



6

WAYS TO KNOW  
IF YOU ARE  
CULTURALLY  
RESPONSIVE

JOURNEY TO RESPONSIVENESS

[www.culturallyresponsive.org](http://www.culturallyresponsive.org)

Dr. Sharroky Hollie



# About our Executive Director



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.

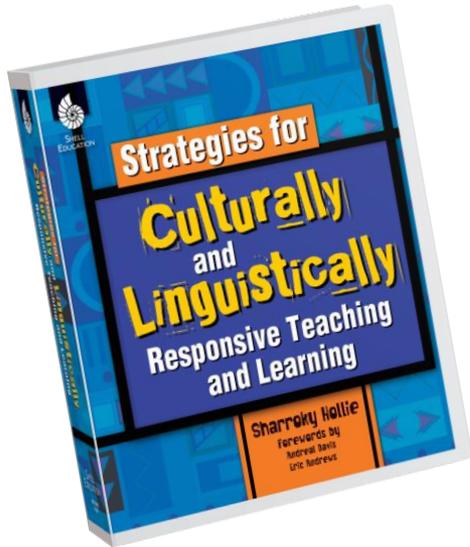
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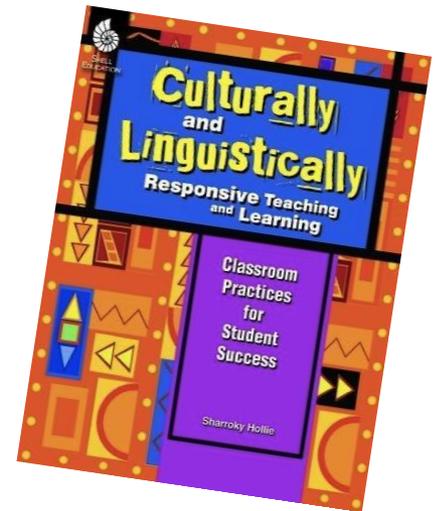
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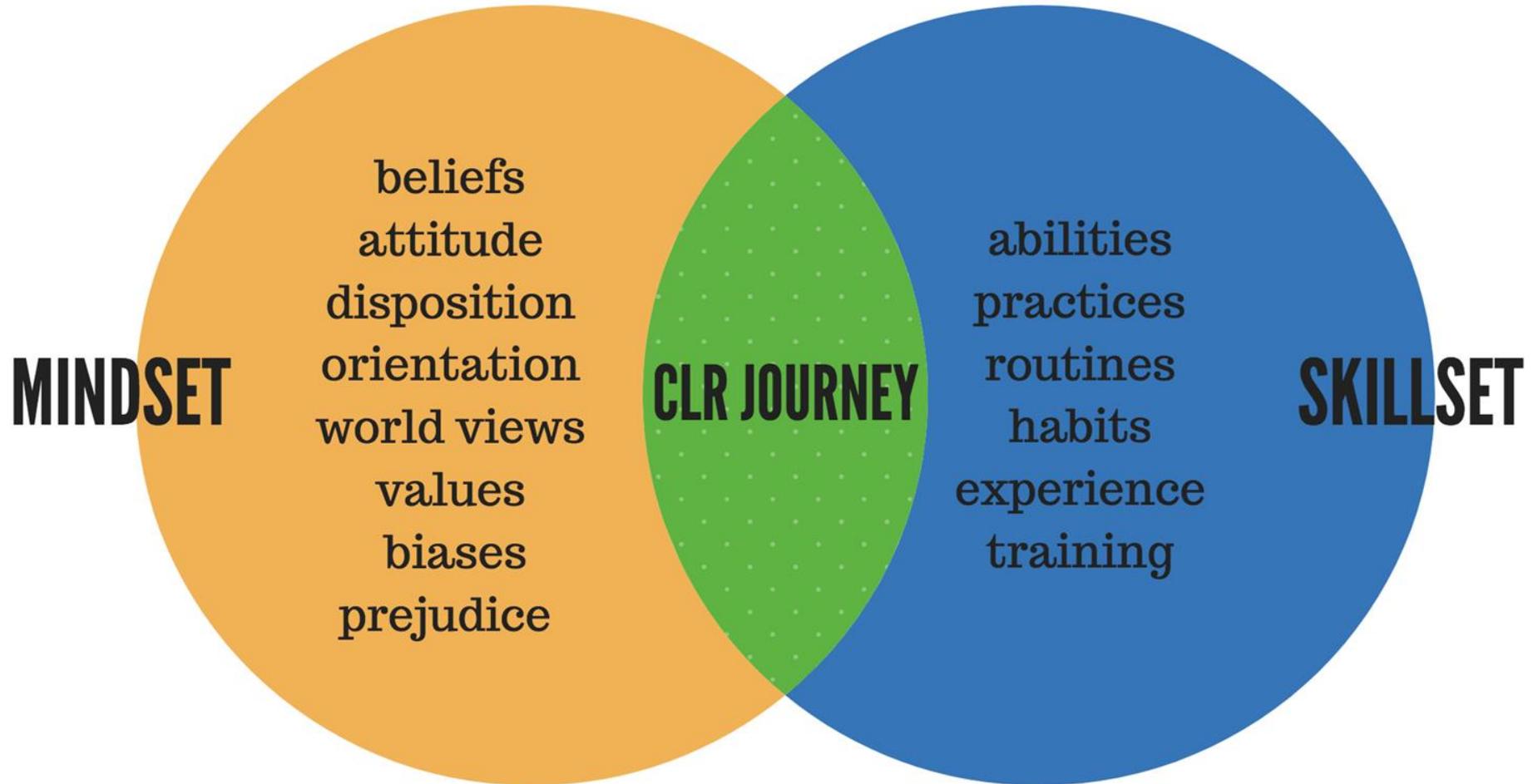




