LAUSD UNIFIED

Culturally Relevant and Responsive Pedagogy: Implications for Instruction

January 25, 2024

LOS ANGELES UNIFIED
READY FOR THE WORLD

Ready for the World In Limitless Ways!

lausd.org/mmed

Introductions

Lydia Acosta Stephens,
Executive Director
Multilingual Multicultural Education
Department

Proud Parent of They/Them Kiddo

Administrative Team

Elizabeth Pratt,
Administrator
Access, Equity, and
Acceleration

Javier San Roman
Interim Administrative
Coordinator
Academic English Master
Program

Karmin Mendoza Hidalgo
Coordinator,
Title VI American Indian and
Indigenous Education

Acknowledging our Native Community

The Multilingual Multicultural Education Department at LAUSD acknowledges the land our schools and facilities reside on is the home of the Gabrieleno Tongva and Fernandeño Tataviam tribes. Please join us in honoring and expressing gratitude to their elders and descendants - past, present and future - who continue to be caretakers of this land. We commit to celebrating their histories, culture, and land stewardship by educating ourselves and others.

Gabrielino Tongva Indians of California Tribal Council
Gabrieleno/Tongva San Gabriel Band of Mission Indians
Gabrieleño Band of Mission Indians – Kizh Nation

Fernandeño Tataviam Band of Mission Indians
San Fernando Band of Mission Indians

lausd.org/mmed

4

Policy

Standard English Learners (SEL) Board Resolution (2014)

- Annual Count of SELs
- Appropriate assessment of language per Master Plan Policy
- Educator Professional Development
- SEL Teacher Advisors in each Region
- Parent Engagement Component
- Model Schools in each Region

MOTIONS/RESOLUTIONS PRESENTED TO
THE LOS ANGELES CITY BOARD OF EDUCATION FOR CONSIDERATION

SUBJECT: Strengthen Support for Standard English Learners (Res-097-13/14)

DATE NOTICED: 05-20-14   PRESENTED FOR ACTION: 06-10-14

PRESENTED BY: Ms. García, Mr. Zimmer,   MOVED/SECONDED BY: Ms. García /
Ms. Ratliff   Mr. Zimmer

MOTION: RESOLUTION: x

Whereas, Language is essential to children's cognitive and social development, transmits knowledge to the learner, stimulates understanding and learning and permeates all learning standards;

Whereas, Los Angeles School District seeks to ensure every student has equitable opportunities to learn as both a human right and a civil right, and seeks to ensure access to a linguistically and culturally responsive instruction for equitable access to the curriculum;

Whereas, The language of the school and classroom is Standard English, and every student must demonstrate mastery and proficiency in all aspects of the English language in order to be college and career ready upon high school completion;

Whereas, Students face barriers to learning when their language varies from the Academic Standard English used in classroom discourse and in textbooks, and thus may not always access equitable opportunities to learn;

Whereas, Building on the strengths of a students' first language is the most effective means to develop proficiency in a second language, a full access to classroom discourse, and to a rigorous curriculum;
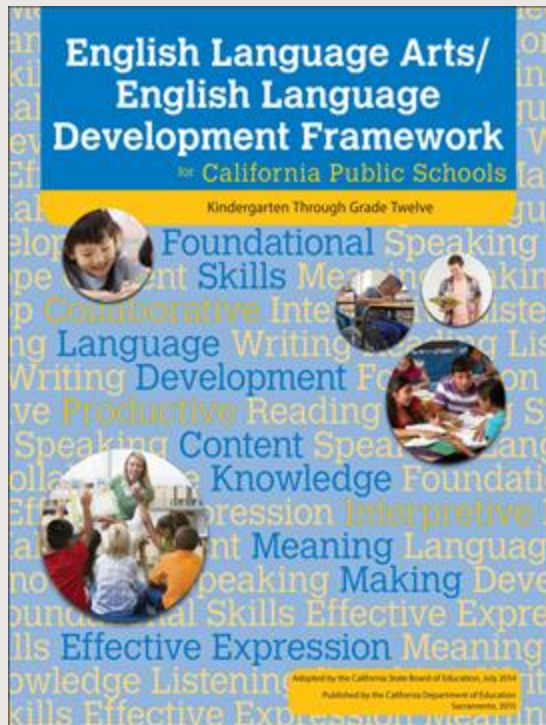
Whereas, African American Vernacular English, Mexican American (and other Latino groups) English, Hawai'ian Pidgin English, and Native American English are the languages of a significant number of students, commonly referred to as Standard English Learners (SEL) in the LAUSD, and identified as English Only and or Initially Fluent English Proficient, who demonstrate limited English vocabulary and syntactical, grammatical and phonological differences indicative of a distinct language group;

