The background image is a photograph of a school campus. On the left, there is a multi-story brick building with many windows. A brick path leads from the foreground towards the building, curving slightly to the right. The path is flanked by green grass and several trees with green leaves. In the distance, there is a parking lot with several cars and more trees. The sky is a clear blue. The text is overlaid on the image in white, with the main title in a larger, bold font and the subtitle in a smaller font.

# **A Culturally-Responsive Education in Scarsdale Schools**

Structures, Instruction and Curriculum

Education Report  
December 2020



# Tonight's Meeting

- Review the NYSED Framework for Culturally-Responsive Education
- Discuss how this framework has been operationalized within Scarsdale, featuring the voices of Scarsdale educators and students.
- Next Steps







**New York State Education Department Definition**

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.





# The 4 Principles of Culturally Responsive-Sustaining Education

The 4 principles that organize the New York State Education Department's CR-S Framework are inspired by the 4 high leverage strategies that emerged from Buffalo Public School's work on Culturally and Linguistically Responsive Education.



**Welcoming  
and affirming  
environment**



**High  
expectations  
and rigorous  
instruction**



**Inclusive  
curriculum and  
assessment**



**Ongoing  
professional  
learning**









**Multiple Perspectives in Elementary Reading**  
Liz Rosenfeld, 5th grade teacher



# NYSED Learning Goals

- Students who experience academic success.
- Students who are socio-politically conscious and socio-culturally responsive.
- Students who have a critical lens through which they challenge inequitable systems of access, power, and privilege.



<b>SOCIOPOLITICALLY CONSCIOUS</b>	<b>SOCIOCULTURALLY RESPONSIVE</b>
<p>Demonstrate excellence by being inclusive-minded and asset-focused</p>	<p>Commit to understanding the role of culture in education as flexible, local, and global</p>
<p>Identify and critically examine both historical and contemporary power structures</p>	<p>Act as agents of social change to redress historical and contemporary oppression</p>
<p>Reflect, honor, value, and center various identity perspectives as assets in policies and practices (Sue, 2001)</p>	<p>Build alliances across difference to eradicate all forms of discrimination</p>
<p>Engage in critical conversations</p>	<p>Engage current and historical issues</p>
<p>Recognize that personal, cultural, and institutionalized discrimination creates and sustains privileges for some while creating and sustaining disadvantage for others</p>	<p>Practice mutual respect for qualities and experiences that are different from one's own</p>





