

Module 3 — Closing Reflection

The second principle from the NYSED Culturally Responsive-Sustaining Education framework states the following:

“High expectations and rigorous instruction prepare the community for rigor and independent learning. The environment is academically rigorous and intellectually challenging, while also considering the different ways students learn. Instruction includes opportunities to use critical reasoning, take academic risks, and leverage a growth mindset to learn from mistakes. Messages encourage positive self-image and empower others to succeed.”

Now recall from the *Immersive Scenario*:

“In many schools, you will see mission or vision statements that include terms such as *rigor* and *high expectations for ALL students*. How do we ensure that we are doing more than paying lip service to the phrase *high expectations*?

When reflecting upon being culturally responsive, the ultimate goal is to facilitate learning to build efficacious students. The bar is the bar, and as teachers, our actions propel the conditions for *all* students to succeed. At its core, setting high expectations for students is about creating a culture of perseverance and empowerment.”

You explored and designed around three main objectives in this module. Now, take some time to reflect on your learning and visualize an action plan for your remote and hybrid learning environment.

1. The Expectations-Support Connection
 - a. How will you create a climate of high expectations in your remote and hybrid learning environment?
 - b. What structures and strategies will you begin to put into place that not only affirm your students but actively challenges them at high levels?
 - c. What structures and strategies will you adapt in your remote and hybrid classroom based on the learning from this objective in the module?
2. Opportunity and Access
 - a. How will you ensure differentiated support in your remote and hybrid learning environment?
 - b. What issues related to social justice can you present to students that frame your curriculum? How will you leverage technology to access organizations, people, and resources to support your PBL?
 - c. How will you engage your students in conversations about racism, race, and culture?
3. The Power of Language and Feedback

- a. How will you provide powerful facilitation and feedback in a remote learning environment?
- b. Why are the nuances of language important in a remote and hybrid environment?
- c. What are important considerations when providing your students digital feedback?