Windows and Mirrors
The Power of Text

WSRA TH-C14  1:00-2:30

Facilitators: Michelle Belnavis, Kao Moua Her, Lynn Johnson and Sarah Nelson
Date: 2/9/2017

http://www.wisconsinrticenter.org

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Acronyms in the Field

RtI = Response to Intervention

PBIS = Positive Behavior Intervention Supports

CRP = Culturally Responsive Practices

MLSS/MTSS = Multi-level (tiered) System of Support
Putting It All Together
In Wisconsin...

Culturally Responsive
Multi-level System of Support

Systematically providing equitable services, practices, and resources to all students based upon their responsiveness to effective instruction and intervention.
Put Wisconsin’s Vision of College and Career Readiness INTO ACTION by Implementing a Culturally Responsive Multi-Level System of Support

Here’s how a culturally responsive multi-level system of support is specifically connected to the state’s vision:

**KNOWLEDGE:** Students receive equitable access to the academic content

**SKILLS:** School- and classroom-wide behavioral expectations promote the application of these skills

**HABITS:** Positive behavioral habits lead to responsibility, perseverance, adaptability, and leadership
Objectives for this Session

Connect educators across different grade levels, in different roles, and with different perspectives understanding the power of culturally responsive practices and text.

Identify key features of a culturally responsive practices: establish engagement, identity development, building relationships, and enhance learning.

Identify text selection considerations and access to useful resources to build culturally relevant practices.

Aligned with recommended research around effective culturally responsive practices and literacy instruction...
Today’s Agenda

• Providing an overview of culturally responsive practices and concepts at grade and across grade levels

• Creating an environment that promotes student engagement

• Using strategies that Validate-Affirm-Build-Bridge

• Considering text when selecting culturally relevant resources

• Accessing useful resources
Harambee! ~ *Come Together*

- Think of a family tradition that you remember from your childhood years that you still partake in as an adult.

- Share with an Elbow Partner
Note taking for today:

**Instructional Ranges in the Classroom**

During today's work please take notes under each of these columns. List the protocols and management techniques you would employ in your classroom that fall under each category.

<table>
<thead>
<tr>
<th>Traditional</th>
<th>Responsive</th>
<th>Culturally Responsive</th>
</tr>
</thead>
<tbody>
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</table>
CULTURALLY RESPONSIVE PRACTICES include the degree to which a school’s programs, practices, procedures, and policies account for and adapt to the broad diversity of students' race, language, and culture. i.e., the students and community your school serves

- Culturally responsive practices are what localize your system
- System is responsive to the students and community you serve
Wisconsin Culturally Responsive Practices Model

Purpose of model:
To define and guide CR work in a culturally responsive multi-level system of support
A Definition for Cultural and Linguistic Responsive Teaching

1~ The **validation** and **affirmation** of the home culture and home language for the purposes of **building** and **bridging** the student to success in the culture of academia and mainstream society.

2~ Simply put, *Cultural and Linguistic Responsive Teaching* is going where the students are culturally and linguistically for the aim of bringing them where they need to be academically.

3~ Metaphorically, *Cultural and Linguistic Responsive Teaching* is the opposite of the sink and swim approach to teaching and learning.

(Dr. Sharroky Hollie, October, 2011)
Four Conditions Necessary for Culturally Responsive Teaching

- Establish Engagement
  - Use & Create
- Build Relationships
  - Validate & Affirm
- Identity Development
  - Build & Bridge...

Enhance Learning
- Identify & Plan
Establish Engagement ~ *Use & Create*

- Emphasize the human purpose of what is being learned and its relationship to the students’ experience
- Use affirmations
- Use music
- Build a community
- Have time built in for fun
- Focus on the student—have them share their favorite things
- Have a place to be social, have a voice
- Model curiosity about the student’s culture
- Know and display student’s strengths
- Physical space is representative of different cultures
Create a Community of Learners
An Effective Classroom Atmosphere is Positive, Proactive, and Preventative
## Protocols for Increasing Student Engagement

### Purpose

- Increase engagement
- Provide access for all learners
- Scaffold learning - I do, We do, You do
- Opportunity for non-volunteerism - decrease from high effective filter to low effective filter to reduce anxiety
### Protocols for increasing Student Engagement

#### Discussing and Responding Protocols

**“Instructional Moves”**

<table>
<thead>
<tr>
<th>Discussing and Responding Protocols</th>
<th>&quot;Instructional Moves&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Read Aloud</td>
<td>• Moment of Silence</td>
</tr>
<tr>
<td>• Call and Response</td>
<td>• Give A Shout Out</td>
</tr>
<tr>
<td>• Elbow Partner Share</td>
<td>• Echo Read</td>
</tr>
<tr>
<td>• Choral Reading</td>
<td>• Jump In Reading</td>
</tr>
<tr>
<td>• Cloze The Gap</td>
<td>• Whip Around</td>
</tr>
</tbody>
</table>
Read Aloud Strategy

Jump In Reading:

– **Purpose:** Students have the autonomy to choose when they would like to participate and read aloud by “jumping in.”