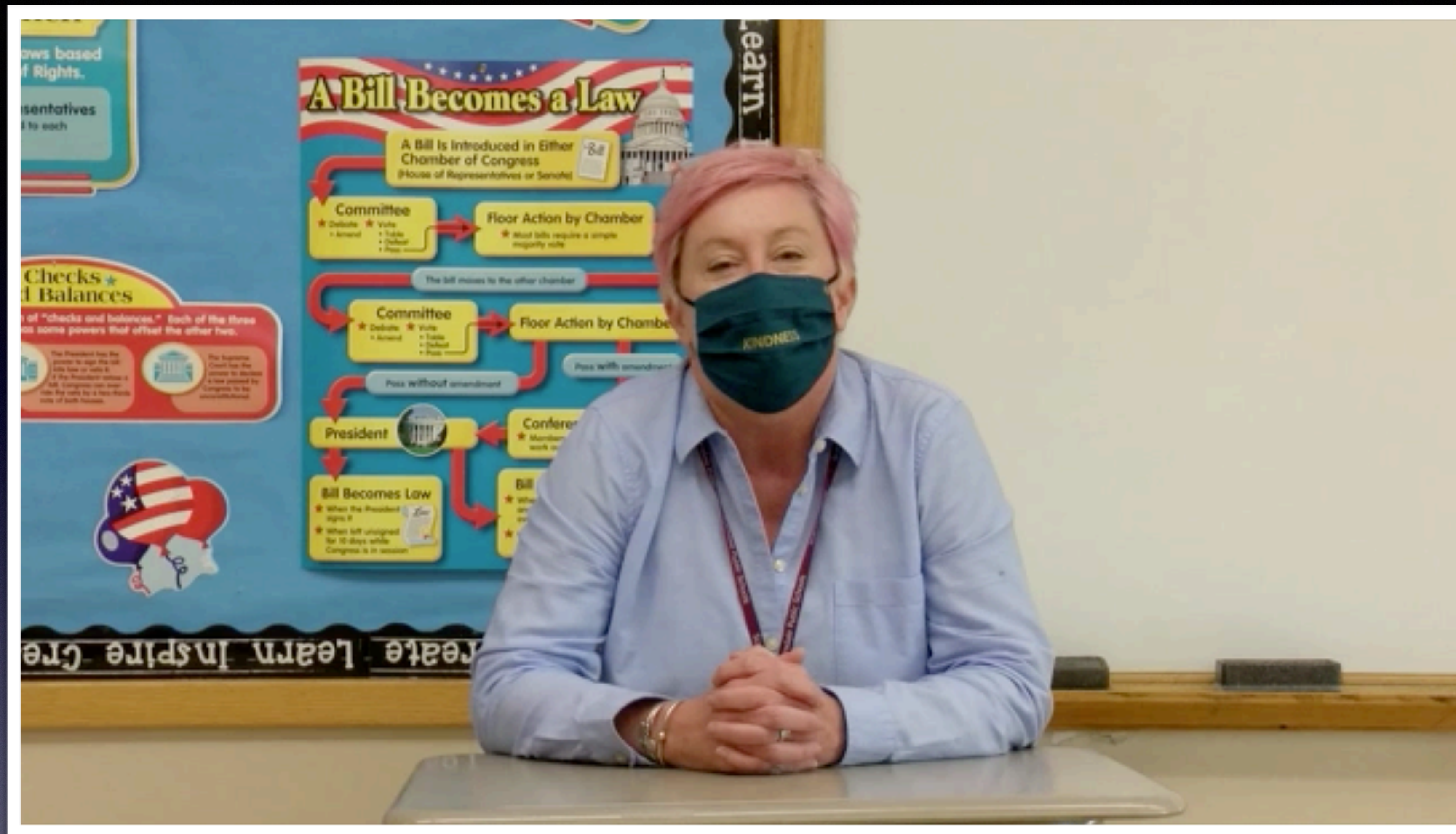
**Scarsdale High School's Approach to Literacy**  
Karine Schaefer, English Department Chair



# Fostering High Expectations and Rigorous Instruction:

- Partner with experts in the field to identify research-based, instructional strategies that are most effective in advancing student academic success
- Facilitate structures for teacher collaboration across school and district teams
- Incorporate adaptive learning methods that encourage differentiation, exploration, and curiosity as opposed to scripted, one-size-fits-all instructional programs.





## Structures of Learning and Collaboration

Meghan Lahey and Will Malderelli, Middle School Teachers

Middle School Students

Heather Waters, High School Teacher



# Identifying an Inclusive Curriculum and Assessment

- Adopt curriculum that highlights contributions and includes texts reflective of the diverse identities of students.
- Partner with higher education institutions on curriculum development, coaching, and consultation around issues of diversity, equity, and inclusion.
- Create courses district-wide about the diversity of cultures representative of the state of New York in a way that is comprehensive and empowering.





**Consultants and Partnerships**  
Will Malderelli and a Middle School Student





## **Course Creation with Intention**

Carine Thompson, High School Social Studies Teacher





# High School Dignity and Inclusion Team



# Engaging in Ongoing Professional Learning and Support

- Train and build the capacity of instructional leaders to support teachers in delivering instruction that is rigorous, student-centered, and promotes students as agents of positive social change.
- Create Professional Learning Communities and other professional learning structures to address bias, develop racial literacy skills, etc.
- Disseminate existing, or develop new, self-assessment tools and resources for educators to assess and reflect on their implicit biases.



