



New York State Education Department
Office of Special Education
Educational Partnership





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Culturally Responsive Sustaining Education

Exploring the New York State Education Framework for
Cultural Responsiveness

Developed by the Technical Assistance Partnership for Equity at Bank Street College of Education

June, 2022



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Disclaimer

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¡Bienvenido/as!
Jere jeff!
환영합니다!
Welcome!



Learning Objectives

- Explore foundational elements of culture and Culturally Responsive Education
- Reflect on personal culture & experiences
- Become familiar with the NYSED Culturally Responsive-Sustaining Education (CRSE) framework
- Reflect on the ways practices & approaches outlined in the NYSED CRSE Framework are present within your Educational Organization (EO)

Materials Check

- Slides for note taking
- CRSE framework
- CRSE Summary
- Reflection Guide
- Culture Questions

Blueprint for Improved Results for Students with Disabilities



Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



Inclusive Activities

Schools provide high-quality inclusive programs and activities.



Transition Support

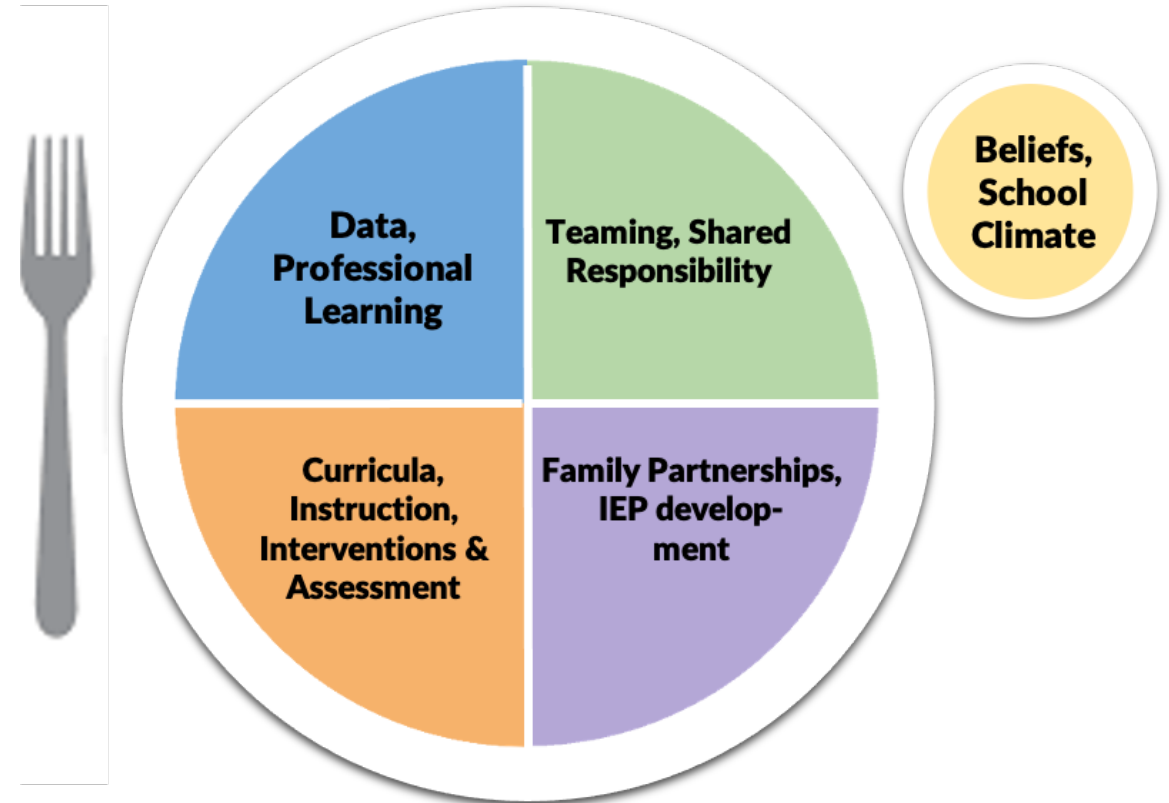
Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Equity, Cultural Responsiveness and Students with Disabilities