Whereas, The LAUSD recognizes that SEL students require unique language development interventions and programs to ensure full access to the rigorous curriculum of the LAUSD and to learning opportunities within the context of school;

Whereas, The academic performance of students who are speakers of African American Vernacular English, Mexican American English, Hawai'ian Pidgin English, and Native American English (Standard English Learners) is lagging behind English Only students who use standard English, and behind SEL students who receive structured Academic Standard English support;

Page 1 of 3

California ELA/ELD Framework

English Language Arts/ English Language Development Framework
for California Public Schools
Kindergarten Through Grade Twelve

There are differences between the varieties of English that Standard English Learners (SELs) use in their home communities and Standard English, therefore, SELs may experience difficulties in successfully participating in school if their teachers do not actively support them to develop standard English, and more specifically academic English (Chapter 9, CA ELA/ELD Framework).

LA Unified on the Cutting Edge

- First and largest program serving the needs of Standard English Learners (SELs) in the country
  - 92 schools have committed to implementing the Academic English Mastery Program (AEMP)

- The SEL term was developed to identify a group of underserved students who had significant language needs that impacted their academic success and to include ethnicities other than African American

2018 Master Plan

- Chapter 5 of Master Plan: Effective Instruction for Standard English Learners

- Chapter 9 of the CA ELA/ELD Framework: Access & Equity
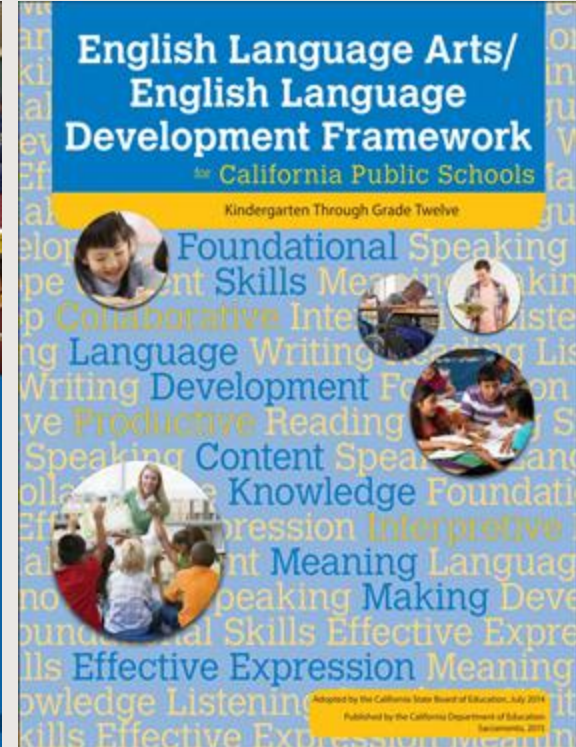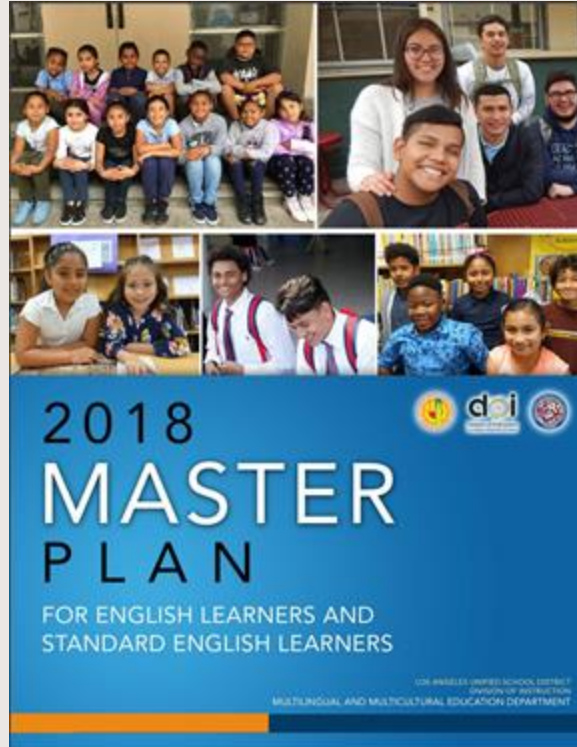
LAUSD Teaching and Learning Framework & CLR

