

Teaching in Remote/
Hybrid Learning
Environments Project



Quality Remote/Hybrid Teaching: The Flexible Futures Instructional Framework

A FRAMEWORK FOR STATE-WIDE SUPPORT
& ONGOING SUCCESS

JUNE, 2022


Created by:


TRLE Evaluation Team

Dr. Nicole Galante
Isidore Galante
Dr. Al Pisano
Christina Pisano
Elizabeth Rawlins
Amie Cullen



Center for
Teaching and Learning
in Community

 AT STONY BROOK UNIVERSITY



Quality Remote/Hybrid Teaching: The Flexible Futures Instructional Framework



A FRAMEWORK FOR STATE-WIDE SUPPORT
& ONGOING SUCCESS

CONTENTS

03	Introduction TRLE Evaluation Team
04	Navigating the Framework: Components At-a-Glance
06	The Promising Practices
10	Focus Area 1: Planning and Preparation
15	Focus Area 2: Learning Environment and Delivery
20	Focus Area 3: Providing Equity and Access to Rigorous Instruction
25	Focus Area 4: Personalizing Instruction Using Technology



Quality Remote/Hybrid Teaching: The Flexible Futures Instructional Framework



A FRAMEWORK FOR STATE-WIDE SUPPORT
& ONGOING SUCCESS

INTRODUCTION TO THE FRAMEWORK

The Quality Remote/ Hybrid Teaching: The Flexible Futures Instructional Framework (QRT) seeks to build the capacity of teachers and educational leaders to effectively implement remote/ hybrid learning for *all* students, and to adapt and respond to evolving educational environments.

In June of 2020, Dr. Betty A. Rosa, then New York State Chancellor of Education, currently the Commissioner of Education and President of the University of the State of New York, introduced the Teaching in Remote/ Hybrid Learning Environments (TRLE) project, saying: "Each day it becomes increasingly clear that the pandemic has further exacerbated the equity gaps among our students who were already most at risk and marginalized." Our team has kept equity and access as a guiding principle throughout this project, and it is our hope that the QRT is used to inform high quality, engaging instruction in *any* learning environment for *all* students.

The TRLE Evaluation Team has worked directly with over 10,000 stakeholders in K-12 education since August, 2020, receiving valuable feedback at all stages of the process of shaping and developing this framework. We are excited to bring what our educational community has learned during the pandemic to the framework, to empower our educators and inspire our students in this "new normal" moving forward.

- Dr. Nicole Galante and the TRLE Evaluation Team

“
While nothing can replace
the importance of face to
face instruction...we hope
to effectively implement
blended instructional
approaches that meet the
needs of all children.
”

