CULTURALLY RESPONSIVE REMOTE LEARNING

An Observation Guide

THE LEADERSHIP ACADEMY

Empowering leaders. Transforming schools for every student.
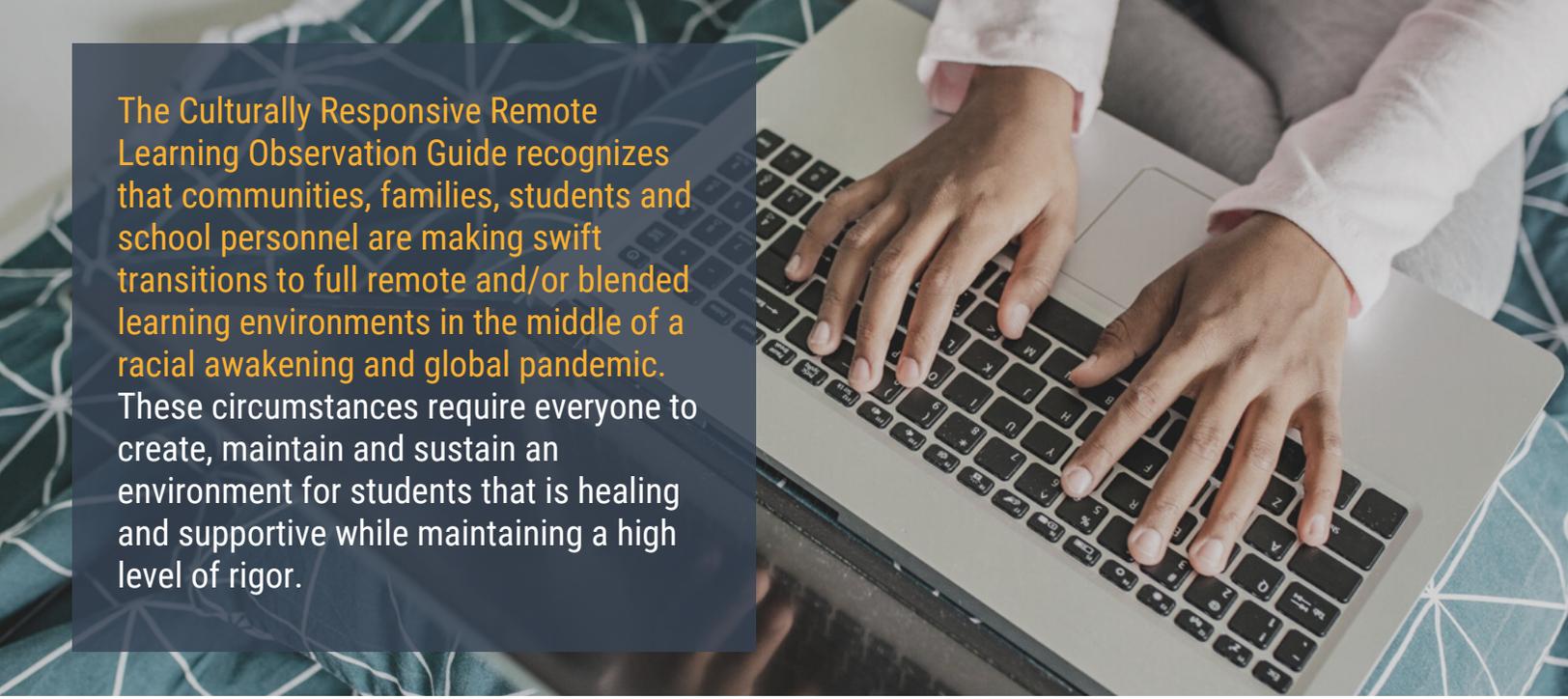
The Culturally Responsive Remote Learning Observation Guide recognizes that communities, families, students and school personnel are making swift transitions to full remote and/or blended learning environments in the middle of a racial awakening and global pandemic. These circumstances require everyone to create, maintain and sustain an environment for students that is healing and supportive while maintaining a high level of rigor.

