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## Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success

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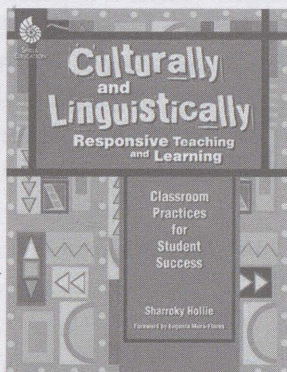
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# Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success (2nd ed.)

by Angela Harris

Hollie, S. (2018). *Culturally and linguistically responsive teaching and learning: Classroom practices for student success (2nd ed.)*. Huntington Beach, CA: Shell Education. ISBN 978-1425806866



In his second edition, Hollie continues his quest to equip teachers with strategies and skillsets to better prepare them for working with students from a variety of cultural backgrounds. Hollie invites educators to go on a “journey to responsiveness” by challenging their thinking about culturally and linguistically responsive teaching (p. 9). Cultural and linguistic responsiveness (CLR) is achieved through quality instruction that embraces the diversity represented in classrooms.

The book is divided into three parts: a) understanding mindset (chapters one and two); b) building skillset (chapters three through seven); and c) personal coda (chapter eight). Each chapter begins and ends with a series of statements on the topic of the chapter to which the reader is asked to respond (i.e., anticipation and reflection guides). These guides scaffold reflection and help the reader gauge shifts in thinking related to cultural assumptions and teaching practices.

To begin this journey, the first two chapters stress the importance of understanding mindset and its relevance to cultural responsiveness. Hollie asserts that a change in mindset involves having a common definition of terminology, defining cultural and linguistic responsiveness, eliminating the deficit perspective, and identifying the benefits of CLR. He makes a case for the adoption of the term, “cultural and linguistic responsiveness”



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and stresses that, “in order for educators to be focused and to improve instruction for underserved students, a single term and definition of culturally responsive pedagogy must be adopted” (p. 54). Hollie identifies and provides rationale for the four key components of CLR: validation, affirmation, build, and bridge, or “VABbing.” Validation and affirmation of culture and language are crucial in valuing the cultural and linguistic diversity that a child brings to the classroom “for the purpose of building and bridging the students to success in the culture of academia and in mainstream society” (p. 27). Building and bridging are necessary to help teachers understand the cultural and linguistic diversity of a student and use that knowledge to help students link home and school culture successfully.

In chapters three through seven, Hollie highlights instructional topics such as strong classroom management, academic vocabulary, academic language, academic literacy, and learning environments as essential for CLR to flourish and increase academic success. Research-based strategies and sample lessons are provided throughout these chapters. For example, Hollie offers suggestions on how to create a culturally responsive learning environment, such as having a print-rich environment and incorporating culturally-relevant activities into learning centers.



## Must Read Texts

In the last chapter, Hollie makes an appeal for educators to love outrageously, which is “oftentimes the missing ingredient for many underserved students” (p. 199). Chapter eight also offers tips on how to include CLR into daily activities. These tips include how to introduce CLR terminology, be explicit when validating and confirming students, hold students accountable with procedures and structures, give students opportunities to practice situational appropriateness, and give students a voice.

This book will set you on a path to discover new ideas, challenge assumptions, and develop skillsets to utilize in

your classroom. The appendices are filled with resources that are easy to understand and can be applied across grade levels. I recommend this book to anyone who dares to love their students outrageously.

## Author Biography

**Angela Harris** is a speech language pathologist at Dove Academy in Detroit, Michigan. She is currently a doctoral student in the Reading, Language and Literature program at Wayne State University. She can be reached at [dx1992@wayne.edu](mailto:dx1992@wayne.edu).

