TEACHING ACROSS

LEARNING ENVIRONMENTS

The TALE Academy is a series of free, 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 into the future. **TALE invites educators to think beyond online education to a broader perspective on teaching and learning that encompasses teaching across multiple learning environments (in-person, remote, and hybrid).**
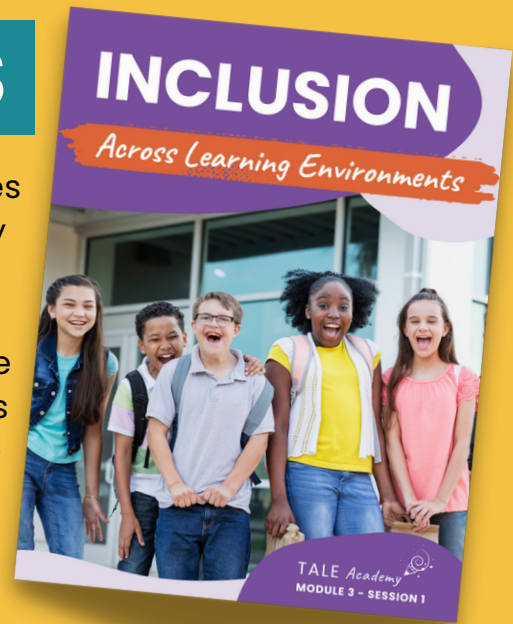
MODULE 3

Almost one in every five students attending a New York State public school has an individualized education program (IEP). These students were inordinately impacted by the COVID-19 pandemic and are counting on us not only to get them back on track but also to make gains in the classroom. TALE Academy **Module 3 – Meeting the Needs of Students with Disabilities Across Learning Environments** – provides us with tools, resources, and strategies to help New York State's students with disabilities achieve better results regardless of the learning environment (in-person, remote, or hybrid).
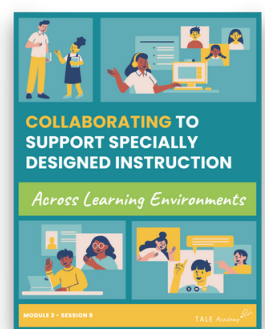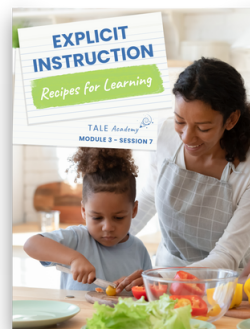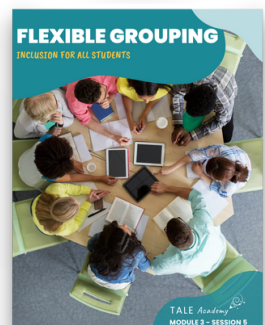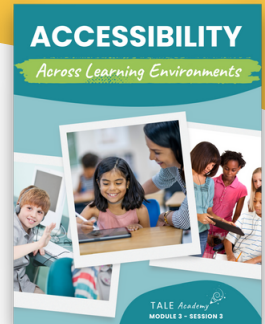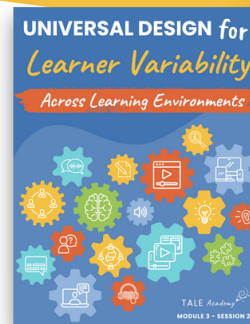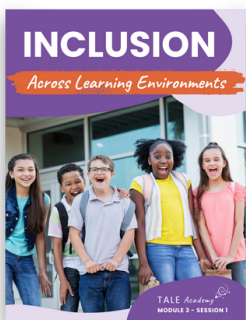
SESSIONS

Module 3 is broken up into 8 sessions. In every session, learners **engage** with their existing understanding of the specific topic; **explore** lessons learned from emergency remote teaching (ERT) as well as changes in teaching mindsets and practices necessary for teaching across learning environments (TALE); **establish** a foundation for implementing what we have learned in our own educational practices; and **extend** learning through linked resources related to the topics covered. Finally, every session ends with a quiz to **evaluate** learning and qualify educators to earn Continuing Teacher and Leader Education (CTLE) credits at the end of the module.

PREVIEWS

Every "Explore" section of a session begins with a summary of the content and ideas covered in the rest of the session. Preview these summaries to learn more about Module 3 and the fundamentals of teaching across learning environments!

Session 1: Inclusion Across Learning Environments

Serving students with disabilities starts with inclusion in the classroom. This session begins with New York State's *Blueprint for Improved Results for Students with Disabilities*, focusing on two principles that are key to improving results for our students with disabilities. We then explore the components of an inclusive classroom and the necessity of fostering beliefs and attitudes of positive orientation to inclusion, a strong sense of self-efficacy, and growth mindsets to help develop truly inclusive classrooms.

▶ **Preview Session 1**
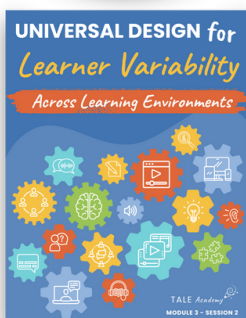
Session 2: Universal Design for Learner Variability Across Learning Environments

Educating all students calls for the practice of universal design for learning (UDL) to account for learner variability and create meaningful, challenging learning opportunities for all students. UDL challenges us to reframe our thinking related to learning barriers by focusing on the three domains of UDL — engagement, representation, and action and expression. This session provides guidelines on how to implement UDL, questions to ask ourselves about student engagement, and examples of learner variability in action.

▶ **Preview Session 2**
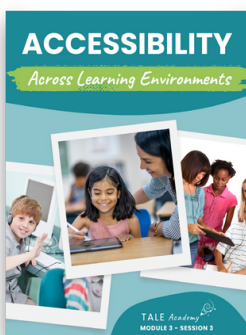
Session 3: Accessibility Across Learning Environments

An inclusive classroom ensures accessibility across the curriculum and learning environment, from materials to assistive technologies. This session introduces four key content development principles that help ensure learning materials are accessible — is your content perceivable, operable, understandable, and robust? We also explore scenarios that help us see how planning for accessible learning can be portable across learning environments. The session concludes with the importance of explicit instructions as part of making content accessible, a topic that will be further discussed in Session 7.

▶ **Preview Session 3**
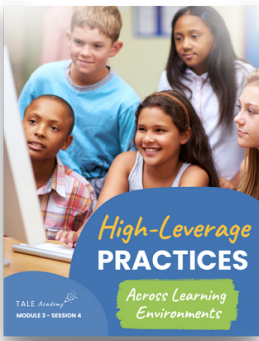
Session 4: High-Leverage Practices Across Learning Environments

We learn in Session 4 that we don't have to reinvent the wheel — a set of 22 high-leverage practices (HLPs) for general and special education teachers shows us how to support all students' learning. These practices fall into four categories: collaboration, assessment, social emotional behavior supports, and instruction. Understanding HLPs helps us become flexible problem-solvers able to overcome barriers across learning environments and open up new opportunities for teaching and learning.

▶ **Preview Session 4**
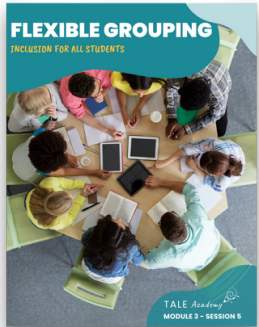
Session 5: Flexible Grouping Across Learning Environments

In this session, we take a deeper look at the high-leverage practice of flexible grouping to foster an inclusive learning environment. We unpack what we mean — and don't mean — by flexible grouping, how it can be implemented in our classrooms, and how it benefits all students, regardless of ability. We explore a series of questions that help us plan for flexible grouping across learning environments.

▶ **Preview Session 5**

Session 6: Progress for ALL Students: Scaffolded Supports Across Learning Environments

This session brings the adage "There's more than one way to learn how to ride a bike" into our classrooms through the high-leverage practice of scaffolded supports — a learning process that is transparent, flexible, chunked, and within the control of the learner. We revisit how backward design helps us identify barriers to learning and how we can supercharge our scaffolds by digitizing educational materials. We explore how to implement scaffolded supports using gradual release of responsibility and moving our content from passive to active to interactive.

▶ **Preview Session 6**
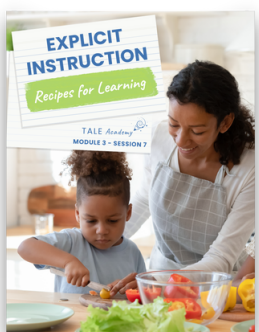
Session 7: Explicit Instruction: Showing and Telling Across Learning Environments

A recipe can easily turn sour when a step or ingredient is missing, and so can our instructional plans. Paying careful attention to the high-leverage practice of explicit instruction helps our students with disabilities through well-developed directives for each learning task. Baking this practice into classrooms includes purposeful and meaningful descriptions, the 16 elements of explicit instructions, and step-by-step instructions resulting in your final masterpiece learning experience. This session also includes a few twists on old recipes to help us embrace explicit instruction as part of instructional planning.

▶ **Preview Session 7**
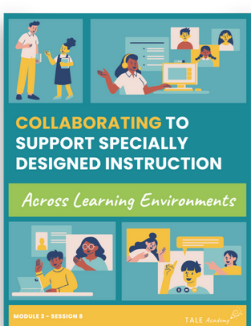
Session 8: Collaborating to Support Specially Designed Instruction

Collaboration between general and special education teachers is a hallmark of inclusive classrooms. This session starts by defining specially designed instruction (SDI) and the critical partnerships of teaching teams to serve students with disabilities while maintaining high expectations. We then explore how SDI intersects with universal design for learning and teaching across learning environments for student success. Module 3 concludes by helping us build our skills and capacity for collaboration with our colleagues.

▶ **Preview Session 8**

TALE Academy

TEACHING ACROSS

LEARNING ENVIRONMENTS

www.tale-academy.com

To enroll in the TALE Academy, visit
tale-academy.com/start-learning

NYS ED .gov

New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity