



RETHINK GRANT UPDATE: TEACHING IN REMOTE/HYBRID LEARNING ENVIRONMENTS (TRLE)

JANUARY 2023

DAVID FRANK, ALLISON ARMOUR-GARB, TANYA LEWIS-JONES,
MARY BETH WILSON (SW BOCES), KELLY VALMORE (MEASUREMENT INC.)



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

TRLE OVERVIEW

Goal: To build the capacity of teachers and educational leaders in effectively implementing remote/hybrid learning for ALL students.

**\$20 Million
Federal Grant
Implemented
Over 3 Phases**

We are currently
completing phase 2
and starting phase 3

Identify & share
promising
practices

Create curated
professional
learning
experiences

Partner with
institutions of
higher education

TRLE aims to
provide more than
**190,000 NYS
educators** with more
than **450,000 hours**
of Professional
Learning

CORE COMPETENCIES



Shifting
Instructional
Modalities



Engaging
Families as
Partners



Meeting the
Needs of
Students With
Disabilities



Meeting the
Needs of
English
Language
Learners



Providing
Culturally-
Responsive
Sustaining
Education
Across
Instructional
Modalities



Providing
Social
Emotional
Learning
Across
Instructional
Modalities



IMPACT

TRLE Advisory Board

Teachers, school leaders, staff developers, Phase 1 partners, representatives from teachers' unions and professional organizations, NYSED staff, and student/parent advocates from across the state meet quarterly to steer direction of TRLE.

94,158

Educators impacted in Phase 1.

At least 38,000 educators attended trainings solely focused on DEI practices.

2,000+

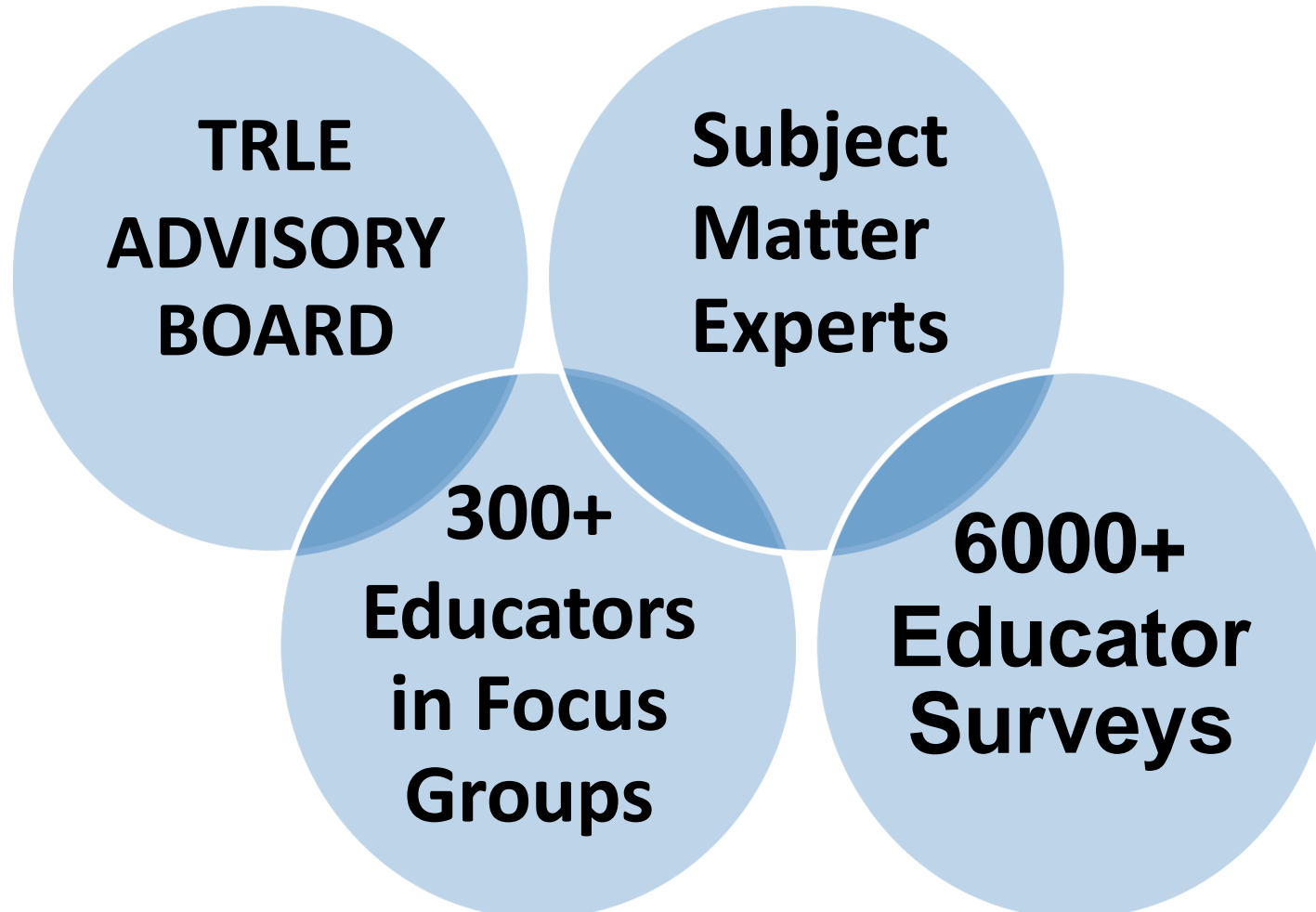
Trainings by Level 1 Partners focused on Core Competencies.

