Introduction to the NYSED Culturally Responsive-Sustaining Education Framework

Presenter: Heather Parris, Resource Specialist
hparrisf@esboces.org

Long Island Regional Bilingual Education Resource Network

http://bit.ly/CRSFramework

Essential Question

How can the vision presented in the CRS Framework be put into action by all stakeholders?

http://www.nysed.gov/crs/framework

I. 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.

II. Students who are sociopolitically conscious and socioculturally 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.

III. 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.

What is the Goal?

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

- affirms racial and cultural identities and fosters positive academic outcomes
- develops students' abilities to connect across cultures
- empowers students as agents of social change
- contributes to an individual's engagement, learning, growth, and achievement through the cultivation of critical thinking.

Who are our Stakeholders?

Students

Teachers

School Leaders

District Leaders

Families and Community Members

Higher Education Faculty and Administrators

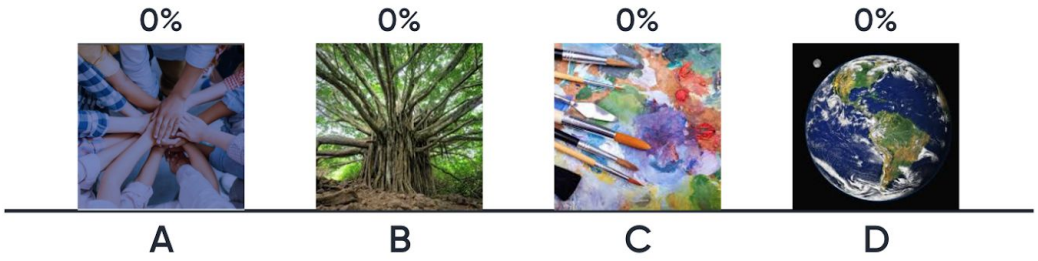
Education Department Policymakers

What is Culture?

Go to **www.menti.com** and use the code **99 30 44**

Mentimeter

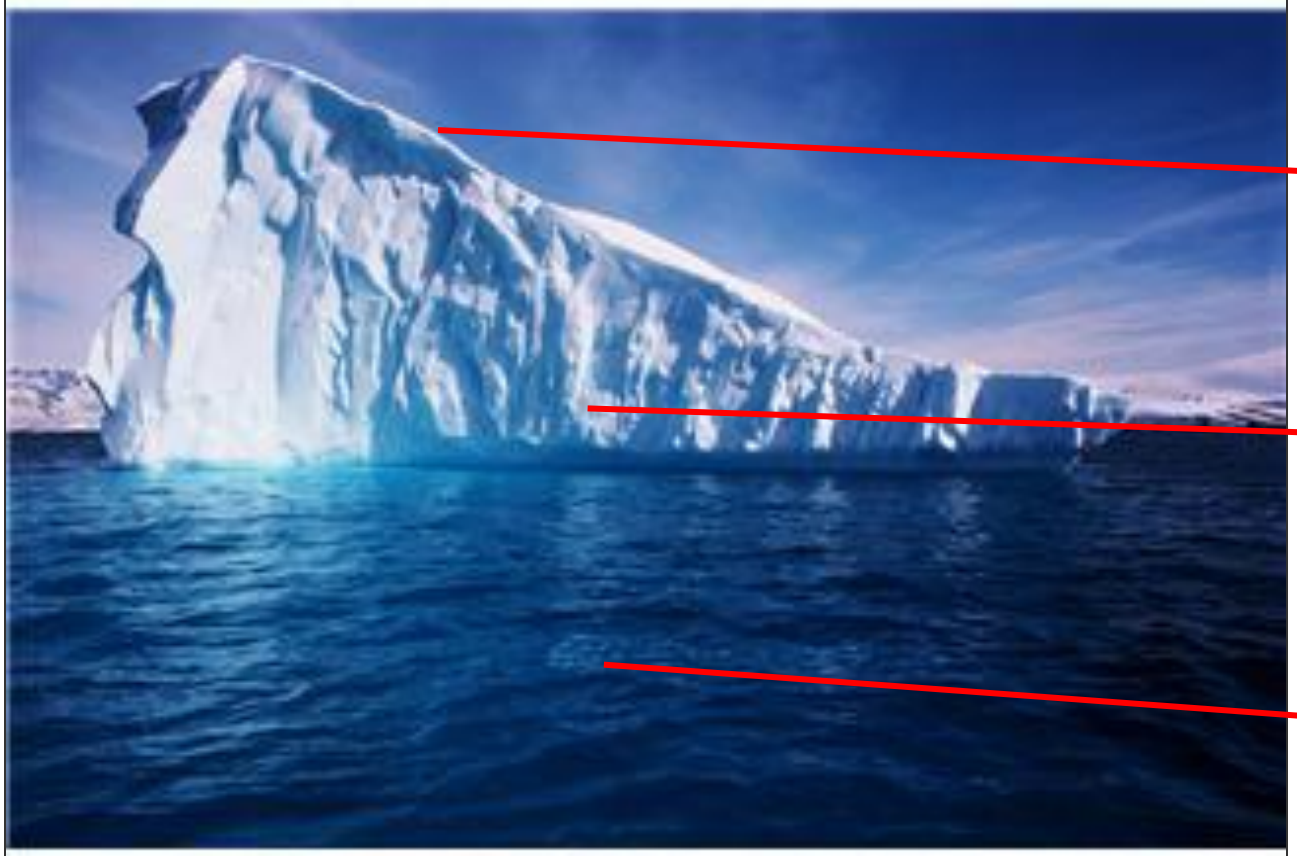
Select the image that you feel best represents your definition of culture.