Not Just

“another thing on our plate”

Equity and Cultural Responsiveness IS the plate



Equity, Cultural Responsiveness, & Multi-Tiered Systems

- Culturally Responsive curriculum, instruction, and assessment
- IEP Development
- Professional Learning priorities
- Teaming structures
- Data review
- Shared responsibility
- Asset-based thinking
- Educational environment & climate
- Family & student voice



Agenda

- **Part 1:** Grounding and Norms
- **Part 2:** Introduction to Culture and Culturally Responsive Education
- **Part 3:** Overview of Culturally Responsive-Sustaining Education Framework
- **Part 4:** Application and Principles Reflection

Grounding and Norms



Grounding



The Name Game

What is the story of **YOUR NAME?**

What we'll do:

- Get into groups
- Share the story of your name
- 3-5 minutes to share with partner(s)
- Whole Group share out





Equity and Cultural Responsiveness

“Elephants in the room”

- Student, Family, & Community Groups
- Culture & Identity
- Beliefs, Stereotypes & Prejudice
- Issues or Challenges

Norms and Community Agreements

- Participate to the best of your abilities
- Speak your truth- use “I” statements
- Ask clarifying questions and provide feedback
- Listen with respect
- Honor confidentiality (what’s said here stays here, what’s learned here leaves here)
- Expect and accept a lack of closure
- Push your growing edge

Introduction to Culture and Culturally Responsive Education



Educational Equity

The principle of altering current practices and perspectives to teach for social transformation and to promote equitable learning outcomes for students of all groups. (Lee, 2002)



Equality

Equal inputs
regardless of need or
outputs



Equity

Altering practices and
resources to respond
to student needs



Access

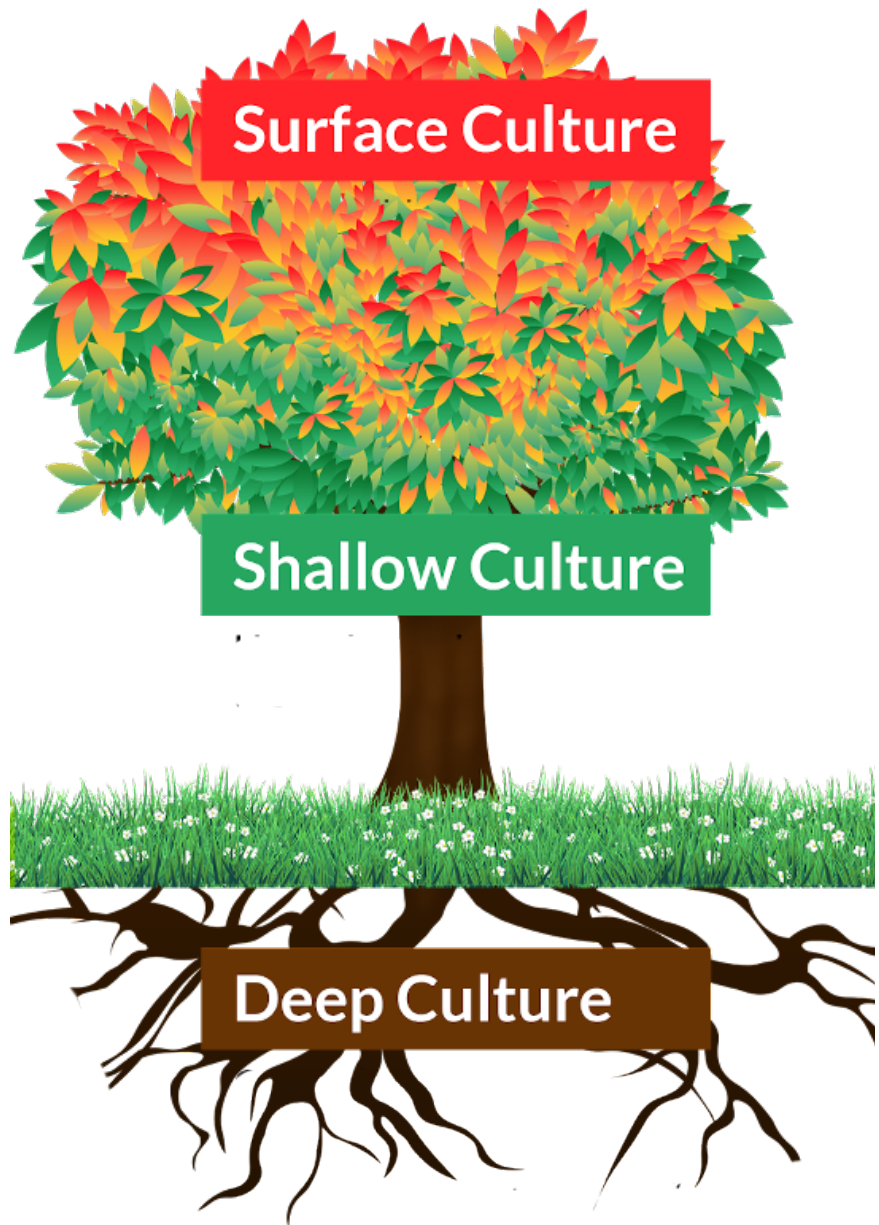
The right to benefit
from resources;
attendance



