will we ensure our learners are successful?

LEARN	THINK
DO	FEEL

From Inclusive Schools Network

Culturally Responsive Materials



The Center for Culturally Responsive Teaching and Learning. The Center makes available for purchase a number of different instructional resources for classrooms, such as: Classroom Library Bundles, Core Literature Sets (by grade level), and Culture Kits with lesson plans. www.culturallyresponsive.org/libraries.html

Teaching Tolerance. Founded in 1991 by the Southern Poverty Law Center, Teaching Tolerance is dedicated to reducing prejudice, improving intergroup relations and supporting equitable school experiences for our nation's children. www.tolerance.org

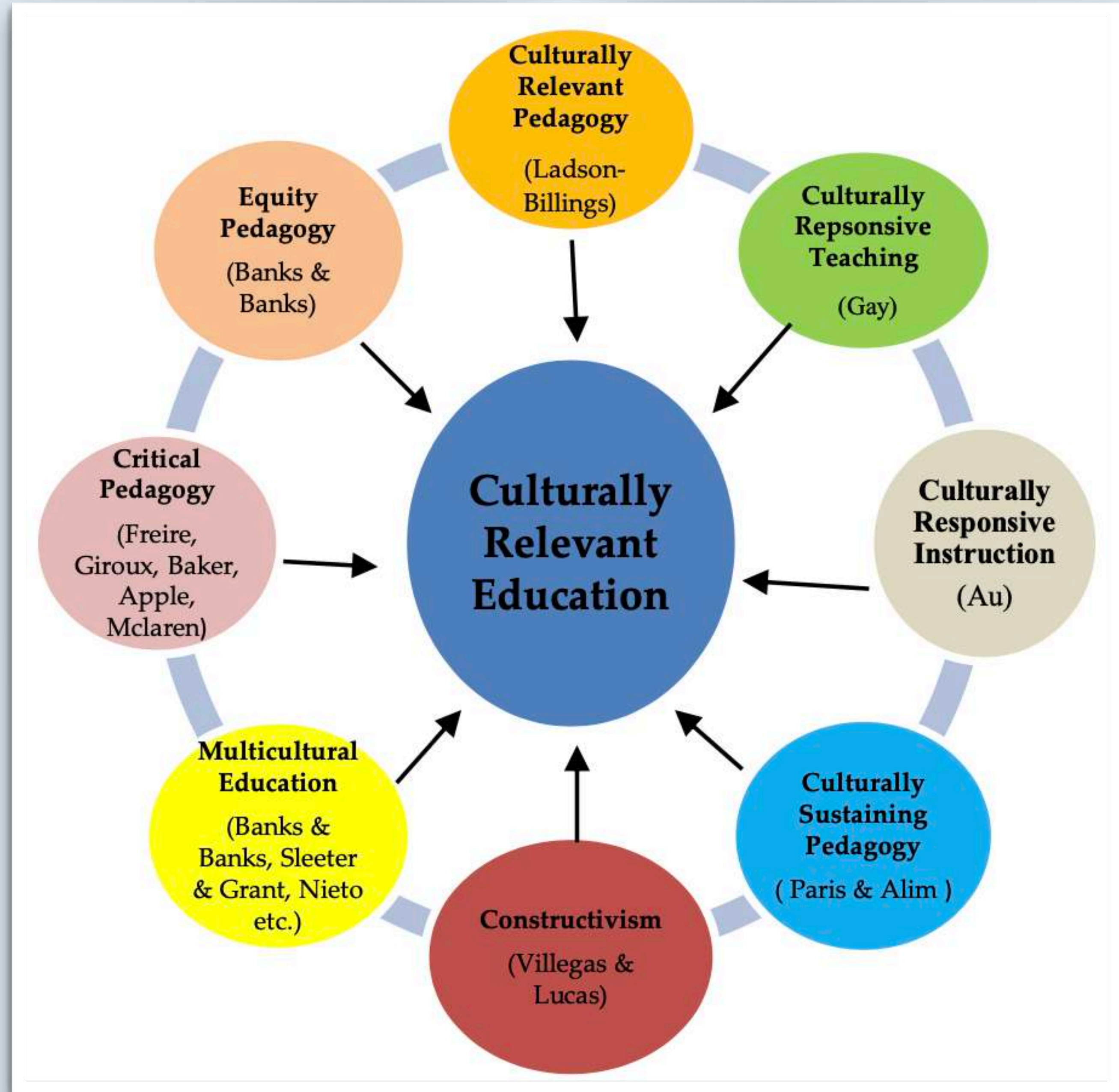
The Cooperative Children's Book Center (CCBC). A unique and vital gathering place for books, ideas, and expertise in the field of children's and young adult literature. The CCBC is a non-circulating examination, study, and research library for Wisconsin school and public librarians, teachers, early childhood care providers, university students, and others interested in children's and young adult literature. www.education.wisc.edu

