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

General Session Guidance Document

The Culturally Responsive-Sustaining (CR-S) Education Framework is an initiative by the New York State Education Department (NYSED) that establishes culturally responsive-sustaining guidelines for students, teachers, school and district leadership, families and community advocates, higher education, and the state education department. This framework reflects the state's commitment to improving learning results for all students by creating well-developed, culturally responsive-sustaining, equitable systems of support for achieving dramatic gains in student outcomes.

NYSED, in collaboration with the Region 2 Comprehensive Center and members of the Culturally Responsive-Sustaining Education Strategy Team, has developed this professional development (PD) toolkit to help build general awareness of the CR-S Education Framework.

The CR-S PD toolkit includes:

- A step-by-step guidance document with a session outline, notes, thumbnail slides for the facilitator to use while leading the session, and discussion questions

- PowerPoint slides with slide notes

- The handouts, *Introductions* and *Closing Survey for the General Session* (see appendix)

- Links to the CR-S Education Framework Briefs

Preparing for Facilitation

This professional development session provides participants with an introduction to culturally responsive-sustaining (CR-S) education and an overview of the New York Culturally Responsive-Sustaining Education Framework, and includes opportunities for participants to engage in conversation and learn from one another. In preparing to facilitate training on the CR-S Framework, facilitators should

✓ Thoroughly review the New York Culturally Responsive-Sustaining Education Framework and all Framework Briefs;
✓ Thoroughly review the PD toolkit activities and PowerPoint slides; and
✓ Prepare for participant questions about the materials and the CR-S Education Framework.

In addition, facilitators should be prepared to lead and guide meaningful, respectful, inclusive discussions on topics related to culturally responsive-sustaining education, equity, diversity, and access. Facilitators may want to work with a co-facilitator to balance expertise and knowledge.

Session Agenda

Time	Activity
20 min	Welcome
15 min	Introduction to Culturally Responsive-Sustaining (CR-S) Education
20 min	Overview of the New York Culturally Responsive-Sustaining Education Framework
5 min	Closing and Next Steps

Session Objectives

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

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

- ✓ Who benefits from the New York CR-S Education Framework and who is involved in its implementation
- ✓ What the guiding principles are and what its implementation may look like
- ✓ Why the New York CR-S Education Framework is important to student success
- ✓ Where to find the New York CR-S Education Framework and related resources

Session Materials

- PowerPoint slides
- Sign-in/attendance sheet
- CR-S Education Framework Briefs
- *Introductions* activity (see appendix)
- Large chart paper or a whiteboard to note participants' questions
- The end-of-session survey, *Closing Survey after General Session* (see sample in appendix)

Session Preparation

To prepare to facilitate this session:

1. Set a date and time for the presentation and advertise it.

2. Review the general session planner (below) and the detailed notes on each section. Review the session slides and slide notes, which include detailed talking points and can be used to help you facilitate the session. Practice using the session planner supports and the slide notes as you prepare for your presentation.

3. Add any additional slide notes to support your facilitation. Be ready to share how this work in raising awareness of culturally responsive-sustaining education is *meaningful to you*. Your insights into, and understanding of, culturally responsive-sustaining education and the CR-S Education Framework are valuable to this work and to encouraging engagement in the session.

4. Insert your picture and title into the introduction slide (slide 2). Add slide notes to the session slides. Add your contact information to Slide 36.

5. Note the start and end time of each section in the table below:

Time	Start and End times	Activity
20 min	to	Welcome
15 min	to	Introduction to Culturally Responsive-Sustaining (CR-S) Education
20 min	to	Overview of New York Culturally Responsive-Sustaining Education Framework
5 min	to	Closing and Next Steps

6. Review the New York Culturally Responsive-Sustaining Education Framework and the Framework Briefs. As you prepare, make notes to share any connections from the Framework and the Briefs that resonate with you or relate to current contexts.

7. Review the list of registered participants and answer any participant questions, as needed.

8. Print the *Introductions* activity, found in the appendix. Have enough copies for each participant or have the questions available on a slide or whiteboard so participants can engage in the activity during the welcome.

9. Prepare the end-of-session survey using *Closing Survey for General Session,* found in the appendix. Modify the questions as needed and print or upload it to a survey platform so participants can complete it before they leave the session.

General Session Planner

Welcome — 20 Minutes

Materials

- Presentation slides 1–12
- *Introductions* activity (see appendix)
- Recommended: sign-in/attendance sheet
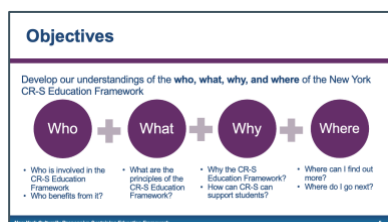
Purpose

- To welcome participants to the session
- To share the session agenda and objectives
- To provide an example of doing culturally responsive-sustaining education

Instructions and Selected Slide Images

1. Open the meeting (slide 1), introduce yourself (slide 2), and tell participants that there is an introduction activity.

