Shifting MINDSETS for TALE

TALE *Academy*

MODULE 1 – SESSION 1

WORD ASSOCIATIONS

In the activity you just completed...

We asked you to analyze the words that you associate with various learning environments. The goal of that activity was to gain insight into the assumptions you may have about various learning environments and your overall mindset around the topic of this session: **teaching across learning environments.**

Dr. Jesse Stommel, a teacher in the Writing Program at the University of Denver, shared his own word associations in a tweet at the close of the 2020 school year.

Words I'd prefer never to hear again...

Jesse Stommel ✔
@Jessifer

Words I'd prefer never to hear again after the first half of this year:

Pivot
Resilience
Unprecedented
Continuity
Silver lining
New normal
Reopening
Socially-distanced haircut
Liability waiver
Zoom

3:51 PM · Jul 10, 2020 · Twitter for iPhone

133 Retweets   **34** Quote Tweets   **1,289** Likes

Like many teachers who had to quickly shift to <u>emergency remote teaching</u> (ERT) during the pandemic, Dr. Stommel's associations with the 2020 school year weren't positive. But what makes Dr. Stommel's associations particularly surprising is that he is a co-founder of *Hybrid Pedagogy: the journal of critical digital pedagogy*–a journal dedicated to exactly the kind of work that ERT requires. It shows that even the experts were exhausted!

Fortunately, Dr. Stommel moved through his frustration to rethink his approach to teaching, as did so many teachers. In his <u>Foreword</u> to the book *Resilient Pedagogy,* Dr. Stommel takes a forward-looking perspective that is informed by his experience in emergency remote teaching: "What we need…is a thoughtful discussion of…what students need, how students have been failed by our educational systems, and how we all need to respond in this and every other future moment of crisis."

Stommel recognizes that this is not the first and probably not the last time that we as teachers have had to reframe our practice. The crystal ball that we glimpsed during remote teaching gave us a very clear picture of the future. It showed us that we can and will survive anything and that there are great benefits to be had from the flexibility of teaching across learning environments. Though we struggled at first, we all harnessed our superhero within and came out on the other side with some new skills. Now it's time to take advantage of that experience and use it to make some shifts in our teaching practice.

This session is dedicated to making the following three shifts:
- From fixed mindsets to growth mindsets in relation to teaching across different learning environments
- From the panic of emergency remote learning to the preparedness of teaching across learning environments
- From pandemic pedagogy defined by surviving to resilient pedagogy built around thriving

surviving
THRIVING
panic
PREPAREDNESS
fixed mindset
GROWTH MINDSET

MAKE THREE SHIFTS

SHIFT 1 – FROM EMERGENCY REMOTE TEACHING TO TEACHING ACROSS LEARNING ENVIRONMENTS

When the pandemic hit New York State in March 2020, 250,000+ teachers made the overnight shift from in-person to remote teaching. To say this was an extraordinary act by educators doesn't come close to capturing the extent of intellectual, physical, and emotional labor that we exerted to keep our education systems operating. In an opinion piece for *Education Week* published March 30, 2020, veteran online instructor Dr. Natalie B. Milman gave a name to what teachers were being asked to do: pandemic pedagogy.

Milman argues that emergency remote teaching, or pandemic pedagogy, is actually much different from quality online teaching and notes that effective online education requires a great deal of time, effort, and planning. The goal of this session is to extend the idea of quality online education (or what we learned to do during the pandemic) to include techniques that encompass teaching across all learning environments (TALE). While emergency remote teaching was exclusively remote, we as teachers should now be focusing on how we can align our teaching practice with multiple learning environments and formats. While emergency remote teaching required a rapid move from in-person to remote instruction, our focus should now be on an intentional learning design that builds upon the opportunities that different learning environments and formats can provide. While emergency remote teaching was your response to a crisis, now you can feel empowered to plan and design learning experiences with intention, choice, and voice.

