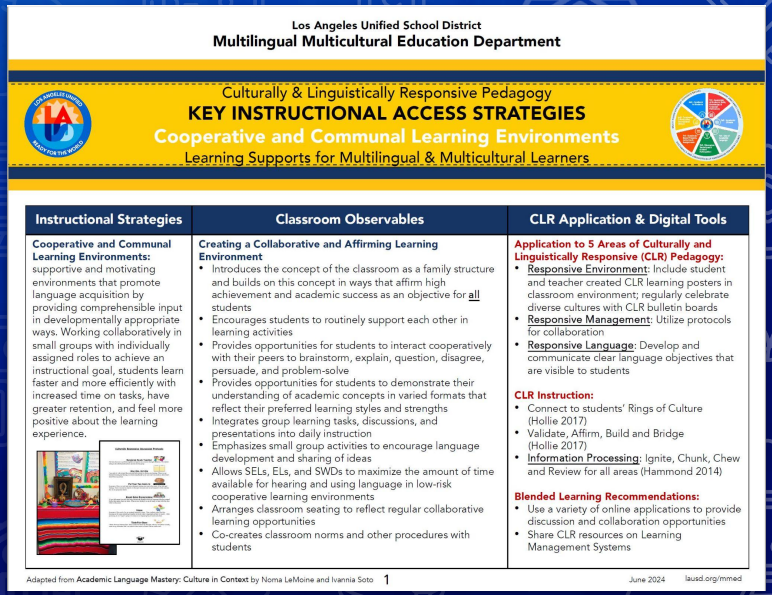
Culturally and Linguistically Responsive Pedagogy Trifold (CLRP Trifold)

September 26, 2024



Los Angeles Unified School District
Multilingual Multicultural Education Department

Culturally & Linguistically Responsive Pedagogy
KEY INSTRUCTIONAL ACCESS STRATEGIES
Cooperative and Communal Learning Environments
Learning Supports for Multilingual & Multicultural Learners

Instructional Strategies	Classroom Observables	CLR Application & Digital Tools
Cooperative and Communal Learning Environments: supportive and motivating environments that promote language acquisition by providing comprehensible input in developmentally appropriate ways. Working collaboratively in small groups with individually assigned roles to achieve an instructional goal, students learn faster and more efficiently with increased time on tasks, have greater retention, and feel more positive about the learning experience.	**Creating a Collaborative and Affirming Learning Environment** • Introduces the concept of the classroom as a family structure and builds on this concept in ways that affirm high achievement and academic success as an objective for all students • Encourages students to routinely support each other in learning activities • Provides opportunities for students to interact cooperatively with their peers to brainstorm, explain, question, disagree, persuade, and problem-solve • Provides opportunities for students to demonstrate their understanding of academic concepts in varied formats that reflect their preferred learning styles and strengths • Integrates group learning tasks, discussions, and presentations into daily instruction • Emphasizes small group activities to encourage language development and sharing of ideas • Allows SELs, ELs, and SWDs to maximize the amount of time available for hearing and using language in low-risk cooperative learning environments • Arranges classroom seating to reflect regular collaborative learning opportunities • Co-creates classroom norms and other procedures with students	**Application to 5 Areas of Culturally and Linguistically Responsive (CLR) Pedagogy:** • Responsive Environment: Include student and teacher created CLR learning posters in classroom environment; regularly celebrate diverse cultures with CLR bulletin boards • Responsive Management: Utilize protocols for collaboration • Responsive Language: Develop and communicate clear language objectives that are visible to students **CLR Instruction:** • Connect to students' Rings of Culture (Hollie 2017) • Validate, Affirm, Build and Bridge (Hollie 2017) • Information Processing: Ignite, Chunk, Chew and Review for all areas (Hammond 2014) **Blended Learning Recommendations:** • Use a variety of online applications to provide discussion and collaboration opportunities • Share CLR resources on Learning Management Systems

Adapted from **Academic Language Mastery: Culture in Context** by Noma LeMoine and Ivannia Soto 1 June 2024 lausd.org/mmed

Introductions

Lydia Acosta Stephens,
Executive Director
Multilingual Multicultural Education Department
Proud Parent of They/Them Kiddo

Administrative Team

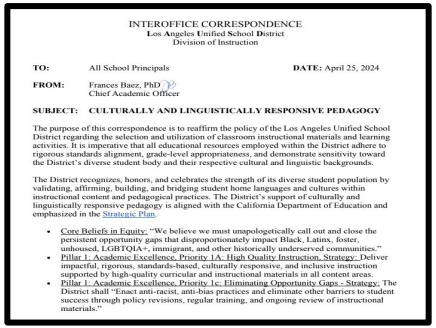
Elizabeth Pratt,
Administrator
Access, Equity, and Acceleration

Javier San Roman
Administrative Coordinator
Academic English Mastery Program

CLRP IOC and Messaging

"It is imperative that all educational resources employed within the District adhere to rigorous standards alignment, grade-level appropriateness, and demonstrate sensitivity toward the District's diverse students body and their respective cultural and linguistic backgrounds."

IOC



INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
Division of Instruction

TO: All School Principals **DATE:** April 25, 2024

FROM: Frances Baez, PhD
Chief Academic Officer

SUBJECT: **CULTURALLY AND LINGUISTICALLY RESPONSIVE PEDAGOGY**

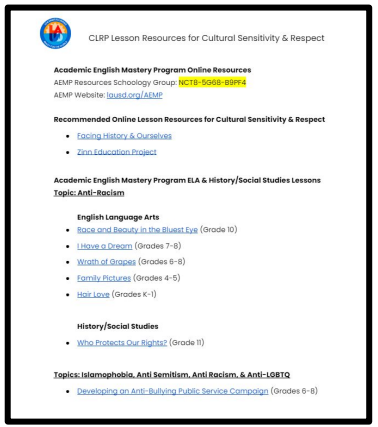
The purpose of this correspondence is to reaffirm the policy of the Los Angeles Unified School District regarding the selection and utilization of classroom instructional materials and learning activities. It is imperative that all educational resources employed within the District adhere to rigorous standards alignment, grade-level appropriateness, and demonstrate sensitivity toward the District's diverse student body and their respective cultural and linguistic backgrounds.

The District recognizes, honors, and celebrates the strength of its diverse student population by validating, affirming, building, and bridging student home languages and cultures within instructional content and pedagogical practices. The District's support of culturally and linguistically responsive pedagogy is aligned with the California Department of Education and emphasized in the Strategic Plan.

- Core Beliefs in Equity: "We believe we must unapologetically call out and close the persistent opportunity gaps that disproportionately impact Black, Latinx, foster, unhoused, LGBTQIA+, immigrant, and other historically underserved communities."
- Pillar 1: Academic Excellence, Priority 1A: High Quality Instruction, Strategy: Deliver impactful, rigorous, standards-based, culturally responsive, and inclusive instruction supported by high-quality curricular and instructional materials in all content areas.
- Pillar 1: Academic Excellence, Priority 1c: Eliminating Opportunity Gaps - Strategy: The District shall "Enact anti-racist, anti-bias practices and eliminate other barriers to student success through policy revisions, regular training, and ongoing review of instructional materials."