Dr. Betty A. Rosa





Quality Remote/Hybrid Teaching: The Flexible Futures Instructional Framework

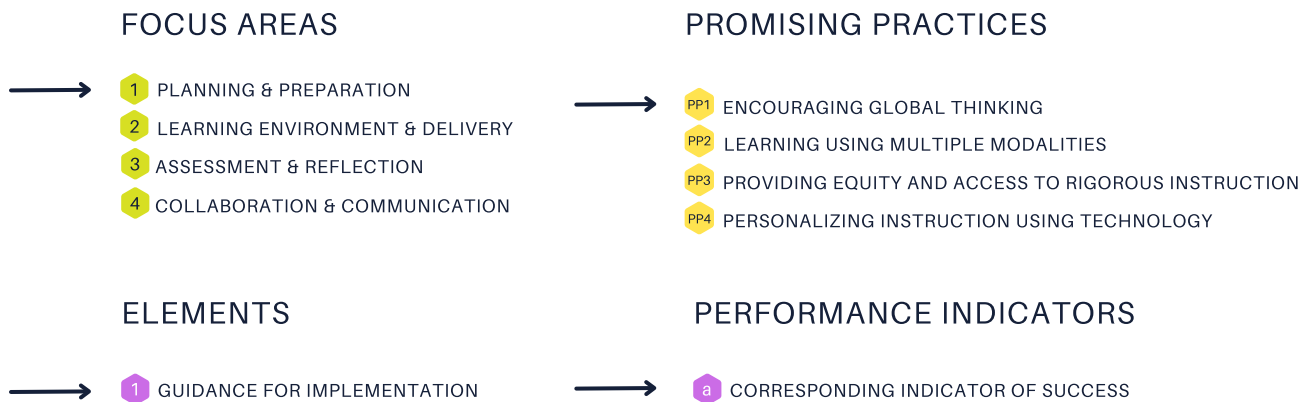


A FRAMEWORK FOR STATE-WIDE SUPPORT
& ONGOING SUCCESS

NAVIGATING THE FRAMEWORK

The TRLE QRT Framework is meant to help teachers navigate the landscape of online teaching and learning by first focusing attention on four key focus areas, then moving to promising practices that have emerged from focus group discussions, reflections, in-depth interviews and more feedback from over 10,000 K-12 stakeholders in New York State and then to elements for implementation with corresponding indicators of success.

Framework navigation example: 1.PP1.1.a



Each Promising Practice (PP) includes an at-a-glance crosswalk between the TRLE Core Competencies, the NYS Teaching Standards and the Quality Online Teaching Standards.

TRLE
COMPETENCIES



NYS TEACHING
STANDARDS



NATIONAL STANDARDS FOR
QUALITY ONLINE TEACHING





Quality Remote/ Hybrid Teaching: The Flexible Futures Instructional Framework



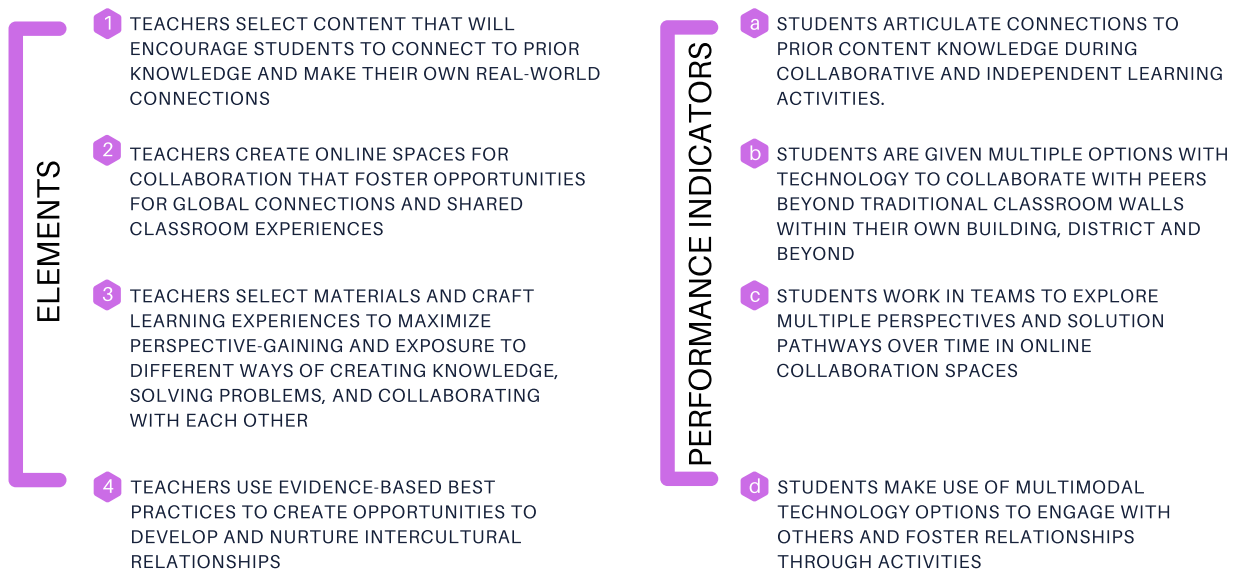
A FRAMEWORK FOR STATE-WIDE SUPPORT
& ONGOING SUCCESS

NAVIGATING THE FRAMEWORK, CONTINUED

Each promising practice within the framework includes elements intended to guide teacher implementation as well as corresponding performance indicators of success. In each of the first three promising practices, the performance indicators refer to student outcomes; in the last promising practice, the performance indicators refer to teacher or student outcomes, as relevant to communication and collaboration in professional and academic environments.