STANDARD 1: PLANNING AND PREPARATION
a. Demonstrating Knowledge of Content and Pedagogy
1. Knowledge of Content and the Structure of the Discipline
2. *Knowledge of Content-Related Pedagogy*
b. Demonstrating Knowledge of Students
1. *Awareness of Students' Skills, Knowledge, and Language Proficiency*
2. Knowledge of How Children, Adolescents, and Adults Learn
3. Knowledge of Students' Special Needs
4. Knowledge of Students' Interests and Cultural Heritage
c. Establishing Instructional Outcomes
1. Value, Sequence, Alignment, and Clarity
2. Suitability for Diverse Learners
d. Designing Coherent Instruction
1. *Standards-Based Learning Activities*
2. Instructional Materials, Technology, and Resources
3. Purposeful Instructional Groups
4. Lesson and Unit Structure
e. Designing Student Assessment
1. Aligns with Instructional Outcomes
2. *Planning Assessment Criteria*
3. Design of Formative Assessments
4. Analysis and Use of Assessment Data for Planning

Elements	Effective Practice	Highly Effective Practice
1a2. Knowledge of Content-Related Pedagogy Uses pedagogical content knowledge to plan instruction in the particular subject area. **PC, A** **EDST Focus Element**	Teacher's plan reflects intentional selection of effective research-based pedagogical approaches in the discipline, including cultural or linguistic responsiveness[1] or social emotional wellness[2], and are appropriate for the essential understandings and big ideas addressed in the lesson. Teacher plans appropriate use of technology and of 21st Century Skills. Teacher anticipates students' misunderstandings.	Teacher's plan reflects intentional selection of effective research-based pedagogical approaches in the discipline, including cultural or linguistic responsiveness[1] or social emotional wellness[2], appropriate for the essential understanding and big ideas addressed in the lesson. Teacher plans appropriate use of technology, and 21st Century Skills. Teacher anticipates and includes plans to address students' misunderstandings.

Principal Gregory Hooker
Manchester, Ambler, & Foshay Learning Center

Why Culturally and Linguistically Responsive Pedagogy (CLRP)?

Overserving the Underserved!

- Educators implementing CLRP look to overserve the most underserved

- Underserved-any student who is not successful academically, socially, and/or behaviorally because that student's needs have not been met

- Traditionally Underserved-Student groups who have historical trajectories of underachievement and experiences of under service

Who are Standard English Learners (SELs)?

Students for whom **Standard English** <u>is not native</u>, and whose home languages differ in **<u>structure and form</u>** from the language of school.

CLRP ensures that students are ready for the world in limitless ways!

Four Student Groups:

- African American
- Mexican American
- Hawaiian American
- Native American /American Indian

AEMP Schools

	East	North	South	West	District Totals
Elementary Schools	22	8	35	10	75
Secondary Schools	1	3	11	2	17
Totals	23	11	46	12	92

What is Culturally and Linguistically Responsive Pedagogy?