– **Why is it culturally responsive?** Simulates more naturally how a conversation occurs in some languages.
Build Relationships ~ Validate & Affirm

• Know the students’ family, interests and cultures
• Welcome students by name as they enter the classroom
• Learn, use and display some words in students’ heritage languages
• Acknowledge all students’ comments, responses, *questions and contributions by affirming, correcting, probing*
• Use students’ real life experiences to connect school learning to students’ lives
Relationship and Culturally Responsive Practices

• Culturally responsive practices does not mean the student “moving to where the teacher is.”

• Culturally responsive practices means the teachers managing the dynamics of difference, seeing the student and family for who they are and their experiences.

• Getting their VABB on to educate.
“Gifts” that our students bring…

Cultural Precepts:

• musicality
• verbal expression
• resilience
• orality
• rhythm
• personal style and uniqueness
• emotional vitality
I AM SOMEBODY

By Andreal Davis

I am somebody.
I am capable & loveable.
I am teachable & therefore I can LEARN.
I can do anything when I try.
I’ll be the best I can be.
Each Day.
Each Day.
Each Day.
I will not waste time.
And I am too precious & bright.
I am somebody.
I am somebody.
I am somebody!
Identity Development ~ *Build & Bridge...*

- Use body language, gestures, and expressions to convey a message that all students’ questions are important.
- Ensure bulletin boards, displays, instructional materials and other visuals in the classroom reflect the racial, ethnic and cultural backgrounds that are representative of your students.
- Use class building and team building activities to promote peer support for academic achievement.
Re-imaging the Environment

Cultural Imaging and Cultural Library
Cultural Library

Children can see themselves in a book.
What Is Identity Development, and How Is It Related to CRP?

Possible selves: the lives students might live once they leave school
Bridging Home and School

• Think of this as “Cultural Capital” or the language, behaviors, and skills needed to succeed in the ACADEMIC setting.

• Academic culture is best thought of as an additional culture for students to learn, NOT to supplant or replace home/community culture.

• Academic language/literacy is built through interaction, conversation, and teaching (and re-teaching) students to “code switch.”
Challenging ability also means providing student voice in:

– Collaboration
– Performance
– Demonstration
Enhance Learning ~ Identify & Plan

• Identify clear learning goals both verbal and written
• Don’t assume common background knowledge, build it together
• Know the student’s interest and cultures
• Have student selected material available
• Provide the whole picture and then the smaller pieces
• Pre-teach vocabulary
• Plan culturally responsive teacher/student relationships
• Have a variety of ways for students to reflect on what they learned
## Cultural Behaviors Spectrum

<table>
<thead>
<tr>
<th>Traditional school norms</th>
<th>Specific to under-served students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low movement</td>
<td>High movement</td>
</tr>
<tr>
<td>Turn-taking</td>
<td>Overlap</td>
</tr>
<tr>
<td>Quiet &amp; rule-driven</td>
<td>Preference for variation/spontaneity</td>
</tr>
</tbody>
</table>

Reflect back to your school experience....
### Validate, Affirm, Build, Bridge

**CREATE INSTRUCTIONAL RANGE**

<table>
<thead>
<tr>
<th>Traditional</th>
<th>Responsive</th>
<th>Culturally Responsive</th>
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<tr>
<td>Teacher centered (eyes on me)</td>
<td>Student centered (teacher holds up fingers, students repeat)</td>
<td>Call and Response</td>
</tr>
<tr>
<td>One way</td>
<td>Two way interaction</td>
<td>Indigenous</td>
</tr>
<tr>
<td>High Affective Filter (nervous if you don’t do it)</td>
<td>Lowered affective filter (compliance without fear)</td>
<td>Ay’go, Ay’mé</td>
</tr>
<tr>
<td>READ ALOUD</td>
<td>GIVE ONE, GET ONE</td>
<td>Se Puede, Si Su Puede</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rhythmic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peace-Quiet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Holla-Back</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Are you ready?- Totally</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lyrical</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I know I Can – Be What I Wanna Be</td>
</tr>
</tbody>
</table>
GETTING OUR VABB ON

Validation, Affirmation, Bridging, and Building
WHERE CAN I...

Validate, Affirm, Build and Bridge? VABB

- **Allow** students to present their knowledge in a variety of ways that honors cultural values (writing, singing, acting) (Staff meetings, assessments, families etc.)

