Culturally Responsive-Sustaining Education Framework

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Framework Overview
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.
Believing that culture is not an addition but is a critical component of education

Believing that students and their families are individuals with their own assets, knowledge, and abilities who should be valued and consulted.

Believing that critical and continuous self-reflection is required to dismantle systems of biases and inequities rooted in our country’s history, culture, and institutions.
Principle 1

- A space where people can find themselves represented and reflected, and where all people are treated with respect and dignity.
- The environment ensures all cultural identities are affirmed, valued, and used as vehicles for teaching and learning.
Principle 2

• The environment is academically rigorous and intellectually challenging, while 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.
Principle 3

• Elevates historically marginalized voices
• Includes opportunities to learn about power and privilege
• Empowers learners to be agents of positive social change
• Provides the opportunity to learn about perspectives beyond one’s own scope
• Works toward dismantling systems of biases and inequities, and decentering dominant ideologies in education
Principle 4

- Teaching/learning is an adaptive process needing constant reexamination
- It allows learners to develop and sharpen a critically conscious lens toward instruction, curriculum, assessment, history, culture, and institutions
Stakeholders

- Students
- Teachers
- School Leaders
- Families & Community Members
- Higher Education Faculty & Administrators
- Education Department Policymakers
Table Talk Discussions

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