Resources

- Explains alignment to Strategic Plan, CCSS, and Teaching and Learning Framework
- Connects to Bulletin 145709: Selection and Review Policy for School Instructional Materials
- Provides Instructional K-12 Resources



CLRP Lesson Resources for Cultural Sensitivity & Respect

Academic English Mastery Program Online Resources
AEMP Resources Schoology Group: NCT6-5G68-B9FF4
AEMP WebSite: lausd.org/AEMP

Recommended Online Lesson Resources for Cultural Sensitivity & Respect

- Facing History & Ourselves
- Zinn Education Project

Academic English Mastery Program ELA & History/Social Studies Lessons
Topic: Anti-Racism

English Language Arts

- Race and Beauty in the Bluest Eye (Grade 10)
- I Have a Dream (Grades 7-8)
- Wrath of Grapes (Grades 6-8)
- Family Pictures (Grades 4-5)
- Hair Love (Grades K-1)

History/Social Studies

- Who Protects Our Rights? (Grade 11)

Topics: Islamophobia, Anti Semitism, Anti Racism, & Anti-LGBTQ

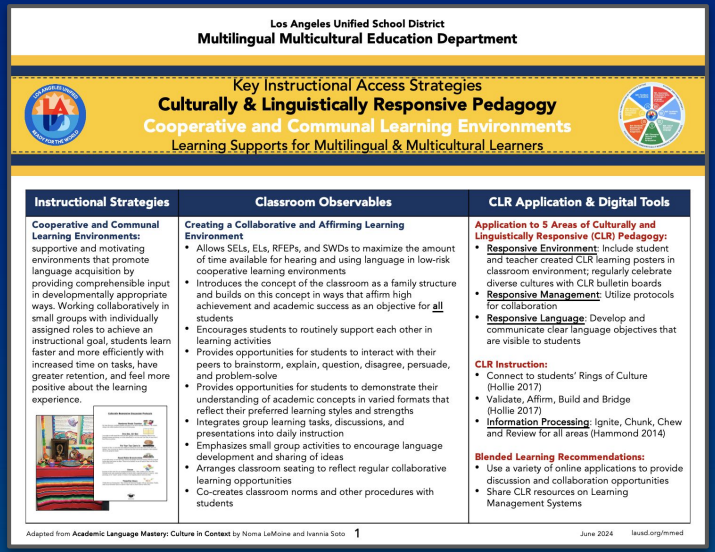
- Developing an Anti-Bullying Public Service Campaign (Grades 6-8)

Purpose of the CLRP Trifold

Purpose of the CLRP Trifold

- **Districtwide Implementation:** The Trifold is designed to assist teachers to operationalize culturally and linguistically responsive teaching through the use of six instructional strategies that are efficacious for advancing language acquisition and learning for all students
- **Lesson Planning**: The Trifold is a convenient resource that reminds teachers to integrate high-yield strategies into their day-to-day lesson plans
- **Classroom Walkthroughs**: The Trifold offers a series of classroom observables or look-fors that provide examples as to how the access strategy is implemented. Peers can utilize the Trifold to look for evidence of the strategy used in a lesson study cycle or peer coaching session

What are the CLRP Key Instructional Access Strategies?



Los Angeles Unified School District
Multilingual Multicultural Education Department

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Culturally & Linguistically Responsive Pedagogy
Cooperative and Communal Learning Environments
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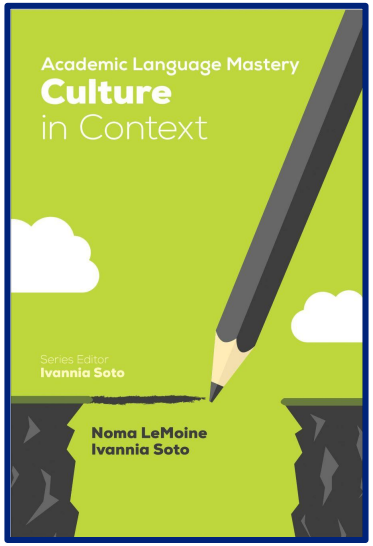
Adapted from **Academic Language Mastery: Culture In Context** by Noma LeMoine and Ivannia Soto 1 June 2024 lausd.org/mmed

Six CLRP Key Instructional Access Strategies



Why Instructional Access Strategies?

There are six culturally and linguistically responsive instructional strategies that are efficacious for advancing language acquisition and learning for Standard English Learners. They include student responses to instruction that teachers should observe as outcomes when instruction is culturally and linguistically responsive.

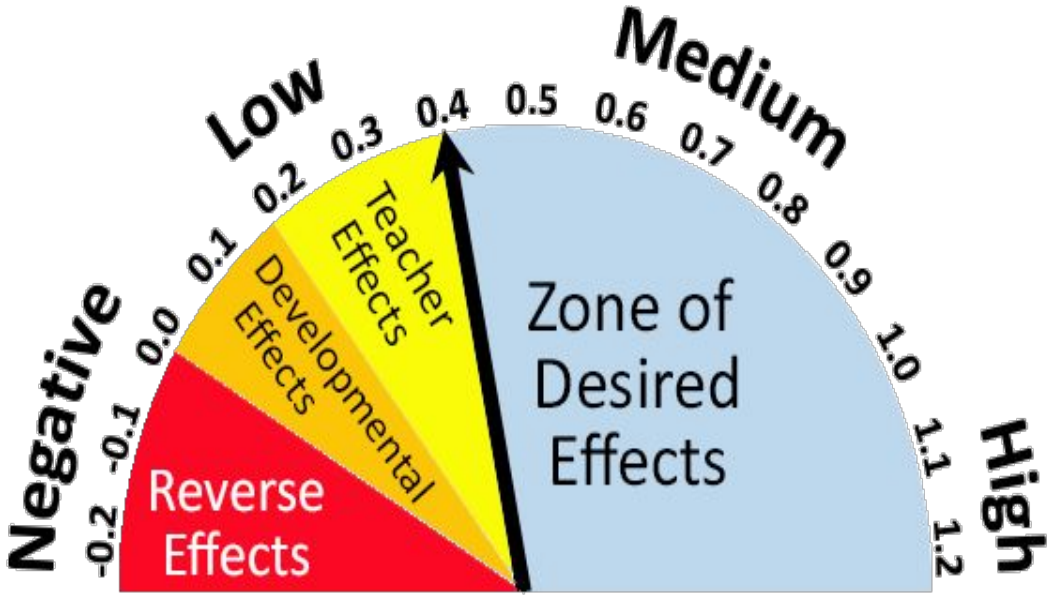
-Adapted from Academic Language Mastery Culture in Context (Lemoine & Soto, p. 60)

- Cooperative and Communal Learning
- Instructional Conversations
- Academic Language Development
- Advanced Graphic Organizers
- Making Cultural Connections
- Contrastive Analysis

Barometer of Influence

John Hattie's "Barometer" of Influence is a visual aid that represents the effect size that a particular instructional strategy has on student achievement.

An effect size of .4 or higher represents one year of growth and is coded as the Zone of Desired Effects. Instructional strategies of .4 or greater are considered high-yield strategies.



