

CR-SE Framework
A Guided Tour

Please Join Me

Session Outcomes

Broad Vision

Participants will have a broad understanding of the rationale for each principle of the CRSE Framework

Authenticity Intentionality

Participants will draw on today's experience authentically and intentionally create culturally responsive environments



Tour Overview

The Culturally Responsive-Sustaining
Education Framework:

What is it?

Why was it created?

A Note On Culture: When we say culture we are referring to



A deposit of knowledge, experience, beliefs, values, actions, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and artifacts acquired by a group of people in the course of generations through individual and group striving. (Samovar and Porter)

2018

NYS Board of Regents commissioned that a framework to support districts in creating culturally responsive learning environments be developed.

“The New York State Education Department (NYSED) has come to understand that the results we seek for all our children can never be fully achieved without incorporating an equity and inclusion lens in every facet of our work.”

Board communicates its expectations for schools regarding diversity, equity, and inclusion

2021

Board of Regents releases Framework on Diversity, Equity, and Inclusion in New York’s Schools: A Call to Action



FOUR PRINCIPLES OF THE CR-S



Welcoming and Affirming Environments

A space where people can find themselves represented and reflected, and where they understand that all people are treated with respect and dignity.



High Expectations and Rigorous Instruction

Are academically rigorous and intellectually challenging, while also considering the different ways students learn.



Inclusive Curriculum and Assessment

Provides the opportunity to learn about perspectives beyond one's own scope.



Ongoing Professional Development





The CR-S framework helps educators create student-centered learning environments that:

- affirm racial, linguistic and cultural identities;
- prepare students for rigor and independent learning,
- develop students' abilities to connect across lines of difference;
- elevate historically marginalized voices;
- and empower students as agents of social change.



ACADEMIC MINDSETS



*I belong in this
academic
community*



*My ability &
competence
grow with my
effort*



*I can succeed
at this*



*This work
has value for
me*




FIRST STOP

Welcoming and Affirming
Environments



What are a welcoming and affirming environments?

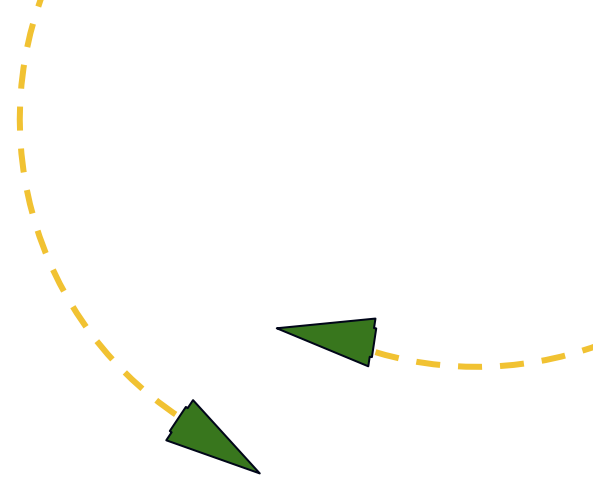


We all operate from a set of cultural frames of reference. The challenge is that if we routinely interpret other people's actions solely through our personal cultural frames, we run the risk of misinterpreting their actions or intentions.

- Zaretta Hammond *Culturally Responsive Teaching and the Brain*









Being responsive to diverse students' needs asks teachers to be mindful and present. That requires reflection...The true power of culturally responsive teaching comes from being comfortable in your own skin because you are not a neutral party in the process. You can never take yourself out of the equation.

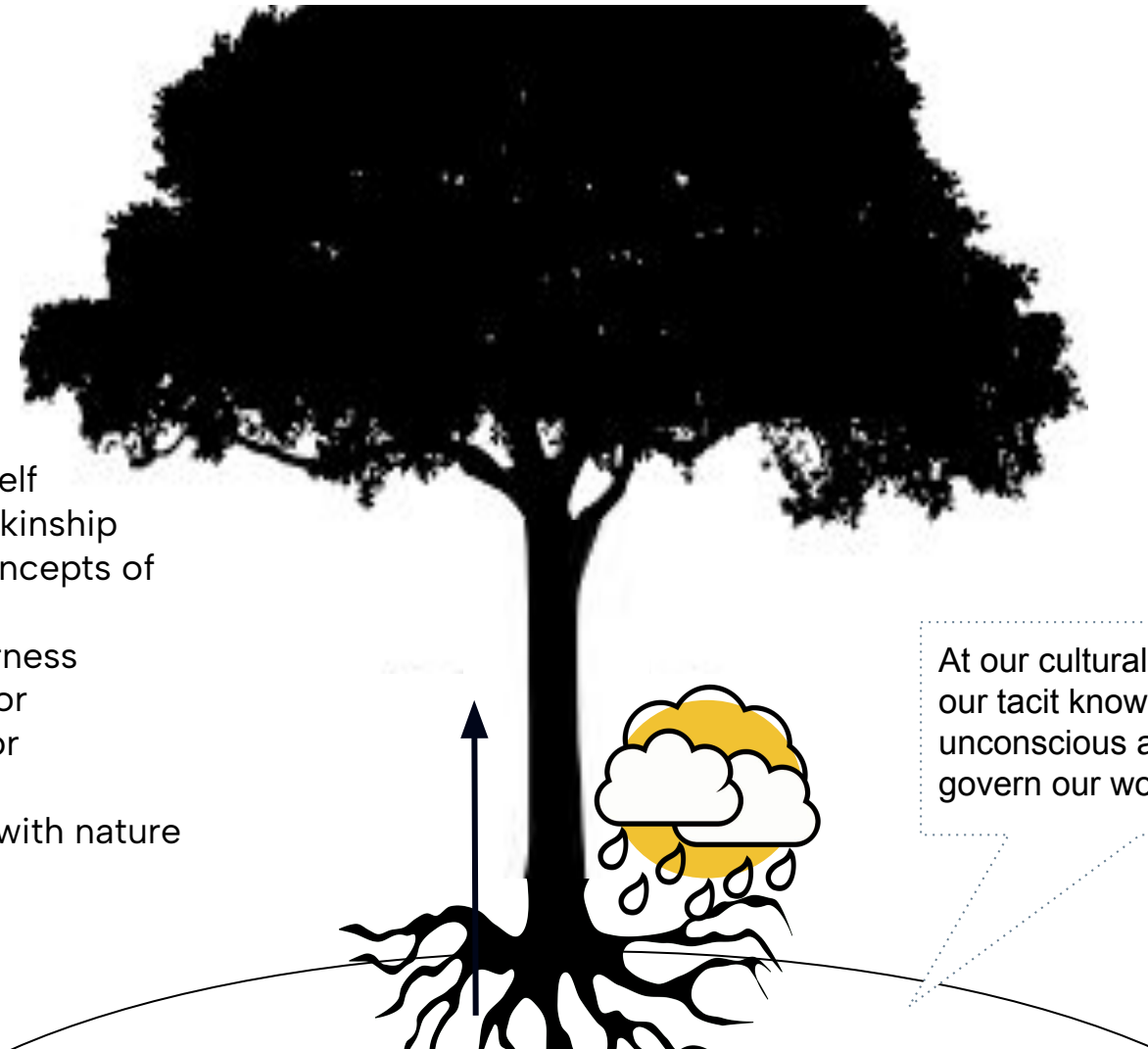
- Zaretta Hammond *Culturally Responsive Teaching and the Brain*



