



LOS ANGELES UNIFIED SCHOOL DISTRICT  
Reference Guide

---

**TITLE:** Guide to Culturally Relevant and Culturally Responsive Education (CRRE) Quality Indicators

**NUMBER:** REF-1502

**ISSUER:** Liza Scruggs, Assistant Superintendent  
Instructional Support Services

**DATE:** January 12, 2005

**ROUTING**  
Local District Superintendent  
Local District Administrator  
of Instruction  
Principal  
Assistant Principal  
Counselor  
Teacher

**PURPOSE:** The purpose of the attached guide is to provide staff with a shared definition of culturally relevant and culturally responsive classroom instruction that supports the academic achievement of all students. The document describes both teacher and student behaviors within the classroom settings. It has application for K-12 educators of diverse student populations. This Guide is also aligned with the research-based *Principles of Learning* that form the basis of the Institute For Learning (IFL) work which also fosters enabling all students to achieve high academic standards.

**RELATED RESOURCES:** *The Action Plan for a Culturally Relevant Education that Benefits African American Students and All Other Students; A Handbook of Research on Culturally Relevant and Culturally Responsive Education; Closing the Achievement Gap: A Narrative Summary of the Plan*

University of Pittsburgh 2003, The Institute for Learning, *Culturally Responsive Education for African American and Other Students, Closing the Achievement Gap.*

**ASSISTANCE:** For assistance or further information please contact Noma LeMoine, Director of Academic English Mastery Program/Closing the Achievement Gap Branch at (213) 241-3340.

# CRRE QUALITY INDICATORS

## Guide to Culturally Relevant and Responsive Education

*Culturally Relevant and Responsive Education (CRRE) is defined as adjusting how we teach to the needs and experiences of students by using their cultural knowledge, prior experiences, frames of reference, and performance styles to make learning encounters more relevant and effective for them.*

*The research affirms that culture, teaching, and learning are interconnected and that school achievement increases to the extent that teaching employs the cultural referents of the students to whom it is directed (Gay, 2000).*

*This guide provides teachers, administrators, and parents with a “quick-look” at teacher and student CRRE quality indicators and their alignment with the Principles of Learning.*



The **teacher** incorporates Culturally Responsive Pedagogy into rigorous classroom instruction (Uses the cultural knowledge, prior experiences, frames of reference, and performance styles of students to make learning encounters more relevant and effective)



All **students** are responding to instruction in productive comfort zones and demonstrating sustained effort in meeting high standards



The **teacher** creates an accepting, affirmative, risk-free classroom environment in which the culture and language of each student is validated, valued, and respected and authentic accomplishments are regularly recognized.



The **students** are relaxed, comfortable, eager to learn and willing to take risks and put forth and sustain high levels of effort.



The **teacher** infuses culturally relevant literature and instructional materials into academically rigorous curricula organized around concepts students are expected to know deeply.



The **students** engage in active reasoning about important concepts supported by culturally relevant instructional materials and resources.



The **teacher** demonstrates knowledge and understanding of issues of language variation in SELs (Standard English Learners) and ELs (English Learners) and incorporates appropriate strategies to support academic English mastery



The **students** are engaged in activities that show understanding and awareness of the linguistic structures of academic language as differentiated from their home language.

Continues...

# CRRE Quality Indicators continue...



The **teacher** employs strategies throughout the curriculum- including “contrastive analysis” “personal thesaurus” and “accountable talk” that facilitate the students' mastery of Academic English and use of language that sustains learning.



The **students** are actively engaged in activities that facilitate mastery of standard/academic English, including classroom talk that is accountable to the learning community, to accurate knowledge, and to rigorous thinking.



The **teacher** promotes increased confidence, problem solving behaviors, and the development in students of habits of mind that empower them to achieve their full potential.



The **classroom** is student-centered so that the students have opportunities to “use the skills of intelligent thinking” i.e., to problem solve, question, collaborate, explore and to make structured decisions.



The **teacher** demonstrates knowledge of the learning styles and strengths of culturally diverse students and builds upon students' learning strengths to develop self-monitoring and self-management skills to promote academic growth.



The **students** are visibly engaged in rigorous activities which tap into their personal learning styles and are making use of higher order thinking and metacognitive skills to manage their own learning .



The **classroom** Environment is culturally relevant and responsive to the students and sets “clear expectations” by defining what students are expected to learn and displaying criteria and models of work that meet standards.



The **students** make positive connections to high achievers in their culture, set goals for their own effort and learn to see themselves as scholars.