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## How have you distinguished negative energy from struggle (progress, positive energy)?

### Offensive-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 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.

**Goal #1****Increase Student Engagement**

Do students have a sense of belonging?

Yes  No

Are students engaged pedagogically? (instruction)

Yes  No

**Goal #2****Deal with Inequities**

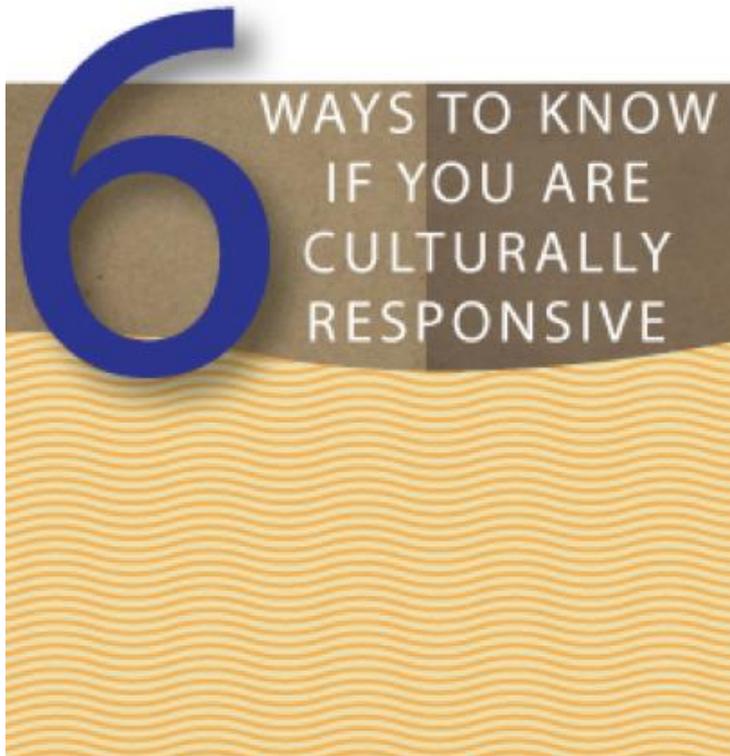
Courage. Articulation. Safe place and space.

**Goal #3****Give Outrageous Love**

Who needs more love?

Are my heart and mind in the right place?

