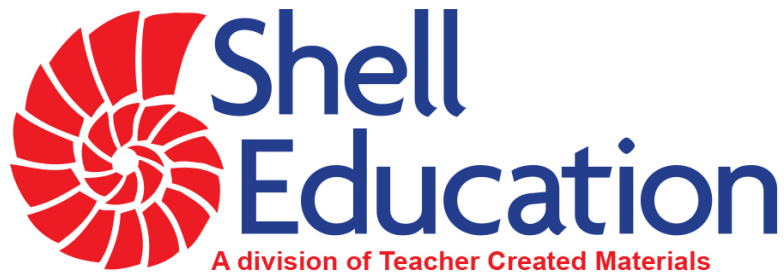


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Strategies for

Culturally and Linguistically Responsive Teaching and Learning

**Sharroky
Hollie**

Foreword by
Felicia Homberger

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PREFACE

A Lot Has Changed

What I am about to say will not come as a surprise to you. A lot has changed in our world since 2015, when the first edition of this book was published. When I say *our world*, I am not necessarily talking about the world in which we live. You know those changes all too well because they have impacted our lives in ways that we would have never imagined—in 2016, a historic presidential election; in 2020, a historic pandemic, the historic civil rights protests and so-called racial reckoning sparked by the murder of George Floyd, and another historic presidential election; in 2021, a historic attack on the US Capitol; in 2022, the Ukrainian-Russian War; in 2022, the increasing momentum of the book banning movement; in 2023, the War in the Middle East; and in 2024, yet another historic presidential election.

When I say a lot has changed in our world, I am talking about our culturally and linguistically responsive world, affectionately known as our CLR world. Since 2015, our CLR world has evolved profoundly, especially when you consider the happenings that occurred in our other world. The lockdown during the pandemic brought CLR to the virtual world, growing its reach to people and in places that my team and I would not otherwise have encountered. The sociopolitical turmoil created an even greater need for CLR. More than ever, educators needed a safe space where they could advocate for underserved students while at the same time staying focused on teaching and learning, on community and collaboration, and on students' cultural and linguistic assets. Fortunately, we were able to meet that need; the changes on the outside caused us to change CLR on the inside. The second edition of this book is the evidence of those changes. We are validating and affirming, building and bridging a lot differently than we did in 2015. However, the need for cultural and linguistic responsiveness has not changed over time. In fact, what has been most compelling is that CLR has survived the times, so to speak, despite everything that has happened. Our charge now is to move forward in a different way that impactfully represents not only the CLR work described here but also any work rooted in the equitable treatment of underserved students.

What's New in This Book

When I wrote the second edition of *Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success* (Hollie 2018), I learned that most readers or potential book buyers of the second edition had one question: What is the difference between the first edition and the second edition? After being asked the question dozens of times, I formulated a simple answer—about 100 pages. That was the only way I could briefly capture the many changes. With the second edition of *this book*, I want to be more linear in my response. There are several changes in this new edition.

The first and most significant change is a focus and emphasis on the sixteen cultural behaviors that are most likely not validated and affirmed in the milieu of school. In the first edition, the cultural behaviors were presented as almost an afterthought, which led to an overemphasis on the CLR activities, and, more importantly, a discounting of the cultural and linguistic behaviors that each student brings to school. Indeed, the focus on cultural behaviors did not appear in the first edition until chapter 12, defeating the purpose of CLR, which is to validate and affirm our students' cultural and linguistic behaviors. The emphasis on the cultural behaviors is the center of CLR in this book and is a recurring theme in every chapter. This emphasis includes a deeper

understanding of each of the behaviors and more clarity around how they align with the CLR activities.

A second change reflects an acknowledgment that CLR is meant to be done in community and collaboration. This second edition encourages readers by providing starter activities for doing the CLR work in collaboration within grade-level teams, subject-area departments, PLCs, and so forth. An exciting development that followed publication of the first edition was the organic growth of educators meeting for CLR binder studies. My immediate takeaway was that CLR is better together, and aspects of the CLR binder study have now become part of this edition with the hope that they will support your CLR community and collaboration.

