SHIFTING TO TEACHING ACROSS LEARNING ENVIRONMENTS

Where do we go from here?

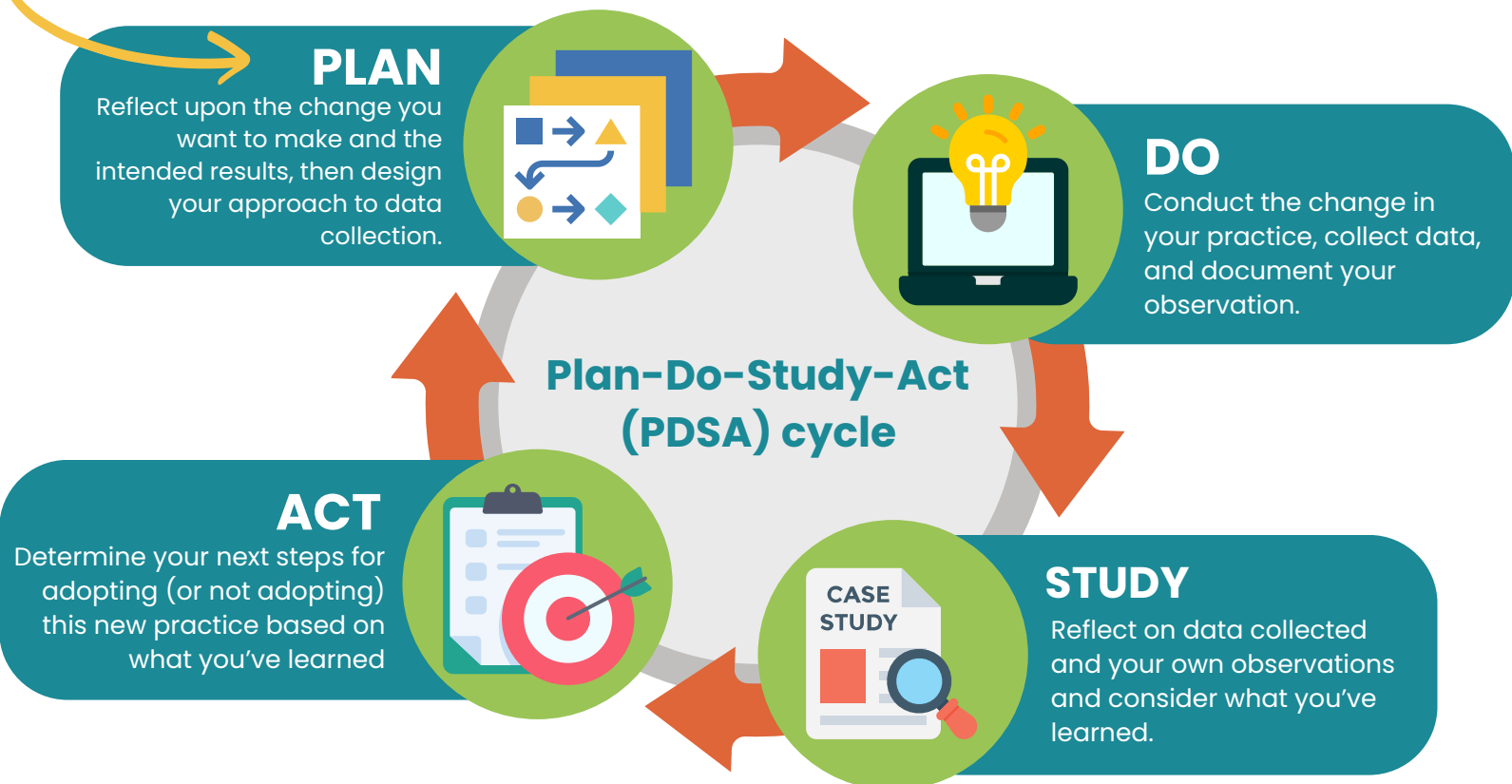TALE *Academy*

MODULE 1 – SESSION 10

Plan-Do-Study-Act

Welcome to the final session of Module 1: Shifting to Teaching Across Learning Environments. Whew…you're almost across the finish line! Before we celebrate, let's take a moment to reflect on what you learned throughout your Module 1 journey.

