

# What do students gain when culturally responsive-sustaining education guides our education system?

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The school community is representa

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stakeholders in developing and implementing policies that educate students effectively and equitably, as well as provide appropriate support

Through implementing classroom practice aligned with these principles, the New York State guidelines for culturally responsive- sustaining education are grounded in a VISION of an education system that aims to create:

1. Students who experience academic success. Students are prepared for rigor and independent learning. Students understand themselves as contributing members of an academically- rigorous, intellectually-challenging school and classroom community. Students demonstrate an ability to use critical reasoning, take academic risks, and leverage a growth mindset to learn from mistakes. Students are self-motivated, setting and revising academic personal goals to drive their own learning and growth.
2. Students who are sociopolitically conscious and socioculturally responsive. Students acknowledge the limitations of their own perspectives. They have empathy for others while they appreciate and respect others' differences. They demonstrate cooperation and teamwork, using active listening and communication

skills to resolve conflict. They use interpersonal skills to build and maintain strong relationships, including those along lines of difference, in their class and school communities. All layers of the environment in which students learn (classroom, school, family, and community) affirm and value the various aspects of students' cultural identities (i.e. race, ethnicity, age, gender, sexual orientation, disability, religion, socioeconomic background). Role models in the classroom, school, family, and community recognize student strengths and offer opportunities for students to grow and learn.

Students who have a critical lens through which they challenge inequitable systems of access, power, and privilege. Students bring a critical lens to the world as the