STATE OF NEW YORK

6892

2021-2022 Regular Sessions

IN SENATE

May 20, 2021

Introduced by Sen. LIU -- read twice and ordered printed, and when printed to be committed to the Committee on Education

AN ACT to amend the education law, in relation to culturally responsive teaching

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1. Legislative finding. The legislature finds and declares that:

1. Culture is essential to learning;

2. Culture plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals;

3. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures offers full, equitable access to education for pupils from all cultures;

4. Culturally responsive teaching is a major civilizing influence on the development of a humane, responsible and informed citizenry, able to adjust to and grow in a rapidly changing world. Culturally responsive teaching can substantiate a claim to the prevention of human and social costs to the state. Culturally responsive teaching develops the social consciousness of students to better handle the world of prejudice and racism. Culturally responsive teaching provides students with the background in social studies and humanities so that they will function successfully and tolerantly in a participatory democracy and a multicultural nation and world. Culturally responsive teaching incorporates multicultural information, books, and other educational resources; and

5. It is recognized that students in public elementary and secondary schools can only reach the levels of performance expected under the provisions of this part with parental participation in the education process. It is therefore, the policy of this state to provide culturally responsive services for young children and their families. Culturally

EXPLANATION--Matter in *italics* (underscored) is new; matter in brackets [-] is old law to be omitted.

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responsive services for young children and their families should reflect the importance of integration and diversity to the maximum extent possible in regard to characteristics such as race, economics, sex, creed, capability and cultural differences. Services should be designed to support and strengthen the family and be planned in consideration of existing family values, with the primary concern being the welfare of the child.

§ 2. The education law is amended by adding a new section 3039 to read as follows:

§ 3039. Professional development in culturally responsive instruction which focuses on understanding and responding to the diverse experiences of students and parents, developing culturally responsive lesson plans, and undoing implicit bias. 1. The department shall establish at least four professional development programs in culturally responsive instruction annually, and provide access to those sessions on its website.

2. Each superintendent of a school district shall develop, and present to the local board of education for adoption, an accountability plan ensuring that the district is complying with culturally responsive instruction requirements established by the department. The accountability plan shall include the amount of culturally responsive teaching professional development instruction offered by the district, the number of teacher participants, and a teacher evaluation survey that measures the effectiveness of the professional development instruction offered. Each school board shall present an annual report to the department stating the effectiveness of such program in professional development instruction by presenting an analysis of the teacher participant surveys which measures their confidence in being culturally responsive, and student surveys which measures the cultural responsiveness of their teachers.

3. Each school district's accountability plan shall be effective for a period of three years, and shall be updated on or before July first of each year.

§ 3. This act shall take effect immediately.