

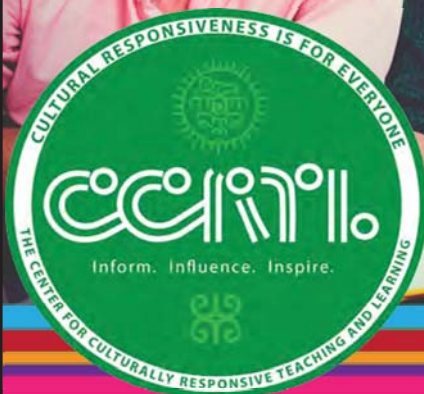


The Center for Culturally Responsive Teaching and Learning



# Journey to Responsiveness: Culturally Responsive Classroom Management

Dr. Sharroky Hollie  
[www.culturallyresponsive.org](http://www.culturallyresponsive.org)



## ABOUT OUR EXECUTIVE DIRECTOR



**Sharroky Hollie, Ph. D.**

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 2000 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 the Cal State University. Sharroky has also been a visiting professor for Webster University in St. Louis and a guest lecturer at Stanford and UCLA.

In addition to his experience in education, he has authored several texts and journal articles. Most recently, he wrote *Strategies for Culturally and Linguistically Responsive Teaching and Learning* (2015) and contributed a chapter in the *Oxford Handbook of African American Language* (2015). Dr. Hollie's first book, *Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success* was published in 2011, followed soon thereafter by *The Skill to Lead, The Will to Teach*, co-written with Dr. Anthony Muhammad. Also, Dr. Hollie has been a contributing author with Pearson publishing in the *Cornerstone* and *Keystone* textbook series (2009), *Prentice Hall Anthology* (2012), and *iLit e-series* (2014). In 2003, he and two colleagues founded the *Culture and Language Academy of Success*, a laboratory school that demonstrated the principles of cultural responsiveness in an exemplary school wide model, which operated until 2013.

## Follow us.



**Validateaffirm**



**Validateaffirm**



**@validateaffirm**



**/Validateaffirm**



**validateaffirm**

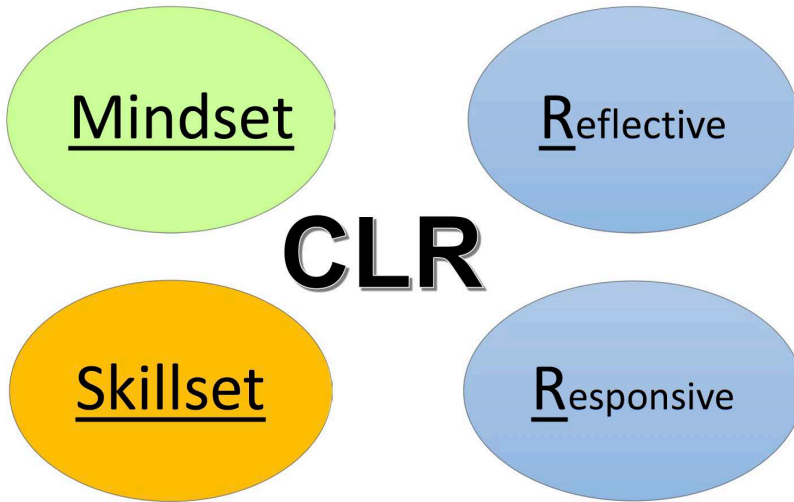


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**Sharroky@culturallyresponsive.org**