Opportunity

Equitable inputs with
equitable outputs; a
chance

← **Cultural Responsiveness** →



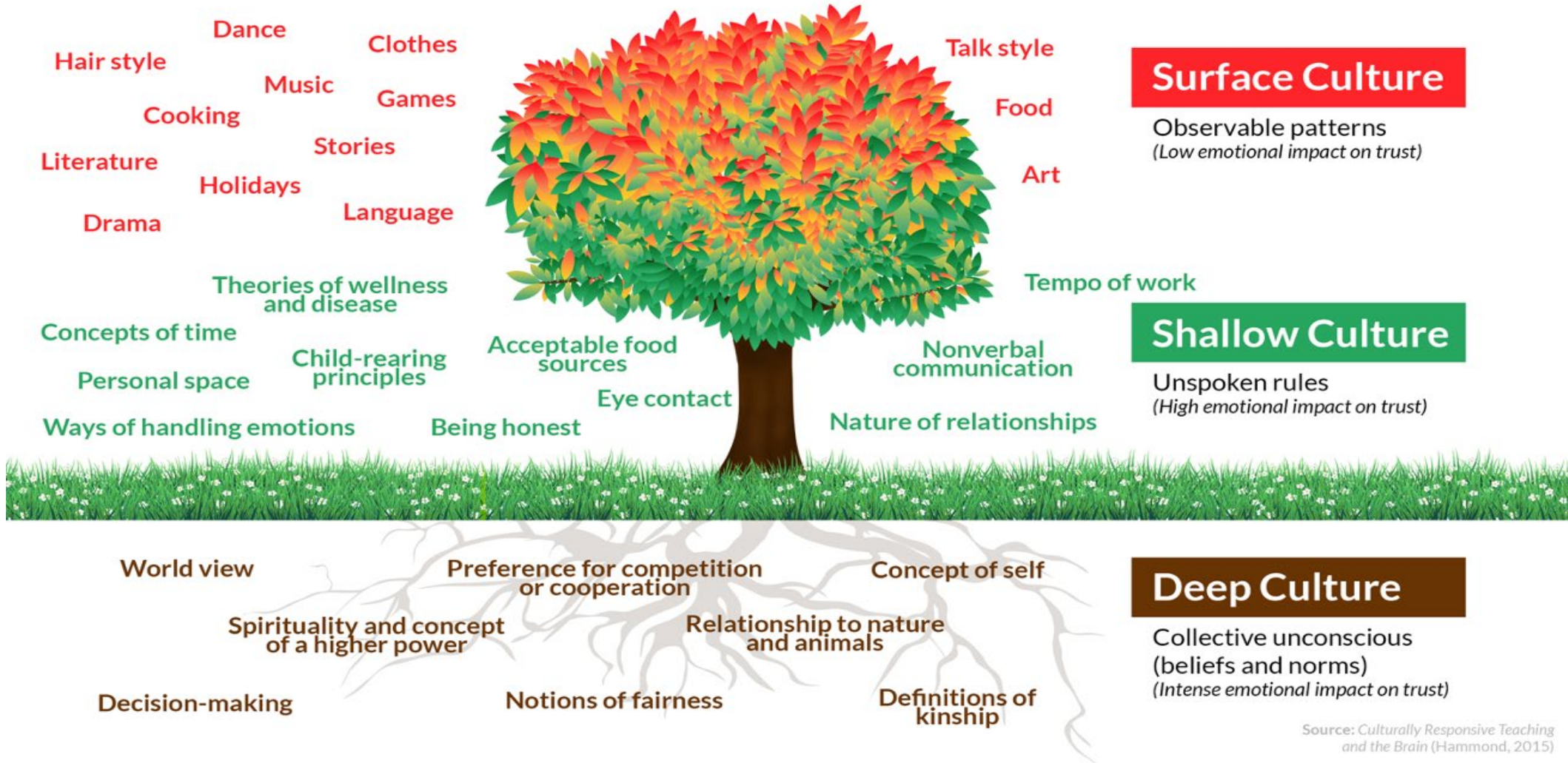
What is Culture?

