

Culturally and Linguistically Responsive Instructional Strategies

The foundational strategies used for this text come primarily from the work of Sharroky Hollie, PhD, **Culturally and Linguistically Responsive Teaching and Learning**: *Classroom Practices for Student Success* (©2012 Shell Educational Publishing, Inc.) and from The Center For Culturally Responsive Teaching And Learning: Validate, Affirm, Build, and Bridge™ (*The Center For Culturally Responsive Teacher And Learning*).

Dr. Hollie and the Center call for instructional practices in a classroom environment to **validate** and **affirm** the diverse cultures present, **build** connections to the content, and to **bridge** the academic environment with the culture and language all students bring to the classroom.

Strategies from various educational and government sources, who adhere to the principles of culturally and linguistically responsive instruction were also included in the text.

The incorporation of such strategies provide for extremely successful classroom practices like **non-volunteerism**, to avoid unconscious bias when selecting students to respond, **peer feedback**, which allows for content scaffolding/support for culturally diverse students in their use of academic and scientific vocabulary; and the use of **partner work** and **small group activities** to allow for safe environments for students to express their ideas.

Examples include:

- **Numbered Heads Together**: Students are placed in groups of four to six and numbered. When asked a question, students work together to find the best answer. When called together again the teacher rolls a die and asks the student from the group with that number to stand. That student then represents the group and responds with the group's answer. The goal of the strategy is to encourage group consensus and to have each member be accountable for the information.
—*Sacramento City Unified School District*
“*Protocols for Culturally Responsive Learning and Increased Student Engagement.*”
- **Brainstorming**: This process is intended to stimulate the generation of ideas in a small group by reducing the level of risk involved with creativity. Participants are given a task or issue to consider and make suggestions or share ideas about it. No one is allowed to criticize or comment upon any of the ideas, because the emphasis is on creativity and generating a lot of ideas first.
— *Western Michigan University*
“*Small Group Discussion Protocols.*”
- **Tuning Protocol**: One or more students shares an artifact of work to be discussed, and the other students provide warm and cool feedback .
—*Harvard Graduate School of Education Teaching and Learning Lab discussion protocols.*
- **3-2-1 Bridge**: This routine asks students to uncover their initial thoughts, ideas, questions and understandings about a topic and then to connect these to new thinking about the topic after they have received instruction or done research. Initial responses to the topic include 3 Thoughts / Ideas, 2 Questions, and 1 Metaphor / Simile. After instruction or research the new responses to the topic include 3 Thoughts / Ideas, 2 Questions, and 1 Metaphor / Simile. The bridge asks the question: Explain how the new responses connect to the initial response?
— *Harvard Project Zero Thinking Routines.*
- **Paper Slide**: This strategy uses videos, reading passages, or audio files about a story or topic. Then, in small groups, students retell the story or explain the topic using illustrations they create on 8-10 sheets of paper. “The more experience children have with retelling, the more they are able to understand, synthesize, and infer.” (The Tutor, Spring 2003) The Paper Slide activity incorporates both the visual and oral sequencing and retelling of a story or concept.
— *Discovery Education Blog, SOS: Paper Slide*