Turn and Talk

Which image did you choose? Why?

Cultural Iceberg



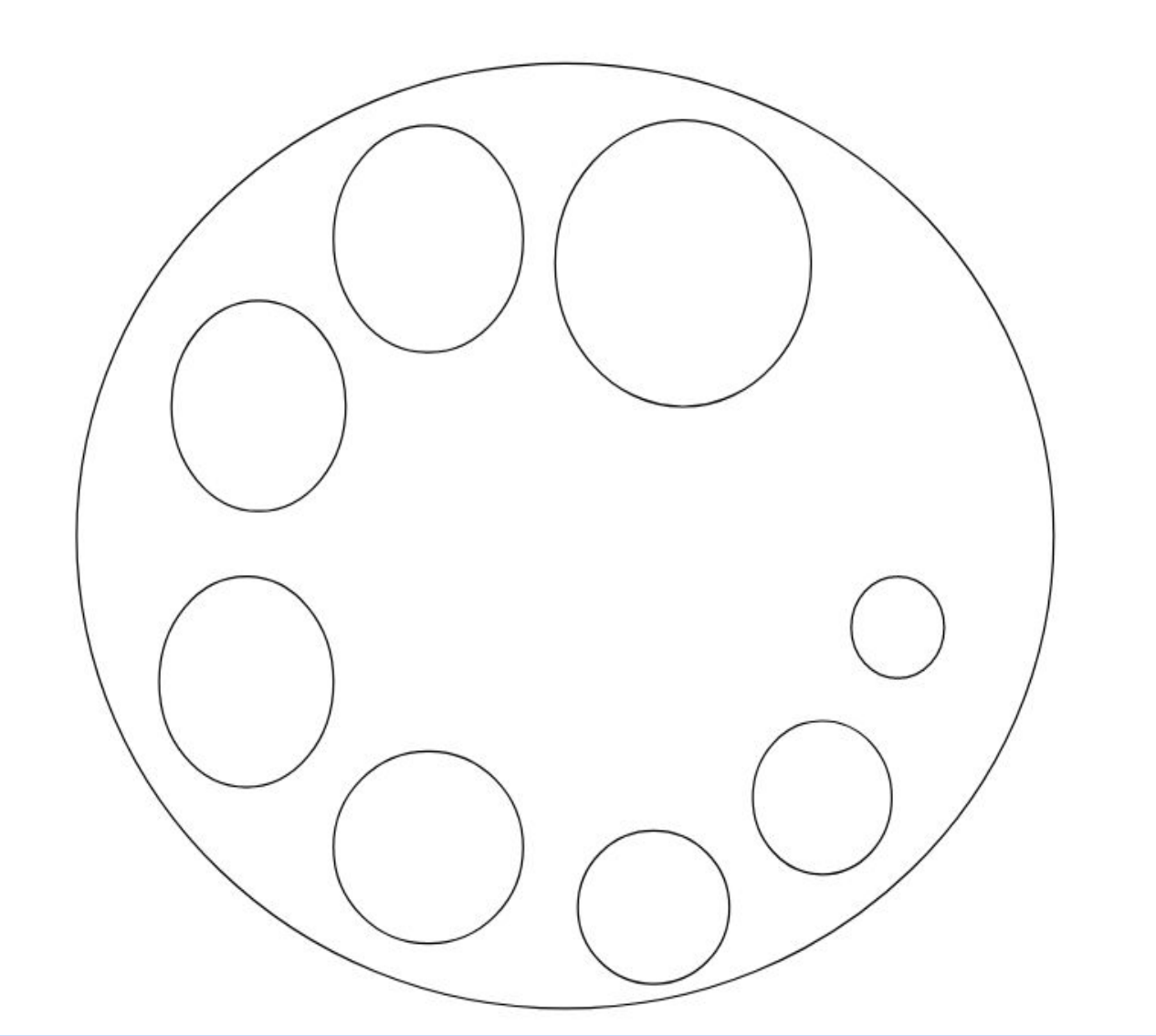
Products

Practices

Perspectives

Individuals Belong to Many Different Cultural Groups

Possible groups:
Family
Religion
Racial Group
Sexual Orientation
Gender
School
Sports
Ethnic Group
Social Class
Occupation
Region



What is Culture?

The New York State Education Department understands culture as the multiple components of one's identity, including but not limited to: race, economic background, gender, language, sexual orientation, nationality, religion, and ability. Culture far transcends practices such as cuisines, art, music, and celebrations to also include ways of thinking, values, and forms of expression. These ways and forms are in constant flux, renegotiation, and evolution. Schools then become a meeting point for cultures, containing children and adults who bring with them multiple facets of their identity, along with unique experiences and perspectives.

from NYSED definition pg 11 CRS Education Framework

Understanding Implicit Bias

https://www.pbs.org/video/pov-implicit-bias-peanut-butter-jelly-and-racism/

The CR-S Education Framework

http://www.nysed.gov/crs/framework

What is CR-S Education?

"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."

from NYSED definition pg 10 CRS Education Framework

What is the CR-S Mindset?

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

from CRS Framework pg 16

The Four Principles

Welcoming and affirming environment

High expectations and rigorous instruction

Inclusive curriculum and assessment

Ongoing professional learning

SOCIOPOLITICALLY CONSCIOUS	SOCIOCULTURALLY RESPONSIVE
Demonstrate excellence by being inclusive-minded and asset-focused	Commit to understanding the role of culture in education as flexible, local, and global
Identify and critically examine both historical and contemporary power structures	Act as agents of social change to redress historical and contemporary oppression
Reflect, honor, value, and center various identity perspectives as assets in policies and practices (Sue, 2001)	Build alliances across difference to eradicate all forms of discrimination
Engage in critical conversations	Engage current and historical issues
Recognize that personal, cultural, and institutionalized discrimination creates and sustains privileges for some while creating and sustaining disadvantage for others	Practice mutual respect for qualities and experiences that are different from one's own