The Tree Analogy

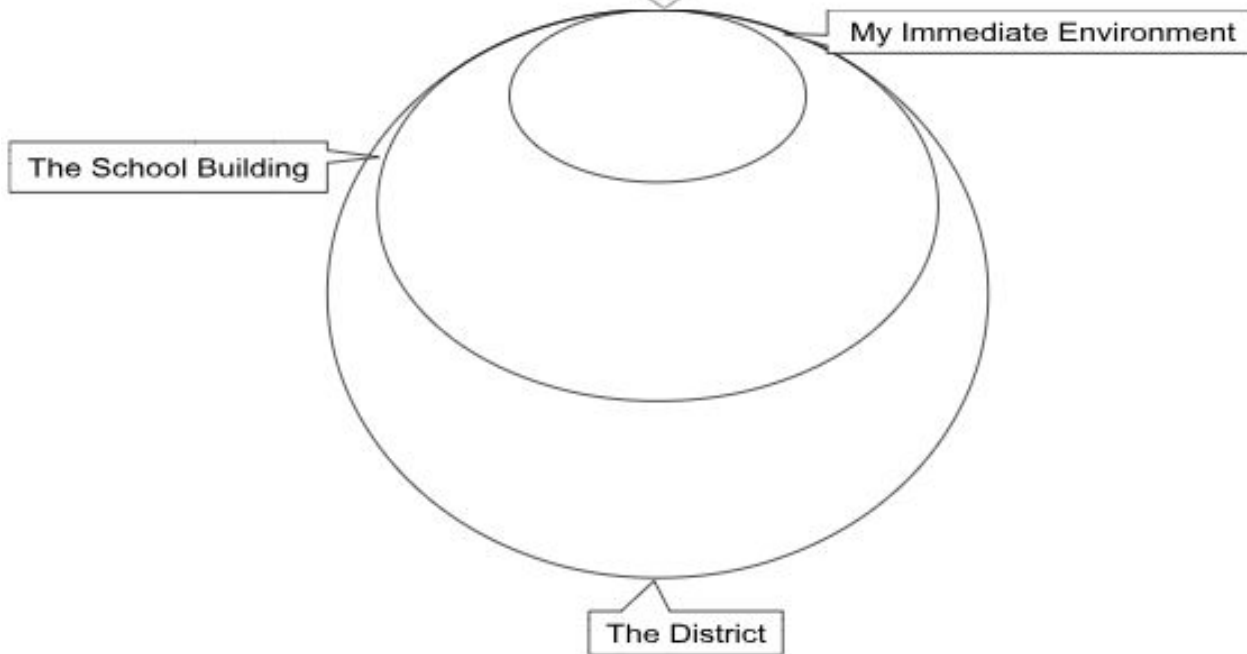


- concepts of self
- definitions of kinship
- spirituality/concepts of higher power
- notions of fairness
- preferences for competition or cooperation
- relationships with nature



At our cultural roots we develop our tacit knowledge and unconscious assumptions that govern our worldviews.

CR-S Guidelines for Welcoming and Affirming Environments





STOP #2

High Expectations and
Rigorous Instruction



HIGH EXPECTATIONS AND RIGOROUS INSTRUCTION

- High expectations and rigorous instruction prepare the community for rigor and independent learning.
- The environment is academically rigorous and intellectually challenging, while also considering the different ways students learn.
- Instruction includes opportunities to use critical reasoning, take academic risks, and leverage a growth mindset to learn from mistakes.
- Messages encourage positive self-image and empower others to succeed.

What do you want me to do?

What page can I find the answers on?

Is this important?

We never did this in class.



Based on the evidence, my claim is _____.



I know where I can find the resources I need.

I can try this strategy.

I agree with you because ...



CR-S Guidelines for High Expectations and Rigorous Instruction

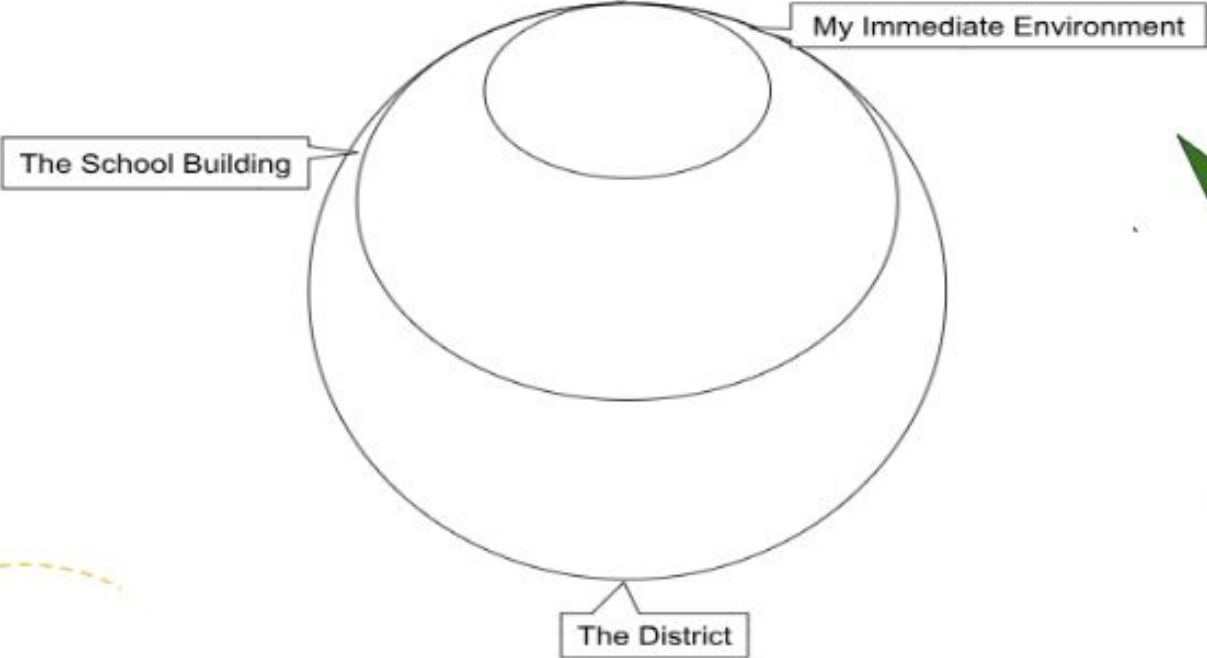


I belong in this academic community

My ability & competence grow with my effort

I can succeed at this

This work has value for me



BRAIN BREAK



STAFF MEETING
WOULD YOU
RATHER?

