



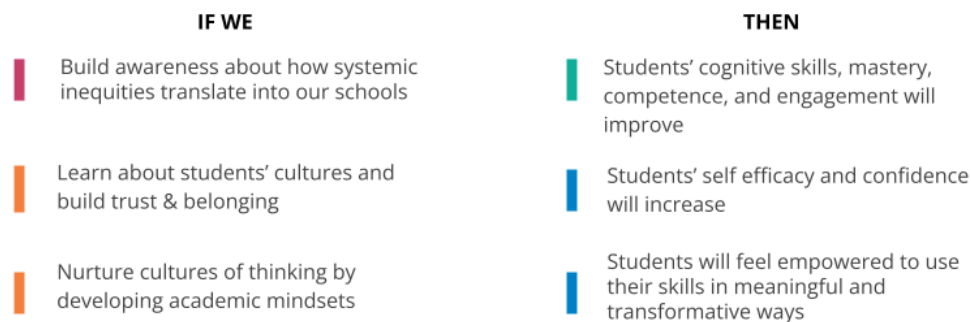
## Culturally Responsive & Sustaining Pedagogy Framework

### Rationale, Pre-Supposition, & Theory of Change

Highlander Institute’s Culturally Responsive & Sustaining Pedagogy (CRSP) Framework is grounded in research, neuroscience, and the rationale of Geneva Gay, Zaretta Hammond, Gloria Ladson-Billings, Sami Alim, Django Paris, and others. The framework’s four domains build the capacity of teachers and students to disrupt inequitable systems and create more relevant and self-directed learning environments. For a summary of the research base connected to the CRSP Framework, [click here](#).

Our current education system breeds compliance which results in dependent thinking and an atmosphere of low expectations — particularly for marginalized students. Without an awareness of how systems of inequity and learner identity connect to teacher expectations, implementing innovative practices will not sufficiently empower all students.

The CRSP Framework brings powerful teaching to students who have been marginalized by systemic inequity, restoring and elevating their natural confidence and competence.



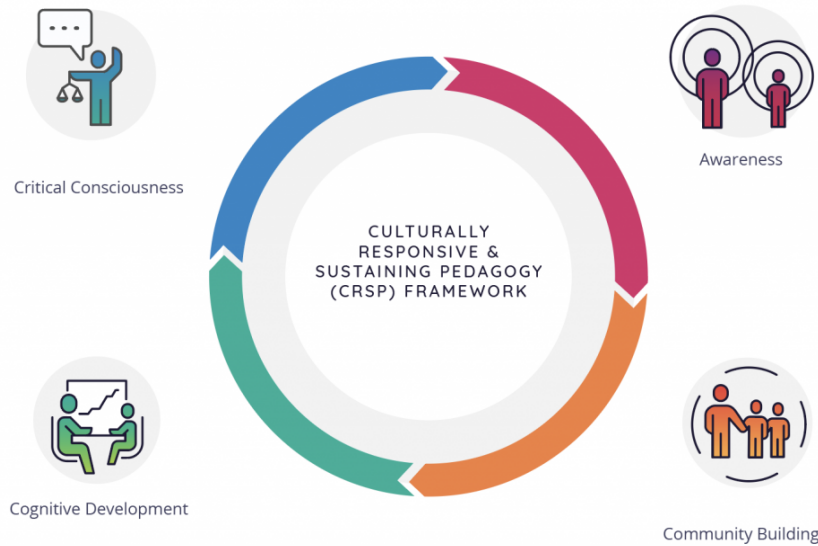
#### WHY?

**To ensure students become self-directed learners & empowered leaders who will transform their lives, their communities, & society**

It is our imperative to align aspirational instructional shifts with a process that restores and elevates the natural confidence and competence of students who have been marginalized by systemic inequity. The four domains of the CRSP framework — Awareness, Community Building, Cognitive Development, and Critical Consciousness — support the development of specific practices and competencies for both students and teachers. Through ongoing feedback loops and accountable talk, teachers and students move through framework domains together to build the foundations we believe to be critical for long term student success.



