

Using a Culturally-Responsive Teaching (CRT) Lens to Plan for Remote / Hybrid Instruction

(Inspired by [Equity: Wisconsin's Model to Inform Culturally Responsive Practices](#))

Framework Component	Questions to consider as we adapt to remote / hybrid instruction	Deeper questions to consider as we adapt to remote / hybrid instruction
Become self-aware	<p>Are we aware of our own individual cultural and linguistic knowledge, experiences, frames of reference, biases, and personal learning preferences? How do they influence instructional practices, beliefs about student potential, or interactions with students?</p> <p>What are our views on what is the “right” or “wrong” way for students to engage in effective learning in fully remote or hybrid contexts?</p>	<p>What might we need to interrogate about the norms of the dominant culture, power, privilege, and bias in our organization?</p> <p>What might others on our team need to interrogate?</p>
Examine the system's impact on families and students	<p>What data do we need to collect from students, teachers, caregivers to inform the way we plan for remote or hybrid instruction? How will we address disproportionalities in the data, especially related to race?</p> <p>How frequently do we monitor for disparities in our system based on student demographics?</p>	<p>When looking at data we might use to plan for remote/hybrid instruction, how do we interpret disproportionality data without a dominant racial or cultural lens?</p> <p>How do we seek out and include the perspectives of those most affected by disparities in outcomes in their data-based decision-making?</p>

	When confronted with disproportionality, do we focus on changing the system (vs. changing students and families)?	
Believe all students will learn	<p>How will we reach and teach each child during remote or hybrid instruction?</p> <p>What supports do caregivers need?</p> <p>How will we address inequities in access to technology?</p>	If students have barriers to learning especially related to technology, how can we creatively support them in accessing the tools they need to engage in joyful and rigorous instruction? How might we use high-quality instructional materials to meet these goals?
Understand we all have unique identities and world views	<p>Do we see student, family, and community partnerships as vital to improving our vision, beliefs, programs, practices, procedures, and policies that lead to positive student outcomes?</p> <p>How will we seek information from students, family members, and members of the cultural community to accurately understand the beliefs, perspectives, values, assets, and experiences of our students?</p> <p>How do we use that information to match supports to student needs?</p>	<p>How will we continuously ensure that we learn about and support the unique strengths and blend of identities of students and families in our school or system?</p> <p>How will we ensure their feedback informs our ongoing plans?</p>
Know the communities	<p>Who is the community that will be served in remote and/or hybrid instructional contexts?</p> <p>How will we bring caregivers and families into the remote and hybrid learning process as supportive community resources?</p>	<p>How can families support students as they use high-quality instructional materials?</p> <p>How are we ensuring that families understand what a student is learning and how they are progressing?</p>

		How do we integrate frequent check-ins with family members on how a student is doing so students can stay on track to meet grade-level standards?
Lead, model, and advocate for equity practices	<p>Inequities existed pre-COVID19. How will we ensure that we confront and dismantle inequities as we shift to remote and hybrid instruction while at the same time energizing, inspiring, and empowering the people we are leading to make the changes?</p> <p>What systemic practices and systems need to be in place to ensure that, at a minimum, 80% of all learners are successful at T1/Universal Level?</p>	<p>How will we persist through predictable resistance and challenge to disrupting the status quo as we center equity in planning for remote or hybrid instruction?</p> <p>What is our collective stated commitment to equity? How does this show up in our behaviors, habits, and ways of being as culturally competent educators?</p>
Accept institutional responsibility	<p>How will we ensure we commit to adapting our schools/systems to the diversity of students and not expect students or families to abandon who they are in order to be successful?</p> <p>Do we assess our curriculum for completeness, accuracy, and bias?</p>	How will we ensure that a commitment to equity shows up in a congruence of attitudes, structures, policies, and practices, especially related to shifting to remote and hybrid instruction, throughout the school and district?
Use practices and curriculum that respect students' culture	<p>How will we support our educators in culturally responsive teaching that "empowers students intellectually, socially, emotionally, and politically by using culture to impart knowledge, skills, and attitudes"?</p> <p>Whose cultural and linguistic beliefs, practices, and values are reflected in our curriculum, instructional practices and learning environment? Do we present content from a variety of perspectives?</p>	<p>How will we ensure that in remote and hybrid instructional contexts that educators validate and affirm students' home culture, drawing on student experience to build and bridge to rigorous educational standards?</p> <p>How will we use high-quality instructional materials (HQIM) to support us in this?</p> <p>Where does the curriculum end and the teacher practices begin?</p>

	Do our instructional materials provide both windows and mirrors of experiences and identities? Does our curriculum represent a diversity of contributions?	
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