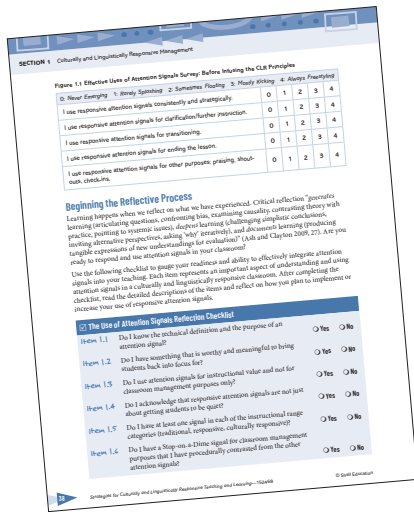
There are other additions and modifications. A new BeYou section is included with each chapter. BeYou stands for “Be Engaged Your Own Unique Way,” and it speaks to giving students opportunities to be their cultural and linguistic selves at school without fear that their behavior will be seen as a problem. A significant misconception with CLR is that we only validate and affirm so that students can then build and bridge to school culture. The truth is that there are times when we must validate and affirm cultural and linguistic behaviors simply because it is the right thing to do, meaning that it does not have to always be in the context or for the purpose of building and bridging. Students should be allowed to BE themselves at school. Putting the focus on the cultural behaviors is a major shift from the first edition that will lead to more impactful validation and affirmation. Briefly, here are a few other things that changed:

- ◆ More than twenty new protocols or strategies have been added throughout the book. In addition, fifty new attention signals have been added to chapter 3.
- ◆ In several chapters, the directions for the protocols or strategies have been updated to make them more user friendly.
- ◆ The end-of-chapter exercises have been revised and updated.
- ◆ The new edition is no longer a binder. It is a bound book. Kudos to the publisher for following the recommendations of dozens of teachers.
- ◆ Our online CLR community of educators continues to grow. For resources and more, join us at: culturallyresponsive.org, vabbacademy.thinkific.com (our professional learning portal), and facebook.com/culturallyresponsive/.

Lastly, those familiar with the first edition know that each chapter has a “reflective process” section, which takes the reader through a series of reflective questions, thought-provokers for moving forward, and potential thought-blockers that can keep one stagnant in one’s mindset. These reflective questions are instructive as well, because they allow the educator to gauge where they are in relation to what we call their CLR-ness. To strengthen the reflective process, a year-long CLR journal has been provided in the digital resources for this edition. This journal is a reflective guide for your journey in cultural and linguistic responsiveness. There are more than forty reflection prompts, essentially one for each week of the school year, and there are four types of prompts: shifting your mindset, building your skill set, loving yourself, and loving your community.

How to Use This Book

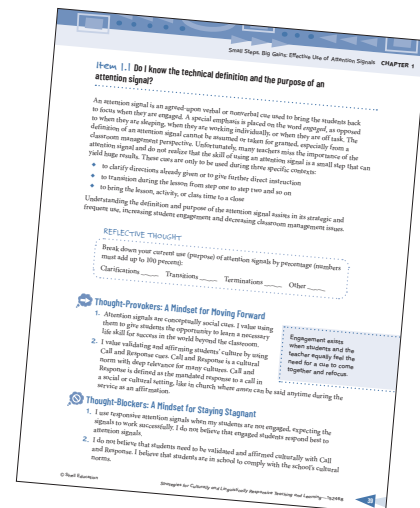
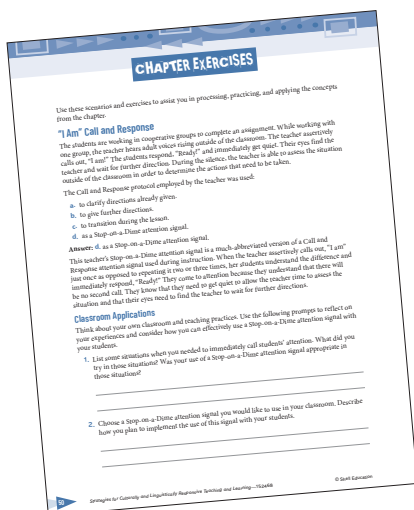
Strategies for Culturally and Linguistically Responsive Teaching and Learning, Second Edition is designed to maximize student learning by arming teachers with the skills they need to validate and affirm students' home lives and languages to build and bridge them to their academic lives. This book provides the philosophy and models the strategies to support culturally and linguistically diverse students through responsive management, vocabulary, literacy, and environment.



Most chapters begin and end with a **self-assessment chapter survey** and have **reflective thoughts** throughout to encourage contemplation and drive adjustments in practice.

After an overview of the chapter and an examination of the research, a **reflection checklist** is provided.