“Culture...is the way the brain makes sense of the world...The brain uses cultural information to turn everyday happenings into meaningful events.”

(Hammond, 2015 p. 22)

- Poverty is not a culture
- Coping & responses to oppression should not be mistaken for culture (Hammond, 2015 p. 33)
- True culture supports its people; it doesn't destroy them (Delpit, 2012, p.7)

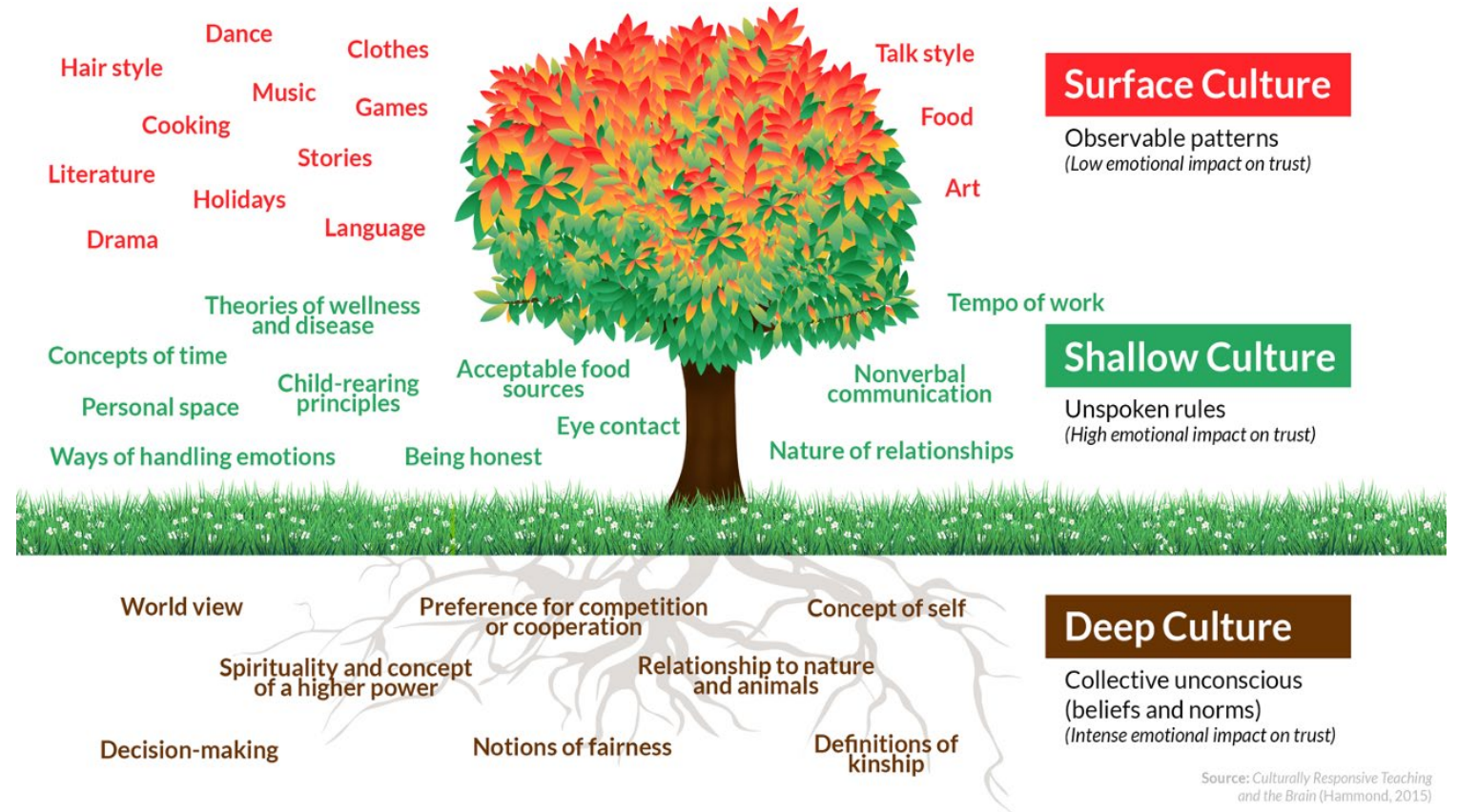
The Culture Tree



Source: Culturally Responsive Teaching and the Brain (Hammond, 2015)

Culture

- Race
- Economic Background
- Gender
- Language
- Sexual orientation,
- Nationality
- Religion
- Ability



Activity: Reflecting on our Culture



- Where did you grow up? (country, urban, suburban, rural, region of U.S., neighborhood, etc.)
- What's the story of your family in America?
- What folklore/stories did you grow up with? What are some of your family's traditions?
- What did your family members, neighbors, caregivers and other authority figures tell you about "respect"?
- What physical, social, or cultural attributes were praised/punished in your community?
- (How) Were you allowed to question/talk back to authority figures in your life?
- How were you trained/conditioned to respond to different emotional displays (anger, fear, crying, happiness)?

In what ways do similarities/differences in educators' & students' answers to these questions impact student experiences & outcomes?



- Curricula & Content
- Teaching Methods
- Behavioral Systems
- Student Support & Special Education
- Physical Environment
- Relationships & Interactions
- Family Engagement
- Extracurricular activities

Break

Pause
Stretch
Breathe



Cultural Responsiveness



What is Culturally Responsive Education?

Gloria Ladson-Billings

Students:

- Experience academic success
- Develop and/or maintain cultural competence
- Develop a critical consciousness through which they challenge the status quo of the current social order

Zaretta Hammond

Educators:

- Recognize impact of racialized society
- Recognize & validate students' use of cultural capital
- Connect content to student knowledge & culture
- Build relationships and social-emotional connection to create a safe space for learning

Culture and the NYSED CRSE Framework

“Learning is rooted in the lives and experiences of people and cultivated through activities that people find meaningful. When teaching is not rooted in students’ lives, student learning suffers. Perhaps worst, biases take hold and deficit perspectives become normalized throughout our schools and classrooms, structuring entire systems that blame students for failure.”

