

**THE FREQUENCY OF IMPLEMENTATION
OF LASALLIAN PEDAGOGY IN TRADITIONAL
COLLEGE-PREPARATORY HIGH SCHOOLS
SPONSORED BY THE
DE LA SALLE CHRISTIAN BROTHERS
IN THE UNITED STATES**

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Since the Second Vatican Council (1962-1965), the De La Salle Christian Brothers have re-examined the charism of their founder, St. John Baptist De La Salle, and the meaning of their founding documents in light of modern circumstances. Only recently have Lasallian scholars (Campos & Sauvage, 1981, 1999; Lauraire, 2004, 2006; Poutet, 1997; Van Grieken, 1995, 1999) been bridging the gap between the spiritual awareness of the Lasallian charism and the implications for classroom practice.

This study established a baseline measurement for the frequency of implementation of Lasallian pedagogy according to the seven dimensions of Lasallian pedagogy, as defined by White (2007): student-centeredness, holistic education, constructive scaffolding, collaboration, social justice, relevancy, and discipleship. Using survey research with selected follow-up interviews, 137 academic department chairs at 21 traditional college-preparatory Lasallian high schools provided data on the frequency with which they incorporated the above-noted pedagogical dimensions in their curricular and instructional practice. These data were reported out both in relation to the dimensions of Lasallian pedagogy, as well as demographic categories established in the survey. Recommendations for both research and practice were presented based on identified strengths and growth areas derived from the research findings.

The results indicated that student-centeredness, holistic education, and constructive scaffolding were incorporated into curriculum and instruction multiple times per week. Collaboration, however, was only incorporated two to four times per month. Those educators with the most experience and least experience in the classroom were more student-centered educators.

Members of visual/performing arts departments and Mission Assembly (a quadrennial gathering of Lasallian educators) participants incorporated holistic education frequently, whereas members of mathematics departments incorporated holistic education less frequently. Lasallian Leadership Institute participants were more likely to collaborate than those survey respondents who did not participate in this formation program.

Members of religious studies departments and those respondents who attended either a Huether Conference or a Mission Assembly incorporated social justice more frequently into their curriculum and instruction, whereas members of mathematics departments incorporated social justice less frequently. 98

Respondents with doctoral degrees maintained high levels of relevancy in their curriculum and instruction, whereas respondents with teaching credentials maintained low levels of relevancy.