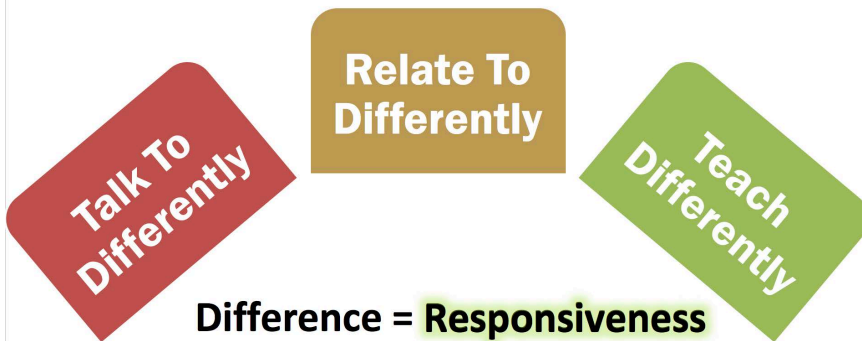


## Let's Review



## DIVING INTO POOL OF CLR ACTIVITIES

### Three Ways To VABB



WE ←

V . A . B . B .

→ HERE!


Dr. Sharroky Hollie

Notes: \_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_




### 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 re-tellings for situational appropriateness
- Use of role-playing for situational appropriateness
- Using teachable moments for situational appropriateness





## Mindset: Preferences/Biases

Embrace My First Thoughts – Race and Gender – Turn and Talk

1. Surgeon
2. Commercial Airline Pilot
3. National Basketball Association Player

Embrace My First Thoughts – Traits and Groups – Circle One

Men or Women  
African Americans or Native Americans  
Jews or Christians  
Asians or Caucasians  
Italians or Dutch

## Shades of Truth

**How often do you give answers you know are untrue?**

**White** lies: How are you today? **Harmless, good intentions**

**Gray** lies: Can you spare a dollar? **Spare one's own feelings**

**Colorless** lies: How many cigarettes do you smoke a day? **Self-deception**

**Red** lies: "I love you" **Deceiving to others**

**Blue** lies: Did you do all of the reading for the test? **Essentially Truthful**

What are the preferred school culture behaviors?

Behaviors/Source	Preference/Bias



## The Iceberg Concept of Culture

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

**Surface Culture**  
Most easily seen  
Emotional level - low

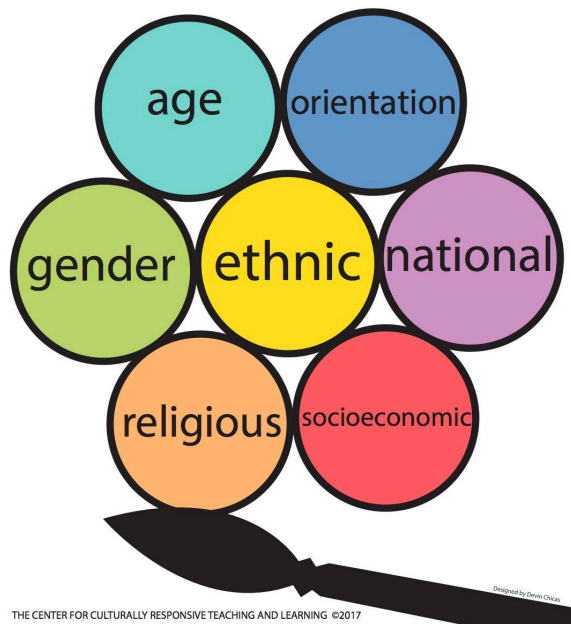
Food, dress,  
music, visual arts,  
drama, crafts,  
dance, literature,  
language, celebrations, games

**Shallow Culture**  
Unspoken Rules  
Emotional level - high

courtesy, contextual conversational patterns, concept of time,  
personal space, rules of conduct, facial expressions,  
nonverbal communication, body language, touching,  
eye contact, patterns of handling emotions,  
notions of modesty, concept of beauty, courtship practices,  
relationships to animals, notions of leadership, tempo of work,  
concepts of food, ideals of child rearing, theory of disease,  
social interaction rate, nature of friendships, tone of voice,  
attitudes toward elders, concept of cleanliness, notions of adolescence,  
patterns of group decision-making, definition of insanity,  
preferences for competition or cooperation,  
tolerance of physical pain, concept of "self",  
concept of past and future, definition of obscenity,  
attitudes toward dependents,  
problem solving roles in relation to age, sex, class, occupation,  
kinship, and ...

