Welcome!

Welcome to the VITAL Educator Program Facilitator Toolkit, a set of resources designed to support training on the Teaching Across Learning Environments (TALE) Academy. We hope these tools, differentiated by training setting, will prove useful as you plan and facilitate sessions to support the use of concepts in the TALE Academy.

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 TALE Academy is divided into seven modules of various content areas, focusing on meeting the needs of all students across multiple learning environments. The module topics reflect areas of focus prioritized by the New York State Education Department.

TALE Academy Modules:

1. Shifting to Teaching Across Learning Environments (TALE)
2. Culturally Responsive-Sustaining Education Across Learning Environments
3. Meeting the Needs of Students with Disabilities Across Learning Environments
4. Meeting the Needs of English Language Learners Across Learning Environments
5. Family and Community Engagement Across Learning Environments
6. Social Emotional Learning Across Learning Environments
7. Leading to Support Educators Across Learning Environments

The TALE Academy will be available to all New York State Educators in the Fall of 2024, at no charge.

About Teaching in Remote/Hybrid Learning Environments

The TALE Academy is a 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. To learn more, visit NYSED's TRLE website: http://www.nysed.gov/trle.

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All TALE Academy module content and workbook activities may be found on the TALE website: https://www.tale-academy.com/. The modules are designed to be self-paced and model best practices in online learning, including incorporating learner choice, modeling, and engaging activities, applied learning and opportunities for deeper learning.

While the modules in the TALE Academy may be completed asynchronously and independently, the materials and activities lend themselves easily to adaptation for a variety of training formats, including in-person, remote (synchronous and asynchronous), and hybrid. TALE is based on intentional learning design that builds upon the opportunities that different learning environments and formats can provide. In TALE, teachers are empowered to plan and design learning experiences with intention, choice and voice.

Module and Session Design

Each module is divided into 8-10 sessions, divided into the following learning components:
- Session Goal
- Guiding Questions and Learning Objectives
- Engage: Activate Prior Knowledge
- Explore: Explore primary content through magazine-style content offered in various learning modalities (READ, Watch, or Listen)
- Explore: Explore content further through a Choice Board of supporting articles, podcasts, videos
- Establish: Establish knowledge through an online workbook that offers a variety of activities designed to build knowledge/skills, and apply content knowledge.
- Extend: Resources for independent deeper exploration of content

Facilitators may want to reference the About TALE Academy webpage for further information about the design of the academy and a video that provides an orientation to the academy. https://www.tale-academy.com/about-tale.

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Facilitator Toolkit Organization

This toolkit is designed to provide support to those wishing to use TALE Academy materials, concepts, and activities in their training with fellow educators to improve understanding of teaching across all learning environments. The toolkit is divided into 7 parts:

Part 1: Provides an overview of general facilitator strategies, differentiated delivery methods, considerations for resources, group size, adult learning strategies, information about Continuing Teacher Leader Education (CTLE) credits and micro-credentials, and a training evaluation template.

Part 2a: Provides a training process guide for a one hour professional development session based on Module 1, Session 1, for delivery in an in-person or remote synchronous fashion. This type of session focuses on building knowledge, awareness, and understanding.

Part 2b: Provides training content guides for Modules 1-7, focusing on key content/concepts from each module that could be delivered in a three hour professional development session, either in-person or in a remote/hybrid format.

Part 3: Provides tips for training for deep knowledge and understanding.

Part 4: Provides a summary of each module session for ease in reference.

Part 5: Provides a training plan template.

Part 6: Provides supplemental resources.

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Part 1: Getting Started - Facilitator Moves

The term "facilitator moves" references the techniques and/or strategies trainers will use in a particular setting, or with a particular audience, or with specific materials. This toolkit is differentiated, based upon each of those considerations and facilitators may select the specific approach(es) they wish to use, depending on their targeted audience, setting, and desired training outcome.

Differentiated Delivery Methods

Professional development delivery has shifted over the past decade from primarily in-person, to a variety of settings, dependent upon the audience availability, time, travel constraints, and receptivity to particular modalities. In-person, remote and hybrid are all options and facilitators will need to work with their district, school, or professional learning community to determine which approach will best meet their needs.

Delivery Method Definitions

The following definitions provide a basic understanding of three delivery methods and three variations of remote learning. A facilitator may tailor these or use a combination of settings, depending on the targeted audience and training parameters.

- **In-Person:** Training that occurs in person. This may be for a large group, small group, or even 1:1, such as coaching.
- **Remote:** Training that occurs when the trainer and the audience are in two different locations.
- **Hybrid:** Training that is a combination of in-person and remote delivery methods.
- **Synchronous:** Online training that occurs at the same time for all participants. Participants are trained together via an online platform in real-time, at the same time.
- **Asynchronous:** On-line training that occurs at an individual pace for each participant. Participants are trained separately via an online platform on their own schedule, however the facilitator typically provides deadlines for completion of activities. Asynchronous learning does not typically include live facilitation, but often provides some guidance and/or support.
- **Blended - Synchronous and Asynchronous:** Training that is a combination of synchronous and asynchronous delivery methods. Participants may meet for facilitated, simultaneous training and may complete some activities independently on their own time.

Delivery Method Materials & Resources

The information below provides guidance on the materials and resources facilitators may want to consider for the various delivery methods described above.

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In-Person Training

In-person training is physical face-to-face training that provides opportunity for participants to interact in the same space. Facilitators will need to consider time for travel for participants, length of time participants have available, and meeting space availability.

Participant Group Size Considerations
- Suitable for 1:1 Coaching.
- Suitable for both small and large groups.

Materials & Resources Considerations
In-Person Training   *Training that takes place in person.*   • TALE Academy access is required.   • Participants must bring a personal device, laptop, or tablet to the in-person event.   • Wi-Fi access is required at the location.   • Participants will need access to Word and PowerPoint on their devices.   • Participants must be able to view PDFs on their device.   • Small table group arrangements suggested for discussion (5-7).   • Consider materials that might be helpful during group work aligned with your chosen delivery methods (e.g., poster paper, sticky notes, etc.).   • Depending on the size of the participant group adjustments may need to be made for individual and group share outs.   NOTE: If Wi-Fi is not available and/or participants are unable to bring a personal device, the in-person training can be conducted using TALE Academy hard copy materials.