CLR Pedagogy

CLR pedagogy is the **validation and affirmation of the home (Indigenous) culture and home language for the purposes of building and bridging** the student to success in the culture of academia and mainstream society (Hollie, 2017)

"The **central focus of CLR** is the ethnocultural identity of students, but not to the exclusion of the other identities that define culture. Additionally, educators have to be responsive to…the ***Rings of Culture***." (Hollie, 2017)

Intersectionality of Culture

The Rings of Culture are age, orientation, nationality, socio-economic status, religion, gender, and ethnicity. These identities, studied in isolation, communicate who we are and why we enact certain behaviors. Each of these rings is a potential source of responsiveness for the educator.

The Rings of Culture are fundamental to culturally and linguistically responsive teaching. The central feature of culturally and linguistically responsive teaching is students' ethnocultural identity, but not to the exclusion of the other layered identities that come with culture.
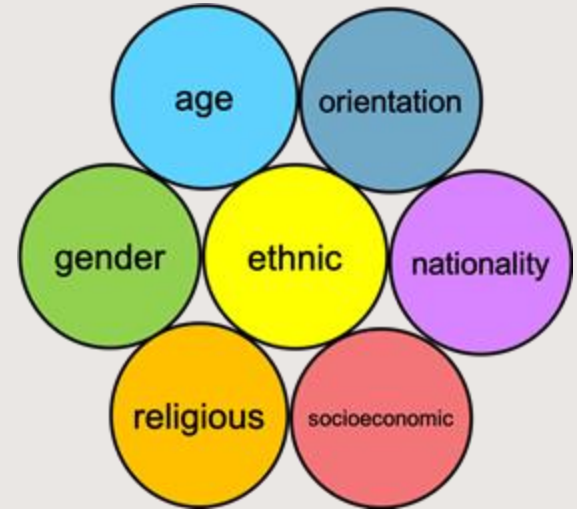
VABBING...........

(Hollie, 2017)

Validate	Affirm	Build	Bridge
Making legitimate that which the institution (academia) and mainstream media have made illegitimate culturally and linguistically	Making positive that which the institution (academia) and mainstream media have made negative culturally and linguistically	Creating the connections between the home culture/ language and the school culture/ language through instruction (teaching necessary skills) for success	Creating opportunities for situational appropriateness or utilizing appropriate cultural or linguistic behaviors

lausd.org/mmed

The Five Areas of CLR

- Protocols for responding and discussing
- Movement activities

- Classroom reflects students' cultures
- Physical space promotes student collaboration

Responsive Management

Responsive Literacy

CLR

Responsive Environment

Responsive Language

Responsive Vocabulary

- Use of culturally responsive and authentic text
- Literacy activities across content areas

- Opportunities for situational appropriateness
- Providing multiple and structured opportunities for students to engage in academic conversations

- Vocabulary acquisition strategies
- Tier 2 and 3 vocabulary words

Responsive Environment

Contains the following elements:

1. Print-Rich Environment-70% authentic and 30% commercially produced
1. Learning Center
2. Culturally Responsive Libraries
3. Relevant Bulletin Boards
4. Displayed Student Work and Images of Students

Responsive Management

Effective management increases student engagement and decreases management issues by way of responsive strategies and activities.