PURPOSE

As The Leadership Academy's definition of "equity" states, this work is about ensuring that every school and school system is intentionally built to ensure children of every race, ethnicity, language or other characteristics of their identity, have what they need to achieve academic, social, and emotional success. This guide is built around The Leadership Academy's eight core actions of a culturally responsive leader and our corresponding practice areas of a culturally responsive school, which are based in research and our experience preparing, coaching, and supporting leaders across the country. These practices have been found to create conditions for learning and success for all students, especially students who have been minoritized.

USING THIS GUIDE

PREPARATION: It's important for walkthrough facilitators to carefully review the guide in its entirety before leading a walkthrough and consider how they will create the conditions for themselves and their team to learn from and reflect on the walkthrough experiences. As a facilitator, do you have the skills and beliefs of a culturally responsive leader (see the definition of culturally responsive practice below)? How prepared is each walkthrough participant to identify culturally responsive instruction? Consider the scaffolded experiences they might need ahead of the walkthrough to understand the impact of systemic oppression and their own biases. Such scaffolded experiences could include breaking down the meaning of implicit bias and institutional racism and discussing how they show up in a classroom.

By logging in, you are joining a learning community. It's important to understand the context and culture of the learning environment you are joining. Consider:

- What type of learning environment (hybrid or remote) is the school system currently in and for how long? (note the definitions on the following pages)
- What challenges have occurred during the transition to online learning for students and teachers?
- What lessons were learned when making the transition from in-person to remote learning?
- How were the learning models chosen? What factors were considered in making these decisions?
- Did teachers and leaders have a choice in which type of teaching [1] they are doing?
- Do families feel supported and informed by the decisions the district has made regarding remote and in-person learning?
- Do the teachers and administrators feel supported and informed by the decisions the district has made regarding remote and in-person learning?

USING THIS GUIDE (Cont'd)

AUDIENCE: The guide is written for groups of system leaders interested in bettering their practice to support each other and the students they serve. As virtual and blended learning may be new to many people, this guide serves as an opportunity for all school stakeholders, from students to system leaders, to learn from each other. Consider using this guide in a number of ways:

- Teacher to teacher: Educators can use this guide when visiting each other's virtual classrooms as a way to provide connection and a supportive learning environment
- Student-lead observation: Giving students the opportunity to visit other classrooms virtually and collect and share their observations can fill in an often missing perspective on the learning experience. There's no easier way to create a student-centered environment than to ask students how it's going.
- School to school: Being virtual allows for quick and easy access to the learning happening in buildings across town and across the country. Building leaders can make arrangements to visit classrooms in each other's schools without leaving their work space. Teachers can also gain valuable learning from visiting classrooms in other schools.

DATA-INFORMED DECISION MAKING: The tool offers a number of guiding questions for your group to choose from. We recommend identifying one or two targeted questions for your walkthrough. To inform your question selection, consider some of these factors:

- How has the learning experience and student outcomes changed since the shift from in-person to remote learning?
- Who has been most affected by that transition and how has the impact been addressed?
- How has your students' community been affected by COVID-19 and racial injustice recently and historically?
- Check in with the teachers you plan to visit on the morning of the walkthrough to gauge how they and their students are feeling that day.

CAPTURE LOW-INFERENCE DATA: During the walkthrough, it is important to write only what you see and hear and exactly as you see and hear it. Avoid making any inferences, assumptions and/or judgments during the observation.

KEY TERMS

CULTURALLY RESPONSIVE PRACTICE: The use of this term is specific and deliberate and requires that education leaders understand and simultaneously attend to:

- **A strong foundation of cultural understanding.** Culturally responsive leaders understand the dimensions and impact of cultural constructs in society and continuously cultivate and revisit their own personal understanding of the impact of culture on their own identity and the ways in which it shapes their approach to their professional practice.

- **The academic success of all students.** Culturally responsive leaders center student learning and academic rigor across every school, classroom, and learning environment in their system. They cultivate and value content expertise. They understand and apply college- and career-level standards and select high quality instructional materials aligned to standards. They hold, model, and communicate consistently high and transparent expectations for all learners and develop the capacity of the system and the educators within it to know where each student is in relation to those expectations and use that knowledge to provide appropriate learning supports.

KEY TERMS (Cont'd)

- **Cultivating and deepening the cultural competence** of themselves and the adults they lead. Culturally responsive leaders affirm the cultures of students and adults through the learning opportunities they provide, the materials they use, the environment they build, and their skill in using cultural understandings to support learning. They build authentic rapport and trust with students, staff, families, and the community, affirming the multiple identities of individuals, and support and guide others in doing the same.

