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

A collaboration by educators from:

- Children's Institute
- Greece Central School District
- One Webster

With the support of:

- Greater Rochester Health Foundation

- Link to a brief video on the background of this collaboration and how to use this resource
- Link to table of contents
“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.

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

<table>
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<tr>
<th>Creating a Welcoming and Affirming Environment</th>
<th>Fostering High Expectations and Rigorous Instruction</th>
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<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](https://www.eqbroadband.org/resources/social-emotional-learning-and-equity/)

**In Practice:**
- Video - [Making Connections with Greetings at the Door](https://www.youtube.com/watch?v=dQw4w9WgXcQ)
- Article - [How to Promote Kindness in Early Childhood Classrooms](https://www.naeyc.org/articles/how-to-promote-kindness-in-early-childhood-classrooms)
- Tool - [The First 10 Days of Morning Meetings -K-6 Edition](https://www.edutopia.org/article/the-first-10-days-of-morning-meetings)

**Background:**
- Video - [Implicit Bias In Preschools](https://www.youtube.com/watch?v=dQw4w9WgXcQ)

**In Practice:**
- Tool - [Identity Portraits Activity](https://www.edutopia.org/article/identity-portraits-activity)

**Background:**
- Website - [Exploring Emotions](https://www.sesamestreet.org/research/our-research/emotions) from Sesame Street

**In Practice:**
- Tool - [Fairness Fair Lesson Plan](https://www.edutopia.org/article/fairness-fair-lesson-plan)
- Tool - [SEL Practices for the Elementary Classroom](https://www.edutopia.org/article/elementary-classroom-social-emotional-learning)

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

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<tr>
<td>Create an environment that establishes mutually agreed-upon norms and encourages students to act out of personal responsibility.</td>
<td>Incorporate current events into instruction. Utilize tools that encourage students to engage with difficult topics (power, privilege, access, inequity) constructively.</td>
<td>Provide regular opportunities for SEL strategies within lessons and as discrete learning activities.</td>
</tr>
<tr>
<td>Respond to instances of disrespectful speech about student identities. Use these as opportunities to build environments of acceptance.</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>
<td>Connect instructional content with the daily lives of students that taps into their existing interests and knowledge.</td>
</tr>
<tr>
<td>Allow different groups and ideas to become part of the fabric of the school community by organizing proactive community-building circles.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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

<table>
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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>❑ 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>
<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>
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### Resources for Engaging in Ongoing Professional Learning and Support

**Background:**
- Tool - Family Engagement Checklist
- Article - Preschool Implicit Bias Study
- Tool - Reading Diversity Checklist
- Tool - 10 Tips for Reading Picture Books with Children through a Race-Conscious Lens

**In Practice:**
- Tool - Morning Meeting Prompts that Support ELA and Positive Identity
- Tool - Linking SEL ELA and Positive Identity
- Tool - Anti-Racist Booklist for Children
- Tool - Children’s Book List that Embeds Race, Equity, and Social Justice
- Video - Why English Class is Silencing Students of Color
- Tool - Character Development Story Map

- Article - How to use children's books to talk about race and racism
- Tool - Anti-Racist Booklist for Children
- Video and Lesson - “Equity’s Call”
- Videos - Picture Book Read-Alouds BLM Instructional Library
## Culturally Responsive Sustaining Guidelines for *Math*

<table>
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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

<table>
<thead>
<tr>
<th>Background: Website - <a href="#">Academic Risk</a></th>
<th>Background: Article - <a href="#">Racial Equity Requires Teaching Elementary School Teachers More Mathematics</a></th>
<th>Background: Article - <a href="#">Twelve Ways to Make Math More Culturally Responsive</a></th>
</tr>
</thead>
</table>
| In Practice: Article - [4 Ways to Encourage Academic Risk Taking](#)  
Tool - [TODOS: Mathematics for ALL](#) (parent resources) | In Practice:  
Tool - [Classroom Practices that Support Equity Based Mathematics Teaching](#) | In Practice:  
Article - [Creating More Inclusive Learning Environments in Mathematics](#) (see pages 18-24)  
In Practice:  
Website - [Supporting ELLs in Math](#) |
# Culturally Responsive Sustaining Guidelines for Social Studies

## Creating a Welcoming and Affirming Environment
- Promote a variety of perspectives that represent diversity beyond designated icons, historical figures, months and holidays.
- Provide multiple opportunities for parents to communicate in their language and method of preference.

