

**City School District of Albany**  
**Culturally Responsive Education and Teaching Framework**

**2020-2021 Area of Focus: Defining and Empowering Student Voice**

**I. Curriculum and Instruction**

- a. Embedding social justice in PK-12 ELA and Social Studies curriculum (<https://www.tolerance.org/frameworks/social-justice-standards>)
- b. Embedding instructional practices that amplify student voice in learning spaces
- c. Implementation of units that elevate social justice in our history and lived experiences
- d. Implementation of effective culturally responsive teaching practices that amplify student voice in an observable way (walkthroughs)
- e. Establishing and observing walkthrough “look-fors” for student voice
- f. Developing a deep understanding of other cultures – not just the obligatory months and holidays where we learn about their food, music, stars and athletes, but an authentic effort to learn about the incredible contributions different cultures have made to how we experience our current worlds

**II. Professional Development**

- a. Four-part district-wide cohort training for future Building Equity Team members and co-facilitators
- b. Two-part building-level training tied explicitly to the intersection of anti-racism and high leverage instructional practices to scaffold learning for access to grade-level learning and student voice (led by equity teams and instructional supervisors)
- c. Board of Education training
- d. PBIS coaches, social workers and school psychologists (four-day training)
- e. Administrators training and “Unconscious Bias” book read

**III. Building Equity Teams**

- a. Coaches and co-facilitators of building-level professional development along with district-level CRE co-facilitators (like NUA coaches)
- b. Open their classrooms or workspaces up to building-level colleagues to model the culturally responsive teaching and equity work in practice
- c. Partner with colleagues to grow in their CRT and equity practices
- d. Design opportunities for all students to learn about cultures different from their own
- e. Support Student Leadership Team

|   |
|---|
| <b>IV. Student Leadership</b>   |
| <ul style="list-style-type: none"><li>a. Amplifying student voice in instructional and non-instructional spaces</li><li>b. Establishing Student Leadership Team frameworks at the elementary, secondary and district levels.</li></ul>  |
| <b>V. Family Engagement</b>   |
| <ul style="list-style-type: none"><li>a. Amplifying underrepresented parent voice in instructional and non-instructional spaces.</li><li>b. Involving parents as assets in the work of the school and district not empty vessels or advocates for individual interests or challenges.</li></ul> |
| <b>VI. District Equity Monitoring</b>   |
| <ul style="list-style-type: none"><li>a. CRE co-facilitators</li><li>b. Curriculum Review Committee</li><li>c. Professional Development Committee</li><li>d. Social-Emotional Learning</li><li>e. Crisis Management Response</li><li>f. Policy</li></ul>  |