- **The cultivation of sociopolitical consciousness.** Culturally responsive leaders cultivate and support students' ability to question and critique social norms, values, practices, and systems that produce and maintain inequity. They facilitate adult and student talk about culture and identity and consistently look for and utilize opportunities to generate inquiry about inequity, oppression, and change.

HYBRID LEARNING: Students are engaged in learning both inside and outside of the physical school classroom, leveraging a variety of synchronous and asynchronous experiences facilitated by one or more teachers in collaboration with the students' caregivers.

HYBRID TEACHERS: Teachers are teaching students in the physical school classroom at the same time they are teaching students in remote learning.

INTERSECTIONALITY: "Intersectionality is simply a prism to see the interactive effects of various forms of discrimination and disempowerment. It looks at the way that racism, many times, interacts with patriarchy, heterosexism, classism, xenophobia — seeing that the overlapping vulnerabilities created by these systems actually create specific kinds of challenges." (Williams Crenshaw)

MINORITIZED: The term minoritized is used throughout the guide to emphasize what the school systems and other systems within the United States have overtly and covertly done to Asian, Black, Indigenous, Latinx and Students of Color. The term minoritized was coined by Michael Benitez, Jr. He explains, "I utilize the term 'minoritized' as opposed to 'minority' to refer to the process [action vs. noun] of student minoritization. My choice of text in this case assumes that there is a history of structural and institutional actions that have over time limited access to, and led to a lack of presence among students of color in higher education labeled as racially and ethnically different from the norm. Doing so also challenges the physical and spatial fixture often associated with how 'minority' is often employed in most literature focused on similar issues to a more critical understanding of how 'minority' came to be constructed socially over the course of history and how students continue to be minoritized in contemporary spaces of higher education."

MULTICULTURAL COMPETENCY: A process of learning about and becoming allies with people from other cultures, thereby broadening our own understanding and ability to participate in a multicultural process. The key element to becoming more culturally competent is respect for the ways that others live in and organize the world and an openness to learn from them. (Kivel)

PRIVILEGE: Unearned social power accorded by the formal and informal institutions of society to ALL members of a dominant group (e.g. white privilege, male privilege, etc.). Privilege is usually invisible to those who have it because we're taught not to see it, but nevertheless it puts them at an advantage over those who do not have it. (Colours of Resistance Archive, Privilege)

REMOTE LEARNING: Students are engaged in learning outside of the physical school classroom leveraging a variety of synchronous and asynchronous experiences facilitated by a teacher in collaboration with the students' caregivers.

KEY TERMS (Cont'd)

WHITE DOMINANT CULTURE: The idea that white people and the ideas, thoughts, beliefs, and actions of white people are superior to People of Color and their ideas, thoughts, beliefs, and actions. White dominant culture is reproduced by all the institutions of our society. In particular the media, the education system, western science (which played a major role in reinforcing the idea of race as a biological truth with the white race as the "ideal" top of the hierarchy), and the Christian church have played central roles in reproducing the idea of white supremacy (i.e. that white is "normal," "better," "smarter," "holy" in contrast to Black and other People and Communities of Color. White dominant culture is an artificial, historically constructed culture which expresses, justifies and binds together the United States white supremacy system. It is the glue that binds together white-controlled institutions into systems and white-controlled systems into the global white supremacy system. (Sharon Martinas and the Challenging White Supremacy Workshop)

WHITENESS: The way in which white people and their customs, cultures and beliefs operate as the standard of "normalcy" in society, operating as the standard by which all other groups are compared and functioning to create a culture in which all other groups are seen as inferior or abnormal.

PROCESS OVERVIEW

This guide is broken into five distinct steps:

1	**Prepare for the Observation**
2	**The Observation**
3	**Observation Reflection**
4	**The Coaching Conversation**
5	**After the Coaching Conversation**

Each step is essential, so you are encouraged to use this guide in its entirety. However, we do encourage you to adjust the steps as needed to better align to the needs and current state of your school.