Remote Training

Remote training provides participants the opportunity to learn at their own pace and in the comfort of their own work space or home. Trainers may select from any of the three training options in the table below, depending on the needs of the group: synchronous, asynchronous, or blended.

Participant Group Size Considerations
- Suitable for 1:1 Coaching.
- Suitable for both small and large groups.

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Materials & Resources Considerations

Synchronous Training *100% online occurring at the same time.*	Asynchronous Training *100% online not occurring at the same time.*	Blended Training *Blend of synchronous and asynchronous.*
• Participants require access to the TALE Academy. • Participants require the capacity to participate online.		
• Breakouts are suggested if the group is larger than 5-7. • Breakouts are suggested to be in groups no larger than 5-7. • It is recommended to have facilitators for each breakout room or a process for breakout self-facilitation. • Depending upon the size of your group consider appropriate formats for post-breakout sharing to larger groups. • Consider developing a common online repository for training guidance materials.	Suggested: • If your asynchronous learning experience is over a prescribed time period, provide a set of benchmark dates for module completion. • Provide participants with an overview of the TALE Academy website, modules, and sessions. • Provide contact information for support. • Consider developing a common online repository for training guidance materials.	Both material and resource considerations for synchronous and asynchronous apply to blended.

Hybrid Training

A hybrid training model incorporates both in-person and remote training. The facilitator must consider the audience's needs in determining the ideal combination of in-person and remote, and the order in which learning might occur. For example, the facilitator may consider providing all of the module training asynchronously first, followed by in-person debrief/skill building sessions. Conversely, the facilitator could provide a blended approach in which they provide the module content through an in-person training, followed by remote debrief/skill building sessions conducted synchronously.

Participant Group Size Considerations

- Suitable for 1:1 Coaching.
- Suitable for both small and large groups.

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Materials & Resources Considerations

Hybrid Training *A combination of in-person and remote delivery methods.*	
In-Person Training *Training that takes place in person.*	**Remote Training** *Blend of synchronous and asynchronous.*
• Participants require access to the TALE Academy. • Participants require the capacity to participate online.	
• Participants must bring a personal device, laptop, or tablet to the in-person event. • Wi-Fi access is required at the location. • Participants will need access to Word and PowerPoint on their devices. • Participants must be able to view PDFs on their device. • Small table group arrangements suggested for discussion (5-7). • Consider materials that might be helpful during group work aligned with your chosen delivery methods (e.g., poster paper, sticky notes, etc.). • Depending on the size of the participant group adjustments may need to be made for individual and group share outs. NOTE: If Wi-Fi is not available and/or participants are unable to bring a personal device, the in-person training can be conducted using TALE Academy hard copy materials.	Synchronous: • Breakouts are suggested if the group is larger than 5-7. • Breakouts are suggested to be in groups no larger than 5-7. • It is recommended to have facilitators for each breakout room or a process for breakout self-facilitation. • Depending upon the size of your group consider appropriate formats for post-breakout sharing to larger groups. Asynchronous: • If your asynchronous learning experience is over a prescribed time period, provide a set of benchmark dates for module completion. • Provide participants with an overview of the TALE Academy website, modules, and sessions. • Provide contact information for support

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Delivery Methods Differentiated by Learner Needs

Facilitators will want to ensure differentiation of their training based on learning needs. Consider the following factors when planning training to ensure you are accommodating individual learner needs:

1. Relevant and engaging training materials - the materials used should be relevant to the learner's role and presented engagingly and interactively.
2. Interactive training methods - using a variety of activities that both engage the individual learner and enable them to collaborate with fellow learners can help learners engage with the material and apply it to real-world scenarios.
3. Effective communication - trainers should have the experience and skills necessary to deliver training effectively and the ability to communicate effectively and keep learners engaged.
4. Training environment - the training environment should be conducive to learning, with appropriate lighting, seating, and facilities, or in the case of remote/hybrid environments, sufficient technology (e.g., learning management systems, platforms, software) to deliver training smoothly and effectively.
5. Feedback and evaluation - effective training delivery relies on feedback and evaluation. Learners should be encouraged to provide feedback on the training program, and trainers should regularly utilize that data to identify areas for improvement in the training.

Best Practice Training Strategies for Adult Learning

Adult learning has some similarities to younger student learning, but it also has unique characteristics that must be considered when developing training programs. Adult learners come to training with a wealth of experiences, both personal and professional. They also come with clearly identified individual learning styles. Training programs should honor and utilize these factors in order to maximize learning. Consider the following strategies to meet the needs of your adult learners:

1. Use data to inform your instruction, just like we do with younger students. What is your participants' current level of understanding/use of the content you are delivering? This will help determine your starting point.
2. What do you want your learners to achieve? How will you measure if they have achieved this? Setting goals and objectives will help identify what you want your participants to know, understand, or be able to do at the end of your training program. The goals should be SMART goals: specific, measurable, achievable, relevant, timebound and should be shared with the participants at the beginning of your program.

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3.   Provide explicit direct teaching with structured lessons that include a variety of activities incorporating learner choice and flexibility. You may want to reference the structure of the TALE Academy as an example: the modules are predictable in format, rich in choice/activities, and provide real world educator examples. Your training structure should include activating prior knowledge on a topic, providing initial exposure to new material with a choice of how to access that material (e.g., jigsaw activities, gallery walks, think-pair-share activities), additional activities/readings that build upon the content, and opportunities for the learner to practice independently and apply what they have learned.

4.   Include opportunities for questioning, collaborative learning, and self-reflection in order to firmly establish new content/understanding.

CTLEs and Mico-Credential Opportunities

Continuing Teacher Leader Education (CTLE) credits in New York State may only be awarded through a sponsor agency certified by the New York State Education Department as a CTLE provider. If you wish your training participants to be able to receive CTLE credits, you must ensure that your sponsoring agency (school district, BOCES, University, etc…) approves your training for CTLE credit purposes.

