Student-Centered and Culturally Responsive Pedagogy

Learning Policy Institute
Center for School and System Redesign

LEARNING POLICY INSTITUTE
Research. Action. Impact.

john w. gardner center for youth and their communities

UCLA Center for Community Schooling

January 14, 2025

Opening Remarks

Cheryl Jones-Walker

Director
Center for School and System Redesign
Learning Policy Institute

@LPI_Learning

Reimagining Education:
Transforming High School for Powerful Learning

4:00–5:30 p.m. PT

February 11, 2025
Authentic Curriculum and Assessment

March 13, 2025
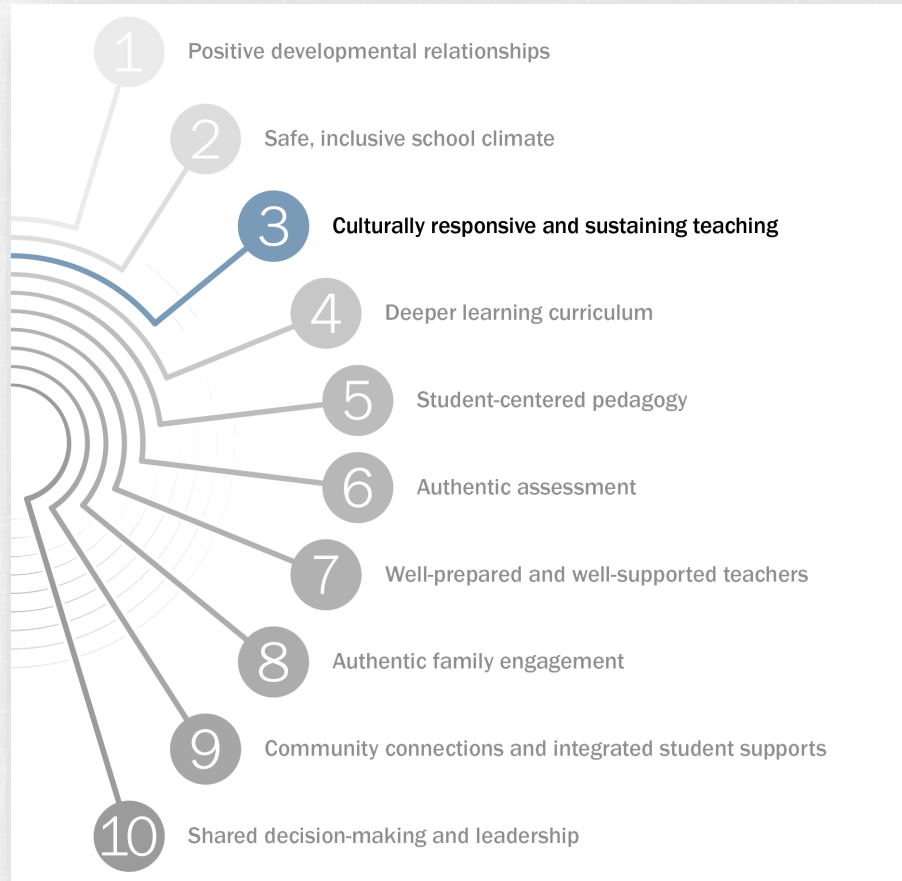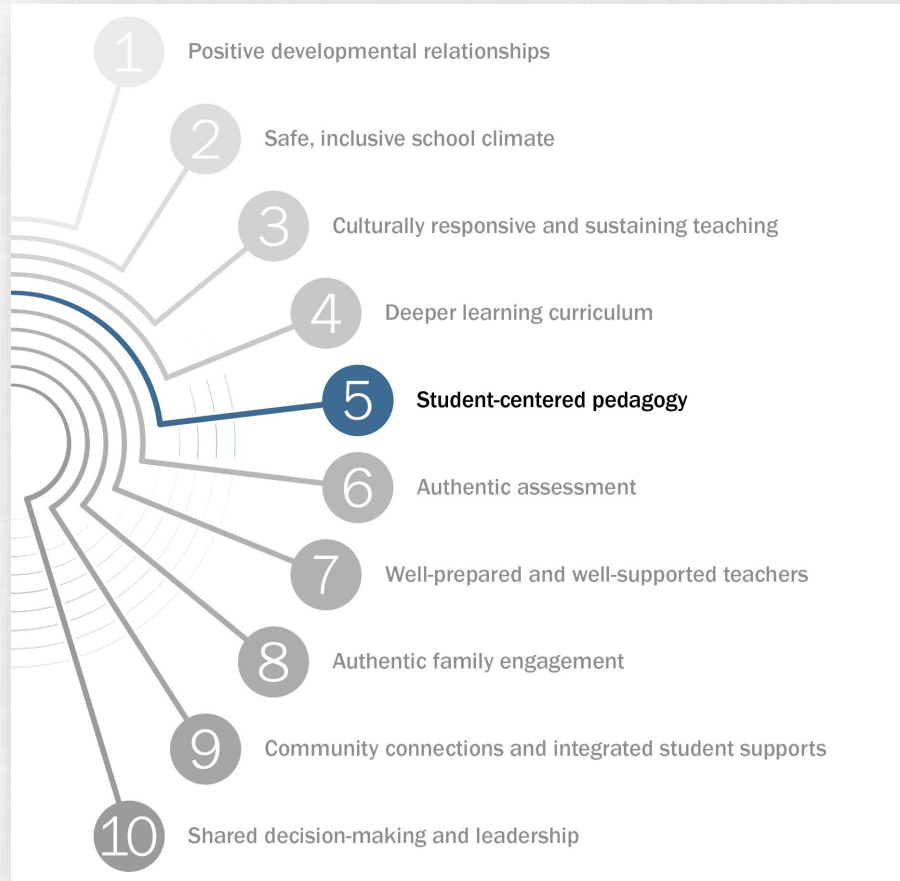Centering Students and Families