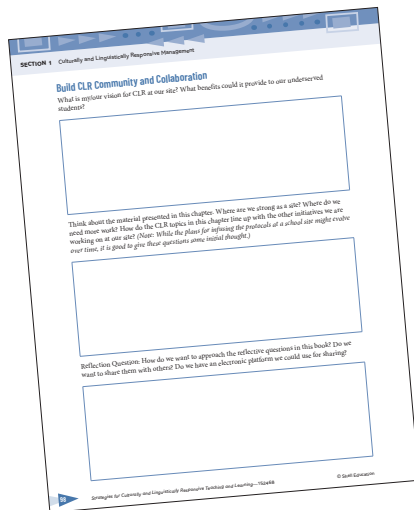
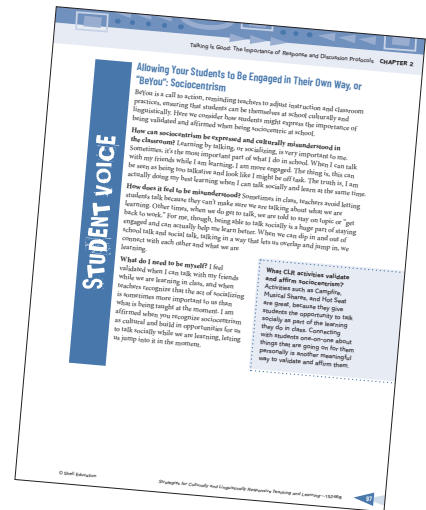
Following the reflection checklist, **each item from the checklist is thoroughly explained** and examined. **Thought-provokers and thought-blockers** follow, providing insight into the mindset that either promotes or prevents forward progress.



Chapter exercises provide **classroom applications** and **sample lessons** to visualize implementation of the protocols, strategies, or activities in an instructional setting.

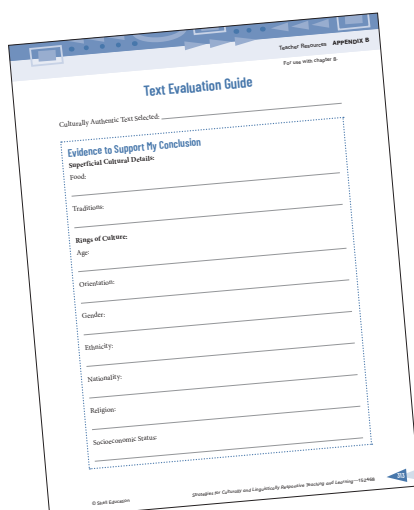
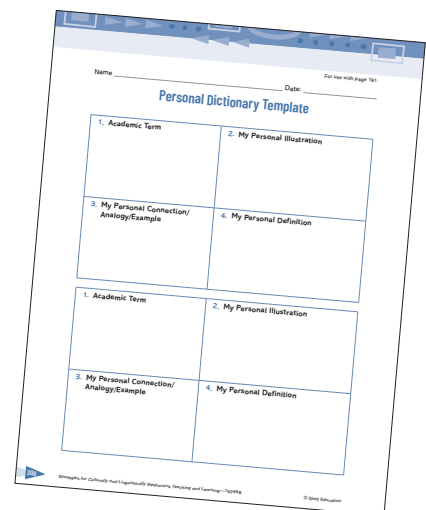
How to Use This Book *(cont.)*

A “**Student Voice: BeYou**” section explores how students might express the importance of being validated and affirmed when demonstrating cultural behaviors and reminds teachers to adjust instruction and classroom practices, ensuring students can be themselves at school.



A “**Be Community and Collaborate**” section provides starter activities for doing the CLR work in collaboration within grade-level teams, subject-area departments, and PLCs.

The **Appendices** provide the **student pages** and **teacher forms** mentioned in the book.



The **Digital Resources** include a **Year of Reflections Journal** with more than forty reflection prompts, essentially one for each week of the school year. You’ll also find digital versions of the **student pages** and **teacher forms** in this book.

Talking Is Good: The Importance of Response and Discussion Protocols

Understanding the Context

The explicit use of defined structures for students to respond to questions and conduct discussions is essential in the CLR classroom. These structures are known as *protocols*. According to David Allen and Tina Blythe (2004), protocols provide structures for conversation or response and specify roles for participation in specific types of discussions. They are meant to encourage conversations about content within a productive, inclusive, positive, and safe environment. Allen and Blythe point out that protocols may seem deceptively simple to use, but the reality is they can be very complex. When used effectively, protocols foster experiences through which individuals and groups are strengthened as learners. In short, protocols sustain the notion that talking is good. When defined this way, frequent and strategic use of protocols provides three windows for teachers to be CLR.

