



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

A collaboration by educators from:



With the support of:



- [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:



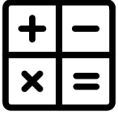



- *affirm racial, linguistic, and cultural identities;*
- *prepare students for rigor and independent learning;*
- *develop student’s abilities to connect across lines of difference;*
- *elevate historically marginalized voices; and*
- *empower students as agents of social change.*

Ways to be a Culturally Responsive Sustaining PreK-2nd Grade Teacher

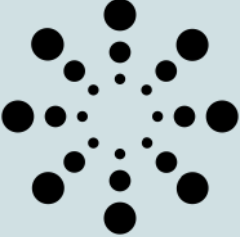






Students need the opportunity to share their culture and learn about others in a classroom where they feel safe, valued, and can be brave. The New York State Education Department created the *Culturally Responsive-Sustaining Education Framework* ([CRSEF](#)) to help students, educators and leaders create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

- This Reference Sheet is based on the [ideas that guide the CRSEF](#): “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 CRSEF 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.

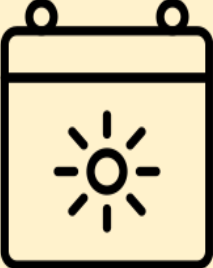




<p><u>SEL Throughout the Day</u></p> 	<p><u>Mornings and Transitions</u></p> 	<p><u>Reading and ELA Time</u></p> 	<p><u>Math</u></p> 
<p><u>Social Studies</u></p> 	<p><u>Science</u></p> 	<p><u>Special Areas</u></p> 	<p><u>Additional Resources</u></p> 

Culturally Responsive Sustaining Guidelines for *SEL Throughout the Day*

	 Creating a Welcoming and Affirming Environment	 Fostering High Expectations and Rigorous Instruction	 Identifying Inclusive Curriculum and Assessment
	<ul style="list-style-type: none"> <input type="checkbox"/> Develop positive relationships with students, and their families, by learning about their interests and inviting them to share their opinions. <input type="checkbox"/> Use restorative justice circles and structures to welcome students back into learning when harm has occurred. <input type="checkbox"/> Identify and address implicit bias in the school and community environment. 	<ul style="list-style-type: none"> <input type="checkbox"/> Reflect on your own implicit bias and how that might impact your expectations for students' achievement and the decisions you make in the classroom. <input type="checkbox"/> Help students identify their different learning styles and incorporate instructional strategies that are responsive to those styles. <input type="checkbox"/> Co-create explicit classroom expectations that meet the needs of all students. 	<ul style="list-style-type: none"> <input type="checkbox"/> Connect instructional content with the daily lives of students that taps into their existing interests and knowledge. <input type="checkbox"/> Provide regular opportunities for SEL strategies within lessons and as discrete learning activities. <input type="checkbox"/> Support students in creating and running student-led initiatives
Resources for Engaging in Ongoing Professional Learning and Support			
	<p>Background: Article - Social Emotional Learning and Equity, National Equity Project</p> <p>In Practice: Video - Making Connections with Greetings at the Door</p> <p>Article - How to Promote Kindness in Early Childhood Classrooms</p> <p>Tool - The First 10 Days of Morning Meetings -K-6 Edition</p>	<p>Background: Video - Implicit Bias In Preschools</p> <p>In Practice: Tool - Identity Portraits Activity</p>	<p>Background: Website - Exploring Emotions from Sesame Street</p> <p>In Practice: Tool - Fairness Fair Lesson Plan</p> <p>Tool - SEL Practices for the Elementary Classroom</p>






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Culturally Responsive Sustaining Guidelines for *Morning Routine, Transitions, and Closing*