6,600+

Educators who provided input to action research that informs the QRT.

Resources from Phase 1 are still available on the TRLE website: <http://www.nysed.gov/trle>.

DRIVEN BY THE FIELD



Advisory Board Members:

- Parents and Students
- District/School Leaders
- BOCES
- Higher Education
- A Wide Variety of Stakeholder Groups

VOICES OF EDUCATORS

*“Clarity of expectation serves students emotionally, socially, and academically because it reduces anxiety. I **increased student choice** of assignment to further **empower** those who, under the current circumstances, had much of their autonomy taken from them.”*



*“Preparation and planning are key since **you need to be more creative when reaching students through a screen.**”*



*“Being **accessible** to students and families and including their social and emotional needs in my lesson has allowed me to **be creative and try new things.**”*



*“Planning and preparedness for remote AND hybrid learning will **help us be better teachers.** We need a structure that will **balance our work ethics with our mental health.**”*

*“I must be aware that all students have different home environments and different levels of **access to technology,** but that **I can establish systems, guidelines and expectations for all.**”*



*“It is important to foster a **strong level of communication** between teacher and students and teacher and parents to create a warm and welcoming environment to facilitate **strong social emotional and learning skills.**”*



*“Collaboration in professional **development** around what is relevant to keep us up to date is so important. **Teachers need options to learn what they need,** not what is merely available.”*



QUALITY REMOTE/HYBRID TEACHING: THE FLEXIBLE FUTURES INSTRUCTIONAL FRAMEWORK (QRT)

- Released in June 2022 - <http://www.nysed.gov/trle/news/quality-remote-hybrid-teaching-flexible-futures-instructional-framework-qrt>
- Designed to help educators navigate the landscape of modality-switching instruction across all core competencies
- Standards aligned and shares promising practices from focus group discussions, reflections, in-depth interviews and more feedback from over 10,000 NYS educators



4 COLLABORATION AND COMMUNICATION
PP2 LEARNING USING MULTIPLE MODALITIES

Teaching in Remote/ Hybrid Learning Environments QRT
A FRAMEWORK FOR STATE-WIDE SUPPORT & ONGOING SUCCESS

PP2 LEARNING USING MULTIPLE MODALITIES

Multimodal representation and communication are essential tools for communication and collaboration with colleagues, administrators, community members, and families. Similarly, in remote and hybrid professional development, it is important to model the process of presenting information in different modes and for participants to engage with that information in different modalities in order to construct their own meanings.

E ELEMENTS

1. Professional development providers create professional learning activities that use principles of multimodal design
2. Teachers communicate with students and families in online spaces in multimodal ways, as outlined by their district/ schools
3. Teachers provide space and opportunity for multimodal interaction from students, families and communities
4. Providers offer professional learning experiences that align UbD, CAST, and other frameworks to support Special Education students as well as IEP and 504 plan accommodations with multimodal learning
5. Teachers collaborate with administrators and colleagues to align multimodal reflection with social and emotional learning

PI PERFORMANCE INDICATORS

- a. Teachers engage with information in multimodal ways and use this as a model for designing their own instruction
- b. Students and families engage with each other in safe spaces online using various mediums
- c. Students, families and communities often participate in classroom learning experiences together online through video, audio recording or visual representation
- d. Teachers use principles and practices of multimodal learning to provide whole class, small group, and individual multimodal support to students with disabilities
- e. Students are able to use multiple modalities to reflect on social and emotional growth within learning activities and on their own

FRAMEWORKS CROSSWALK

TRLE CORE COMPETENCIES	NEW YORK STATE TEACHING STANDARDS	NATIONAL STANDARDS FOR QUALITY ONLINE TEACHING
		

nysed.gov/trle

27



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

PHASE 2 OVERVIEW MEASUREMENT INCORPORATED

KELLY VALMORE, SENIOR DIRECTOR

TRLE Phase 2 - Purpose

The purpose of Phase 2 is to **build the capacity of teachers and educational leaders** to effectively implement remote/hybrid learning **across multiple modalities and environments for all students.**



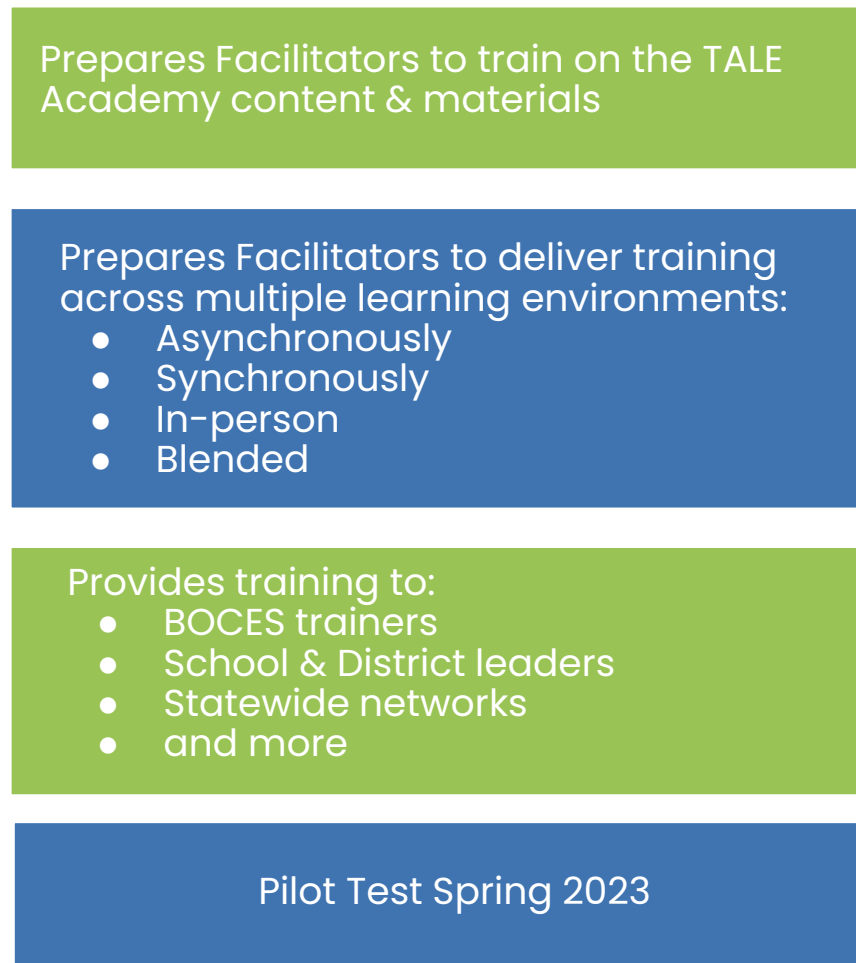


Two Main Components to Phase 2

The TALE Academy



Facilitator Curriculum & Training



From Emergency Remote Teaching (ERT) *to...*

teaching across learning environments



The **skills, strategies, experiences, tools, technologies** learned/utilized during the pandemic can be **integrated into everyday teaching and learning** for **all students** regardless of **space and time**.

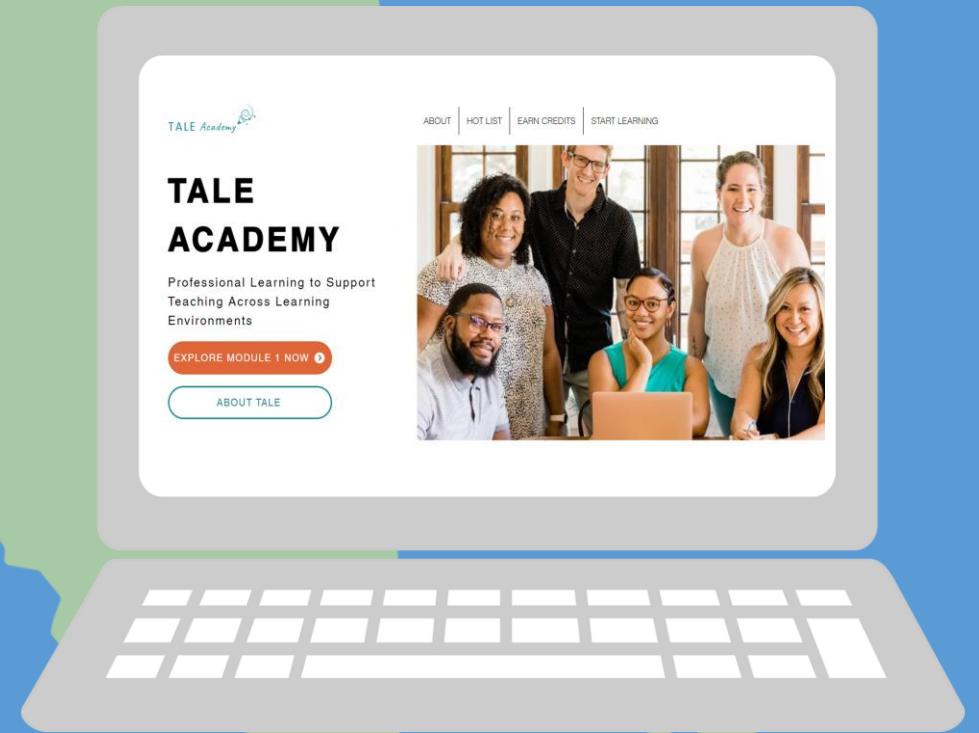
TALE Academy

Inviting New York state educators to engage in innovative professional learning that explores the opportunities that different learning environments can provide.

Let's take a deeper look



www.tale-academy.com



TALE Academy



MODULE 1:

Shifting to Teaching Across Learning Environments (TALE)

Session 1:
From Emergency
Remote Teaching
(ERT) to TALE

Session 2:
The 4 Constants
Across Learning
Environments

Session 3:
Building Classroom
Community Across
Learning
Environments

Session 4:
Student Engagement
Across Learning
Environments

Session 5:
Planning for
Instruction Across
Learning
Environments

Session 6:
Excellent Teaching
Happens Everywhere

Session 7:
Teaching With
Technology

Session 8:
Shifting with Family
Partners

Session 9:
Designing Meaningful
Assessments

Session 10:
Reflection and
Continuous
Improvement



LOOKING FORWARD - PHASE 3 SOUTHERN WESTCHESTER BOCES CENTER FOR LEARNING AND CURRICULUM SUPPORT

DR. MARY ELIZABETH WILSON, SENIOR DIRECTOR OF PROFESSIONAL LEARNING & INSTRUCTIONAL TECHNOLOGY



About the Center for professional Learning & Curriculum Support @ SWBOCES

Our team: people, purpose, and commitment

- Tiny, nimble, efficient, and hard working team
- Seek perspectives and build effective professional learning that is timely, differentiated, and culturally responsive

Connected Learning Environment: Continue to Build Partnerships and Strengthen Relationships

- Grow high-quality core and extended teams who co-construct strong impactful relationships with teachers, school leaders, and district leaders
- Form meaningful partnerships and networks with experts, organizations, and higher education institutions to extend the Center's capacities

High Quality Instructional Process(es) & Planning: Continue to Learn Forward

- Embed exemplary standards based curriculum that include High Quality Instructional Materials into PL to model and transform teaching and learning
- Core Team leads the work → provides direct PL, technical assistance, PLP development, while serving as a regional "Thought Partner"



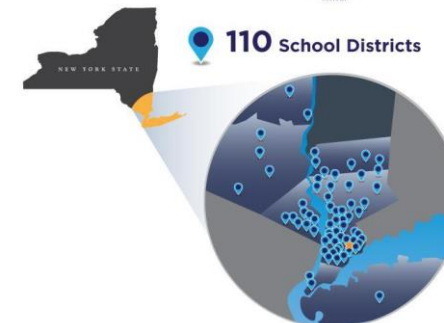
TRLE Phase 1

Phase 1: focused on a rapid infusion of professional support into the field, by supporting educators across the state, with an emphasis on the 25 counties hardest-hit by COVID-19.

Goals TRLE Phase 1

- **Goal 1:** Focus efforts to build on work already happening in our region and across the state to compile/develop and disseminate PL resources in the six identified competency areas. (Shifting to Blended/Remote Instruction, Families as Partners, Students with Disabilities, English Language Learners/Multilingual Learners, Culturally-Responsive Education, Social Emotional Learning)
- **Goal 2:** Continue to develop a digital resource library to be shared with the region and NYSED.
- **Goal 3:** Micronetworks/PLCs to connect with other educators.
 - *A Call for Promising Practices*
- **Goal 4:** Combine sound pedagogy learning theory together with instructional design to create remote/hybrid/blended learning environments that make sense to teachers and students. From building the learning pathways to sequencing learning activities, teachers will use our LMS to support their own learning and to interact with a model of strong learning practices and strategies that can be used with students. Re-framing the content and learning activities using our LMS, teachers will consider and evaluate appropriate learning outcomes.

OUR REACH





TRLE Phase 3 (Proposed)

Transformative Professional Learning: Teaching and Learning at the Intersection of NYSED Learning Standards (Science and ELA), NYSED Quality Remote/Hybrid Teaching: The Flexible Futures Instructional Framework (QRT), and NYSED Culturally Responsive-Sustaining Education

Focus on Elementary ELA and Science. Two courses of study are proposed in response to emergent needs across our region. Both proposed courses of study will use the TRLE PLE sessions from Modules 1, 3, 4 and 5 from TALE, Teaching Across Learning Environments.

- Course of Study 1: Teaching Children Science in Remote/Hybrid Learning Environments, Grades PreK-5 Microcredentials will be awarded for the effective integration of PLE MODULES, effective remote/hybrid learning pedagogy, with the 3 dimensions of the NYSSLS Cross Cutting Concepts (CCCs), Science and Engineering Practices (SEPs), and DCIs (Disciplinary Core Ideas) into grade level modules within the NYSED Science Standards. For example, Grade K:

Teaching Children Forces and Interactions: Pushes and Pulls in Remote/Hybrid Learning Environments Grade K

- Course of Study 2: Teaching Children ELA in Remote/Hybrid Learning Environments, Grades PreK-6 Microcredentials will be awarded for the effective integration of PLE MODULES, effective remote/hybrid learning pedagogy, incorporation of advanced literacies, and building lifelong practices of readers and writers within the context of the 28 English Language Arts Anchor Standards in Reading, Writing, Listening & Speaking, and Language into grade level modules. For example, Grade PreK:

Developing Advanced Literacy Skills in Remote/Hybrid Learning Environments, Grade PreK



“Educating the mind without educating the heart is no education at all.”