THE PROCESS

1 PREPARE FOR THE OBSERVATION

Before observing in a live remote learning environment, work with your team to determine the focus of your observations. Choose one or two questions for each visit based on a data analysis, the school's instructional focus area, a problem of practice raised by teachers, or any other data-driven focus for the school. These questions will guide your virtual walkthrough. You should also review the sample indicators. It is not expected that every remote learning environment will include every indicator, but they can help you and your team think through the questions you have chosen as the focus for your remote learning observation.

Given the concern for the safety and security of students in the learning environment, be deliberate in providing advance notice to teachers so that they can adequately prepare students for your virtual walkthrough. Teachers and students should know the names of all persons who will be entering the learning environment for the observation, whether members of the observation team will be on- or off-camera, and how (or if) members of the observation team may interact with and ask questions of individual students.

2 THE OBSERVATION

As you enter the learning environment, focus on three key classroom elements: students, teacher, and the content of classroom instruction and discussion. Collect low-inference data and answer the questions at the top of the note taking tool: "What do you see?" and "What do you hear?" It's also important to make note of the demographics of the teacher and students, for which you can use high-inference based on your knowledge of the students and teacher. Talking to students is ideal but talking to students during a remote lesson can be very disruptive. If possible the teacher can plan for a quick q&a in the middle or end of the visit during which one designated guest can ask a question. Give yourself at least 15 minutes in the learning environment to gather as much data as possible. If you have a larger group, consider splitting up the focus areas and then bringing your observations together to create a more composite picture.

THE PROCESS (Cont'd)

3 OBSERVATION REFLECTION

Once you leave the remote learning environment, take a minute to process what you just saw. Respond to the listed questions in your walkthrough guide on your own before discussing the lesson with the others on your remote learning walkthrough. You might find that you each notice and focus on different things during the lesson, revealing biases that are important to be cognizant of as you support teachers and leaders to build more culturally responsive remote learning spaces and schools. It would be important to be particularly attuned to biases you hold regarding remote learning particularly around what you assume related to student engagement, rigor of remote learning and modes of discourse. The observation reflection need not take more than 5 minutes and should be done in a location that allows for honest conversation, like a virtual breakout room. It is helpful to designate a facilitator for these huddles and to encourage everyone to speak in order to learn from the various perspectives of the group. The observation reflection should happen after each lesson observation. After the second lesson observation, the reflection can focus on trends seen across lessons.

4 PREPARING FOR AND HAVING THE COACHING CONVERSATION

This important step of a remote learning walkthrough is providing feedback to the teacher or principal you observed. Our guide offers sets of questions to help you prepare for, conduct, and reflect on this conversation, helping you frame the initial conversation and think through larger implications for your school. The questions are broken into two sections: before the conversation and the conversation. Before engaging in a coaching conversation, it is important to review the data you have collected in Step 2 and take stock of themes that have emerged. Think about the high-leverage feedback that you can give to the teacher and/or principal that will help them move closer to creating a culturally responsive remote classroom and school. This should all be connected to the focus questions of your walkthrough. This guide provides you sample questions but it is not an exhaustive list.

5 AFTER THE COACHING CONVERSATION

In this final step of the process, you are reflecting on the coaching conversation. It is critical to take a step away and consider how you explicitly exhibited cultural responsiveness during the conversation and how you can continue to improve your practice. This final step is also the opportunity to document the next steps that will be taken by you and your coachee. Use the guiding questions to take you through this final step.

1

PREPARE FOR THE OBSERVATION

Before observing in a live remote learning environment, work with your team to determine the focus of your observations. Choose one or two questions for each visit based on a data analysis, the school's instructional focus area, a problem of practice raised by teachers, or any other data-driven focus for the school. These questions will guide your virtual walkthrough. You should also review the sample indicators. It is not expected that every remote learning environment will include every indicator, but they can help you and your team think through the questions you have chosen as the focus for your remote learning observation.

Given the concern for the safety and security of students in the learning environment, be deliberate in providing advance notice to teachers so that they can adequately prepare students for your virtual walkthrough. Teachers and students should know the names of all persons who will be entering the learning environment for the observation, whether members of the observation team will be on- or off-camera, and how (or if) members of the observation team may interact with and ask questions of individual students.

