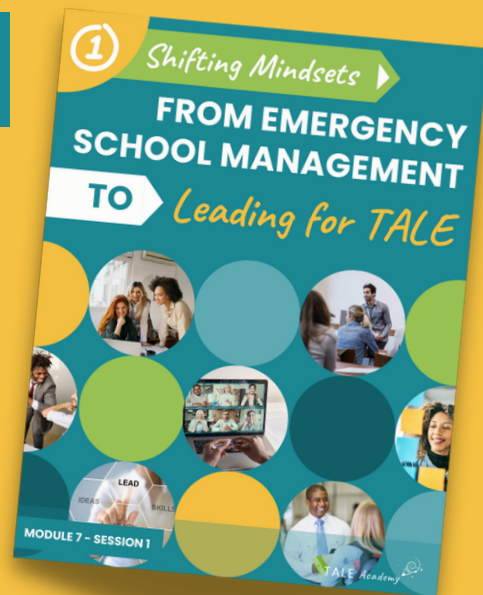


TEACHING ACROSS

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).**

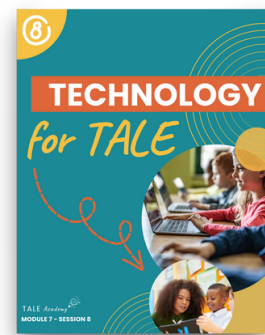
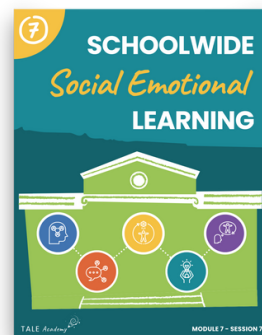


MODULE 7

In the prior six modules, we focused on the shifts that teachers can make in their classrooms to achieve the vision of teaching across learning environments (TALE). In

Module 7 – Leading to Support Educators

Across Learning Environments – we look at those shifts from the school leader’s perspective. We seek to answer the question: How can we, as school leaders, guide, support, and advance practices that support TALE? The sessions will reference learning from the prior modules, so we suggest that you complete at least Module 1 prior to engaging in this module.

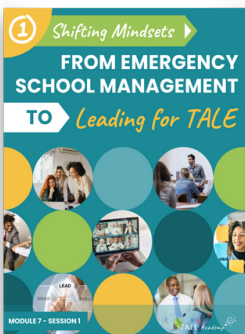


SESSIONS

Module 7 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 7 and the fundamentals of teaching across learning environments!



Session 1: Shifting Mindsets: From Emergency School Management to Leading for TALE

The time has come to switch from emergency school management as a result of the pandemic to leading for teaching across learning environments. This session explores the challenges school leaders faced during the pandemic and change leadership in the new normal of education. We introduce the framing of a VUCA world – one characterized by volatility, uncertainty, complexity, and ambiguity – and how to shift our thinking using the hallmarks of effective leadership.

[!\[\]\(de95854c7ee024cfadc48187bbb781b2_img.jpg\) Preview Session 1](#)



Session 2: Resilient Design for Leading

Resilient design for learning (RDL) teaches us to use extensibility, flexibility, and redundancy to design learning experiences that are adaptable to different learning environments. Resilient design for *leading* helps us make mindset shifts from volatility, uncertainty, complexity, and ambiguity (VUCA) to vision, understanding, community, and agility. We also explore how using resilient design for leading creates learning environments grounded in predictability, flexibility, connection, and student empowerment.

[!\[\]\(6a9b39b98eb945faa14c645ec99e4eaa_img.jpg\) Preview Session 2](#)



Session 3: Leading to Support Excellent Teaching for Everyone

Universal design for learning (UDL) focuses on three domains to create equitable, flexible learning environments that accommodate individual learning differences: engagement, representation, and action and expression. While UDL can help transform the way we teach, its implementation often faces barriers. In this session, we explore the phased approach of the Center for Applied Special Technology (CAST) to implementing UDL schoolwide, including strategies to support implementation across learning environments.

[!\[\]\(f1c5da15572e3e09d343161be98f508d_img.jpg\) Preview Session 3](#)



Session 4: Leading to Support High-Leverage Practices Everywhere

Making a practice portable begins with pinpointing a learning barrier to teaching across learning environments, creating a goal, and identifying practices to address the goal. To help us become skilled in this way of teaching, we can rely on professional learning communities (PLCs) with our peers. In this session, we look at how we as school leaders can support collaboration to help teachers adopt new practices for teaching across learning environments. This includes strategies we can use to create successful PLCs.

[▶ Preview Session 4](#)



Session 5: Leading for Student Engagement Across Learning Environments

The shift from how students *demonstrate* engagement to how students *experience* engagement (attraction, persistence, and delight) is part of creating trauma-informed, equity-centered learning environments. Student engagement is explored throughout the TALE Academy; however, this session focuses on how we as school leaders influence student engagement by the way we support teachers as designers of learning environments.

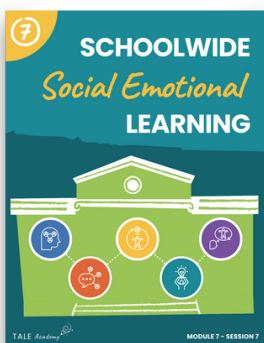
[▶ Preview Session 5](#)



Session 6: Leading for Family Engagement Across Learning Environments

Throughout the TALE Academy, we explore how to treat students' families as partners in students' learning. In this session, we explore the ways our organizational policies and structures support family engagement and provide resources to help us advance family engagement, including the *Dual Capacity-Building Framework for Family-School Partnerships*. We also explore how to expand the instructional core for teaching and learning to include families. We conclude with elements we should consider when selecting technology tools that support family engagement.

[▶ Preview Session 6](#)



Session 7: Leading for Schoolwide Social Emotional Learning

Building a schoolwide culture of social emotional learning (SEL) starts with school leadership. In this session, we revisit what SEL looks like in the classroom using CASEL's five SEL competencies and the New York State Education Department's SEL Benchmarks. Then we zoom out to explore a schoolwide approach for SEL. We share indicators to help us monitor SEL in our schools and ways we can model SEL for teachers and students through our own leadership practices.

[▶ Preview Session 7](#)



Session 8: Technology for TALE

In order to be effective, technology must be integrated into our teaching practices, not just leveraged as an add-on. To do this, teachers need to thoughtfully approach technology integration and consider how it can engage students, enhance their learning, and extend beyond the classroom. This session helps us embrace technology by looking at the expanded instructional core and considering how technology can support the four constants of learning: predictability, flexibility, connection, and empowerment. It also provides a technology decision-making matrix to help guide our adoption of technology to support teaching across learning environments.

[▶ 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*



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