Toolkit for Raising Awareness of the New York Culturally Responsive-Sustaining Education Framework

Guidance Document for School

Session Objectives

This session serves to develop school and district leaders' understandings of the why, what, and where of the New York Culturally Responsive-Sustaining Framework.

After engaging in this session, participants will be able to describe:

- ✓ Why the New York CR-S Education Framework is important to student success
- ✓ What the guiding principles and strategies specific to school and district leaders are and what implementation of strategies would involve
- ✓ Where to find the New York CR-S Education Framework and related resources
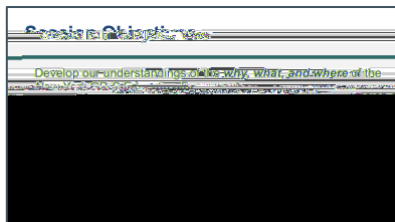
7. Print the *Intro...*

questions on slide 5 to explain how the session will build participant understanding.
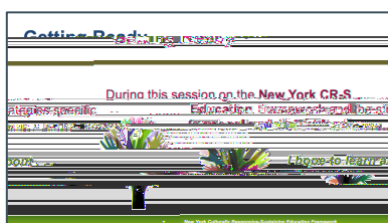
Slide 5:

3. Share how we will build a community using the principles of the New York Culturally Responsive-Sustaining (CR-S) Education Framework in our work (slide 6). The principles are a welcoming and affirming environment, high expectations and rigorous instruction, inclusive curriculum and assessment, and ongoing professional learning. These principles support the implementation of the Framework and can be the norm for these sessions as well.

Slide 6:

4. Ask participants to get ready for learning by noting what they hope to learn (slide 7). Participants can record their ideas on a piece of paper; they do not have to share them at this time. Ask participants to share any questions about the agenda or the objectives (slide 8) and explain that they can ask questions during the session. Note the whiteboard or poster paper that will be used for capturing other questions.

Slide 7:

5. Distribute the *Introductions* handout and ask participants to record their responses to the prompts (slide 9). Provide two minutes for participants to record their responses. Then, ask participants to share their responses with a partner or

- Distribute copies of the *Introductions* activity handout (see appendix), or have participants record their responses on notepaper. If facilitating a virtual meeting, send the electronic documents to participants ahead of time or have the links ready to post in the chat for quick access.

Why the Culturally Responsive-Sustaining Education Framework — 15 Minutes

Materials

- Presentation slides 13–20
- CR-S Education Framework Briefs, electronic or hard copies, and active links

Purpose

- To review culturally responsive-sustaining education and the rationale behind it

Instructions and Selected Slide Images

1. Begin this section by noting that we will be discussing the why and what of the New York CR-S Education Framework (slide 13). Then, share the overarching definition of culturally responsive-sustaining education (slide 14).

3. Share information about why schools should focus on the cultures of their students (slides 16 and 17). Prompt participants to consider how culture influences students' school experienc.325 0.373 rg /GS0 gs /C2_0 12 Tf 210.35 668.95 Td <00
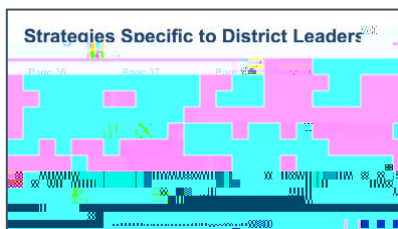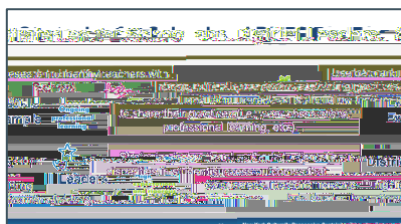
Slide 24:

Slide 25

3. Share the two example strategies, one listed for school leaders and from the principle of ongoing professional learning and one listed for district leaders and from the principles of having high expectations and rigorous instruction (slide 25). Note that these strategies were selected for discussion not because they are any more important than other strategies but because they highlight the variety and complexity of the strategies.

Slide 26:

4. Ask participants to read the strategies and encourage them to share their initial impressions or questions about the strategies (slide 27). There are ten minutes scheduled for this full-group discussion. There is no need to answer all the questions; you may ask other participants to respond or post the questions on the whiteboard to answer them later. Highlight that the strategies are complex but not specific to classrooms, contexts, or students. Review the first strategy, *Use data and research to identify teachers with strong culturally responsive-sustaining practices and racial literacy skills.* Note that it is necessary to have a shared understanding of what strong culturally responsive-sustaining practices and racial literacy skills could be across disciplines and grade levels; to use data to identify teachers, these skills and understandings need to be clearly understood and defined. When discussing the strategy, *Strategize instructional methods to disrupt any disparities in student success outcomes that exist across lines of difference, highlighting and sharing best practices from the field*, district leaders

Slide 30:

7. Close the discussion of specific strategies by sharing that school leaders can continue learning about the strategies in the CR-S Education

Support Notes

- Share the New York CR-S website and resources. Make sure that all links in the slides take you to the correct location and be prepared to review the resources listed.

Appendix

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Part C: Please respond to the following   questions.

1. What questions do you have about culturally responsive-sustaining education?

2. What next steps will you take after this event about the CR-S Education Framework?

Acknowledgement

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