



What are the four principles of the Culturally Responsive-Sustaining Education Framework?

The Culturally Responsive-Sustaining (CR-S) framework is intended to help education stakeholders create student-centered learning environments that affirm cultural identities; foster positive academic outcomes; develop students' abilities to connect across lines of difference; elevate historically marginalized voices; empower students as agents of social change; and contribute to individual student engagement, learning, growth, and achievement through the cultivation of critical thinking. The framework was designed to support education stakeholders in developing and implementing policies that educate all students effectively and equitably, as well as provide appropriate supports.

The framework is grounded in four principles: a welcoming and affirming environment, high expectations and rigorous instruction, inclusive curriculum and assessment, and ongoing professional learning. Each principle is illustrated by a set of features rooted in elements of quality education that illustrate how CR-S might look in practice across a range of domains, from the State Education Department

to the classroom. The framework represents an opportunity for stakeholders to continue to work together and plan for the unique needs of their communities. The principles that organize the New York State Education Department's Culturally Responsive-Sustaining Framework are inspired by the 4 high leverage strategies that emerged from Buffalo Public School's work on Culturally and Linguistically Responsive Education. Each of the principles is described below.

A welcoming and affirming environment feels safe. It is a space where people can find themselves represented and reflected, and where they understand that all people are

treated with respect and dignity. The environment ensures all cultural identities (i.e. race, ethnicity, age, gender, sexual orientation, disability, language, religion, socioeconomic background) are affirmed, valued, and used as vehicles for teaching and learning.

High expectations and rigorous instruction prepare the community for rigor and independent learning. The environment is academically rigorous and intellectually challenging, while also considering the different ways students learn. Instruction includes opportunities to use critical reasoning, take academic risks, and leverage a growth mindset to learn from mistakes. Messages encourage



Access the full [Culturally Responsive-Sustaining Education Framework](#).

positive self-image and empower others to succeed.

Inclusive curriculum and assessment elevate historically marginalized voices. They include opportunities to learn about power and privilege in the context of various communities and empower learners to be agents of positive social change. Inclusive curriculum and assessment provide the opportunity to learn about perspectives beyond one's own scope. They work toward dismantling systems of biases and inequities, and decentering dominant ideologies in education.

Ongoing professional learning is rooted in the idea that teaching and learning is an adaptive process needing constant reexamination (Moll, et al., 1992; Gay, 2010). It allows learners to develop and sharpen a critically conscious lens toward instruction, curriculum, assessment, history, culture, and institutions. Learners must be self-directed and take on opportunities that directly impact learning outcomes.

The New York State Education Department recognizes much of this work is already happening across the state and looks forward to an even deeper understanding of culturally responsive- sustaining education in New York State schools, districts, and communities.

The Culturally Responsive-Sustaining (CR-S) Framework outlines four principles and embedded strategies to help educators create student-centered learning environments that: affirm racial, linguistic and cultural identities; prepare students for rigorous and independent learning; develop students' abilities to connect across lines of difference; elevate historically marginalized voices; and empower students as agents of social change. See the diagram below for strategies that support each of the four principles.



Learn more about the [Culturally Responsive-Sustaining Education Framework](#).

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