2. Refer to the agenda (slide 4) and objectives (slide 5). The objectives cover the who, what, why, and where of the CR-S Education Framework; use the guiding questions on slide 5 to explain how the session builds participant understanding.
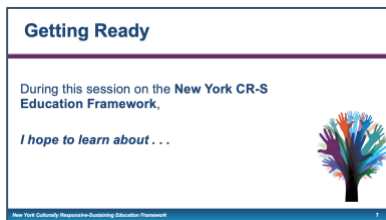
   Slide 5:

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.
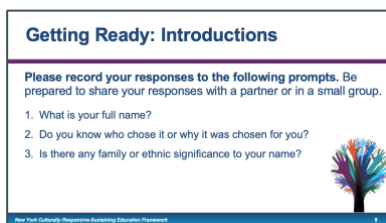
Slide 6:

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.
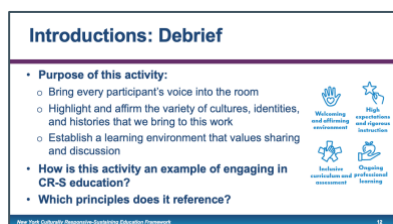
Slide 7:

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 (slide 10). Partner discussion should be limited to three minutes; remind participants to make sure that each person has an opportunity to share. If a participant does not want to share, they can reflect independently.

Slide 9:

6. Invite participants to share what they learned and how it felt to share about their culture, identity, and history (slide 11). Encourage one or two participants to be specific about how the activity supported their feelings of belongingness. There are five minutes scheduled for this discussion. Then, debrief the activity by highlighting its purpose and the connections to culturally responsive-sustaining education (slide 12). Pause for questions before moving on.

Slide 12:

Support Notes

- You may facilitate initial introductions using a chat feature if the presentation is held virtually; ask participants to share their name and any affiliation, if they would like. The first activity will allow all participants to introduce themselves in more detail.

- If this is a virtual meeting, remind participants to mute their microphones. They may use the chat or the raise hand feature to ask questions.

- Have chart paper or a whiteboard available to collect participant questions that are not directly tied to current content or that may be ancillary to the discussion. You may address these questions either during or at the end of the session, or you may want to direct participants to another source or resource.

- Distribute copies of the *Introductions* activity handout (see appendix), or have participants record their responses on their 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.

- The *Introductions* activity exemplifies culturally responsive-sustaining education by highlighting individuals' cultures and histories and establishing a welcoming learning environment. Encourage participants to share how this activity made them feel and refer to it later in the session when discussing what culturally responsive-sustaining education looks like in practice.

Introduction to Culturally Responsive-Sustaining Education — 15 Minutes

Materials

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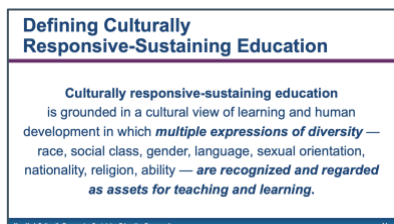
Purpose

- To detail 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 what and why of culturally responsive-sustaining education (slide 13). Then share the overarching definition of culturally responsive-sustaining education (slide 14).

   Slide 14:

   Defining Culturally Responsive-Sustaining Education

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

   New York Culturally Responsive-Sustaining Education Framework   14

2. Refer to slide 15 and note that this is how NYSED defines culture. Prompt participants to share anything new or surprising about this definition or if they would like to add anything. Emphasize that schools are meeting places for multiple cultures and perspectives, and therefore, schools need to be intentional about the relationship between culture and schools.

3. Share how students' cultures should be positioned as strengths to support their success (slide 16). Note how through implementing classroom practice aligned with culturally responsive-sustaining education, and specifically when learning is rooted in the lives and experiences of people and cultivated through activities that people find meaningful, students experience academic success.

Slide 16:

4. Discuss what students gain when culturally responsive-sustaining education guides our education system by sharing the figure on slide 17 that shows how culturally responsive-sustaining education supports student success, sense of belonging, connection, and motivation. Students who experience culturally responsive-sustaining education are prepared for rigorous and independent learning, are socio-politically conscious and socio-culturally responsive, and have a critical lens through which they challenge inequitable systems of access, power, and privilege.

5. Prompt participants to consider culturally responsive-sustaining education (slide 18) as teaching each and every student in front of you. Emphasize that the *Introductions* activity exemplifies culturally responsive-sustaining education by welcoming each individual and their home culture into the session; then, ask participants to share other examples of culturally responsive-sustaining education with a partner. Remind participants to be specific about how their idea is culturally responsive. This topic may be new to some participants and it may be preferable to return to this slide at the end of the presentation if participants do not have enough information to share. Tell participants that the Framework Briefs and the CR-S Education Framework provide additional guidance.