April 10, 2025
Preparing Educators and Ensuring Essential Supports

May 8, 2025
Authentic Strategies for Engaging Communities

Register & view previous webinars
learningpolicyinstitute.org/hs-redesign-series

LEARNING POLICY INSTITUTE | Center for School and System Redesign

1 Positive developmental relationships

2 Safe, inclusive school climate

3 **Culturally responsive and sustaining teaching**

4 Deeper learning curriculum

5 Student-centered pedagogy

6 Authentic assessment

7 Well-prepared and well-supported teachers

8 Authentic family engagement

9 Community connections and integrated student supports

10 Shared decision-making and leadership

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Research Presentation

Zaretta Hammond
Founder and CEO
Transformative Learning Solutions LLC

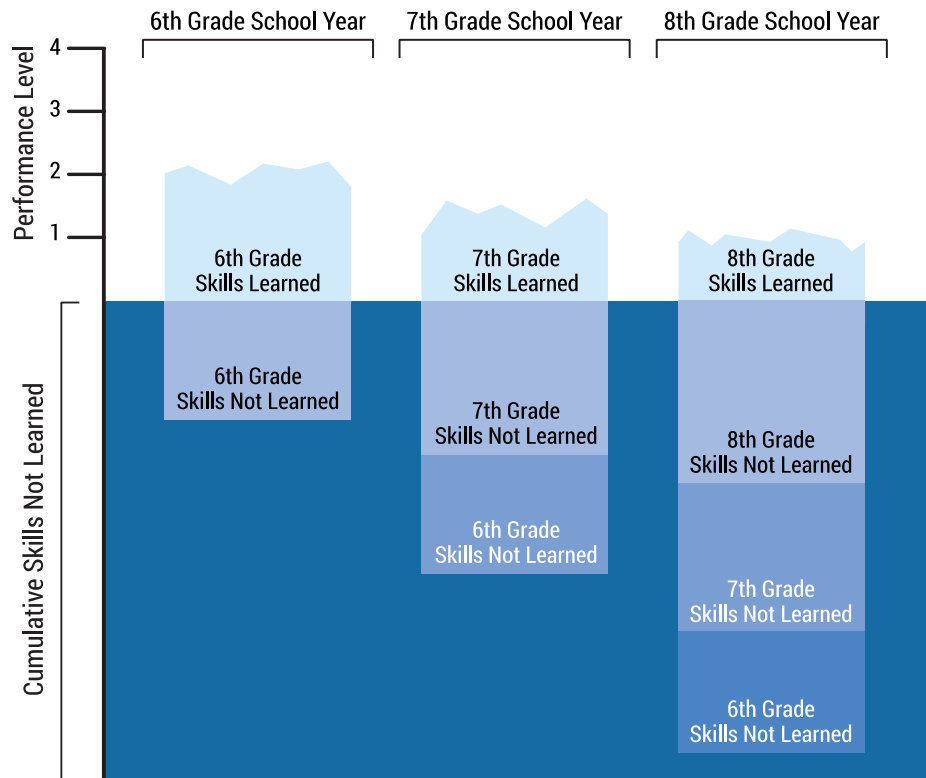@ready4rigor

REDESIGNING HIGH SCHOOL

Scaffolding to Rigor
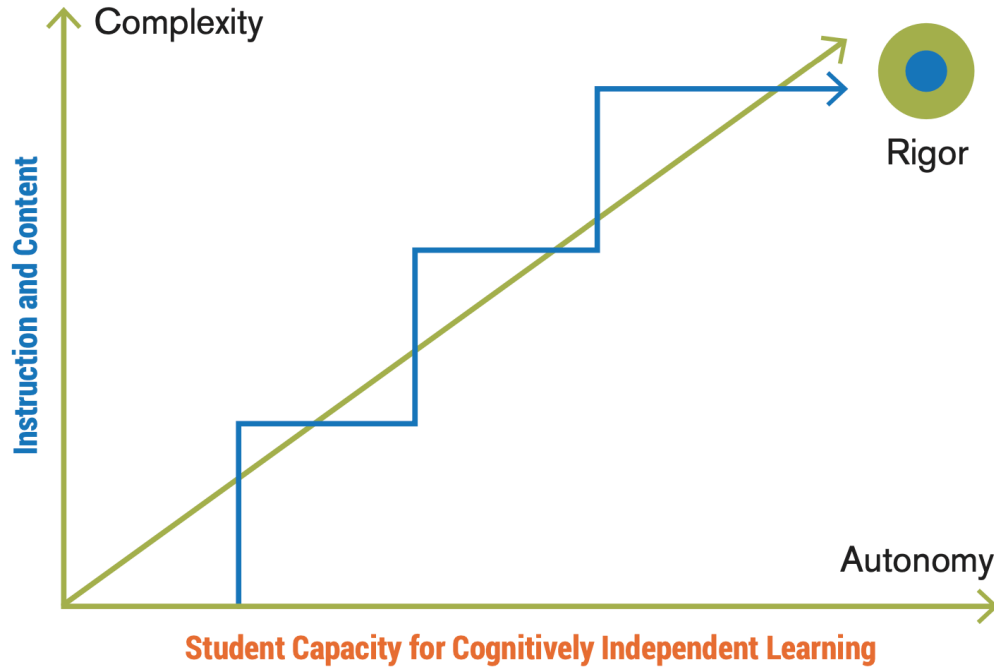
Source: A. Dujon. *The Gritty Truth of School Transformation* (2018).

The Iceberg Problem: Learning Gaps Accelerate Over Time

Modest declines in proficiency levels mask a dramatic accumulation of unfinished learning.

6th Grade School Year
7th Grade School Year
8th Grade School Year

Performance Level
4
3
2
1

6th Grade Skills Learned

7th Grade Skills Learned

8th Grade Skills Learned

Cumulative Skills Not Learned

6th Grade Skills Not Learned

7th Grade Skills Not Learned

6th Grade Skills Not Learned

8th Grade Skills Not Learned

7th Grade Skills Not Learned

6th Grade Skills Not Learned

The Science of Learning

POTENTIAL
Each young person has significant potential to learn and thrive.

