



Remote Learning Instructional Improvement Toolkit Spring 2020

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.

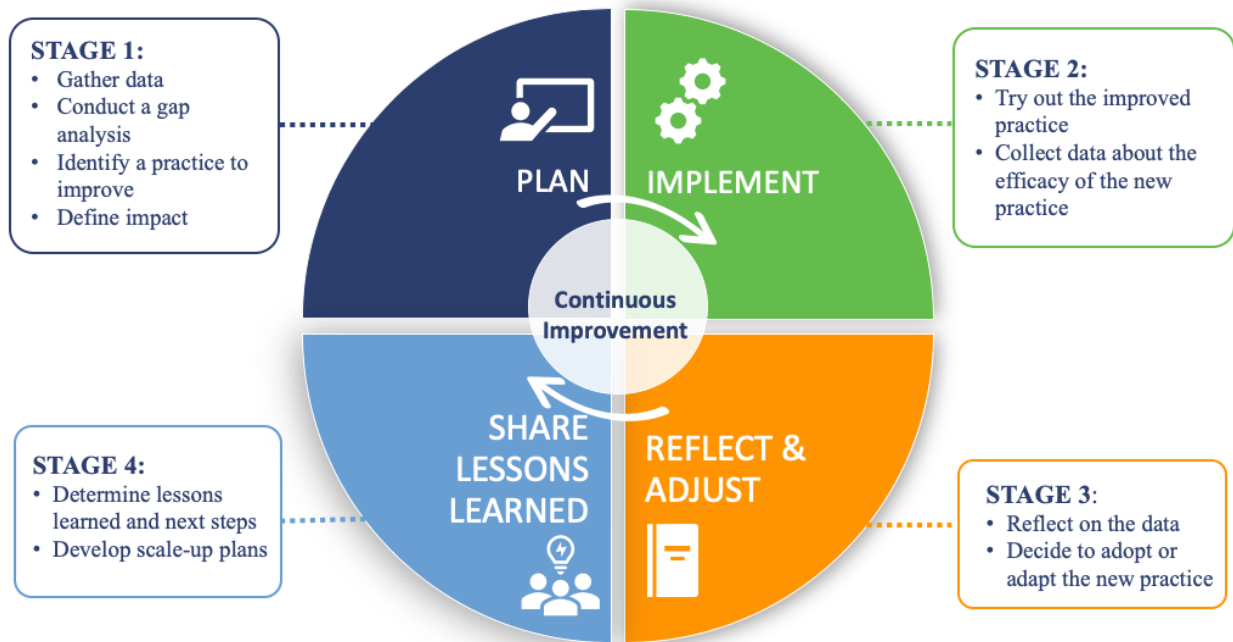
Previously, ILT were charged with supporting Instructional Leadership Framework (ILF) implementation by building knowledge, taking stock of practices, and coordinating cycles of professional learning/inquiry. This document outlines how to engage in an inquiry cycle. *ILT can enter the inquiry process 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	<p>Select a remote learning practice to improve that is highly feasible and high-impact, aligned to:</p> <ul style="list-style-type: none"> • High Expectations and Rigorous Instruction • Inclusive Curriculum and Assessment • Welcoming and Affirming Environment <p>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.</p>

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](#)