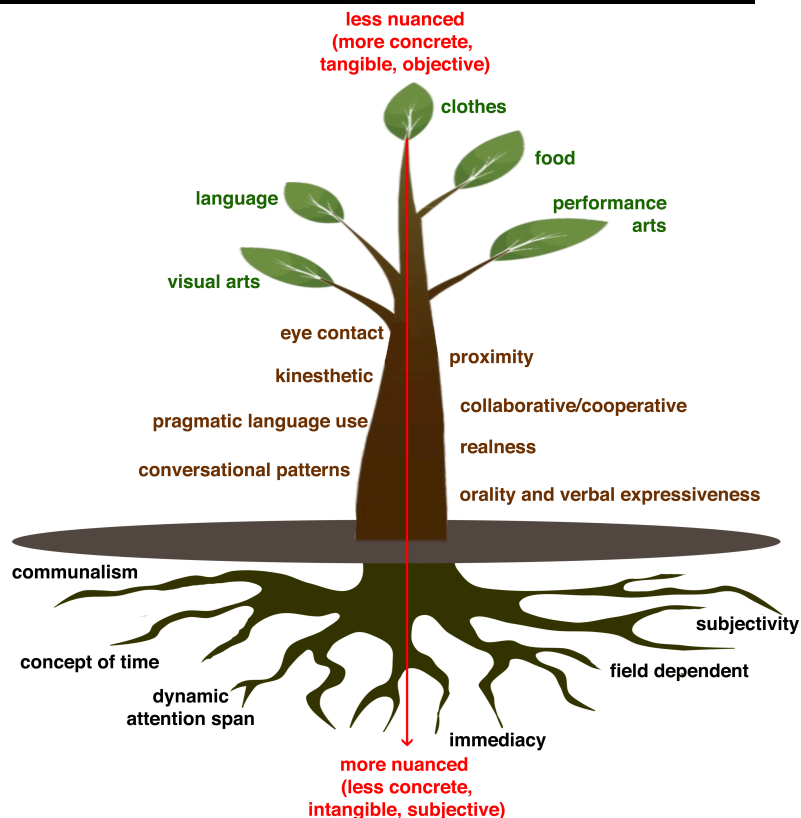
**Deep Culture**  
Unconscious Rules  
Emotional level - intense

## Rings of Culture



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## Cultural Elements



High Resonance

Low Resonance

**Communalism • Eye Contact • Realness • Orality and Verbal  
Expressiveness Proximity • Concept of Time • Conversational Patterns**

Validating and Affirming (VA) Statements	Building and Bridging (BB) Statements
love, appreciate, honor, respect, connect with, relate to, grateful for, affirm, recognize, validate, ...	School culture, school language, culture of our classroom, practice situational appropriateness, appropriate for _____, ....

1. Recognize the behavior as cultural or (not)
2. If cultural, validate and affirm the behavior first
3. Then, build and bridge to situational appropriate behavior
4. If not cultural, then go to classroom management system

*“Situational appropriateness is the concept of determining what cultural or linguistic behavior is most appropriate for the situation. Put another way, students are allowed to make choices around cultural and linguistic behaviors dependent on the situation but without giving up or sacrificing what they consider to be their base culture or language.”*

—Hollie, *Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success* (2017)





## Common Cultural Behaviors


The following behaviors build off the iceberg concept of culture (anthropological basis for the focus on culture as opposed to race). Based on the research of Wade Boykins and others, these behaviors are the most common (likely to occur) in the milieu of the classroom and school dynamics. Please note, however, that this is NOT an exhaustive list. Other culture behaviors can and do occur.