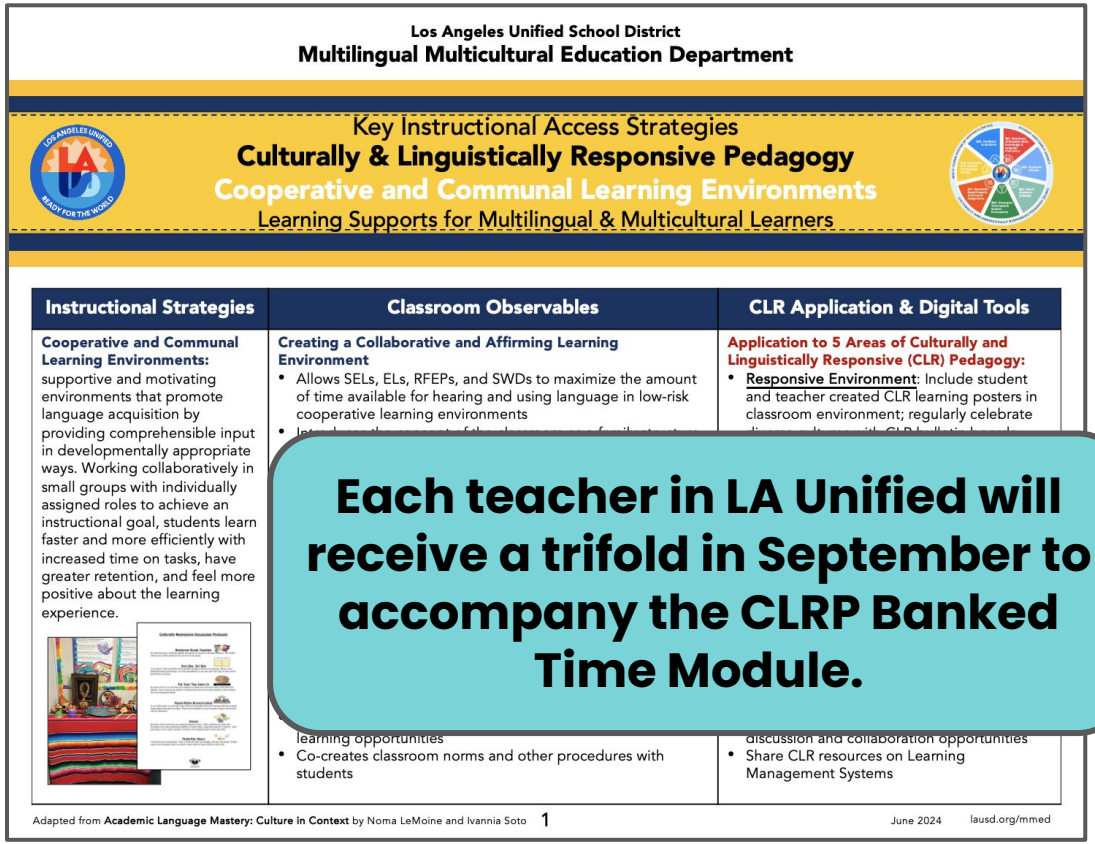
Hattie, 2019

Six Key Access Strategies: Effect Sizes > 0.4

Instructional Conversations	.82 (Classroom Discussions)
Academic Language Development	.67 (Vocabulary Programs)
Making Cultural Connections	.52 (Classroom Management) & .65 (Prior Achievement/Knowledge)
Advanced Graphic Organizers	.59 (Taking Notes)
Cooperative and Communal Learning	.42 (Cooperative Learning) & .53 (Classroom Cohesion)
Contrastive Analysis	.37 (Bilingual Programs)

Six CLRP Key Instructional Access Strategies

CLRP Trifold: Six Key Instructional Access Strategies



Los Angeles Unified School District
Multilingual Multicultural Education Department

Key Instructional Access Strategies
Culturally & Linguistically Responsive Pedagogy
Cooperative and Communal Learning Environments
Learning Supports for Multilingual & Multicultural Learners

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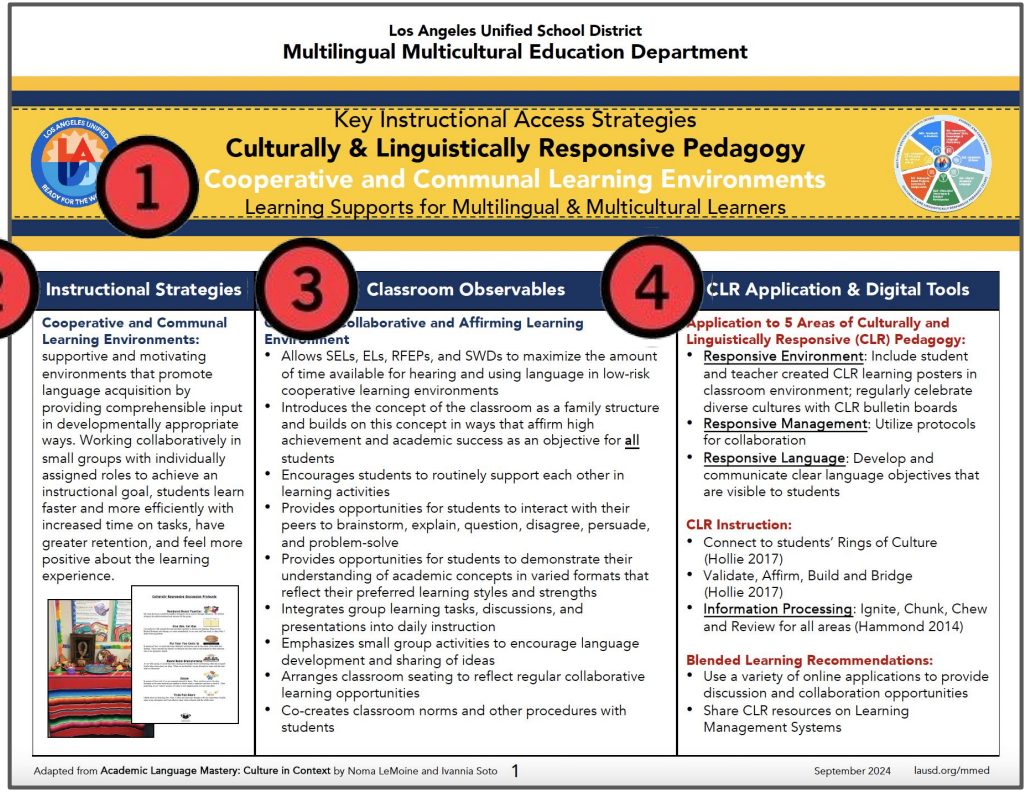
Each teacher in LA Unified will receive a trifold in September to accompany the CLRP Banked Time Module.

- Cooperative and Communal Learning
- Instructional Conversations
- Academic Language Development
- Advanced Graphic Organizers
- Making Cultural Connections
- Contrastive Analysis

About this CLRP Trifold…

How the CLRP Trifold is Organized

1. **Name** of Key Instructional Access Strategy
2. **Definition**: What is it?
3. **Classroom Observables**: What does it look like in the classroom?
4. **Connections** to CLR



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1

2

Instructional Strategies

Cooperative and Communal Learning Environments: supportive and motivating environments that promote language acquisition by providing comprehensible input in developmentally appropriate ways. Working collaboratively in small groups with individually assigned roles to achieve an instructional goal, students learn faster and more efficiently with increased time on tasks, have greater retention, and feel more positive about the learning experience.

