

Culturally Responsive Teaching (CRT) Professional Development

JUNE - AUGUST 2014

- Over 300 teachers participated in this newly designed professional development component.
- CRT professional development draws upon the research of Geneva Gay, Gloria Ladson-Billings, and other scholars who have identified critical characteristics of CRT.
 - High expectations and rigorous instruction, with scaffolded support
 - An asset-based approach to instruction (*Difference is not deficit.*)
 - Caring, respectful teacher-student relationships
 - Meaningful, purposeful learning tasks
- CRT professional development emphasizes practical application, using videos of instruction in classrooms of Pinellas County teachers.
- Feedback has been overwhelmingly positive.
 - *"I value the discussion both at our tables and whole group."*
 - *"Great insight...communal cultural systems vs. the individuality of academic culture."*
 - *"Great article! We need to **know** our students, as far as strengths."*
 - *"This was a great reflective opportunity for me."*
 - *"Makes me definitely want to strive to make my classroom a better community."*
 - *"Would like more concrete examples of what culturally responsive teaching looks like in the classroom."*
 - *"I would like to see examples of multiculturalizing learning and matching instruction with students."*
 - *"Wish we had more time."*

AUGUST 2014 – JUNE 2015

- CRT PD will be provided monthly at five elementary schools (Campbell Park, Fairmount Park, Lakewood, Maximo, and Melrose).
 - Work with teachers to plan and incorporate effective structures and strategies
- Consult with Dr. Elizabeth Bondy (University of Florida)
- Expand CRT professional development videos to include middle school examples
- Monitor student progress
- Document and evaluate effectiveness of CRT professional development for participating teachers