A Micro-credential is a short, focused, competency- based recognition of mastery in a particular topical area. Microcredentials are awarded through agencies (e.g., the State Universities of New York) who are certified to award them. The TALE Academy workbooks for each module session provide the option to complete activities that lead to deeper learning, i.e., learning at a micro-credential level. The 3rd Activity in every session provides opportunities for deeper learning. At this level, learners extend their knowledge and skill to the practice and application level. Deeper learning activities focus on building skills and competencies related to the topics covered in each session. Look for the microcredential icon in the workbook highlighting activities that correspond to deeper learning. If you opt to focus on these deeper learning opportunities in your professional development plan and would like learners to receive micro-credentials, your professional development session(s) must be associated with a micro-credential provider.

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Training Evaluation Template

Each training session should include a training evaluation in order for participants to provide feedback and for the professional development provider to reflect upon the session and make adjustments as needed for future sessions. The template below is an example of the basic elements of a training evaluation - these elements may be customized based on specific style preference and feedback needs.

Training Evaluation Form

Training Title/Topic: [Insert training title or topic]

Trainer(s): [Insert trainer name(s)]

Date of Training: [Insert date(s) of training]

Training Content Evaluation:

1. Relevance:
   - How relevant was the content to your role/tasks?
     - Very Relevant
     - Relevant
     - Somewhat Relevant
     - Not Relevant
2. Clarity:
   - How clear was the presentation of the material?
     - Very Clear
     - Clear
     - Somewhat Clear
     - Not Clear
3. Depth of Content:
   - Was the content depth appropriate?
     - Too Basic
     - Appropriate
     - Too Advanced
4. Usefulness:
   - How useful was the information provided?
     - Very Useful
     - Useful
     - Somewhat Useful
     - Not Useful

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Trainer Evaluation:

1. Knowledge:
   - How knowledgeable was the trainer on the subject matter?
     - Extremely Knowledgeable
     - Knowledgeable
     - Somewhat Knowledgeable
     - Not Knowledgeable
2. Delivery:
   - How effective was the trainer's delivery of the material?
     - Very Effective
     - Effective
     - Somewhat Effective
     - Not Effective
3. Interaction:
   - How well did the trainer engage with the participants?
     - Highly Engaging
     - Engaging
     - Somewhat Engaging
     - Not Engaging

Overall Training Experience:

1. Satisfaction:
   - Overall, how satisfied were you with the training?
     - Very Satisfied
     - Satisfied
     - Neutral
     - Dissatisfied
     - Very Dissatisfied
2. Suggestions for Improvement:
   - Please provide any suggestions for improving future training sessions.

Additional Comments/Feedback:

Thank you for your participation!

Your feedback is valuable and will help us improve future training sessions.

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Part 2: Facilitator Training Guides: Building Awareness, Knowledge and Understanding

Training Process Guides

The information below will provide specific guidance on presenting across various learning environments: in-person, remote, and hybrid. These guidelines are provided as suggestions and are not inclusive of what you, as a facilitator, may need for a particular training session. These training process guides focus on sessions designed to build awareness, knowledge, and understanding.

In-Person Training Process Guide

1. Identify Training Objectives
   ○ Set clear and measurable objectives that outline what participants should know and understand by the end of the session.
   ○ Establish a timeframe for the training that will enable you to meet the objectives.
2. Plan the Curriculum:
   ○ Develop a detailed curriculum that aligns with the training objectives.
   ○ Break down the content into manageable sections.
   ○ Decide on the methods and materials you'll use to deliver the content (lecture style, group activities, hands-on exercises, etc.).
3. Select the Venue:
   ○ Choose a suitable location for the training that can accommodate the number of participants comfortably.
   ○ Ensure the venue has the necessary equipment and facilities (projectors, whiteboards, internet access, etc.) for the training activities.
4. Arrange Logistics:
   ○ Set the date and time for the training session.
   ○ Send out invitations or notifications to participants with all relevant details (date, time, location, agenda, materials to bring such as laptops or pre-assigned work, etc.).
   ○ Arrange for opportunities for breaks/lunch if the training will be conducted over multiple hours.
   ○ Ensure internet access for the presenter and participants if needed.

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5. Prepare Training Materials:
   ○ Create or gather any handouts, slides, workbooks, or other materials needed for the training.
   ○ Ensure that all materials are organized and easily accessible for both trainers and participants.
6. Train any other Trainers (if applicable):
   ○ If you have multiple trainers or facilitators, ensure they are adequately prepared to deliver the content effectively.
   ○ Conduct training sessions or rehearsals to ensure consistency in delivery and messaging.
7. Facilitate the Training:
   ○ Start the session by introducing yourself and providing an overview of the agenda and objectives. Conduct an opening activity to welcome participants and help them get to know each other.
   ○ Deliver the content according to the planned curriculum, engaging participants through various interactive activities and discussions.
   ○ Encourage participation and questions throughout the training to ensure understanding and engagement.
   ○ Monitor participants' progress and adjust the pace or content as needed.
8. Assess Learning:
   ○ Incorporate assessments or quizzes to gauge participants' understanding of the material.
   ○ Solicit feedback from participants through surveys or verbal discussions to identify areas for improvement.
   ○ Use evaluation data to refine future training sessions.
9. Follow-Up and Support:
   ○ Provide additional resources or support materials to reinforce learning after the training.
   ○ Offer opportunities for participants to continue their learning through further training sessions, mentoring, or online resources.
   ○ Follow up with participants to address any questions or concerns that may arise after the training.
10. Evaluate Training Effectiveness:
    ○ Assess the overall effectiveness of the training in achieving its objectives.
    ○ Analyze feedback from participants and stakeholders to identify strengths and areas for improvement.
    ○ Use evaluation data to make adjustments to future training sessions and improve the overall training program.

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Remote Training Process Guide

1. Identify Training Objectives: Set clear and measurable objectives that outline what participants should know and understand by the end of the session.

2. Select Appropriate Tools: Choose the right technology for your training needs. This might include video conferencing platforms like Zoom or Microsoft Teams, collaboration tools like Google Drive or Microsoft Office 365, and training-specific platforms like Moodle or Teachable.

3. Create Materials: Develop training materials such as presentations, activities, exercises, and quizzes. Ensure they are engaging and accessible for remote participants.