3

Classroom Observables

Collaborative and Affirming Learning Environment

- Allows SELs, ELs, RFEPs, and SWDs to maximize the amount of time available for hearing and using language in low-risk cooperative learning environments
- Introduces the concept of the classroom as a family structure and builds on this concept in ways that affirm high achievement and academic success as an objective for all students
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4

CLR Application & Digital Tools

Application to 5 Areas of Culturally and Linguistically Responsive (CLR) Pedagogy:

- Responsive Environment: Include student and teacher created CLR learning posters in classroom environment; regularly celebrate diverse cultures with CLR bulletin boards
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CLR Instruction:

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Blended Learning Recommendations:

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1. Cooperative & Communal Learning

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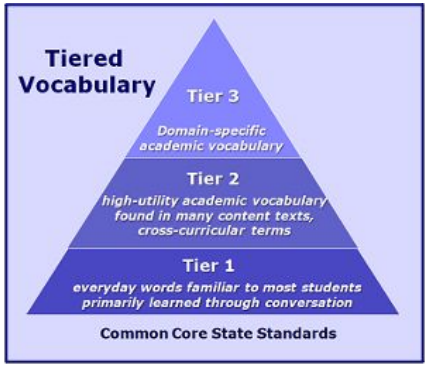
2. Instructional Conversations

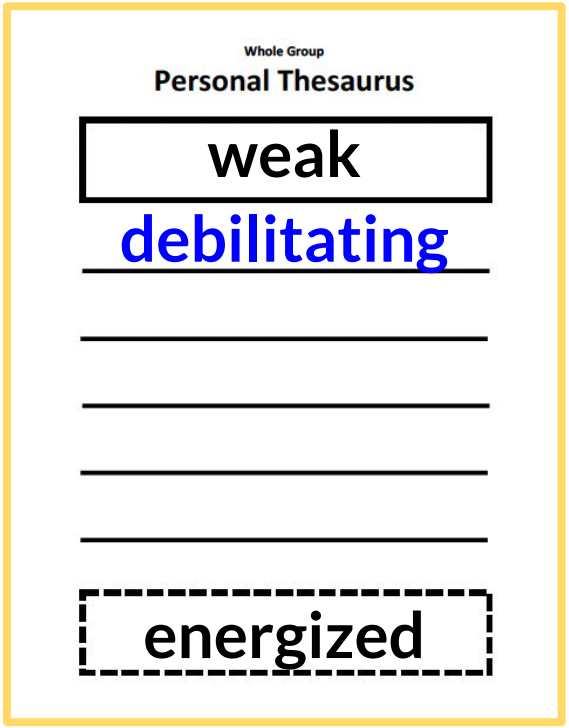
Instructional Conversations: *discussion-based lessons carried out with more competent others that help students arrive at a deeper understanding of academic content. Instructional conversations (ICs) develop critical thinking, language, and linguistics by making connections between academic content, students' prior knowledge, and cultural experiences.*

3. Academic Language Development

Academic Language Development (ALD):
teaches academic English by connecting it to the conceptual knowledge and vocabulary that students bring from their home and community environments. ALD promotes increased ability in students to communicate their ideas orally and in writing, using academic English.

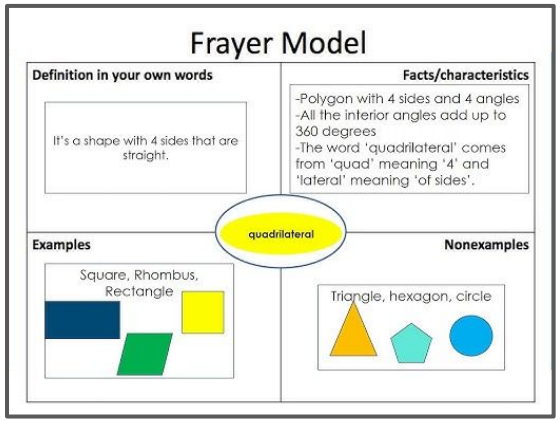


"There are not many topics in education that find general agreement among educators. The importance of students increasing their academic vocabulary skills is one of the few." (Hollie 2018)



4. Academic Language Development

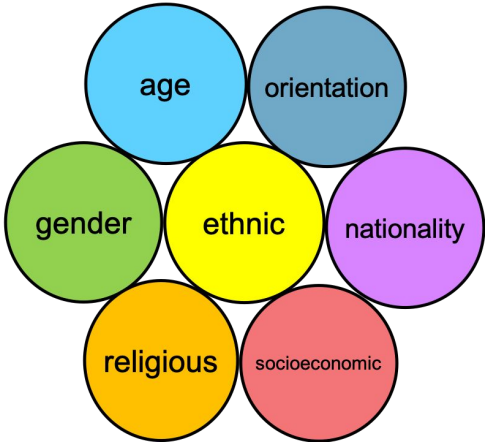
Advanced Graphic Organizers: *visual tools and representations of information that show the structure of concepts and the relationships between ideas to support critical thinking. Their effective use promotes active learning that helps students construct knowledge, organize thinking, and visualize abstract concepts.*



EXAMPLE What does the text SAY?	ELABORATION What does it Mean?	SO-WHAT Why does it Matter?
"What's in a name? That which we call a rose/By any other name would smell as sweet" (78).	Juliet is thinking about why she can't be with Romeo and believes that what something is called is *less* important that what something actually is. ***Notice that this column is the longest out of the three.***	Society judges people and things based on surface characteristics such as what they look like or are called. Because Romeo's last name is Montague, Juliet's family considers him to be an unfit match romantically. Shakespeare uses a simile to show how false this thinking is, for to Juliet, Romeo's personal attributes are more important than his last name.

5. Making Cultural Connections

Making Cultural Connections: *the intentional practice of creating meaningful connections between what students learn in school and their cultures, languages, and life experiences. These connections help students access rigorous curriculum, develop higher-level academic skills, and see the relevance between what they learn at school and in their daily lives.*



6. Contrastive Analysis

Contrastive Analysis: *the systematic study of a pair of languages with a view to identifying their structural differences and similarities. Promotes the acquisition of academic language and helps students become proficient readers, writers, and speakers of Standard American and academic English.*

AAL Ex: *That* ***Tasha*** *iPhone. (Tasha is the possessive marker-verbally emphasized)*

