



Culturally Responsive- Sustaining Education Framework

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For more than a century, education providers throughout the United States have strived and struggled to meet the diverse needs of American children and families. A complex system of biases and structural inequities is at play, deeply rooted in our country's history, culture, and institutions.

In January 2018, the New York State Board of Regents directed the Office of P-12 Education and Higher Education to convene a panel of experts, engage with stakeholders, and develop from the ground up a framework for culturally responsive-sustaining education.

The Culturally Responsive-Sustaining (CR-S) framework is intended to help education stakeholders create student-centered learning environments that affirm cultural identities; foster positive academic outcomes; develop students' abilities to connect across lines of difference; elevate historically marginalized voices; empower students as agents of social change; and contribute to individual student engagement, learning, growth, and achievement through the cultivation of critical thinking.

CR-S Framework

The CR-S Framework marks our journey forward and begins the evolution toward leveraging difference as an asset. The framework is grounded in four principles* :

- Welcoming and Affirming Environment
- High Expectations and Rigorous Instruction
- Inclusive Curriculum and Assessment
- Ongoing Professional Learning

The New York State guidelines for culturally responsive sustaining education are grounded in a VISION of an education system that creates:

Students who experience academic success

Students are prepared for rigor and independent learning. Students understand themselves as contributing members of an academically rigorous, intellectually-challenging school and classroom community. Students demonstrate an ability to use critical reasoning, take academic risks, and leverage a growth mindset to learn from mistakes. Students are self-motivated, setting and revising academic personal goals to drive their own learning and growth.

Students who are socio-politically conscious and socio-culturally responsive

Students acknowledge the limitations of their own perspectives. They have empathy for others while they appreciate and respect others' differences. They demonstrate cooperation and teamwork, using active listening and communication skills to resolve conflict. They use interpersonal skills to build and maintain strong relationships, including those along lines of difference, in their class and school communities.

All layers of the environment in which students learn (classroom, school, family, and community) affirm and value the various aspects of students' cultural identities (i.e. race, ethnicity, age, gender, sexual orientation, disability, religion, socioeconomic background). Role models in the classroom, school, family, and community recognize student strengths and offer opportunities for students to grow and learn.

Students who have a critical lens through which they challenge inequitable systems of access, power, and privilege.

Students bring a critical lens to the world as they study historical and contemporary conditions of inequity and learn from historically marginalized voices. Students learn about power and privilege in the context of various communities and are empowered as agents of positive social change.

Let's Talk Culture

Who are we?

Race



Pan African

Ethnicity



Latinx - Cuban

Nationality



American

We call President Obama the first black president



However, we call Meghan Markle a bi-racial princess

Gloria Ladson-Billings, Ph.D.

In her 1994 book *The Dreamkeepers*, Ladson-Billings, further defined CRT as possessing these nine principles:

- Communication of High Expectations
- Active Teaching Methods
- Teacher as Facilitator
- Inclusion of Culturally and Linguistically Diverse Students
- Cultural Sensitivity
- Reshaping the Curriculum
- Student-Controlled Classroom Discourse
- Small Group Instruction and Academically-Related Discourse



Levels of Culture

- Surface – observable and concrete elements of culture.
- Shallow – unspoken rules around everyday social interactions and norms
- Deep – tacit knowledge and unconscious assumptions that govern our worldviews.





Culturally Responsive Teaching

- Builds on what students already know.
- Helps students understand there is more than one way of knowing.
- Encourages students to embrace their culture and develop a love of learning.
- Highlights students' strengths and gives them confidence to confront their weaknesses.

What is Culturally Responsive-Sustaining Education?

Culturally Responsive-Sustaining (CR-S) Education draws on decades of research in asset-based pedagogies that recognize that cultural difference (including racial, ethnic, linguistic, gender, sexuality and ability) should be treated as assets for teaching and learning. This approach to education counters dominant narratives about difference as deficits or as characteristics of students and families that should be remediated or assimilated.

What is the Culturally Responsive-Sustaining Framework?

The CR-S framework is an initiative by the New York State Education Department (NYSED) that establishes culturally responsive-sustaining guidelines for student, teachers, school and district leadership, families and community advocates, higher education, and the State Education Department.

The 4 Principles of Culturally Responsive Sustaining Education

- Welcoming and Affirming Environment
- High Expectations and Rigorous Instruction
- Inclusive Curriculum and Assessment
- Ongoing Professional Learning and Support