Yes  No



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



## 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**

# You can define it

# 1



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# Classic Definition

## Gloria Ladson-Billings in DreamKeepers:

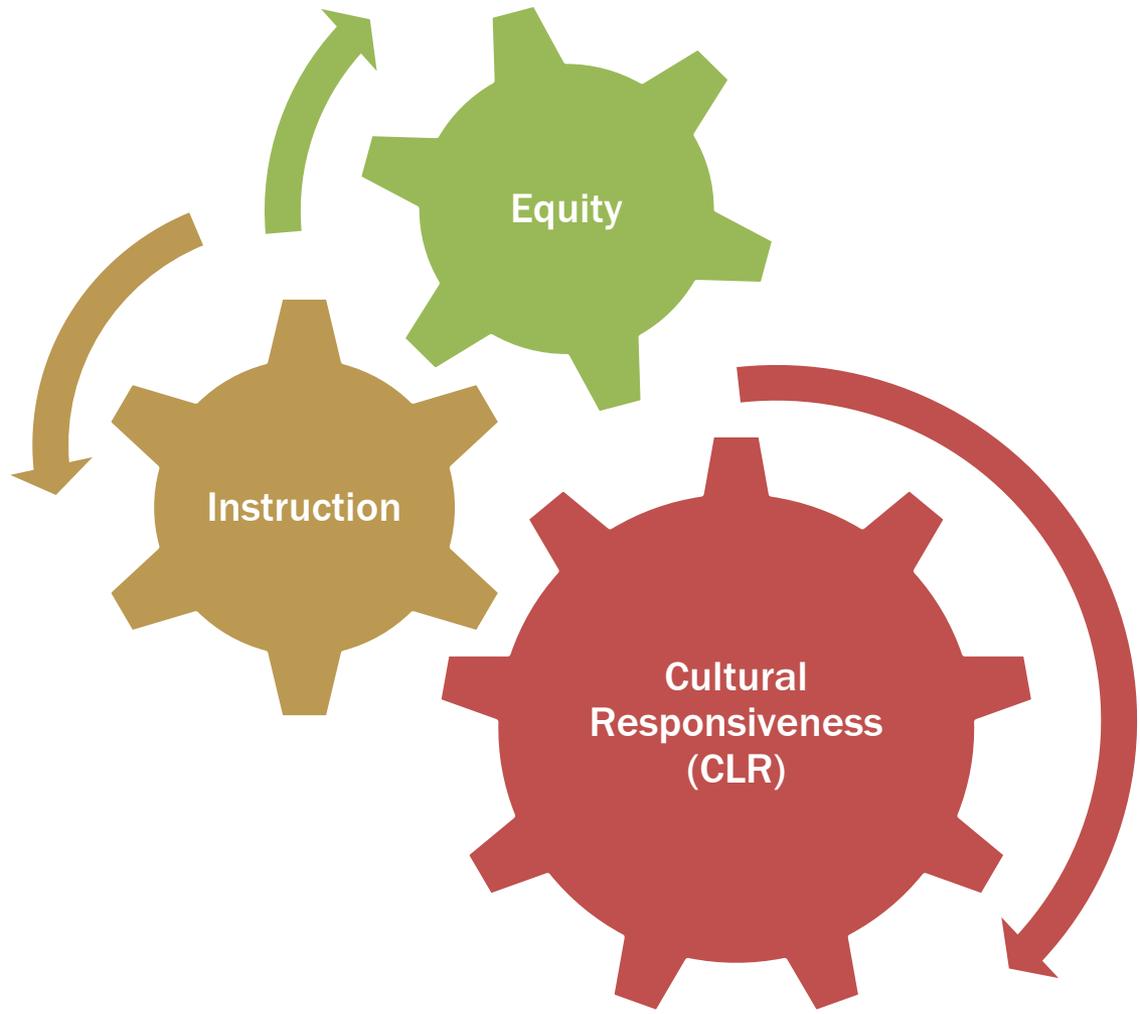
“A pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural and historical referents to convey knowledge, to impart skills, and to change attitudes. Teachers practicing culturally relevant teaching know how to support learning in these students by consciously 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.”