SE Ex: *That's Tasha's iPhone. (Use of possessive marker)*

African-American Language (AAVE) Common Rules List

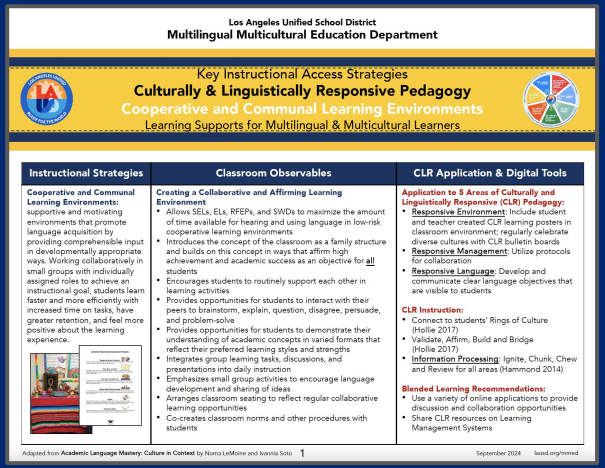
Linguistic Feature	Example	Translation
Category: Sounds		
1. /th/ Sound (digraphs)	Dis is my mouf.	This is my mouth.
2. Consonant Clusters	I put my tes on the des. It's col.	I put my test on the desk. It's cold.
3. Short /e/ and Short /i/ Vowel Pairs/ homophones	I am tin years old.	I am ten years old.
4. Syllable Stress Patterns	She stayed at a hotel.	She stayed at a hotel.
5. The /R/ Sound a. Reflexive /r/ Sound b. /er/ Sound	Yo sista is Ca'ol.	Your sister is Carol.
6. The /L/ sound	I won a milyon in the lottery.	I won a million in the lottery.
7. Inflectional Ending "ing"	They are runnin very fast.	They are running very fast.
Category: Markers (Morphemes)		
8. The Past Tense Marker "ed"	My mother cook dinner last night.	My mother cooked dinner last night.
9. Plural Marker	She spent 35 cent.	She spent 35 cents.
10. Possessive Marker	That is Carla car.	That is Carla's car.
Category: Syntax		
11. Multiple Negation	He don't have no friends.	He doesn't have any friends.
12. Present Tense Copula Verb	The cat in the tree.	The cat is in the tree.
13. Topicalization	That boy he funny.	That boy, tared, is funny.
14. Habitual Be (Meaning usually)	My mother be at home.	My mother is usually at home.
15. The use of "go" as copula verb	There he go.	There he is.
16. First Person Future	I'm gonna wash the car.	I'm going to wash the car.
Category: Regularized Patterns		
17. Indefinite Article "a/an"	She has a umbrella.	She has an umbrella.
18. Third Person Singular	Miles swim everyday	Miles swims everyday.
19. Past Tense Auxiliary Verb	We was in the classroom.	We were in the classroom.
20. Reflexive Pronoun	He drove hisself to the hospital.	He drove himself to the hospital.
21. Demonstrative Pronoun	I see dem children.	I see those children.

2016

Adapted from LAUSD's Teachers Guide to Supporting African-American Standard English Learners and Culturally Responsive Teaching and Learning (Hollie, 2012)

How does the CLRP Trifold align to the Strategic Plan and the Teaching and Learning Framework?

Alignment & Coherence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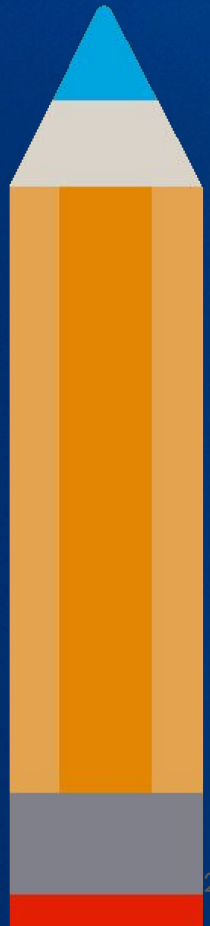
TLF Connections to the Access Strategies

Cooperative and Communal Learning	**3c2:** Purposeful and Productive Instructional Groups
Instructional Conversations	**3b2:** Discussion Techniques and Student Participation
Academic Language Development	**3a4:** Use of Academic Language
Advanced Graphic Organizers	**3c1:** Standards-Based Projects, Activities, & Assignments
Making Cultural Connections	**1b1:** Awareness of Students' Skills, Knowledge and Language Proficiency
Contrastive Analysis	**3a4:** Use of Academic Language

Banked Time CLRP PD Module

This module is designed to enhance educators' skills in delivering instruction that is both **academically rigorous** and **culturally responsive**. Participants will learn to create **inclusive learning environments** that acknowledge and **utilize the cultural and linguistic assets** of all students.



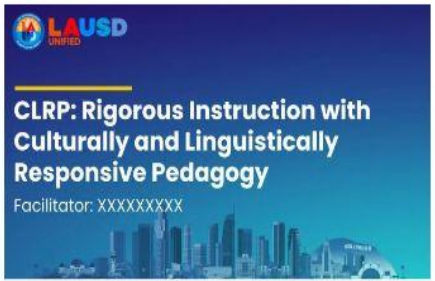
CLRP Banked Time Module

CLRP: Rigorous Instruction with Culturally and Linguistically Responsive Pedagogy

Description: This module is designed to enhance educators' skills in delivering instruction that is both academically rigorous and culturally responsive. Participants will learn to create inclusive learning environments that acknowledge and utilize the cultural and linguistic assets of all students.

Participant Learning Outcomes

- Participants will have common understanding of CLRP and the Five Pursuits.
- Participants will identify key strategies to create and/or support a culturally and linguistically responsive classroom.
- Participants will have tools to enhance lessons with CLRP strategies.



Presentation Slides
(Google Slides, make a copy)

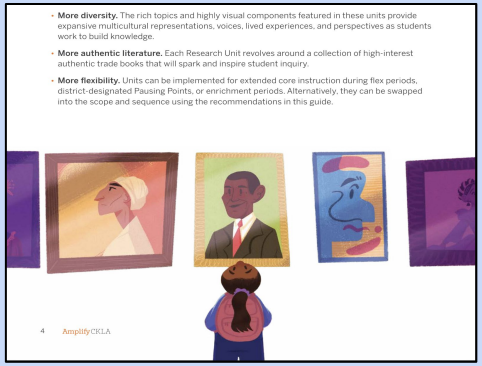
Facilitator Guide
(Google Docs, make a copy)

Sample Agenda
(Google Docs, make a copy)

CLRP Curricular Alignment - Elementary Literacy

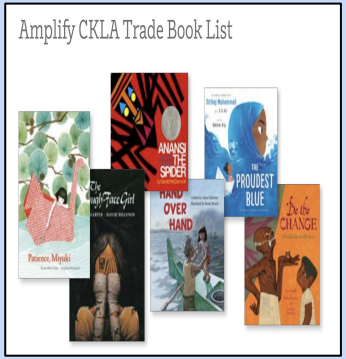
Core Knowledge Language Arts (CKLA)
Each textbook includes CLRP lesson design

Research Units

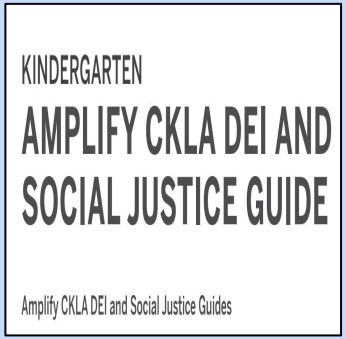


Tradebook Guides (K-2)

Tradebook List (K-5)



Diversity Equity and Inclusion Guides



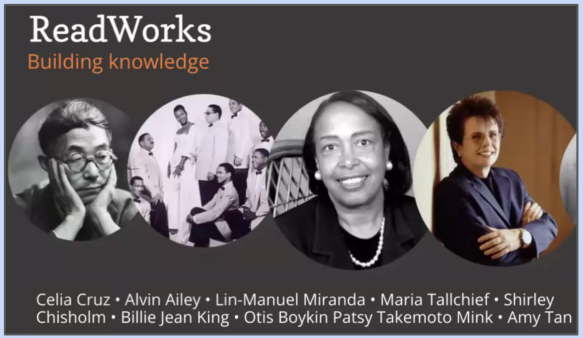
CLRP Curricular Alignment - Elementary Literacy

Core Knowledge Language Arts (CKLA)
Each textbook includes CLRP lesson design

3-5 Novel Guides

Image Cards K-5

Readworks K-5



CLRP in Action: *Joyful Disruption*

Cultivating joyful, humanizing, empowering, antiracist school & classroom ecologies

