Culturally Relevant and Responsive Education and Class Size Reduction Professional Development for Elementary Teachers

MEM-3594

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The purpose of this Memorandum is to provide information about the school-based professional development on the use of Culturally Relevant and Responsive Education (CRRE) instructional strategies. The professional development consists of three, one-hour training modules to be presented to the teaching staff within the window of April 1, 2007 and June 15, 2007. These modules are the first half of a six-part series on enhancing classroom strategies and practices for the diverse learner. Additionally, the professional development will meet the state requirements for Class Size Reduction (CSR).

I. BACKGROUND

The Instructional Support Services Blueprint for Implementation of the Action Plan for a Culturally Relevant Education that Benefits African-American Students and All Other Students, pursuant to a motion passed by the LAUSD’s Board of Education in June 2001. The motion states that “The district will provide ongoing comprehensive professional development for all LAUSD teachers on culturally responsive pedagogy and how to effectively employ these methodologies throughout the instructional curricula.”

II. GOALS AND ACTIONS

In response to the Board motion, the District Reading Programs has developed modules to be delivered to all elementary teachers at their school sites by the Literacy Coach. Modules for 2006-2007 include 1. Supporting and Engaging All Students, 2. Standard English Learners and Learning Style Theory, and 3. Collaboration as a Teaching/Learning Model. The content of the professional developments aligns with the assurances of Class Size Reduction {Educational Code Section 52127(a)} received for Kindergarten through Grade 3. This funding stipulates that school districts shall have a staff development program that provides “appropriate training necessary to
maximize the education advantages of small classes. This training shall include, but not be limited to, methods for providing each of the following:

- Individualized instruction
- Effective teaching, including classroom management, in smaller classes
- Identifying and responding to pupil needs
- Opportunities to build on the individual strengths of pupils.”

III. PROCEDURES

School Administrators are expected to schedule staff training within the window of April 1, 2007 and June 15, 2007. Principals will receive all three modules for review prior to presentation. All presentation materials, facilitator’s notes, power point and informational packets, will be provided to the schools. School literacy coaches will deliver the professional developments.

After each of the three modules is presented, school administrators must send a copy of the staff sign-in sheets to their local district Director of School Services.

For assistance or further information, please contact Carol Fujita, Director, District Reading Programs at 213-241-6444 or by email at carol.fujita@lausd.net.