4. Test Technology: Familiarize yourself with the chosen tools and test them in advance to ensure smooth operation during the session. Check audio, video, screen sharing, and any interactive features.

5. Communicate Logistics: Send out invitations to participants with details about the date, time, and technology requirements. Include any pre-work or materials they need to review beforehand.

6. Introductions: Start with a welcoming activity appropriate for a remote setting to help participants feel comfortable and engaged. Introduce yourself, the agenda, and any housekeeping rules.

7. Engage Participants: Encourage active participation through polls, discussions, and interactive activities. Use breakout rooms for small group discussions or exercises.

8. Deliver Content: Present the material clearly and concisely, using a mix of visual aids, demonstrations, and real-life examples to reinforce learning.

9. Encourage Questions: Foster an open environment where participants feel comfortable asking questions and seeking clarification. Use chat features for written questions or comments.

10. Check Understanding: Periodically check for understanding by asking questions or conducting quick quizzes. Adjust the pace or content delivery based on participant feedback.

11. Breaks: Schedule regular breaks to prevent participant fatigue and allow time for reflection and networking.

12. Follow-Up: Provide post-training materials, resources, or recordings for participants to review. Follow up with any unanswered questions or issues.

13. Feedback: Gather feedback from participants to evaluate the effectiveness of the training and identify areas for improvement. Use surveys or direct feedback sessions.

14. Continuous Support: Offer ongoing support or follow-up sessions to reinforce learning and address any remaining questions or challenges.

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Hybrid Training Process Guide

1. Set clear and measurable objectives that outline what participants should know and understand by the end of the session(s). Determine which aspects of training are best suited for in-person and remote methods.

2. Design a comprehensive training curriculum that includes both in-person and remote components. Divide the curriculum into session(s) that can be effectively delivered through each method.

3. For in-person training sessions include activities that lend themselves to face-to-face opportunities, such as gallery walks, jigsaw activities, think-pair-share, table group discussions.

4. Choose a suitable location for the training that can accommodate the number of participants comfortably.Ensure the venue has the necessary equipment and facilities (projectors, whiteboards, internet access, etc.) for the training activities.

5. Arrange Logistics:
    ○ Set the date and time for the training session.
    ○ Send out invitations or notifications to participants with all relevant details (date, time, location, agenda, materials to bring such as laptops or pre-assigned work, etc.).
    ○ Arrange for any necessary catering or refreshments if the training will be conducted over multiple hours.
    ○ Ensure internet access for presenter and participants if needed.

6. For the remote portions of your training, choose the right technology platforms for remote training, such as zoom, video conferencing, learning management systems (LMS), or virtual classrooms. Offer flexibility in scheduling remote sessions to accommodate diverse learner needs.

7. Combine in-person and remote training sessions strategically to optimize learning outcomes.
    ○ Use online resources to reinforce concepts introduced during in-person sessions, and vice versa.
    ○ Provide supplementary materials and resources for self-paced learning.Incorporate interactive elements into both in-person and remote training, such as quizzes, case studies, role-playing exercises, and simulations.
    ○ Encourage active participation and collaboration among learners, regardless of the training format.

8. Implement regular assessments to evaluate learner progress and comprehension.Gather feedback from participants to continually improve the training process. Use both qualitative and quantitative data to measure the effectiveness of the hybrid training approach.

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9. Offer ongoing support to learners, including access to the facilitator and fellow participants outside of the training sessions, online forums, and additional learning materials.Provide technical assistance for remote training platforms and troubleshoot any issues promptly. Ensure clear communication channels for questions and concerns.

10. Periodically review the hybrid training process to identify areas for improvement. Analyze training metrics and adjust the curriculum or delivery methods as needed. Stay updated on emerging technologies and best practices in training to enhance effectiveness.

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Training Sample Session Across Learning Environments

The sample below outlines what a professional development session on TALE Academy Module 1, Session 1 might look like in the following training settings:

- In-person
- Remote synchronous

In-Person Sample Session - Module 1, Session 1: *Shifting to Teaching Across Learning Environments* (Trainer has already surveyed or conducted a needs assessment of the group and determined that the topic meets the group's training needs.)

A. **Training Objectives:**
   - Distinguish between emergency remote teaching (ERT) and teaching across learning environments (TALE).
   - Describe the three principles that support resilient pedagogy.
   - Identify specific strategies to help move to a mindset that embraces teaching across learning environments.
B. **Timeframe: 1 hour**
C. **Materials:** Chart paper, hard copies of activities indicated below*, presenter laptop, slidedeck, sticky notes, markers, index cards. (*If internet access is available and participants can bring their own laptops, hard copies will only be needed for the Explore Content activity below.)
D. **Session Outline:**
   - **Introductions, Overview of Key Terms, Review Session Objectives - 5 minutes.**
      - Have copies of the Key Terms Activity from Module 1, Session 1 https://www.tale-academy.com/start-learning in the TALE Academy Workbook available on each table when participants arrive. On the screen, display directions that participants should complete the activity as they arrive.
      - Introduce yourself.
      - Review why participants are there (why is your organization asking you to conduct this professional development) and the training objectives.
   - **Activate Prior Knowledge - 7 minutes**
      - Use Activity 1.1.1 from the TALE Activity Workbook as a Gallery Walk. Have chart paper set up around the room with one of the following terms on each:
         - Remote Instruction
         - Hybrid Instruction
         - In-Person Instruction.