A *protocol* is a guided conversation or response aimed at enabling students to learn content more deeply.

- 1. Protocols provide opportunities for students to be validated and affirmed as sociocentric learners—learners who see the act of socializing as central to the learning experience.** Students can freely talk, while still discussing the content with focus. This is not seen as bad, off task, or talking too much. The Give One, Get One activity allows students to share and learn information by interacting socially with one another. After thinking or journaling about a topic, students are asked to get out of their seats and share their thoughts or answers with a classmate. Students take turns explaining their ideas and listening to their partners' thoughts and ideas. Students are thus receiving an idea in exchange for giving one.
- 2. Protocols provide an opportunity to teach situational appropriateness by juxtaposing a validating and affirming protocol with a building and bridging protocol through strategic teaching.** By participating in collaborative discussions related to specific learning objectives, students learn the value of contributing to a group through verbal and social means. Not only do they receive validation as sociocentric learners, but they also engage with academic content in a meaningful and purposeful way.
- 3. The use of protocols increases student engagement by default, because they force the teacher to talk less and make the learning process more student centered.** Rather than depending on teacher-centered lectures to explain material, structured group activities and discussions allow students to participate in both learning and teaching. One example of this type of protocol is the Jigsaw activity. In this activity, the teacher places the students into several small groups and assigns each group a section of material or text to learn. After

groups study the material, the teacher forms new groups with one member from each of the original groups. In their new groups, students take turns teaching one another the material they learned in their original groups. This activity fosters a sense of interdependency and accountability within the class by making the students responsible for both learning and teaching new material.

Considering the Research

Research supports the use of discussion protocols as an effective method to enhance collaboration and create a culturally responsive classroom.

- ◆ Verbally processing a topic as well as mentally processing it increases learners' understanding (Allen 2008; Shea and Ceprano 2017).
- ◆ Students need to debate issues or participate in discussions around topics that are relevant to them (Caine et al. 2004; Shea and Ceprano 2017).
- ◆ Structured discussions allow students to own the learning (Mohr 2007; Shea and Ceprano 2017).
- ◆ Some researchers assert that interaction stresses collectivity rather than individuality (Shade, Kelly, and Oberg 1997). More recently, frameworks have encouraged a balance between individuality and collectivity, especially in culturally responsive approaches to teaching (Howard 2017).

Pre-Reading Assessment

Before reading this chapter, reflect on your current use of protocols for responding and discussing. Complete the survey (figure 2.1) and as you rate yourself, consider how to use these protocols more effectively. Chances are that you are already using some protocols for responding and discussing. The overall reflective question is: How effectively are you using them and how responsively?

Figure 2.1 Effective Uses of Response and Discussion Protocols Survey: Before Infusing the CLR Principles

	0: <i>Never Emerging</i>	1: <i>Rarely Splashing</i>	2: <i>Sometimes Floating</i>	3: <i>Mostly Kicking</i>	4: <i>Always Freestyling</i>
I use protocols for responding and discussing at least two to three times per instructional block.	0	1	2	3	4
I use protocols for responding and discussing with purpose (pre-planned).	0	1	2	3	4
I use protocols for responding and discussing that are specifically for validating and affirming.	0	1	2	3	4
I use protocols for responding and discussing that are specifically for building and bridging.	0	1	2	3	4
I use protocols for responding and discussing for other purposes: praising, shout-outs, check-ins.	0	1	2	3	4

Beginning the Reflective Process

Learning happens when we reflect on what we have experienced. Critical reflection *generates*, *deepens*, and *documents* learning (Ash and Clayton 2009). Are you ready to respond and use discussion and response protocols?

Use the following checklist to gauge your readiness and ability to effectively integrate discussion and response protocols into your teaching. Each item represents an important aspect of understanding and using these protocols in a culturally responsive classroom. After completing this checklist, read the detailed descriptions of the items and reflect on how you plan to implement or increase your use of discussion and response protocols.

☑ The Use of Discussion and Response Protocols Reflection Checklist			
Item 2.1	Do I believe in the cultural value of the protocols and intentionally use them?	<input type="radio"/> Yes	<input type="radio"/> No
Item 2.2	Do I know how to design and structure a protocol?	<input type="radio"/> Yes	<input type="radio"/> No
Item 2.3	Do I know the strategic purpose of each protocol in my CLR pool?	<input type="radio"/> Yes	<input type="radio"/> No
Item 2.4	Do I know that my affect is effective?	<input type="radio"/> Yes	<input type="radio"/> No

Item 2.1 Do I believe in the cultural value of the protocols and intentionally use them?