6. Highlight how culturally responsive-sustaining education improves our community (slide 19) by providing opportunities for learning and collaboration and promoting trust and respect. Prompt participants to reflect on how they see culturally responsive-sustaining education as improving our community.

Slide 19:

7. Tell participants that the Framework Briefs answer other questions about culturally responsive-sustaining education; invite them to review the full set.

Slide 20:

Support Notes

- Distribute copies of the Framework Briefs and share the website links with participants to build their awareness and answer questions.

- The NYSED defines culture broadly. If you think that further discussing culture will help participants see similarities in definitions or purpose, you may ask them to share other definitions of culture and make comparisons or note similarities and differences.

- When you discuss what culturally responsive-sustaining education looks like, encourage participants to be specific. Remind participants that the opening activity was an example of bringing ourselves into the learning environment, highlighting our individual differences, and supporting our learning community. Note that this topic may be new to some participants. Guide participants towards specifying their ideas, and note how the Framework Briefs and the CR-S Education Framework provide additional guidance.

As a facilitator, your experiences with and knowledge about culturally responsive-sustaining education and the CR-S Education Framework are valuable in setting the context for this session. Share your understandings and personal connections to highlight the importance of culturally responsive-sustaining education.

Overview of the Culturally Responsive-Sustaining (CR-S) Education Framework — 20 Minutes

Materials

- Presentation slides 21–29
- New York Culturally Responsive-Sustaining (CR-S) Education Framework

Purpose

- To share the overarching goals of the CR-S Education Framework
- To specify the principles of the CR-S Education Framework, the different stakeholders involved, and the selected example strategies

Instructions and Selected Slide Images

1. Introduce this next section that will overview the New York CR-S Education Framework (slide 21).

2. Present the motivations for the New York CR-S Education Framework (slide 22). The CR-S Framework was developed in response to the understanding that "the student success that we seek for all our children can never be fully achieved without incorporating an equity and inclusion lens in every facet of our work." This means that NY State has committed to multiple efforts in this area, from a new Diversity Equity and Inclusion statement to additional workplace training. The Framework seeks to support stakeholders to develop and implement policies and practices that educate all students and establish equitable learning environments; discuss this as you read the goals on slide 23.

   Slide 23:
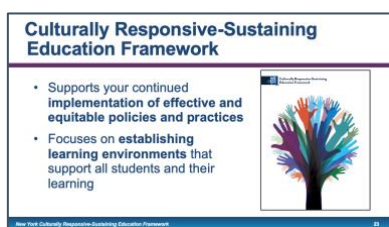
3. Share the four CR-S Education Framework principles (slide 24) and how they are designed to guide the implementation of policies and facilitate ideal learning environments for students.

4. Review the set of stakeholders responsible for implementing the CR-S Education Framework (slide 25). Note how all stakeholders must work together.

Share how every stakeholder has a role and the CR-S Education Framework has listed the strategies by stakeholders and by principles; see the pages numbers for each stakeholder section as shown on slide 26.

Slide 25:

5. Present the sample strategies under the welcoming and affirming environment principle (slide 27). Make connections back to the *Introductions* activity as an example of creating a welcoming and affirming environment. Note how these are sample strategies from the Framework.

6. Ask participants to review the strategies and reflect on why each strategy is important (slide 28). After two minutes for independent reflection, ask participants to share their ideas with a partner or in the full group. There are five minutes scheduled for partner or group discussion. Then, ask participants to review the strategies and brainstorm ideas about how they could be implemented (slide 29). Encourage sharing other feedback on the strategies, including what is new or surprising about the strategy. There are five minutes scheduled for partner or group discussion. Note that the strategies are complex, they do not define specific instructional steps and may be challenging to implement. Individual self-reflection on the importance of culturally responsive-sustaining education is critical to the authentic implementation of these strategies.

Slide 28:
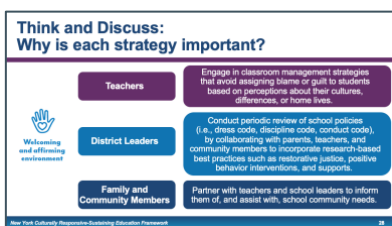
Slide 29:
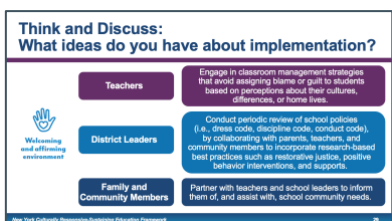
7. Prompt for questions before moving to the closing of the session. Remind participants that they can take more time to review the entire Framework and strategies after the session.

