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

Guidance Document for School and District Leaders

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 school leaders' 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
- Handouts needed to facilitate the session: *Introductions* activity, *Example Strategies for School Leaders*, *Example Strategies for District Leaders,* and *Closing Survey* (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	Why the New York Culturally Responsive-Sustaining (CR-S) Education Framework
45 min	Principles of the CR-S Education Framework and Strategies Specific to School and District Leaders
10 min	Closing and Next Steps

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.

Why + What + Where

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

Session Materials

- PowerPoint slides
- Sign-in/attendance sheet
- CR-S Education Framework Briefs
- *Introductions* activity handout (see appendix)
- *Example Strategies for School Leaders* handout (see appendix)
- *Example Strategies for District Leaders* handout (see appendix)
- The end-of-session survey, *Closing Survey* (see sample in the appendix)

Session Preparation

To prepare to facilitate this session:

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

2. Review the 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 instructions 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 your contact information to slide 39.

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	Why the New York Culturally Responsive-Sustaining (CR-S) Education Framework
45 min	to	Principles of the CR-S Education Framework and Strategies Specific to School and District Leaders
10 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. Print the *Introductions* activity, which can be found in the appendix. Have enough copies for each participant or have the questions available on the slide or a whiteboard so participants can engage in the activity during the welcome. Also, print the *Example Strategies for School Leaders* activity and the *Example Strategies for District Leaders* activity. Have copies for all participants.

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

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

School and District Leader 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 what, why, and where of the CR-S Education Framework; use the guiding

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:
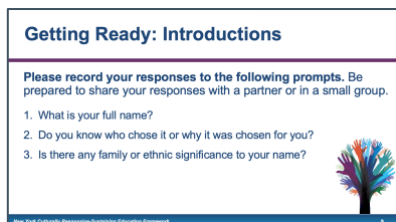
5. Distribute the *Introductions* handout and ask participants to record their responses to the prompts (slide 9). Provide two minutes for participants to record their responses. Then, ask participants to share their responses with a partner or in a small group, depending on group size (slide 10). Partner 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.
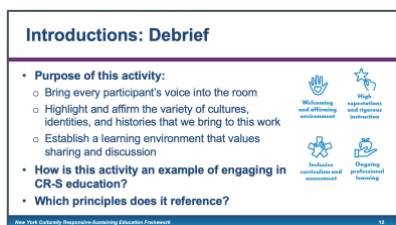
Slide 9:

6. Invite participants to share what they learned and how it felt to share about their culture, identity, and history (slide 11). There are five minutes scheduled for this full-group discussion. Encourage participants to be specific about how the activity supported their feelings of belongingness and if the activity helped them feel connected to others or this work. 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

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

- 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 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
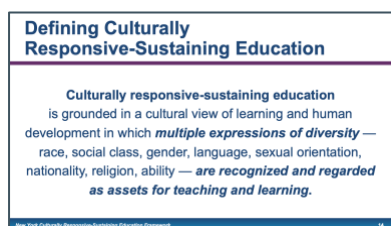- CR-S Education Framework Briefs, electronic or hard copies, and active links

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).

   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.*

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

   Slide 15:

   What is culture?

   Culture includes **multiple components** of one's identity, including but not limited to:
   - race
   - economic status
   - nationality
   - religion
   - gender
   - language
   - sexual orientation
   - ability

   Culture transcends practices such as cuisines, art, music, and celebrations to include **ways of thinking, values, and forms of expression**.

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 experiences. Then, share how students' cultures should 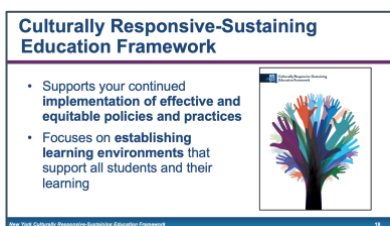be positioned as strengths to support their success (slide 17). Representing students' culture and making their learning meaningful supports students' sense of belonging, motivation, success, and achievement. Through implementing classroom practice aligned with culturally responsive-sustaining education, 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 17:

4. Begin a conversation about what culturally responsive-sustaining education looks like in practice (slide 18). 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 ideas with a partner, if they'd like. Support participants by asking them to be specific about how their idea is an example of culturally responsive-sustaining education. 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 and that the upcoming activities will explore strategies in more depth.

5. Share that the overarching goals of the CR-S Education Framework are to help stakeholders implement policies and practices that educate all students effectively and equitably and to focus on establishing equitable and affirming learning environments (slide 19).

Slide 19:

6. Slide 20 lists the other questions that have been addressed through <u>Framework Briefs</u>; invite participants to review the full set after the session.

Slide 20:

Support Notes

- The NYSED defines culture broadly. If you think that further discussing culture will help participants see similarities in definitions or purpose, 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 also note how the Framework Briefs and the CR-S Education Framework provide additional guidance.

The CR-S Education Framework Briefs use text from the CR-S Education Framework but are formatted to respond to questions that stakeholders may have as they learn about the Framework. The CR-S Education Framework provides more detail about its development and how different stakeholders can be involved in its implementation.

Principles of CR-S Education and Strategies Specific to School and District Leaders — 45 Minutes

Materials

- Presentation slides 21–32
- New York Culturally Responsive-Sustaining (CR-S) Education Framework
- *Example Strategies for School Leaders* handout (see appendix)

Purpose

- To review and develop an understanding of the principles of the CR-S Education Framework and the strategies specific to school leaders

Instructions and Selected Slide Images

1. Begin this section (slide 21) by sharing that this discussion focuses on the principles of the CR-S Education Framework and strategies specific to school leaders. Share the four principles of the CR-S Education Framework (slide 22). Note that implementation of the CR-S Education Framework will involve many stakeholders working together (slide 23).

   Slide 23:

2. Share how the CR-S Education Framework lays out strategies specific to school leaders (slide 24); ask participants to find the lists of strategies specific to school leaders, organized by principle, in the CR-S Education Framework, if they would like to review them at this time. The CR-S Education Framework also lays out strategies specific to district leaders (slide 25); ask participants to find the lists of strategies specific to district leaders, organized by principle, in the CR-S Education Framework, if they would like to review them.
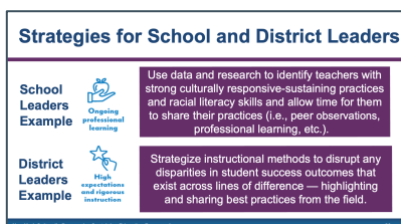
Slide 24:
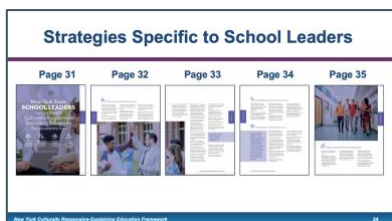
Slide 25
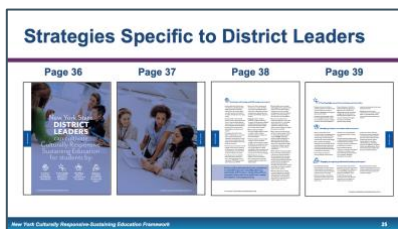
3. Share the two example strategies, one listed for school leaders and from the principle of ongoing professional learning and one listed for district leaders and from the principles of having high expectations and rigorous instruction (slide 25). Note that these strategies were selected for discussion 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

would first need to identify the disparities in student success outcomes, discuss them, and learn more about evidence-based strategies as well as any other local strategizing for implementation.

Slide 27:

5. Distribute the handouts, *Example Strategies for School Leaders* and *Example Strategies for District Leaders*. Begin the next activity, detailed on slide 28, in which partners or small groups respond to four questions about at least one strategy. Groups will consider why the strategy is important, what questions they have, and any ideas about how to implement the strategy. Allow ten minutes for small group work on this activity.

Slide 28:

6. Lead a full group discussion (slides 29 and 30) on what participants discussed about the strategies; fifteen minutes is allocated for full-group sharing. While slide 29 presents the questions to guide the discussion, slide 30 presents the example strategies for both school and district leaders for reference. Encourage participants to respond to each other's questions. Make sure to acknowledge that the strategies are complex (i.e., include multiple steps, consist of different interactions with students and the community, require personal reflection and planning). Encourage participants to be specific about the strategy they would use in their school context as well as to ask questions about the strategies and their ideas about implementation.

Slide 29:

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 Framework to prepare to build their capacity for the CR-S Education Framework (slide 31). The strategies listed have many components and stakeholders; completing an action plan can help detail the intermediate steps and how members of the school team, community, and other educational stakeholders are involved in this work.

Slide 31:

8. Prompt for questions before moving to the closing.

Support Notes

- Small-group sharing provides a learning opportunity and allows for more people to talk than if sharing is in a full-group setting. If this is a virtual presentation, assign groups of two or three participants to breakout rooms and give each group eight minutes to discuss.

- Consider how you will group school and district leaders during the activity. You may ask school leaders to work together on the *Example Strategies for School Leaders* activity and ask district leaders to work together on the *Example Strategies for District Leaders* activity, as individuals who have the same role in a school or district may have common understandings or similar needs to discuss. Or it may be helpful to have groups that have both school and district leaders so individuals can share their different perspectives.

- Individual self-reflection on the importance of culturally responsive-sustaining education is critical to an 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.

Closing and Next Steps — 10 Minutes

Materials

- Presentation slides 32–40
- New York Culturally Responsive-Sustaining (CR-S) Education Framework
- New York CR-S Roadmap
- CR-S Education Framework Briefs, electronic or hard copies, and links
- Survey (link or hard copy)

Purpose

- To share the New York CR-S Roadmap
- To answer any questions
- To collect feedback on participant awareness of culturally responsive-sustaining education, the New York Culturally Responsive-Sustaining Education Framework, and the strategies specific to school and district leaders listed in the Framework

Instructions and Selected Slide Images

1. As you move to the end of the session, note how the closing slide (slide 32) 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 and Framework Briefs (slide 33).
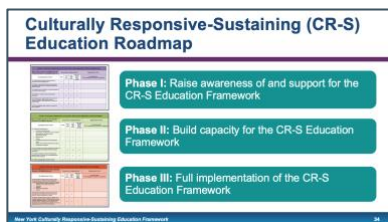
   Slide 33:

2. Share the New York CR-S Roadmap (slide 34). Explain how the Roadmap offers activities to support three phases — raising awareness, building capacity, and implementing the CR-S Education Framework — and note that it was designed in

coordination with 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 34:

3. Ask participants to reflect on the session and record their reflections (slide 35). Prompt participants to share their reflections with a partner or in the full group (slide 36). Encourage participants to share what they learned on their preferred social media platform, if they would like to do so.

Slide 35:
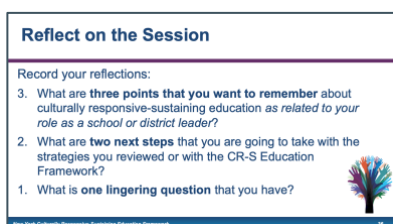
4. Ask participants to respond to the survey (slide 37) so we can understand the ways in which we have (or have not) increased their awareness of the New York Culturally Responsive-Sustaining Education Framework.

5. Prompt for questions and provide time for participants to formulate their ideas and ask questions about the resources or any other topics from this session (slide 38).

Slide 38:

6. Close by thanking the participants, sharing your contact information, and presenting the link to the New York Culturally Responsive-Sustaining Education website (slide 39). Encourage participants to ask any remaining questions.

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

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?

Examples Strategies for School Leaders

Example strategies for school leaders from the New York Culturally Responsive-Sustaining Education Framework are listed below by principle.

Principle	Example Strategy
Welcoming and affirming environment	Create visibly multilingual and multicultural environments by posting signs, banners, and other materials throughout schools that acknowledge and celebrate the identities of students.
Ongoing professional learning	Use data and research to identify teachers with strong culturally responsive-sustaining practices and racial literacy skills and allow time for them to share their practices (i.e., peer observations, professional learning, etc.).
High expectations and rigorous instruction	Develop in-school inquiry-based teams to address instructional rigor, cultural responsiveness, achievement disparities, and student engagement.
Inclusive curriculum and assessment	Invest in community leaders and family members as contributors to instruction by actively seeking and welcoming their history and knowledge.

Discuss the following questions for at least one strategy and record your ideas below.

1. Why is this strategy important?

2. What questions do you have?

3. What ideas do you have to implement it?

Examples Strategies for District Leaders

Example strategies for district leaders from the New York Culturally Responsive-Sustaining Education Framework are listed below by principle.

Principle	Example Strategy
Welcoming and affirming environment	Work to improve the recruitment and retention of a diverse teacher workforce (i.e., teachers who identify as people of color, LGBTQIA+, differently-abled) by strengthening pipelines for teacher education and cultivating relationships with local and national partners (i.e., historically Black colleges and universities, the Hispanic association of colleges and universities, other alliance organizations).
Ongoing professional learning	Disseminate existing, or develop new, self-assessment tools and resources for educators to assess and reflect on their implicit biases.
High expectations and rigorous instruction	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.
Inclusive curriculum and assessment	Adopt a curriculum that includes culturally authentic learning experiences that mirror students' ways of learning, understanding, communicating, and demonstrating curiosity and knowledge.

Discuss the following questions for at least one strategy and record your ideas below.

1. Why is this strategy important?

2. What questions do you have?

3. What ideas do you have to implement it?

New York Culturally Responsive-Sustaining Education Framework

Closing Survey after Session for School and District Leaders

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 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 school and district leaders.				

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 in my school.				

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

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.

Crystal Benton, Staff/Curriculum Development Network

Roseann Bayne, Staff/Curriculum Development Network

Merisdy Florexile, New York State Education Department

Kareem McQuilkin, New York City Department of Education

Lisa Pineda, New York City Department of Education

Dr. Vicma Ramos, Boards of Cooperative Educational Services (Wayne Finger Lake)

Namiko Suga, Parent Teacher Association

Christa Stevenson, Long Island Regional Bilingual Education Resource Network

Suggested Citation

New York State Education Department, 2021, Toolkit for Raising Awareness of the New York Culturally Responsive-Sustaining Education Framework: General Session Guidance Document