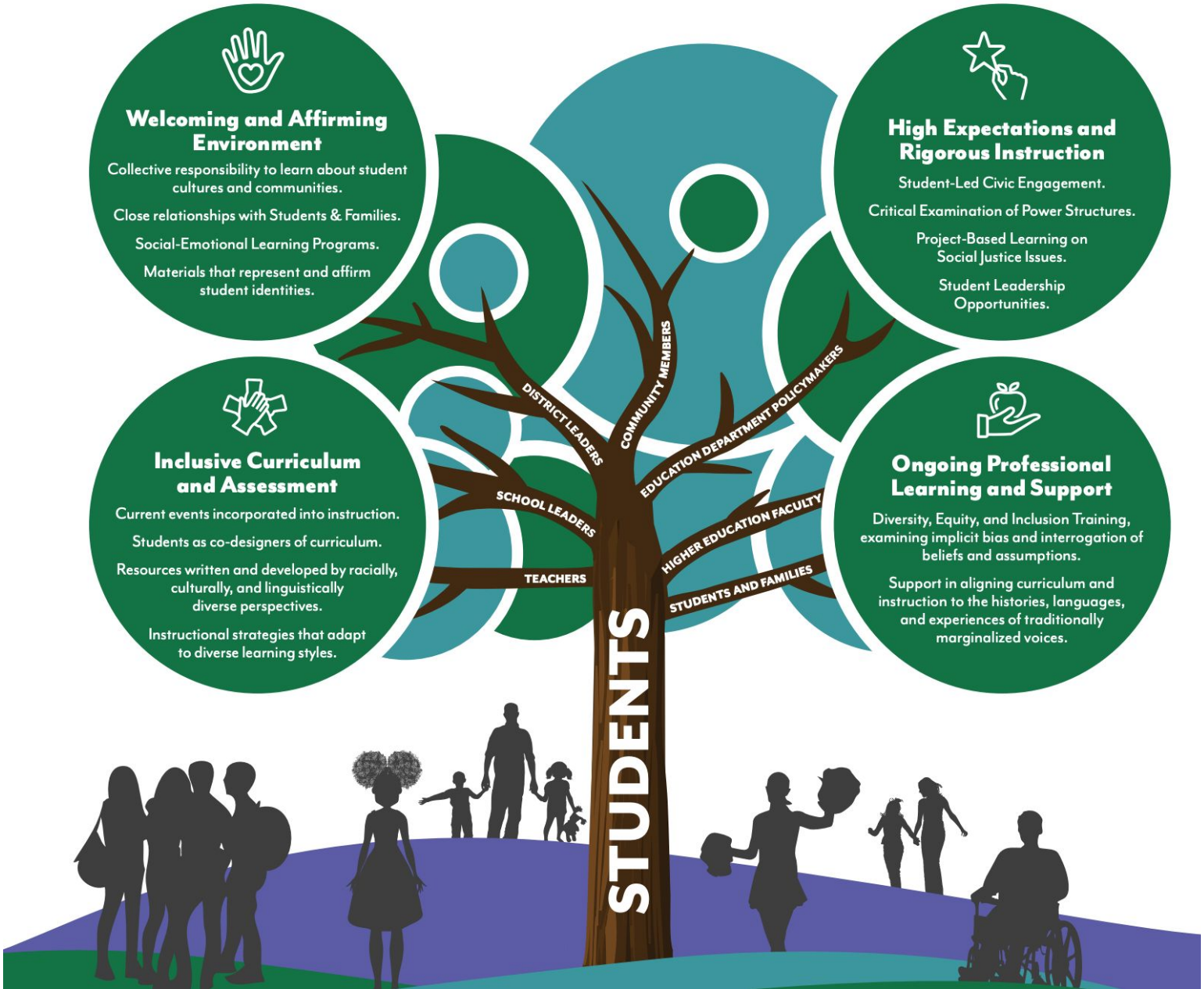
CRS-Framework pg 9

Cultural Proficiency: The Continuum

Cultural Destructiveness	Cultural Incapacity	Cultural Blindness	Cultural Pre-Competence	Cultural Competence	Cultural Proficiency
Seeking to eliminate the cultures of others in all aspects of the school and in relationship to the community served	Trivializing and stereotyping other cultures; seeking to make the cultures of others appear to be wrong or inferior to the dominant culture	Not noticing or acknowledging the cultures of others within the school community; treating everyone in the educational system without recognizing the needs that require differentiated interaction	Increasing awareness of what you and the school don't know about working in diverse settings; at this level of development, you and the school can move in a positive, constructive direction, or you can falter, stop, and possibly regress	Aligning your personal values and behaviors, and the school's policies and practices in a manner that is inclusive of cultures that are new or different from yours and the school's; enables healthy and productive interactions	Holding the vision that you and the school are instruments for creating a socially just democracy; interacting with your colleagues, students, families, and the community as an advocate for life-long learning to serve effectively the educational needs of all cultural groups
See the difference and stomp it out.	***See the difference and make it wrong.***	***See the difference and act like you don't.***	***See the difference and at times, respond inappropriately.***	***See the difference and value it.***	***Seek the difference and esteem it as an advocate for equity.***
"In this class, we speak English only." "If we could get rid of our special needs students, our scores would improve."	"You know that those parents never show up to school functions." "Asian students come to this country and succeed. Why wouldn't the other students do so as well?"	"I don't see color. I just see kids." "Racism and discrimination don't exist anymore. I really hate it when parents use the race card."	"During Christmas time I have a menorah in my classroom." "We value all cultures. We have a night where parents bring food representing their country."	"A student made a derogatory remark and I used it as a teachable moment to remind students of the right thing to do." "The co-teach model with the push-in Special Education teacher is allowing us to have honest conversations about differentiation in the classroom."	"Our school's Social Justice and Equity Vertical Team is doing a great job of embedding culturally relevant lessons into our curriculum." "My job as an educator is not only to teach content. I also openly embrace my role as an advocate for each child and their family."