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- ■ Ask participants to take sticky notes and write one word or phrase they associate with each term and post it on the corresponding chart paper. After they have completed the task, read a few of the responses and ask what these responses reflect in terms of people's mindsets about each of the learning environments.
  - ○ **Explore Content - 15 minutes**
    - ■ Have hard copies of the magazine-style article from Module 1, Session 1: *Shifting Mindsets for TALE* https://www.tale-read.com/m1s1 on the tables. Using highlighters, ask participants to highlight sections of the article, based on logical sections of the article. Alternatively, you may break the article into logical sections and announce those sections for participants to mark on their copies. Each table participant reads one highlighted section and after all have completed reading their sections, each participant summarizes their reading for their tablemates. If time permits, ask them to reflect on what concepts resonated with them with their table mates.
  - ○ **Establish Content - 15 minutes**
    - ■ Use 3 slides to present the major concepts in the article *Resilient pedagogy: The professional development opportunity educators need now more than ever* found in the Tale Academy, Module 1, Session 1 Establish Content section: https://katieclum.org/2021/04/29/resilient-pedagogy-the-professional-development-opportunity-educators-need-now-more-than-ever/ Using the information in the article, the slides should offer definitions of:
      - ● Designing Lessons for Extensibility
      - ● Designing Lessons for Flexibility
      - ● Designing Lessons for Redundancy
    - ■ After walking through the definition for each, ask participants to brainstorm at their tables examples of each of these components of resilient pedagogy and how the components intersect with each other. Ask one person at each table to be a recorder who will then share out the table's thoughts with the whole group.
  - ○ **Establish - Reflection for Action - 10 minutes**
    - ■ Have hard copies of Activity 1.1.2 A Preliminary Action Plan from the Module 1, Session 1 TALE Academy Workbook available to each participant. Ask participants to complete the chart and then ask for one or two volunteers from each group to share out their responses, as time permits.

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- ■ **Wrap-Up - 8 minutes**
  - Provide an opportunity for questions as time allows.
  - Review any next steps for participants regarding any future or follow-up professional development sessions.
  - Exit ticket - using index cards provided on each table, ask each participant to jot down one idea from the session they plan to incorporate into a future lesson.

Remote (Synchronous) Sample Session - Module 1, Session 1: *Shifting to Teaching Across Learning Environments*
(Trainer has already surveyed or conducted a needs assessment of the group and determined that the topic meets the group's training needs.)

A. **Training Objectives:**
  - ○ Distinguish between emergency remote teaching (ERT) and teaching across learning environments (TALE).
  - ○ Describe the three principles that support resilient pedagogy.
  - ○ Identify specific strategies to help move to a mindset that embraces teaching across learning environments.
B. **Timeframe: 1 hour**
C. **Materials:** Laptops, internet access, TALE Academy Module 1, Session 1 https://www.tale-academy.com/start-learning , Slidedeck
D. **Session Outline:**
  - ○ **Introductions, Overview of Key Terms, Review Session Objectives - 5 minutes**
    - ■ Share screen.
      - Slide #1: Introduce yourself, and if participants don't know each other, provide an opportunity for them to introduce themselves briefly, depending on the number of participants. For a large group, allow time for introductions in the breakout room sessions.
      - Slide #2 Review why participants are there (why is your organization asking you to conduct this professional development) and the training objectives.
      - Slide #3: Overview of Key Terms. In the chatbox, insert a link for the TALE Academy, Module 1, Session 1 Workbook Key Terms - https://docs.google.com/presentation/d/1InW7x-XFLdK-vF9CP6FV20dIVL7M2FqEhovAKZN1Dx0/edit#slide=id.g13e90ff1895_1_72 Provide a few minutes for the participants to complete the Key Terms Activity.

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- **Activate Prior Knowledge - 6 minutes**
  - Use Activity 1:1:1 *Word Association* from the TALE Academy, Module 1, Session 1 Workbook. Insert the link in the chat box for participants to complete the chart themselves, or create a slide with the chart on it. Ask participants to reflect upon the following terms and jot down their thoughts regarding each of the following learning environments:
    - Remote Instruction
    - Hybrid Instruction
    - In-Person Instruction.
  - Ask a few participants to share their reflections and ask the group to consider what the responses reflect in terms of people's mindsets about each of the learning environments. There are no right or wrong responses and each person will have unique opinions about each of the learning environments, based on their own experiences.
- **Explore Content - 20 minutes**
  - Explain that participants will be assigned into random breakout rooms. Prior to assigning them, explain the directions below. If participants have not had the opportunity to introduce themselves to each other, they should do so in the breakout rooms, prior to starting the assignment. They should select a group facilitator, based on some fun fact - birthday closest to today, person born the furthest away from where they live now, most unusual recent vacation experience, etc..
  - Offer participants the option to:
    - Read the magazine-style article Shifting Mindsets for TALE from TALE Academy Module 1, Session 1: https://www.tale-read.com/m1s1
    - Watch the video Shifting Mindsets for TALE: https://www.youtube.com/watch?v=9oJllQpgDR0
    - Listen to the podcast Shifting Mindsets for TALE from TALE Academy Module 1, Session 1: https://www.tale-listen.com/m1s1
    - After 15 minutes for reading, watching or listening to the content, the facilitator will reconvene the group for 5 minutes and ask participants to share out on what concepts resonated with them and why.
    - After 20 minutes, close the breakout sessions and return participants to the large group.

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- **Establish Content – 10 minutes**
  - Use 3 slides to present the major concepts in the article *Resilient pedagogy: The professional development opportunity educators need now more than ever* in the Tale Academy, Module 1, Session 1 Establish Content section: https://katieclum.org/2021/04/29/resilient-pedagogy-the-professional-development-opportunity-educators-need-now-more-than-ever/ Using the information in the article, the slides should offer definitions of:
    - Designing Lessons for Extensibility
    - Designing Lessons for Flexibility
    - Designing Lessons for Redundancy
  - After walking through the definition for each, ask participants to reflect and share examples of these components of resilient pedagogy, based on their own experiences, and how the components intersect with each other.
- **Establish – Reflection for Action – 10 minutes**
  - Provide the link to Activity 1.1.2 *A Preliminary Action Plan* from the TALE Academy Module 1, Session 1. Provide 5-6 minutes for participants to complete the chart, then ask a few volunteers to share out their responses, as time permits.
- **Wrap-Up – 8 minutes**
  - Provide an opportunity for questions as time allows.
  - Review any next steps for participants regarding any future or follow-up professional development sessions.
  - Exit ticket - using the Zoom Whiteboard feature, ask each participant to jot down one idea from the session they plan to incorporate into a future lesson.

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Training Content Guide - Key Principles/Concepts

The The following content guide provides an overview of the key principles/concepts for each module in the TALE Academy for support in developing professional development in time-limited sessions. Each of these module key content summaries provides the critical content which might be covered in approximately a four hour (half day) professional development session focusing on an entire module. Content may be adjusted depending on the total time available to cover an entire module. Please note that the materials and activities listed do not cover all sessions of each module - that is not to say they are not all important, but we are providing this guide for those who may be limited in time and plan to offer an overview of key content in the module.