# Recent and Ongoing STI Courses

- Race (Still) Matters (SHS), annually from 2008-2019
- People, Power, and Politics from an Educational Perspective (SHS)  
new title 2019-2021
- Why Identity Matters (Summer 2020)
- Identity and Community (Fall 2020)



# Recent and Ongoing STI Courses

- **Annual Reading Courses focused on Diversity:**  
*Exploring Cultural Diversity Through Literature (mainly SHS)*  
*An Examination of Literature Across Boundaries (mainly SMS)*
- **Exploring the Professional Shelf:**  
*The History of Protest, Readings from Gilder Lehrman (Summer 2020)*  
*White Fragility by Robin DiAngelo (Fall 2019)*  
*Stamped by Jason Reynolds and Beyond the World and Me by Ta-Nehisi Coates (Summer 2020)*
- STI Field Studies Abroad: China (Summer 2018) and India (Summer 2019)



# ST@C Offerings (Spring 2020-Present)

- Native Responses to Colonization and Americanization (NYHS)
- Nueva York 1613-1945 (NYHS)
- Anti-Asian Racism in American History (NYHS)
- Xenophobia and Racism in the Progressive Era (NYHS)
- Activism, Expression, and Identity in LGBTQ+ History (NYHS)
- Learning History with Posters: Intersections in Activism in the 1960s and 70s (NYHS)



# ST@C Offerings (Spring 2020-Present)

- The Struggle for Racial Justice and Voting (NYHS)
- We the People: America's Evolving Democracy (NYHS)
- Civil Rights in the 1930s and 1940s (NYHS)
- Black Panthers to Black Lives Matter (NYHS)
- Women & the American Story: Black Women Abolitionists (NYHS)
- From hate speech to good speech: moderating online content in a free society (Good Society Forum)



# ST@C Offerings (Spring 2020-Present)

- The Virus of Racism: Creating Courageous Conversations about Denouncing Racism in Our Teaching Practices and Lives (Digital Literacy Program at URI)
- "Students Unite! We Continue The Fight: the second in a discussion series on racial justice, accountability, and activism. (Brooklyn Friends through East-West Center)
- Making Math Culturally Relevant through Experiential Learning (NCTM)



# ST@C Offerings (Spring 2020-Present)

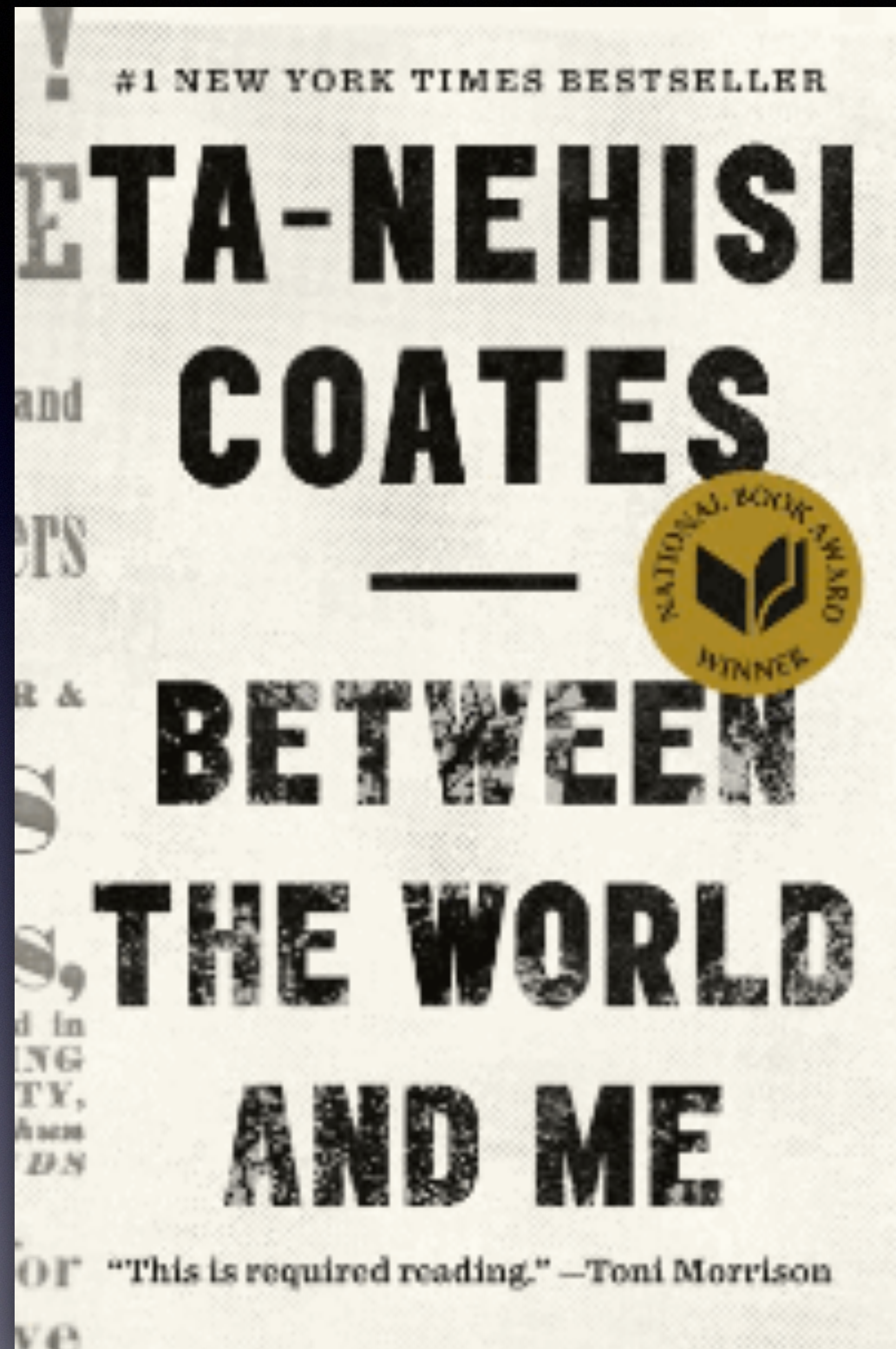
- Why We Must Inclusify Now (University of Colorado, Boulder)
- Supporting LGBTQ+ Youth at Home
- Preventing a lost generation: Supporting vulnerable young people during COVID (Good Society Forum)
- How do we embed racial equity in our future vision of the good society? (Good Society Forum)
- Gender Equality and the Good Society (Good Society Forum)



# Reading About Race

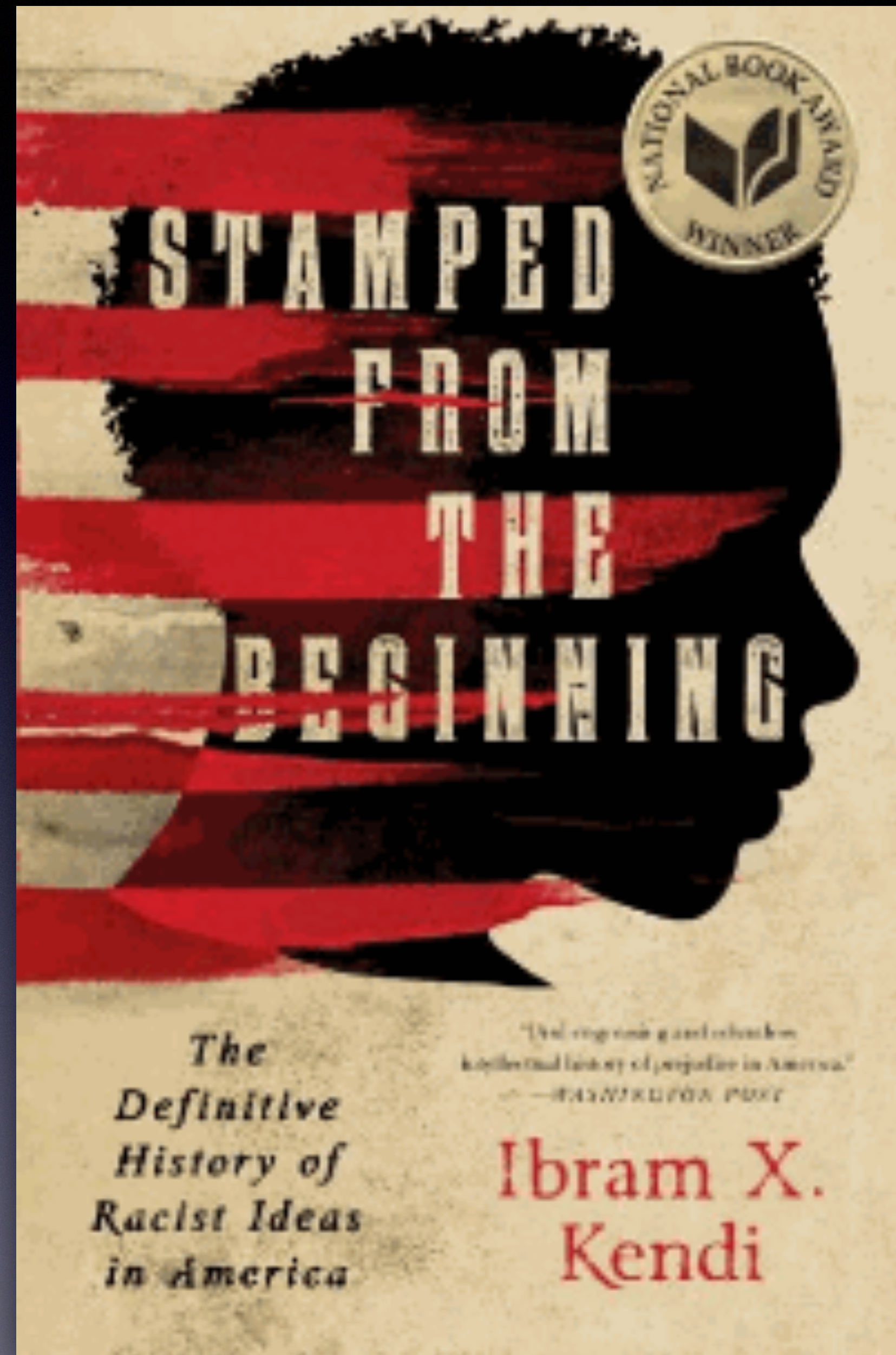
Scarsdale High School Library  
Non-Fiction Collection





