Disclaimer

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¡Bienvenido/as!
Jere jeff!
환영합니다!
Welcome!
Learning Objectives

• Explore foundational elements of culture and Culturally Responsive Education
• Reflect on personal culture & experiences
• Become familiar with the NYSED Culturally Responsive-Sustaining Education (CRSE) framework
• Reflect on the ways practices & approaches outlined in the NYSED CRSE Framework are present within your Educational Organization (EO)
Materials Check

- Slides for note taking
- CRSE framework
- CRSE Summary
- Reflection Guide
- Culture Questions
New York State Education Department Office of Special Education

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.
Equity, Cultural Responsiveness and Students with Disabilities

Not *Just*

“another thing on our plate”

Equity and Cultural Responsiveness *IS* the plate
Equity, Cultural Responsiveness, & Multi-Tiered Systems

• Culturally Responsive curriculum, instruction, and assessment
• IEP Development
• Professional Learning priorities
• Teaming structures
• Data review
• Shared responsibility
• Asset-based thinking
• Educational environment & climate
• Family & student voice
Agenda

• **Part 1**: Grounding and Norms

• **Part 2**: Introduction to Culture and Culturally Responsive Education

• **Part 3**: Overview of Culturally Responsive-Sustaining Education Framework

• **Part 4**: Application and Principles Reflection
Grounding and Norms
Grounding

The Name Game

What is the story of YOUR NAME?

What we’ll do:

- Get into groups
- Share the story of your name
- 3-5 minutes to share with partner(s)
- Whole Group share out
Equity and Cultural Responsiveness

“Elephants in the room”

• Student, Family, & Community Groups
• Culture & Identity
• Beliefs, Stereotypes & Prejudice
• Issues or Challenges
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
Introduction to Culture and Culturally Responsive Education

- Photo by Allison Shelley/The Verbatim Agency for EDUimages
Educational Equity

The principle of altering current practices and perspectives to teach for social transformation and to promote equitable learning outcomes for students of all groups. (Lee, 2002)

Equality
Equal inputs regardless of need or outputs

Equity
Altering practices and resources to respond to student needs

Access
The right to benefit from resources; attendance

Opportunity
Equitable inputs with equitable outputs; a chance

Cultural Responsiveness
What is Culture?

“What culture... is the way the brain makes sense of the world... The brain uses cultural information to turn everyday happenings into meaningful events.”

(Hammond, 2015 p. 22)

• Poverty is not a culture
• Coping & responses to oppression should not be mistaken for culture (Hammond, 2015 p. 33)
• True culture supports its people; it doesn’t destroy them (Delpit, 2012, p.7)
The Culture Tree

- Source: Culturally Responsive Teaching and the Brain (Hammond, 2015)
Culture

- Race
- Economic Background
- Gender
- Language
- Sexual orientation,
- Nationality
- Religion
- Ability
Activity: Reflecting on our Culture

• Where did you grow up? (country, urban, suburban, rural, region of U.S., neighborhood, etc.)
• What’s the story of your family in America?
• What folklore/stories did you grow up with? What are some of your family’s traditions?
• What did your family members, neighbors, caregivers and other authority figures tell you about “respect”?
• What physical, social, or cultural attributes were praised/punished in your community?
• (How) Were you allowed to question/talk back to authority figures in your life?
• How were you trained/conditioned to respond to different emotional displays (anger, fear, crying, happiness)?

- Hammond, 2015
In what ways do similarities/differences in educators’ & students’ answers to these questions impact student experiences & outcomes?

- Curricula & Content
- Teaching Methods
- Behavioral Systems
- Student Support & Special Education
- Physical Environment
- Relationships & Interactions
- Family Engagement
- Extracurricular activities
Break

Pause
Stretch
Breathe
Cultural Responsiveness
What is Culturally Responsive Education?

Gloria Ladson-Billings

Students:
• Experience academic success
• Develop and/or maintain cultural competence
• Develop a critical consciousness through which they challenge the status quo of the current social order

Zaretta Hammond

Educators:
• Recognize impact of racialized society
• Recognize & validate students’ use of cultural capital
• Connect content to student knowledge & culture
• Build relationships and social-emotional connection to create a safe space for learning

"Learning is rooted in the lives and experiences of people and cultivated through activities that people find meaningful. When teaching is not rooted in students’ lives, student learning suffers. Perhaps worst, biases take hold and deficit perspectives become normalized throughout our schools and classrooms, structuring entire systems that blame students for failure."

- NYSED, 2018 p. 11
Culture and the NYSED CRSE Framework

“The school community is representative of many cultures, and therefore culture has consequences on how students experience schools. The framework is intentional about the relationship between culture and education, presenting a multi-tiered systems approach for cultural inclusion that broadens what ethnic groups, classes, sexualities, and abilities are privileged in the creation and maintenance of traditional education.”