The activities provided for Module 1 are provided as a sample for how a presenter might move through the key content in a four hour (half day) time block. The key content summaries for Modules 2-7 do not provide activities, only the key objectives, vocabulary, and primary content/focal points for a half day professional development session.

Module 1 - The sessions in Module 1: *Shifting to Teaching Across Learning Environments* focus on a shift in mindset and movement to a more resilient pedagogy in adapting content and designing lessons according to delivery mode and varying our teaching style according to the changing needs of our students. The key principles and content outlined below for a four hour professional development opportunity focus on Sessions 1-6 in Module 1. The other four sessions contain valuable content as well, but the concepts are covered in greater depth later in subsequent modules.

- **Key Objectives:**
  - Define resilient design for learning and its three primary practices of extensibility, flexibility, and redundancy.
  - Discuss how teaching strategies such as essential questions, Universal Design for Learning and backward design can support resilient design for learning.
  - Review four components of an equity-centered, trauma-informed classroom: predictability, flexibility, connection, and empowerment.
  - Identify best practices in building classroom community across learning environments.
  - Reflect upon a shift in student engagement from something students demonstrate to something students experience.
  - Explore how portable teaching practices such as academic conversations, checks for understanding and community-building circles can support excellent teaching in any environment.

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- **Materials needed:**
  - TALE Academy Module 1 READs for Sessions 1-6. https://www.tale-academy.com/
  - TALE Academy Workbook Activities 1.1.2; 1.2.1; 1.2.2; 1.3.2; 1.4.1; 1.5.2; 1.6.2
- **Session 1: Teaching Across Learning Environments**
  - Exploring Content: Provide eye time for participants to read through or jigsaw content of Module 1, Session 1 READ: *From Emergency Remote Teaching to Teaching Across Learning Environments.*
  - Key Terms: Ask for volunteers to offer definitions from the reading for the following key terms:
    - Resilient pedagogy
    - Extensibility
    - Flexibility
    - Redundancy
  - Establish New Ideas/Reflection for Action: Introduce Module 1 Workbook Activity 1.1.2, using the following prompts:
    - In small groups, discuss how you might incorporate the concepts of extensibility, flexibility, and redundancy in a remote/hybrid learning environment.
    - Participants complete Workbook Activity 1.1.2: *A Preliminary Action Plan*
- **Session 2: The Four Constants Across Learning Environments**
  - Exploring Content: Provide opportunity for participants to access Module 1, Session 2 READ: *The Four Constants Across Learning Environments*
  - Key Terms: Ask for volunteers to offer definitions from the reading for the following key terms:
    - Connection
    - Empowerment
    - Predictability
    - Trauma-informed teaching
  - Establish New Ideas/Reflection for Action:
    - Ask participants to complete the survey of their own trauma-informed teaching practices in Workbook Activity 1.2.1.
    - Participants complete Activity 1.2.2: *From Priorities to Action* – participants reflect on how to incorporate one of the four constants in teaching in a remote/hybrid environment.
- **Session 3: Building Classroom Community Across Learning Environments**
  - Exploring Content: Provide time for participants to access content in Module 1, Session 3 READ: *Building Classroom Community Across The 8 Phases of Instruction*

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- Key Terms: Ask for volunteers to offer definitions from the reading for the following key terms:
    - Classroom Community
    - Connectedness
    - Emotional Climate
- Establish New Ideas/Reflection for Action:
    - Introduce Workbook Activity 1.3.2, using the following prompts:
        - In your small group, discuss how you each use one or more of the phases of instruction discussed in the reading, in a remote/hybrid environment.
        - Participants complete Workbook Activity 1.3.2: What strategies can you apply to different teaching modalities and what does this look like for students?

- **Session 4: Engaging Students Anywhere**
    - Exploring content: Provide opportunity for participants to access the Session 4 READ: *Rethinking Student Engagement*
    - Key terms: Ask for volunteers to offer definitions from the reading for the following key terms:
        - Affective Dimension
        - Behavioral Dimension
        - Cognitive Dimension
        - Student Engagement
    - Establish New Ideas/Reflection for Action:
        - Introduce Workbook Activity 1.4.1, using the following prompts:
            - Consider examples of how students have demonstrated engagement during one of your lessons during in-person teaching and in a remote/hybrid environment. Were there any commonalities? Read the directions for Activity 1.4.1 and ask participants to complete the activity.

- **Session 5: Planning for Instruction Across Learning Environments**
    - Exploring Content: Provide opportunity for participants to access Module 1, Session 5 READ: *Instructional Planning Across Environments*
    - Key Terms: Ask for volunteers to offer definitions from the reading for the following key terms:
        - Backward Design
        - Essential Questions
        - Learner Variability
        - Universal Design for Learning

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- Establish New Ideas/Reflection for Action:
  - Introduce Activity 1.5.1, using the following prompts:
    - In your small group, discuss how you have used backward design in planning lessons and what strategies you use to accommodate learner variability in your classes? Would those strategies look any different in a remote/hybrid setting?
    - Read the directions for Activity 1.5.1: Revise a Lesson, and ask participants to complete the activity.
- **Session 6: Excellent Teaching Happens Everywhere**
  - Exploring Content: Provide access for participants to Module 1, Session 6 READ: Portable Practices for Teaching Across Learning Environments
  - Key Terms: Ask for volunteers to offer definitions from the reading for the following key terms:
    - Portability
    - Restorative Practice
    - Teacher Clarity
  - Establish New Ideas/Reflection for Action:
    - Introduce Activity 1.6.2, using the following prompts:
      - In this session, we focused on strategies to create a student-centered classroom, examine how teacher role affects student expectations, and build relationships that promote a safe and positive environment. Reflect on your current teaching strategies in these three areas and consider how you can extend these strategies across learning environments. Complete the table in Workbook Activity 1.6.2: Taking Stock of My Teaching Environment.

