

Culturally Sustaining Practices in Four Critical Levels – High Level View

Culturally Sustaining Schools

- i** The culturally sustaining school's goals are:
1. Universal access and support to college preparatory classes for all students.
 2. Universal access to culturally relevant pedagogy that foments positive cultural identities.
 3. Access to an educational environment that is free from implicit and explicit racial/ethnic and gender biases as evidenced by high performance of marginalized students and low rates of exclusionary discipline for all students.

Culturally Sustaining Leadership

- i** The culturally sustaining leader's responsibilities and goals are:
1. Full implementation of culturally sustaining practices.
 2. High percentage of families of marginalized students included in educational decisions and policies beyond tradition parent engagement.
 3. High rates in recruiting, hiring and retaining of teachers of color who are versed in culturally sustaining pedagogy.

Culturally Sustaining Educators

- i** The culturally sustaining educator understanding of culturally relevant pedagogy includes:
1. An understanding and awareness of the cultural implementation continuum – from the least effective, inclusive, but socially isolating methods, to transformative approaches.
 2. Cultural dimensions: Internal, Community, Social, Institutional.
 3. A continuous critical reflection, using critical race theory concepts, to interrupt all forms of micro inequalities to ensure safe, sustaining and inclusive learning environments, and positive student outcomes.

Culturally Sustaining Pedagogy

- i** Culturally sustaining pedagogy must be observable and measurable in the following areas Quadrant based as featured in the "Culturally Responsive Instruction Observation Protocol" (CRIOP) (Powell, et al., 2017):
1. Classroom Relationships
 2. Family Collaboration
 3. Instructional Practices
 4. Curriculum Practices