# Framework Overview



<p><b>Domain 1</b></p>	<p><b>Awareness</b></p>	<p>The Awareness domain recognizes that we must start with ourselves as actors within a racist, inequitable system. We must be conscious of the ways we perpetuate dominant norms and narratives and we must be aware of how systemic racism results in compliance-oriented teaching that produces dependent learners. The awareness that our worldview is not generalized — but profoundly influenced by life experiences and that we all bring a significant amount of personal bias into our interpersonal classroom relationships — opens the door to new levels of empathy and higher expectations for student success.</p>
<p><b>Domain 2</b></p>	<p><b>Community Building</b></p>	<p>Rooted in deeper sociocultural awareness, we build a strong classroom community and nurture academic mindsets. A trusting, affirming, nurturing classroom culture lays the foundation for interpersonal and academic success through the school year. Together, the classroom community offers support when a learner is under the load of a cognitive task.</p>
<p><b>Domain 3</b></p>	<p><b>Cognitive Development</b></p>	<p>By leveraging relationships, a mindset around equity, and learning science, we disrupt a culture of low expectations and shift the cognitive load to students by developing their information processing skills. A constructivist approach to knowledge makes students’ thinking visible, builds on their personal and cultural strengths, and empowers them to examine the curriculum from multiple perspectives.</p>
<p><b>Domain 4</b></p>	<p><b>Critical Consciousness</b></p>	<p>An important component of academic mindset is that school work “has value” for students. Students are more willing to engage in rigorous work when learning is relevant, interesting, and affirming of their identities and perspectives. Empowering students to leverage their growing cognitive skills to recognize and analyze systems of injustice — and take action against these systems — prepares students to use their education to improve their lives, their schools, and their communities.</p>



## CRSP Practices

	Teacher Practices*	Student Practices*
<b>Domain 1: Awareness</b>	T1.1 Develop socio-cultural awareness T1.2 Examine and address power and privilege as they show up in the classroom <b>T1.3 Examine and disrupt dominant and deficit-based narratives in the curriculum and the classroom</b> T1.4 Assess expectations and demonstrations of cognitive lift, particularly for students whose communities have been marginalized by systemic inequity	S1.1 Develop socio-cultural awareness S1.2 Examine power and privilege as they show up in the classroom dynamics S1.3 Set high expectations for themselves and their classmates
<b>Domain 2: Community Building</b>	T2.1 Cultivate individual relationships <b>T2.2 Develop positive academic mindsets</b> <b>T2.3 Nurture a culture of trust and belonging</b> <b>T2.4 Promote a culture of thinking</b> T2.5 Elevate voices and honor agency T2.6 Foster and sustain students' cultural and linguistic expressions	<b>S1.1 Feel a sense of belonging to the academic community</b> <b>S1.2 Support one another through learning challenges</b> <b>S1.3 Believe they will be successful and that their ability and competence grow with their effort</b> S1.4 Provide input and feedback on learning experiences S1.5 Collaborate effectively
<b>Domain 3: Cognitive Development</b>	T3.1 Leverage students' cultures and funds of knowledge to make learning meaningful <b>T3.2 Scaffold and develop students' thinking skills and dispositions</b> T3.3 Facilitate feedback and reflection processes that drive learning T3.4 Effectively use data-driven differentiation T3.5 Establish formative assessment structures that support student ownership of learning journeys	S3.1 Engage in tasks that require higher order thinking <b>S3.2 Use structures to process their thinking and make it visible</b> S3.3 Own their learning journeys and talk about themselves as learners S3.4 Engage in academic conversations S3.5 Express and demonstrate learning in ways that sustain their cultural identities
<b>Domain 4: Critical Consciousness</b>	T4.1 Develop essential questions and supporting activities and resources that elevate non-dominant perspectives <b>T4.2 Invite students' questioning of status quo</b> T4.3 Nurture students' motivation to address issues of injustice T4.4 Support students to act in ways that promote justice	<b>S4.1 Engage in critical reflection around topics that relate to justice</b> S4.2 Feel motivated to act in ways that promote justice S4.3 Build on learning by taking informed action in meaningful ways S4.4 Believe what they are learning has value for them

*\*Practices highlighted in bold text are the focus practices for schools partnering with Highlander Institute during SY 2021-2022*