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Module 2 - The sessions in Module 2: *Culturally Responsive-Sustaining Education Across Learning Environments* – explore all aspects of culturally responsive-sustaining education (CRSE) practices across learning environments – from creating student-centered learning environments to partnering with families using CRSE-aligned practices. The summary below highlights key content and activities that might be used in an introductory four-six hour professional development session on CRSE across learning environments.

- **Key Objectives:**
  - Define CRSE and identify the four principles of the CRSE framework.
  - Identify ways the four principles of CRSE can be incorporated across learning environments.
  - Describe the four elements of welcoming and affirming environments.
  - Identify specific strategies for developing a classroom environment that fosters belonging across all learning environments.
  - Describe CRSE student-centered approaches that convey high expectations while also being responsive to diverse learning needs across learning environments.
  - Understand the benefits of strong student-teacher relationships as essential supports for learning.
  - Determine the benefits and challenges of CRSE-driven family engagement practices across specific learning environments.
  - Identify strategies to involve families and caregivers in the learning process and determine ways to utilize them across learning environments.
- **Key Terms** - all definitions may be found in the corresponding TALE Workbook for each session.
  - Session 1:
    - Culturally Responsive-Sustaining Education
    - Diversity
    - Equity
    - Inclusion
    - Intersectionality
  - Session 2:
    - Affirming Communities
  - Session 3:
    - Growth Mindset
    - Implicit Bias
  - Session 4:
    - Asset-based Thinking
    - Cultural Competence
    - Cultural Pluralism

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- ○ Session 8:
    - ■ Community Assets
- **Materials:**
    - ○ TALE Academy Module 2 READs (The trainer may provide learners the choice to access the Listen or Watch options instead of the READs.)
        - ■ Session 1: https://www.tale-read.com/m2s1
        - ■ Session 2: https://www.tale-read.com/m2s2
        - ■ Session 3: https://www.tale-read.com/m2s3
        - ■ Session 4: https://www.tale-read.com/m2s4
        - ■ Session 8: https://www.tale-read.com/m2s8
    - ○ Tale Academy Module 2 Workbook Activities: 2.1.2; 2.2.1, 2.2.2, 2.3.1, 2.3.2, 2.4.1, 2.8.1, 2.8.2

Module 3 - The sessions in Module 3, *Meeting the Needs of Students with Disabilities Across Learning Environments*, provides 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). The summary below highlights key content and activities that might be used in an introductory broad four-six hour professional development session on Meeting the Needs of Students with Disabilities across learning environments.

- **Key Objectives:**
    - ○ Understand the elements of New York State's Blueprint for Improved Results for Students with Disabilities.
    - ○ Understand the elements of an inclusive classroom.
    - ○ Understand how Universal Design for Learning can guide the development of flexible learning environments.
    - ○ Recognize the 22 high-leverage practices (HLPs) in special education and how those practices can support learning for all students.
    - ○ Understand the elements of scaffolding that make it a high-leverage practice for students with disabilities.
    - ○ Understand the elements of explicit instruction that make it a high-leverage practice for students with disabilities.
    - ○ Recognize the value of integrating specially designed instruction (SDI) in inclusive classrooms.
    - ○ Understand the roles of general education teachers and special education teachers in relation to the delivery of SDI in inclusive classrooms.
    - ○ Understand how SDI relates to core instruction, universal design for learning (UDL), and high-leverage practices (HLPs) for students with disabilities.

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- **Key Terms:** All definitions may be found in the corresponding TALE Workbook for each session.
    - Session 1:
        - Inclusive Classroom
    - Session 2:
        - Differentiation
        - Flipped Classroom
        - Learner Variability
        - Universal Design for Learning
    - Session 4:
        - Explicit Instruction
        - High Leverage Practices
    - Session 6:
        - Scaffold
        - Modification
        - Accommodation
        - Zone of Proximal Development
    - Session 7
        - Explicit Instruction
        - Distributed Practice
        - Cumulative Practice
    - Session 8
        - Specially Designed Instruction
- **Materials:**
    - TALE Academy Module 3 READs (The trainer may provide learners the choice to access the Listen or Watch options instead of the READs.)
        - Session 1: https://www.tale-read.com/m3s1
        - Session 2: https://www.tale-read.com/m3s2
        - Session 4: https://www.tale-read.com/m3s4
        - Session 6: https://www.tale-read.com/m3s6
        - Session 7: https://www.tale-read.com/m3s7
        - Session 8: https://www.tale-read.com/m3s8
    - Module 3 Workbook Activities: 3.1.2, 3.2.2, 3.4.2, 3.6.2, 3.7.2, 3.8.2

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Module 4 - The sessions in Module 4, *Meeting the Needs of English Language Learners Across Learning Environments*, provide tools, skills, and strategies needed to help New York State's ELL students become proficient in English while thriving across learning environments. The summary below highlights key content and activities that might be used in an introductory broad four-six hour professional development session on Meeting the Needs of English Language Learners Across Learning Environments.

- **Key Objectives:**
  - Understand the importance of the home language as an asset in learning.
  - Consider the impact of the educator mindset regarding linguistic diversity as a driver of equitable access to learning.
  - Understand the importance of home languages in meaningful instruction of ELLs.
  - Explore strategies that leverage ELLs' home languages during instruction across learning environments.
  - Understand the practice of translanguaging.
  - Understand how comprehensible input makes lessons more accessible to ELLs.
  - Identify practices that support ELLs' oral language development across learning environments.
  - Identify opportunities to leverage home language and translanguaging in written work.
  - Identify strategies for ELL writing instruction across learning environments.
- **Key Terms:** All definitions may be found in the corresponding TALE Workbook for each session.
  - Session 1:
    - Cultural Assets
    - Developing English Language Learner (ELL)
    - English Language Learner (ELL)
    - Home Language
    - Intersectionality
    - Multilingual Learner (ML, MLL)
    - Newcomer
  - Session 2:
    - Cognates
    - Dual Language (DL) Programs
    - English as a New Language (ENL)
    - Anchor Concepts
  - Session 3:
    - Bilingualism
    - Translanguaging