MALLEABILITY
Brains are remarkably malleable and resilient throughout life.

INDIVIDUALITY
Every young person learns and develops differently.

CONTEXT
Experiences, environments, and cultures are the defining influences on development.

RELATIONSHIPS
Strong, trusting relationships are essential to learning and development.

INTEGRATION
Cognitive, academic, social, and emotional development are inextricably linked.

CONTINUUM
Human development is a progression, but not a linear one.

MEANING MAKING
People make meaning by reflecting on the connections between new information and existing knowledge.

Science of
**Learning &
Development**
Alliance

The Science of Learning

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Getting Students Ready for Rigor™ Through Culturally Responsive Teaching
Embracing the Affective and Cognitive

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Embracing the Affective and Cognitive

INTEGRATION
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High Trust and Low Stress Environment

Learning for Understanding

MEANING MAKING
People make meaning by reflecting on the connections between new information and existing knowledge.

Information Processing Ease
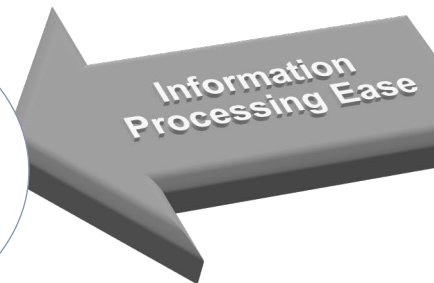
MALLEABILITY
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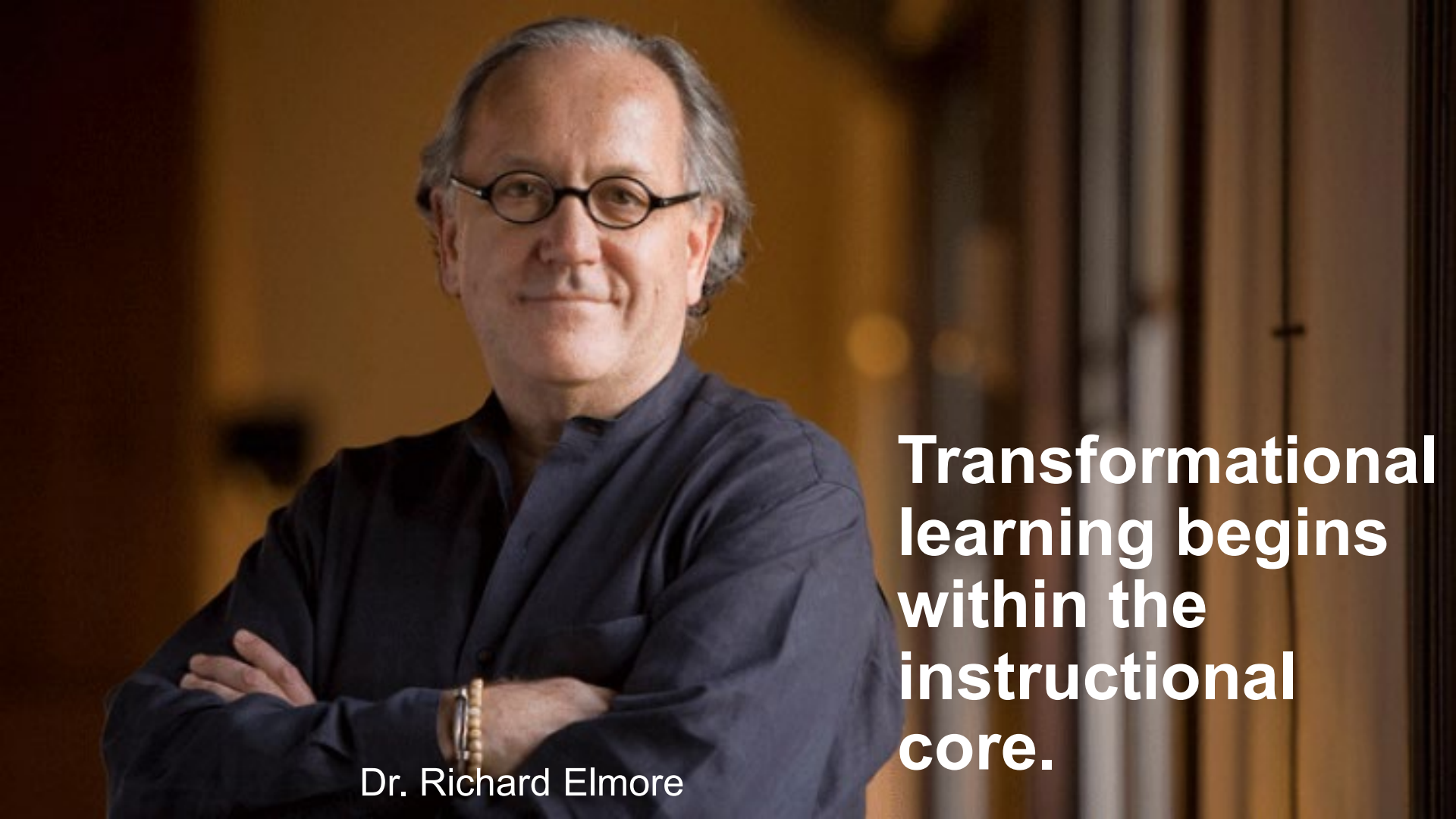
Anti-Racist Education ⟷ Cognitive Capacity Building
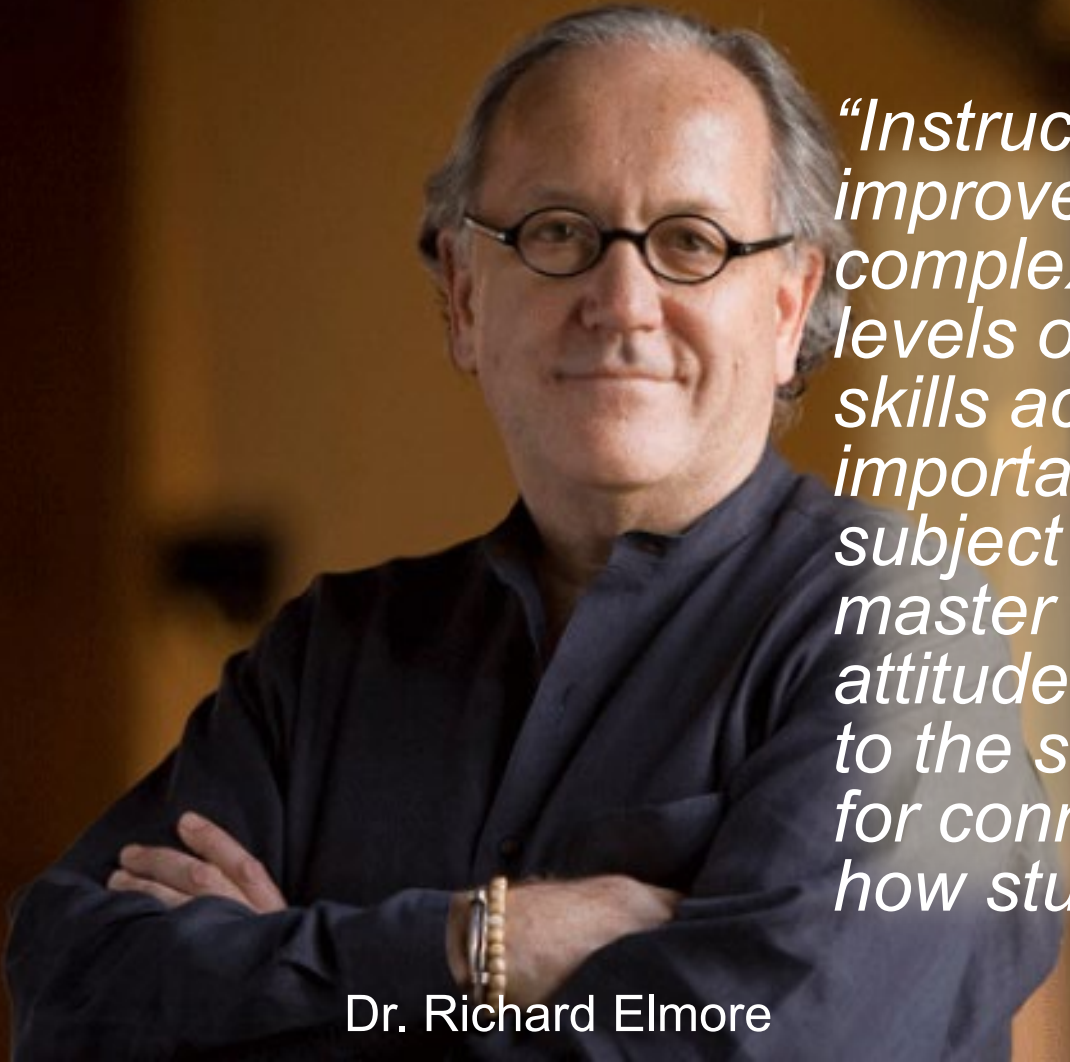
Transformational learning begins within the instructional core.