ELEMENTS AND PERFORMANCE INDICATORS

Below is an example of elements and their indicators from Focus Area 1 (Planning and Preparation), Promising Practice 1 (Encouraging Global Thinking)



$$30^\circ = \sin 30^\circ =$$



PROMISING PRACTICES

Teaching in Remote/ Hybrid Learning Environments QRT

A FRAMEWORK FOR STATE-WIDE SUPPORT & ONGOING SUCCESS

PP1

ENCOURAGING GLOBAL THINKING

By encouraging global thinking, teachers can reimagine the boundaries of traditional classrooms through the ways that students interact and through broadening the scope of content materials. Making connections across different local and global communities helps foster shared learning experiences that offer students the opportunity to communicate, collaborate, and engage with each other while gaining multiple perspectives. Using technology to create collaborative online learning spaces that transcend geographic boundaries, and even content-area delineations, promotes empathy and perspective-building that will illuminate multiple pathways to solving problems and a diverse breadth of content otherwise not available to students in traditional classrooms.

This promising practice highlights multiple key elements of Encouraging Global Thinking and Connections for success and performance indicators to assist teachers as they include these elements within their instructional practices and measure successful implementation in their classrooms.

PROMISING PRACTICES

Teaching in Remote/ Hybrid Learning Environments QRT

A FRAMEWORK FOR STATE-WIDE SUPPORT & ONGOING
SUCCESS

PP2

LEARNING USING MULTIPLE MODALITIES

Remote and hybrid teaching and learning provides a unique opportunity for differentiating content, process, product and learning environment to align with students' needs. The importance of multiple modes of representation and interaction is underscored throughout this framework as a means for delivering whole, small group, and personalized instruction. Flexible work environments, personalizing the learning process, and engaging in multi-sensory activities are hallmarks of high quality instruction that easily lend themselves to multimodal application in synchronous and asynchronous remote and hybrid learning environments.

This promising practice highlights multiple key elements of Learning Using Multiple Modalities for success and performance indicators to assist teachers as they include these elements within their instructional practices and measure successful implementation in their classrooms.

PROMISING PRACTICES

Teaching in Remote/ Hybrid Learning Environments QRT

A FRAMEWORK FOR STATE-WIDE SUPPORT & ONGOING SUCCESS

PP3

PROVIDING EQUITY AND ACCESS TO RIGOROUS INSTRUCTION

Because of the unprecedented blending of home and school learning spaces during remote and hybrid learning, we have become increasingly aware of existing and new barriers to learning that students encounter on a daily basis and the impact that these have had on learning gaps. With this awareness, and as a result of the shift to online learning, teachers can leverage newly-acquired skills, resources, and opportunities to facilitate the kind of experiential learning that encourages students to internalize their own content meaning, explore multiple pathways to create a personal process, and apply their understandings to new and varied situations. Opportunities for intervention through remediation and enrichment have been expanded exponentially as exposure to new and relevant digital resources help to reshape education moving forward.

This promising practice highlights multiple key elements of Providing Equity and Access to Rigorous Instruction for success and performance indicators to assist teachers as they include these elements within their instructional practices and measure successful implementation in their classrooms.

PROMISING PRACTICES

PP4

PERSONALIZING INSTRUCTION USING TECHNOLOGY

The shift to teaching and learning in digital environments has forged a new appreciation of the potential technology presents for personalized instruction. 21st century students hold expectations for their learning that mirror those they have of their real worlds. They now seek to have agency over their own personal experiences of learning, and to reflect on and interpret the relevance of those experiences. Personalizing instruction requires adapting to students' worlds and can be accomplished through the integration of technology within the curricula. While personalized learning through technological tools had been used sparingly in the past, the shift to online learning ushered in a realization of its true potential as it relates to personalized learning.

This promising practice highlights multiple key elements of Personalizing Instruction Using Technology for success and performance indicators to assist teachers as they include these elements within their instructional practices and measure successful implementation in their classrooms.

FOCUS AREA

1 PLANNING & PREPARATION

Teaching in Remote/ Hybrid Learning Environments QRT

A FRAMEWORK FOR STATE-WIDE SUPPORT & ONGOING SUCCESS

When asked to rate the importance of planning and preparation in remote/ hybrid teaching, the average score among TRLE focus group participants was 9.1 out of 10. Teachers understand that planning is an important foundation for teaching and learning, and expressed a need for best practices in remote/ hybrid environments.