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- ○ Session 4:
    - ■ Comprehensible Input
    - ■ Scaffolding
- ○ Session 6:
    - ■ Basic Interpersonal Communication Skills (BICS)
    - ■ Cognitive Academic Language Proficiency (CALP)
    - ■ Sentence Stems
    - ■ Silent Period
- ○ Session 7:
    - ■ Recomposition
- **Materials:**
    - ○ TALE Academy Module 4 READs (The trainer may provide learners the choice to access the Listen or Watch options instead of the READs.)
        - ■ Session 1: https://www.tale-read.com/m4s1
        - ■ Session 2: https://www.tale-read.com/m4s2
        - ■ Session 3: https://www.tale-read.com/m4s3
        - ■ Session 4: https://www.tale-read.com/m4s4
        - ■ Session 6: https://www.tale-read.com/m4s6
        - ■ Session 7: https://www.tale-read.com/m4s7
    - ○ Module 4 Workbook Activities: 4.1.2, 4.2.1, 4.3.2, 4.4.2, 4.6.1, 4.7.2

Module 5 – The sessions in Module 5, *Family and Community Engagement Across Learning Environments,* explore how we can build partnerships with our students' families and the communities they live in. The summary below highlights key content and activities that might be used in an introductory broad four-six hour professional development session on Family and Community Engagement Across Learning Environments.

- **Key Objectives:**
    - ○ Identify the three building blocks of effective family and community engagement.
    - ○ Identify school and teacher roles in establishing strong family engagement.
    - ○ Become familiar with the ways in which cultural knowledge, assets, and ways of interacting can be leveraged across learning environments.
    - ○ Identify funds of knowledge in your current class and potential classroom applications to ensure that content is connected to students' experience.
    - ○ Become familiar with issues of equity in school-family relationships and the impacts on student learning.
    - ○ Develop an understanding of cultural reciprocity in school/community relationships.
    - ○ Describe the benefits of developing community partnerships to improve student learning outcomes.

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- Consider the ways in which community can be experienced and leveraged across learning environments.
- **Key Terms:** All definitions may be found in the corresponding TALE Workbook for each session.
    - Session 1:
        - Culturally and Historically Responsive Equity Framework
        - Identity Development
        - Intersectional Identities
    - Session 2:
        - Funds of Knowledge
        - Relational Trust
        - Two-Way Communications
    - Session 8:
        - Service Learning
- **Materials:**
    - TALE Academy Module 5 READs (The trainer may provide learners the choice to access the Listen or Watch options instead of the READs.)
        - Session 1: https://www.tale-read.com/m5s1
        - Session 2: https://www.tale-read.com/m5s2
        - Session 4: https://www.tale-read.com/m5s4
        - Session 5: https://www.tale-read.com/m5s5
        - Session 6: https://www.tale-read.com/m5s6
        - Session 8: https://www.tale-read.com/m5s8
    - Module 5 Workbook Activities: 5.1.2, 5.2.1, 5.2.2,5.4.1,5.5.1, 5.6.1,5.8.1

Module 6 - The sessions in Module 6, *Social Emotional Learning Across Learning Environments,* focus on frameworks to ground our approach to SEL and discover strategies we can apply to create a supportive classroom climate (in-person, remote, or hybrid), build the skills students need to navigate their worlds, and integrate SEL into our instruction in meaningful and engaging ways.The summary below highlights key content and activities that might be used in an introductory broad four-six hour professional development session on Social Emotional Learning Across Learning Environments.

- **Key Objectives:**
    - Identify the three goals from the New York State's SEL Benchmark goals and related teaching across learning environments (TALE) strategies aligned with the goals.
    - Become familiar with the CASEL 5 SEL competencies.
    - Integrate the CASEL 5 core competencies across learning environments.
    - Develop portable practices through CASEL's systemic implementation (classroom, school, families, community) across learning environments.

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- Integrate community-building circles as a means to develop social awareness and support positive relationships across learning environments.
- Identify effective SEL practices that develop self-awareness and self-direction across learning environments.
- Explore targeted strategies for supporting the development of responsible decision-making across learning environments.
- Identify six key areas of digital citizenship.
- Make connections between digital citizenship and SEL.

- **Key Terms:** All definitions may be found in the corresponding TALE Workbook for each session.
  - Session 2:
    - Relationship Skills
    - Responsible Decision-Making
    - Self-Awareness
    - Self-Management
    - Social Awareness
    - Social Emotional Learning (SEL)
  - Session 3:
    - Community-Building Circle
    - Talking Piece
  - Session 4:
    - Self-Direction
  - Session 7:
    - Digital Citizenship
    - Digital Dilemma
    - Learning Room
    - "Red Flag Feeling"

- **Materials:**
  - TALE Academy Module 6 READs (The trainer may provide learners the choice to access the Listen or Watch options instead of the READs.)
    - Session 1: https://www.tale-read.com/m6s1
    - Session 2: https://www.tale-read.com/m6s2
    - Session 3: https://www.tale-read.com/m6s3
    - Session 4: https://www.tale-read.com/m6s4
    - Session 5: https://www.tale-read.com/m6s5
    - Session 7: https://www.tale-read.com/m6s7
  - Module 6 Workbook Activities: 6.1.1, 6.2.2,6.3.2,6.4.2, 6.5.2, 6.7.2

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Part 3: Facilitator Module Summaries

The following summaries provide an overview of each TALE Academy Module and sessions within each module, as well as a link directly to each session's READ article.

- Module 1 Session Summaries
- Module 2 Session Summaries
- Module 3 Session Summaries
- Module 4 Session Summaries
- Module 5 Session Summaries
- Module 6 Session Summaries
- Module 7 Session Summaries

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Part 4: Facilitator Training Plan Template

The training plan template below is just one example of many that are available through a variety of web-based resources. This template was used by the New York State Education Department Vital Educators in preparing their initial training on the TALE Academy in their respective regions, districts and schools.

- [VITAL Educator Program Training Plan Template](#)

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Part 5: Supplemental Resources

The following resources may prove helpful in planning professional development offerings:

- [4 Trauma-Informed Practices Planning Tool for a Professional Development Initiative](#)
- [Backwards Planning Tool for a Professional Development Initiative](#)
- [Implementation Stages Planning Tool for a Professional Development Initiative](#)
- [New, Adaptive, or Replacement Practices Planning Tool](#)

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