.....

Believing that the use of a protocol can be culturally valuable to the student directly links to the concept of validation and affirmation through instructional practice. This is shown in two ways. First, there is a belief in myriad cultural norms and nuances that exist at the deep cultural level with your students. Looking back at the sixteen cultural behaviors discussed in the prologue (see also figure 2.2), ask yourself these three questions:

1. Do I truly believe these to be cultural behaviors?
2. Will I know the cultural explanation of a behavior that I select?
3. Can I explain the behaviors in relation to the different cultural identities in my classroom?

Answering “yes” to these questions means that you have the prerequisites for applying the different protocols to the selected cultural behaviors.

If you answered “no” to any of the questions, you have some homework to do as you learn more about your students and their different cultural behaviors and backgrounds. Start by interviewing students’ families or researching online. For example, personal space or proximity is culturally based. Different cultures find different distances appropriate when conducting a social interaction. Some cultures may want to be up close, others may not. Being aware of your students’ proximal space can shape which protocols you use or do not use. A protocol such as Numbered Heads Together where the participants are required to get very close may not work for some of your

students initially. They will need priming and patience from you to be eased into the close proximity the activity requires.

Figure 2.2 Sixteen Cultural Behaviors

1. Eye Contact
2. Proximity
3. Kinesthetic (high movement)
4. Cooperation/Collaboration (shared work/dependence on the group)
5. Spontaneity (unplanned, impromptu, impulsive)
6. Pragmatic Language Use (nonverbal cues)
7. Realness (frank, direct, upfront)
8. Conversational Patterns (verbal overlap, circular discourse)
9. Orality and Verbal Expressiveness (verve, or expressiveness with verbal and nonverbal cues)
10. Sociocentrism (socialize in order to learn)
11. Communalism (*we* is more important than *I*)
12. Subjectivity (relative to the person or situation)
13. Concept of Time (how precisely or relatively time is held)
14. Dynamic Attention Span (varied ways to show attention)
15. Field Dependence (learning is relevant to students' social and cultural contexts)
16. Immediacy (sense of personal connectedness, warmth)

The second way to demonstrate the cultural value of protocols is with intentional use. When a protocol is used randomly or without intention, it tends to sputter instructionally and not have the maximum effect. Typically, the protocol fails to support learning or a meaningful experience for the students or you. For some teachers, the unintended consequence of this failure is to abandon the use of the protocol, rather than look at using it with intentionality. Intentionality requires planning and forethought. In the planning phase, this means connecting specific protocols for increasing engagement to specific cultural behaviors to be validated and affirmed or built and bridged. Planning increases the likelihood of success tenfold.

REFLECTIVE THOUGHT

Choose three protocols that you know. See if you can match them to the behaviors in figure 2.2.



Thought-Provokers: A Mindset for Moving Forward

1. I am prepared and expect to learn from my students, their families, and their communities about their cultural behaviors. I realize that I am not expected to know everything about every culture represented in my classroom.

2. I recall the differences between superficial culture and deep culture. The protocols I use validate and affirm deep culture in most cases.



Thought-Blockers: A Mindset for Staying Stagnant

1. I am stuck on how these cultural behaviors compare to what is expected of students within the school culture. In other words, I feel that I am letting my students off the hook when I validate and affirm. By validating and affirming, I believe that I am not holding my students up to a high standard.
2. I do not believe in the protocols beyond their traditional methodology. Teacher-centered is my preferred approach in the classroom no matter what.

Item 2.2 Do I know how to design and structure a protocol?