- NYSED, 2018 p.11
Break
Overview of Culturally Responsive-Sustaining Education

Exploring the NYSED Framework for Cultural Responsiveness
NYSED CRSE Framework

- Expert Panel Convened January 2018
- NY ESSA Plan Alignment
- Office of Bilingual Education & English as a New Language
- Builds on work of NYS Stakeholders
- Multiple rounds of stakeholder input
- Released January 2019
NYSED CRSE Framework

- Vision
- Definition
- Principles
- Mindsets
- Stakeholders
Exploring the NYSED CRSE Framework

Expert Jigsaw: Part 1 (Individually)

Number off 1-4

Read the overview and your section. Identify the most important points (MIPs) and Key Details. Record questions.

<table>
<thead>
<tr>
<th>Selected Number</th>
<th>Framework Section</th>
<th>Framework Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyone</td>
<td>Overview</td>
<td>Page 2</td>
</tr>
<tr>
<td>Group 1</td>
<td>Vision</td>
<td>Pages 3-4</td>
</tr>
<tr>
<td>Group 2</td>
<td>Definition</td>
<td>Page 4</td>
</tr>
<tr>
<td>Group 3</td>
<td>Principles</td>
<td>Page 5</td>
</tr>
<tr>
<td>Group 4</td>
<td>Mindsets</td>
<td>Page 6</td>
</tr>
</tbody>
</table>
Group Activity: Exploring the NYSED CRSE Framework

Expert Jigsaw: Part 2 (Section Groups)

• Form section groups based on numbers 1-4
• In these groups, take turns sharing the most important points (MIPs) and key details
• Share questions and work to clarify understandings
Discussion: Exploring the NYSED CRSE Framework

Expert Jigsaw: Part 3 (Table Groups)

Take turns (1-4) sharing

• An overview/brief summary of your section
• Key points and/or concerns
• Lingering questions you have
Connecting with Culturally Responsive – Sustaining Education

• Individually connect
• Share in your small group
• Whole group dialogue
Vision

Education Systems create students who:

• experience **academic success**
• are **socio-politically conscious** and **socio-culturally responsive**
• have a **critical lens** to challenge **inequitable systems** of access, **power**, and **privilege**.
Definition

Goals of CRSE
• Racial and cultural identities affirmed
• Connection across identity and culture
• Students as agents of social change
• Critical thinking and curiosity
Mindsets

• Culture is critical - not extra
• All students, families, & communities have assets
• Continuous critical reflection on United States systems of oppression
Principles

Welcoming and Affirming Environments

High Expectations and Rigorous Instruction

Inclusive Curriculum and Assessment

Ongoing Professional Learning
Part 4

Application and Principles Reflection

The Journey Toward Culturally Responsive- Sustaining Practice
CRSE Framework Principles

Welcoming and Affirming Environment
Collective responsibility to learn about student cultures and communities.
Close relationships with Students & Families.
Social-Emotional Learning Programs.
Materials that represent and affirm student identities.

High Expectations and Rigorous Instruction
Student-Led Civic Engagement.
Critical Examination of Power Structures.
Project-Based Learning on Social Justice Issues.
Student Leadership Opportunities.

Inclusive Curriculum and Assessment
Current events incorporated into instruction.
Students as co-designers of curriculum.
Resources written and developed by racially, culturally, and linguistically diverse perspectives.
Instructional strategies that adapt to diverse learning styles.

Ongoing Professional Learning and Support
Diversity, Equity, and Inclusion Training, examining implicit bias and interrogation of beliefs and assumptions.
Support in aligning curriculum and instruction to the histories, languages, and experiences of traditionally marginalized voices.
CRSE Principles Reflection

• Read each Principle area and the recommendations for that area

• Complete the reflection questions
  - Connect
  - Reflect
  - Explore
  - Question

• Discuss trends, takeaways, and next steps
Stakeholder Groups

• Students
• Teachers
• School Leaders
• District Leaders
• Families & Community Members
• Higher Education Faculty & Administrators
• Education Department Policymakers
Extended Learning

• Identify your stakeholder group/area of need
• Read the recommended practices
• Identify:
  - What are you already doing?
  - What should you begin doing?
  - What might challenge you? Your EO?
  - How do your findings compare to the reflection?
“Antiracist education and culturally responsive engagements ... are long-term endeavors that require much unlearning, relearning, struggle, vigilance, self-critique, self-monitoring, and changing the infrastructures of educational systems.

They demand personal knowledge, courage, conviction, will and skill; institutional transformation; and the redistribution of power.”

Geneva Gay in the *Forward to Why Race and Culture Matter in Schools: Closing the Achievement Gap in America’s Classrooms* by Tyrone Howard
Contact Us

TAP for Equity
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