??? GUIDING QUESTIONS: ACADEMIC SUCCESS

- Is the enacted lesson and student work aligned to grade-level college and career ready standards? (e.g. Literacy: Do all students have access to high-quality, grade-level texts? Are students building knowledge about the world? Is that knowledge a "mirror" or a "window" for students? Math: Does the lesson focus on the grade-level cluster(s), grade-level content standard(s), or part(s) thereof and relate new content to math content within or across grades?)
- Are the students doing the majority of the academic work of the lesson?
- Are students engaged in productive struggle with grade-level work?
- Are scaffolds in place and do they allow students for productive struggle and ensure equitable access to grade-level content?
- Are students working collaboratively on authentic challenges and projects?
- How are teachers giving students the opportunity to shape the virtual environment by giving them choice about the way they access and engage with instructional content?

- How does the teacher utilize technology (including the virtual meeting platform, learning management system, and other technology tools) purposefully and strategically to support student access to, and understanding of, lesson content?
- Is the instructional practice of the lesson evidence-based? (e.g., Literacy: Do students use evidence in their speaking and writing? Math: Does the instruction intentionally target the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed?)
- Do students have multi-media options for demonstrating their thinking?
- What evidence indicates that the teacher uses language that is supportive yet deepens students' thinking?
- How does the teacher position mistakes/misconceptions as opportunities for learning in the classroom?

If the teacher has set-up the remote learning classroom so that you have opportunity to chat directly with a student, ask the student:

- In what ways do you find this class challenging? How do you get support when you are having trouble with something?
- In what ways do you talk to your classmates about the lesson for the day?
- In what ways do you get to choose how to show your teacher that you learned what they're teaching you?

SAMPLE INDICATORS: ACADEMIC SUCCESS

- Curriculum, both written and enacted, is aligned to rigorous grade-level content standards
- A wide variety of instructional strategies are used to connect with different learning styles
- Students can articulate the learning outcomes and success criteria for class lessons
- Students engage in productive struggle with rigorous content and new concepts
- Teacher holds and communicates high expectations for academic achievement for all students
- Students are broken out into smaller groups within the learning environment based on their learning needs and general needs (For hybrid in-person/remote learning settings, in-person students and remote students have the opportunity to interact and work with each other across platforms throughout the lesson)
- Teacher uses academic language, but supports all children in understanding her meaning

- Teacher purposefully and fluently uses technology (including the virtual meeting platform, learning management system, and other technology tools) to support and scaffold instruction; the use of technology enhances, rather than detracts from, the content and focus of the lesson
- There is a variety of student-driven methods to assess learning
- Teacher differentiates by asking each child questions that push their thinking to the next level of understanding
- Teacher adjusts teaching in the moment based on observation of student learning/engagement
- Teacher emphasizes the importance of effort and perseverance when learning new concepts, cultivating a growth mindset in students
- Students provide opinions and evidence to answer higher-order questions about topics of study
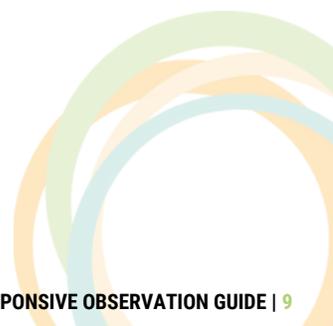
??? GUIDING QUESTIONS: CULTURAL COMPETENCE

- How does the teacher show what they know about their students' lives outside of the classroom and school, their interests, strengths, and challenges?
- Do students use academic talk structures and engage in many opportunities to share, discuss, and challenge one another's thinking?
- Who does the teacher call on when asking questions? Who don't they call on? Are there racial, ethnic and/or gender patterns in these interactions?
- What are the text and/or materials being used in the lesson and whose perspectives are reflected in materials?
- How is the remote learning environment being used to center students' voices?
- How do students feel the classroom curriculum and assessments take into consideration their learning needs?
- For hybrid in-person/virtual environments, do students across both platforms have equitable access to lesson content and learning supports?

(*Continued* - e.g., How do virtual students participate in a hands-on science lab? How are virtual students provided equitable access to learning materials, including texts, manipulatives and consumables?)
- For hybrid in-person/remote settings, how does the teacher demonstrate equitable attention to, and engagement of, students working within both environments?
- How are students asked to reflect on their own identities in the class while learning about the perspectives and identities of others within and outside of their class?
- What is the balance of academic versus behavioral interactions with students?
- How is the teacher self-reflective in the moment with students?
- How does the teacher name/attend to the intellectual and emotional impact of the shift to remote learning on the students?