A well-designed protocol is more than a sum of its steps (Allen and Blythe 2004). In fact, how the protocol is designed determines how enriching the experience will be for the learner. Allen and Blythe provide three steps for a well-designed protocol:

1. **Define the context.** It is important for students to know why they are following a certain protocol, especially as it relates to situational appropriateness. Additional information that defines the context includes the nature of the assignment, levels of required participation, explicit directions, and partnership norms.
 - ◆ Before using the My Turn, Your Turn protocol for taking turns, tell the class, “In this discussion, it is important for one speaker to be heard at a time. I’m going to use the ‘My Turn, Your Turn’ attention signal to let you know when it is appropriate for you to share your thoughts and ideas with the class. When I say, ‘My Turn,’ I need you to focus your attention on me by having a quiet mouth, a still body, listening ears, and watching eyes. When I say, ‘Your Turn,’ that indicates that it is your turn to share.”
2. **Clarify the needed skills.** Students should know what is required of them to be fully engaged and to make a valuable contribution. Some of the protocols, particularly the discussion ones, require evaluation skills. Almost all need participants to use active listening skills, while some want students to be more interpretative, making hypotheses or drawing conclusions. Skills related to asking questions and knowing the difference between open-ended and closed questions are necessary overall.
 - ◆ When using the I Got This! protocol, one student in the group starts as the team captain. The team captain reads a review question, and all group members independently answer the question on individual white boards or sheets of paper. When everyone in the group has put down their writing utensils, the captain calls out “I got this!” and checks everyone’s answers. If everyone answered the question correctly, the team chooses a way to celebrate, such as high fives all around. If some group members did not get the correct answer, the group works together to help these students understand the material.
 - ◆ Tell the class, “In order to participate in this activity, each group member needs to listen carefully when the captain reads the question. Then you need to use critical-thinking

skills to answer the question. Be considerate of the other members in your group and refrain from discussing the answer until the captain says, 'I got this!' When it is time to discuss the answer, you need to work together to ensure that everyone understands the correct answer. You also need to use patience and be respectful when it is not your turn to be captain."

3. Add structure and accountability. This step assumes that the outcome of the protocol or interaction has been established. Identifying an explicit outcome could be another step in itself. In order to increase the likelihood of success, however, there must be structure (timed tasks, group roles, and tangible products) and accountability, such as exit tickets.

- ◆ The Post Your Thoughts protocol is an excellent example of an activity where you should clearly define the parameters and expectations before engaging students in the task. In this activity, students are given a prompt or question, and a timer is set for a specified amount of time, such as thirty seconds. During this time, students write as many responses as possible on individual sticky notes and stick them to the table. Before beginning this activity, it is important to specify exactly how long the students will have to respond. Discuss the expectations in terms of group participation, such as each student contributes at least three sticky note responses, and final outcomes, such as the group produces enough sticky notes to cover the table.

An exit ticket provides students an opportunity to demonstrate their understanding of a lesson before leaving the room or moving on to another lesson.

As you plan with intention, keep these three steps in mind to ensure that your protocol use is well-designed and likely to be successful.

REFLECTIVE THOUGHT

Think-Pair-Share (TPS) (Lujan and DiCarlo 2006) is a discussion protocol used frequently by teachers. However, few think in terms of designing it as an activity. You try. Plan a use for TPS in an upcoming lesson. Remember to include the following:

- context for use
- needed skills
- structure and accountability



Thought-Provokers: A Mindset for Moving Forward

1. I accept that the context for use can change from activity to activity. I understand that I must be very explicit in some cases, especially at the beginning. As my use increases and the protocols become part of my classroom culture, I know that I will need to be less explicit.

2. I give myself time to make the protocols second nature to my teaching. I am patient with myself.



Thought-Blockers: A Mindset for Staying Stagnant

1. I do not currently plan with design in mind, which makes implementing the protocols challenging.
2. I am unwilling to start. (Starting is the most difficult part. The lack of willingness to start can be the biggest blocker!)

Item 2.3 Do I know the strategic purpose of each protocol in my CLR pool?

The protocols were developed for broad use, beyond CLR contexts. Several programs and approaches promote the use of protocols. The most popular and effective of these approaches is known as the Kagan Structures (Kagan 2009). The Kagan Structures are comprehensive, with more than 100 options to explore. Though these protocols were not necessarily invented for CLR purposes, educators add the element of cultural relevance to their use.

What is the difference with CLR? The difference is in the strategic purpose, which links validating and affirming a cultural behavior via a specific protocol. Kagan, the Responsive Classroom approach (as offered by the Center for Responsive Schools), and other systems do not offer a specific link to culture. CLR ties specific protocols to specific cultural behaviors. For example, the Shout Out protocol relates to the cultural behavior of spontaneity. With this protocol, students are encouraged to shout out short answers (one word or phrase) in response to the teacher's questions. Rather than using the standard school protocol of a prompted response, the strategic purpose of this response activity is to tap into a specific cultural behavior trait, spontaneity, and use it to facilitate learning and responding.

