



New York State Education Department  
Office of Special Education  
**Educational Partnership**





# Fostering High Expectations and Rigorous Instruction

## Implementing the Culturally Responsive-Sustaining Education (CRSE) Framework

Developed by the Technical Assistance Partnership (TAP) for Equity at Bank Street College of Education

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# Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

# Our Team



# Today's Facilitators



# Introductions

- Name
- Role
- In two sentences or less:
  - Who was your favorite teacher or mentor, and why?



# Objectives

- Understand how high expectations and rigorous instruction can improve student outcomes
- Reflect on cultural background and identities, and how those identities may influence teacher expectations
- Develop strategies for fostering high expectations and rigorous instruction
- Identify 2-3 next steps for ongoing professional learning

# Norms and Community Agreements

- Participate to the best of your abilities
- Speak your truth- Use “I” statements
- Ask clarifying questions and provide feedback
- Listen with respect
- Honor confidentiality (What’s said here stays here, what’s learned here leaves here)
- Expect and accept a lack of closure
- Push your growing edge

# Slide Marker Icons

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# Blueprint for Improved Results for Students with Disabilities



## Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



## Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



## Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



## Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



## Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



## Inclusive Activities

Schools provide high-quality inclusive programs and activities.



## Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

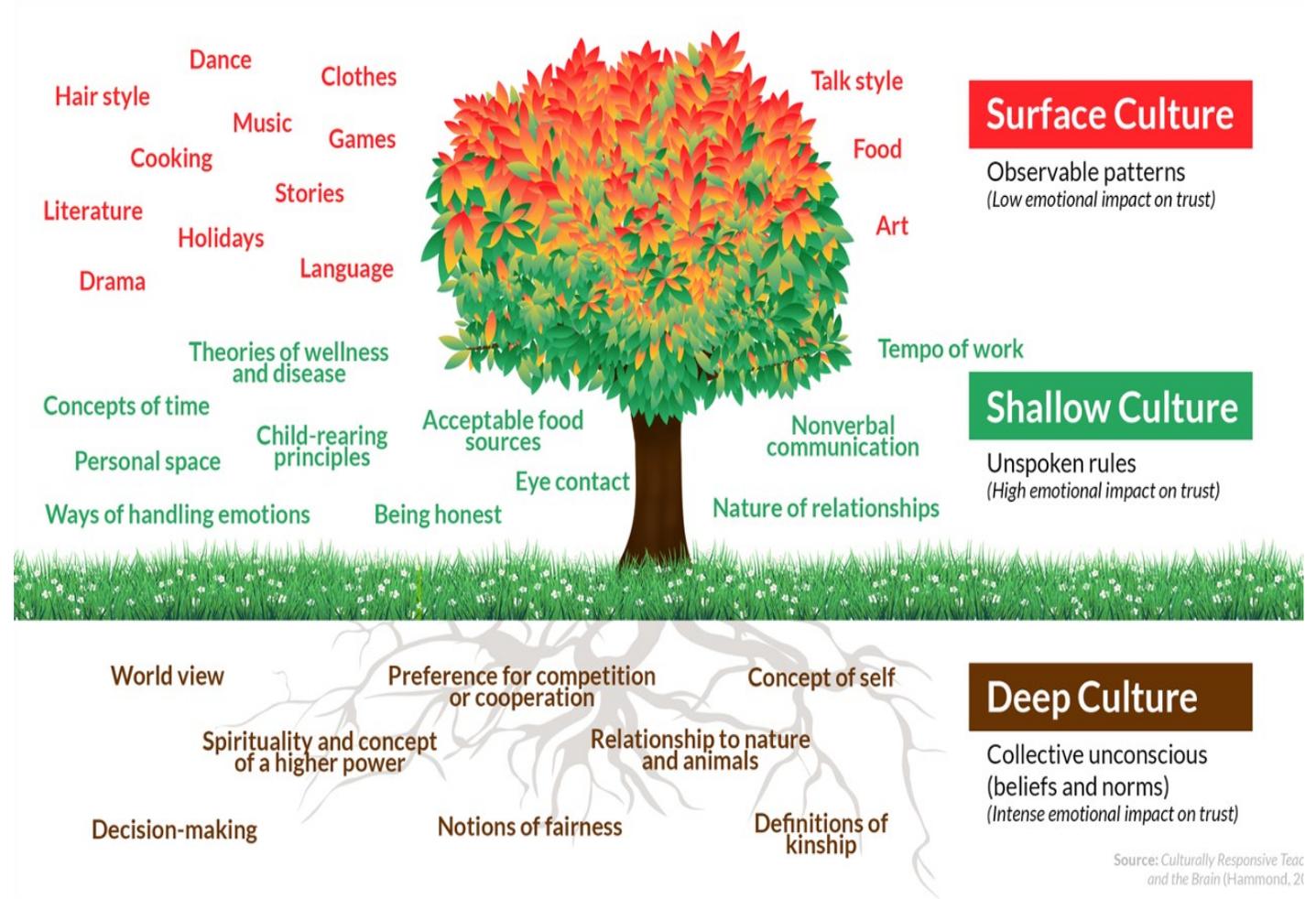
# The CRSE Framework

## Goals of the framework:

- Affirm racial and cultural identities
- Foster positive academic outcomes
- Empower students as agents of social change
- Develop students' abilities to make connections across identity and culture
- Cultivate student engagement through critical thinking & curiosity

# Culture

- Race
- Gender
- Ability
- Socio-economic status
- Language
- Sexual orientation
- Nationality
- Religion





# Principles of CRSE



Welcoming and Affirming  
Environments



Inclusive Curriculum  
and Assessment



High Expectations and  
Rigorous Instruction



Ongoing Professional  
Learning



# Principles of CRSE



Welcoming and Affirming  
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**High Expectations and  
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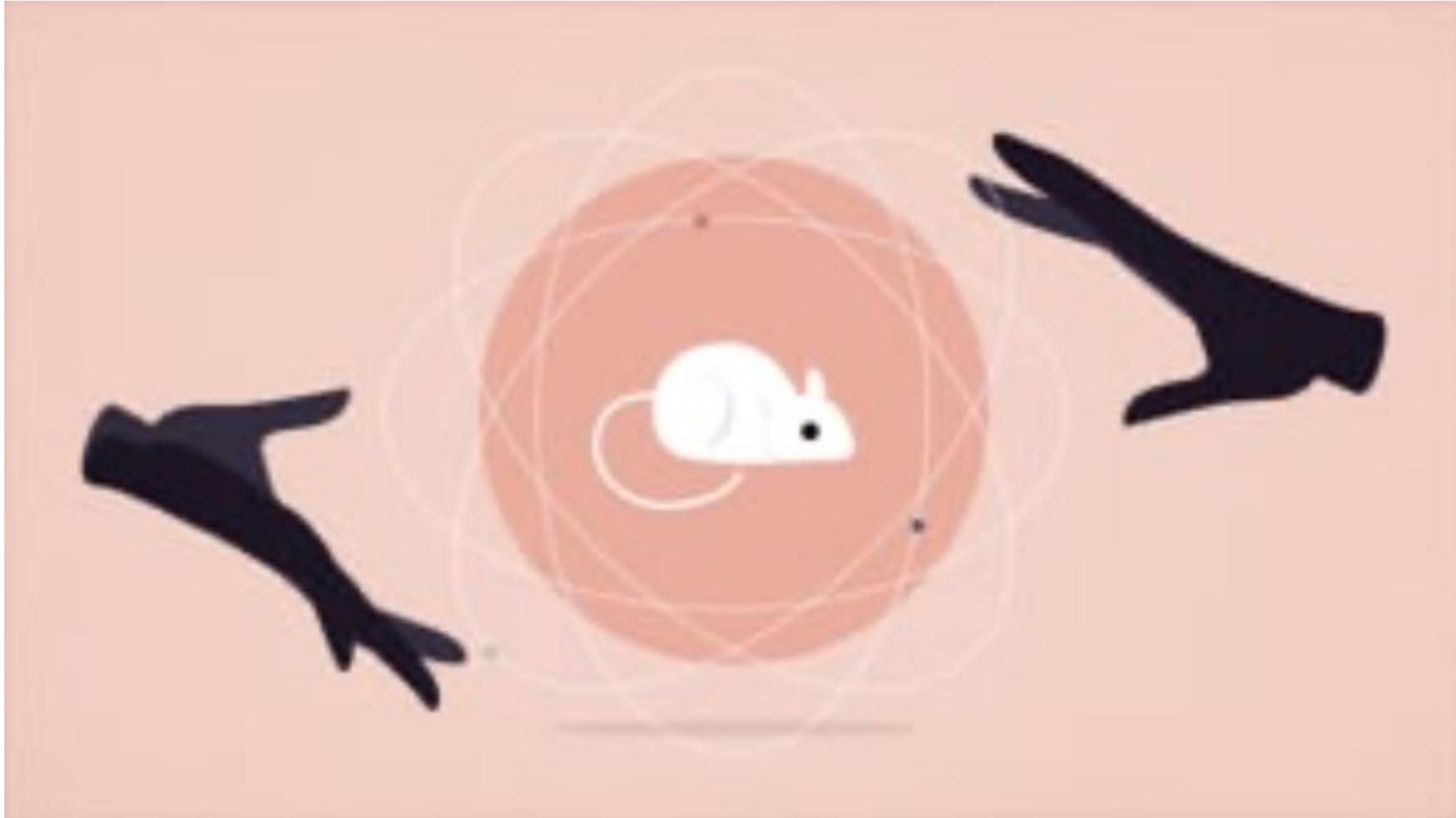
# Fostering High Expectations and Rigorous Instruction

