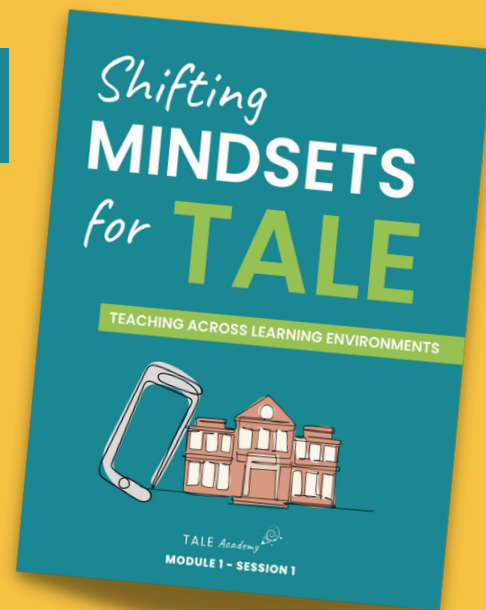


# TEACHING ACROSS

# LEARNING ENVIRONMENTS

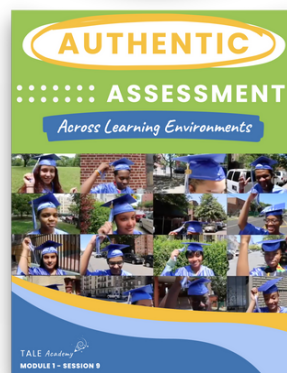
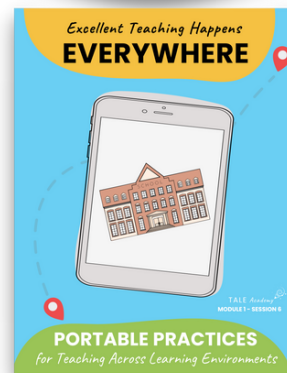
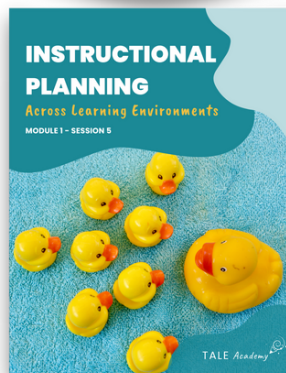
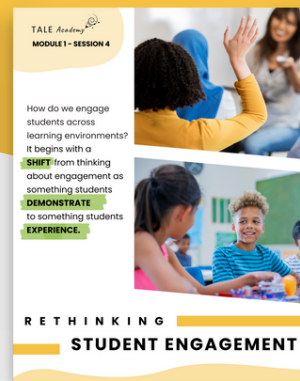
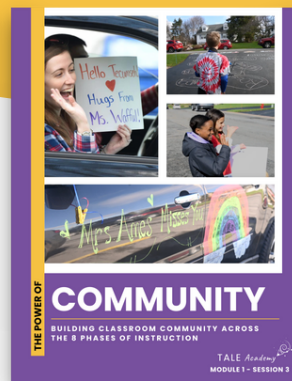
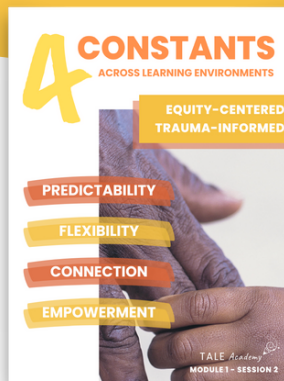
The TALE Academy is a series of free, virtual learning experiences available to all New York State educators and offers a rich array of resources on topics related to teaching across learning environments (TALE). The TALE Academy is built upon the work New York State educators carried out during emergency 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 1

### Module 1 - Shifting to Teaching Across Learning Environments

- is the first of seven modules, and it establishes the foundation of the TALE Academy. In Module 1, we apply lessons learned from emergency remote teaching (ERT) in New York State to rethink what it means for teaching and learning across multiple learning environments (remote, in-person, hybrid). The module includes 10 sessions that address key aspects of teaching across learning environments, or TALE.



TALE Academy

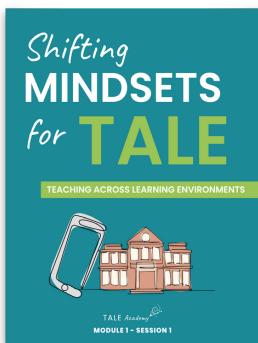
[www.tale-academy.com](http://www.tale-academy.com)

# SESSIONS

**Module 1 is broken up into 10 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

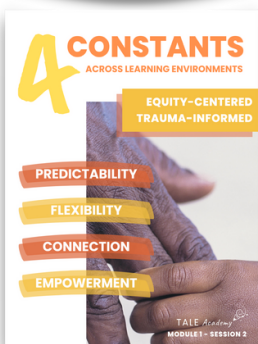
Every “Explore” section of a session begins with a summary of the content and ideas covered in the rest of the session. Preview these summaries to learn more about Module 1 and the fundamentals of teaching across learning environments!



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

Before we can implement TALE, we need to shift our mindsets about remote, hybrid, and in-person teaching. In this session, we explore the difference between emergency remote teaching (ERT), which defined teaching during the COVID-19 pandemic, and teaching across learning environments (TALE) as a sustainable approach. Key to this mindset shift is adopting resilient design for learning (RDL), which guides teachers to develop learning experiences that are extensible, flexible, and redundant.