SHIFT 2 – FROM FIXED MINDSETS TO GROWTH MINDSETS

"Fixed" and "growth" mindsets are far from new concepts in education. As far back as the 1970s, psychologist Dr. Carol Dweck and her colleague Mary Bandura identified that children's responses to challenges and failures hinged on their understanding of the meaning of failure and ability. Those who believed that ability is something static and permanent tended to give up in the face of failures or challenges, whereas those who believed that ability is something that can be developed persisted in the face of failures or challenges. This research hit the mainstream in 2006 when Dr. Dweck published the book *Mindset: The New Psychology of Success*, and her TED Talk on the topic has been viewed more than 13.7 million times.

When we talk about mindsets, we're usually talking about how teachers' attitudes and beliefs about their students impact the students' mindsets and achievement. Let's put that idea aside for a moment. Instead, let's frame the idea of "teacher mindset" in the concept of growth mindset. When we do this, we use it as a way to describe our attitudes and perspectives about growing as teachers in this new era of teaching across learning environments (TALE).

FIXED		GROWTH
AVOID		EMBRACE
QUIT		OVERCOME
IGNORE		LEARN
NO POINT!		GO FOR IT!
ENVY		CELEBRATE

Graphic based on the research of Carol Dwerk on the impact of fixed and growth mindsets on learning.

In a 2018 blog post for *iris-connect*, a continuing professional development resource website, Kate Herbert-Smith identifies five attributes of teachers with a growth mindset:
1. They take responsibility for improving their practice.
2. They see setbacks and feedback as an opportunity to learn and improve their skills.
3. They actively seek learning opportunities and new challenges.
4. They have positive and high expectations of their students.
5. They use growth mindset language in the classroom and with themselves.

Since you're a teacher, you probably already have a growth mindset. You've taught it, you've practiced it, you know Dweck's work like the back of your hand. But like it or not, all of those negative feelings that we associate with the 2020 school year have wormed their way into our growth mindsets. Later in this session, you'll have an opportunity to explore more deeply what inhibits your growth mindset for teaching across learning environments, and you'll also learn some ways that will help to enhance it.

SHIFT 3 - FROM PANDEMIC PEDAGOGY TO RESILIENT PEDAGOGY

By the close of the 2021-2022 school year, most teachers across New York State had returned to their physical classrooms. However, the impact of the pandemic on the physical, academic, social, and emotional well-being of our students, families, teachers, and school leaders persists. It's critical to acknowledge that shifting our mindsets isn't as easy as making a decision to "think positive." In the wake of trauma resulting from the pandemic, teachers need and deserve the time, support, and resources necessary to recover and revamp their teaching lives and careers.

These changes will take work. A first step is making the shift from "pandemic pedagogy" to "resilient pedagogy." Drs. Rebecca Quintana and James DeVaney (2020) define resilient pedagogy as "the ability to facilitate learning experiences that are designed to be adaptable to fluctuating conditions and disruptions." In other words, teachers who are trained in resilient pedagogy can rethink the design of learning experiences and adapt them as needed. This rethinking includes adapting content, designing lessons according to delivery modes, and varying our teaching style according to the changing needs of our students.

Dr. Quintana gives us a framework for resilient pedagogy, and identifies extensibility, flexibility, and redundancy as the structures around which we should design our lessons and learning experiences.

Extensibility focuses on first designing the most basic format of a learning experience to achieve the core learning objectives and then extending the lesson in various formats and with various tools to address additional learning objectives as well as the various learning styles and needs of students. Clum, Wicks, Ebersole, and Shea (2022) provide a useful analogy: **"Consider the metaphor of a vacuum designed to work with several different attachments. When using a vacuum with different attachment heads, the overall purpose of removing dust and dirt remains the same but using various attachments allows the vacuum to work differently and more effectively on varied surfaces."**

EXTENSIBILITY

Flexibility involves anticipating and responding to changes in a learning environment. This might include providing choice among learning activities. The analogy here? A suit with wiggle room: **"Consider the metaphor of a tailor constructing a suit. The tailor follows a pattern and makes cuts to construct a suit ahead of time but makes sure to include enough extra fabric and loose stitching in the initial construction to be able to adjust the suit to fit the individual needs of the person who will be wearing it in the future."**
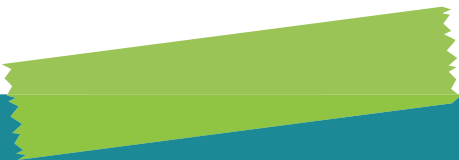
FLEXIBILITY