Your hard work and reflection throughout the nine sessions of this module can serve as a springboard for your professional growth. From here, you can take the knowledge and skills you have acquired to think critically about the teaching practices you would like to adopt or adapt so that your students stay engaged, active, and successful across all learning environments.

To help you do that, let's engage in reflective practice to consider the possible changes you might like to implement in your teaching practice based on what you've learned.

Reflective practice is a way for practitioners to develop a deeper self-awareness about the nature and impact of their performance, resulting in opportunities for professional growth (Osterman & Kottcamp, 2004/2015).

The Plan-Do-Study-Act (PDSA) cycle is one way to engage in reflective practice. The PDSA cycle has four phases that help you plan for a practice change and collect evidence as you go for your own personal decision-making – **this is a process you engage in FOR YOU!**

PLAN
Reflect upon the change you want to make and the intended results, then design your approach to data collection.

DO
Conduct the change in your practice, collect data, and document your observation.

Plan-Do-Study-Act (PDSA) cycle

ACT
Determine your next steps for adopting (or not adopting) this new practice based on what you've learned

STUDY
Reflect on data collected and your own observations and consider what you've learned.

PDSA In Practice

If at some point in TALE Academy Module 1, you thought, "I want to try that out with my students!", a PDSA cycle is a clear and measurable way to test that enticing strategy or exciting technology tool and determine if it's a good fit for your practice.

I want to try that out with my students!

Let's look at an example of implementing a PDSA cycle.

In Module 1 – Session 5: Planning for Instruction Across Learning Environments, we explored essential questions as an instructional planning strategy. If you agree that using essential questions is a terrific planning strategy that bolsters resilient pedagogy, and you want to test using essential questions in your lessons, here's a sample PDSA cycle.

PLAN

- For the next three lessons, I will write an essential question that students must be able to answer by the end of each lesson.
- I predict this will help my students understand and feel invested in the lesson goal.
- I also predict that this will help me be more intentional about my planning.

DO

- I will share the essential question for each lesson with students.
- I will implement a check for understanding (CFU) that asks students to answer the essential question at the end of every lesson.
- I will collect and analyze the CFU data to make instructional decisions and determine the impact of my PDSA cycle.

STUDY

- At the end of each lesson, after I have analyzed the CFU data, I will compare student outcomes to previous lessons.
- I will document what I learned about the use of essential questions in terms of the impact on student learning and on my instructional planning.

ACT

- Based on what I learned, I will determine my next steps and whether I will adopt the practice of essential questions.
- Did essential questions help my students understand, feel invested in, and attain the lesson goal?
- Did using essential questions make me more intentional about my planning?

A Look Back: Session Summaries

Now that you have a reflective practice methodology for testing out new ideas or strategies, let's look back at what we learned in Module 1: Shifting to Teaching Across Learning Environments. We have covered a lot of ground in this module! Below are brief summaries of the major concepts covered in each session of this module.

As you read each summary, keep in mind the following questions:
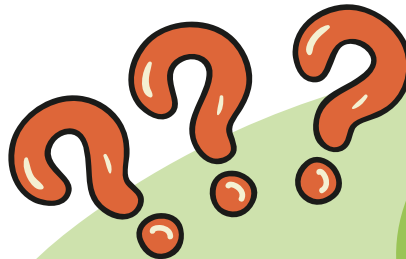
What additional skills or knowledge will I need as I make these shifts?

What strategies, practices, or mindsets for teaching across learning environments will I test using a PDSA cycle?

Session 1: From Emergency Remote Teaching to Teaching Across Learning Environments

In Session 1, we examined the differences between emergency remote teaching (ERT) and teaching across learning environments (TALE). TALE is focused on intentional learning design that builds upon the opportunities that different learning environments can provide (in-person, remote, and hybrid). We investigated our current mindset and considered the attributes of teachers with a growth mindset. We then explored the shift from pandemic pedagogy defined by surviving to resilient pedagogy built around thriving. Finally, we examined resilient design for learning and the practice of designing for extensibility, flexibility, and redundancy.

Key Idea

Teachers need and deserve the time, support, and resources to recover and revamp their teaching lives and careers post-pandemic and focus on the future of teaching. This will take time, but a first step is making the mindset shift to resilient pedagogy, which is "the ability to facilitate learning experiences that are designed to be adaptable to fluctuating conditions and disruptions."

