PreK-2nd Grade Teacher and School Leader Resource for the NYSED Culturally Responsive Sustaining Framework

A collaboration by educators from:

[Logos of collaborating institutions]

With the support of:

[Logo of health foundation]

- [Link] to a brief video on the background of this collaboration and how to use this resource
- [Link] to table of contents
CULTURALLY RESPONSIVE-SUSTAINING EDUCATION

“Help educators create student-centered learning environments that:

● affirm racial, linguistic, and cultural identities;
● prepare students for rigor and independent learning;
● develop student’s abilities to connect across lines of difference;
● elevate historically marginalized voices; and
● empower students as agents of social change.”
Ways to be a Culturally Responsive Sustaining PreK-2nd Grade Teacher

Students need the opportunity to share their culture and learn about others in a classroom where they feel safe, valued, and can be brave. The New York State Education Department created the Culturally Responsive-Sustaining Education Framework (CR-SEF) to help students, educators and leaders create a classroom environment that fosters these ideals.

- This Reference Sheet is based on the ideas that guide the CR-SEF: “welcoming and affirming environment, inclusive curriculum and assessment, high expectations and rigorous instruction, and ongoing professional learning”.

- Click on the link for each section to see how the CR-SEF connects and ways to bring these ideas to life at different points in the PK-2nd grade day. The “Additional Resources” section has items on cultural humility, implicit bias, and mindfulness, plus connections between SEL and anti-racist education.

<table>
<thead>
<tr>
<th>SEL Throughout the Day</th>
<th>Mornings and Transitions</th>
<th>Reading and ELA Time</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>Science</td>
<td>Special Areas</td>
<td>Additional Resources</td>
</tr>
</tbody>
</table>

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2
### Culturally Responsive Sustaining Guidelines for SEL Throughout the Day

<table>
<thead>
<tr>
<th>Creating a Welcoming and Affirming Environment</th>
<th>Fostering High Expectations and Rigorous Instruction</th>
<th>Identifying Inclusive Curriculum and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ Develop positive relationships with students, and their families, by learning about their interests and inviting them to share their opinions.</td>
<td>❑ Reflect on your own implicit bias and how that might impact your expectations for students’ achievement and the decisions you make in the classroom.</td>
<td>❑ Connect instructional content with the daily lives of students that taps into their existing interests and knowledge.</td>
</tr>
<tr>
<td>❑ Use restorative justice circles and structures to welcome students back into learning when harm has occurred.</td>
<td>❑ Help students identify their different learning styles and incorporate instructional strategies that are responsive to those styles.</td>
<td>❑ Provide regular opportunities for SEL strategies within lessons and as discrete learning activities.</td>
</tr>
<tr>
<td>❑ Identify and address implicit bias in the school and community environment.</td>
<td>❑ Co-create explicit classroom expectations that meet the needs of all students.</td>
<td>❑ Support students in creating and running student-led initiatives.</td>
</tr>
</tbody>
</table>

### Resources for Engaging in Ongoing Professional Learning and Support

**Background:**
- Article - [Social Emotional Learning and Equity, National Equity Project](#)
- Video - [Implicit Bias In Preschools](#)
- Website - [Exploring Emotions from Sesame Street](#)

**In Practice:**
- Video - [Making Connections with Greetings at the Door](#)
- Article - [How to Promote Kindness in Early Childhood Classrooms](#)
- Tool - [Identity Portraits Activity](#)
- Tool - [Fairness Fair Lesson Plan](#)
- Tool - [SEL Practices for the Elementary Classroom](#)
## Culturally Responsive Sustaining Guidelines for Morning Routine, Transitions, and Closing

### Creating a Welcoming and Affirming Environment
- Create an environment that establishes mutually agreed-upon norms and encourages students to act out of personal responsibility.
- Respond to instances of disrespectful speech about student identities. Use these as opportunities to build environments of acceptance.
- Allow different groups and ideas to become part of the fabric of the school community by organizing proactive community-building circles.

### Fostering High Expectations and Rigorous Instruction
- Incorporate current events into instruction. Utilize tools that encourage students to engage with difficult topics (power, privilege, access, inequity) constructively.
- Invite families and community members to speak or read in the classroom as a means to teach about topics that are culturally specific and aligned to the classroom curriculum and/or content area.

### Identifying Inclusive Curriculum and Assessment
- Provide regular opportunities for SEL strategies within lessons and as discrete learning activities.
- Connect instructional content with the daily lives of students that taps into their existing interests and knowledge.

## Resources for Engaging in Ongoing Professional Learning and Support

### Background:
- Article - Using Circle Practice in the Classroom
- Article - Transition Ideas to Use Between Activities at Preschool
- Article - 6 Transition Activities for Preschoolers and Toddlers

### In Practice:
- Tool - Circle Lesson Plan Examples (GCSD)

### Background:
- Article - Why we should talk about race with pre-K-2nd grade
- Website - Sesame Street “Coming Together”

### In Practice:
- Tool - 6 Circle Openings and Closings
- Website - Responsive Schools Youtube Channel - Energizer Activities

### Background:
- Article - Teaching Young Children About Bias, Diversity and Social Justice

### In Practice:
- Tool - K Morning Meeting Activities
- Tool - 1st Morning Meeting Activities
- Tool - 2nd Morning Meeting Activities
Culturally Responsive Sustaining Guidelines for *Reading and ELA Time*

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<td>- Encourage students to take academic risks in order to create an environment that capitalizes on student mistakes as learning opportunities.</td>
<td>- Reflect on your own implicit bias and how that might impact your expectations for students' achievement and the decisions you make in the classroom.</td>
<td>- Incorporate cooperative learning activities to encourage understanding of diverse perspectives; support students in working cooperatively toward goals; and highlight students' unique strengths in the group.</td>
</tr>
<tr>
<td>- Partner with families early and often to gather insight into students' cultures, goals, and learning preferences</td>
<td>- Strive to be culturally sustaining by centering the identities of all students, and encouraging cultural pluralism.</td>
<td>- Feature and highlight resources written and developed by traditionally marginalized voices that offer diverse perspectives.</td>
</tr>
<tr>
<td></td>
<td>- Invite families and community members to speak or read in the classroom as a means to teach about topics that are culturally specific and aligned to the classroom curriculum and/or content area.</td>
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Resources for Engaging in Ongoing Professional Learning and Support

**Background:**
- Tool - Family Engagement Checklist

**In Practice:**
- Tool - Morning Meeting Prompts that Support ELA and Positive Identity
- Tool - Linking SEL ELA and Positive Identity

**Background:**
- Article - Preschool Implicit Bias Study
- Article - How to use children's books to talk about race and racism
- Tool - Children's Book List that Embeds Race, Equity, and Social Justice

**In Practice:**
- Video and Lesson - "Equality's Call"
- Videos - Picture Book Read-Alouds BLM Instructional Library

**Background:**
- Tool - Reading Diversity Checklist

**In Practice:**
- Tool - 10 Tips for Reading Picture Books with Children through a Race-Conscious Lens
- Video - Why English Class is Silencing Students of Color

**In Practice:**
- Tool - Character Development Story Map
### Culturally Responsive Sustaining Guidelines for Math

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| - Encourage students to take academic risks in order to create an environment that capitalizes on student mistakes as learning opportunities. | - Promote alternative achievement metrics that also support academics.  
- Strive to be culturally sustaining by centering the identities of all students, encouraging cultural pluralism.  
- Co-create explicit classroom expectations that meet the needs of all students. | - Utilize student data points and assessment measures that reflect learning spaces, modalities, and demonstration of proficiency that go beyond metrics traditionally associated with standardized testing.  
- Incorporate cooperative learning activities to encourage understanding of diverse perspectives; support students in working cooperatively toward goals; and highlight students’ unique strengths in the group. |

### Resources for Engaging in Ongoing Professional Learning and Support

**Background:**
- Article - Equity Based Mathematics Teaching Practices

**In Practice:**
- Tool - TODOS: Mathematics for ALL
- Tool - 5 Ways to Create an Equitable math Classroom

**Background:**
- Article - Racial Equity Requires Teaching Elementary School Teachers More Mathematics
- UDL Math Guidelines

**In Practice:**
- Tool - Classroom Practices that Support Equity Based Mathematics Teaching

**Background:**
- Article - Twelve Ways to Make Math More Culturally Responsive
- Article - Creating More Inclusive Learning Environments in Mathematics (see pages 18-24)