Redundancy involves creating backup plans. The final analogy is to a power failure: **"In this instance, a metaphor for redundancy might be the act of having a backup generator, a flashlight, and candles on hand in case the lights go out."**

REDUNDANCY

Throughout this session and the other sessions in the TALE Academy, you'll have a chance to explore strategies and practices to achieve these three principles of resilient pedagogy. **Most importantly, you'll see that what is needed first and foremost is a shift in teacher mindset.**

We need to go from pandemic pedagogy defined by surviving to resilient pedagogy built around thriving. We want New York State's teachers to rethink education so that everyone—students, families, educators, school leaders, and communities—all have the opportunity to succeed as we move into this new era of teaching and learning.

Now it's your turn!

Next in this session, you will be guided to a workbook activity. You will have the opportunity to reflect on what you've learned about TALE, how you currently view hybrid or remote learning, and how your mindset impacts your teaching practice.

Works Cited

Clum, K., Ebersole, L., Wicks, D., & Shea, M. (2022, June). A case study approach to exploring resilient pedagogy during times of crisis. *Online Learning, 26*(2), 323-342. https://www.researchgate.net/publication/361078857_A_Case_Study_Approach_to_Exploring_Resilient_Pedagogy_During_Times_of_Crisis

Dweck, C. (2006). *Mindset: The psychology of success.* Random House Publishing Group. https://www.google.com/books/edition/Mindset/fdjqz0TPL2wC?hl=en&gbpv=1&dq=carol+dweck&printsec=frontcover

Dweck, C. (2014). *The power of believing that you can improve* [Video]. TED Conferences. https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve/transcript?language=en

Dweck, C., & Holmes, N. (n.d.). *Growth mindset* [Infographic]. Transforming Education. https://transformingeducation.org/resources/growth-mindset-toolkit/#iLightbox[9bb9bc35a5f6547945c]/0

Herbert-Smith, K. (2018, March 29). Growth mindset: the key to successful teaching? *IRIS Connect*. https://blog.irisconnect.com/uk/community/blog/5-attributes-of-a-growth-mindset-teacher/.

Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020, March 27). The difference between emergency remote teaching and online learning. *Educause Review*. https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning.

Lee, D. (2022, April 1). Why we need to talk about teacher trauma*. EdSurge*. https://www.edsurge.com/news/2022-04-01-why-we-need-to-talk-about-teacher-trauma.

Milman, N. B. (2020, March 30). This is emergency remote teaching, not just online teaching. *EducationWeek*. https://www.edweek.org/leadership/opinion-this-is-emergency-remote-teaching-not-just-online-teaching/2020/03

Quintana, R., & DeVaney, J. (2020, May 27). Laying the foundation for a resilient teaching community. *Inside Higher Ed*. https://www.insidehighered.com/blogs/learning-innovation/laying-foundation-resilient-teaching-community.

Stommel, J. (2021, June 7). Foreword. In T. N. Thurston, K. Lundstrom, & C. González (Eds.), *Resilient pedagogy: Practical teaching strategies to overcome distance, disruption, and distraction.* Utah State University.https://oen.pressbooks.pub/resilientpedagogy/front-matter/introduction/.

Thurston, T. N., Lundstrom, K., & González, C. (Eds.) (2021, June 7). *Resilient pedagogy: Practical teaching strategies to overcome distance, disruption, and distraction.* Utah State University. https://doi.org/10.26079/a516-fb24

Wacker, C., & Olson, L. (2019, June). *Teacher mindsets: How educators' perspectives shape student success.* Georgetown University, McCourt School of Public Policy, Future Ed. https://www.future-ed.org/wp-content/uploads/2019/06/Final-report_Teacher-Mindsets.pdf

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.

New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity