



Wisconsin RtI Center  
Wisconsin PBIS Network  
IDEA CFDA 84.027



# 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>

The Wisconsin RtI Center (CFDA #84.027) acknowledges the support of the Wisconsin Department of Public Instruction in the development of this presentation and for the continued support of this federally-funded grant program. There are no copyright restrictions on this document; however, please credit the Wisconsin DPI and support of federal funds when copying all or part of this material.

# Acronyms in the Field

RtI = Response to Intervention

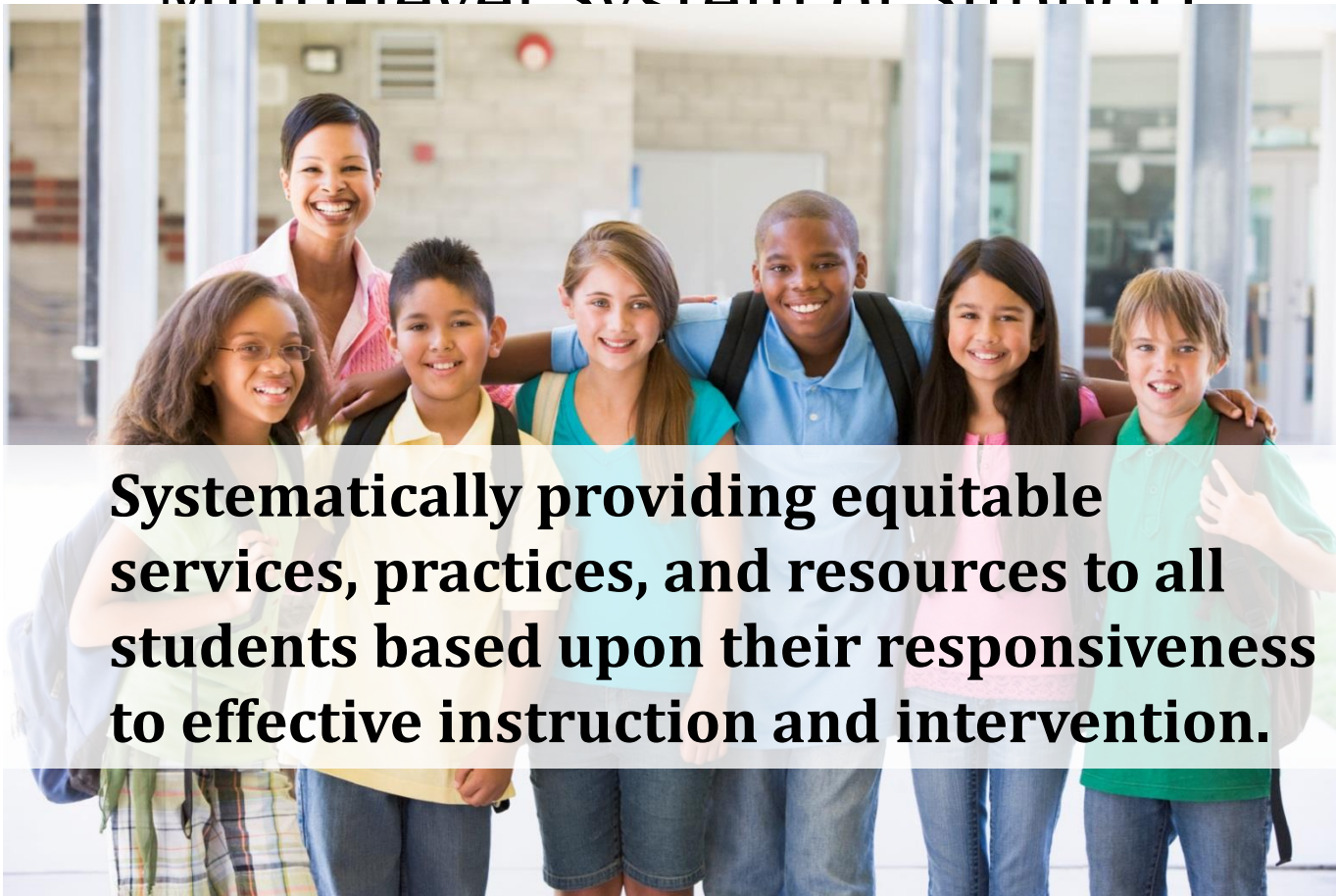
PBIS = Positive Behavior Intervention Supports

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.**

# Wisconsin Graduates are College and Career **READY**



ALL STUDENTS IN  
WISCONSIN GRADUATE  
FROM HIGH SCHOOL  
ACADEMICALLY PREPARED  
AND SOCIALLY AND  
EMOTIONALLY COMPETENT  
BY POSSESSING AND  
DEMONSTRATING...