The background is a solid green color. It features several white dashed lines forming maze-like patterns. There are three arrows: one in the top left pointing down, one in the top right pointing right, and one in the bottom right pointing right.


THIRD STOP

Inclusive Curriculum
and Assessment



INCLUSIVE CURRICULUM AND ASSESSMENT

- Inclusive curriculum and assessment elevate historically marginalized voices.
- It includes opportunities to learn about power and privilege in the context of various communities and empowers learners to be agents of positive social change.
- It provides the opportunity to learn about perspectives beyond one's own scope.
- It works toward dismantling systems of biases and inequities, and decentering dominant ideologies in education.



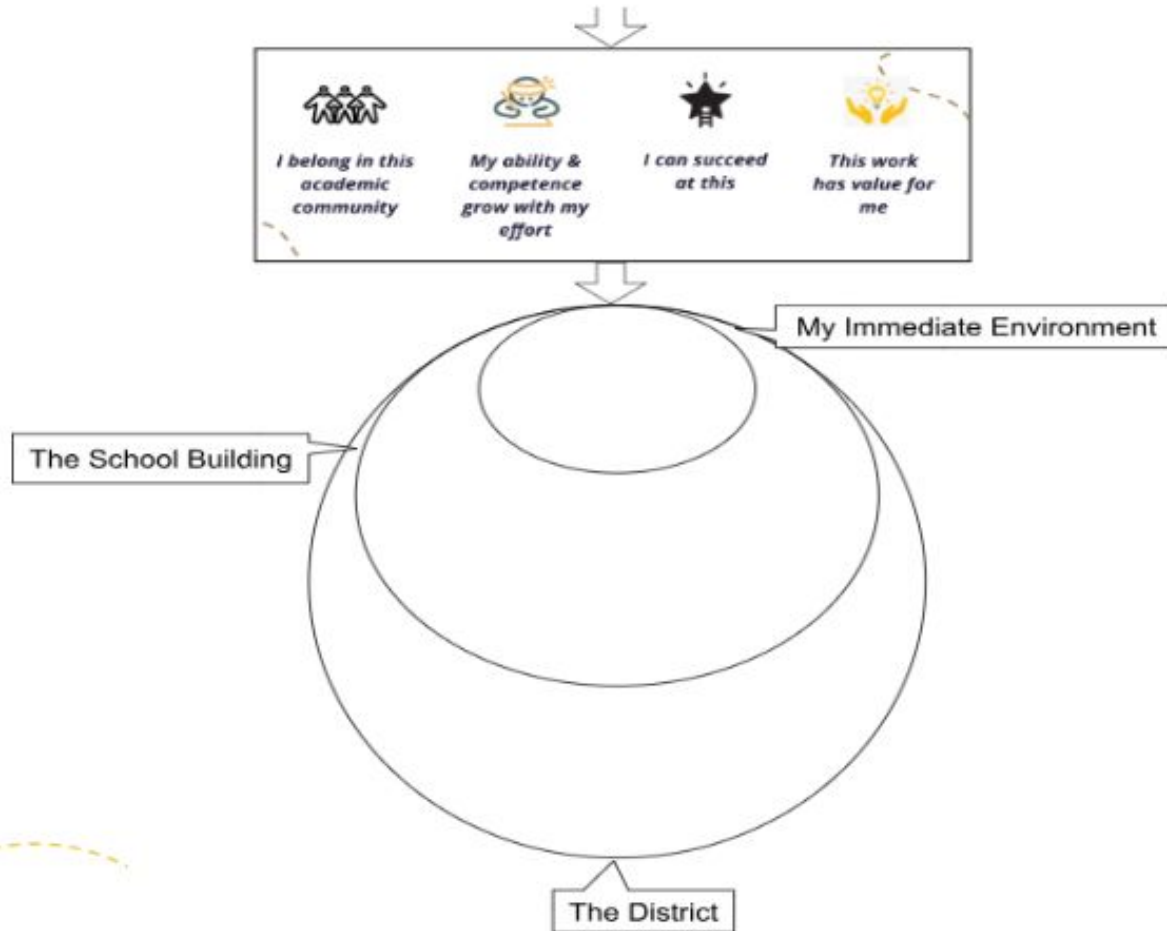
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CR-S Guidelines for Inclusive Curriculum and Assessment





4th & FINAL

Your Place!

Where will you go
next?

What is ONE practice, structure,
or mental habit that you would
like work on shifting this year?

What might it take to make the
change?