	 Creating a Welcoming and Affirming Environment	 Fostering High Expectations and Rigorous Instruction	 Identifying Inclusive Curriculum and Assessment
	<ul style="list-style-type: none"> <input type="checkbox"/> Create an environment that establishes mutually agreed-upon norms and encourages students to act out of personal responsibility. <input type="checkbox"/> Respond to instances of disrespectful speech about student identities. Use these as opportunities to build environments of acceptance. <input type="checkbox"/> Allow different groups and ideas to become part of the fabric of the school community by organizing proactive community-building circles. 	<ul style="list-style-type: none"> <input type="checkbox"/> Incorporate current events into instruction. Utilize tools that encourage students to engage with difficult topics (power, privilege, access, inequity) constructively. <input type="checkbox"/> 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. 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide regular opportunities for SEL strategies within lessons and as discrete learning activities. <input type="checkbox"/> 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			
	<p>Background: Article - Using Circle Practice in the Classroom</p> <p>Article - Transition Ideas to Use Between Activities at Preschool</p> <p>Article - 6 Transition Activities for Preschoolers and Toddlers</p> <p>In Practice: Tool - Circle Lesson Plan Examples (GCSD)</p>	<p>Background: Article - Why we should talk about race with pre-K-2nd grade</p> <p>Website - Sesame Street “Coming Together”</p> <p>In Practice: Tool - 6 Circle Openings and Closings</p> <p>Website - Responsive Schools Youtube Channel - Energizer Activities</p>	<p>Background: Article - Teaching Young Children About Bias, Diversity and Social Justice</p> <p>In Practice: Tool - K Morning Meeting Activities</p> <p>Tool - 1st Morning Meeting Activities</p> <p>Tool - 2nd Morning Meeting Activities</p>

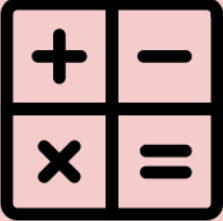




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Culturally Responsive Sustaining Guidelines for *Reading and ELA Time*

	 Creating a Welcoming and Affirming Environment	 Fostering High Expectations and Rigorous Instruction	 Identifying Inclusive Curriculum and Assessment
	<ul style="list-style-type: none"> <input type="checkbox"/> Encourage students to take academic risks in order to create an environment that capitalizes on student mistakes as learning opportunities. <input type="checkbox"/> Partner with families early and often to gather insight into students' cultures, goals, and learning preferences 	<ul style="list-style-type: none"> <input type="checkbox"/> Reflect on your own implicit bias and how that might impact your expectations for students' achievement and the decisions you make in the classroom. <input type="checkbox"/> Strive to be culturally sustaining by centering the identities of all students, and encouraging cultural pluralism. <input type="checkbox"/> 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. 	<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Feature and highlight resources written and developed by traditionally marginalized voices that offer diverse perspectives.
Resources for Engaging in Ongoing Professional Learning and Support			
	<p>Background: Tool - Family Engagement Checklist</p> <p>In Practice: Tool - Morning Meeting Prompts that Support ELA and Positive Identity</p> <p>Tool - Linking SEL ELA and Positive Identity</p>	<p>Background: Article - Preschool Implicit Bias Study</p> <p>Article - How to use children's books to talk about race and racism</p> <p>Tool - Anti-Racist Booklist for Children</p> <p>In Practice: Video and Lesson - "Equity's Call"</p> <p>Videos - Picture Book Read-Alouds BLM Instructional Library</p>	<p>Background: Tool - Reading Diversity Checklist</p> <p>Tool - 10 Tips for Reading Picture Books with Children through a Race-Conscious Lens</p> <p>Tool - Children's Book List that Embeds Race, Equity, and Social Justice</p> <p>Video- Why English Class is Silencing Students of Color</p> <p>In Practice: Tool - Character Development Story Map</p>






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Culturally Responsive Sustaining Guidelines for *Math*

	 Creating a Welcoming and Affirming Environment	 Fostering High Expectations and Rigorous Instruction	 Identifying Inclusive Curriculum and Assessment
	<ul style="list-style-type: none"> <input type="checkbox"/> Encourage students to take academic risks in order to create an environment that capitalizes on student mistakes as learning opportunities. <input type="checkbox"/> Partner with families early and often to gather insight into students' cultures, goals, and learning preferences. 	<ul style="list-style-type: none"> <input type="checkbox"/> Promote alternative achievement metrics that also support academics. <input type="checkbox"/> Strive to be culturally sustaining by centering the identities of all students, encouraging cultural pluralism. <input type="checkbox"/> Co-create explicit classroom expectations that meet the needs of all students. 	<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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		
	<p>Background: Website - Academic Risk</p> <p>In Practice: Article - 4 Ways to Encourage Academic Risk Taking</p> <p>Tool - TODOS: Mathematics for ALL (parent resources)</p>	<p>Background: Article - Racial Equity Requires Teaching Elementary School Teachers More Mathematics</p> <p>UDL Math Guidelines</p> <p>In Practice: Tool - Classroom Practices that Support Equity Based Mathematics Teaching</p>	<p>Background: Article - Twelve Ways to Make Math More Culturally Responsive</p> <p>Article - Creating More Inclusive Learning Environments in Mathematics (see pages 18-24)</p> <p>In Practice: Website - Supporting ELLs in Math</p>