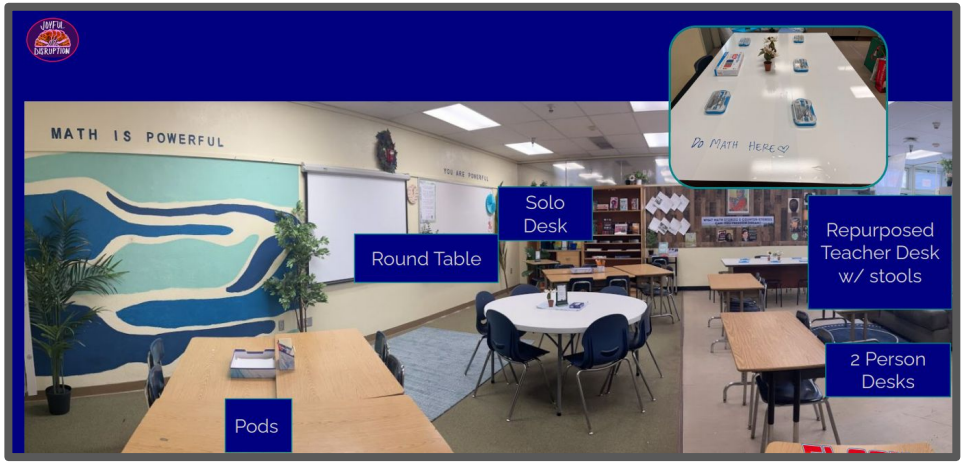
Doctors Bermudez and Hatkoff

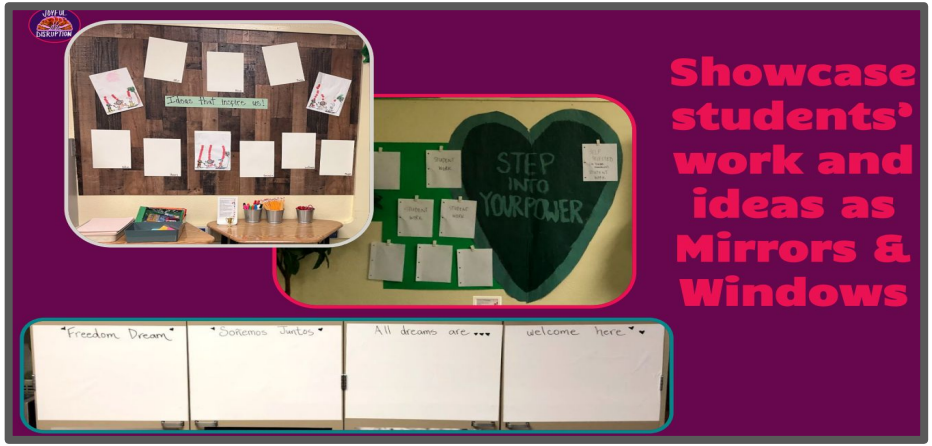
Joyful Disruption

Critical
Generative
Compassionate, Warm
Historical
Political
Humanizing
Instructionally Intense
Anti-Racist, Anti-Bias
Love-Soaked 💜

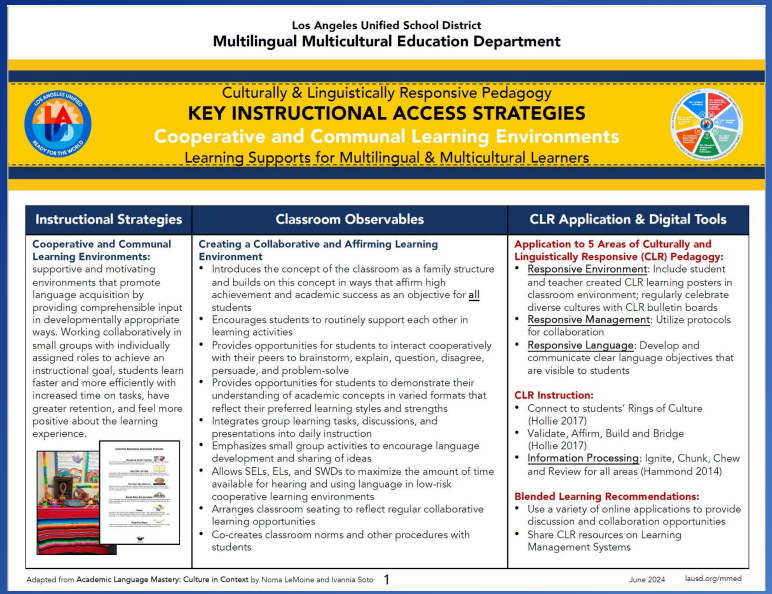
Subtractive Deep Structures of Schooling

Joyful Disruption Classrooms





Professional Development on the CLRP Trifold



Los Angeles Unified School District
Multilingual Multicultural Education Department

Culturally & Linguistically Responsive Pedagogy
KEY INSTRUCTIONAL ACCESS STRATEGIES
Cooperative and Communal Learning Environments
Learning Supports for Multilingual & Multicultural Learners

Instructional Strategies	Classroom Observables	CLR Application & Digital Tools
Cooperative and Communal Learning Environments: supportive and motivating environments that promote language acquisition by providing comprehensible input in developmentally appropriate ways. Working collaboratively in small groups with individually assigned roles to achieve an instructional goal, students learn faster and more efficiently with increased time on tasks, have greater retention, and feel more positive about the learning experience.	**Creating a Collaborative and Affirming Learning Environment** • Introduces the concept of the classroom as a family structure and builds on this concept in ways that affirm high achievement and academic success as an objective for all students • Encourages students to routinely support each other in learning activities • Provides opportunities for students to interact cooperatively with their peers to brainstorm, explain, question, disagree, persuade, and problem-solve • Provides opportunities for students to demonstrate their understanding of academic concepts in varied formats that reflect their preferred learning styles and strengths • Integrates group learning tasks, discussions, and presentations into daily instruction • Emphasizes small group activities to encourage language development and sharing of ideas • Allows SELs, ELs, and SWDs to maximize the amount of time available for hearing and using language in low-risk cooperative learning environments • Arranges classroom seating to reflect regular collaborative learning opportunities • Co-creates classroom norms and other procedures with students	**Application to 5 Areas of Culturally and Linguistically Responsive (CLR) Pedagogy:** • Responsive Environment: Include student and teacher created CLR learning posters in classroom environment; regularly celebrate diverse cultures with CLR bulletin boards • Responsive Management: Utilize protocols for collaboration • Responsive Language: Develop and communicate clear language objectives that are visible to students **CLR Instruction:** • Connect to students' Rings of Culture (Hollie 2017) • Validate, Affirm, Build and Bridge (Hollie 2017) • Information Processing: Ignite, Chunk, Chew and Review for all areas (Hammond 2014) **Blended Learning Recommendations:** • Use a variety of online applications to provide discussion and collaboration opportunities • Share CLR resources on Learning Management Systems

Adapted from **Academic Language Mastery: Culture in Context** by Noma LeMoine and Ivannia Soto 1 June 2024 lausd.org/mmed