## Fostering High Expectations and Rigorous Instruction
- Provide opportunities for students to critically examine topics of power and privilege.
- Provide students with opportunities to present to their peers through project-based or station-based learning.

## Identifying Inclusive Curriculum and Assessment
- Provide homework, projects, and other classroom materials in multiple languages.
- Take field trips to community-learning sites, to foster students’ cultural understanding and connection to the surrounding community.

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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:
- SS & SEL Integrated Standards
  - Kindergarten
- Tool - SS Toolkit Considerations

### Background:

**In Practice:**
- Article - Teaching 6 year-olds about power and privilege

### In Practice:
- Article - Reading Picture Books with a Race Conscious Lens

**In-Practice:**
- Checklist - Reading Diversity Checklist

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## 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>
</tr>
<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* - Momentous Institute
- Podcast: *Silence is Not an Option: Raising an Antiracist Generation*

**Background:**
- Article - *Incorporating Anti-Racism in Elementary Science*

**Background:**
- Article - *Teaching Everyone — Addressing Diversity, Equity, Accessibility, and Inclusion in the STEM Classroom*

**In-Practice:**
- 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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</table>
| Bellen Woodard  
  - “A Color for Everyone”  
  - Visit the More Than Peach Project  
  *The Science of Skin Color--TedEd*  
  *Books about Skin Color For Kids*  
  *Inclusive Lesson Check-list and Considerations* | *You-Nique Song*  
  *Hispanic Heritage Songs*  
  *All Around This World*  
  *Equity and Diversity in Music Education* (NAfME)  
  *Culturally Responsive Choral Pedagogy*  
  *Teaching the Music of Indigenous North American Cultures* | *SHAPE* America  
  *Cultural Studies* in P.E.  
  *Multiculturalism in Teaching Physical Education*  
  *Athletic History* |

### Inclusive Education/Paraprofessionals

**Background:**
*Article - 5 Pillars Help Paraprofessionals Take Action on Equity*

### Counseling

**See resources under ‘SEL throughout the day’**

### Administration

**Book - ASCD Book: Building Equity: Policies and Practices to Empower All Learners**
**Book - Equity By Design - Design for Equity in Schools - Book (novakeducation.com)**
**Website - Equity Literacy institute**
## Additional Resources to Support Culturally Responsive Education

<table>
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<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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<thead>
<tr>
<th>Practicing Allyship</th>
<th>Mindfulness</th>
<th>Anti-Racism</th>
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<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>Book - <a href="#">ASCD Book: Building Equity: Policies and Practices to Empower All Learners</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>Tool - <a href="#">40+ books for anti-racist teachers plus suggested discussion questions</a></td>
</tr>
<tr>
<td>Tool - <a href="#">How to talk to kids about racism: An age-by-age guide (todaysparent.com)</a></td>
<td>Video - <a href="#">Yoga Videos for Students</a></td>
<td>Podcast: <a href="#">Nice White Parents</a></td>
</tr>
</tbody>
</table>

<p>| | | |
| | | |
| Video - <a href="#">Equity and Equality</a> | | Podcast: <a href="#">Code Switch</a> |
| Video - <a href="#">The Difference between Diversity, Inclusion, and Equity</a> | | Podcast: <a href="#">This American Life: The Problem We All Live With, Part 1 and Part 2</a> |
| Podcast: <a href="#">3 Miles</a> | | |</p>
<table>
<thead>
<tr>
<th>More on SEL</th>
<th>SEL + Equity + Anti-Racism</th>
<th>Racism as a Public Health Crisis</th>
</tr>
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<tbody>
<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: Inspiring Culturally Sustainable Environments by Lisa Daly and Mariam Bologlovsky (physical environment, movement, and exploration)</td>
<td></td>
<td>Video - (369) Black and White Doll - YouTube</td>
</tr>
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