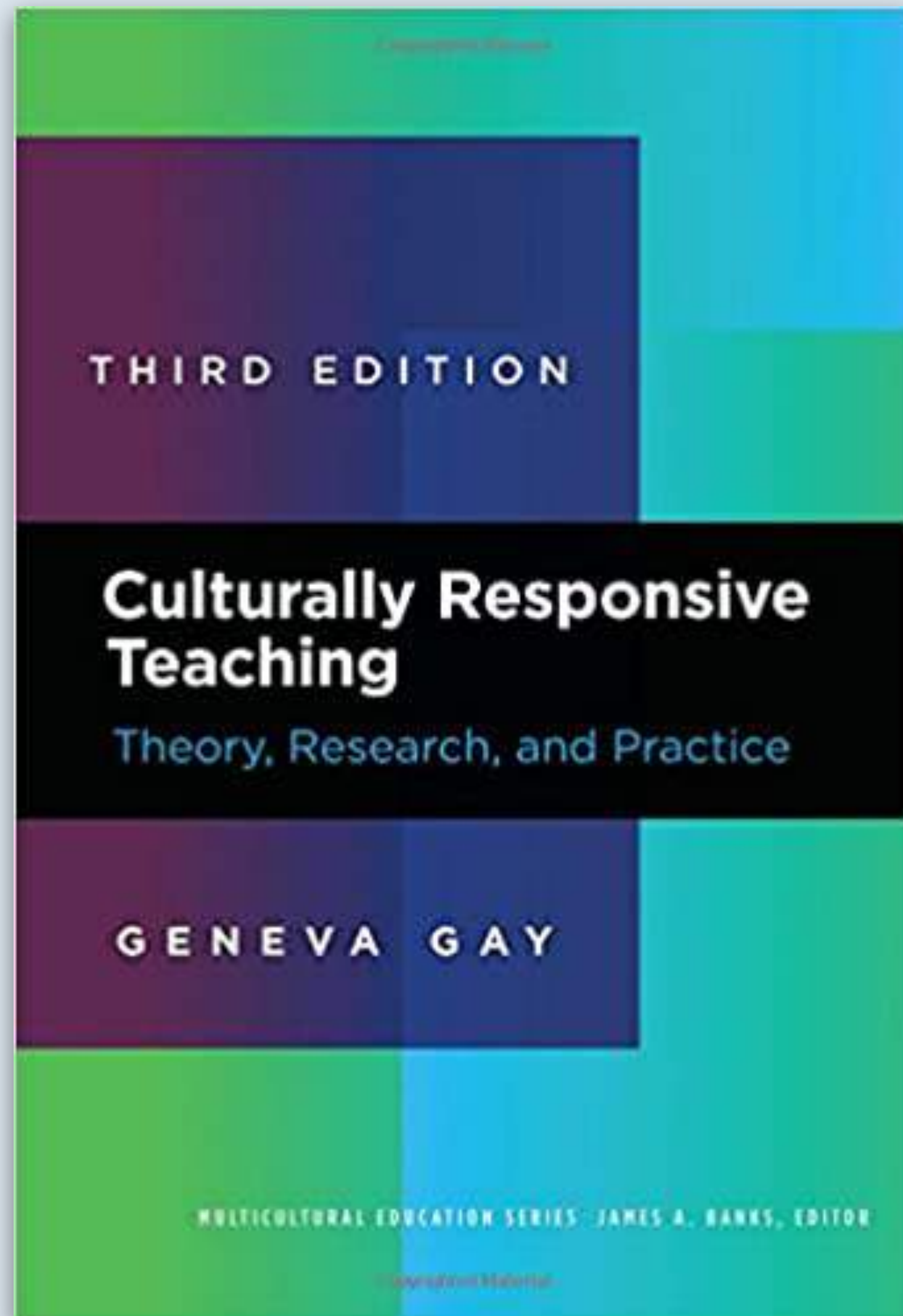
International Reading Association. Since 1956, IRA has been a nonprofit, global network of individuals and institutions committed to worldwide literacy. The site hosts Choices Booklists. Each year, thousands of children, young adults, teachers, and librarians around the United States select their favorite recently published books for the "Choices" booklists. These lists are used in classrooms, libraries, and homes to help young readers find books they will enjoy. www.reading.org

Children's Book Council. The Children's Book Council is the national nonprofit trade association for children's trade book publishers. The Children's Book Council works annually on reading lists to help teachers, librarians, parents, and booksellers discover new, wonderful books for the children in their lives. www.cbcbooks.org

The Fundamentals of Culturally Relevant Education

Kotluk & Kocakaya, 2018





Culturally responsive teaching (CRT), which is defined as “using the 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” (Gay, 2010, p. 31)... “is about teaching, and the teaching of concern is that which centers classroom instruction in multiethnic cultural frames of reference” (Gay, 2018, xxvii).