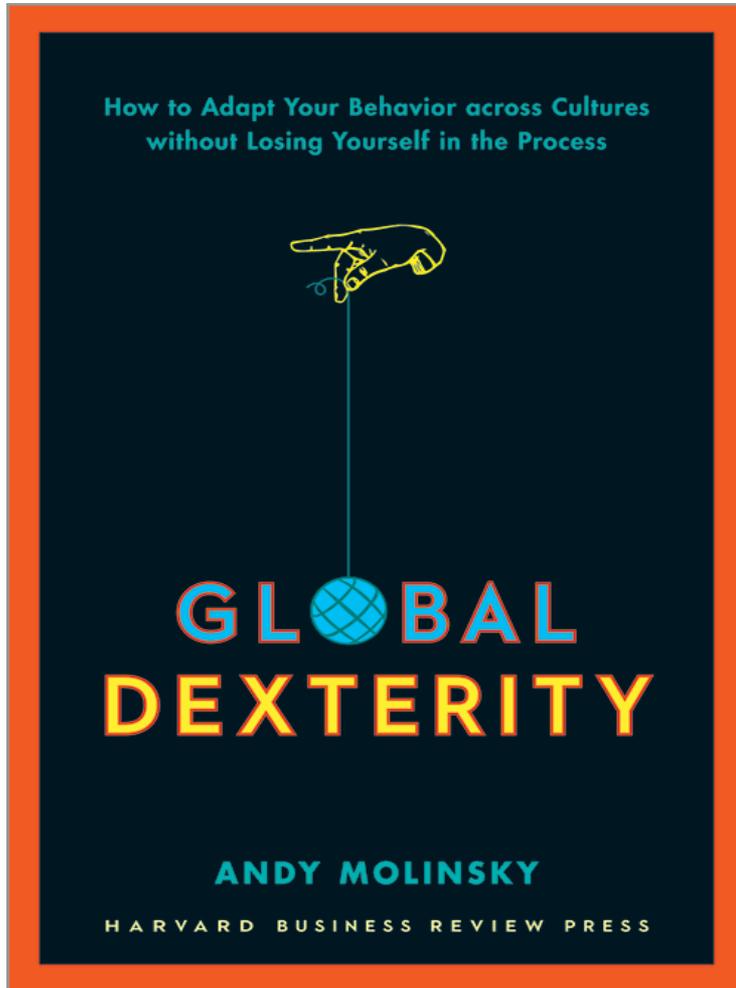
# VABB

**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



## Situational Appropriateness or ...

### Global Dexterity

“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."

- Molinsky 2013



# Three Ways To VABB

Talk To  
Differently

Relate To  
Differently

Teach  
Differently

**Difference = Responsiveness**



# Diving Into Pool of CLR Activities

1



## 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

3



## RESPONSIVE ACADEMIC LITERACY

- Use of culturally responsive supplemental text
- Use of engaging read alouds
- Use of effective literacy strategies across content areas

2



## RESPONSIVE ACADEMIC VOCABULARY

- Tiering vocabulary words – Level 2 and Level 3
- Use of vocabulary acquisition strategies
- Use of reinforcement activities

4



## 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

WE ←

V.A.B.B.

→ HERE!

Dr. Sharroky Hollie

# Something that you are, not that you do



# 2

JOURNEY TO RESPONSIVENESS



# Are culturally responsive educators *born or made?*

# You are not confused about your identity



# 3

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## SECTION THREE: ANTHROPOLOGY

Do I know who I am-rings of culture-or am I confused?

**Fill in the blanks below....**

My racial identity is \_\_\_\_\_ Behavior \_\_\_\_\_

My national identity(ies) is/are \_\_\_\_\_ Behavior \_\_\_\_\_

My ethnic identity is \_\_\_\_\_ Behavior \_\_\_\_\_

How do I define race?



**Culture is not race and  
race is not culture.**

Jaune Quick-to-See Smith

quote fancy



## History of Racial Classification



BLUMENBACH.

*“Caucasian variety. I have taken the name of this variety from Mount Caucasus, both because its neighborhood, and especially its southern slope, produces the most beautiful race of men, and because ... in that region, if anywhere, we ought with the greatest probability to place the autochthones [original forms] of mankind.”*

—J. F. Blumenbach, German naturalist, quoted from his 1795 seminal work, *On the Natural Variety of Mankind*, in Gould, *The Mismeasure of Man* (1996)



