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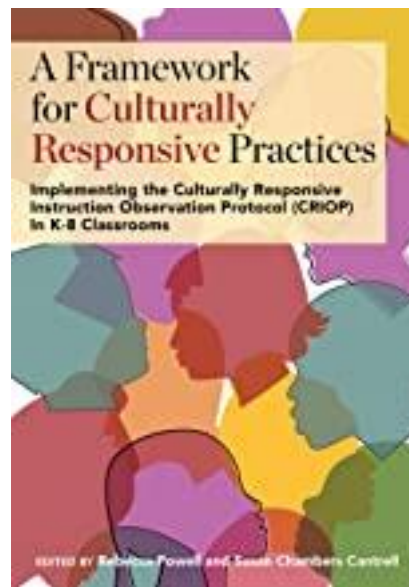
Powell, R., & Cantrell, S. C. (2021). *A framework for culturally responsive practices: Implementing the culturally responsive instruction observation protocol (CRIOP) in K-8 classrooms*. Myers Education Press.

Pp. 250

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For decades, the education community has studied the achievement gap, recognizing that many historically marginalized groups of students consistently trail their white peers on standardized achievement tests (Love, 2016; Muhmmad, 2020; Paige & Witty, 2010). As a result, education has seen waves of various efforts to reform classroom practices to no avail. More often than not, the very reform policies and practices intended to support historically marginalized groups of students work against these students, creating a sense of inferiority, isolation, and exclusion.



A Framework for Culturally Responsive Practices, edited by Rebecca Powell and Susan Chambers Cantrell, offers educators and administrators a clear guide for implementing culturally responsive practices in classrooms. The editors of this book introduce the Culturally Responsive Instruction Observation Protocol (CRIOP) as a means to help educators attend to every facet of students' needs within an educational context. Focusing on “how teachers might recognize the use of the power they have to meet the needs of their students through CLRI [culturally and linguistically relevant instruction],” the editors address the six major components of the protocol: classroom relationships, family collaboration, assessment practices, instructional practices, discourse, and critical consciousness (p. xv; p. xviii).

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Recognizing the importance of relationship building, the first two layers of the observation protocol focus on classroom relationships and family collaboration. Consistent with one of the fundamental pillars of culturally responsive pedagogy, these chapters emphasize recognizing students' excellence, culture, and ways of being, while also valuing students' family and community. Building on the scholarship of Lysaker & Furness (2012), the authors point out that highly effective teachers recognize the importance of students' diverse funds of knowledge and tap into them to build relationships and create opportunities for personal and social dialogue and collaboration. These culturally sensitive interactions and infusions into the curriculum are essential to promoting success for diverse students (this volume; also Delpit, 1996; Hamilton, 2004). The authors of the first two chapters skillfully present research, vignettes, and practical guides for educators to reflect on their practices and reimagine their teaching craft for more inclusive and responsive interactions with students. Through the strong relationships they establish with students and their families, educators set the foundation for the next components of the observation protocol: culturally and linguistically responsive assessment practices and instructional practices.

Recognizing assessment as more than an instrument or event, the authors dedicate a chapter to assessment practices that cultivate quality and pull culturally responsive and sustaining practices beyond instruction to assessment. The authors note this means that culturally responsiveness must be central to the assessment design, enactment with students, and manner in which students participate with assessment practices. The authors also dig into the research supporting inequitable assessment practices and provide guidance to educators for dismantling these traditional, harmful assessment measures and replacing them with more equitable practices such as student self-reflection, peer feedback, and quality teacher feedback.

After covering assessment, the authors shift direction and address culturally and linguistically responsive instructional practices in Chapter 4. Acknowledging the ways in which white supremacy has historically influenced educational practices and how these harmful influences still linger in today's education system, the authors emphasize the necessity to dismantle harmful pedagogical practices as a means to provide equitable experiences and opportunities for diverse students. "Traditionally, schools have not been concerned about building on and sustaining students' languages and cultures but, rather, have been designed to eliminate them" (p. 107). To combat this, authors suggest educators focus on asset-oriented principles in culturally responsive classrooms. These strategies include contextualizing instruction in students' lived experiences and abilities, engaging them in hands-on activities and meaningful tasks, developing their academic vocabulary and language usage, and providing them with choices based on their experiences, interests, and strengths.