## **Knowledge**

Proficiency in academic content

## **Skills**

Application of knowledge through skills  
such as critical thinking, communication,  
collaboration, and creativity

## **Habits**

Behaviors such as perseverance,  
responsibility, adaptability, and leadership

These proficiencies and attributes come  
from rigorous, rich, and well-rounded  
public school experiences.



WISCONSIN DEPARTMENT OF  
**PUBLIC INSTRUCTION**  
Tony Evers, PhD, State Superintendent

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

Aligned with recommended research around effective culturally responsive practices and literacy instruction...

**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**



# 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 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.*

**Traditional**

**Responsive**

**Culturally Responsive**



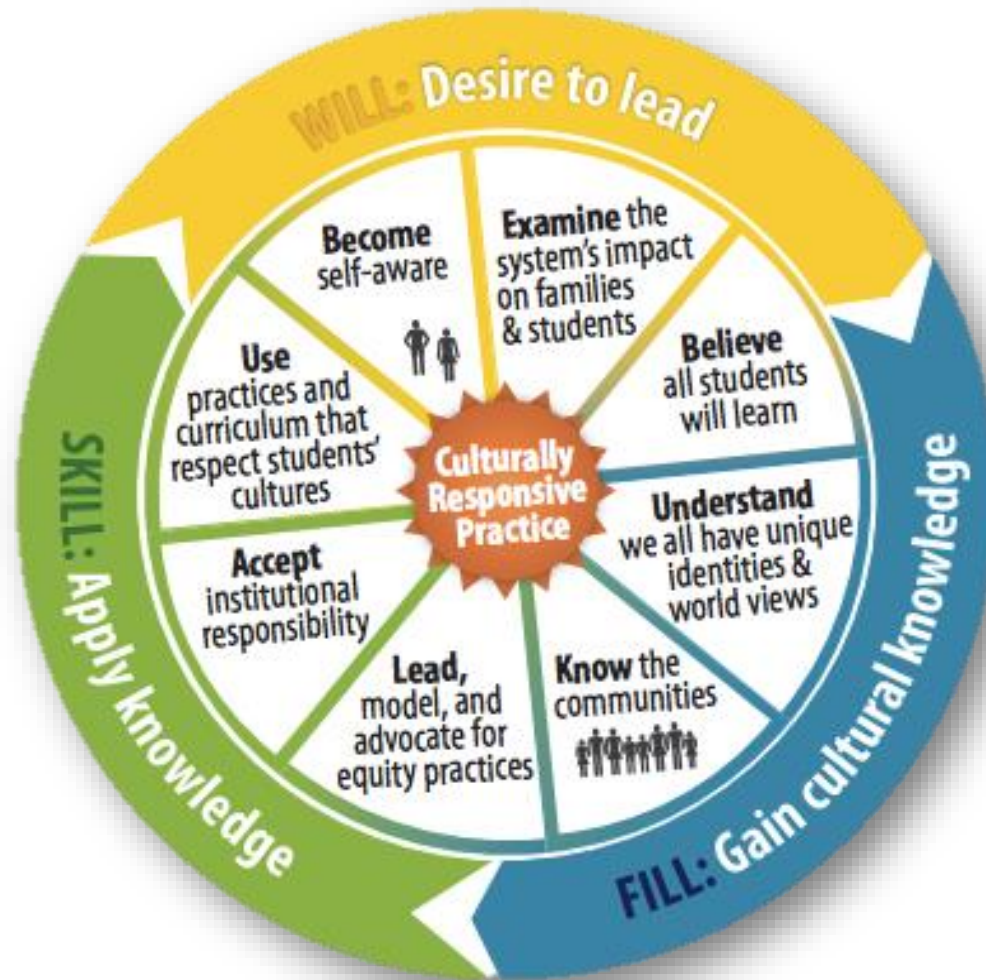
**CULTURALLY RESPONSIVE PRACTICES**  
*include the degree to which a school's programs, practices, procedures, and policies account for and adapt to **the broad diversity of students' race, language, and culture.***

MULTI-LEVEL SYSTEM OF SUPPO

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

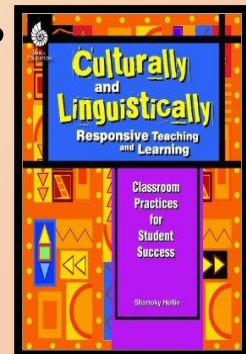


*Purpose of model:*  
To define and guide CR work in a culturally responsive multi-level system of support