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Culturally Responsive Sustaining Guidelines for *Social Studies*

	 Creating a Welcoming and Affirming Environment	 Fostering High Expectations and Rigorous Instruction	 Identifying Inclusive Curriculum and Assessment
	<ul style="list-style-type: none"> <input type="checkbox"/> Promote a variety of perspectives that represent diversity beyond designated icons, historical figures, months and holidays. <input type="checkbox"/> Provide multiple opportunities for parents to communicate in their language and method of preference. 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide opportunities for students to critically examine topics of power and privilege. <input type="checkbox"/> Provide students with opportunities to present to their peers through project-based or station-based learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide homework, projects, and other classroom materials in multiple languages. <input type="checkbox"/> Take field trips to community- learning sites, to foster students' cultural understanding and connection to the surrounding community.
Resources for Engaging in Ongoing Professional Learning and Support			
	<p>Background:</p> <p>In Practice: Article - Using photographs to Create Culturally Relevant Classrooms</p>	<p>Background: Article - Teaching 6 year-olds about power and privilege</p> <p>In Practice: SS & SEL Integrated Standards</p> <ul style="list-style-type: none"> • Kindergarten <p>Tool - SS Toolkit Considerations</p>	<p>Background: Article - Reading Picture Books with a Race Conscious Lens</p> <p>In-Practice: Checklist - Reading Diversity Checklist</p>


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Culturally Responsive Sustaining Guidelines for Science

	 Creating a Welcoming and Affirming Environment	 Fostering High Expectations and Rigorous Instruction	 Identifying Inclusive Curriculum and Assessment
	<ul style="list-style-type: none"> <input type="checkbox"/> Respond to instances of disrespectful speech about student identities. <input type="checkbox"/> 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. 	<ul style="list-style-type: none"> <input type="checkbox"/> Have high expectations and deliver rigorous instruction for all students regardless of identity markers. <input type="checkbox"/> Provide opportunities for students to critically examine topics of power and privilege. <input type="checkbox"/> Provide students with opportunities to present to their peers through project-based or station-based learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Feature and highlight resources written and developed by traditionally marginalized voices that offer diverse perspectives. <input type="checkbox"/> Pair traditional curricular content with digital and other media platforms that provide current and relevant context from youth culture.
Resources for Engaging in Ongoing Professional Learning and Support			
	<p>Background: Article - When Kids Make Racist Comments - Momentous Institute</p> <p>Podcast: Silence is Not an Option: Raising an Antiracist Generation</p>	<p>Background: Article - Incorporating Anti-Racism in Elementary Science</p>	<p>Background: Article - Teaching Everyone — Addressing Diversity, Equity, Accessibility, and Inclusion in the STEM Classroom</p> <p>In-Practice: Article - 100+ STEM Picture Books with Diverse Characters</p>

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Culturally Responsive Sustaining Resources for *Special Areas*

	Art	Music	Physical Education
	<p>Bellen Woodard</p> <ul style="list-style-type: none"> • “A Color for Everyone” • Visit the More Than Peach Project <p>The Science of Skin Color--TedEd</p> <p>Books about Skin Color For Kids</p> <p>Inclusive Lesson Check-list and Considerations</p>	<p>You-Nique Song</p> <p>Hispanic Heritage Songs</p> <p>All Around This World</p> <p>Equity and Diversity in Music Education (NAfME)</p> <p>Culturally Responsive Choral Pedagogy</p> <p>Teaching the Music of Indigenous North American Cultures</p>	<p>SHAPE America</p> <p>Cultural Studies in P.E.</p> <p>Multiculturalism in Teaching Physical Education</p> <p>Athletic History</p>
	Inclusive Education/ Paraprofessionals	Counseling	Administration
	<p>Background: Article - 5 Pillars Help Paraprofessionals Take Action on Equity</p>	<p>See resources under ‘SEL throughout the day’</p>	<p>Book - ASCD Book: Building Equity: Policies and Practices to Empower All Learners</p> <p>Book - Equity By Design - Design for Equity in Schools - Book (novakeducation.com)</p> <p>Website - Equity Literacy institute</p>