- NYSED, 2018 p. 11

Culture and the NYSED CRSE Framework

“The school community is representative of many cultures, and therefore culture has consequences on how students experience schools. The framework is intentional about the relationship between culture and education, presenting a multi-tiered systems approach for cultural inclusion that broadens what ethnic groups, classes, sexualities, and abilities are privileged in the creation and maintenance of traditional education.”

- NYSED, 2018 p.11

Break



Overview of Culturally Responsive-Sustaining Education

Exploring the NYSED Framework for Cultural Responsiveness



NYSED CRSE Framework

- Expert Panel Convened January 2018
- NY ESSA Plan Alignment
- Office of Bilingual Education & English as a New Language
- Builds on work of NYS Stakeholders
- Multiple rounds of stakeholder input
- Released January 2019



NYSED CRSE Framework

 Culturally Responsive-Sustaining
Education Framework



- Vision
- Definition
- Principles
- Mindsets
- Stakeholders

CULTURALLY

The CRSE framework helps educators create student-centered learning environments that affirm racial, linguistic

RESPONSIVE-

and cultural identities; prepare students for rigor and independent learning; develop students' abilities to connect

SUSTAINING

across lines of difference; elevate historically marginalized voices; and empower students as agents of social change.

EDUCATION

Exploring the NYSED CRSE Framework



Expert Jigsaw: Part 1 (Individually)

Number off 1-4

Read the overview and your section. Identify the most important points (MIPs) and Key Details. Record questions.

| Selected Number | Framework Section | Framework Page Number |
|-----------------|-------------------|-----------------------|
| Everyone | Overview | Page 2 |
| Group 1 | Vision | Pages 3-4 |
| Group 2 | Definition | Page 4 |
| Group 3 | Principles | Page 5 |
| Group 4 | Mindsets | Page 6 |

Group Activity: Exploring the NYSED CRSE Framework



Expert Jigsaw: Part 2 (Section Groups)

- Form section groups based on numbers 1-4
- In these groups, take turns sharing the most important points (MIPs) and key details
- Share questions and work to clarify understandings

Discussion: Exploring the NYSED CRSE Framework



Expert Jigsaw: Part 3 (Table Groups)

Take turns (1-4) sharing

- An overview/brief summary of your section
- Key points and/or concerns
- Lingering questions you have

Connecting with Culturally Responsive – Sustaining Education

- Individually connect
- Share in your small group
- Whole group dialogue





Vision

Education Systems create students who:

- experience **academic success**
- are **socio-politically conscious** and **socio-culturally responsive**
- have a **critical lens** to challenge **inequitable systems of access, power, and privilege.**



Definition

Goals of CRSE

- Racial and cultural identities affirmed
- Connection across identity and culture
- Students as agents of social change
- Critical thinking and curiosity



Mindsets

- Culture is critical - not extra
- All students, families, & communities have assets
- Continuous critical reflection on United States systems of oppression



