



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

Culturally Responsive-Sustaining Education in New York State

**New York State Board of Regents
January 14, 2019**

Presentation

- Previous Work Presented to the Board of Regents
- Stakeholders Consulted and Summary of Their Feedback
- Definition, Visual, and Guiding Principles of the Framework
- CR-S Framework Vision and Mindsets
- Implementation Timeline

Previous Board of Regents Presentation on Culturally Responsive-Sustaining Education

- In **June 2017**, the Office of P-12 Instructional Support presented on the benefits of promoting diversity in New York State. The proposal included culturally responsive-sustaining education to support diverse learners.
- In **January 2018**, the Office of P-12 Instructional Support and the Office of Higher Education presented to the Board of Regents about the demand for culturally responsive-sustaining education practices in New York State.

Previous Board of Regents Presentation on Culturally Responsive-Sustaining Education

- In **early 2018**, we secured a Project Coordinator position through grant funds for culturally responsive-sustaining education to support this work.
- In **spring of 2018**, as a result of these presentations, the Education Department convened a panel of academic experts in the field.
- In **summer of 2018**, we reached out to the Board of Regents for nominees, and convened an advisory panel of Board of Regents-nominated stakeholders.

The Framework

- The name of the framework is **Journey Forward: New York State Education Department's Culturally Responsive-Sustaining Framework.**
- The framework is organized by 4 guiding principles, adopted from Buffalo Public Schools, meant to create a welcoming environment, inform curriculum, instruction, and assessment, as well as provide guidance for professional learning.
- The framework includes guidelines for culturally responsive-sustaining practices for students, teachers, parents and community advocates, school leaders, district leaders, higher education, and the New York State Education Department.

Formal feedback collection process

Expert Committee

August 2017

October 2017

November 2018

Stakeholder Committee

August 2018

October 2018

Advisory Committee

September 2018

Collaborating Members

September 2018 to January 2019

Expert Committee

Alfredo Artiles	Arizona State
Jeff Duncan-Andrade	San Francisco State
David Kirkland	NYU-Metro Center
Gloria Ladson Billings	University of Wisconsin
Joyce Moy	CUNY
Django Paris	Michigan State
Carla Shedd-Guild	CUNY
Amy Stuart-Wells	Teachers College, CU
Mariana Souto-Manning	Teachers College, CU
Zoila Morrell	Mercy College

Advisory Committee

- Nominated by members of the Board of Regents.
- 20 experts from across the state who gave feedback and have been consulted as a part of the Culturally Responsive-Sustaining Initiative.

Summary of Stakeholder Feedback

- Pay close attention to the readability of language and avoid academic and educational jargon.
 - Definition
 - Language in the guidelines
- Provide tangible resources and examples of practice for stakeholders.
- Create an implementation plan that includes clear marketing and communications information.
- Create a visual that is understandable on sight.

Contents of the Framework

- Definition of CR-S
- Visual
- Vision Statement
- CR-S aligned mindsets
- Guidelines for 7 stakeholder groups
 - Students
 - Teachers
 - School Leaders
 - District Leaders
 - Families and Community Members
 - Higher Education Faculty and Administration
 - NYSED Policymakers
- The guidelines are organized by 4 principles of CR-S

Definition

Culturally responsive-sustaining (CR-S) education is grounded in a cultural view of learning and human development in which multiple expressions of diversity (e.g., race, social class, gender, language, sexual orientation, nationality, religion, ability) are recognized and regarded as assets for teaching and learning.

CR-S education explores the relationship between historical and contemporary conditions of inequality and ideas that shape access, participation, and outcomes for learners.

The goal of the CR-S framework is to help educators design and implement a student-centered learning environment that:

- Affirms cultural identities and fosters positive academic outcomes;
- Fosters and sustains meaningful relationships between schools and communities, with an emphasis on a personal investment in the lives of youth;
- Develops students' ability to connect across cultures;
- Empowers students as agents of positive social change; and
- Contributes to an individual's engagement, learning, growth, and achievement through the cultivation of critical thinking.

In order to make this a reality, the Department, under the Board of Regents, created a framework for CR-S practices.