Dr. Richard Elmore

**The Public Education Leadership Project
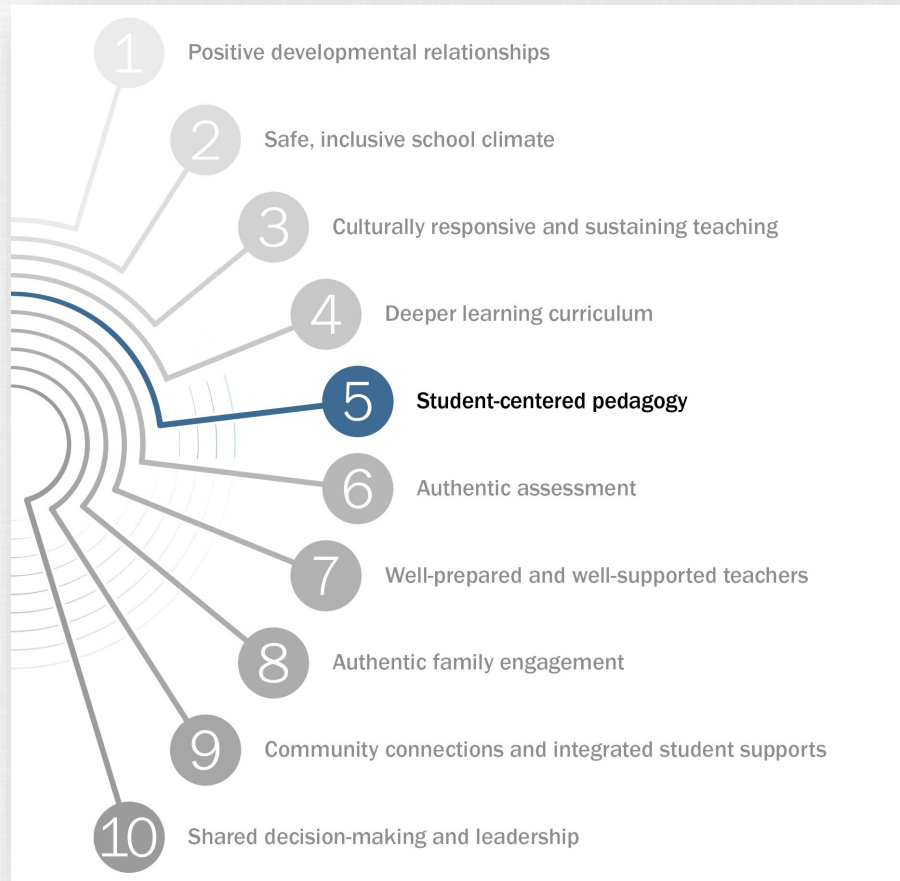Coherence Framework**
Harvard Graduate School of Education

"Instructional practice that improves student learning is complex and requires high levels of knowledge and skills across a number of important domains - the subject matter, how learners master the content, the attitudes that learners bring to the subject, the pedagogy for connecting content to how students learn."