"Preparation and planning are key since you need to be more creative when reaching students through a screen."

*(Teacher) Focus Group Participant
July 2021*



The themes that emerged around planning and preparation during Phase I of the TRLE project and that are addressed in this framework through the four Promising Practices include:

- Best practices for planning are crucially needed in remote and hybrid learning environments
- Teachers need to plan for lesson adaptations according to delivery mode
- Flexibility and innovation is key for planning and preparation in remote/ hybrid environments
- It is important to plan and prepare for the continued use of technology
- Planning & preparation needs to support the social and emotional well-being of students



"Planning and preparedness for remote AND hybrid learning will help us be better teachers. We need a structure that will balance our work ethics with our mental health."

*(Teacher) Focus Group Participant
July 2021*

1 PLANNING & PREPARATION

PP1 ENCOURAGING GLOBAL THINKING

Teaching in Remote/ Hybrid Learning Environments QRT

A FRAMEWORK FOR STATE-WIDE SUPPORT & ONGOING SUCCESS

PP1 ENCOURAGING GLOBAL THINKING

Encouraging global thinking is the hallmark of 21st century college and career readiness, and planning to engage learners in global thinking is the catalyst for an equitable education for all students. Intentional planning and preparation in remote/hybrid learning environments is the foundation on which teachers and students can build empathy, intercultural relationships, opportunities for self-reflection and shared learning experiences.

E ELEMENTS

1. Teachers select content that will encourage students to connect to prior knowledge and make their own real-world connections
2. Teachers create online spaces for collaboration that foster opportunities for global connections and shared classroom experiences
3. Teachers select materials and craft learning experiences to maximize perspective-gaining and exposure to different ways of creating knowledge, solving problems, and collaborating with each other
4. Teachers use evidence-based best practices to create opportunities to develop and nurture intercultural relationships
5. Teachers use a broad range of instructional strategies and technologies for equity and access to content for all students
6. Teachers use student data and feedback to adapt learning materials and plan engaging, collaborative strategies that encourage inclusive practices

PI PERFORMANCE INDICATORS

- a. Students articulate connections to prior content knowledge during collaborative and independent learning activities
- b. Students are given multiple technology options to collaborate with peers beyond traditional classroom walls within their own building, district and beyond
- c. Students work in teams to explore multiple perspectives and solution pathways over time in online collaboration spaces
- d. Students make use of multimodal technology options to engage with others and foster relationships through activities
- e. Students are familiar with and adept at engaging in online learning strategies and can choose what works best for them
- f. Students regularly provide feedback about their learning processes and styles through formative assessments and reflection

FRAMEWORKS CROSSWALK

TRLE CORE COMPETENCIES



NEW YORK STATE TEACHING STANDARDS



NATIONAL STANDARDS FOR QUALITY ONLINE TEACHING



1 PLANNING & PREPARATION

PP2 LEARNING USING MULTIPLE MODALITIES

Teaching in Remote/ Hybrid Learning Environments QRT

A FRAMEWORK FOR STATE-WIDE SUPPORT & ONGOING SUCCESS

PP2 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.

E 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, instructive 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, adapting 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

PI PERFORMANCE INDICATORS

- a. Students work with a guide to select, organize and apply new information to contextually 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 action as a result of the feedback provided, and can respond and apply that feedback in multimodal ways
- d. Students have access to materials, support resources, and references to use at their own pace for engagement in the lesson activities
- 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

TRLE CORE COMPETENCIES



NEW YORK STATE TEACHING STANDARDS



NATIONAL STANDARDS FOR QUALITY ONLINE TEACHING



1 PLANNING & PREPARATION

PP3 PROVIDING EQUITY AND ACCESS TO RIGOROUS INSTRUCTION

Teaching in Remote/ Hybrid Learning Environments QRT

A FRAMEWORK FOR STATE-WIDE SUPPORT & ONGOING SUCCESS

PP3 PROVIDING EQUITY AND ACCESS TO RIGOROUS INSTRUCTION

Equitable access to high-quality instruction is built on shared instructional decisions among school leadership, teachers, and students. An equitable planning process consists of a series of connected, intentional choices, which allow for students to make and internalize content meaning, explore multiple opinion or solution pathways to create personal processes, and apply their understanding of content and process in new and varied ways.