## What it looks like

- Challenging students' intellectually while also considering the different ways students learn
- Providing opportunities for students to use critical reasoning
- Empowering students to take academic risks, leveraging a growth mindset to learn from mistakes
- Helping students develop a positive self-image

# Understanding the Research

# The Power of Expectations

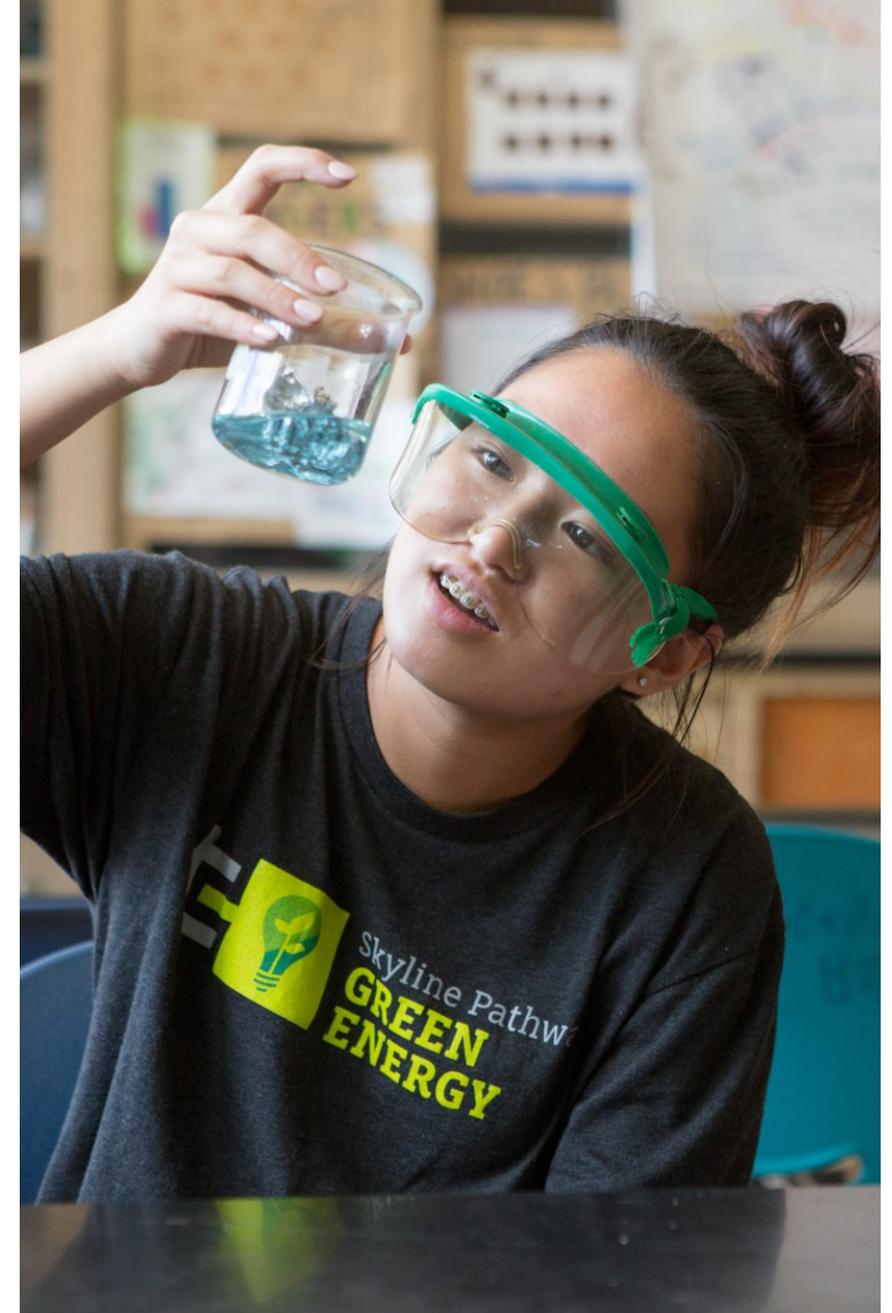


# Reflection and Discussion: The Power of Expectations



1. Why did the lab rats that were labelled as “smart” do better than the ones labelled as “dumb”?
2. What was your reaction to hearing the outcomes of this study?
3. How do you think other people’s expectations of you have influenced your life?

“Longitudinal studies support the self-fulfilling prophecy hypothesis that **teachers’ expectations can predict changes in student achievement and behavior** beyond effects accounted for by previous achievement and motivation.”



# How do teachers' expectations influence student outcomes?

Research suggests that teachers treat students differently based on their expectations. Studies have found differences in:

- Praise and encouragement
- Number of questions asked
- Feedback provided
- Subjective grading
- Provision of accommodations for students with disabilities

# What influences teachers' expectations?

## Research indicates:

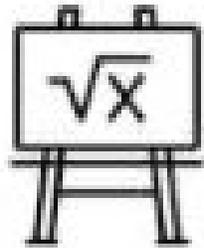
- Teachers often hold lower expectations for students with disabilities, English language learners, and students from low-income families.
- Teachers are more likely to over-estimate the abilities of white and Asian-American students while under-estimating the abilities of Black, Latinx, and Native American students.

- McKown & Weinstein, 2008; Demmert, et al., 2003; Lucas et al., 2015; Pettit, 2011; Tenenbaum & Ruck, 2007

# Attitudes and Stereotypes

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stereotypes also apply to people...



# Reflection and Discussion: Attitudes and Stereotypes



Think of the first time you remember someone making a judgement about you or someone else based on a stereotype (related to your race/ethnicity, gender, socio-economic status, body size, sexuality, religion, etc.)

What impact did it have on you and the people around you?

“More than a decade of research has demonstrated that individuals underperform in situations that remind them that they are stereotyped to do poorly.”