Session 2: The 4 Constants Across Learning Environments

In Session 2, we addressed the four elements that should remain constant across different learning environments - predictability, flexibility, connection, and empowerment. We considered our students' experiences as learners during COVID-19 as well as within our current learning environments and explored strategies for creating equity-centered, trauma-informed learning environments, regardless of modality.

Key Idea

While the four constants across learning environments were originally conceived by educator and researcher Alex Shevrin Venet as priorities for supporting students with trauma, we learned in this session that prioritizing predictability, flexibility, connection, and empowerment is a key TALE practice that supports all of our students.

Session 3: Building Classroom Community Across Learning Environments

In Session 3, we examined how teachers can build classroom community across different learning environments. We reflected on our existing knowledge and skills related to classroom climate and building positive learning environments. We then explored the eight phases of instruction and community-building strategies within each instructional phase that create vibrant classroom communities in a variety of settings.

Key Idea

A teacher who participated in MIT data collection (facilitated by Professor Justin Reich) on the experiences of students and teachers during the pandemic and the future of education said it best: "I have to stop thinking of community building as one 'unit' at the beginning that I rush through and start thinking about how community can play a much larger, systemic role in my classroom."

Session 4: Engaging Students Anywhere

This session focused on shifting from thinking about engagement as something students *demonstrate* to something students *experience*. We explored a case study that examined the question of how to authentically measure student engagement ("To be on camera or not to be camera...is that the right question?"). Finally, Phil Schlecty's 10 design elements for fostering student-centered engagement provided a foundation for diving into some specific engagement strategies that apply in remote, hybrid, and in-person classrooms.

Key Idea
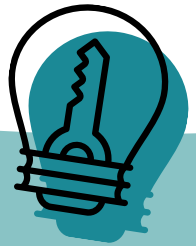
According to Schlecty, students who are engaged are attracted to their work, persist in their work despite challenges and obstacles, and take delight in accomplishing their work. But remember that what this looks like from the perspective of the teacher may be vastly different for various students with varying strengths, abilities, and backgrounds.

Session 5: Planning for Instruction Across Learning Environments

In Session 5, we made the connection between resilient pedagogy and three instructional planning strategies for teaching across learning environments: (1) identifying essential questions, (2) understanding the process of backward design, and (3) leveraging the principles of universal design for learning (UDL). We learned the "how" of each of these planning strategies and explored the ways in which each strategy supports resilient pedagogy through extensibility, flexibility, or redundancy.

Key Idea

Effective lesson planning is the bedrock of successful learning outcomes for students. And when we move across learning environments, planning is even more important. Essential questions, backward design, and UDL are three tried-and-true strategies that can help you "get your ducks in a row!"

Session 6: Excellent Teaching Happens Everywhere

During Session 6, we looked at three portable and student-centered instructional practices that positively impact student learning across learning environments - academic conversations, checks for understanding, and community-building circles. We described each of these three research-based instructional strategies, provided tips for adaptation across learning environments, and examined how these practices connect to the concept of continuity of learning.

Key Idea

Remember that we already have in our back pockets many portable instructional strategies, such as checks for understanding, that with a little extra planning travel well when we move between learning environments. The question becomes, "What could we consider adding to that back pocket to be even more agile educators?"

Session 7: Teaching with Technology

Session 7 focused on how to build confidence with technology using the SAMR Model. We described the four levels of SAMR (substitution, augmentation, modification, and redefinition) and encouraged you to work across these levels as appropriate for the learning activity. We also reviewed the Triple E Framework to ask ourselves if the technology we are using engages, enhances, and extends student learning.

Key Idea

Remember that not every learning activity needs to be or should be completely redefined with the use of technology. Build on your technology practices from where you are confident, focus on integrating technology in ways that support learning goals and objectives, and then adopt new technology tools gradually as you are ready.

Session 8: Shifting with Family Partners

In Session 8, we considered two New York family scenarios depicting challenges in maintaining a connection between home and school. Through these stories, we saw how considering and addressing social and cultural gaps between home and school leads to stronger partnerships with families. We then re-examined the four constants across learning environments from Session 2 – <u>predictability, flexibility, connection, and empowerment</u> – and asked ourselves, "But why consider these priorities only for students?"

Key Idea

When trust and mutual respect become a prioritized goal, we can expect our families to actively seek two-way communication with the school. We will know we have succeeded in engaging our families when they are not passive recipients, but active partners.