Support Notes

- Individual self-reflection on the importance of culturally responsive-sustaining education is critical to the authentic implementation of these strategies. Prompt participants to consider their role in these strategies and their next steps in building an understanding of the New York Culturally Responsive-Sustaining Framework.

- Encourage participants to take more time reviewing the entire Framework and stakeholder strategies after the session. Invite participants to the stakeholder-specific sessions that will support further analysis of these strategies.

Closing and Next Steps — 5 Minutes

Materials

- Presentation slides 30–37
- New York Culturally Responsive-Sustaining (CR-S) Education Framework
- New York CR-S Roadmap
- CR-S Education Framework Briefs, electronic or hard copies, and active links
- Survey (link or hard copy)

Purpose

- To share the available resources, including the New York CR-S Roadmap
- To collect feedback of participant awareness of culturally responsive-sustaining education and the New York CR-S Education Framework

Instructions and Selected Slide Images

1. As you move to the end of the session, note how the closing slide (slide 30) mentions both who and where, as this section will share resources explaining how participants can continue their learning. Present links to the New York Culturally Responsive-Sustaining Education Framework, the Framework Briefs, and the New York CR-S Roadmap (slide 31). Note how the Framework Briefs will support continued learning about culturally responsive-sustaining education and the New York CR-S Education Framework, and they are available as individual documents.
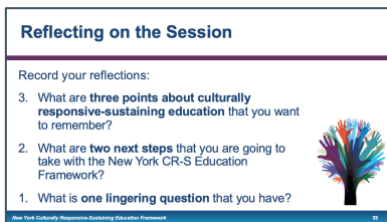
   Slide 31:

2. Explain how the Roadmap (slide 32) offers activities to support three phases — raising awareness, building capacity, and implementation. The Roadmap was designed by a group of over 20 leaders from across New York State who bring their experience, knowledge, and enthusiasm for equity and inclusion to their understanding of the CR-S Education Framework.

Slide 32:
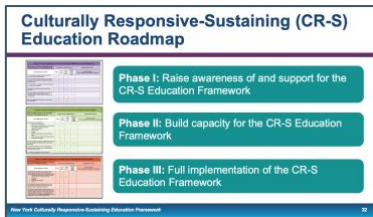
3. Ask participants to reflect on the session and record their reflections (slide 33). Prompt participants to share their reflections with a partner or in the full group.

Slide 33:

4. Ask participants to respond to the survey (slide 34) so we can understand the ways in which we have (or have not) supported their awareness of the New York Culturally Responsive-Sustaining Education Framework.

5. Prompt for questions and provide time for participants to formulate their ideas and ask questions (slide 35). Close by thanking participants, sharing your contact information, and presenting the link to the New York Culturally Responsive-Sustaining Education website (slide 36). Encourage participants to ask any remaining questions.

Support Notes

- Share that the survey responses will not be used to evaluate participants but to understand how the presentation did or did not build participant awareness to improve future presentations.

- Remind participants to come to any stakeholder-specific sessions and share materials with members of their community.

Appendix

Introductions

Please record your responses to the following prompts. Be prepared to share your responses with a partner or in a small group.

1. What is your full name?

2. Do you know who chose it or why it was chosen for you?

3. Is there any family or ethnic significance to your name?

Awareness of the New York Culturally Responsive-Sustaining Education Framework:

Closing Survey after General Session

Please complete the survey below to assess your awareness of the New York Culturally Responsive-Sustaining (CR-S) Education Framework and to provide facilitators and leaders with feedback on the session.

Part A: Please tell us how much you agree with each of the following statements.

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
I have a better understanding of what culturally responsive-sustaining education is.				
I understand how the New York CR-S Education Framework supports culturally responsive-sustaining education.				
I am confident that I can share information that I learned about the CR-S Education Framework with other teachers.				
I am confident that I can describe the New York CR-S Education Framework Principles and different stakeholders involved.				

Please provide comments about any responses where you disagreed or strongly disagreed.

Part B: Please tell us whether you have taken actions or plan to act on each of the following statements.

Statement	Yes	In the process of doing so	Making plans to do so	No, and no plans to do so
I am ready to share information that I learned about culturally responsive-sustaining education with other education stakeholders.				
I will pursue additional opportunities to learn about implementing culturally responsive-sustaining education.				

Please provide comments about any responses where you said no and no plans to do so.

Part C: Please respond to the following questions.

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

2. What information from the CR-S Education Framework was new to you?

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

4. We are planning future events to continue to raise awareness of the New York CR-S Education Framework. What would you like to learn about the New York CR-S Education Framework in a future event?

Acknowledgement

The New York State Education Department (NYSED) would like to acknowledge members of the Culturally Responsive-Sustaining Education Strategy Team who informed and helped develop this professional development toolkit to support the rollout and implementation of New York's Culturally Responsive-Sustaining Education Framework.

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