## Original Five Classified Races

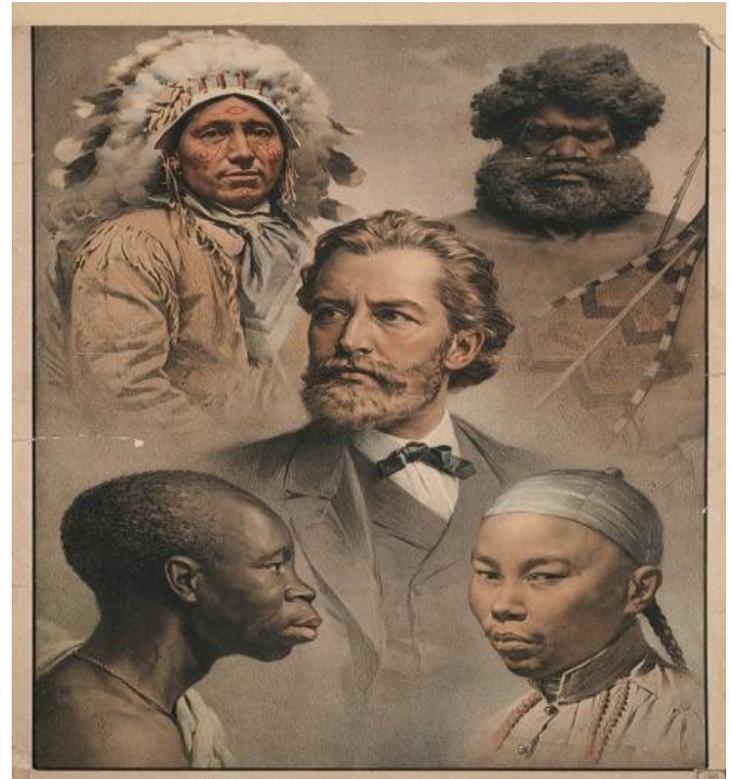
**Mongolian (Eastern Asia)**

**Ethiopian (Africa)**

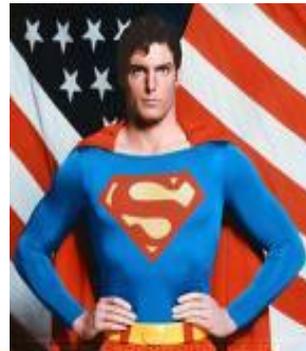
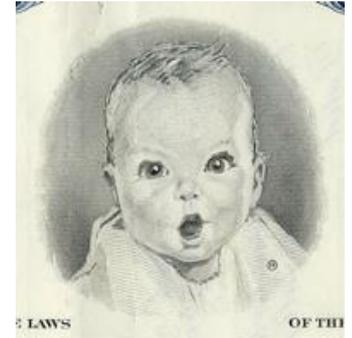
**Caucasian (Europe and adjacent areas)**

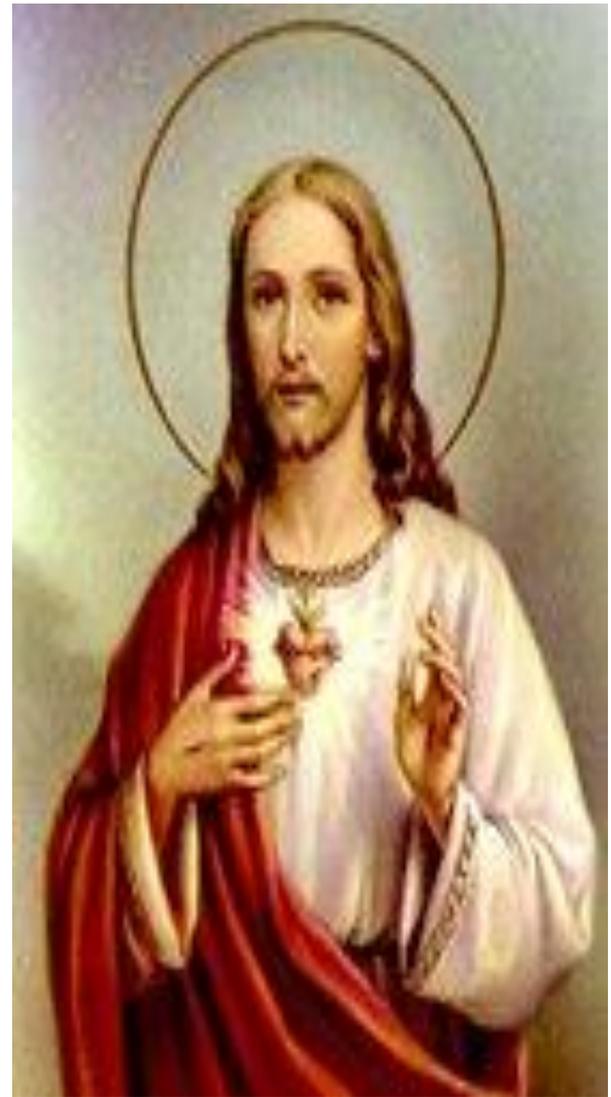
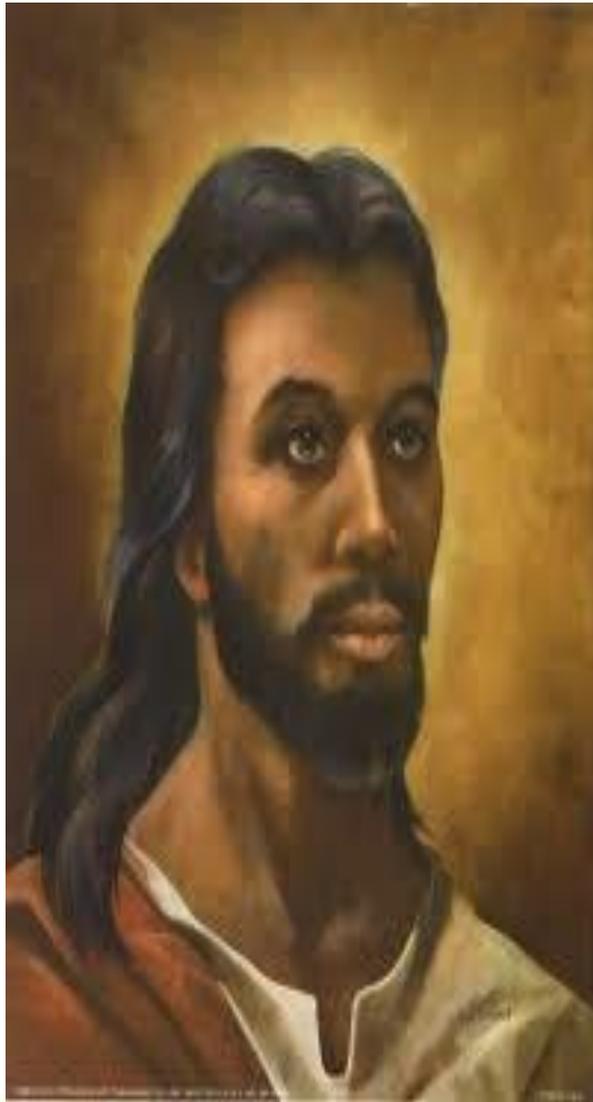
**Natives (Americas)**

