# How to Approach
# This Book

## HOW WE TOOK YOU INTO CONSIDERATION WHILE WRITING THIS BOOK

We have purposefully written this book so that different types of readers can see themselves reflected in it. We would like to be sure we offer multiple entry points for people in different roles. When we work with teachers through professional development, we always ask what their roles are to tailor our content and application activities to their specific content, grade level(s), and students. Similarly, we also offer different options for administrators, instructional coaches, and other educators not in the classroom to apply the content we're sharing to their contexts. For example, instead of asking administrators to create a lesson plan, we might have them collaborate with teachers to plan a mini–professional development on a given topic.

Reading this book could be a journey you're taking as an individual or with a professional learning community (PLC) as a book study in a school or in a district. Your journey could very well be at the university level. We've made sure to differentiate and/or include considerations for these settings so you can choose your own path. Table A details different types of readers who may be interacting with this book.

Table A   Types of Readers Interacting With This Book

| Type of Reader | Description | How the Book Is Tailored to You |
|---|---|---|
| Preservice educator | Student working toward certification in a teacher licensure program | We ensure that our application activities and reflective questions allow you entry points to our content without a current classroom of K–12 students. |
| Inservice teacher | Teacher in a K–12 setting (classroom teacher and specialists) | We provide you ample opportunities to ensure your learning is practical and involves your students through application activities and reflective questions. |
| Administrator | Assistant principal, principal, district or state administrator | We tailor our application activities to you so that you can share your learning with teachers and other administrators you collaborate with and support. |
| Other educators not in the classroom | School psychologists, guidance counselors, school librarians, instructional coaches, etc. | We make sure the application activities can be customized to your unique context and adapted for your setting. |

## HOW EACH CHAPTER IS STRUCTURED

We have structured the chapters in a way that invites you, the reader, to reflect, connect, and apply the content to your own context in a safe space yet challenges your thinking and brings you out of your comfort zone. We recognize that in our own learning, we don't make any gains until we're feeling slightly out of our element. We aim to create the same conditions in this book, recognizing your expertise yet stretching your learning.

We encourage you to write in each chapter of this book, use sticky notes to mark what is important to you, and make it relevant to you personally. Each of our first two chapters presents the urgency for each topic and shares a digestible amount of research, broken up by reflection questions and opportunities for application. Beginning in Chapter 2, each chapter opens

with a scenario about one of two MLs, either Manny or Lian. Following the scenarios, you will find some type of reflection activity to give you space to think about the scenario and connect it to your own context. Next, you'll find a chapter overview. Then, you'll read relevant research and background that illustrates and situates the importance of the chapter's theme and defines any key terms. You will also find look-fors that provide practical, observable actions (to see how the content looks in practice). We will then share specific activities or examples of resources to give you new ideas for your practice in enacting the chapter's culturally responsive principle. You'll find sketchnotes, tools, and notes about videos integrated throughout each chapter to bring it to life. After this section, we will share three steps that you can take to integrate this culturally responsive principle in your practice. The chapter then concludes with a bulleted summary, reflection questions for you to deepen your own thinking, and references.

## OTHER UNIQUE RESOURCES IN THIS BOOK

**Use #CRTforMLs to tag the book on Twitter.**

We would like to highlight the additional resources that distinguish this book from others, bring this book to life, and also help ground it in reality. We often are asked what concepts, strategies, and tools "look like" in real life, and it can be challenging to describe. We prefer to *show* you how it can look, and we are able to do so through using authentic videos, student scenarios, sketchnotes, and practical tools.

- **Resource 1: Videos.** We were honored to partner with our longtime collaborator, Syracuse City School District in Syracuse, New York. Over the course of two days during the first snowstorm in November (!), we were fortunate to film classroom footage, interviews with educators, and an evening parent meet and greet. We weave in one or two video clips per chapter, which you will notice when you see a QR code, a URL, and a description. These video clips illustrate the concepts we are describing in each chapter to show you what they look like in action.

- **Resource 2: Student portraits.** We chose to create student portraits as ways to illustrate or apply content and also

to model what the strategies we describe might look like in an actual classroom setting with real students. To do this, we created the portrait of Manny, a third grader, and Lian, a ninth grader. You will notice that we alternate between the two students in each chapter, and you will uncover new discoveries about each one as you progress through the book. We have included the student scenarios to provide a portrait of the types of experiences that MLs may have in schools. These scenarios and student portraits are not meant to be representative of the experiences of all MLs.

- **Resource 3: Sketchnotes.** Sketchnote graphics serve as eye-catching visual supplements to help reinforce key concepts and spotlight central themes within a body of text. Incorporating a unique graphic style helps differentiate content, adds a secondary layer of personality and memorability, and introduces a visual that reinforces information in a format that is easy for readers to digest and relate to. Stylistically, this form of graphic brings an additional layer of personality to our content while shedding greater light on pressing issues. All sketchnotes are hand-drawn, scanned, and imported into Photoshop to arrange layouts, edit sketches, and finalize the graphic. We are fortunate to have an incredibly talented in-house graphic designer, Kate Monick, who draws from our content to design sketchnotes. Using sketchnotes has helped our content gain a great degree of online traction through social media and helps tell a story. Sketchnotes that are framed around specific strategies can also be a useful resource to share with colleagues in your collaboration to build a culturally responsive school climate.

- **Resource 4: Appendices.** Our book contains six appendices, which are made up of several practical, printable tools to allow you to dig a little deeper on the topics we describe. We encourage you to print out these tools and use them as a catalyst to your own conversations around MLs' equity. In addition, our final appendix is a comprehensive list of supporting resources. While we cite all the references in each of our chapters, the final appendix provides additional materials, curated by topic, that you may wish to refer to on your journey to culturally responsive teaching MLs. Some topics include anti-racism and anti-bias resources, recommended booklists for K–12 students, and additional resources on social justice.