— *Aristotle*



PROMISING PRACTICES



Learning Using Multiple Modalities



Encourage Global Thinking



Providing Equity and Access to Rigorous Instruction

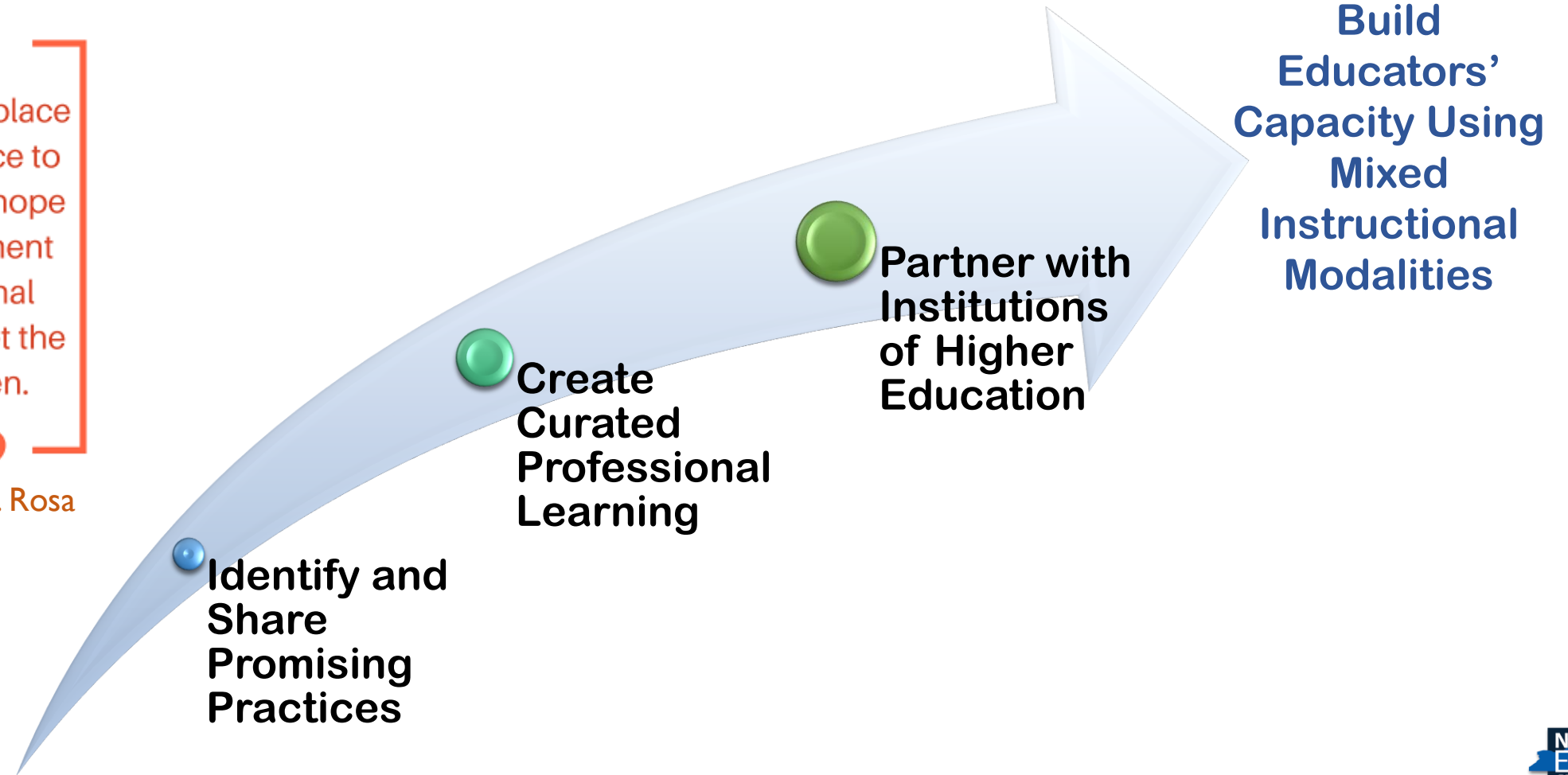


Personalizing Instruction Using Technology

OVER THE HORIZON

“
While nothing can replace the importance of face to face instruction...we hope to effectively implement blended instructional approaches that meet the needs of all children.
”

Commissioner Betty A. Rosa



THANK YOU!

QUESTIONS?

For more information, and to join the TRLE Listserv, visit:

<http://www.nysed.gov/trle>



New York State
EDUCATION DEPARTMENT
[Knowledge](#) > [Skill](#) > [Opportunity](#)