**In Practice:**
- Website - Supporting ELLs in Math
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<td>Promote a variety of perspectives that represent diversity beyond designated icons, historical figures, months and holidays.</td>
<td>Provide opportunities for students to critically examine topics of power and privilege.</td>
<td>Provide homework, projects, and other classroom materials in multiple languages.</td>
</tr>
<tr>
<td>Provide multiple opportunities for parents to communicate in their language and method of preference.</td>
<td>Provide students with opportunities to present to their peers through project-based or station-based learning.</td>
<td>Take field trips to community learning sites, to foster students’ cultural understanding and connection to the surrounding community.</td>
</tr>
</tbody>
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### Resources for Engaging in Ongoing Professional Learning and Support

**Background:**

**In Practice:**

Article - *Using photographs to Create Culturally Relevant Classrooms*

**In Practice:**

Article - *Teaching 6 year-olds about power and privilege*

**In Practice:**

SS & SEL Integrated Standards
- *Kindergarten*

**In Practice:**

Checklist - *Reading Diversity Checklist*

**Background:**

Article - *Reading Picture Books with a Race Conscious Lens*
### Culturally Responsive Sustaining Guidelines for Science

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<tr>
<td>❑ Respond to instances of disrespectful speech about student identities.</td>
<td>❑ Have high expectations and deliver rigorous instruction for all students regardless of identity markers.</td>
<td>❑ Feature and highlight resources written and developed by traditionally marginalized voices that offer diverse perspectives.</td>
</tr>
<tr>
<td>❑ Assess the physical environment of the classroom and school to determine whether a variety of diverse cultures, languages, orientations, and identities are reflected, represented and valued.</td>
<td>❑ Provide opportunities for students to critically examine topics of power and privilege.</td>
<td>❑ Pair traditional curricular content with digital and other media platforms that provide current and relevant context from youth culture.</td>
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<tr>
<td>❑ Provide students with opportunities to present to their peers through project-based or station-based learning.</td>
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### Resources for Engaging in Ongoing Professional Learning and Support

**Background:**
- Article - [When Kids Make Racist Comments](https://www.momentous.org/article/when-kids-make-racist-comments) - Momentous Institute
- Podcast - [Silence is Not an Option: Raising an Antiracist Generation](https://www.pbs.org/mediaplayer/embed/silence-is-not-an-option-raising-an-antiracist-generation)

**Background:**
- Article - [Incorporating Anti-Racism in Elementary Science](https://www.teachingscience.org/article/teaching-science-anti-racism-elementary-science)

**Background:**

**In-Practice:**
- Article - [100+ STEM Picture Books with Diverse Characters](https://www.teachingscience.org/article/100-stem-picture-books-with-diverse-characters)
# Culturally Responsive Sustaining Resources for Special Areas

<table>
<thead>
<tr>
<th>Art</th>
<th>Music</th>
<th>Physical Education</th>
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<tbody>
<tr>
<td><strong>Bellen Woodard</strong>&lt;br&gt;• Lesson - <em>&quot;A Color for Everyone&quot;</em>&lt;br&gt;• Website - <em>More Than Peach Project</em></td>
<td>Video - <em>You-Nique Song</em>&lt;br&gt;Video - <em>Kidz Bop Celebrates Hispanic Heritage</em>&lt;br&gt;Tool - <em>Six Songs to Celebrate Hispanic Heritage</em>&lt;br&gt;Tool - <em>Five Songs to Celebrate Indigenous Peoples Day</em>&lt;br&gt;Tool - <em>Black History Songs for Kids</em></td>
<td>Website - <a href="http://SHAPEamerica.org">#SHAPEamerica.org</a> Cultural Studies&lt;br&gt;Article - <em>Multiculturalism in Teaching Physical Education</em>&lt;br&gt;Tool - <em>African American Athletes</em></td>
</tr>
<tr>
<td>Video - <em>The Science of Skin Color--TedEd</em>&lt;br&gt;Tool - <em>Books about Skin Color For Kids</em>&lt;br&gt;Article - <em>Inclusive Lesson Check-list and Considerations</em></td>
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<tr>
<th>Inclusive Education/Paraprofessionals</th>
<th>Counseling</th>
<th>Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Background:</strong>&lt;br&gt;Tool - <em>Inclusion: An Essential Guide for the Paraprofessional</em></td>
<td>See resources under ‘SEL Throughout the Day’</td>
<td>Book - <em>ASCD Book: Building Equity: Policies and Practices to Empower All Learners</em>&lt;br&gt;Book - <em>Equity By Design - Design for Equity in Schools - Book (novakeducation.com)</em>&lt;br&gt;Website - <em>Equity Literacy Institute</em>&lt;br&gt;Tool - <em>Racial Justice Professional Development Content</em></td>
</tr>
</tbody>
</table>
### Additional Resources to Support Culturally Responsive Education