E ELEMENTS

1. Teachers use relevant content standards and align lesson assessment(s) to their intended level of rigor
2. Teachers create and reference clearly stated learning objectives/ targets, establishing a roadmap for instruction including content, delivery and assessment choices
3. Teachers use digital tools to craft entry points to allow students to enter the content conversation at different levels, and to internalize meaning of new content
4. Teachers craft active learning experiences, using technology options, aligned to learning outcomes, promoting peer to peer interactions and collaboration
5. Teachers provide tasks for independent practice designed for student self-assessment and reflection on concept understanding and process steps
6. Teachers use reflection questions/ stems to foster elaboration of concept development, the learning and application processes, and connections to future use

PI PERFORMANCE INDICATORS

- a. Students are comfortable using technology unassisted for daily lesson assessments
- b. Students can articulate what they will be learning and how their choice of digital tools could aid them in working toward mastery of the learning target
- c. Student choice is embedded throughout the lesson including the use of digital tools for multiple entry points and/or to develop prerequisite knowledge
- d. Students work in teams (in person, online, and/ or a mixture of both) to solve problems, exchange ideas, reflect or revise work, or develop/ model a personal process
- e. Students are given the opportunity to self-assess their independent work tasks against an established criteria
- f. Students compile reflection notes using online tools (presentations, audio/ visual tools, etc.) focused on concept, skill/ process, and application using paper and pencil or digital journals

FRAMEWORKS CROSSWALK

TRLE CORE COMPETENCIES



NEW YORK STATE TEACHING STANDARDS



NATIONAL STANDARDS FOR QUALITY ONLINE TEACHING



1 PLANNING & PREPARATION

PP4 PERSONALIZING INSTRUCTION USING TECHNOLOGY

Teaching in Remote/ Hybrid Learning Environments QRT

A FRAMEWORK FOR STATE-WIDE SUPPORT & ONGOING SUCCESS

PP4 PERSONALIZING INSTRUCTION USING TECHNOLOGY

When personalizing learning in the online space it is crucial to properly plan and prepare in order to allow for a more efficient and seamless experience for students. Planning and preparation with regards to personalizing instruction in the remote/ hybrid teaching environments require teachers to be well informed about available resources, strategies around instructional practices, and technology tools available to help students succeed.

E ELEMENTS

1. Teachers explore multiple technology tools to leverage within their learning environment and effectively engage all students, including those with disabilities and English Language Learners
2. Teachers implement technology options to personalize learning within the online learning space and show transparency in what they find to their students, giving them agency in their learning
3. Teachers develop and/ or reimagine lessons and unit plans which are fluid in nature and can easily be adapted or transformed into an online environment
4. Teachers integrate personalization of learning through activities designed for the online space
5. Teachers explore a variety of assessment tools and strategies which allow for data-driven decisions around the personalization of student learning

PI PERFORMANCE INDICATORS

- a. Students are exposed to multiple tools that are aligned with their own learning preferences and allow them to express creativity in their online learning.
- b. Students are able to articulate which technologies work for them and their specific needs
- c. Students demonstrate an understanding of what it means to personalize learning and how they might work more effectively within online learning environments
- d. Students demonstrate familiarity and experience with lesson activities regardless of modality of instruction
- e. Students are assessed using a variety of technology tools that cater to their specific learning preferences and are aware of what works well for their specific needs and why

FRAMEWORKS CROSSWALK

TRLE CORE COMPETENCIES



NEW YORK STATE TEACHING STANDARDS



NATIONAL STANDARDS FOR QUALITY ONLINE TEACHING



FOCUS AREA

2 LEARNING ENVIRONMENT AND DELIVERY

Teaching in Remote/ Hybrid Learning Environments QRT

A FRAMEWORK FOR STATE-WIDE SUPPORT & ONGOING SUCCESS

In remote/ hybrid learning, teachers are less likely to feel that they have control over the learning environment, but are able to help students and families create safe learning spaces and to practice flexibility and empathy when inciting student participation in remote environments.

"I must be aware that all students have different home environments and different levels of access to technology, but that I can establish systems, guidelines and expectations for all."