**Precepts**

- **Use** direct and explicit vs. indirect language- **Realness**

- **Engage** in explicit discussion about the importance of using Standard American English in certain situations

**Situational Appropriateness**

- **Vary** the methods of instruction in the classroom/work setting- **Instructional Range**

- **Call and Response** vs. standard instruction- **Protocols**
A Resource for Equitable Classroom Practices 2010
Equitable Classroom Practices

1. Welcomes students by name as they enter the classroom

Research

- “McKinley, in his study of Seattle Public Schools, found that, ‘Teachers who were successful in helping black students achieve at high levels were able to build positive, respectful relations with and demonstrate caring for their students.’ That begins with the correct naming of names at the classroom door.”

- “Making the effort to accurately pronounce students’ names is a gesture of respect, both of the student and of his or her culture. In many cultures, the giving of names is freighted with symbolic significance, and to mispronounce that name is to diminish it and its bearer. In The Dream-Keepers, Gloria Ladson-Billings identifies a characteristic common to successful teachers of African-American students: ‘Teachers with culturally relevant practices are careful to demonstrate a connectedness with each of their students. Instead of idiosyncratic and individualistic connections with certain students, these teachers work to assure each student of his or her individual importance.’”


<table>
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<th>Examples</th>
<th>Non-examples</th>
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<td>Does not greet students at the door</td>
</tr>
<tr>
<td>Correctly pronounces students’ names</td>
<td>Mispronounces students’ name</td>
</tr>
<tr>
<td></td>
<td>Does not alter students’ names without student consent</td>
</tr>
<tr>
<td></td>
<td>Acknowledges only high performing students and/or behaviorally compliant students by name</td>
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http://www.montgomeryschoolsmd.org/departments/development/resources/ecp/
1. Welcomes students by name as they enter the classroom

• ‘Teachers who were successful in helping black students achieve at high levels were able to build positive, respectful relations with and demonstrate caring for their students.’ That begins with the correct naming of names at the classroom door.”
• “Making the effort to accurately pronounce students’ names is a gesture of respect, both of the student and of his or her culture. In many cultures, the giving of names is freighted with symbolic significance, and to mispronounce that name is to diminish it and its bearer.
• “Teachers with culturally relevant practices are careful to demonstrate a connectedness with each of their students. Instead of idiosyncratic and individualistic connections with certain students, these teachers work to assure each student of his or her individual importance.” (G. Ladson-Billings)

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Equitable Classroom Practices Self-Assessment

Communicating High Expectations for ALL

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I STAND TALL

A Student Affirmation...

I STAND TALL

I stand tall!
I stand tall!

Truth, justice, righteousness,
harmony, balance,
propriety and order.

I am a valuable person
contributing to the group.
My family, my community, my country,
the world is waiting for my leadership.

I am confident, competent, conscious.
I apply myself to my studies and
love and respect my teacher
and fellow students.

I will be the best that I can be.
The only standard I have is excellence.

I take pride in my work, pride in my school,
pride in my community, pride in my family,
pride in myself. I will achieve!

Whether I’m a carpenter, a teacher,
a businessman, an athlete, a senator—
Leadership is my destiny!

I remember all the great ones
who came before me,
inspired me to go forward
and take up their legacy.

I am strong!
I stand tall!
I stand tall!

—Augusta Mann
Texts as Windows and Mirrors

Values of Multicultural Literature

Texts serve as windows by allowing students to experience other ways of being and thinking; they serve as mirrors when students can see themselves in what is being read or discussed.

RUDINE SIMS BISHOP
All Students Have Access to:
Print-Rich Culturally Responsive Text
Focus on Possible Self and Relevance
Wide Range of Readability Levels to Support All
When children cannot find themselves reflected in the books they read, or when the images they see are distorted, negative, or laughable, they learn a powerful lesson about how they are devalued in the society of which they are a part. Our classrooms need to be places where all the children from all the cultures that make up the salad bowl of American society can find their mirrors.

How can you determine cultural authenticity?

LOOK FOR...