The author presents a history of racial discrimination in the United States and a narrative of his own personal experiences of contemporary race relations, offering possible resolutions for the future.





In this deeply researched and fast-moving narrative, Kendi chronicles the entire story of anti-Black racist ideas and their staggering power over the course of American history.





A former D.C. public defender, Forman tells riveting stories of politicians, community activists, police officers, defendants, and crime victims. He writes with compassion for individuals trapped in terrible dilemmas -- from the young men and women he defended to officials struggling to respond to a public safety emergency.





A Pulitzer Prize finalist recounts her unlikely journey from Moroccan immigrant to U.S. citizen, using it as a starting point for her exploration of the rights, liberties, and protections that are traditionally associated with American citizenship.



# Anti-Bias Young Adult Fiction

Scarsdale High School Library





For two teens, falling in love is going to make a world of difference in this novel about love, loss, and the pain of racial discrimination. As a Korean student in a Japanese high school, Sugihara has had to defend himself against all kinds of bullies. But nothing could have prepared him for the heartache he feels when he falls hopelessly in love with a Japanese girl named Sakurai.





When 18-year-old Dara finds her long-hidden birth certificate and discovers that her mother, Mellie, is a transgender woman, she sets off with her friend Sam to find her biological mother's family and unravel some of the secrets surrounding her childhood.



"A poignant meditation on race, class, struggle, and the search for home."  
—Nicola Twilley, *NY Times* bestselling author of *Everything, Everything*