Principles



Welcoming and Affirming
Environments



Inclusive Curriculum
and Assessment



High Expectations and
Rigorous Instruction



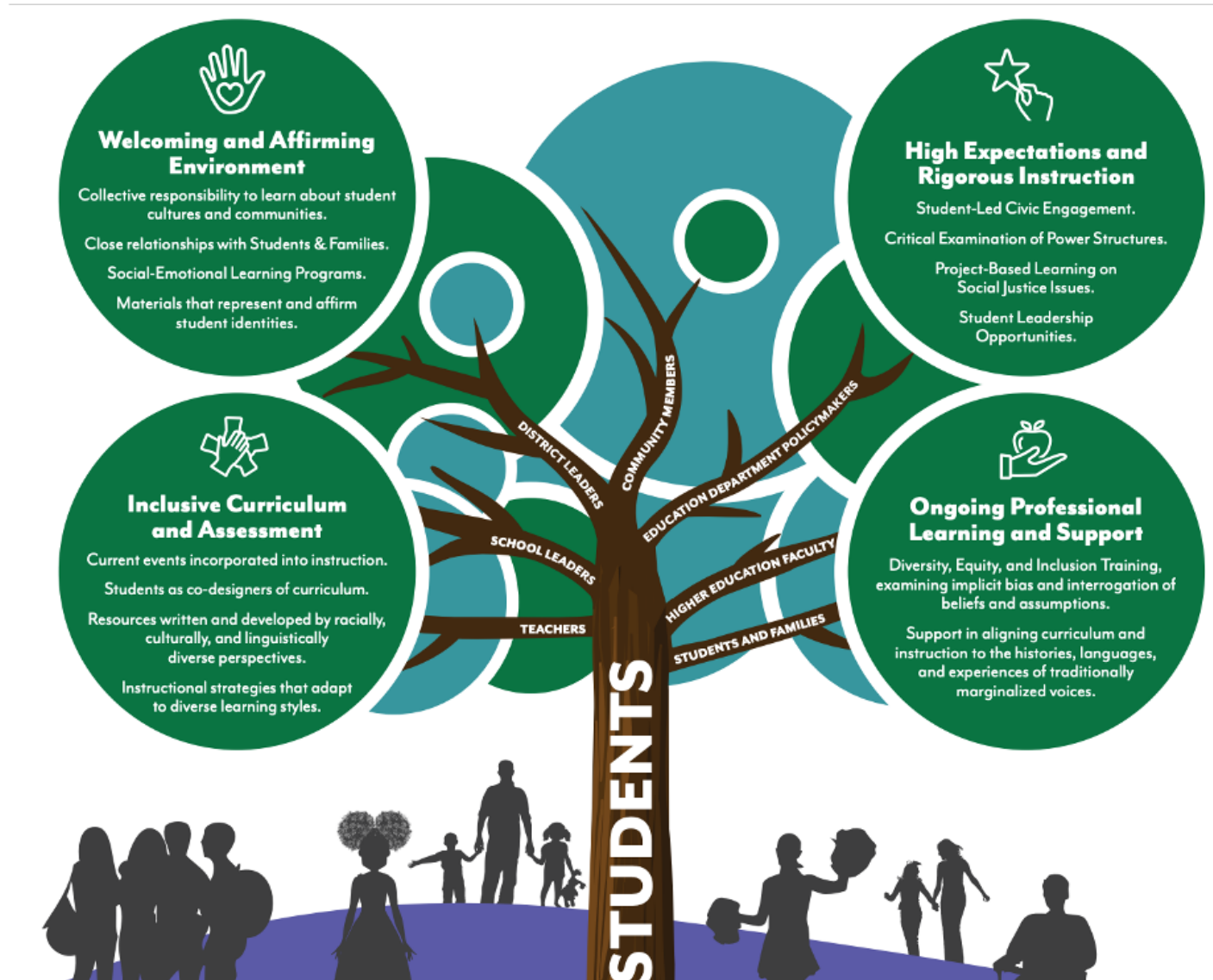
Ongoing Professional
Learning

Application and Principles Reflection

The Journey Toward Culturally Responsive- Sustaining Practice



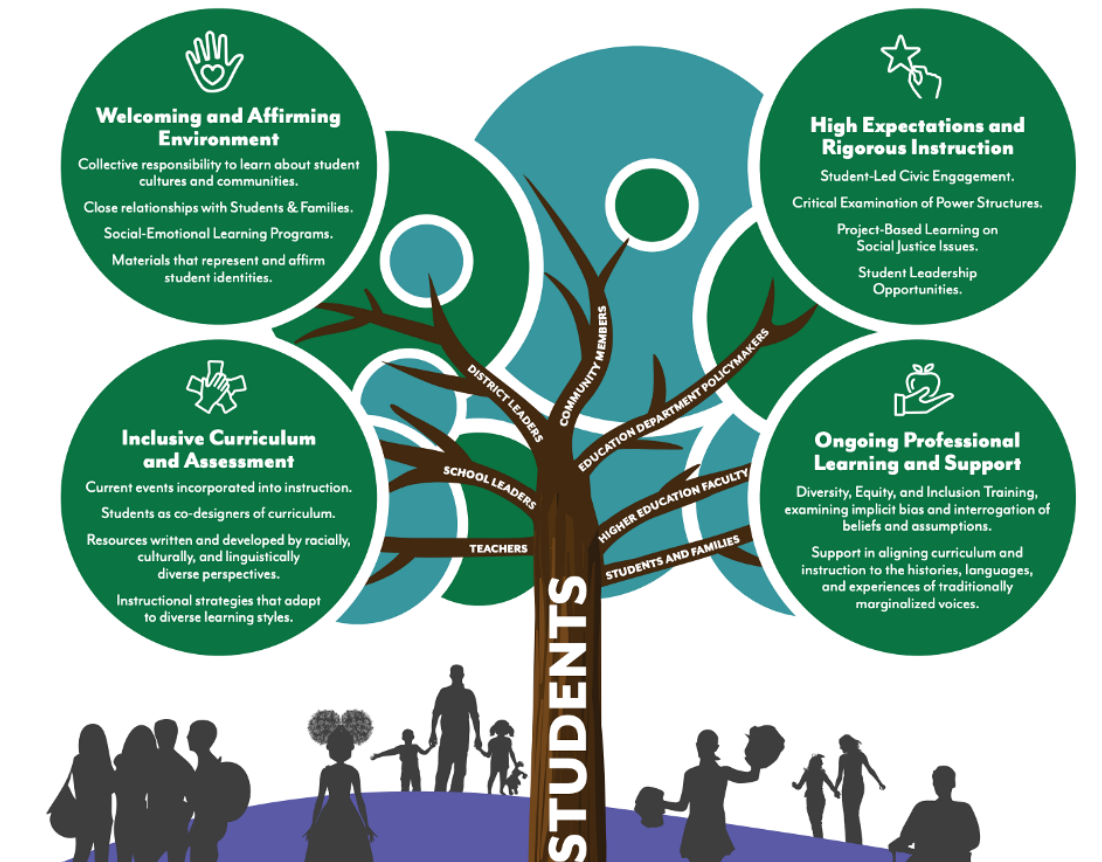
CRSE Framework Principles



CRSE Principles Reflection



- Read each Principle area and the recommendations for that area
- Complete the reflection questions
 - Connect
 - Reflect
 - Explore
 - Question
- Discuss trends, takeaways, and next steps





Culturally Responsive-Sustaining Guidelines

All stakeholders (students, teachers, school leaders, district leaders, families and community members, higher education faculty and administrators, and Education Department Policymakers) can consider implementing the following CR-S guidelines as a means to achieve a more culturally responsive-sustaining education system.

The following section is organized by stakeholder group. Each stakeholder group is provided with guidelines that serve as

recommendations according to the four principles of culturally responsive-sustaining education.

We recognize that much of this work is already happening across the state. The following guidelines are intended to offer a bank of strategies, with other perspectives for your community to consider. This is in no way meant to be an exhaustive list. Collaborate with stakeholders to prioritize and plan for the local needs of your community.



Stakeholder Groups

- Students
- Teachers
- School Leaders
- District Leaders
- Families & Community Members
- Higher Education Faculty & Administrators
- Education Department Policymakers



Culturally Responsive-Sustaining Guidelines

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Extended Learning

- Identify your stakeholder group/area of need
- Read the recommended practices
- Identify:
 - What are you already doing?
 - What should you begin doing?
 - What might challenge you? Your EO?
 - How do your findings compare to the reflection?

Closing

“Antiracist education and culturally responsive engagements ... are long-term endeavors that require much unlearning, relearning, struggle, vigilance, self-critique, self-monitoring, and changing the infrastructures of educational systems.

They demand personal knowledge, courage, conviction, will and skill; institutional transformation; and the redistribution of power.”

Geneva Gay in the *Forward to Why Race and Culture Matter in Schools: Closing the Achievement Gap in America’s Classrooms* by Tyrone Howard

Contact Us

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