• Authors and illustrators respected within the culture
• Books that have won cultural awards
• Well known multicultural publishers
• Reviews by persons or groups within the cultural group
## Culturally Responsive Text Selection

<table>
<thead>
<tr>
<th></th>
<th>Avoid</th>
<th>Okay</th>
<th>Seek Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tatum</td>
<td>Disabling</td>
<td>Neutral</td>
<td>Enabling</td>
</tr>
<tr>
<td></td>
<td>Negative, inaccurate, stereotypes</td>
<td>Focus on universal themes</td>
<td></td>
</tr>
<tr>
<td>Hollie</td>
<td>Neutral</td>
<td>Generic</td>
<td>Specific</td>
</tr>
<tr>
<td></td>
<td>Dipped, substitute characters</td>
<td>Superficial (food, clothing)</td>
<td></td>
</tr>
</tbody>
</table>
Types of Multicultural Literature

Avoid

Disabling: Negative, inaccurate, stereotypes

Culturally Neutral Text: Features “people of color” but have little or nothing to with culture and many times simply have “dipped” a traditional character in a dipped the color in the name of diversity or multi-culturalism

School Library Journal May 1, 2014
Types of Multicultural Literature

Neutral: *Focus on universal themes*

**Culturally Generic**
Features diverse characters, but contain few specific details to culturally define them authentically. Usually based around universal and mainstream defined themes.
Types of Multicultural Literature

Culturally Specific Text/Enabling:

- Illuminates the **authentic experience** of growing up as a member of a particular cultural group as opposed to racial (and not just ethnic).
- Features authentic and **positive portrayals of people** from diverse ethnic, racial, and religious backgrounds, as well as characters who identify as LGBTQ or are from underrepresented groups.
- Illustrations and language depict culture in an authentic manner.
Building StrongText Sets

A strong text set not only allows ALL learners access to grade-level standards and thinking, but reflects all learners as well as diverse experiences and populations.
50 Multicultural Books Every Child Should Know


At the CCBC, we define "multicultural" literature as books by and about people of color and First/Native Nations individuals: African and African Americans, American Indians, Asian/Pacific and Asian Pacific Americans, and Latinos. This listing introduces 50 essential books and a range of authors and illustrators for children.

Interested in multicultural literature for older readers? Check out 30 Multicultural Books Every Teen Should Know. Some books on that list will be suitable for older children.

Other CCBC multicultural literature resources and links.

Click on underlined book titles to see the CCBC review of the book, and/or the cover image.
Complete list of CCBC bibliographies

Preschool


Flett, Julie. **Wild Berries**. Translated by Earl N. Cook (Cree words). Simple Read, 2013. 32 pages

https://ccbc.education.wisc.edu/books/detailListBooks.asp?idBookLists=42
## Publishing Statistics: Children’s Books by and about People of Color Published in the United States

http://ccbc.education.wisc.edu/books/pcstats.asp#USonly

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Books Received at CCBC</th>
<th>African / African Americans</th>
<th>American Indians / First Nations</th>
<th>Asian Pacifics / Asian Pacific Americans</th>
<th>Latinos</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>By</td>
<td>About</td>
<td>By</td>
<td>About</td>
</tr>
<tr>
<td>2015</td>
<td>3,400</td>
<td>104</td>
<td>265</td>
<td>19</td>
<td>42</td>
</tr>
<tr>
<td>2014</td>
<td>3,500</td>
<td>84</td>
<td>180</td>
<td>20</td>
<td>38</td>
</tr>
<tr>
<td>2013</td>
<td>3,200</td>
<td>68</td>
<td>93</td>
<td>18</td>
<td>34</td>
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<tr>
<td>2012</td>
<td>3,600</td>
<td>68</td>
<td>119</td>
<td>6</td>
<td>22</td>
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<tr>
<td>2011</td>
<td>3,400</td>
<td>79</td>
<td>123</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>2010</td>
<td>3,400</td>
<td>102</td>
<td>156</td>
<td>9</td>
<td>22</td>
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<tr>
<td>2009</td>
<td>3,000</td>
<td>83</td>
<td>157</td>
<td>12</td>
<td>33</td>
</tr>
</tbody>
</table>

Documented by the Cooperative Children's Book Center
School of Education, University of Wisconsin-Madison
LIFTING AS I CLIMB

Lifting as I climb
I pledge always to achieve personal best
To be my personal best in all that I do
I will seek opportunities
To accept responsibility
To bring pride and honor to my family
Given the choice, I will work to uplift myself and improve my community
Because I can.

Success comes in all colors
Because together we make the world.

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Text Resources

• Where can you access **authentic texts**?

*Teaching Tolerance Perspectives*

*The Root*

*BadgerLink*

*“Article of the Week”*

*Time Magazine*

*The Week Magazine*

*The New Yorker*

*The New York Times*

*Newsela*

*Google News Archive*

*Tween Tribune-Smithsonian*
Windows—look out and expand your horizons with culturally responsive texts

- Lucy Calkin’s Identity Development
- Texts Referenced in Dr. Hollies *Culturally and Linguistically Responsive Teaching and Learning*
  
  Scroll down to Responsive Reads
  

- CR-SIR Talking Point Examples Document
Enduring Understanding of Today’s Session

• Curriculum needs to reflect the identities of students in your classroom

• Curriculum needs to provide insights of the lived experiences of “others”

• Text can be both complex and meaningful