To build a community that can fluidly move together between learning environments, we explored practices that help us extend predictability, flexibility, connection, and empowerment to our family partners.

## Session 9: Designing Meaningful Assessments

Key Idea

Remember - helping students make meaning out of their learning and helping them see how they can get closer to their learning goals are the hallmarks of effective feedback.

Session 9 centered on how to give feedback that motivates student investment in their work. We reviewed the key characteristics of teacher guidance and feedback, student-centered learning and engagement, and authentic assessments. We more deeply explored how to leverage student investment to create authentic assessments across learning environments and give students an opportunity to showcase their learning in a way that is meaningful to them.

Final Reflection

Let's return to the two questions you kept in mind as you read the summaries of previous Module 1 sessions.
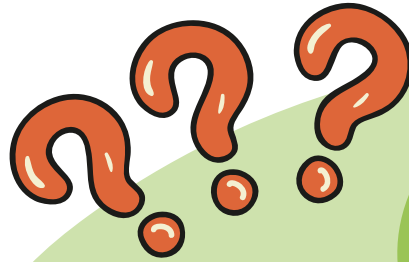
What additional skills or knowledge will I need as I make these shifts?

What strategies, practices, or mindsets for teaching across learning environments will I test using a PDSA cycle?

Ready to give the PDSA cycle a try?

This is a perfect time to make a commitment to your growth by trying out one or two strategies, practices, or mindsets to become an even more versatile and flexible educator across learning environments! You can use the PDSA cycle to guide your practice change in a deliberate and data-informed way.
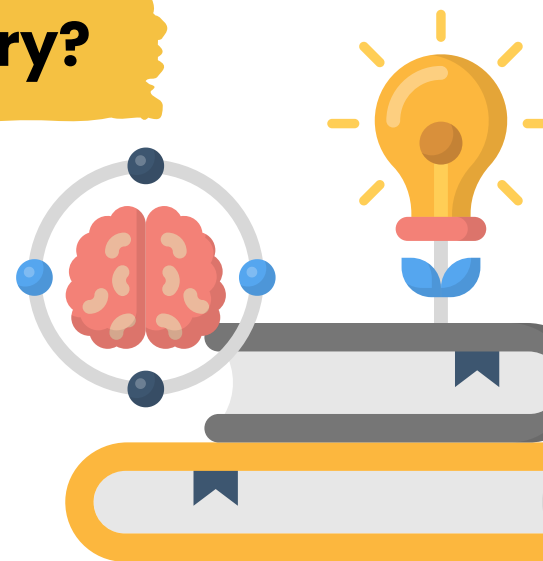
Now it's your turn!

Or, if you aren't quite sure where you want to go from here, that's okay! The next activity in your workbook is a self-assessment that will guide you in pinpointing your next steps for your practice.

But before you go, let's celebrate!

You are about to finish this final session, which signals your completion of Module 1: From ERT to TALE.

Congratulations!

Thank you for being deeply committed to your professional learning and growth on behalf of your students.

New York is lucky to have you!

We hope to "see" you soon in future TALE Academy modules.

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About Us

The TALE Academy
The TALE Academy is a series of virtual learning experiences available to all New York State educators and offers a rich array of resources on topics related to teaching across learning environments (TALE). The TALE Academy is built upon the work New York State educators carried out during emergency remote teaching (ERT) throughout the COVID-19 pandemic and extends it toward the future. TALE invites educators to think beyond online learning to consider a broader perspective on teaching and learning that encompasses teaching across multiple environments (in-person, remote, and hybrid).

The Teaching in Remote/Hybrid Learning Environments (TRLE) Project
The TALE Academy is part of a broader New York State Education Department (NYSED) initiative known as Teaching in Remote/Hybrid Learning Environments (TRLE). In July 2020, NYSED was awarded funding through the United States Department of Education's Education Stabilization Fund-Rethink K-12 Education Models Grant to implement TRLE – a three-year project to build the capacity of teachers and educational leaders to effectively implement remote/hybrid learning for all students. Launched in the depths of the pandemic, the first phase of the TRLE project focused on getting resources to the field through partnerships with Boards of Cooperative Educational Services (BOCES) and school districts across the state. The second phase, which began in February 2022, focused on aggregating lessons learned and emerging teaching and learning strategies to address a broader field of practice: teaching across learning environments.

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