Adapted from Lindsey, Robins, and Terrell (2009)

How Culturally Responsive Are You?



Addressing Blind Spots and Biases

1. ***Intention***: You have to acknowledge that you harbor unconscious biases and are motivated to change.
2. ***Attention***: You have to pay attention to your triggers and know when stereotypical responses or assumptions are activated.
3. ***Time***: You have to make time to practice new strategies designed to "break" your automatic associations that link a negative judgment to behavior that is culturally different from yours.

Zaretta Hammond
https://www.teachingchannel.org/blog/2016/10/20/crt-the-brain/

CULTURE …

…affects how people learn, remember, reason, solve problems, and communicate; thus, culture is part and parcel of students' intellectual and social development.

Understanding how aspects of culture can vary sheds light on variation in how students learn

(Rogoff, 2003).

Pacheco, M. & Trumball, E. (2005)Leading With Diversity: Cultural Competencies for Teacher Preparation and Professional Development. https://files.eric.ed.gov/fulltext/ED494221.pdf.

Implementation

How can the vision presented in the CRS Framework be put into action by **teachers and student support staff?**

CRS Education and Teachers

Utilize asset based pedagogies that **recognize** cultural difference and **leverage** an individual's funds of knowledge in order to cultivate critical thinking and promote positive student outcomes.

Funds of Knowledge

- Culture and cultural knowledge guide behavior
- All cultures have strengths – *"Funds of knowledge"*
- People participate in one or more cultural communities
- Cultures are dynamic. They change over time and through interaction
- Study of culture reveals patterns and variation.

Bebic, S., Gutierrez, S., Kreeft Peyton, J., & Ansin Smallwood, B. (2008, April 2). Center for Applied Linguistics: Connecting Culture and Language in Instruction of English Language Learners.

Windows and Mirrors

http://amnestyshop.org.uk/amnesty-one-world-calendar.html

What is Culture?

Ways of living; shared behaviors, beliefs, customs, values, and ways of knowing that guide groups of people in their daily life and are transmitted from one generation to the next

Pacheco, M. & Trumball, E. (2005)Leading With Diversity: Cultural Competencies for Teacher Preparation and Professional Development. https://files.eric.ed.gov/fulltext/ED494221.pdf

Multicultural Education	Social Justice Education	Culturally Responsive Pedagogy
Focuses on celebrating diversity	Focuses on exposing the social political context that students experience	Focuses on improving the learning capacity of diverse students who have been marginalized educationally
Centers around creating positive social interactions across difference	Centers around raising students' consciousness about inequity in everyday social, environmental, economic, and political aspects of life	Centers around the affective and cognitive aspects of teaching and learning
Concerns itself with exposing the socially dominant culture to diverse literature, multiple perspectives, and inclusion in the curriculum as well as help students of socially subordinate	Concerns itself with creating lenses to recognize and interrupt inequitable patterns and practices in society	Concerns itself with building resilience and academic mindset by pushing back on dominant narratives about subordinate cultures