**Malaysian (Pacific Islands)**

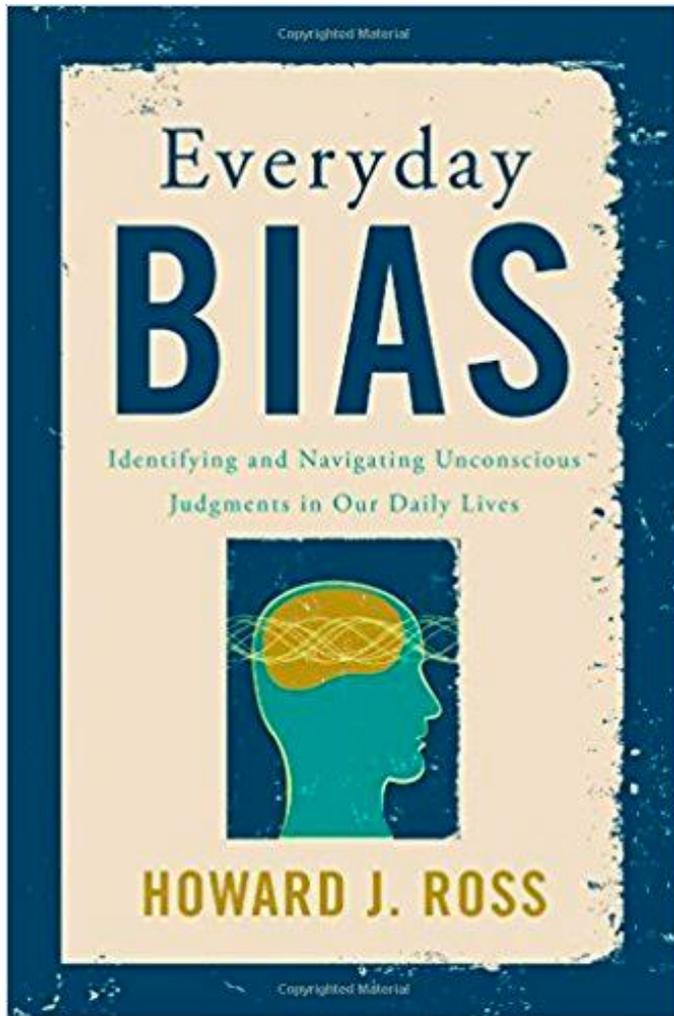


**Race is arbitrary.**









The whole way we have approached the work is built upon the assumption that good people treat people equitably and it is bad people who do all the those terrible things.

Our biases are not decisions made because somebody is “out to get” somebody, but rather because all human beings have bias. And the more we think we are immune to it, the greater likelihood that our own biases will be invisible or unconscious to us.

- Ross 2014



It may be your

**FIRST** thought;

don't let  
it be your **LAST**

thought!

Dr. Sharroky Hollie

Design and Illustration by Carleen Matts



## So, What is Race?



1. Genetic Lineage (forensic identification, possible diseases, phenotypes)
2. Story of human geography
3. Socially constructed (historically)

# You know who you are serving or *not serving*



# 4

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## 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**



# Break 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?



# 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)







|               |        | <i>Hispanics</i> |  |
|---------------|--------|------------------|--|
| Mexicans      | 32,916 | 64.9             |  |
| Puerto Ricans | 4,683  | 9.2              |  |
| Cubans        | 1,884  | 3.7              |  |
| Salvadorans   | 1,827  | 3.6              |  |
| Dominicans    | 1,509  | 3.0              |  |
| Guatemalans   | 1,108  | 2.2              |  |
| Colombians    | 972    | 1.9              |  |
| Hondurans     | 731    | 1.4              |  |
| Ecuadorians   | 665    | 1.3              |  |
| Peruvians     | 609    | 1.2              |  |