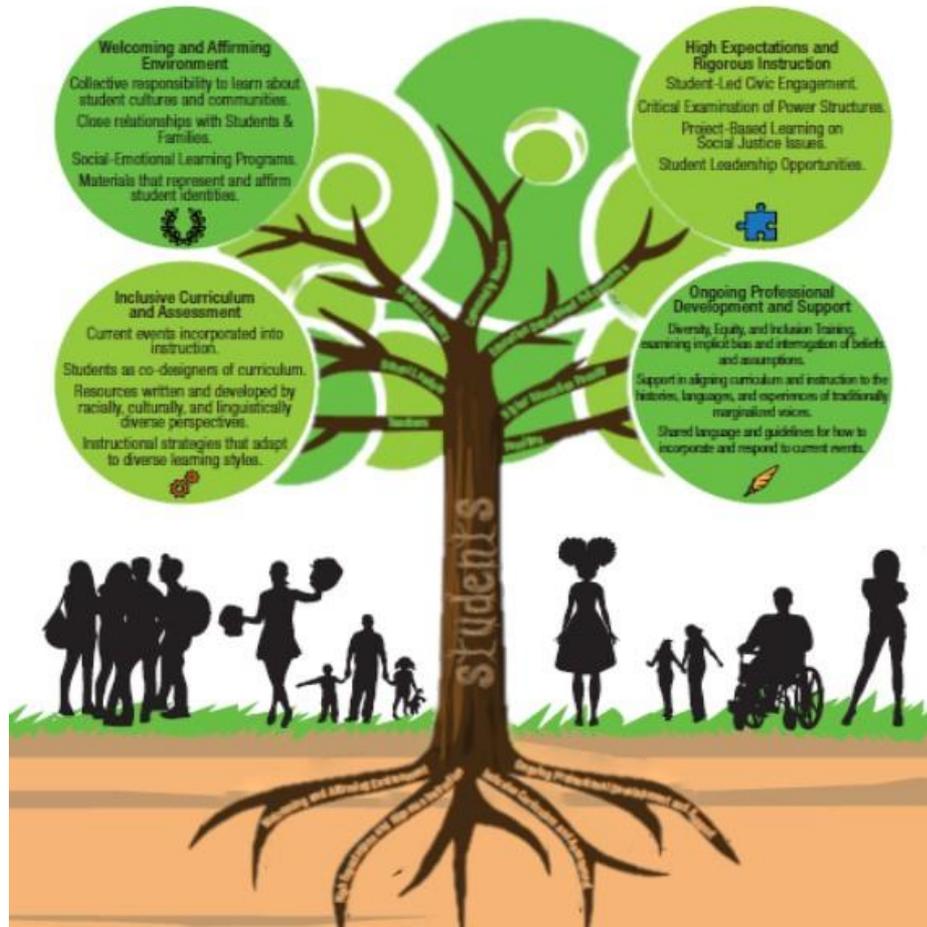
*Definition was created in collaboration with: Alfredo Artiles, Jeff Duncan-Andrade, David Kirkland, Gloria Ladson-Billings, Zoila Morell, Joyce Moy, Django Paris, Amy Stuart-Wells, Mariana Souto-Manning, Aida Walqui



Visual

Culturally Responsive-Sustaining Education

The CR-S framework helps educators create student-centered learning environments that: affirm racial, linguistic and cultural identities; prepare students for rigor and independent learning; develop students' abilities to connect across lines of difference; elevate historically marginalized voices; and empower students as agents of social change.



Visual

8.5 by 11

Cover Page of Framework

NYSED's Vision for Culturally Responsive-Sustaining Education

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 who are socio-politically conscious and sociocultural responsive

Students learn in a student-centered environment in which their cultural identities are affirmed and valued as vehicles for learning. Students grow in their ability to connect across lines of difference, and gain social emotional competencies to build strong relationships in their class and school communities.

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.

Culturally Responsive-Sustaining Mindsets

- Mindset: Believing that students and their families should be valued and consulted as individuals from communities with their own strengths and knowledge.
- Mindset: Believing that culture is not an addition, but is a critical component of education.
- Mindset: Believing that critical and continuous self-reflection is required to dismantle systems of biases and inequities as they are rooted in our country's history, culture, and institutions.

The Culturally Responsive-Sustaining Guidelines

- The framework offers guidelines for 7 different stakeholder groups:

Students

Teachers

School Leaders

District Leaders

Families and Community Members

Higher Education Faculty and Administrators

State Education Department Policymakers

The Culturally Responsive-Sustaining Guidelines

For each of the stakeholder groups, the guidelines are organized by 4 principles of CR-S:

Creating a Welcoming and Affirming Environment

Fostering High Expectations and Rigorous Instruction

Identifying Inclusive Curriculum and Assessment

Engaging in Ongoing Professional Learning and Support

Implementation Timeline

Phase I

Raising Awareness (Winter 2018-Winter/Spring 2019):

- Ensure stakeholders are aware of New York State's Culturally Responsive-Sustaining Education initiative; seek stakeholder feedback to inform ongoing professional learning and resources.

Phase II

Building Capacity (Spring 2019-Summer 2020):

- Professional development continues on Culturally Responsive-Sustaining Education; resources roll out to support teachers, leaders, and education stakeholders.

Phase III

Sustaining Practices (September 2020 – ongoing):

- Districts sustain practices of the Culturally Responsive-Sustaining Education Framework in the field; gather and share examples of practice.

Implementation: Phase I

Phase I

Raising Awareness (Winter 2018-Winter/Spring 2019)

Key Implementation activities will include:

- **engaging** with key stakeholders, advisors, and experts in a series of panels, gathering feedback on the framework and assessing needs of various stakeholder groups
- **creating** promotional videos and print materials for circulation
- **leveraging** existing relationships with families and community advocacy groups to develop resources for family and community engagement
- **facilitating** informational webinars as an introduction to the CR-S framework
- **presenting** at internal and external working group meetings

Thank You