



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

TITLE: Culturally and Linguistically Responsive Pedagogy PK-12 Professional Development Module

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PURPOSE: The Los Angeles Unified School District (LAUSD) is committed to embracing culture and diversity in our school communities to educate, empower and ensure that every student graduates prepared for college, career and life.

Board Resolution 097-13/14, adopted June 11, 2014, highlights “the need to ensure every student has equitable opportunities to learn as both a human right and a civil right, and seeks to ensure access to Culturally and Linguistically Responsive Pedagogy (CLRP) for equitable access to curriculum.” Additionally, many African American, Mexican American, Hawaiian American, Native American and Pacific Islander students face barriers to learning when their language varies from the Standard Academic English used in classroom discourse and in textbooks.

The purpose of this Bulletin is to provide guidelines to school leaders regarding the required annual CLRP PK-12 Professional Development Module for all certificated staff members at PK-12 schools. Given that LAUSD is comprised of culturally and linguistically diverse student populations, it is necessary that CLRP Professional Development is a requirement for all certificated staff members.

MAJOR CHANGES: This is a new Bulletin.

BACKGROUND: Culturally and Linguistically Responsive Pedagogy is embedded in state (i.e., California Content Standards, the ELA/ELD Framework, and the California Preschool Learning Foundations) and District policies (i.e., Strengthening Support for Standard English Learner Resolution, English Learner Master Plan, and LAUSD Teaching and Learning and Leadership Frameworks). These policies recognize that students come from diverse cultural, linguistic, and ethnic backgrounds and possess a range of skills, abilities, interests, and levels of language proficiency that must be met through responsive, high-quality

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instruction. Accordingly, CLRP practices encompass the social-emotional, relational, and cognitive aspects of teaching culturally and linguistically diverse students.

All students benefit from high-quality instruction that incorporates CLRP. The use of CLRP validates and affirms students' home cultures and languages and becomes the catalyst upon which to accelerate the learning process. When CLRP is utilized school-wide, educators can support each other as they become more culturally proficient in their efforts to narrow opportunity and achievement gaps of underserved student populations and raise the school-wide achievement of students in persistently underperforming schools. The use of CLRP also complements other instructional initiatives and evidence-based practices that improve student outcomes, such as Positive Behavior Intervention and Supports and Restorative Justice Practices. These practices combined contribute to safe, welcoming, nurturing, and engaging learning environments for all students.

Culturally and Linguistically Responsive Pedagogy is rooted in research confirming that high-quality instruction that incorporates CLRP empowers students intellectually, socially, emotionally, and politically through historical referent¹. When trained in CLRP, teachers are mindful of how learners construct knowledge, feel compelled to learn about their students' lives, become socio-culturally conscious, hold affirming views about diversity, use culturally responsive instructional strategies, and advocate for all students. For culturally diverse students, a teacher's shift to deliberate use of a CLRP approach can result in increased student motivation, engagement, and overall academic success².

PROCEDURES: I. Culturally and Linguistically Responsive Pedagogy PK-12 Professional Development Module

The CLRP PK-12 Professional Development Module shall be conducted during scheduled bank time Tuesdays. The purpose of the module is to expand educators' understanding of the importance of CLRP. Participants will engage in activities and be provided with resources to assist all grade level and content area teachers with embedding CLRP strategies into classroom instruction.

¹ From "The Dream Keeper Keepers," by Gloria Ladson-Billings, 2009, Jossey-Bass.

² From "The Culturally Responsive Teacher," by A. Villegas and T. Lucas, 2007, Educational Leadership, 28-33.



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II. Accessing the Training Module

Educators shall access the CLRP PK-12 Professional Development training on the Access, Equity, and Acceleration website at <https://achieve.lausd.net/aea> after September 30, 2017.

III. Assessment

At the end of each segment, participants will be directed to complete an assessment via the MyPLN platform. All answers must be correct for a passing score. Participants will have unlimited opportunities to acquire a passing score. Once all of the assessments have been completed, participants will be able to print a certificate of completion.

IV. Training Resources

Instructional materials and model lessons are available on the Academic English Mastery Program website at <http://achieve.lausd.net/aemp>.

AUTHORITY: This is a policy of the Superintendent of Schools.

RELATED RESOURCES: California Content Standards
<http://www.cde.ca.gov/be/st/ss/>

California ELA/ELD Standards
<http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

LAUSD English Learner Master Plan
<http://achieve.lausd.net/Page/74#spn-content>

The Standard English Learner Resolution
<http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/217/SEL%20RESOLUTION.pdf>

California Department of Education, Multi-Tiered System of Support
<http://www.cde.ca.gov/ci/cr/ri/mtsscompri2.asp>

LAUSD Teaching and Learning Framework
<http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/433/2016-2017%20TLF%20Focus%20Elements%20FINAL.pdf>



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LAUSD School Leadership Framework

<http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/434/LAUSD%20School%20Leadership%20Framework.pdf>

California Professional Standards for Education Leaders (CPSEL)

<https://www.wested.org/wp-content/uploads/2016/11/1455129110DOP2015Placementforweb-3.pdf>

BUL-6269.1 “Multi-Tiered System of Behavior Support for Students with Disabilities,” dated March 6, 2017

http://notebook.lausd.net/pls/ptl/ptl_apps.nbk_doc_info.docinfo?p_type=D&p_doc_id=1343894

BUL-6231.0 “Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support,” dated February 14, 2014

http://notebook.lausd.net/pls/ptl/ptl_apps.nbk_doc_info.docinfo?p_type=D&p_doc_id=1298405

ASSISTANCE:

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