



Are you affirming racial, cultural, and linguistic identities to foster positive outcomes for your most marginalized students?

Implement the A-B-Cs!

A **Attendance** *Do your students feel welcome?*

In Pennsylvania, culturally relevant and sustaining educators:

- Take responsibility for the climate in their sphere of influence (classrooms, schools, departments, etc.) and their students' sense of belonging.
- Create classrooms and schools that are respectful, inclusive, and help learners value the cultures of their peers.
- Communicate in culturally affirming ways, so students and families feel inclined to participate in schools.

B **Behavior** *Are you implementing restorative approaches and are you cognizant of implicit biases relative to behavior policies and procedures?*

In Pennsylvania, culturally relevant and sustaining educators:

- Advocate for the disruption of harmful school-level and district-level practices, policies, and norms.
- Help students develop a sense of responsibility in addressing mistreatment, prejudice, injustice, and bullying when they encounter it.
- Seek to learn more about the ways in which students of color and other marginalized students are particularly vulnerable to negative stereotypes about their intelligence, academic ability, linguistic ability, and behavior, and seek to counter these stereotypes.
- Provide multiple pathways for students to achieve learning goals.

C **Course Performance** *Are you fostering high expectations and rigorous, evidence-based instructional practices with materials that reflect the students you teach?*

In Pennsylvania, culturally relevant and sustaining educators:

- Draw on students' cultural and linguistic backgrounds as resources to assist with learning new information and skills throughout instruction.
- Balance representation of dominant and marginalized/minoritized social group members in lesson materials and topics.
- Design instruction and ensure safe spaces for students to identify and question power structures in the school, community, nation, and world.
- Continually seek to learn more about the local community assets from an anti-deficit perspective, as well as families and their cultures, languages, and values, and then collaborate with local agencies and organizations to provide resources for students and families.

Students have a 75% greater likelihood of dropping out of school if:
they are absent two or more days a month, they fail language arts and/or math, and their behavior is interfering with success at school.

Adapted from the Pennsylvania Culturally Relevant-Sustaining Education (CR-SE) Competencies

Retrieve resources and information from the PDE Equity Hub and PaTTAN website to cultivate and create a more equitable climate.

PDE Equity Hub <https://www.education.pa.gov/Schools/safeschools/equityandinclusion/EPH/Pages/default.aspx>

PaTTAN website at www.pattan.net

Commonwealth of Pennsylvania

Tom Wolf, Governor

