

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

Teacher 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 teacher 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 Teachers*, and *Closing Survey for the Teacher 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	Why the New York Culturally Responsive-Sustaining (CR-S) Education Framework
45 min	Principles of the CR-S Education Framework and Teacher-Specific Strategies
10 min	Closing and Next Steps

Session Objectives

This session serves to develop teachers' 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 teacher-specific strategies are and what implementation of teacher-specific 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 Teachers* handout (see appendix)
- The end-of-session survey, *Closing Survey after Teacher 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 teacher 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 to 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 Teacher-Specific Strategies
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 Teachers* activity and 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 for Teacher Session*, 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.

Teacher 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:

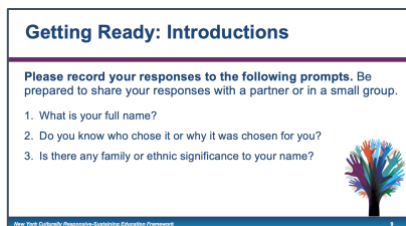
4. Ask participants to get ready for learning by noting what they hope to learn (slide 7). Participants can record their ideas on a piece of paper; they do not have to share them at this time. Ask participants to share any questions about the agenda or the objectives (slide 8) and explain that they can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



Getting Ready: Introductions

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

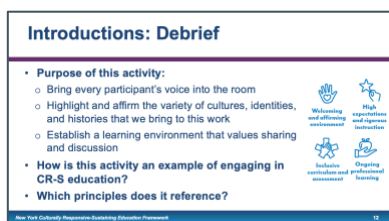
1. What is your full name?
2. Do you know who chose it or why it was chosen for you?
3. Is there any family or ethnic significance to your name?



New York Culturally Responsive-Sustaining Education Framework


6. Invite participants to share what they learned and how it felt to share about their culture, identity, and history (slide 11). Encourage participants to be specific about how the activity supported their feelings of belongingness. 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:



Introductions: Debrief

- **Purpose of this activity:**
 - Bring every participant's voice into the room
 - Highlight and affirm the variety of cultures, identities, and histories that we bring to this work
 - Establish a learning environment that values sharing and discussion
- **How is this activity an example of engaging in CR-S education?**
- **Which principles does it reference?**



New York Culturally Responsive-Sustaining Education Framework

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 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

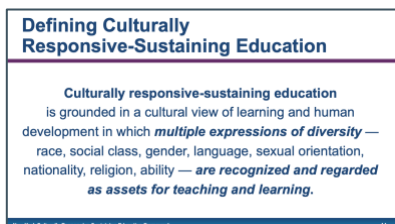
Purpose

- 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:



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 anything.

Slide 15:



3. Share information about why schools should focus on the cultures of their students (slides 16 and 17). Note that teaching needs to be rooted in students' lives to support student success, and schools need to be intentional about the relationships between schools and culture. Prompt participants to consider how culture influences students' school experiences.

4. Emphasize that 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.

Slide 17:



Our students' cultures can be **positioned as strengths** and as the foundation of **empowering, rigorous, and innovative learning**.



Representing students' cultures and making learning meaningful supports the students' sense of belonging, motivation, success, and achievement.

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5. 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.
6. 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).
7. Slide 20 lists the other questions that have been addressed through [Framework Briefs](#); invite participants to review the full set after the session.

Slide 20:



Why: Learn more!

The **Framework Briefs** detail responses to:

- What is culturally responsive-sustaining education?
- What is the New York Culturally Responsive-Sustaining Education Framework?
- What do students gain when culturally responsive-sustaining education guides our education system?
- Why should schools focus on the cultures of their students?
- How does implementing the New York Culturally Responsive-Sustaining Education Framework improve the school community as a whole?



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Support Notes

- Participants in this session should have an awareness of the CR-S Education Framework and/or have participated in the general awareness session, but make sure to answer questions and address any general questions or concerns.
- 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.
- 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.
- 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 Teacher-Specific Strategies — 45 Minutes

Materials

- Presentation slides 21–28
- [New York Culturally Responsive-Sustaining \(CR-S\) Education Framework](#)
- *Example Strategies for Teachers* handout (see appendix)

Purpose

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

Instructions and Selected Slide Images

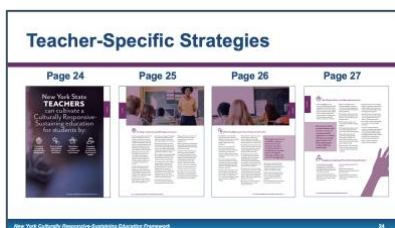
1. Begin this section (slide 21) by sharing that this discussion focuses on the principles of the CR-S Education Framework and strategies specific to teachers. Share the four principles of the CR-S Education Framework (slide 22). Note that implementation of the CR-S Education Framework will involve many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

Slide 23:



2. Share how the CR-S Education Framework lays out strategies specific to teachers (slide 24); ask participants to find the lists of strategies specific to teachers, organized by principle, in the CR-S Education Framework, if they would like to review them at this time.

Slide 24:



3. Share the two example strategies, one from the principle of creating a welcoming and affirming environment and one related to inclusive curriculum and assessment (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.
4. Encourage participants to read the strategies and share any initial impressions or questions about them (slide 26). 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, *Engage in classroom management strategies that avoid assigning blame or guilt to students based on perceptions about their cultures, differences, or home lives*. Note that before engaging in the strategy, a teacher would need prior knowledge of students' cultures and differences to bring that awareness into their classroom management strategies. To utilize student data that reflect different types of student proficiency as emphasized in the second strategy, teachers would need to have alternative assessments ready and aligned to content standards as well.

Slide 26:













5. Distribute the handout, *Example Strategies for Teachers*. Begin the next activity, detailed on slide 27, 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 27:

6. Lead a full group discussion (slide 28) on what participants discussed about the strategies; ten minutes is allocated for full-group sharing. 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 classroom, with their content, and in their school, but also be aware that many participants may not yet have ideas on how to implement these strategies. Remind participants how this material is new to many. Note that individuals will implement strategies differently, depending on context.

Slide 28:

Example Strategies for Teachers											
Activity: Full Group Share											
<p>Please share your ideas:</p> <ol style="list-style-type: none"> 1. Why is this strategy important? 2. What questions do you have about this strategy? 3. What ideas do you have about implementation? 	<table border="1"> <thead> <tr> <th>Practices</th> <th>Example Strategy</th> </tr> </thead> <tbody> <tr> <td></td> <td>Change to classroom management strategies that avoid assigning blame or guilt to students based on perceptions about their cultures, differences, or home lives.</td> </tr> <tr> <td></td> <td>Collaboratively learn about implicit bias, with attention to identifying and challenging your own biases and recognizing and addressing implicit bias in the school community.</td> </tr> <tr> <td></td> <td>Strive to be culturally sustaining by centering the priorities of all students in classroom practices; encouraging cultural affirmations rather than asking students to forsake their identities in order to be successful.</td> </tr> <tr> <td></td> <td>Use student data points and assessment measures that shed light on social, emotional, and demonstration of proficiency that go beyond metrics traditionally associated with standardized testing.</td> </tr> </tbody> </table>	Practices	Example Strategy		Change to classroom management strategies that avoid assigning blame or guilt to students based on perceptions about their cultures, differences, or home lives.		Collaboratively learn about implicit bias, with attention to identifying and challenging your own biases and recognizing and addressing implicit bias in the school community.		Strive to be culturally sustaining by centering the priorities of all students in classroom practices; encouraging cultural affirmations rather than asking students to forsake their identities in order to be successful.		Use student data points and assessment measures that shed light on social, emotional, and demonstration of proficiency that go beyond metrics traditionally associated with standardized testing.
Practices	Example Strategy										
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	Strive to be culturally sustaining by centering the priorities of all students in classroom practices; encouraging cultural affirmations rather than asking students to forsake their identities in order to be successful.										
	Use student data points and assessment measures that shed light on social, emotional, and demonstration of proficiency that go beyond metrics traditionally associated with standardized testing.										

7. 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.
- 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 29–37
- [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)

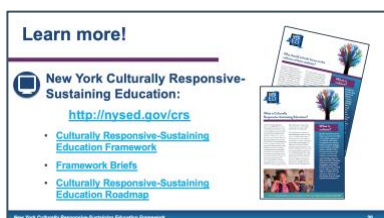
Purpose

- To share the 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 teachers listed in the Framework

Instructions and Selected Slide Images

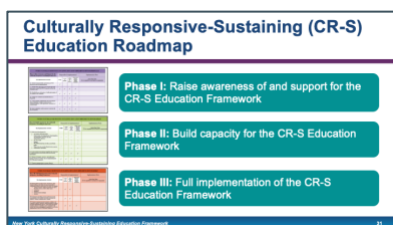
1. As you move to the end of the session, note how the closing slide (slide 29) mentions both who and where, as this section will share resources explaining how participants can continue their learning. Present links to the New York Culturally Responsive-Sustaining Education website, New York Culturally Responsive-Sustaining Education Framework, and Framework Briefs (slide 30). Encourage participants to reference the resources available.

Slide 30:



2. Share the New York CR-S Roadmap (slide 31). 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 by a group of over 20 leaders from across New York State who bring their experience, knowledge, and enthusiasm for equity and inclusion by fully understanding the CR-S Education Framework.


Slide 31:



3. Ask participants to reflect on the session and record their reflections (slide 32). Prompt participants to share their reflections with a partner or in the full group (slide 33). Encourage participants to share what they learned on their preferred social media platform, if they would like to do so.

Slide 32:

Reflect on the Session
Record your reflections:
3. What are three points that you want to remember about culturally responsive-sustaining education as related to your role as a teacher?
2. What are two next steps that you are going to take with the strategies you reviewed or with the CR-S Education Framework?
1. What is one lingering question that you have?



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4. Ask participants to respond to the survey (slide 34) so we can understand how 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 35).
6. Close by thanking the 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 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. Encourage participants to review what is offered on the New York CR-S website.

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 Teachers

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

Principle	Example Strategy
 Welcoming and affirming environment	Engage in classroom management strategies that avoid assigning blame or guilt to students based on perceptions about their cultures, differences, or home lives.
 Ongoing professional learning	Continuously learn about implicit bias, with attention to identifying and challenging your own biases, and identifying and addressing implicit bias in the school community.
 High expectations and rigorous instruction	Strive to be culturally sustaining by centering the identities of all students in classroom instruction, encouraging cultural pluralism rather than asking students to minimize their identities in order to be successful.
 Inclusive curriculum and assessment	Utilize student data points and assessment measures that reflect learning spaces, modalities, and demonstration of proficiency that go beyond metrics traditionally associated with standardized testing.

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 about this strategy?
3. What ideas do you have about how to implement it?

New York Culturally Responsive-Sustaining Education Framework



Closing Survey after Teacher 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 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.				

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 classroom.				

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

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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Namiko Suga, Parent Teacher Association

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