A second strategic purpose is knowing when you are being traditional, responsive, or culturally responsive in your methodology. For example, Turn and Talk is a common discussion protocol. Students are given a prompt and asked to turn to their neighbors and share a comment. Turn and Talk is a quick, simple way to have students interact with one another and process information. For the CLR teacher, there is a strategic purpose, as well. Turn and Talk allows students to be sociocentric. In some ethnic cultures and certain age groups, talking while learning is highly valued, even to the point that the social activity itself may outweigh the topic or content.

In this example, the specific CLR purpose of Turn and Talk is to validate and affirm some cultures' and age groups' sociocentrism. While Turn and Talk at face value would be responsive methodologically, when you use it with this cultural purpose in mind, then Turn and Talk becomes culturally responsive. I call this Turn and Talk Plus. The *plus* is the strategy of validation and affirmation. The strategy aspect cannot be underestimated, because with strategy in mind, you have multiple teaching options. There are options in terms of the cultural purpose of a given protocol, and there are methodological options in terms of traditional, responsive, or culturally responsive approaches. When you plan with this type of strategic intentionality, your teaching is elevated, making it more purposeful and culturally responsive.

(Quin 2016; Sparks 2019) and is one of the five strategies employed by top-performing school systems (Darling-Hammond 2010).

Teacher-student relationships are key to ensuring that students feel good about being learners in your room (Marzano and Pickering 2010). The responsive use of protocols moves the relationship beyond words to actions and behaviors. You demonstrate your appreciation and value of your students culturally when you use the protocols frequently and strategically. Validation and affirmation are liberating for you and empowering for students. According to Marzano and Pickering, “By showing interest in and affection for students, and identifying positive information about them, teachers can forge positive relationships” (2010, 36). This is accomplished partly through the use of protocols.

Think of the affect in places that you have visited, such as a medical office, an auto repair shop, or a restaurant. How did the place feel when you walked in? What did it feel like while you were conducting your business?

An advantageous result of using protocols is fair and equitable treatment of all students. The protocols allow for fair treatment by increasing the opportunities for students’ voices to be heard and for them to own their learning. Joseph McDonald (2007) suggests that a facilitator (which should be the primary role of the teacher) is charged with three tasks: promote participation, ensure equity, and build trust. Participation reinforces that learning is social, and learning together actively and meaningfully “feels good.” McDonald asserts, “We are smarter in the aggregate” (16).

Participation is a prerequisite to authentic student engagement, which is necessary for culturally responsive teaching and learning. Equity is challenging to accomplish in tangible ways. The fact that people discuss and interact in different ways, including in ways that speak directly to our cultural differences, makes it difficult to achieve equity. Culturally responsive use of the protocols promotes equity in a visible way and gives every student a fair chance to engage in the learning process. Trust matters in the classroom, and your students will trust in your teaching more when you allow for independence and freedom through the use of the protocols. I liken trust to “get-out-of-jail-free” cards. There will be times, such as when the flow of the class is ebbing, when your students have to trust you and vice versa. The process of using protocols builds trust.

Lastly, the most important effect of frequent and strategic use of the protocols is that they enrich learning. Protocols encourage an environment of learning that presumes the social construction of knowledge, where it is an accepted and desired norm that everyone is expected to speak and to listen, to diagnose and to speculate, and to discover and to explore (McDonald 2007). Protocols foster democracy and cognition in learning. They encourage learners, regardless of age or grade level, to appreciate the value of diverse ideas and the power of deliberative communications. McDonald sums it up best: “Students exercise their descriptive powers, intensify their listening, enhance their qualities of judgment, and facilitate their communication with one another” (8).

REFLECTIVE THOUGHT

How would you assess the affective domain of your classroom now? What are your measures for energy and vibe, mood and flow, and calmness and collectedness?



Thought-Provokers: A Mindset for Moving Forward

1. I consider how the affective domain of my classroom allows for yet another strategic reason to plan with intention.
2. I think about which protocols are high energy compared to which ones are low energy. I strategically use them depending on what level of energy is needed.



Thought-Blockers: A Mindset for Staying Stagnant

1. I do not consider the affect of the classroom important.
2. I might need external support and am afraid to ask for it. I feel vulnerable.

Affective domain is very sensitive and sometimes we do not want others to know that the vibe and energy in our rooms is not where we want it.