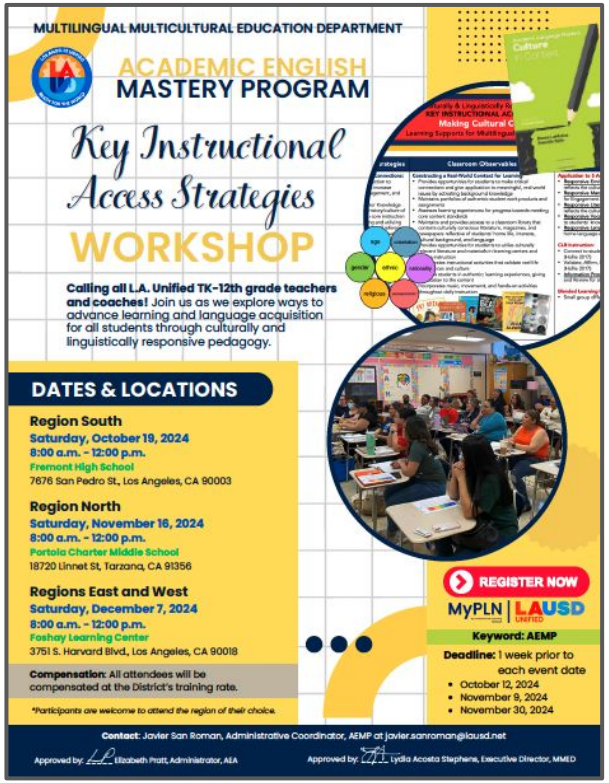
AEMP CLR & MMED Coach Summer Institute

Dr. Carol D. Lee
Former Edwina S. Tarry Professor of Education and Social Policy
Northwestern University

Dr. Lisa Green
Professor of Linguistics
University of Massachusetts Amherst

Participants: ~450 Teachers, Coaches, and Administrators
Topics: Un CLRP Key Instructional Access Strategies Trifold: 5 day deep dive
Launch: CLRP Trifold was launched at the CLR Summer Institute for MMALC & SEL Coaches

Key Instructional Access Strategies Workshop



Audience: All K-12 Teachers, Coaches, and Administrators

Purpose: Explore ways to advance learning and language acquisition for all students through culturally and linguistically responsive pedagogy.

Dates & Locations

Region South: Saturday, October 19, 2024 @Fremont High School

Region North: Saturday, November 16, 2024 @Portola Charter Middle School

Regions East & West: Saturday, December 7, 2024 @Foshay Learning Center

lausd.org/mmed

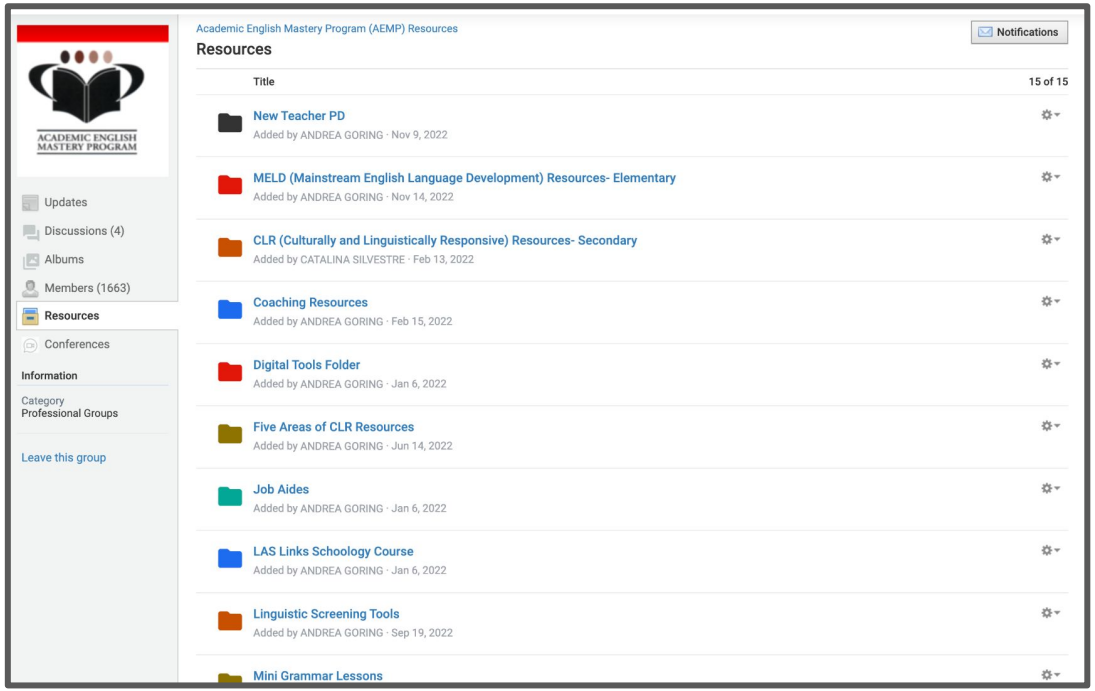
CLRP Resources

AEMP Resources Schoology Group

Open to All Schools

ACADEMIC ENGLISH MASTERY PROGRAM

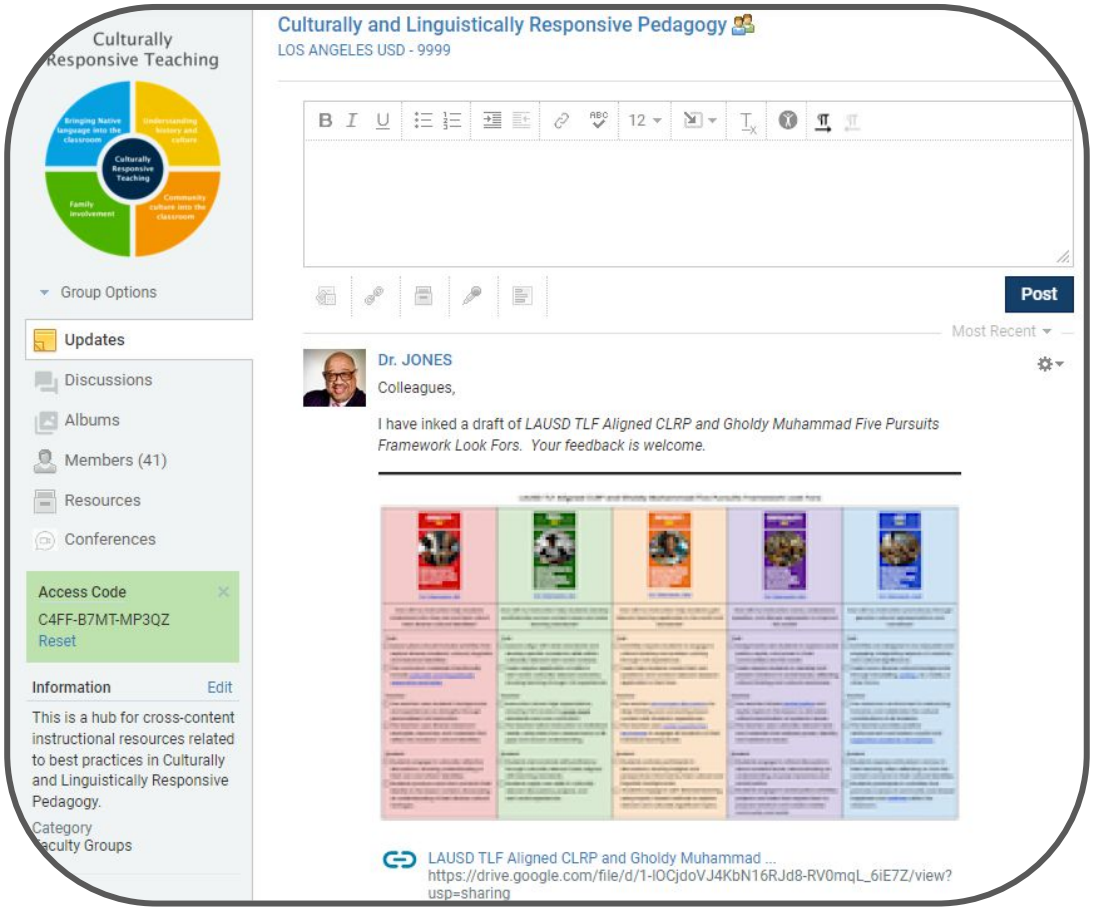
Join with this Access Code:
NCT8-5G68-B9PF4