3Rs
Rapport, Relationship, Respect

3Ps
Positive, Proactive, Preventative

Teacher-Student

Student-Student

Responsive Literacy

The Four Domains of Language
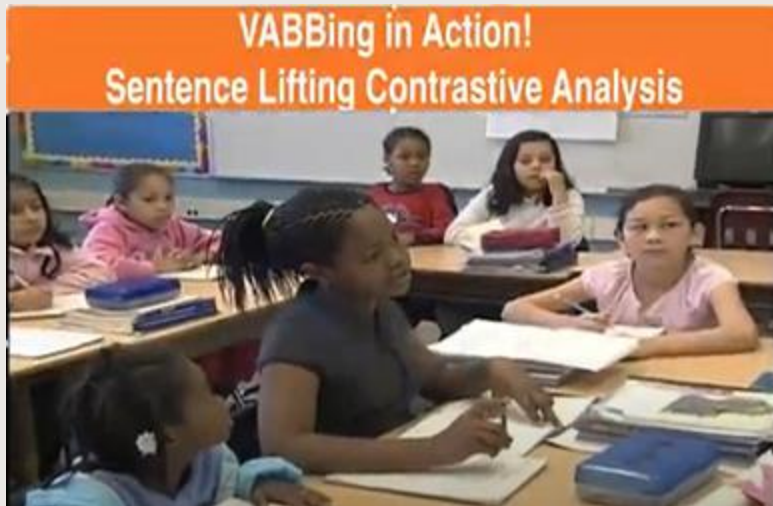

Listening

Language Learning

Speaking

Reading

Writing

Native American Responsive Literacy

Dr. Debbie Reese, Nambé Pueblo

Responsive Language

VABBing in Action!
Sentence Lifting Contrastive Analysis
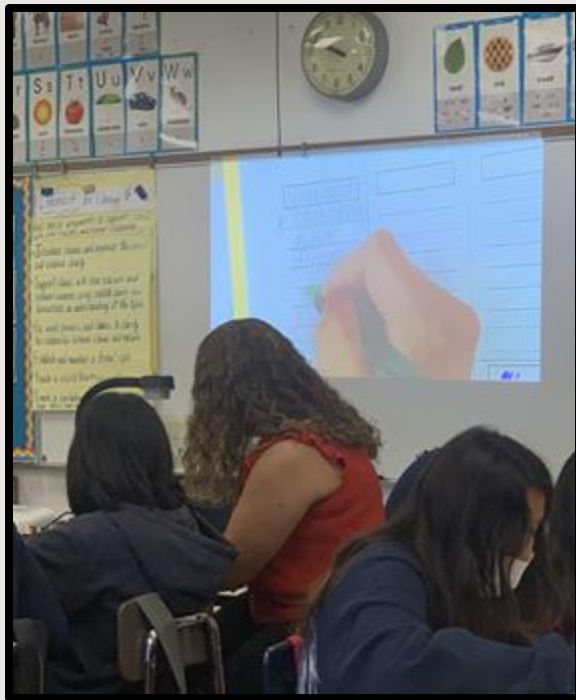
- Opportunities for situational appropriateness

- Providing multiple and structured opportunities for students to engage in academic conversations