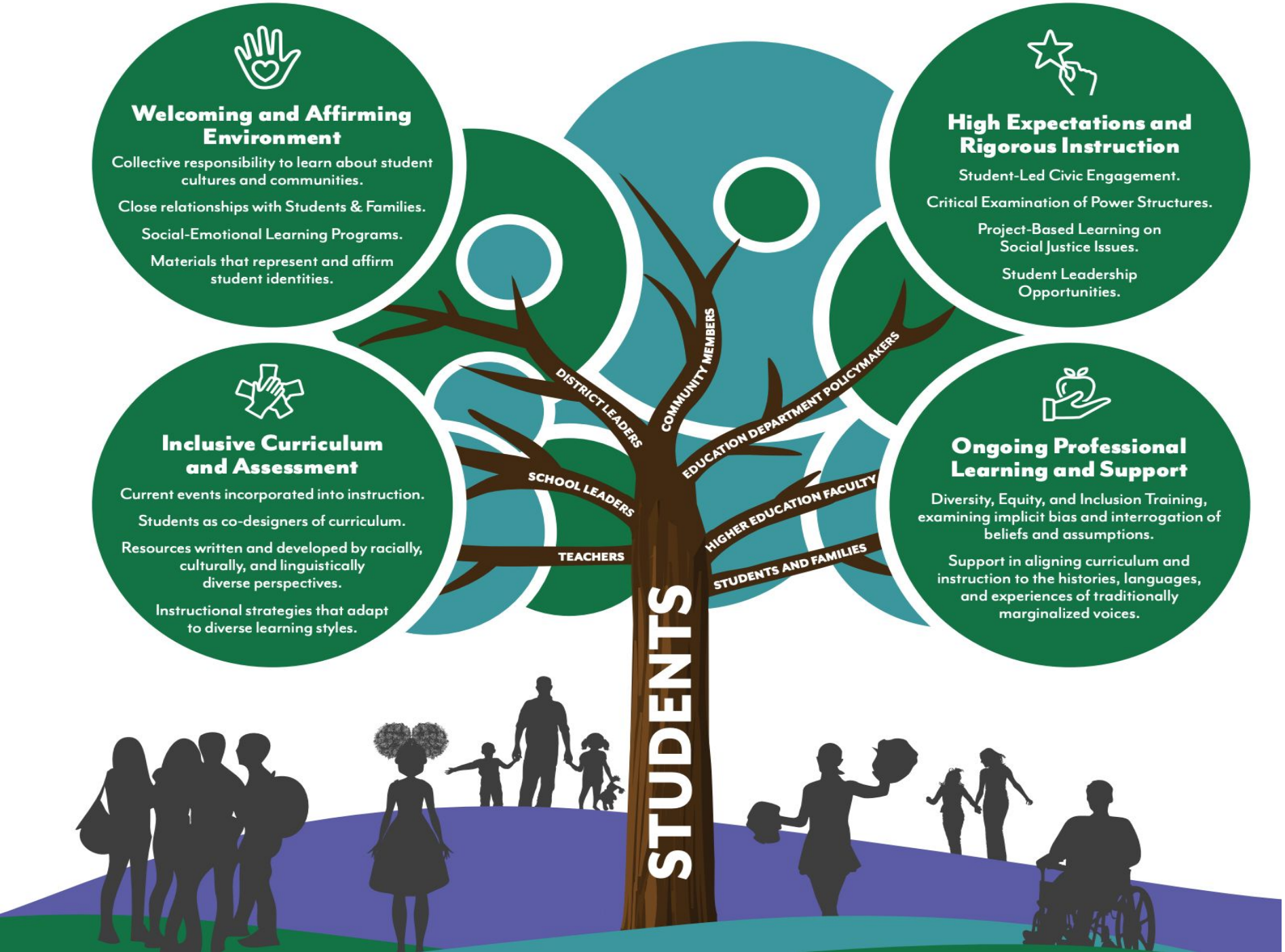
Hammond 2016

What's in a Name?

1. Write your full name:
2. Who gave you your name?
3. Why was this name chosen?
4. If you could change your name, what would it be?

The Native Americans often had names which described something about the person or compared the person to something in nature. Examples are White Elk, Thunder Cloud, or Spotted Deer.

5. If you could make up a Native American name for yourself, what would it be?


Welcoming and Affirming Environment
Collective responsibility to learn about student cultures and communities.
Close relationships with Students & Families.
Social-Emotional Learning Programs.
Materials that represent and affirm student identities.
High Expectations and Rigorous Instruction
Student-Led Civic Engagement.
Critical Examination of Power Structures.
Project-Based Learning on Social Justice Issues.
Student Leadership Opportunities.
Inclusive Curriculum and Assessment
Current events incorporated into instruction.
Students as co-designers of curriculum.
Resources written and developed by racially, culturally, and linguistically diverse perspectives.
Instructional strategies that adapt to diverse learning styles.
Ongoing Professional Learning and Support
Diversity, Equity, and Inclusion Training, examining implicit bias and interrogation of beliefs and assumptions.
Support in aligning curriculum and instruction to the histories, languages, and experiences of traditionally marginalized voices.
DISTRICT LEADERS
COMMUNITY MEMBERS
EDUCATION DEPARTMENT POLICYMAKERS
SCHOOL LEADERS
HIGHER EDUCATION FACULTY
TEACHERS
STUDENTS AND FAMILIES
STUDENTS