# You don't *just* celebrate Black History Month

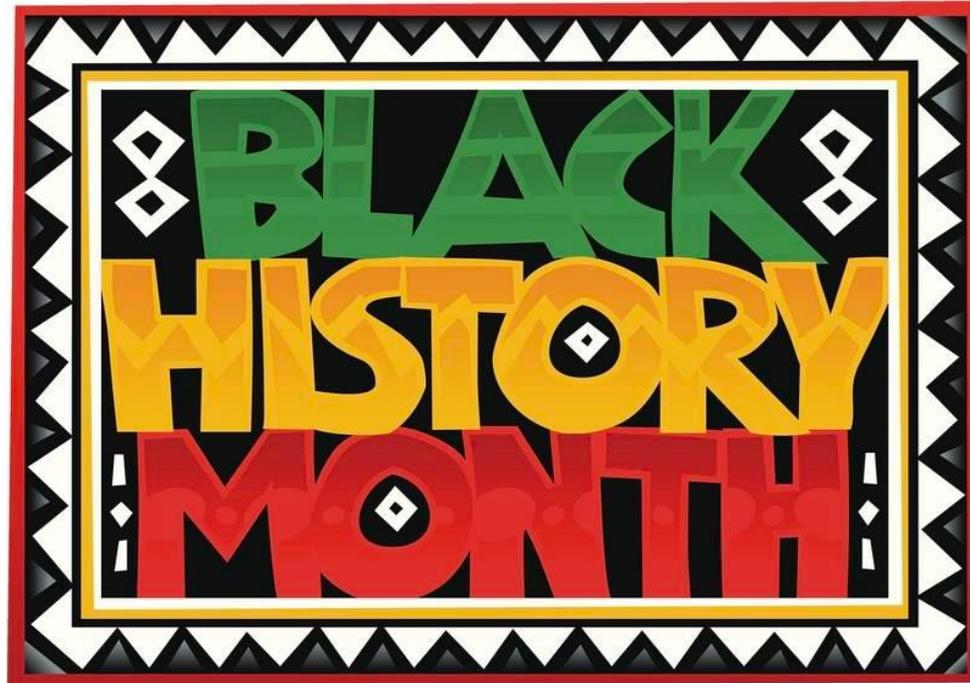


# 5

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# Do you know the history of Black History Month?





# History of Black History Month

*Dr. Carter G. Woodson*

Dr. Carter G. Woodson, the creator of the original Negro History Week, did not intend for this week to be turned into a just a month, but to last **forever**



- Began late summer of 1915
- Intent of African Americans' contributions to American history was supposed to be temporary, a way of appreciating the historical relevance of an invisible people
- 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
  - Asked the public to extend their study of black history, not to create a new tradition
- Pressed for schools to use Negro History Week to demonstrate what students learned all year.