# 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*

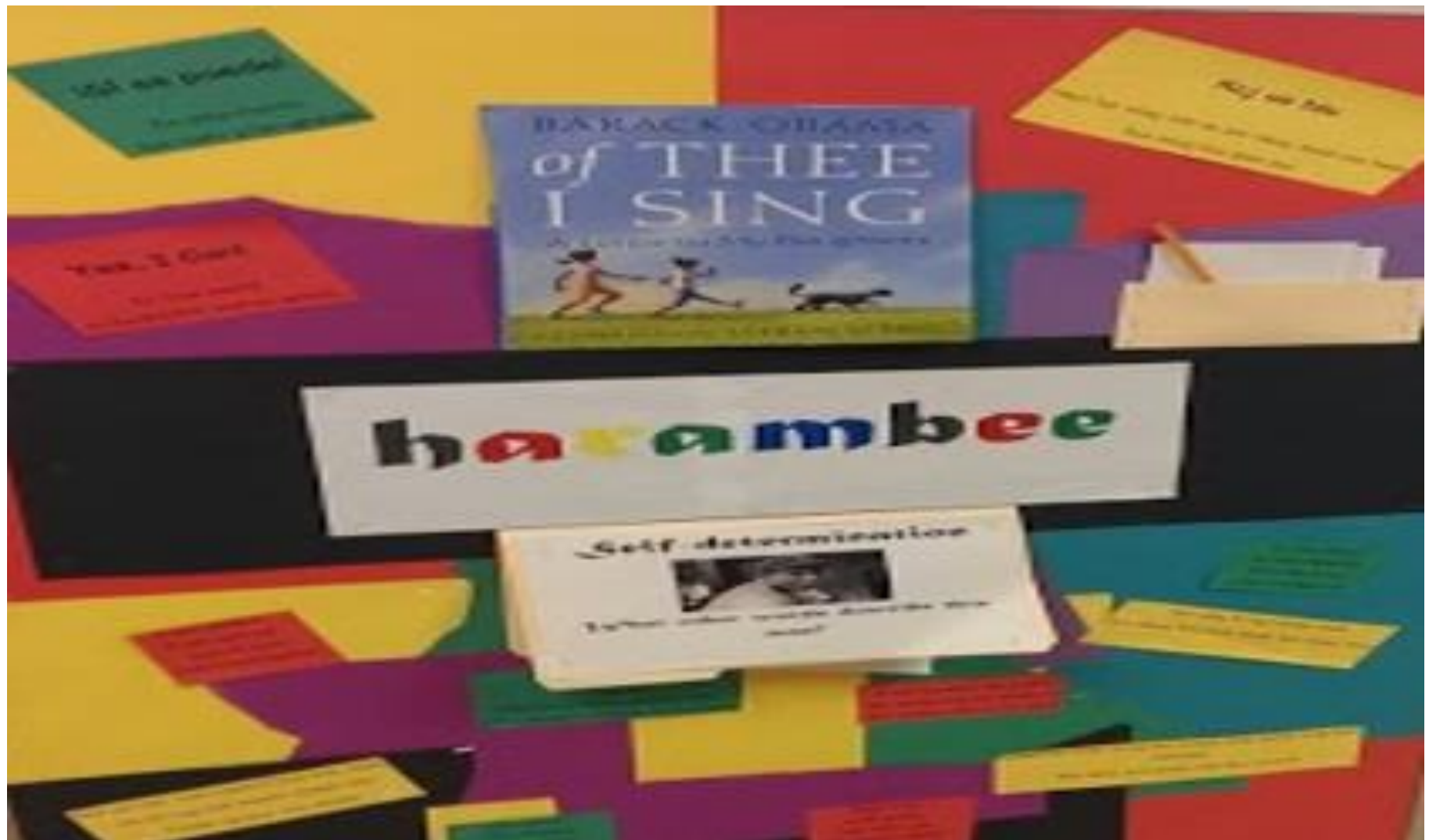
# Establish Engagement ~ *Use & Create*

- Emphasize the human purpose of what is being learned and it's 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”

- Read Aloud
- Call and Response
- Elbow Partner Share
- Choral Reading
- Cloze The Gap
- Moment of Silence
- Give A Shout Out
- Echo Read
- Jump In Reading
- Whip Around

