Quality Remote/Hybrid Teaching Framework (QRT)

New York State Board of Regents Meeting
March 2022
Teaching in Remote/Hybrid Learning Environments (TRLE)

Purpose:
To build the capacity of teachers and educational leaders in effectively implementing remote/hybrid learning for all students.
TRLE – Impact

94,158
Educators impacted in Phase 1.

At least 38,000 educators attended trainings solely focused on DEI practices

2,000+
Trainings by Level 1 Partners focused on Core Competencies

6,600+
Educators who provided input to action research that informs the QRT

Resources from Phase 1 are still available on the TRLE website.

TRLE Advisory Board
Teachers, school leaders, staff developers, Phase 1 partners, representatives from teachers' unions and professional organizations, NYSED staff, and student/parent advocates from across the state meet quarterly to steer direction of TRLE.
TRLE Core Competencies

- Shift to Teaching Online
- Engaging Families as Partners in Remote/Hybrid Learning
- Meeting the Needs of SWDs through Remote/Hybrid Learning
- Meeting the Needs of ELLs/MLLs through Remote/Hybrid Learning
- Integrating Culturally-Responsive Sustaining Education
- Integrating Social Emotional Learning in Remote Learning Environments
Input from the field

TRLE Advisory Board

Subject Matter Experts

300+ Educators in Focus Groups

6000+ Educator Surveys
Promising Practices

- Encouraging Global Thinking
- Learning Using Multiple Modalities
- Providing Equity and Access to Rigorous Instruction
- Personalizing Instruction Using Technology
PP3 LEARNING USING MULTIPLE MODALITIES

When planning instruction for multimodal learning in remote and hybrid environments, it is important for teachers to use multiple representations of content while providing opportunities for students to interact with the content to construct their own meanings. Lesson planning should include: guided activity, reflection, feedback, adaptive pacing, and ensuring students are prepared to engage in the lesson.

PP1 ELEMENTS

1. Teachers create guided activities using technology tools that encourage opportunities for collaborative, open-ended responses to questions, reflections, and teacher probing
2. Teachers plan for multiple ways that students can reflect on their meaning making, including slide decks, docs, and other technology tools
3. Teachers plan to use technology to provide actionable, interactive feedback in multiple modes such as video and audio recordings
4. Teachers use technology tools to help students individualize and adapt lesson pacing to their needs, adjusting the lesson plan to reflect student options
5. Teachers plan to activate prior knowledge and/or real-world connections through digital tools and resources
6. Teachers plan for authentic assessments that allow for multimodal representation

PP1 PERFORMANCE INDICATORS

a. Students work with a guide to select, organize, and apply new information to contextualize appropriate situations in personal and/or collaborative online learning spaces
b. Students can explain their thinking to others in multiple modes in both in-person and virtual spaces
c. Students can take actions as a result of the feedback provided, and can respond and apply that feedback in multimodal ways
d. Students have access to referrals, support resources, and references to use at their own pace for engagement in the lesson options
e. Students generate knowledge and strengthen understanding through ongoing, cumulative connections to prior knowledge, skills, and real-world scenarios online
f. Students have a choice of multimodal options to create representations of content knowledge and personalized meaning

FRAMEWORKS CROSSWALK

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<th>TITLE CORE COMPETENCIES</th>
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<td>Core Education</td>
<td>Amy DelCorvo</td>
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Next Steps

Create Professional Learning Experiences based on QRT

Disseminate Professional Learning Experiences

Partner with Institutions of Higher Education
Thank you!

Questions?

For more information, and to join the TRLE Listserv, go to our website at http://www.nysed.gov/trle