Role Play: Challenging Cultural Bias

Recently, a faculty meeting was held in a school in a suburb with a large population of ethnically diverse students. One of the participants, Mr. Stivale, has been a math and technology teacher for about 20 years. Mr. Stivale regularly makes comments to students who are immigrants from the Dominican Republic such as, “I bet you never saw a computer until you came to the United States,” and “I know you have trouble with English, so let’s see if someone can translate this into Dominican for you.” At one point during the meeting Mr. Stivale asserted that “some of these kids [referring to the Dominican students] just don’t want to learn, and you can’t make them. They don’t care and their parents don’t care.” He then looked around the table, assuming that other participants would be in agreement. Other participants looked uncomfortable, but no one challenged his statement.

Challenging Cultural Bias

DISCUSSION

- How do you think Mr. Stivale's cultural deficit approach impacts students?
- What kind of information do you think Mr. Stivale needs in order to change his approach?
- Why do you think no one challenged Mr. Stivale's statement at the faculty meeting?
- As a colleague of Mr. Stivale's, how might you have responded?

Adapted from **The Diversity Kit,** The Education Alliance at Brown University

https://www.brown.edu/academics/education-alliance/sites/brown.edu.academics.education-alliance/files/publications/diversitykit.pdf

The Danger of a Single Story

Chimamanda Ngozi Adichie

Hidden Curriculum

Research by Thomas & Dyches (2019) regarding Fountas and Pinell suggests that:

Materials perpetuate eurocentric narratives, fostering the "single story"

There is a hidden curriculum that teaches students to accept dominant ideologies through explicit and implicit messages

"Educators have a responsibility to carefully, critically, and consciously examine the stories they share and how those stories potentially shape the way students learn to make sense of the world." (Thomas & Dyches, 2019, p.611)"

Deani Thomas & Jeanne Dyches (2019) The hidden curriculum of reading intervention: a critical content analysis of Fountas & Pinnell's leveled literacy intervention, Journal of Curriculum Studies, 51:5, 601-618, DOI: 10.1080/00220272.2019.1616116

Integrating Culture into Curriculum

Contributive

Additive

Transformative

Inquiry-Based

Hidden Curriculum

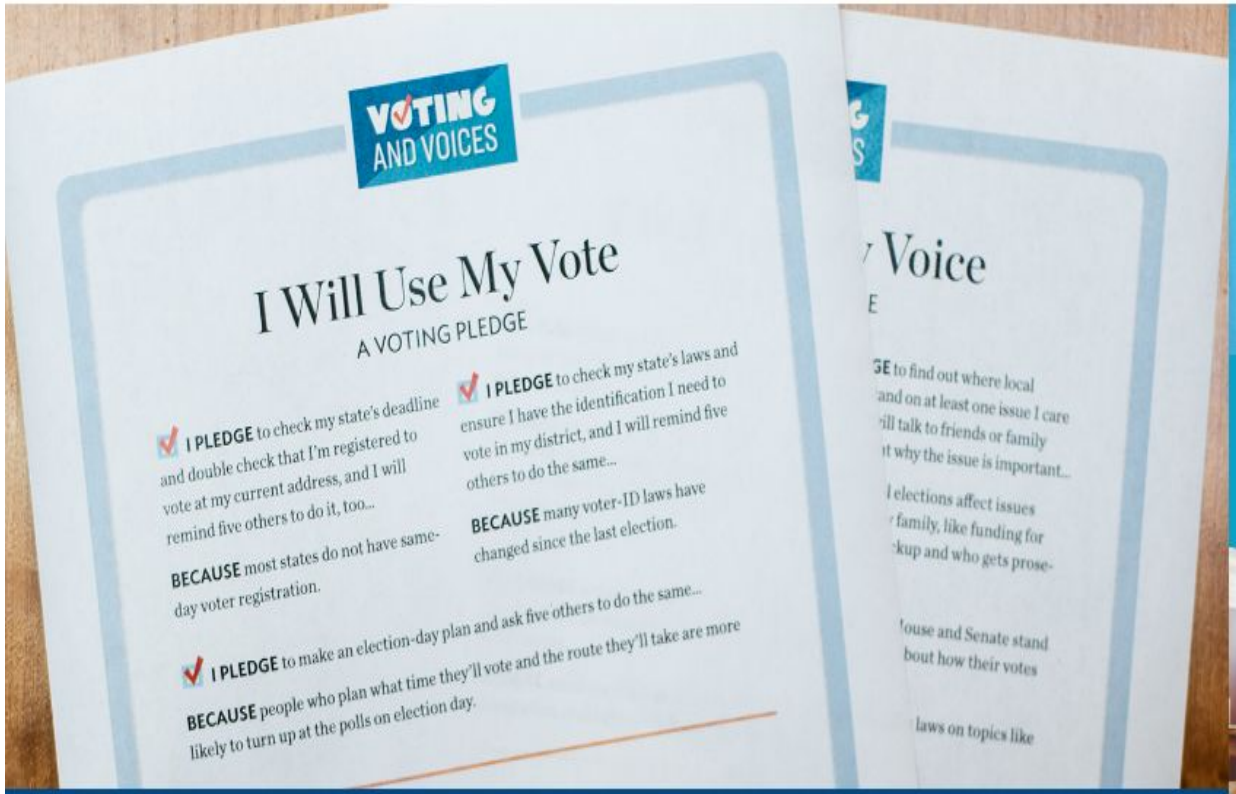
NYS Next Gen Standards: Topic Briefs for Linguistically Diverse Learners

