

**The Los Angeles County Office of Education
Division of Curriculum and Instructional Services**

Culturally Relevant Pedagogy In the Urban Classroom

Cabrillo High School
Long Beach Unified School District



DAY ONE

Presented by

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**Los Angeles County
Office of Education**

Leading Educators ▪ Supporting Students ▪ Serving Communities

Sonia Nieto, 2004

“Millions of children historically have failed in American school systems particularly, children of color from urban and rural low socioeconomic status.

Schools cannot change poverty or the living conditions of those children, however, schools can change ways to reach and teach all children.”

Outcomes

- To deepen our understanding of educational gaps.
- To understand what Cultural Proficiency is and why it is important.
- To introduce Cultural Proficiency as a framework for examining and closing gaps that exist between student groups at Cabrillo High School.
- To assess our personal and organizational progress in becoming culturally competent.
- To apply new insights to our ongoing work.

“Students learn what they care about . . . ,”
Stanford Ericksen has said, but Goethe knew
something else: “In all things we learn only from
those we love.”

Add to that Emerson's declaration: “the secret of
education lies in respecting the pupil,” and we
have a formula something like this:

“Students learn what they care about, from
people they care about and who, they know,
care about them”

Barbara Harrell Carson, 1996, Thirty Years of Stories

Leader-Tutors

2-step chemical conversions

Problem

- After several practice sheets, short quizzes and Teacher led instruction, the average grade was 45% correct.
- Extended, highly directed worksheets were of no help.

Desperation- the next problems have four steps.

- Chemical Conversions:
- At STP, 35.10g of N₂O gas = _____ liters
- 3.2 x10²⁴ molecules of N₂O= _____ grams

A Bit of Success

Using the quiz grades:

- I assigned ABLE students one or two struggling students to tutor.
- Groups were given 25 min to practice.
- Tutors were not to do the assigned worksheet but only to assist their peers.

Improvement

- The next quiz had an average of 74% correct for 2-step conversions.
- Assigned leaders were pleased to be publically considered adept at difficult problems.
- Struggling students appreciated individual attention for an extended time.

What didn't work

- A few students were “hurt” that they were not leaders.
- The best students were not the best tutors.
- 25% were still unable to do the problem.

TIIP II Tom Valdez

- Attended Professional Development presented by LACOE on Culturally Proficient Pedagogy August 2011

Highlights – Worked with colleagues to examine the methods we are currently using in our classes and how to improve upon them

- Our team took what was learned from the Culturally Proficient (CP) training and applied it to our classrooms. We observed each other and reflected upon the experience.

- Attended the CUE conference in Palm Springs March 2012 – made aware of how much more I have to learn in the area of technology. I need to move past using the “ELMO” and laptop for presentations and dvd’s. Computers offer our students a whole new educational experience and as educators we must step forward to meet the needs of our charges

- Attended Equity and Access training

Learned new strategies to provide the opportunities for all students to succeed.

For example. It's not enough to tell students to analyze a political cartoon. Teachers must walk students through the process.

Teachers are also obligated to create lessons which allow students to play to their strengths. Too often educators gear our lessons to only one or two learning modalities. Today's student's cannot be pigeon-holed in such a way

Integrating Students with Disabilities at the High School Level

Before:

- Not included in field trips.
- Not included in Small Learning Communities.
- Not invited to college campus field trips.
- Not invited to on-campus activities or special assemblies.

The Journey

-Began attending other Department meetings

-All department meetings are held on Mondays.

-October 2011, the Special Ed Dept started meeting on Tuesdays to allow teachers to attend their content area dept meetings.

-Science and English Depts welcomed us with open arms, opening up opportunities for our students to participate in field trips, activities, and most important, participate with their General Ed peers.

-Students were able to pick the SLC they wanted to be in.

A Whole New World

- Students attended field trips to the Cesar Chavez Center, The Cabrillo Marine Aquarium and Museum, the Law Fair at CSUDH, and attended Building Bridges Camp all during the Spring of 2012.
- This school year, the students did a Cross-Curricular Learning Project based on the book “Night”, the Holocaust, and Nutrition.
 - They started in October of 2012, with a culminating Powerpoint presentation March 28-29, 2013 and were observed by the Principal and 4 SPED district personnel.
 - The students who attended camp recorded several testimonials and urged other students to attend camp.