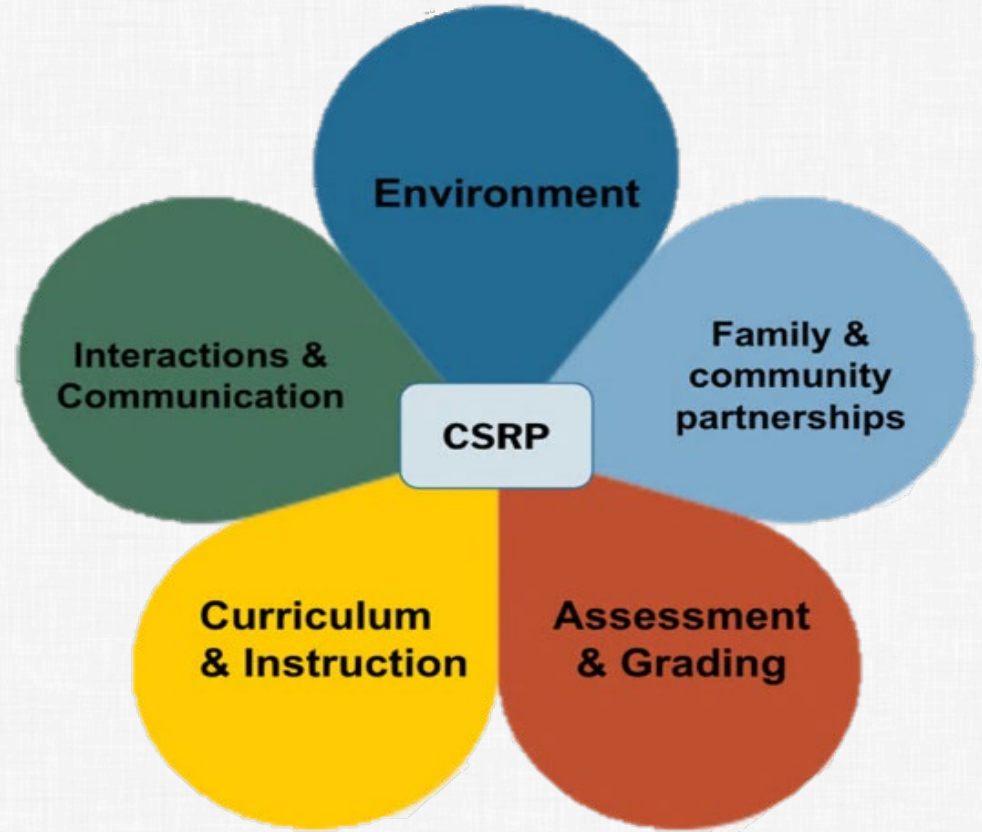Dr. Richard Elmore

Ready for Rigor Framework

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Reflection Activity

School Venues for Culturally Sustaining and Responsive Practices

Panel Discussion

Moderator

Cheryl Jones-Walker

Director, Center for School and System Redesign

Learning Policy Institute

Chela Delgado

Humanities Faculty Advisor

Berkeley Teacher Education Program

Dan French

Senior Advisor

Massachusetts Consortium for Innovative Education Assessment

Agnes Zapata

English Teacher

Oakland Unified School District

LAUSD Pilot School Autonomies

▶Governance

▶Budget

▶Staffing

▶Schedule

▶Curriculum & Assessment

This Photo CC BY

LAUSD PILOT SCHOOLS

The Los Angeles Unified School District offers parents an array of educational options for students in k-12. Over the last 13 years LAUSD Pilot Schools have served students throughout Los Angeles in predominantly low-income working class neighborhoods. Pilot Schools stand apart from traditional LAUSD schools due to the following principles and autonomies that guide their work: Equity, Collaboration, Autonomy, Accountability, Personalization and Innovation

WHAT WE BELIEVE IN

EQUITY

Pilot Schools create an environment in which everyone feels respected, secure and challenged to do their best.