<table>
<thead>
<tr>
<th>Cultural Humility</th>
<th>Implicit Bias</th>
<th>Continuum of Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article - <a href="#">Reflections on Cultural Humility</a></td>
<td>Article - <a href="#">Preschool Implicit Bias Study</a></td>
<td>Image - <a href="#">Cultural Proficiency Continuum</a></td>
</tr>
<tr>
<td>In-depth Article - <a href="#">Cultural Humility versus Cultural Competence</a></td>
<td>Article - <a href="#">Preventing Suspensions through Staff Training in Cultural Awareness and Implicit Bias</a></td>
<td>Checklist - <a href="#">Five Paradigm Shifts for Educational Equity</a></td>
</tr>
<tr>
<td>Dictionary of Terms - <a href="#">The ABC’s of Equity</a></td>
<td>Article - <a href="#">Talking to Children about Racial Bias</a></td>
<td>Checklist - <a href="#">Ten Commitments for Equity Literacy</a></td>
</tr>
<tr>
<td>Tool - <a href="#">Glossary of Terms from CRSF</a></td>
<td>Dictionary of Terms - <a href="#">Equity Literacy for Educators: Definition and Abilities</a></td>
<td>Article - <a href="#">10 Tips on Talking About Race</a></td>
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<tr>
<th>Practicing Allyship</th>
<th>Mindfulness</th>
<th>Anti-Racism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article - <a href="#">Anatomy of an Ally</a></td>
<td>Article - <a href="#">Seven Ways Mindfulness Can Help Teachers</a></td>
<td>Tool - <a href="#">Racial Justice Professional Development Content</a></td>
</tr>
<tr>
<td>Video - <a href="#">Robin DiAngelo and Ibram X. Kendi: How to Become Aware of Privilege</a></td>
<td>Tool - <a href="#">Mindfulness Brain Breaks</a></td>
<td>Book - <a href="#">ASCD Book: Building Equity: Policies and Practices to Empower All Learners</a></td>
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<td>Video: <a href="#">Yoga Videos for Students</a></td>
<td>Podcast - <a href="#">Nice White Parents</a></td>
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- **Video:** [Equity and Equality](#) | [The Difference between Diversity, Inclusion, and Equity](#) | [3 Miles](#)
<table>
<thead>
<tr>
<th>More on SEL</th>
<th>SEL + Equity + Anti-Racism</th>
<th>Racism as a Public Health Crisis</th>
</tr>
</thead>
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<tr>
<td>Website - Collaborative for Academic, Social and Emotional Learning Definition</td>
<td>Website - NYS CRESF website</td>
<td>Website - Racial Trauma</td>
</tr>
<tr>
<td>Tool - New York State SEL Benchmarks</td>
<td>Article - National Equity Project SEL and Equity - Pitfalls and Recommendations</td>
<td>Website - Racism and Health</td>
</tr>
<tr>
<td>Tool - Connection between SEL and Restorative Practices</td>
<td>Article - Anti-racism in SEL: Why it’s Not Enough to Talk the Talk</td>
<td>Website - Racism and Health (apha.org)</td>
</tr>
<tr>
<td>Article - How SEL and Mindfulness Can Work Together</td>
<td>Tool - Developmentally Appropriate Practice (DAP) Position Statement</td>
<td>Article - The Impact of Racism on Child and Adolescent Health</td>
</tr>
<tr>
<td>Book - Loose Parts 3 - &quot;Inspiring Culturally Sustainable Environments&quot; Daly &amp; Bologlovsky</td>
<td>Video - (369) Black and White Doll - YouTube</td>
<td>Video - ACES Study - Dr. Nadine Burke-Harris</td>
</tr>
<tr>
<td>Video - Indigenous In Plain Sight</td>
<td>Video - The Danger of a Single Story</td>
<td>Video - How Racism Makes Us Sick</td>
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