Through effective implementation of culturally and linguistically responsive instructional practices and culturally responsive assessment practices, educators can attend to the last two pillars of the observation

protocol – discourse and culturally responsive instruction and critical consciousness. Acknowledging the ways in which ‘teacher talk’ takes precedent over student discourse, often following an Initiate-Respond-Evaluate (IRE) model, the authors provide practical ways for educators to reflect on their practices and the dialogue in classroom spaces, and consequently, advocate for creating space for students to have ownership and voice within the classroom. The authors of this chapter also expose harmful practices within education systems that deem some languages and dialects as “acceptable” forms of language and others as not. Recognizing that language is a fundamental component of culture and identity, the authors advocate for more inclusiveness of students’ home languages and dialects, which are funds of knowledge and assets. Giving attention to the deficit thinking and perceptions held within educational spaces, the authors echo the work of Baker-Bell (2020) and the dismantlement of standardized English as *the language of schools*. The authors here provide substantial research and resources for educators to transform deficit thinking habits into asset-driven ways of perceiving language, interacting with students, and creating safe, inclusive spaces for students.

The first five components of the observation protocol work to set the foundation for the final layer, critical consciousness. Critical consciousness is essential for student success as it encourages students to examine critically and make sense of the world around them by exploring “issues that affect their local, state, and global communities” (p. 176). Recognizing that critical consciousness involves critical reflection, the authors define critical reflection as “questioning social structures that marginalize groups of people and the ways that those structures are perpetuated, critical motivation refers to the ability and commitment to address injustice, and critical action involves taking individual or collective action for positive change” (p. 176). Through critical consciousness techniques, educators help students leverage skills gained, deepen their understandings, build on their curiosity, and apply to their everyday lives. In other words, critical consciousness is a way for educators to promote the cultivation of intellect and criticality (Muhammad, 2020).

A Framework for Culturally Responsive Practice is a timely and necessary addition to the scholarship on supporting and empowering historically marginalized groups of students. In an effort to provide equitable opportunities for all students, the editors and contributors advocate for inclusionary practices in all facets of interactions and relationships with students. Within each of the six chapters, authors bridge the gap between research and practice, making this text a great resource for practicing teachers, administrators, and teacher educators. The volume also serves as a starting point for developing and implementing inclusive practices that recognize students’ identity, excellence, and culture.

A Framework for Culturally Responsive Practices offers a solid foundation for educators looking for a starting point to begin dismantling inequitable and harmful K-8 classroom practices. For those looking for more direction in

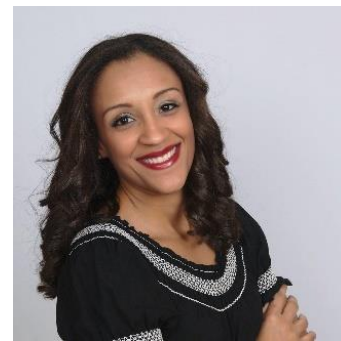
ways to support minoritized students in classrooms, I recommend pairing this book with *Cultivating Genius*, *These Kids Are Out of Control*, and *Linguistic Justice*, in which Gholdly Muhammad demonstrates the importance of reaching back into students' histories and reflecting students' culture and ways of being into curriculum, starting with centering curriculum and learning around student identity. Recognizing that educator-student connections start with classroom management practices and relationship building, Milner and colleagues (2019) provide practical strategies for educators to reimagine their classrooms and build equitable structures to empower students. Building upon students' culture and identity, April Baker-Bell dives into the inequities related to language practices in education spaces in her book, *Linguistic Justice*. These texts would complement this volume in deepening educator's relationships with students and families, implementing of culturally responsive instructional and assessment practices, and heightening awareness of classroom dialogue and critical consciousness to better meet the needs of diverse student populations.

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About the Reviewer

Shaylyn Marks is an assistant professor at CSU Bakersfield and the director of Multiple and Single Subject Teacher Credential programs. Her work centers on advancing innovative ways to disrupt the status quo and create more equitable learning opportunities for underserved populations. With culturally sustaining pedagogy at the core of her work, her research interests include teacher education preparation practices, using literature to support and enact social justice, and exploring equitable structures within the classroom.





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