COLLABORATION

There is a commitment to a strong collaborative school culture with an emphasis on shared decision-making and shared responsibility for student achievement.

AUTONOMY

All Pilot Schools are granted autonomy over staffing, budget, curriculum and assessment, professional development, governance and school calendar / scheduling for students and staff.

ACCOUNTABILITY

In exchange for increased autonomy, Pilot Schools are held to higher levels of accountability. They are expected to demonstrate higher levels of student engagement including attendance and academic performance that exceeds District averages.

PERSONALIZATION

Pilot Schools, whether small or comprehensive, demonstrate a strong effort to consider individual student characteristics and needs, and implement flexible instructional practices in organizing the learning environment.

INNOVATION

An innovative pilot school implements creative methodologies and challenges the status quo, whether through student empowerment, broader use of technology, development of partnerships with other industry sectors, or curricula that brings learning outside the classroom.
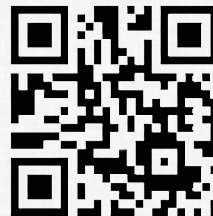
EQUITY

COLLABORATION

AUTONOMY

ACCOUNTABILITY

PERSONALIZATION

INNOVATION

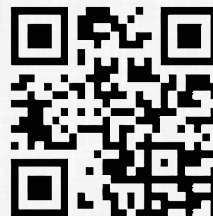## WATCH THIS EXCITING VIDEO AND LEARN MORE!

SCAN ME
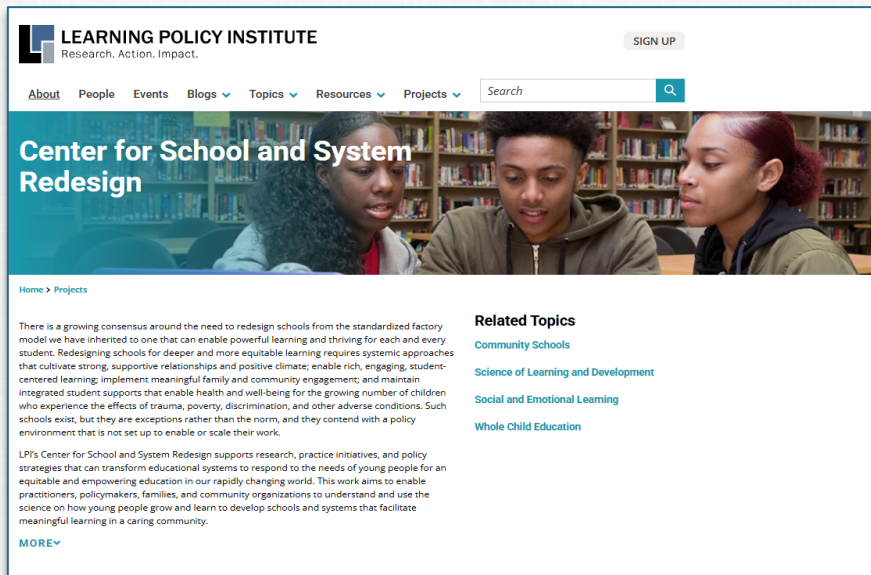
For more information

Scan the QR code to visit LPI's Center for School and System Redesign webpage

Sign up for updates, blogs, publications and news from CSSR

Contact Cheryl Jones-Walker,
Director, Center for School and System Redesign
cjoneswalker@learningpolicyinstitute.org

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**Reimagining Education:
Professional Learning Mini-Series**
4:00–5:30 p.m. PT

Budget, Staffing, and Scheduling
January 15, 22, and 29; February 5

Culturally Relevant Pedagogy and Practices
January 21 and 28; February 4 and 18

Advisory Models
January 23 and 30; February 6 and 13

Breakouts