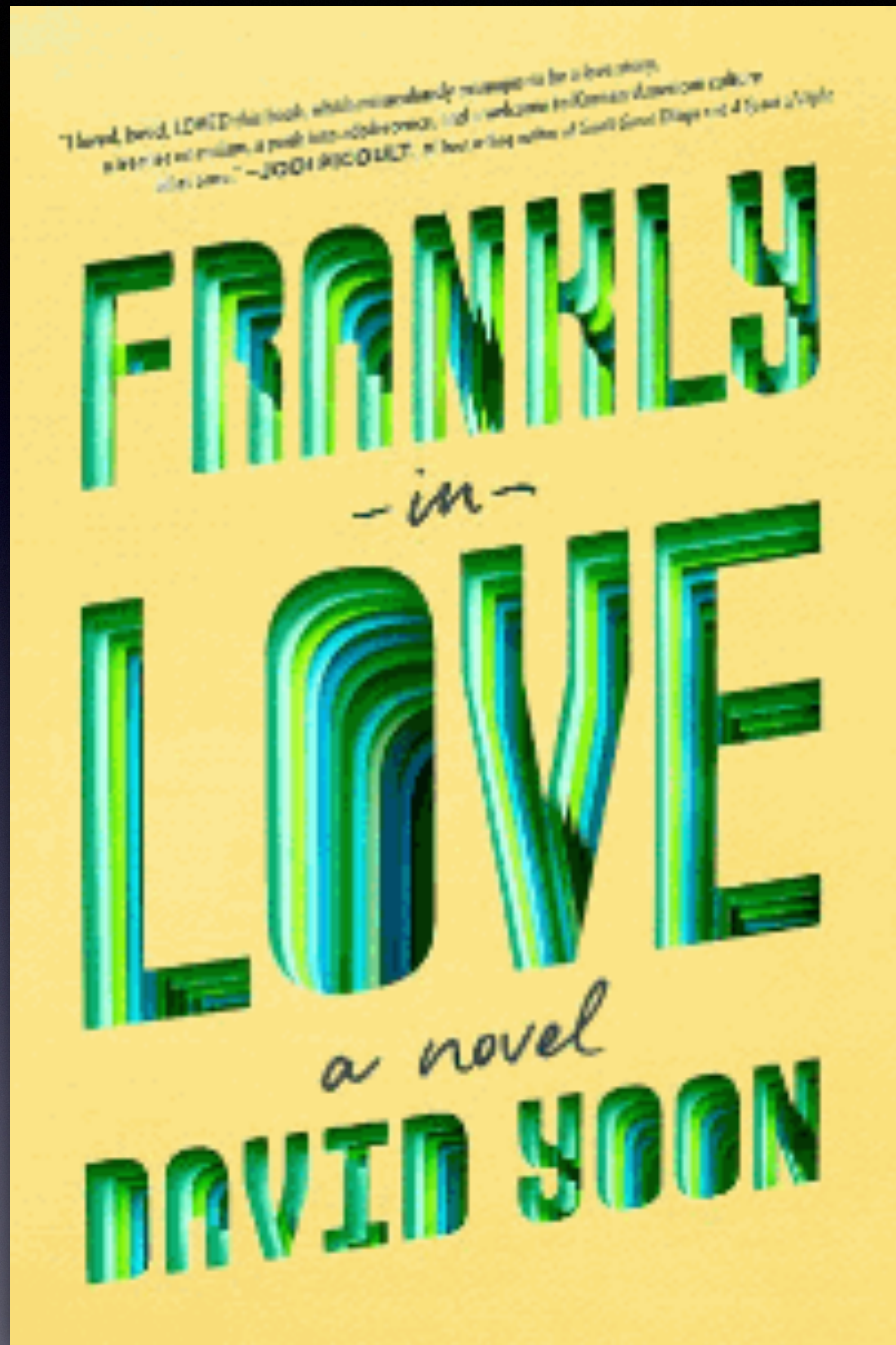
IBI ZOBOI



**AMERICAN  
STREET**

Ibi Zobol draws on her own experience as a young Haitian immigrant in American Street, a book infused with magical realism and Vodou culture.





High school senior Frank Li takes a risk to go after a girl his parents would never approve of, but his plans will leave him wondering if he ever really understood love - or himself - at all.



# A Forum with SHS Students and the Social Studies Department

- Based on your own experiences in SHS social studies classes, what have been the lessons, activities, readings or assignments that have addressed issues of culture, race, sexuality, gender identity and / or multiple perspectives?
- Based on your own experiences, where in particular has the SHS social studies department been successful with lessons, activities, readings or assignments teaching about the nature of culture, race, sexuality, gender identity and/ or multiple perspectives?



# A Forum with SHS Students and the Social Studies Department

- What topics or issues around race, culture, sexuality, gender identity and/or multiple perspectives would you like to learn more about in your social studies classes?
- In terms of a willingness to consider other points of view, what has been your experience in the SHS social studies classroom?