If the teacher has set-up the remote learning classroom so that you have opportunity to chat directly with a student, ask the student:

- How do you get to interact with different classmates in different ways in this learning environment?
- How is the remote environment affecting the way you learn?
- Do you talk about your race, gender, ethnicity, or other aspects of identity in this class? If yes, what do you get out of these conversations?
- Do you feel like you do more listening or more talking while learning in this class?
- How do you work with your classmates during class?

SAMPLE INDICATORS: CULTURAL COMPETENCE

- High-quality instructional materials reflect diversity (including race, ethnicity, language, gender, etc.) in content and text, including the protagonists within and authors of the text
- High-quality pictures and artifacts of diverse students, their families, and community are prominently displayed and/or incorporated into learning materials
- Teacher attends to the larger narrative about historically minoritized populations that is created by the texts they choose, as well as the way they teach them.
- Strategies (use of audio, visuals, partnering, etc.) to support English Language Learners are evident
- Students are broken out into smaller groups within the learning environment that cut across skill level, gender and race and ethnicity (For hybrid in-person/remote learning settings, in-person students and remote students have the opportunity to interact and work with each other across platforms throughout the lesson)
- Students work collaboratively on authentic challenges and projects. When students are remote, teachers help create systems and structures that enable student collaboration.

- Students use academic talk structures and engage in many opportunities to share, discuss, and challenge one another's thinking
- Teacher uses students' preferred pronoun, name(s) and pronounces them correctly
- Teacher solicits and encourages different points of view and perspectives from students
  Teacher asks multiple students to share responses to questions posed (For hybrid in-person/virtual settings, teachers asks multiple students across both platforms to share responses to questions posed)
- Teacher offers specific feedback to students about how they can improve the quality of their work
- Teacher encourages and nurtures conversations about difference, particularly race in the classroom
- Teacher encourages and nurtures conversations about cultural identity, difference, and respect in the classroom
- Teacher actively decenters white dominant culture as the standard narrative and guiding force in curriculum, instruction, classroom environment, and the norms and expectations for student interactions
- Teacher affirms and builds on students' cultural identities and knowledge to help students engage with new concepts

GUIDING QUESTIONS: SOCIOPOLITICAL CONSCIOUSNESS

- How are students supported in critically examining and discussing the political, economic, and social forces that shape what and how they learn - as well as the larger society around them?

- What connections to current/local social, economic and political events are made during the lesson?
- Do all students have opportunities to engage with grade-level work? If not, why not? Are there racial, ethnic and/or gender patterns in these opportunities?

- How does the teacher encourage and actively support students in identifying and discussing the sociopolitical aspects of the learning environment?
- How are students encouraged to understand their own cultural biases?

- How are students critiquing materials used in the curriculum?
- How are students critiquing language used in the curriculum and naming where representation is absent or reinforces stereotypes?

If the teacher has set-up the remote learning classroom so that you have opportunity to chat directly with a student, ask the student:

- How are you talking about the pandemic and the move to virtual learning, as well as the way it affects you and all your classmates? (What help are you getting making the transition?)
- Why are you learning about this topic/content? How does it impact you beyond this learning environment?

SAMPLE INDICATORS: SOCIOPOLITICAL CONSCIOUSNESS

- Current/local social, economic and political events are integrated into the curriculum
- Teacher uses materials to dismantle stereotypes
- Lesson activities, assignments and/or assessments are designed to give student choice
- Students are asked to look at the lesson from various points of view
- Students critically reflect on their own identities, beliefs, assumptions, and values and how these shape their worldview
- Students engage in conversation and meaning-making around dominant culture and minoritized cultural norms and expectations for language and behavior in various settings
- Students are encouraged to critique viewpoints to develop their own perspective
- Students question the status quo/authority of existing curriculum, policies, beliefs, assumptions, practices, etc.

- Teacher encourages and actively supports students in making connections between and interrogating the lesson content and the social, economic and political forces that impact it
- Teachers are not afraid to name and critically reflect on various types of inequities at all levels of society and schooling, in ways that make sense developmentally for students
- Students engage in critical inquiry about language and bring awareness to specific words or terms related to forms of power differentials and how words can constitute reality
- Students and teachers name when the contributions or perspectives of certain groups are absent from the existing curriculum

THE OBSERVATION

2

As you enter the learning environment, focus on three key classroom elements: students, teacher, and the content of classroom instruction and discussion. Collect low-inference data and answer the questions at the top of the note taking tool: "What do you see?" and "What do you hear?" It's also important to make note of the demographics of the teacher and students, for which you can use high-inference based on your knowledge of the students and teacher. To the degree possible, talk to students during your observation and ask them what they are doing and why. Give yourself at least 15 minutes in the learning environment to gather as much data as possible. If you have a larger group, consider splitting up the focus areas and then bringing your observations together to create a more composite picture.

??? CHOSEN GUIDING QUESTIONS
CHOOSE FROM SECTION 1

STUDENTS
WHAT DO I SEE? WHAT DO I HEAR?

TEACHERS
WHAT DO I SEE? WHAT DO I HEAR?

CONTENT
**WHAT DO I SEE? WHAT DO I HEAR?**

3 OBSERVATION REFLECTION

Once you leave the remote learning environment, take a minute to process what you just saw. Respond to the listed questions in your walkthrough guide on your own before discussing the lesson with the others on your remote learning walkthrough. You might find that you each notice and focus on different things during the lesson, revealing biases that are important to be cognizant of as you support teachers and leaders to build more culturally responsive remote learning spaces and schools. It would be important to be particularly attuned to biases you hold regarding in relationship to remote learning particularly around what you assume around displays of related to student engagement, rigor of remote learning and modes of discourse. The observation reflection need not take more than 5 minutes and should be done in a location (breakout room) that allows for honest conversation, like a virtual breakout room. It is helpful to designate a facilitator for these huddles and to encourage everyone to speak in order to learn from the various perspectives of the group. The observation reflection should happen after each lesson observation. After the second lesson observation, the reflection can focus on trends seen across lessons.

WHAT AM I PAYING ATTENTION TO?

HOW DOES MY IDENTITY PLAY INTO WHAT I SEE/ WHAT I PAY ATTENTION TO?

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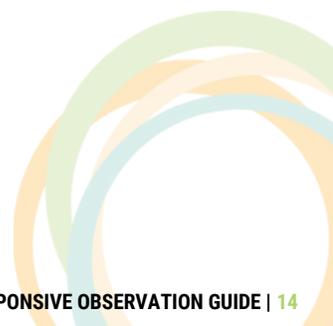
THE COACHING CONVERSATION

The final important step of a remote learning walkthrough is providing feedback to the teacher or principal you observed. Our guide offers sets of questions to help you prepare for, conduct, and reflect on this conversation, helping you frame the initial conversation and think through larger implications for your school. The questions are broken into two sections: before the conversation and after the conversation. Before engaging in a coaching conversation, it is important to review the data you have collected in Step 2 and take stock of themes that have emerged. Think about the high-leverage feedback that you can give to the teacher and/or principal that will help them move closer to creating a culturally responsive remote classroom and school. This should all be connected to the focus questions of your walkthrough. This guide provides you sample questions but it is not an exhaustive list.

PART 1: PREPARING FOR THE CONVERSATION
REFLECTION QUESTIONS FOR THE INDIVIDUAL GIVING FEEDBACK

AREA 1: EQUITY AND ACCESS
- What biases and blindspots might I bring to the conversation that I need to be conscious of particularly in the area of remote learning?
- What do I know about this leader that I need to be mindful of when engaging with them?
- What resilience mechanisms do I need to tap into when engaging in this conversation?

AREA 7: STRATEGIC CHANGE AND CONTINUOUS IMPROVEMENT
- What stories are being told from the data I collected and from whose viewpoint?
- What are the themes that emerged from the walkthrough?
- What is the most high leverage feedback I can give connected to the walkthrough focus question?

PART 2: THE COACHING CONVERSATION
INSTRUCTION-FOCUSED QUESTIONS FOR COACHEE

AREA 3: INSTRUCTION
Academic Success
- What data do teachers use to plan their lessons?
- How do teachers make decisions about planned scaffolds? How do teachers make decisions about in-the-moment scaffolding?
- Did scaffolds allow for productive struggle and access to grade-level content?
- How did teachers leverage technological tools to enhance engagement and learning?

- How are you supporting teachers to ensure that all students are active learners during the lesson?
- How did teachers leverage technological tools to formatively assess the learning ?
- How are teachers using multiple ways of presenting content?
- How can teachers continue to provide multiple entry points and opportunities for varied assessments in their remote learning classroom?

4 THE COACHING CONVERSATION (Cont'd)

AREA 3: INSTRUCTION
Cultural Competence
- How are students able to help shape the learning environment?
- How are you supporting teachers to create space in their remote learning classroom for students to reflect on their own identities, beliefs, assumptions and values?
- How can you support teachers to continue to build relationships with their students in the remote learning environment?

- What high-quality instructional materials are teachers using that provide students "windows" and "mirrors" of different experiences?
- How are you and teachers evaluating curriculum materials for dominant cultural narrative and providing opportunities for students to engage in standards-aligned curriculum?

AREA 3: INSTRUCTION
Sociopolitical Consciousness
- How are you supporting teachers to create the classroom environment for students to develop their own sociopolitical consciousness?

- How do you support teachers to overcome biases that may be present in any of the teaching materials, student ideas, etc.?

PART 2: THE COACHING CONVERSATION (Cont'd)
ADDITIONAL QUESTIONS BASED ON OTHER CULTURALLY RESPONSIVE SCHOOL PRACTICE AREAS FOR COACHEE

AREA 4: ADULT LEARNING AND DEVELOPMENT
- What are your professional learning goals for this year and how are they showing up in your daily practice?
- What professional learning is needed as a result of trends seen across classrooms?

AREA 6: PERSONAL LEARNING AND DEVELOPMENT
- How could your mental model or bias have played into your actions throughout the lesson? Could race be playing a role in this situation?
- What work do you need to continue to do to support your teachers in their personal journey to racial consciousness?
- What work do you need to continue to do to support your teachers to improve their pedagogy in the remote learning environment?

AREA 7: STRATEGIC CHANGE AND CONTINUOUS IMPROVEMENT
- What data sources are you monitoring and how are you ensuring/monitoring individual student progress?
- How are you analyzing data to identify inequities and root causes to make strategic decisions?
- What process(es) are in place for evaluating existing school policies, practices, and procedures for cultural responsiveness? What prompts you to make changes? What inhibits you from making changes?

AREA 8: COMMUNITY CARE AND ENGAGEMENT
- What biases might you hold about your students' home environments that you need to be mindful of?
- How are you partnering with families to improve the remote learning experience for students?
- How are you supporting families as co-teachers in the remote learning environment?
- Do your families have a comprehensive picture of the academic, social and emotional standing of their child?

5

THE COACHING CONVERSATION

In this final step of the process, you are reflecting on the coaching conversation. It is critical to take a step away and consider how you explicitly exhibited cultural responsiveness during the conversation and how you can continue to improve your practice. This final step is also the opportunity to document the next steps that will be taken by you and your coachee. Use the guiding questions to take you through this final step.

AFTER THE CONVERSATION
REFLECTION QUESTIONS FOR THE INDIVIDUAL GIVING FEEDBACK

AREA 1: EQUITY AND ACCESS
- How did I respond to any biases shared during the conversation?
- What biases did I exhibit during the conversation?

AREA 2: MISSION, VISION AND VALUES
- What are the agreed upon next steps and timeline for follow-up?
- What support will I be providing after the conversation?
- What feedback did I receive about the conversation?

WHAT ARE THE AGREED UPON NEXT STEPS AND TIMELINE FOR FOLLOW-UP?

WHAT SUPPORT WILL I BE PROVIDING AFTER THE CONVERSATION?
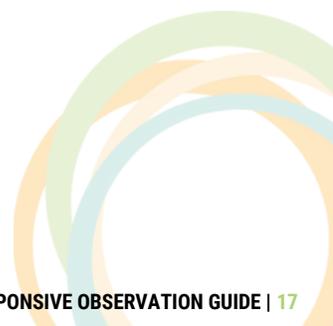
WORKS CONSULTED

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