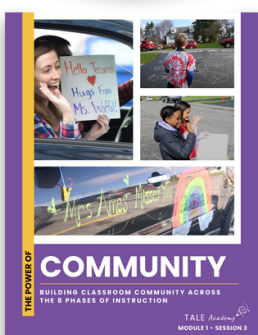
[!\[\]\(de95854c7ee024cfadc48187bbb781b2\_img.jpg\) Preview Session 1](#)



## *Session 2: The 4 Constants Across Learning Environments*

During the pandemic, we became more aware than ever of the inequities within and across our educational systems. In this session, we focus on addressing this issue within the classroom. We explore four components of an equity-centered, trauma-informed classroom: predictability, flexibility, connection, and empowerment. We then look at how we can build TALE practices that are grounded in those four components.

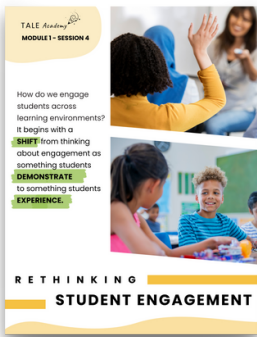
[!\[\]\(6a9b39b98eb945faa14c645ec99e4eaa\_img.jpg\) Preview Session 2](#)



## *Session 3: Building Classroom Community Across Learning Environments*

When we shift across learning environments – remote, hybrid, in-person – we also have to shift our practices for building and sustaining community. In this session, we explore ways to build community through the eight phases of instruction that take place regardless of the learning environment. How can you translate your effective practices from in-person teaching to remote or hybrid teaching? And how can you integrate practices from remote or hybrid teaching to more effectively build community in person?

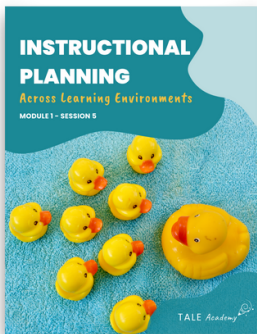
[!\[\]\(f1c5da15572e3e09d343161be98f508d\_img.jpg\) Preview Session 3](#)



## Session 4: Engaging Students Anywhere

How do we engage students across learning environments? It begins with a shift from thinking about engagement as something students demonstrate to something students experience. This shift moves us away from looking for behaviors, affect, and cognitive outcomes and toward emerging signs, such as attraction, persistence, and delight. Once we make this shift, we can explore design strategies to generate student engagement in traditional in-person classrooms and across remote and hybrid learning environments.

[▶ Preview Session 4](#)



## Session 5: Planning for Instruction Across Learning Environments

In this session, we explore five instructional design practices that should inform teaching across learning environments. We then look at three strategies to build solid instructional plans that work across those learning environments: (1) essential questions, (2) backward design, and (3) universal design for learning. These three strategies connect us to Session 1 and resilient design for learning (RDL), as the three strategies align with the three practices of RDL: (1) extensibility, (2) flexibility, and (3) redundancy.

[▶ Preview Session 5](#)



## Session 6: Excellent Teaching Happens Everywhere

Continuity of learning, a phrase we heard throughout the pandemic, is about the continuity of effective practices regardless of the physical learning environment. We describe these kinds of practices that are effective across learning environments as being portable. In Session 6, we explore three portable practices: (1) academic conversations, (2) checks for understanding, and (3) community-building circles.

[▶ Preview Session 6](#)



## Session 7: Teaching with Technology

As of June 2022, there were 9,575 edtech startups in the United States, more than 520,000 educational apps available for use by teachers and learners, and a Google search of “educational apps” tallied more than 9.35 billion results. Integrating all of this edtech into our classrooms can be challenging, as there is little time for training on and trying out technologies before they go “live.” In this session, we explore two frameworks for implementing technology that are teaching-centered, meaning that teaching guides technology use rather than the other way around.

[▶ Preview Session 7](#)

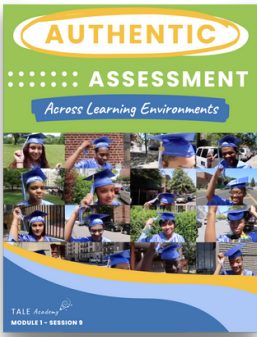


## Session 8: Shifting with Family Partners

In this session, we focus on building partnerships with families, regardless of the learning environment. We return to the four constants across learning environments that we discussed in Session 2 but from the perspective of building strong partnerships with families. We explore strategies to integrate predictability, flexibility, connection, and empowerment into communications, interactions, and collaborations with parents. And we explore them as strategies that can be used across learning environments.

[▶ Preview Session 8](#)





## *Session 9: Designing Meaningful Assessments*

In Session 4, we learned about different ways to engage students across learning environments: how to motivate students to do their work, be proactive, and ask questions. In this session, we take that a step further and discuss how to provide guidance to students and give them feedback that motivates and leads to student-centered learning and investment in their work. We explore how to leverage that student investment to fuel authentic assessments. We then look at how to ensure those authentic assessments are viable across all learning environments.

 [Preview Session 9](#)



## *Session 10: Reflection and Continuous Improvement*

Our hard work and reflection throughout the nine sessions of this module can serve as a springboard for our professional growth. In this session, we explore how to take the knowledge and skills we have acquired to think critically about the teaching practices we would like to adopt or adapt so that our students stay engaged, active, and successful across all learning environments. Specifically, we engage in reflective practice to consider the possible changes we might like to implement in our teaching based on what we have learned.

 [Preview Session 10](#)

*To enroll in the TALE Academy, visit  
[tale-academy.com/start-learning](https://tale-academy.com/start-learning)*



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