# 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:

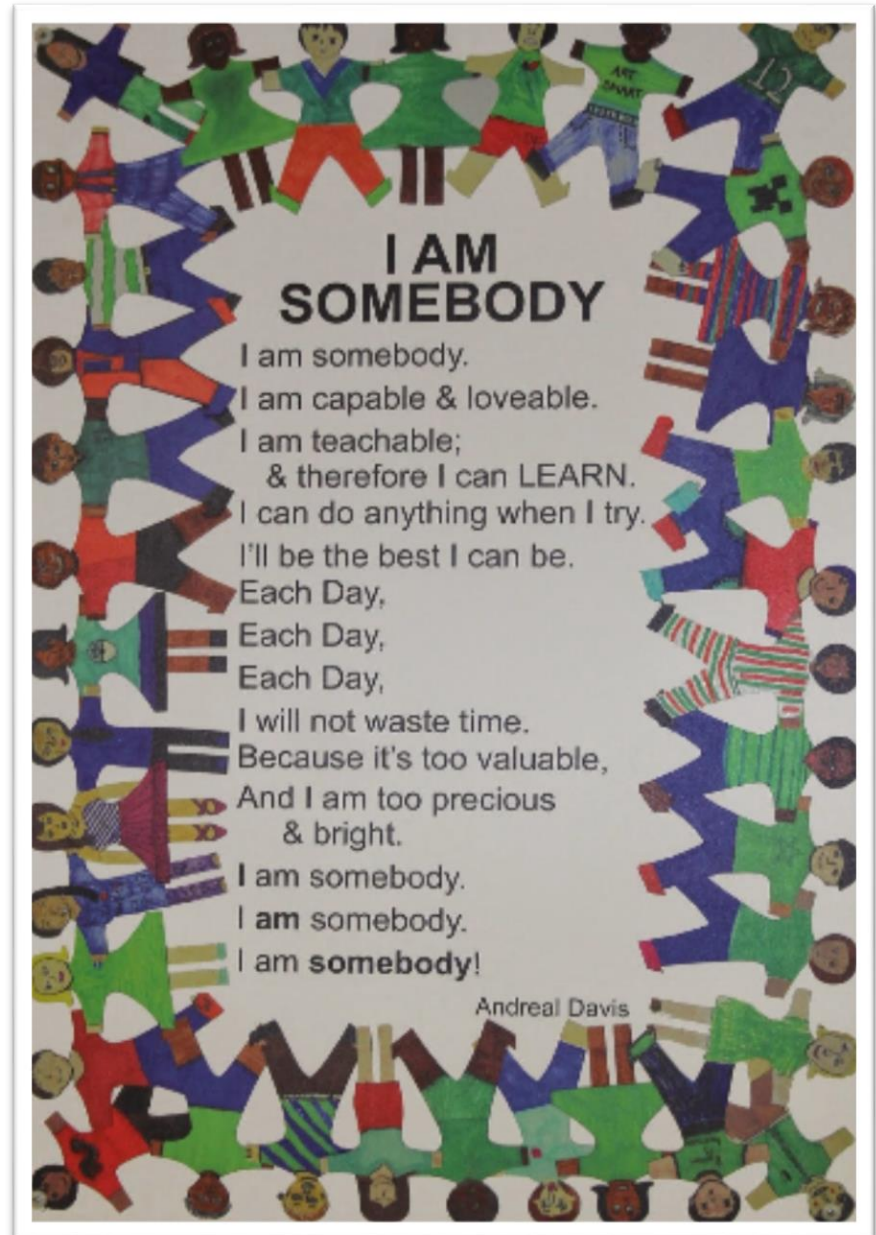
- musicality
- verbal expression
- resilience
- orality
- rhythm
- personal style and uniqueness
- emotional vitality



# 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!**



<https://www.youtube.com/watch?v=YOWDfnoek6E>

# 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-imagining 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

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

*Traditional school norms*

*Specific to under-served students*

Low movement

High movement

Turn-taking

Overlap

Quiet & rule-driven

Preference for variation/spontaneity



Reflect back  
to your  
school  
experience....



# Validate, Affirm, Build, Bridge

## CREATE INSTRUCTIONAL RANGE

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





# 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

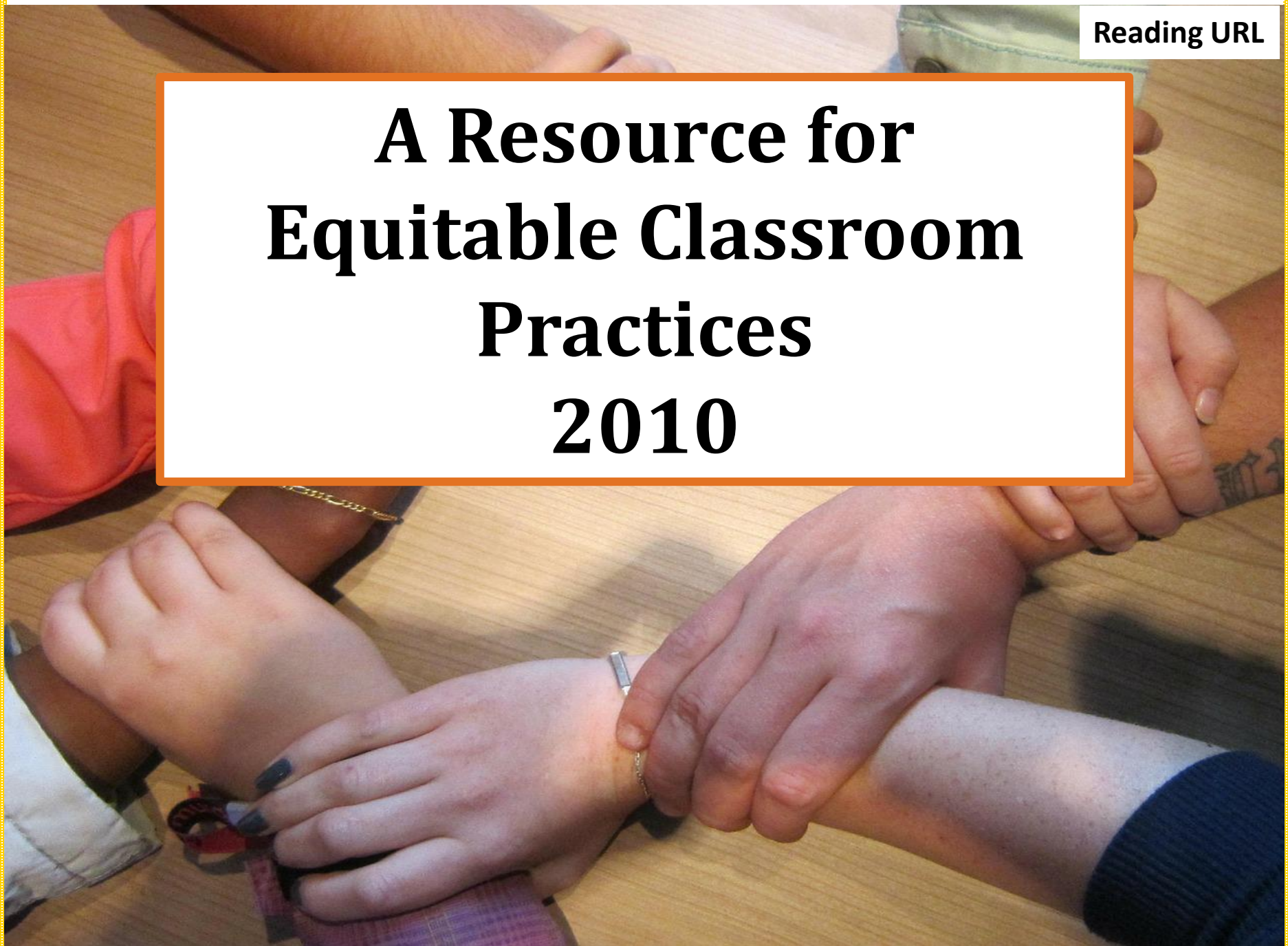
- **Use** direct and explicit vs. indirect language- **Realness**
- **Engage** in explicit discussion about the importance of using Standard American English in certain situations

### 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.’”

Equity Training and Development Team. (2007). *A place where everyone knows your name*. Retrieved November 2008, from MCPS website: <http://www.montgomeryschoolsmd.org/departments/development/teams/diversity/diversity.shtm>

### Examples

- Asks students for correct pronunciation of their names
- Correctly pronounces students’ names

### Non-examples

- Does not greet students at the door
- Mispronounces students’ name
- Does not alter students’ names without student consent
- Acknowledges only high performing students and/or behaviorally compliant students by name

<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)

Examples	Non-examples
<ul style="list-style-type: none"><li>• Asks students for correct pronunciation of their names</li><li>• Correctly pronounces students’ names</li></ul>	<ul style="list-style-type: none"><li>• Does not greet students at the door</li><li>• Mispronounces students’ name</li><li>• Alters students’ names without student consent</li><li>• Acknowledges only high performing students and/or behaviorally compliant students by name</li></ul>

The image shows a presentation slide titled "Short Takes" with a subtitle "Introduction". The slide is part of a training session by the "Equity Training and Development Team". It features a photo of Bryan Avila, an Instructional Specialist, and a list of topics including Introduction, Purpose, Sense of connectedness, Satisfies a basic human need, Elementary School, Middle and High School, South Carolina Middle School, Examples, Research, Pronunciation, The Dream-Keepers, and RESOURCES. A photo on the right shows a teacher shaking hands with a student.



# Equitable Classroom Practices Self-Assessment

# Communicating High Expectations for ALL

## Equitable Classroom Practices Self-Assessment

**Directions:**

1. Complete the self-assessment.
2. In the "Areas of Strength" box, write down the number of any ECPs rated at a 2 or a 1.

EQUITABLE CLASSROOM PRACTICES		RATINGS		
		0 Not in Place	1 Partially in Place	2 In Place
ECP 1	Welcomes students by name as they enter the classroom/school building.	0	1	2
ECP 2	Uses eye contact with high- and low-achieving students	0	1	2
ECP 3	Uses proximity with high- and low-achieving students equitably	0	1	2
ECP 4	Uses body language, gestures, and expressions to convey a message that all student's questions and opinions are important	0	1	2
ECP 5	Arranges the classroom to accommodate discussion	0	1	2
ECP 6	Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students	0	1	2
ECP 7	Uses a variety of visual aids and props to support student learning	0	1	2
ECP 8	Leans, uses, and displays some words in students' heritage language	0	1	2
ECP 9	Models use of graphic organizers	0	1	2
ECP 10	Uses class building and teambuilding activities to promote peer support for academic achievement	0	1	2
ECP 11	Uses random response strategies	0	1	2
ECP 12	Uses cooperative learning structures	0	1	2
ECP 13	Structures heterogeneous and cooperative groups for learning	0	1	2
ECP 14	Uses probing and clarifying techniques to assist students to answer	0	1	2
ECP 15	Acknowledges all students' comments, responses, questions, and contributions	0	1	2
ECP 16	Seeks multiple perspectives	0	1	2
ECP 17	Uses multiple approaches to consistently monitor students' understanding of instruction, directions, procedures, processes, questions, and content	0	1	2
ECP 18	Identifies students' current knowledge before instruction	0	1	2
ECP 19	Uses students' real life experiences to connect school learning to students' lives	0	1	2
ECP 20	Uses wait time	0	1	2
ECP 21	Asks students for feedback on the effectiveness of instruction	0	1	2
ECP 22	Provides students with the criteria and standards for successful task completion	0	1	2
ECP 23	Gives students effective, specific oral and written feedback that prompts improved performance	0	1	2
ECP 24	Provides multiple opportunities to use effective feedback to revise and resubmit work for evaluation against the standard	0	1	2
ECP 25	Explains and models positive self-talk	0	1	2

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# I STAND TALL

A Student Affirmation...



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WWW.SIMSIS.COM

## **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



Photo Credit: Joseph D. Lipka

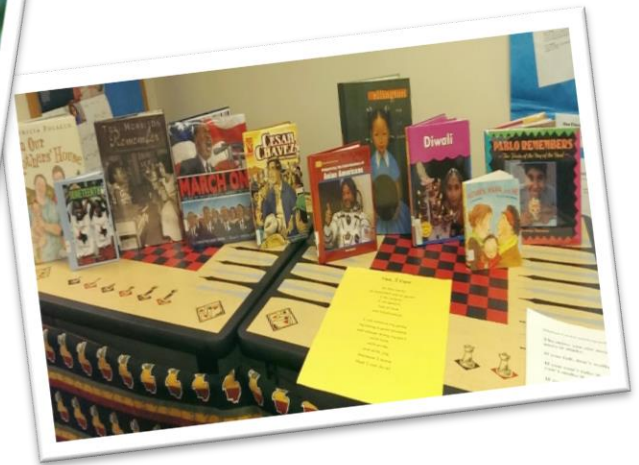
## Values of Multicultural Literature

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





# Examining Texts

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*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.*



*(Rudine Sims Bishop, *Mirrors, Windows and Sliding Glass Doors*, 1990)*

# How can you determine cultural authenticity?



- **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

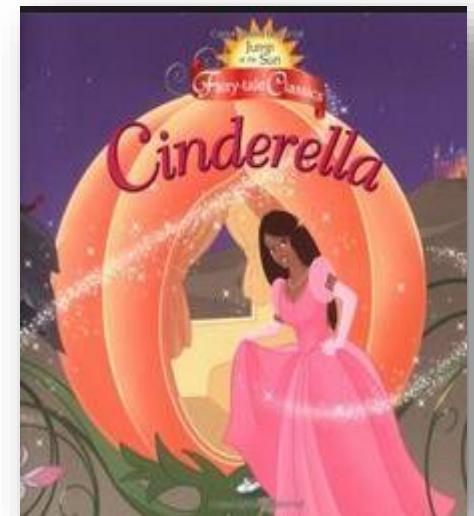
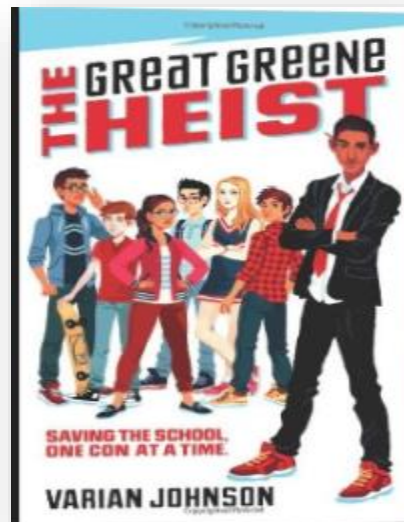
	Avoid	Okay	Seek Out
<p>Tatum</p> 	<p>Disabling</p> <p>Negative, inaccurate, stereotypes</p>	<p>Neutral</p> <p>Focus on universal themes</p>	<p>Enabling</p>
<p>Hollie</p> 	<p>Neutral</p> <p>Dipped, substitute characters</p>	<p>Generic</p> <p>Superficial (food, clothing)</p>	<p>Specific</p>

# Types of Multicultural Literature

Avoid

Disabling: *Negative, inaccurate, stereotypes*

Culturally Neutral Text: Features “people of color” but have little or nothing to do 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



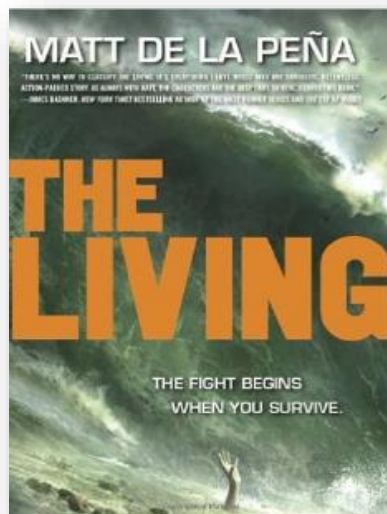
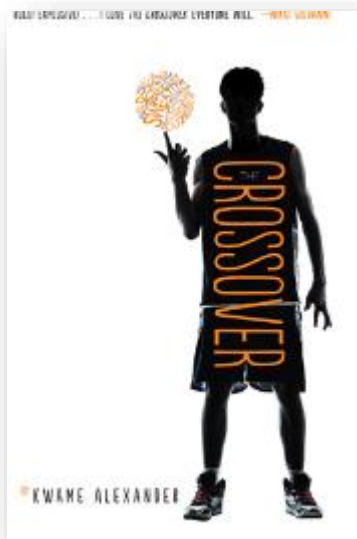
# Types of Multicultural Literature

Okay

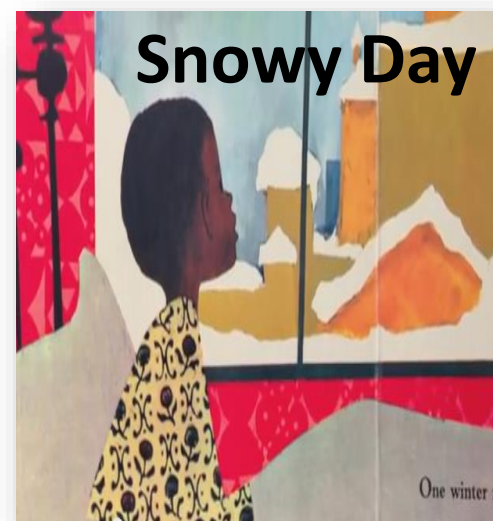
**Neutral:** *Focus on universal themes*

## Culturally Generic

Features diverse characters, but contain few specific details to culturally define them authentically. Usually based around universal and mainstream defined themes



School Library Journal April 10, 2016

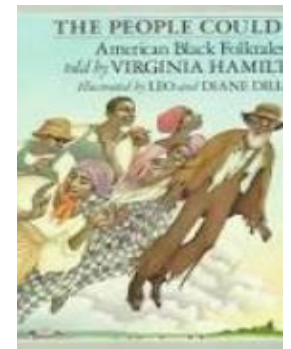
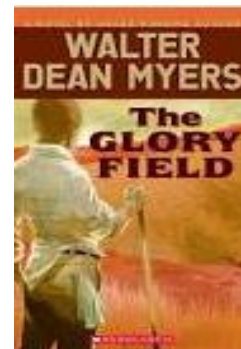
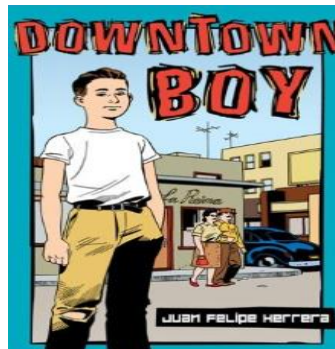
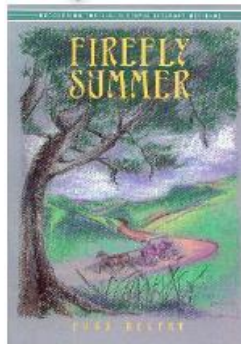


# Types of Multicultural Literature

Seek Out

## 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 Strong Text 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**

# Resource for Multicultural Books



Cooperative Children's Book Center  
School of Education  
University of Wisconsin-Madison

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## 50 Multicultural Books Every Child Should Know

Compiled by Kathleen T. Horning, Carling Febry, Merri T. Lindgren and Megan Schliesman  
© 2015, 2012, 2010, 2006, 2001 Cooperative Children's Book Center

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.](#)

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*Click on underlined book titles to see the CCBC review of the book, and/or the cover image.  
[Complete list of CCBC bibliographies](#)*

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### Preschool

Ada, Alma Flor. [I Love Saturdays y domingos](#). Illustrated by Elivia Savadier. Atheneum, 2002. 32 pages. Ages 4 - 8

Cumpiano, Ina. [Quinito's Neighborhood = El Vecindario de Quinito](#). Illustrated by José Ramírez. Children's Book Press, 2005. 22 pages. Ages 3-5

Flett, Julie. [Wild Berries](#). Translated by Earl N. Cook (Cree words). Simple Read, 2013. 32

<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>

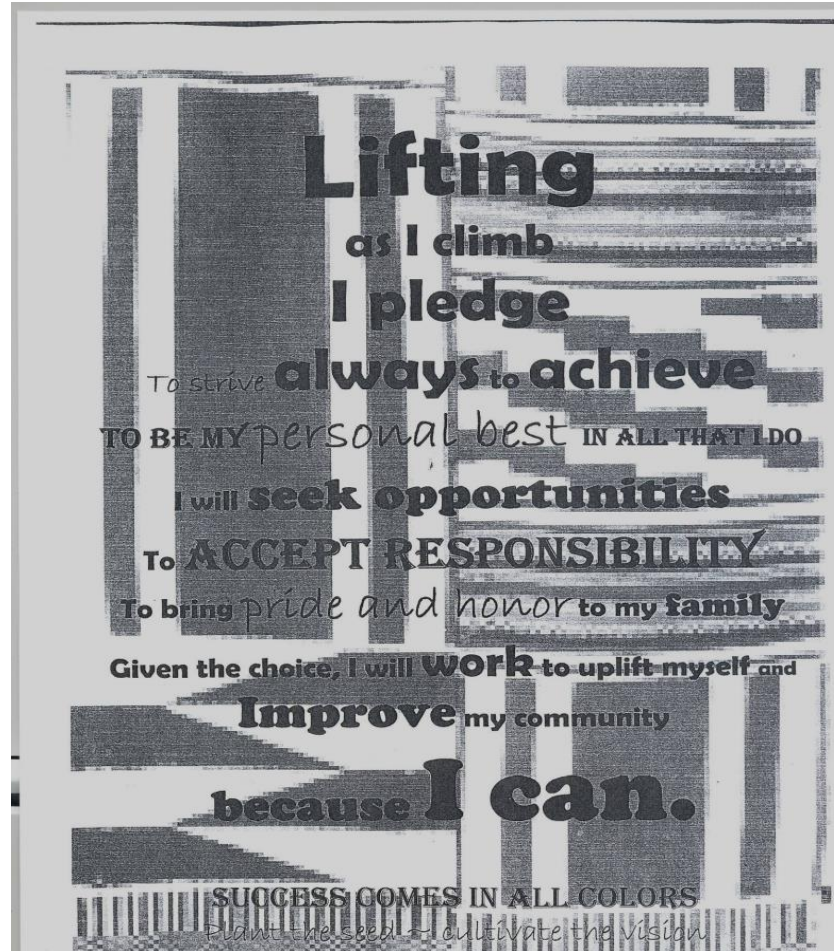
Year	Number of Books Received at CCBC	African / African Americans		American Indians / First Nations		Asian Pacifics/ Asian Pacific Americans		Latinos	
		By	About	By	About	By	About	By	About
2015	3,400	104	265	19	42	174	112	58	82
<u>2014</u>	3,500	84	180	20	38	129	112	59	66
2013	3,200	68	93	18	34	90	69	48	57
2012	3,600	68	119	6	22	83	76	59	54
2011	3,400	79	123	12	28	76	91	52	58
2010	3,400	102	156	9	22	60	64	55	66
2009	3,000	83	157	12	33	67	80	60	61

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

# LIFTING AS I CLIMB



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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*  
<http://www.culturallyresponsive.org/index.php/site-administrator>
- CR-SIR Talking Point Examples Document



# Enduring Understanding of Today's Session

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- 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