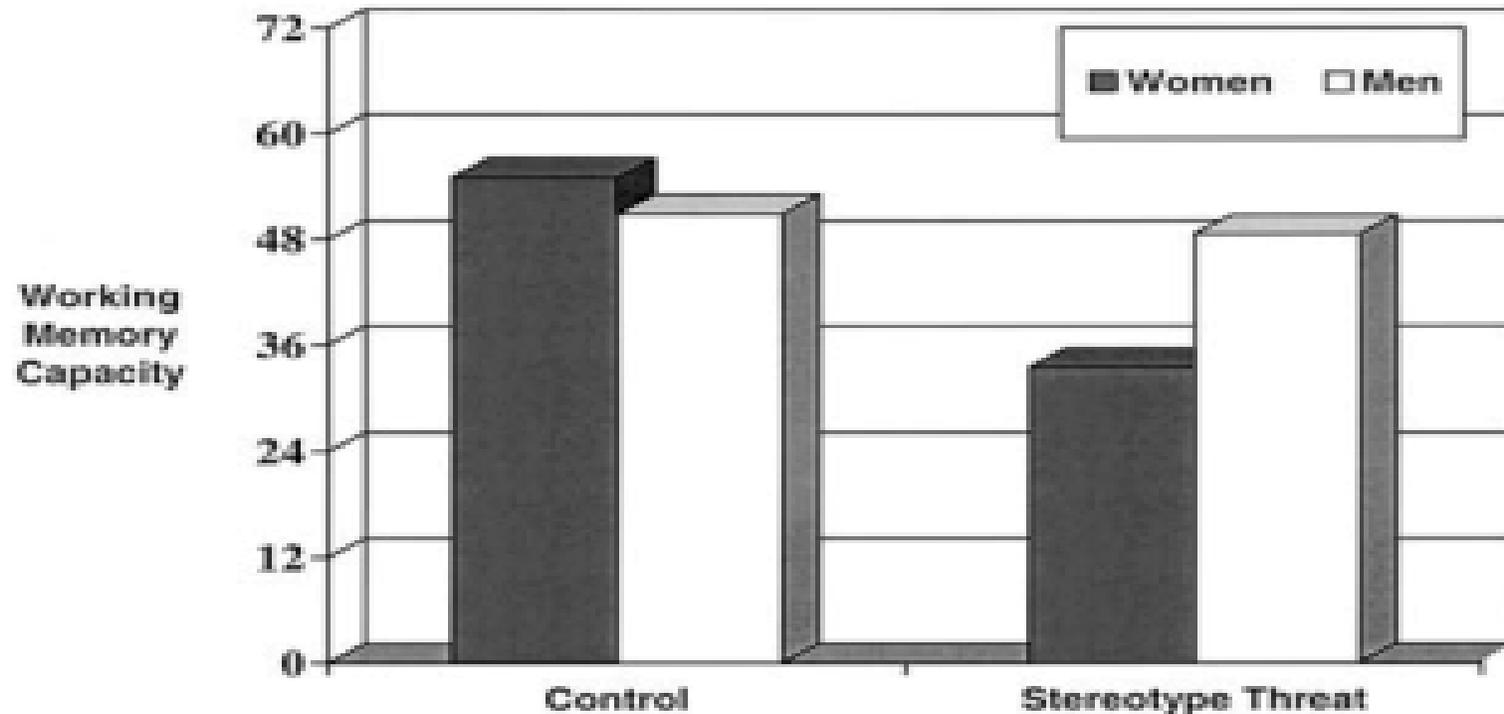


# How does stereotype threat influence performance?

## Negative stereotypes can cause underperformance due to:

- Higher levels of anxiety and self-monitoring
- Negative thoughts that can interrupt learning and recall
- Lower working memory capacity

# Stereotype threat reduces working memory capacity



*Figure 1.* Experiment 1: The effects of gender and stereotype threat on participants' working memory capacity.

# Reducing stereotype threat

## What research says can help:

- Establish a welcoming and affirming learning environment
- Avoid language and actions that reinforce stereotypes
- Avoid any cues that might remind students of stereotypes
- Help students manage feelings of stress and anxiety
- Encourage students to view intelligence as malleable and have a growth mindset

# Reflection

- Handout: Key Takeaways and Reflections
- Respond to reflection questions under Key Takeaways 1-3



- Your **Most Valuable Point**?
- How will you ensure all of your students feel like you have high expectations of them?
- How will you ensure students with disabilities have the accommodations and support they need to meet your high expectations?