http://www.nysed.gov/bilingual-ed/linguistically-diverse-learners-and-nys-next-generation-p-12-learning-standards

ABOUT TOPICS FRAMEWORKS GRANTS MIX IT UP! VOTING AND VOICES

TEACHING TOLERANCE

CLASSROOM RESOURCES PROFESSIONAL DEVELOPMENT MAGAZINE & PUBLICATIONS BUILD A LEARNING PLAN



Share the Pledge

Everyone can participate in our democracy, regardless of voter eligibility. Use our Voting and Voices pledges to encourage your students and their families to get involved this election season!

NEW MAGAZINE

The Fall issue of Teaching Tolerance is now online.

NEW ON TT

Teaching consent in the elementary classroom.

http://www.tolerance.org

5 Pillars of Equitable Grading for ELs

- Define the content and language standard(s)
- Incorporate scaffolding to support ELs in achieving the standards
- Support ELs progress toward mastery
- Assess ELs progress equitably
- Involve ELs, families, and colleagues

D. Staehr Fenner 2011

Essential Question

How can the vision presented in the CRS Framework be put into action by all stakeholders?

What should you *STOP* doing?

What should you *KEEP* improving?

What should you *START* doing?

A final thought...

Chavez and his mother, Juana Estrada, at a rally in Modesto, Calif., in 1973.

Credit: Bob Fitch photography archive, © Stanford University Libraries.

"We need to help students and parents cherish and preserve the ethnic and cultural diversity that nourishes and strengthens this community - and this nation."

~ Cesar Chavez

Resources

Adelphi University Diversity Certificate Program
https://diversity.adelphi.edu/groups-and-resources/training-and-mentoring/diversity-certificate/

Adelphi Guide to Inclusive Language
https://brand.adelphi.edu/content/inclusive-language/

The Culturally Responsive Continuum
https://www.esc4.net/Assets/cultural-proficiency-continuum.pdf

The Diversity Kit
https://www.brown.edu/academics/education-alliance/sites/brown.edu.academics.education-alliance/files/publications/diversitykit.pdf

ERASE Racism
http://www.eraseracismny.org/

Facing History and Ourselves
https://www.facinghistory.org/

Generation Ready-Dr. Eric Witherspoon
https://www.generationready.com/a-world-of-difference-respecting-and-valuing-diversity/

Global Oneness Project
https://www.globalonenessproject.org/

National Coalition on School Diversity Research Briefs
https://school-diversity.org/research-briefs/

The NYSED Culturally-Responsive-Sustaining Education Framework
http://www.nysed.gov/common/nysed/files/programs/crs/culturally-responsive-sustaining-education-framework.pdf