Building Your Protocol Quantity

Classroom discussions should be an integral part of teaching and learning, but the logistics of designing, facilitating, and assessing discussions are often overwhelming for teachers. Using responding and discussion protocols encourages strategic connection with specific cultural behaviors and helps to organize classroom discussions. In general, classroom discussions align well with many cultural behaviors of underserved students. Discussions offer social and collaborative opportunities for students to express themselves and work together toward shared objectives. Furthermore, the strategic use of specific discussion protocols helps to utilize students' dynamic attention spans, relational learning styles, and spontaneous behavior traits to enhance classroom learning.

The next section of this chapter presents a comprehensive collection of discussion and responding protocols. The protocols have been adapted from many sources including Kagan (2009), Duplin County Schools (2008), and National School Reform Faculty (2015). The section includes a description of each protocol, the corresponding behavior, and directions for using the protocol. Use the section to choose behaviors that you want to validate and affirm, then decide what protocols would enhance your lessons and contribute to student success. Many protocols can also be used to build and bridge school-culture behaviors.

Discussion Protocols

CAMPFIRE

Validate and Affirm Cultural Behaviors: Spontaneity, Subjectivity, Sociocentrism, Collaboration

Build and Bridge Behaviors: Turn-taking, Autonomous (at first)

Description: Students read and respond to anonymous responses of classmates around a “campfire.”

Most Effective Uses: Introducing or reviewing concepts and ideas for discussion

Process

1. The teacher places students into groups of four to five.
2. The teacher presents a prompt or a question.
3. Each student quietly writes an individual response to the prompt on a sticky note and places it around the “campfire” (a sheet of paper in the center of the group).
4. Students take turns reading aloud a sticky note other than their own. Each person in the group has an opportunity to question, agree, disagree, and respond to the sticky note.
5. Repeat until each has been read and discussed. This typically takes five minutes.

FAN AND PICK

Validate and Affirm Cultural Behaviors: Cooperation/Collaboration, Sociocentrism, Dynamic Attention Span

Build and Bridge Behaviors: Turn-taking, Objectivity

Description: Students review material collaboratively; each student has a defined role in the collaborative effort.

Most Effective Uses: Reviewing direct instruction, reading, content, and/or skills

Process

1. The teacher creates duplicate sets of cards with review questions; one set for each group of four students. Or, students can create cards with questions that review the content.
2. The teacher places students in groups, where they number off from one to four.
3. Student 1 fans out the cards and tells Student 2 to pick a card. Student 2 reads the question and Student 3 answers the question. Student 4 confirms the answer (praises if correct, clarifies if incorrect).
4. Students shift roles and repeat the process with the next card.

FISHBOWL DISCUSSION

Validate and Affirm Cultural Behaviors: Dynamic Attention Span, Immediacy, Cooperation, Sociocentrism

Build and Bridge Behaviors: Turn-taking

Description: Some students observe classmates discussing a given topic or question, and then roles are reversed and they're observed discussing the same topic or question.

Most Effective Uses: Reviewing and discussing theme, concepts, and ideas

Process

1. The teacher arranges chairs in two circles—an inner and an outer circle. Students are seated in the circles.
2. Students in the inner circle discuss a given topic or question.
3. Students in the outer circle are silent, taking notes on what they hear and observe.
4. Students in the outer circle move to the inner circle and continue the discussion, based on their notes and observations. Or, students in the outer circle can tap in when they want to add something and trade places with someone in the inner circle.
5. After each student has had an opportunity to share and discuss, the teacher allows approximately three to five minutes for the inner and outer circles to interact, ask for clarifications, and/or summarize the main points.

GRAB THAT SPOON

Validate and Affirm Cultural Behaviors: Sociocentrism, Kinesthetic

Build and Bridge Behaviors: Objectivity, Competition, Autonomous

Description: Learners review content in a gamified, student-centered way.

Most Effective Uses: Reviewing direct instruction, reading, content, and/or skills

Process

1. The teacher places students in small groups. Each student needs a pen/pencil and an index card. Each group needs one plastic spoon.
2. Each learner writes a review question and answer on an index card, as well as a point value (e.g., 1 point for a yes/no question; 3 points for a challenging question). Or, the teacher provides the group with a set of questions on index cards.
3. The teacher places the spoon within reach of all students in the group.
4. One person volunteers to be the first reader. The reader may not grab the spoon. The reader reads aloud a question. The first group member to grab the spoon answers the question. If they are correct, a point is earned. If not, the point is lost.
5. Group members take turns being the reader.
6. Once all the questions have been answered and discussed, students count their points.
7. The student with the highest points is the winner.