# Brain Break

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**Stretch**

**Snack**

**Hydrate**

**Rest**



# Developing Strategies

for fostering high expectations and rigorous instruction

# Foster high expectations and rigorous instruction by:

- Exploring and centering identities
- Harnessing strengths and interests
- Meeting students' individual needs
- Engaging families



# Explore and center identities

- Encourage cultural pluralism rather than asking students to minimize their identities
- Reflect on cultural identities and potential stereotypes or biases
- Use conversation protocols for constructive conversations about identity and injustice



# Harness strengths and interests

- Empower students to take academic risks and learn from mistakes
- Leverage student experience and expertise through student presentations in project-based or stations-based learning
- Incorporate current events, examine topics of power and privilege, and give students space to process



# Meet students' individual needs

- Provide specially designed instruction (SDI), including accommodations or modifications, for students with disabilities
- Help students identify personal learning strategies
- Give specific feedback
- Use multiple forms of assessment across multiple domains



# Engage families

- Give families information about what is being taught in class and how they can reinforce learning at home
- Invite families and community members to speak or read in the classroom to teach about topics that are culturally specific and aligned to the classroom curriculum and/or content area



- What do these practices look like in your class?
- What would you add?
- What do you want to learn more about?
- Which of these practices do you find most useful or want to prioritize?

# Poll



Which area of practice do you want to prioritize in the next month?

- Explore and center identities
- Harness strengths and interests
- Meet students' individual needs
- Engage families

# Activities to apply the strategies to your individual context

# The Equity Rubric

## Overview

- Reflect on your beliefs and strategies for fostering high expectations and rigorous instruction.
- This tool names indicators of equitable inputs. The true indicator of equity is revealed in the impact that a teacher and school have on students, and what students gain from being in that classroom and school, which includes skills, abilities, knowledge, thoughts, feelings, a sense of belonging, and a sense of potential.
- Pay attention to the emotions that surface when using this tool and explore what you can learn from them.

# Language Matters

## Overview

- Identify strategies and language to promote positive student attributes, behavior, and effort.
- This resource emphasizes the importance of the language and tone we choose to use with students. Words can be used to empower students and reinforce the behaviors and mindsets we want to see in students.
  - Part I: Strategies and examples of language you can use with your students
  - Part II: Reflection activity
- Pay attention to the emotions that surface when using this tool and explore what you can learn from them.

# Activity Directions



Choose 1 activity and follow the instructions below.

## 1. Language Matters

- Part I: Read through the strategies and examples. Then, choose 1-2 strategies you would like to start with or prioritize in the next month
- Part II: Complete the empathy map and reflection questions

## 2. The Equity Rubric

- Complete:
  - Section 1: Teacher Beliefs
  - Section 4: Rigor and Expectations
  - Section 5: Access and Participation
- Identify 3 areas of growth you want to prioritize over the next month



