The Remote Learning Instructional Improvement Toolkit contains protocols, tools, and resources that Instructional Leadership Teams (ILT) may utilize in order to:

- determine the efficacy of their remote learning practices.
- facilitate ongoing instructional improvement.
- enhance their ability to work in teams while operating in a remote learning environment.

Previously, ILT were charged with supporting Instructional Leadership Framework (ILF) implementation by building knowledge, taking stock of practices, and coordinating cycles of professional learning/inquiry. This document outlines how to engage in an inquiry cycle. *ILT can enter the inquiry process at any point that feels appropriate given where they are in their practice as a leadership team.* A cycle can take a few days or several weeks to complete, depending on entry point, ILT readiness, access to data, and identified problem of practice.

**Before you begin...**

If your ILT has not been meeting regularly, reconvene and take a little time to realign on where you are and where you need to be. Engage in only the most essential actions: norming, visioning, and building shared knowledge, as needed.

- Review existing team norms. Revise them or develop new ones so that norms support online interactions and ensure equity of voice and participation.

- **Adapt your current vision statement** to articulate what rigorous, equitable instruction should look like, feel like, sound like in a remote learning environment.

- **Build shared knowledge** about:
  - **Key ideas** that underpin your school’s vision and enhance your ability to achieve it.
  - **Remote learning tools** that support your various instructional goals.

- Pay special attention to maintaining/strengthening Culturally Responsive-Sustaining Education (CR-SE) practices in the remote learning environment.
The Inquiry Cycle

**Stage 1: Plan**

**Gather Data**
Simplify the process for gathering data and conducting quick analysis/interpretation. Disaggregate the data by subgroups wherever possible (including access to technology and conditions for learning) in order to identify gaps in equity of access and support.

**Conduct a Gap Analysis**
Identify needs that have arisen as a result of the transition to remote learning, or continue exploring existing challenges that have been aggravated by the remote learning context. Articulate a new Problem of Practice (PoP) if necessary. Consider teacher learning needs related to the PoP.

**Identify a Practice to Improve & Define Impact**
Select a remote learning practice to improve that is highly feasible and high-impact, aligned to:
- High Expectations and Rigorous Instruction
- Inclusive Curriculum and Assessment
- Welcoming and Affirming Environment

Consider the timeline for improvement—a few days or weeks. Identify ways in which you will quickly assess progress and how you will decide what constitutes success.
## Stage 2: Implement

| Try Out the Improved Practice & Collect Data About the Efficacy of the New Practice | As teachers try the new practice, provide supportive, timely, and actionable feedback, while continuing to build their knowledge.  
Create an online note catcher for observations and/or reflective tracker. Develop a process for quick and consistent data analysis and reflection. |

## Stage 3: Reflect and Adjust

| Reflect on the Data & Decide to Adopt or Adapt | Reflect on the results of your improvement effort. Engage in ongoing readings, discussions, and learning as a team. |

## Stage 4: Share Lessons Learned

| Determine Lessons Learned and Next Steps & Develop Scale-Up Plans | Identify areas for improvement to explore in the future. Decide what needs to be scaled up and/or deepened. Consider the extent to which this new practice will be integrated into the next school year.  
Think about ways to share learning with a wider audience. |

## Additional Resources

- Remote Instruction: Pedagogical Supports for Culturally Responsive and Sustaining Practices
- NYSED Culturally Responsive-Sustaining Education Framework
- NYU Metropolitan Center: Guidance on Culturally Responsive-Sustaining Remote Education
- National Standards for Quality Online Teaching
- Online Teaching: Do this, Not That
- Online Teaching Can Be Culturally Responsive
- 4 Great Questions for Effective Remote Collaboration