CLRP Schoology Group

Join with this Access Code:
C4FF-B7MT-MP3QZ

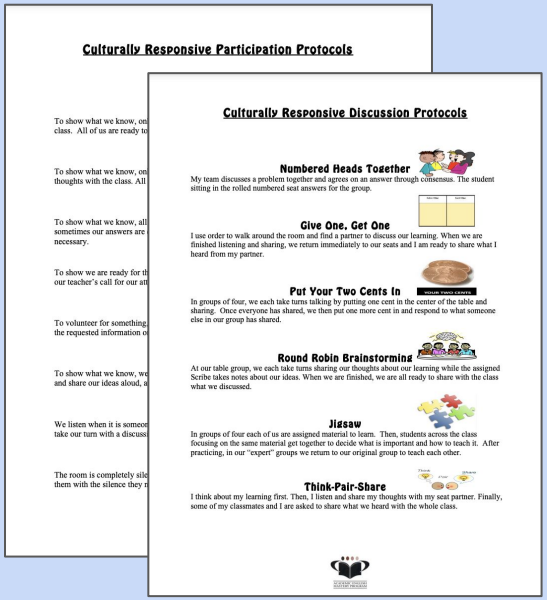
Hub for District
CLRP Resources



CLRP Curricular Alignment – Elementary Literacy

Additional Resources Commonly Utilized

Protocols for Engagement



Culturally Responsive Participation Protocols

To show what we know, on
class. All of us are ready to

To show what we know, on
thoughts with the class. All

To show what we know, all
sometimes our answers are
necessary.

To show we are ready for th
our teacher's call for our att

To volunteer for something
the requested information o

To show what we know, we
and share our ideas aloud, a

We listen when it is someon
take our turn with a discuss

The room is completely silen
them with the silence they n

Culturally Responsive Discussion Protocols

Numbered Heads Together

My team discusses a problem together and agrees on an answer through consensus. The student sitting in the rolled numbered seat answers for the group.

Give One, Get One

I use order to walk around the room and find a partner to discuss our learning. When we are finished listening and sharing, we return immediately to our seats and I am ready to share what I heard from my partner.

Put Your Two Cents In

In groups of four, we each take turns talking by putting one cent in the center of the table and sharing. Once everyone has shared, we then put one more cent in and respond to what someone else in our group has shared.

Round Robin Brainstorming

At our table group, we each take turns sharing our thoughts about our learning while the assigned Scribe takes notes about our ideas. When we are finished, we are all ready to share with the class what we discussed.

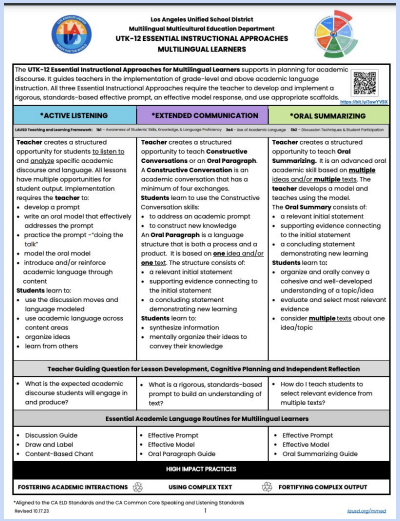
Jigsaw

In groups of four each of us are assigned material to learn. Then, students across the class focusing on the same material get together to decide what is important and how to teach it. After practicing, in our "expert" groups we return to our original group to teach each other.

Think-Pair-Share

I think about my learning first. Then, I listen and share my thoughts with my seat partner. Finally, some of my classmates and I are asked to share what we heard with the whole class.

Essential Instructional Practices



Los Angeles Unified School District
Multilingual Multicultural Education Department
UTK–12 ESSENTIAL INSTRUCTIONAL APPROACHES MULTILINGUAL LEARNERS

The **UTK–12 Essential Instructional Approaches for Multilingual Learners** supports in planning for academic discourse. It guides teachers in the implementation of grade-level and above academic language instruction. All three Essential Instructional Approaches require the teacher to develop and implement a rigorous, standards-based effective prompt, an effective model response, and use appropriate scaffolds.

*ACTIVE LISTENING	*EXTENDED COMMUNICATION	*ORAL SUMMARIZING
Teacher creates a structured opportunity for students to listen to and analyze specific academic discourse and language. All lessons have multiple opportunities for student output. Implementation requires the **teacher** to: • develop a prompt • write an oral model that effectively addresses the prompt • practice the prompt – "doing the talk" • model the oral model • introduce and/or reinforce academic language through content **Students** learn to: • use the discussion moves and language modeled • use academic language across content areas • organize ideas • learn from others	**Teacher** creates a structured opportunity to teach **Constructive Conversations** or an **Oral Paragraph**. A **Constructive Conversation** is an academic conversation that has a minimum of four exchanges. **Students** learn to use the Constructive Conversation skills: • to address an academic prompt • to construct new knowledge An **Oral Paragraph** is a language structure that is both a process and a product. It is based on **one** idea and/or **one** text. The structure consists of: • a relevant initial statement • supporting evidence connecting to the initial statement • a concluding statement demonstrating new learning **Students** learn to: • synthesize information • mentally organize their ideas to convey their knowledge	**Teacher** creates a structured opportunity to teach **Oral Summarizing**. It is an advanced oral academic skill based on **multiple** ideas and/or **multiple** texts. The **teacher** develops a model and teaches using the model. The **Oral Summary** consists of: • a relevant initial statement • supporting evidence connecting to the initial statement • a concluding statement demonstrating new learning **Students** learn to: • organize and orally convey a cohesive and well-developed understanding of a topic/idea • evaluate and select most relevant evidence • consider **multiple** texts about one idea/topic

Teacher Guiding Question for Lesson Development, Cognitive Planning and Independent Reflection

• What is the expected academic discourse students will engage in and produce?	• What is a rigorous, standards-based prompt to build an understanding of text?	• How do I teach students to select relevant evidence from multiple texts?

Essential Academic Language Routines for Multilingual Learners

• Discussion Guide • Draw and Label • Content-Based Chant	• Effective Prompt • Effective Model • Oral Paragraph Guide	• Effective Prompt • Effective Model • Oral Summarizing Guide

HIGH IMPACT PRACTICES

FOSTERING ACADEMIC INTERACTIONS | USING COMPLEX TEXT | FORTIFYING COMPLEX OUTPUT

*Aligned to the CA ELD Standards and the CA Common Core Speaking and Listening Standards
Revised 10.17.23

CLRP Key Instructional Access Strategies

Los Angeles Unified School District
Multilingual Multicultural Education Department

Key Instructional Access Strategies
Culturally & Linguistically Responsive Pedagogy
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