



What do students gain when culturally responsive-sustaining education guides our education system?

The school community is representative of many cultures, and therefore culture has consequences on how students experience schools. The Culturally Responsive-Sustaining (CR-S) framework is intentional about the relationship between culture and education, presenting a multi-tiered systems approach for cultural inclusion that broadens what ethnic groups, classes, sexualities, and abilities are privileged in the creation and maintenance of traditional education. Learning is rooted in the lives and experiences of people and cultivated through activities that people find meaningful. When teaching is not rooted in students' lives, student learning suffers. Perhaps worst, biases take hold and deficit

perspectives become normalized throughout our schools and classrooms, structuring entire systems that blame students for failure.

Research suggests that many students whose cultures are more closely aligned with the "cultural fabric" of schools experience praise and are viewed as more dedicated than those whose home cultures differ. Educators committed to understanding both the concept of culture and many different cultures can refocus their lens for viewing students' cultures not as "deficiencies to overcome" (Paris & Alim, 2014, p. 87), but as assets. Students from different cultures possess vibrant realities and rich reservoirs of knowledge. By

making all cultures matter, our students' cultures can be positioned as strengths and as the foundation of empowering, rigorous, and innovative learning.

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



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

stakeholders in developing and implementing policies that educate all students effectively and equitably, as well as provide appropriate supports.

Through implementing classroom practice aligned with these principles, the New York State guidelines for culturally responsive- sustaining education are grounded in a **VISION** of an education system that aims to create:

1. **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.
2. **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.

3. **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.



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

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