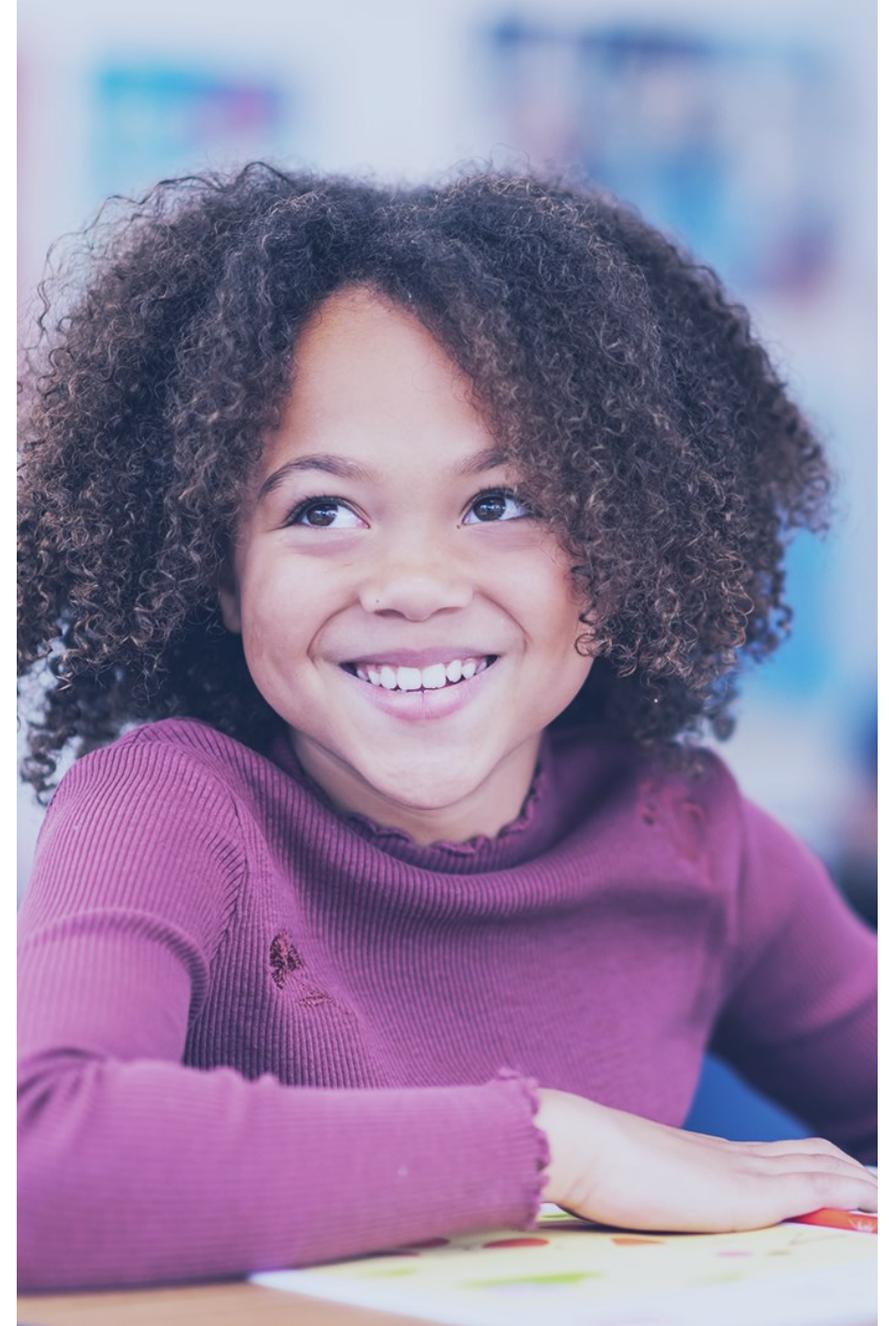
- Which activity did you complete?
- Did the activity raise any ideas that will inform your teaching practices?

# Recap and Action Planning

Fostering high expectations and rigorous instruction

# Fostering High Expectations and Rigorous Instruction-Review

- Intellectually challenging
- SDI to meet individual needs
- Opportunities for critical reasoning
- Encouraging growth mindset
- Promoting positive self-image



# Ongoing Professional Learning

## What it looks like

“Teaching and learning is an adaptive process needing **constant reexamination** (Moll, et al., 1992; Gay, 2010). It allows learners to develop and sharpen a critically conscious lens toward instruction, curriculum, assessment, history, culture, and institutions. **Learners must be self-directed and take on opportunities that directly impact learning outcomes.**”

# Identifying your next steps



1. Read through the suggestions on the Ongoing Learning Options handout
2. Choose which learning activity you would like to complete in the next month.
3. Set a reminder on your calendar, planner, or phone.

# Questions and Answers



# Contact Us



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Knowledge > Skill > Opportunity

# Meeting Evaluation Survey

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