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Additional Resources to Support Culturally Responsive Education



Cultural Humility	Implicit Bias	Continuum of Growth
<p>Article - Reflections on Cultural Humility</p> <p>In-depth Article - Cultural Humility versus Cultural Competence</p> <p>Dictionary of Terms - The ABC's of Equity</p> <p>Tool - Glossary of Terms from CRSF</p>	<p>Article - Preschool Implicit Bias Study</p> <p>Article - Preventing Suspensions through Staff Training in Cultural Awareness and Implicit Bias</p> <p>Article - Talking to Children about Racial Bias</p> <p>Dictionary of Terms - Equity Literacy for Educators: Definition and Abilities</p>	<p>Image - Cultural Proficiency Continuum</p> <p>Checklist - Five Paradigm Shifts for Educational Equity</p> <p>Checklist - Ten Commitments for Equity Literacy</p> <p>Article - 10 Tips on Talking About Race</p> <p>Tool - How to talk to kids about racism: An age-by-age guide (today'sparent.com)</p> <p>Video- Equity and Equality</p> <p>Video- The Difference between Diversity, Inclusion, and Equity</p>
Practicing Allyship	Mindfulness	Anti-Racism
<p>Article - Anatomy of an Ally</p> <p>Video- Robin DiAngelo and Ibram X. Kendi: How to Become Aware of Privilege</p>	<p>Article - Seven Ways Mindfulness Can Help Teachers</p> <p>Tool - Mindfulness Brain Breaks</p> <p>Video: Yoga Videos for Students</p>	<p>Book - ASCD Book: Building Equity: Policies and Practices to Empower All Learners</p> <p>Tool - 40+ books for anti-racist teachers plus suggested discussion questions</p> <p>Podcast: Nice White Parents</p> <p>Podcast: Code Switch</p> <p>Podcast: This American Life: The Problem We All Live With, Part 1 and Part 2</p> <p>Podcast: 3 Miles</p>

			<p>Podcast: Intersectionality Matters!</p> <p>Podcast: Throughline</p> <p>Podcast: 1619</p> <p>Video: MLK Talks 'New Phase' Of Civil Rights Struggle, 11 Months Before His Assassination NBC Video: News - YouTube</p> <p>Video: Indigenous In Plain Sight</p> <p>Video: The Danger of a Single Story</p>
	More on SEL	SEL + Equity + Anti-Racism	Racism as a Public Health Crisis
	<p>Website - Collaborative for Academic, Social and Emotional Learning Definition</p> <p>Tool - New York State SEL Benchmarks</p> <p>Tool - Connection between SEL and Restorative Practices</p> <p>Article - How SEL and Mindfulness Can Work Together</p>	<p>Website - NYS CRESF website</p> <p>Article - National Equity Project SEL and Equity - Pitfalls and Recommendations</p> <p>Article - Anti-racism in SEL: Why it's Not Enough to Talk the Talk</p> <p>Tool - Developmentally Appropriate Practice (DAP) Position Statement</p> <p>Book - Loose Parts 3- Inspiring Culturally Sustainable Environments by Lisa Daly and Mariam Bologlovsky (physical environment, movement, and exploration)</p>	<p>Website - Racial Trauma Mental Health America</p> <p>Website - Racism and Health Health Equity CDC</p> <p>Website - Racism and Health (apha.org)</p> <p>Article - The Impact of Racism on Child and Adolescent Health</p> <p>Video - (369) Black and White Doll - YouTube</p> <p>Video - ACES Study- Dr. Nadine Burke-Harris</p> <p>Video - How Racism Makes Us Sick</p>

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