Responsive Vocabulary

The Joy of CLRP

Spoken Word Student Performance

Graye-Sky Pearson-2nd Grade (Manchester ES)
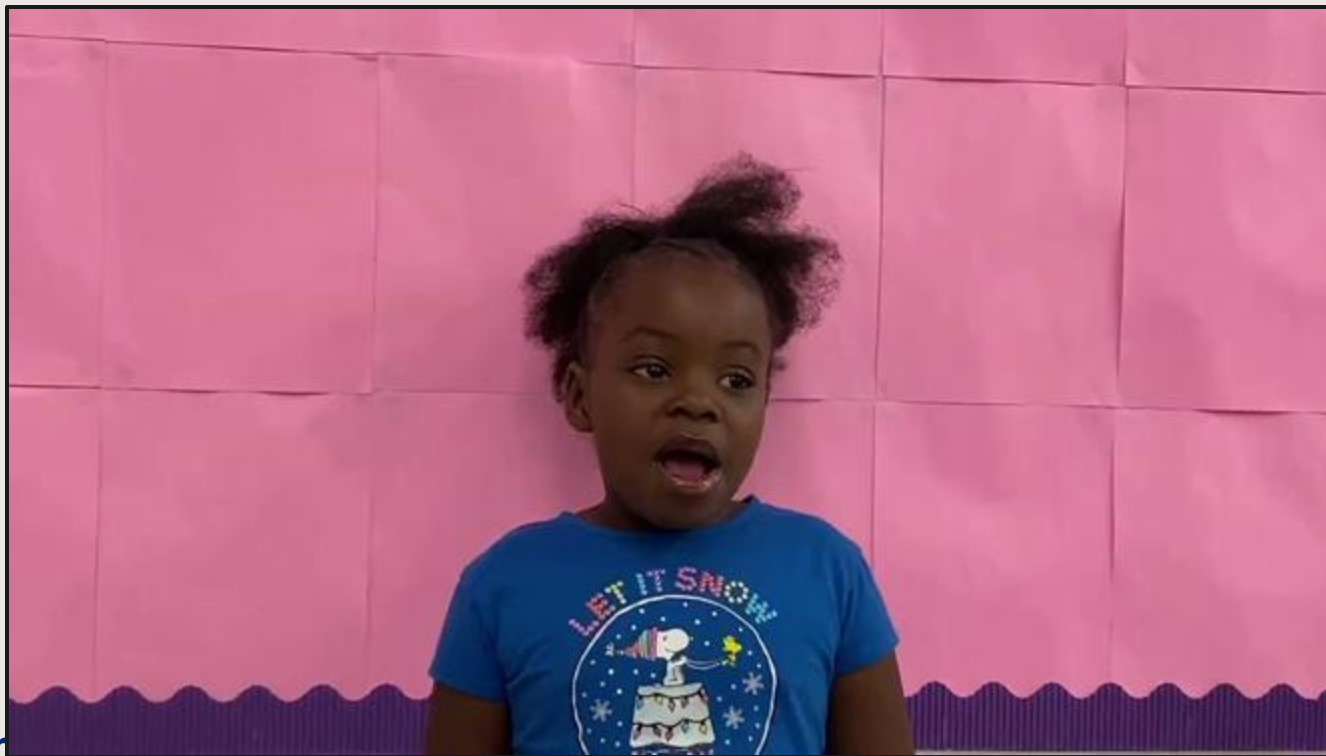
Spoken Word Student Performance

Joan-Kristen Gray - 12th Grade (Valley Academy of Arts & Sciences)

Community Environment

- All student artists and families were in attendance
- Event was held in partnership with the Association of Mexican American Educators (AMAE)
- Each student artist was honored with their framed art piece, a certificate and donated prizes

lausd.org/mmed

AEMP Latinx Heritage Month Art Contest **Winners**

K - 1st Grade	2nd - 3rd Grade	4th - 5th Grade

Adelina Figueroa
Heliotrope ES

"Collage"

Alexa Castillo
Langdon ES

"Sol y Luna"

Cruz Nunez
186th Street ES

"A Reflection of Me"

lausd.org/mn
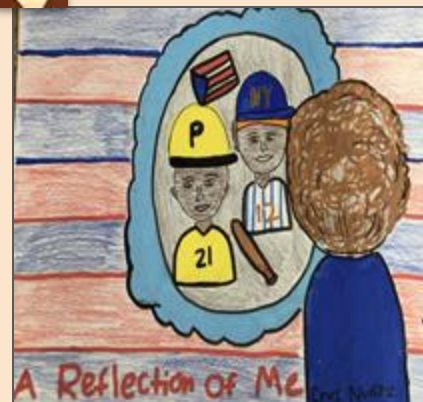
AEMP Latinx Heritage Month Art Contest **Winners**

6th - 8th Grade

Danna Gonzalez
Johnnie Cochran MS

"My Culture Is Beautiful"

9th - 10th Grade

Maya Everhart-Sanchez Mendez HS
"Remembrance"

11th - 12th Grade

Tania Lopez Flores
Ramon C. Cortines HS

"La Nievera"

lausd.org/mr.ca
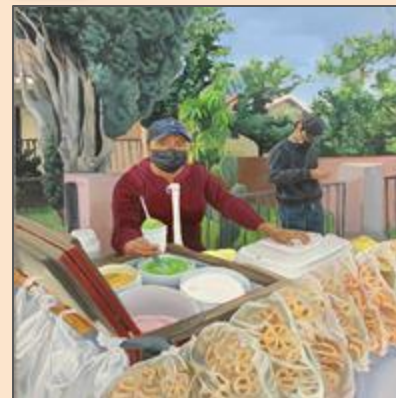
Educational Partners Testimony
Our Collective Why

