NYS Teaching Standards + CR-S Education Framework
Crosswalk for Integration

New York State Teaching Standard	Culturally Responsive-Sustaining (CR-S) Education Framework Principle	Integration: Establishes the *conceptual alignment* between each NYS Teaching Standard and the CR-S Education Framework.	Example in Practice: Provides *concrete, situated actions* that teachers might take to embody that integration.	Look-For: Identifies *observable indicators* that leaders, colleagues, or evaluators might see when integration is implemented effectively.	Key Message: Synthesizes the "why it matters" – the equity-driven rationale that makes the integration meaningful.
1. Knowledge of Students and Student Learning Teachers acquire knowledge of each student and demonstrate knowledge of student development and learning to promote achievement for all students.	Understanding and valuing the cultural background of all students.	Teachers actively learn about their students' cultural histories, languages, and experiences to inform instructional planning and to create affirming learning environments.	Teachers conduct home visits, community walks, or use student interest surveys to understand students' cultural contexts. They incorporate student identities, languages, and experiences into lesson planning.	• Lesson plans reflecting students' cultural backgrounds • Student work that highlights personal experiences • Classroom discussions affirming student identities	Knowing students deeply — including their cultural histories, languages, and experiences — is essential for equitable learning and affirming environments.
2. Content Knowledge Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.	Making curriculum culturally relevant and inclusive.	Teachers integrate diverse cultural perspectives into their subject matter, ensuring that all students see their identities reflected in the curriculum and understand the global context of their learning.	Teachers embed diverse voices, authors, and perspectives into the curriculum, framing core content within local and global cultural contexts, including contributions of historically marginalized groups.	• Curriculum maps and instructional resources with multicultural perspectives • Student engagement with materials that reflect their identities • Assignments connecting content to culturally meaningful issues	Content knowledge must be taught through culturally inclusive and relevant lenses so all students see their identities and contributions reflected in learning.
3. Instructional Practice Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.	Implementing culturally responsive teaching strategies.	Instructional methods are adapted to be culturally relevant, utilizing pedagogies that engage with students' cultural frameworks and leveraging these as assets in the learning process.	Teachers use culturally responsive strategies such as call-and-response, storytelling, and project-based learning that honor cultural traditions, while also embedding rigorous, high-cognitive-demand tasks.	• Varied instructional strategies tied to students' cultural frames of reference • High levels of student participation • Differentiated learning opportunities that honor multiple ways of knowing	Instructional practices grounded in cultural responsiveness affirm students' identities and leverage diversity as an asset for engagement and achievement.
4. The Learning Environment Teachers work with all students to create a dynamic learning environment that supports achievement and growth.	Creating a welcoming and affirming environment.	Classrooms are structured to reflect and honor the cultures and identities of all students, promoting a sense of belonging and encouraging students to bring their whole selves to their education.	Classrooms display multilingual signage, student-created cultural artifacts, and norms co-constructed to respect diverse identities. Educators explicitly model inclusive behaviors and address bias when it occurs.	• Students expressing belonging • Classroom visuals and resources representing varied cultural identities • Student voices shaping classroom culture • Evidence of safety, belonging, and respect in student interactions	A learning environment that welcomes and affirms all students, fosters belonging, and empowers all learners to ring their full selves to school.

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5. Assessment for Student Learning Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.	Using culturally responsive assessment practices.	Assessments are designed to be fair and unbiased, recognizing the diverse ways students demonstrate knowledge and understanding, and providing multiple avenues for students to show what they have learned.	Teachers design performance-based tasks allowing multiple forms of expression (oral, artistic, written, digital) and examine assessments for cultural bias and alignment to rigorous expectations.	• Diverse assessment types • Student choice in demonstrating learning • Equitable interpretation of results that account for linguistic and cultural differences	Culturally responsive assessment practices recognize multiple ways students show mastery and ensure fairness and equity in evaluating learning.
6. Professional Responsibilities Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.	Engaging with families and communities.	Teachers build relationships with families and communities, understanding their role in supporting student learning and leveraging these partnerships to enrich the educational experience.	Teachers co-create culturally relevant family engagement events (e.g., bilingual curriculum nights, storytelling workshops) and partner with community organizations to strengthen student learning.	• Family engagement strategies reflecting cultural responsiveness • Reciprocal communication • Evidence of partnerships with community organizations	Professional responsibility includes engaging families and communities as assets and authentic partners in the teaching and learning process.
7. Professional Growth Teachers set informed goals and strive for continuous professional growth.	Pursuing culturally responsive professional development.	Teachers engage in ongoing learning opportunities to enhance their understanding and practice of CR-S Education, reflecting on and adjusting their practices to better meet the needs of their diverse student populations.	Teachers participate in professional learning communities focused on CR-S practices. They engage in peer observation, reflection, and continuous growth towards culturally sustaining instruction.	• Participation in ongoing professional learning centered on equity and CR-S education • Reflective practice documentation • Growth plans focused on equity and inclusion	Continuous professional growth means actively pursuing cultural competence and adapting practice to better advocate for and serve all students.