Teacher Roles & Responsibilities

Cultural Organizers

“As cultural organizers, teachers must understand how culture operates in daily classroom dynamics, create learning atmospheres that radiate cultural and ethnic diversity, and facilitate high academic achievement for all students” (Gay, 2018, pp. 51-52).

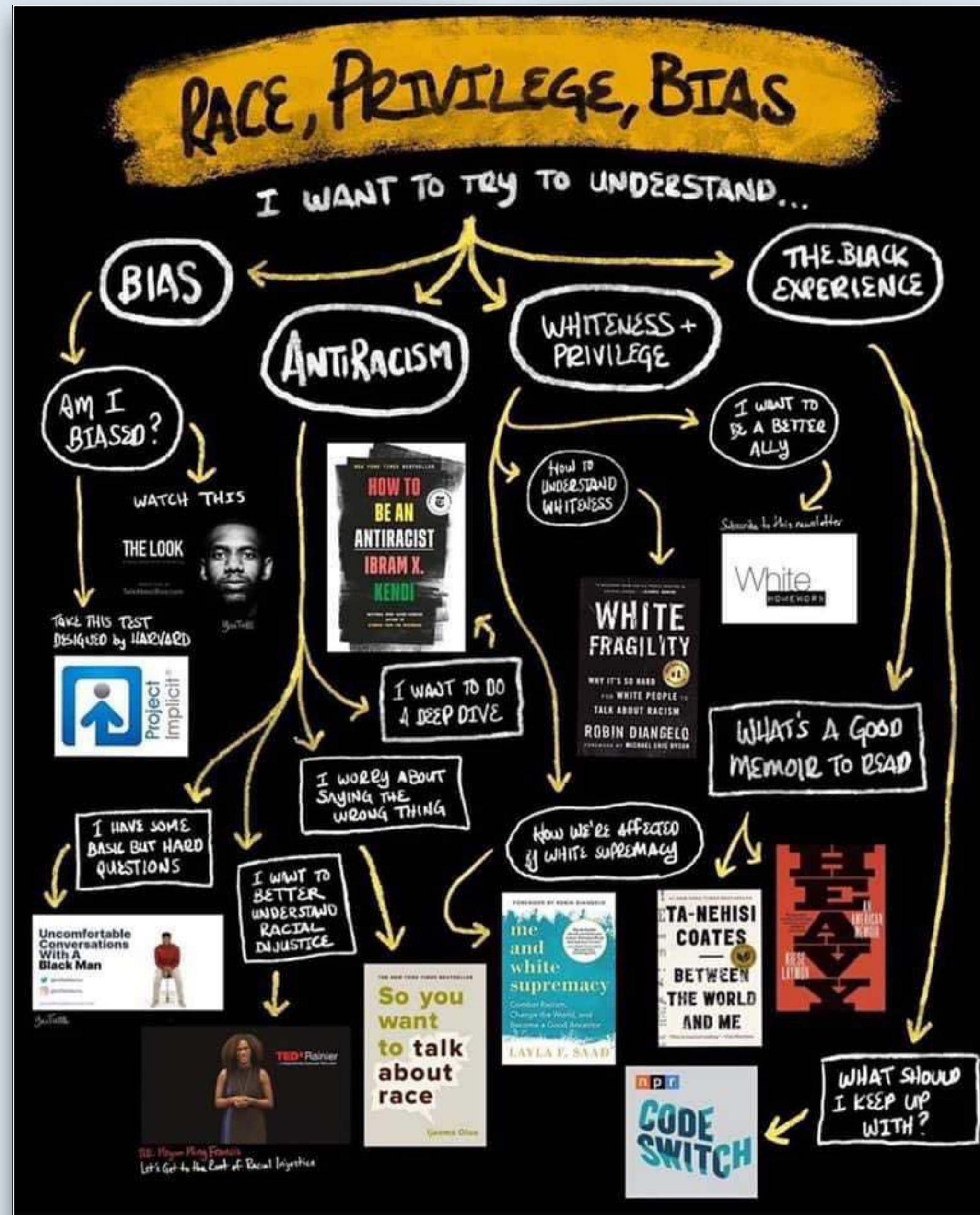
Cultural Mediators

“As cultural mediators, teachers provide opportunities for students to engage in critical dialogue about conflicts among cultures and to analyze inconsistencies between mainstream cultural ideals/realities and those of different cultural systems” (Gay, 2018, p. 52).

Orchestrators of Social Contexts for Learning

“As orchestrators of social contexts for learning, teachers must recognize the important influence culture has on learning and make teaching processes compatible with the sociocultural contexts and frames of reference of ethnically diverse students” (Gay, 2018, p. 52).

Perspective & Privilege for Growth



The Oprah Winfrey Show with Jane Elliott (1992)



Use Your Everyday Privilege to Help Others

Each of us have some part of our identity which requires little attention to protecting oneself from danger, discrimination, or doltish humor. *Ordinary privilege* is ordinary because it blends in with the norms and people around us, and thus, is easily forgotten, and it actually the opportunity.

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