# Practice everyday in everyway

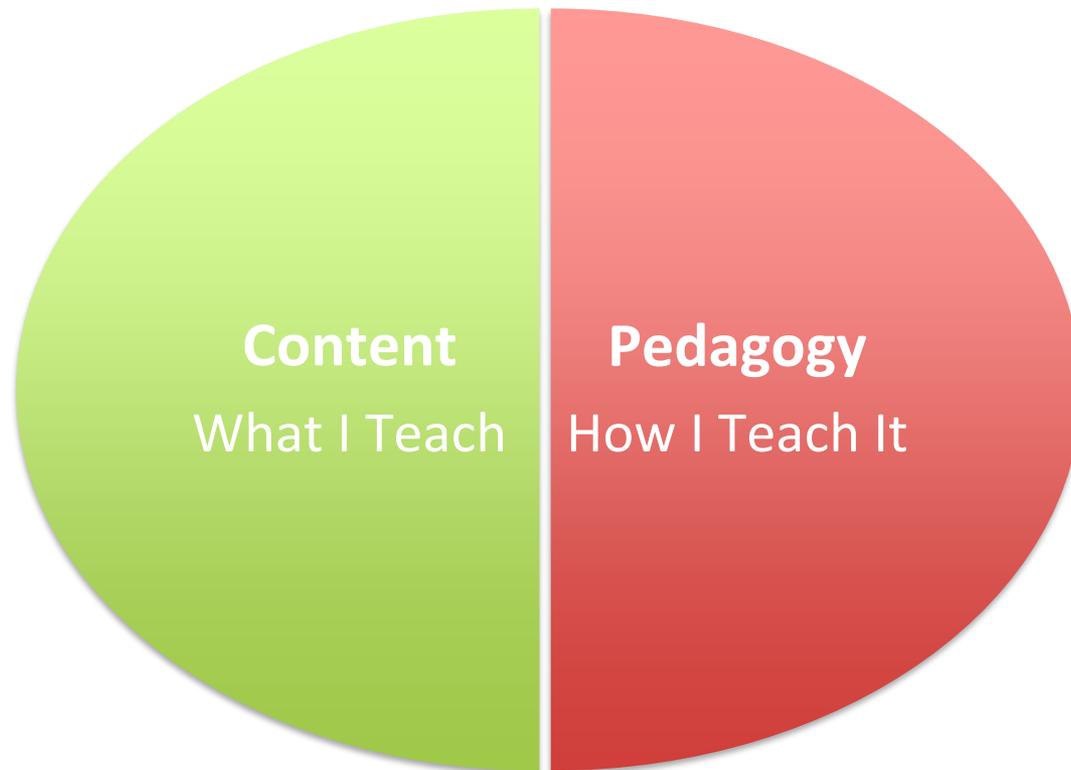


# 6

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# CLR and Separating Content vs. Pedagogy





# Diving Into Pool of CLR Activities

1



## RESPONSIVE CLASSROOM MANAGEMENT

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# Creating Instructional Range

A CONTINUUM OF TRADITIONAL INSTRUCTION AND RESPONSIVE INSTRUCTION

Traditional

Responsive

Culturally  
Responsive

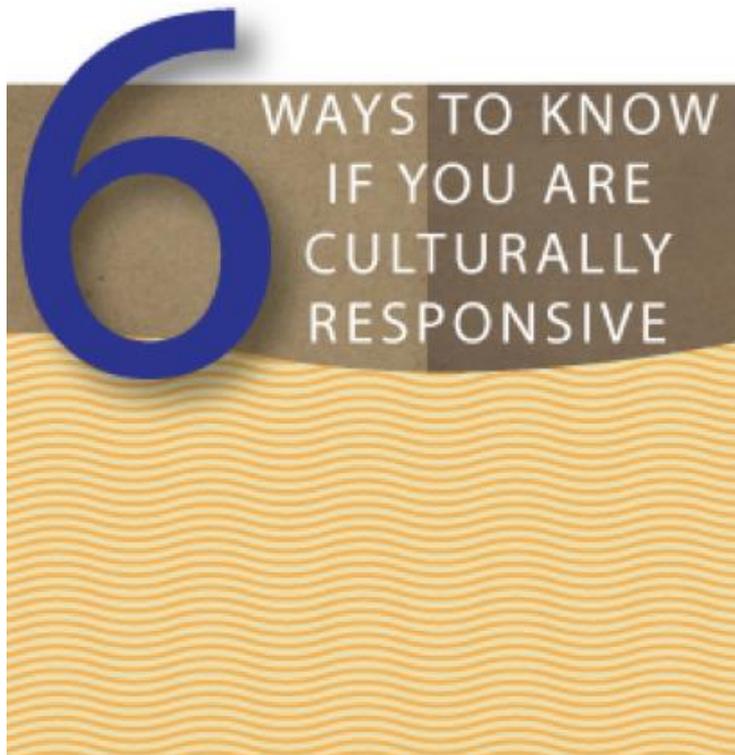
DIVE INTO THE POOL OF CLR ACTIVITIES



JOURNEY TO RESPONSIVENESS



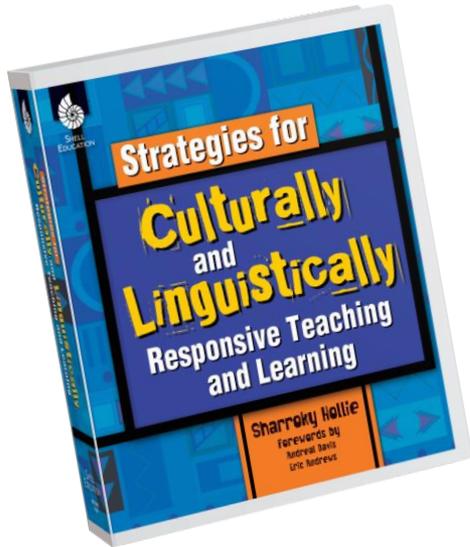
## Check Off List



- You can define it
- Something that you are, not that you do
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- You don't just celebrate Black History Month
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