As you are introduced to each the Essential Components of Culturally and Linguistically Responsive Pedagogy, you will reflect upon ways in which you are implementing CLRP in your instruction. You can also reflect upon CLRP Components that you might need to add (or strengthen) in/to your instruction.

Strong Teacher Efficacy

Teacher efficacy refers to the teachers’ confidence in their ability to promote students’ learning (Hoy, 2000). Strong teacher efficacy is in the center of the essential components of culturally responsive pedagogy. A teacher with a strong sense of self-efficacy has confidence in their ability to impact change and promote learning for ALL students.

Teachers with a strong sense of efficacy:
- Tend to exhibit greater levels of planning, organization and collaboration
- Are more open to new ideas and are more willing to experiment with new methods to better meet the needs of their students
- Are more persistent and resilient when things do not go smoothly
- Are less critical of students when they make errors
- Are less inclined to refer a difficult student to special education

Sociocultural Competence

Socioculturally competent learning environments include affirming classroom and school cultures where staff, students, and families foster positive attitudes among students regarding both their own and others’ diverse and complex cultural and linguistic identities.
- Establish the authentic connection with student that builds mutual trust and respect.
- Leverage the trust bond to help student rise to higher expectations.
- Give feedback in emotionally intelligent ways so students are able to take it in and act on it.
- Hold students to high standards while offering them new intellectual challenges.

Culturally Responsive Classroom Organization

The classroom can act a sociocultural “third space,” a place for students to explore their individual and collective identities through different types of discourse, uses of language, and emotional support (Gutierrez, 2008).

Print-rich environments include these components:
1. Relevant bulletin boards displaying rigorous, standards-based student work samples, including CLR work samples
2. Learning centers providing students will access to CLR activities providing differentiated support for content covered in class
3. Multiple libraries including books responsive to content and multiple aspects of the Rings of Culture
4. Arranged optimally to support whole and small-group instruction
5. Use of technology by teachers and students
6. Displayed student work with comments providing actionable feedback where appropriate and images of students
Responsive Pedagogy

Ignite, Chunk, Chew and Review are four phases of culturally responsive lessons that help build intellective capacity for all learners. *(Hammond, 2015)*

This table provides examples of CLR instructional strategies that can be used during each of the four phases of a culturally and linguistically responsive lesson. As a culturally responsive teacher, you should be planning instruction so that students can move through the brain’s stages three of information processing: input, elaboration, and application. Within each of these four strategies are a

<table>
<thead>
<tr>
<th>Ignite</th>
<th>Chunk</th>
<th>Chew</th>
<th>Review</th>
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<tbody>
<tr>
<td>Getting the brain’s attention</td>
<td>Making information accessible</td>
<td>Actively processing information</td>
<td>Having a chance to apply new learning</td>
</tr>
</tbody>
</table>

- **Ignite**
  - Use of powerful images / videos
  - Activities that contain novelty, curiosity, relevance for students
  - Call and Response
  - Music
  - Powerful Images
  - Provocations: Eye-Opening Quote, puzzle, images, slide-shows
  - Talk: Short, semi-structures talk activity
  - Storytelling

- **Chunk**
  - 7 + 1 Rule
    - (Think of the way phone numbers are chunked to help us remember them.)
    - 10:2 (Lecture: Processing Time)
    - Say Something
      - (Opportunities to talk about texts DURING the reading experience)
      - Jigsaw
      - Text Rendering
        - (Students think about what they have read, and then highlight a meaningful word, phrase and sentence.)

- **Chew**
  - Unstructured Think Time
  - Moment of Silence
  - Instructional Conversations
  - Cognitive Routines
  - Rhythmic Mnemonics
  - Spoken Word
  - Storytelling
  - Infographics
  - Graphic Organizers
  - Metaphors and Analogies
  - Word Play and Humor
  - CLR Discussion Protocols

- **Review**
  - Play a game
  - Real-life problem
  - Long-term project
  - Quiz-Quiz-Trade
  - Homework
  - Performance Task

*Source: Culturally Responsive Teaching & the Brain, Hammond (2015)