The take-away is that all of us exhibit these cultural behaviors depending on our heritage (ethnic identity), upbringing, and where we were raised. These behaviors are NOT race dependent. The CLR educator should know these behaviors. It is important to conceptualize these behaviors without thinking about them in the context or comparison of school or mainstream (whiteness) culture. They are meant to stand alone, have value on their own, and be representative of who our students are culturally for validating and affirming purposes. To fully understand them is to know them in their originality. To only see these behaviors in relation to school culture (whiteness) misses the point and treads on deficit thinking.

What appears first is the behavior list. There is a total of 16 and they are listed from the less nuanced (easier to grasp conceptually) to the more nuanced (harder to grasp conceptually). What is noted in parenthesis is the behavior in teacher friendly language. After the list, the definitions for each behavior follow.

### Common Cultural Behaviors List

Less Nuanced (More concrete, tangible, objective)

- 
1. Eye Contact
  2. Proximity
  3. Kinesthetic (high movement context/orientation)
  4. Collaborative/Cooperative (Work and dependence on group)
  5. Spontaneous (Impulsive, impromptu)
  6. Pragmatic Language Use (Non-Verbal Expressiveness)
  7. Realness (authentic, direct)
  8. Conversational Patterns (verbal overlap and non-linear discourse pattern)
  9. Orality and Verbal Expressiveness (combination of #6 and #8 or verve)
  10. Sociocentrism (socializing to learn)
  11. Communalism (we is more important than I)
  12. Subjective (relativity)
  13. Concept of Time (situation dictates use of time, relative)
  14. Dynamic Attention Span (varied ways to show attention)
  15. Field Dependent (relevance of externally defined goals and reinforcements)
  16. Immediacy (sense of connectedness)

More Nuanced (Less concrete, intangible, subjective)



## Common Cultural Behaviors Defined

### Common Cultural Behavior Definitions

#### Eye Contact

We communicate with our eyes. Depending on our cultural identity, we can show disrespect/respect, attention/lack of attention and/or intrigue/non-intrigue by how long eye contact is maintained (known as maintenance).

#### Proximity

The distance between two people is often culturally dependent because it is a way of showing respect, rapport, and relationship. The appropriate distance is culturally determined, whether a person is asking a question, seeking information or simply wanting to relate through conversation all affect proximity. The distance and purpose vary from culture to culture.

#### Kinesthetic (High movement)

Moving while learning; tactile with use of gross motor skills; movement of the big muscles; learning through physical activities. Some cultures learn better while moving.

#### Cooperative/Collaborative (Shared work and responsibility)

Working together, sharing responsibility is seen as a plus, contributes to the overall performance; Shared responsibility.

#### Spontaneous (Impromptu, Impulsivity)

Comfort level found in environments and contexts that are marked by impulse and improvisation; The tendency to respond as coming or resulting from an immediate or natural impulse; Unplanned.

#### Pragmatic Language Use (Nonverbal)

Eye contact, hand gestures, facial expressions, and body language can sometimes communicate more what is being said than verbal language. In some cultures, the emphasized use of nonverbal can be more meaningful, depending on the context and what needs to be communicated.

#### Realness (direct vs indirect)

How truthful, authentic, and direct we are in our communications. Different cultures value different levels of directness. How truth and authenticity are communicated to others can be culturally based.

#### Conversational Patterns (Verbal overlap and nonlinearity)

Verbal overlapping while someone else is talking shows engagement and focus for some languages/cultures, while in cultures not overlapping can show the same levels of engagement.





## Common Cultural Behavior Definitions *(Continued)*

### **Orality and Verbal Expressiveness (Verve)**

Verve is not what you say but how you say it. Verve happens when the combination of emphasized use of nonverbals and verbal expressiveness occur simultaneously.

### **Sociocentrism (Social interaction to learn)**

The act of social interaction is more valued than the content being discussed and is seen as a contributing variable to learning. Sometimes known as learning by talking (socializing).

### **Communalism/Communal (Collective Success)**

"We" is more important than "I." The success of the whole (community, family, class, collaborative group) outweighs and is more valued than the success of the individual.

