



# Arts Teacher NEED-TO-KNOW

## THE FOUR PRINCIPLES OF THE NYSED CULTURALLY RESPONSIVE SUSTAINING EDUCATION FRAMEWORK



**Welcoming  
and affirming  
environment**



**Ongoing  
professional  
learning**



**Inclusive  
curriculum and  
assessment**



**High  
expectations  
and rigorous  
instruction**

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



Welcoming  
and affirming  
environment

### **Principle One: Welcoming and Affirming Environment:**

- All students feel safe
- All students are represented and seen in instruction
- All students are valued and respected

*As a classroom teacher:*

- Do I acknowledge, respect, and celebrate my students' differences and commonalities?
- Do my students feel valued and comfortable in my classroom?
- Do I give my students opportunities to share their cultures and learn from each other?
- Am I equally supporting the voices of all students?



Ongoing  
professional  
learning

### **Principle Two: High Expectations and Rigorous Instruction:**

- Academic risks and growth mindset are encouraged
- Instruction includes analytical and critical reasoning
- Positive self-image and peer relationships are fostered.

*As a classroom teacher:*

- Am I setting high expectations for all of my students and providing the resources for all to succeed?
- Do I encourage students to have different understandings and outcomes for the content I teach?
- Am I providing opportunities for students to take risks in the artistic process?



# Arts Teacher NEED-TO-KNOW

---

## THE FOUR PRINCIPLES OF THE NYSED CULTURALLY RESPONSIVE SUSTAINING EDUCATION FRAMEWORK

---



### Principle Three: Inclusive Curriculum and Assessment

- Create opportunities to learn about power and privilege
- Elevate historically marginalized voices by dismantling systems of biases and inequities.



### Principle Four: On-going Professional Learning

- Teaching and learning are dynamic and ever evolving
- Learning develops a sharpened critical consciousness that deepens the understanding of history, culture, and institutions.

*As a classroom teacher:*

- Do my students have a say in the design of my curriculum and assessments?
- Do my students see themselves reflected in the artists that are explored in my class?
- Am I selecting from a diverse range of resources when selecting content/materials for my class?
- Do I include diverse voices and experiences in my instruction?
- Am I providing opportunities to investigate current events and social justice topics in my community and the world?
- Am I designing multiple forms of assessment that consider personalized student needs (i.e. learning style, learning preferences, language proficiency)?

*As a classroom teacher:*

- Am I being offered and participating in professional development opportunities that increase my understanding of culturally responsive teaching?
- Do I consistently research and explore authentic cultural experiences within my curriculum?
- Am I seeking out opportunities to collaborate across disciplines with my colleagues?
- Am I actively questioning my implicit bias?
- Am I engaging in ongoing reflection/revision of my current practices?

# CONNECTIONS

## CRSE AND THE ARTS CLASSROOM

---

### *What are the purposes of this work?*

- To promote equitable opportunities for all students.
- Elevate all student voices.
- Respond to the diverse cultures within a classroom.
- Promote students as agents of social change.

### *What are the connections between the Arts and CRSE?*

- The Arts promote student choice, self-expression, and individuality.
- The Arts foster a direct connection between creative and analytical thought.
- The Arts foster collaboration, positive social interactions and the acceptance of diverse opinions.
- The Arts use differentiated instruction which reaches students of varying abilities, socio-economic statuses, and geographies.
- The Arts can improve and help to maintain social and language skills of students with learning disabilities and remedial readers.
- Research indicates that involvement in the arts increases student engagement and encourages consistent attendance, and that drop-out rates correlate with student levels of involvement in the arts.

---

## RESOURCES

**CREHUB** <https://crehub.org/>

**Learning For Justice**  
[www.learningforjustice.org](http://www.learningforjustice.org)

**Culturally Responsive Teaching and the Brain** by Zaretta Hammond

**Buffalo Schools: Links to Culturally & Linguistically Responsive Resources**

<https://www.buffaloschools.org/Page/88159>

**Understanding the Language: Culturally Relevant versus Culturally Responsive**

<https://www.eduporium.com/blog/eduporium-weekly-culturally-responsive-teaching/>



## LINKS

[NYSED CULTURALLY RESPONSIVE SUSTAINING EDUCATION \(CR-S\) FRAMEWORK](#)

[NYSED CR-S IMPLEMENTATION ROADMAP](#)

[NYSED CR-S FRAMEWORK BRIEFS](#)