Principal Gabriela Rodriguez Heliotrope Avenue Elementary

Parent: Esperanza Figueroa

Heliotrope Avenue Elementary

AEMP Parent Representative

How is CLRP Promoted and Advanced in the District

AEMP Service Delivery Model

Tier 1 – Region Support
Central Office AEMP team member to support each Region to collaborate and build the capacity of instructional leadership teams with the integration of CLR pedagogy. Includes instructional rounds, and district-wide professional development such as the Master Plan Institute, Equal Access Series, school site banked time PD sessions, and other LD extended learning opportunities.

Tier 2 – AEMP School Support
Schools within the AEMP Support Network will be allocated funding for a SEL Teacher Advisor semesterly differential, receive training and support to assist with CLR implementation. In addition, they will participate in monthly PDs, receive resources and support for MELD teachers. Coaches will be strategically placed within AEMP network schools.

Tier 3 – AEMP Model Schools
7 Schools (one in each Region) serve as emerging models of excellence in culturally and linguistically responsive teaching and learning. These emerging models receive intensive PD, an on-site coach, and resource support for all educational partners.

Tier 3

Tier 2

Tier 1
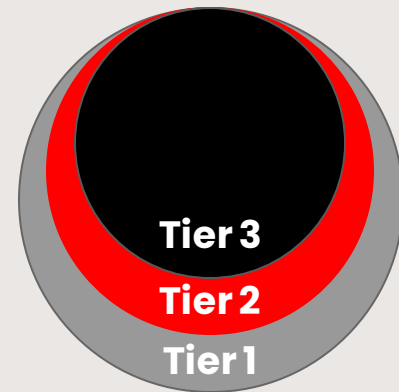
AEMP Service Delivery Model

Testimonial

"Today's PD provided me with resources I can use in my classroom immediately and gave me information to reframe my thinking and adjust my math instruction to best meet the needs of my learners."

AEMP Program Agreements

- **Principal**-Maintains an ongoing partnership with the SEL Language Instructional Coach, AEMP Central Office, and Mainstream English Language Development (MELD) teachers in order to uphold the mission statement of AEMP and implements the program with fidelity

- **SEL Teacher Advisor**-Attends all scheduled Teacher Advisor meetings and delivers consistent exemplary MELD instruction

- **MELD Teachers**-Conducts MELD instruction, 45-60 minutes daily, and serves as a model teacher

- **Parent Representatives**-Attends parent workshops and maintains an active Parent Center

Alignment between the Strategic Plan and the Coherence Wheel

Pillar 1: Academic Excellence
- High-Quality Instruction
- Enriching Experiences
- Eliminating Opportunity Gaps
- College and Career Readiness

Pillar 2: Joy and Wellness
- Welcoming Learning Environments
- Whole-Child Well-Being
- Strong Social-Emotional Skills
- Outstanding Attendance

Pillar 3: Engagement and Collaboration
- Strong Relationships
- Accessible Information
- Leading for Impact
- Honoring Perspectives

Pillar 4: Operational Effectiveness
- Data-Driven Decision-Making
- Modernizing Infrastructure
- Sustainable Budgeting
- District of Choice

Pillar 5: Investing in Staff
- Diverse Workforce
- Professional Learning
- Staff Wellness
- High Performance Standards

lausd.org/mmed

40

Standing on the Shoulders of Greatness

Dr. Noma LeMoine served as the Director of the Academic English Mastery Program that was created in 1999. Her work led to the development of the largest program in the nation dedicated to meeting the language and learning needs of Standard English Learners:

- African American
- Mexican American
- Native American
- Hawaiian American

UCLA has designated AEMP as a national model for culturally and linguistically responsive pedagogy.

"A child cannot be taught by anyone whose demand, essentially, is that the child repudiate his experience and all that gives him sustenance"-James Baldwin

Thank you

Ready for the World
In Limitless Ways!

lausd.org/mmed