# Next Steps:

- Prioritize assured experience in student experience (curricular and instructional) and educator training (awareness and methodology)
- Coordinate, mobilize and engage the diversity within our schools
- Highlight the role and importance of critical thinking, divergent ideas, and multiple perspectives
- Continue to examine curriculum to identify implicit bias and ensure diverse representation
- Assess student understanding of the NYSED framework





**Diversity**

**Belonging**

**Critical Thinking**

**Multiple Perspectives**

**Difficult Conversations**

**Freedom to Express Ideas**

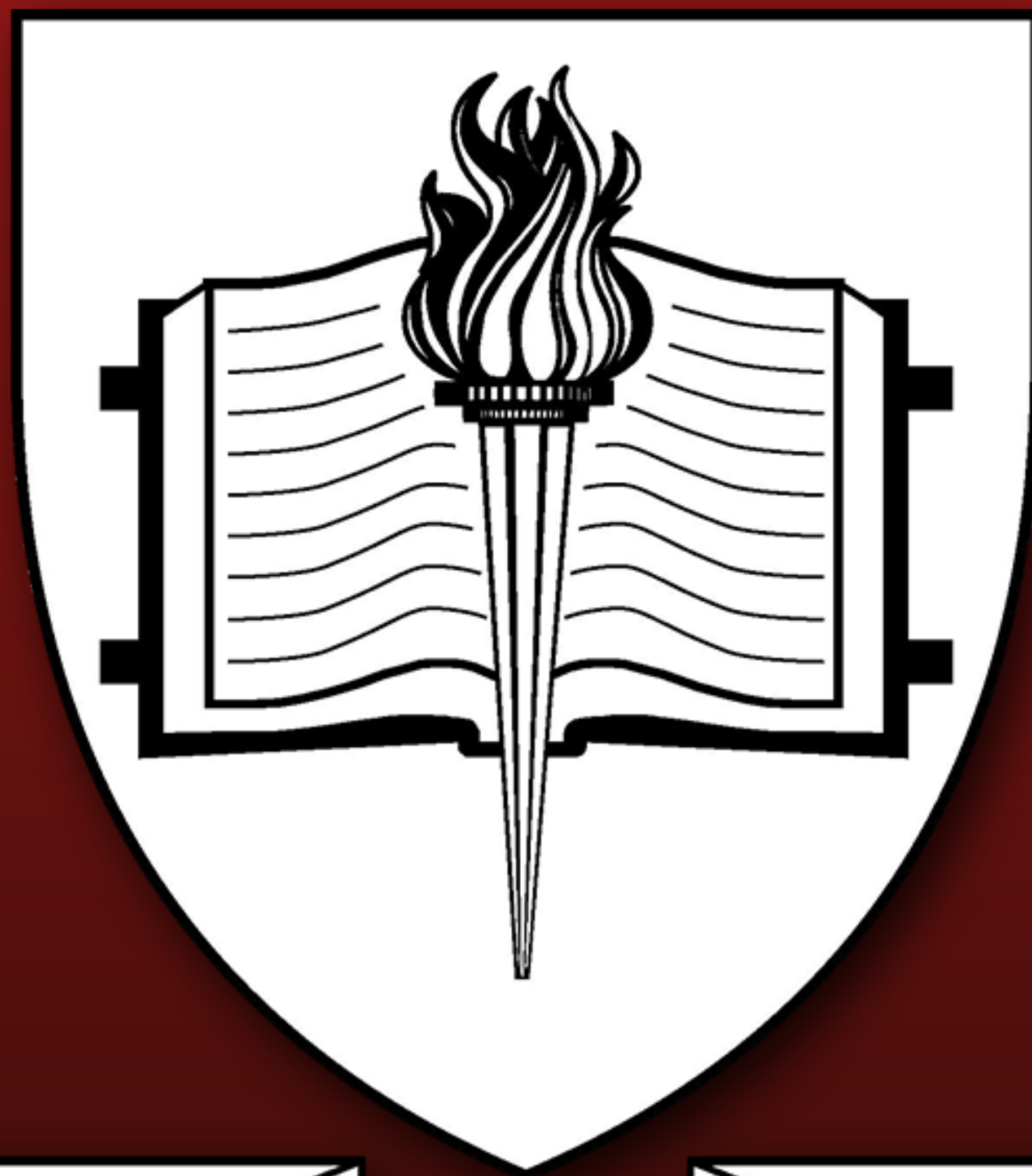
**Growth Mindset**

**Empathy**

**Affirmation**

**Inclusion**





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