### **Subjective (Relativity)**

The essential understanding of a topic or concept lies in the relativity, perspective, granularity and not just right and wrong. Multiple perspectives are allowed and valued.

### **Concept of Time (Precise/Relative)**

Time can be seen conceptually as precise, meaning the beginning and ending of an event or occurrence is controlled by the clock. Or time can be seen as relative. The event and occurrence are controlled by the human interaction (what is on in the moment), not the clock.

### **Dynamic Attention Span (Multiple ways to show focus)**

Demonstration of varied ways to show focus and task orientation.

### **Field Dependent (Relevance)**

Orientation toward external defined goals and reinforcements compared to the social and cultural relevance to own experiences. Contextualization matters, highly valued.

### **Immediacy (Connectedness)**

Actions that all at once communicate warmth, acceptance, closeness, and availability; Connectedness AND sense of immediacy can be the tendency to evaluate situations through a lens of urgency. In the classroom this looks like students who want to know about things in the "now" and having to wait creates stress.



## Last time you VA'd Someone?

**Validate:** make legitimate what is perceived as illegitimate?

Think

Say

Do

**Affirm:** make positive what is perceived as negative?

Think

Say

Do

## Three Must Dos to Implement Responsive Classroom Management

Objective 1

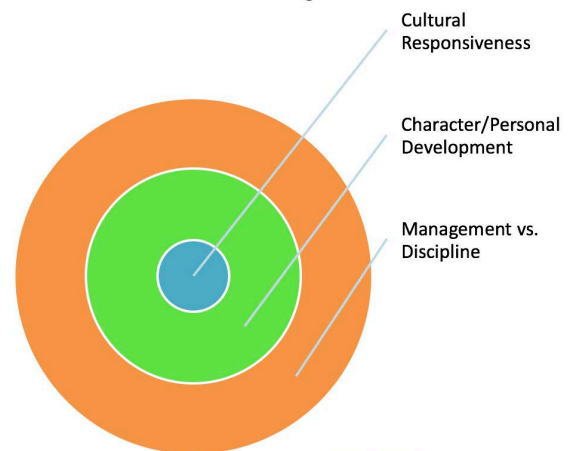
Be reflective about your current classroom management system

Objective 2

Be deliberate about going responsive as opposed to going negative

Objective 3

Be proactive with your CLR instructional activities to increase engagement



Notes: \_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_



## Current Classroom Management Reflection

What school of thought do you aspire to?

How does the three PPP approach work for you?

Are you aware of how to survive with your management system?

Type of Procedure	
What officially begins class...	
What students do when work is completed...	
When students do not have supplies or/are in need of a sharpening a pencil	
Use of cell phones, head phones, or other technologies	
Turning in late assignments/work	
Preparing for fire drills, lockdowns, other emergencies	
Getting your attention during independent work	
Entering/exiting the classroom	





## Traditional School Culture

- \*standardized/rule-driven
- \*quiet
- \*stationary/low movement
- \*time specific
- \*competitive
- \*deductive
- \*turn-taking
- \*mainly verbal communication
- \*teacher-centered and led
- \*field independent
- \*intrapersonal

## Underserved Cultures

- \*preference for variation/ spontaneity
- \*sociocentric
- \*high movement
- \*cooperative
- \*inductive
- \*overlap
- \*many ways to communicate
- \*purpose-driven
- \*affective
- \*field-dependent
- \*interpersonal

### Identify the behaviors as Cultural or NOT

*If it is cultural, state the cultural behavior? You decide!*

- \_\_\_\_\_ 1.Student is talking while teacher is talking but in an affirming way.
- \_\_\_\_\_ 2.Student is tapping on desk while other students are working quietly.
- \_\_\_\_\_ 3.Student is picking on another student.
- \_\_\_\_\_ 4.Student says mean and degrading things to the teacher. .
- \_\_\_\_\_ 5.Student in one collaborative group paying attention to other students in another collaborative group.
- \_\_\_\_\_ 6.Student is stealing.
- \_\_\_\_\_ 7.Student is aggressively talking back, trying to make a point with the teacher.
- \_\_\_\_\_ 8.Student is throwing paper across the class.
- \_\_\_\_\_ 9.Students are interjecting without raising their hands during a class discussion segment.
- \_\_\_\_\_ 10.Student stands up sometimes when completing his/her assignments.



