

# STATE OF NEW YORK

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6892

2021-2022 Regular Sessions

## IN SENATE

May 20, 2021

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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:

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

3 1. Culture is essential to learning;

4 2. Culture plays a role not only in communicating and receiving infor-  
5 mation, but also in shaping the thinking process of groups and individ-  
6 uals;

7 3. A pedagogy that acknowledges, responds to, and celebrates fundamen-  
8 tal cultures offers full, equitable access to education for pupils from  
9 all cultures;

10 4. Culturally responsive teaching is a major civilizing influence on  
11 the development of a humane, responsible and informed citizenry, able to  
12 adjust to and grow in a rapidly changing world. Culturally responsive  
13 teaching can substantiate a claim to the prevention of human and social  
14 costs to the state. Culturally responsive teaching develops the social  
15 consciousness of students to better handle the world of prejudice and  
16 racism. Culturally responsive teaching provides students with the back-  
17 ground in social studies and humanities so that they will function  
18 successfully and tolerantly in a participatory democracy and a multicul-  
19 tural nation and world. Culturally responsive teaching incorporates  
20 multicultural information, books, and other educational resources; and

21 5. It is recognized that students in public elementary and secondary  
22 schools can only reach the levels of performance expected under the  
23 provisions of this part with parental participation in the education  
24 process. It is therefore, the policy of this state to provide culturally  
25 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.

LBD03041-01-1

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

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

10 § 3039. Professional development in culturally responsive instruction  
11 which focuses on understanding and responding to the diverse experiences  
12 of students and parents, developing culturally responsive lesson plans,  
13 and undoing implicit bias. 1. The department shall establish at least  
14 four professional development programs in culturally responsive instruc-  
15 tion annually, and provide access to those sessions on its website.

16 2. Each superintendent of a school district shall develop, and present  
17 to the local board of education for adoption, an accountability plan  
18 ensuring that the district is complying with culturally responsive  
19 instruction requirements established by the department. The accountabil-  
20 ity plan shall include the amount of culturally responsive teaching  
21 professional development instruction offered by the district, the number  
22 of teacher participants, and a teacher evaluation survey that measures  
23 the effectiveness of the professional development instruction offered.  
24 Each school board shall present an annual report to the department stat-  
25 ing the effectiveness of such program in professional development  
26 instruction by presenting an analysis of the teacher participant surveys  
27 which measures their confidence in being culturally responsive, and  
28 student surveys which measures the cultural responsiveness of their  
29 teachers.

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

33 § 3. This act shall take effect immediately.