



What are the four principles of the Culturally Responsive-Sustaining Education Framework?

The Culturally Responsive-Sustaining Education (CR-S) framework is intended to help education stakeholders create student-centered learning environments that affirm cultural identities; foster positive academic outcomes; develop students' abilities to connect across lines of difference; elevate historically marginalized voices; empower students as agents of social change; and contribute to individual student engagement, learning, growth, and achievement through the cultivation of critical thinking. The framework was designed to support education stakeholders in developing and implementing policies that educate all students effectively and equitably, as well as provide appropriate supports.

The framework is grounded in four principles: a welcoming and affirming environment, high expectations and rigorous instruction, inclusive curriculum and assessment, and ongoing professional learning. Each principle is illustrated by a set of features rooted in elements of quality education that illustrate how CR-S might look in practice across a range of domains from the State Education Department's Cultural Responsive-Sustaining Framework. Each of the principles is described below.

A welcoming and affirming environment feels safe. It is a space where people can be represented and reflected, and where they understand that all people are treated with respect and dignity. The environment ensures all cultural identities (i.e. race, ethnicity, age, gender, sexual orientation; disability, language, religion, socioeconomic background) are affirmed, valued, and used as vehicles for teaching and learning.

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 embrace a growth mindset to learn from mistakes. Messages encourage

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