## Talk to, Relate to, Teach Differently

**Identify**

Identify behavior as being culturally inappropriate, unacceptable, or egregious

**Recognize**

If culturally inappropriate, recognize cultural behavior using rings of culture or iceberg concept of culture (anthropology) or other possible reason, such as special needs, trauma, etc.

**Check****Check belief system. Either you believe or you do not!****Validate and affirm**

If you believe, then validate and affirm first and build and bridge.

**Culturally Inappropriate Behaviors****Unacceptable****Egregious****Validating and Affirming (VA) Statements**

love, appreciate, honor, respect, connect with, relate to, grateful for, affirm, recognize, validate, ...

**Building and Bridging (BB) Statements**

School culture, school language, culture of our classroom, practice situational appropriateness, appropriate for \_\_\_\_\_, ....

## Validation and Affirmation

**Negative or Deficit****Neutral****Positive Validation and Affirmation**

"Should, ought to, wrong, value-based terms, fix it, correctly, right way, our way, your way, or the only way"

"Understand, tolerate, allow, another chance, consequence-based terms, this time or next time,"

"Appreciate, honor, value, love, respect, inspired, moved, affirm, connect, empathize, can relate or am grateful "



## Focus on Engagement

*List at least two activities in each category*

### Attention Signals

### Responding

### Discussing

### Movement

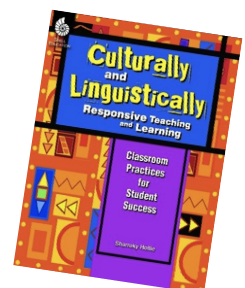
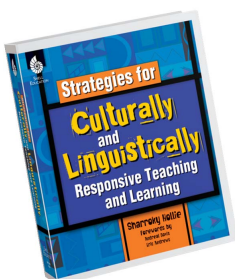
## Join VABB Nation!



@validateaffirm

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

[Sharroky@culturallyresponsive.org](mailto:Sharroky@culturallyresponsive.org)



## JOURNEY TO RESPONSIVENESS

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Dr. Sharroky Hollie





# CLR INTO 2019

Check out our new products and services!



## Dates & Locations

Rochester, MN  
June 10th-13th, 2019

St. Paul, MN  
June 17th-20th, 2019

Milwaukee, WI  
June 24th-27th, 2019

Minneapolis, MN  
July 8th-11th, 2019

## Summer Institutes 2019

Registration now open with new dates and locations in Milwaukee and Rochester!

Our highly anticipated CLR Summer Institutes are back and spots are now open for registration. Take your CLR to the next level during this four day workshop through reflection and practice on your mindset and skillset. Your registration will include key supplemental handouts, a boxed lunch, refreshments, snacks, and a copy of our CLR book and Binder. We are excited to announce that we will also be offering our Level I workshop in Rochester, MN and Milwaukee, WI. Space is limited so secure your spot now!

Visit our website for more details at  
[www.culturallyresponsive.org/summer-institutes](http://www.culturallyresponsive.org/summer-institutes)

## Don't forget to check these out!



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Implement CLR teaching strategies in the classroom with collections of culturally authentic literature and information texts curated by expert, Dr. Sharroky Hollie.

Order now at  
[www.teachercreatedmaterials.com](http://www.teachercreatedmaterials.com)

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*Responsive Reads*

Responsive Reads is a collection of recommended culturally authentic texts for ALL students and those who need them most.

Explore at  
[www.responsivereads.com](http://www.responsivereads.com)