*(Teacher) Focus Group Participant
July 2021*



The themes that emerged around learning environment and delivery during Phase I of the TRLE project and that are addressed in this framework through the four Promising Practices include:

- Inclusion is important, as well as accessibility. Meeting students where they are in their remote/ hybrid learning spaces is instrumental in facilitating learning
- Teachers must be flexible and empathetic in helping students and families create productive learning environments
- Flexibility in the remote/ hybrid learning environment is extremely important
- Teachers understand that remote/ hybrid learning will be ongoing practice and need to adapt content and activities for both spaces



"Being accessible to students and families and including their social and emotional needs in my lessons has allowed me to be creative and try new things."

*(Teacher) Focus Group Participant
July 2021*

2 LEARNING ENVIRONMENT & DELIVERY

PP1 ENCOURAGING GLOBAL THINKING

Teaching in Remote/ Hybrid Learning Environments QRT

A FRAMEWORK FOR STATE-WIDE SUPPORT & ONGOING SUCCESS

PP1 ENCOURAGING GLOBAL THINKING

A balance of collaboration and individualization underpin the remote/hybrid learning environment with Global Thinking at the forefront of instruction. A strong sense of community is fueled by mindfulness, connection to others, and an evolving appreciation for diverse cultures. With community at the core of all learning in the remote/hybrid learning environment, instructors are able to deliver lessons that engage and excite all learners and encourage student-driven exploration. Thoughtfully planned units of study allow for students to construct meaning on their own as they gain new knowledge and skills.

E ELEMENTS

1. Teachers create a learning environment that is representative of students' cultures, identities, and other representations
2. Teachers encourage collaboration amongst peers and design lessons that require students to explore multiple perspectives including those within and outside the classroom community
3. Teachers thoughtfully employ a range of collaborative strategies that leverage the power of technology to engage students throughout the lesson and encourage collaboration outside of the classroom

PI PERFORMANCE INDICATORS

- a. Students are given the opportunity to adapt their learning environments based on an exploration of their own background(s)
- b. Students engage with peers with respect, authenticity and confidence. Students take advantage of opportunities to learn from one another both within and outside of the school district
- c. Students use technology to engage in project-based activities with peers to view and engage in their work process, extend, and/or challenge thinking, and collaborate beyond the classroom

FRAMEWORKS CROSSWALK

TRLE CORE COMPETENCIES

TLT EF SWD ELL SEL CRSE

NEW YORK STATE TEACHING STANDARDS

I II III IV

NATIONAL STANDARDS FOR QUALITY ONLINE TEACHING

B C D F G

2 LEARNING ENVIRONMENT & DELIVERY

PP2 LEARNING USING MULTIPLE MODALITIES

Teaching in Remote/ Hybrid Learning Environments QRT

A FRAMEWORK FOR STATE-WIDE SUPPORT & ONGOING SUCCESS

PP2 LEARNING USING MULTIPLE MODALITIES

A multimodal learning environment is one that is interactive, and one that allows for flexibility and adaptation based on the learner’s actions during the learning. A multimodal learning environment is dynamic, prompting interaction from and among students; active, motivating students to make meaning by engaging with materials in multi-sensory ways; and responsive, with plenty of ways to guide learners to construct meaning in multiple ways and using multiple representations.

E ELEMENTS

1. Teachers present student learning materials using multiple modes, prompting active engagement from students
2. Teachers use technology tools to provide opportunities for students to experience multiple opinion or solution perspectives while developing content knowledge and skills
3. Teachers offer a variety of technology resources and support materials to engage students with different learning styles
4. Teachers encourage using different modalities in different contexts to encourage empathy and perspective
5. Teachers demonstrate aptitude using different modes of teaching (synchronous, asynchronous, in-person, remote, flipped classroom, etc.) as defined by their school or district

PI PERFORMANCE INDICATORS

- a. Students have choice in digital response tools to help develop/ deepen content knowledge
- b. Students are encouraged to help determine the best technology tools to create an environment of respect for diverse approaches to content understanding
- c. Students use different modalities to select, organize, and integrate relevant information in their own learning
- d. Students frequently practice using multiple modes to make meaning in appropriate contexts to foster understanding
- e. Students demonstrate the ability to internalize meaning, create personal processes, and apply understanding regardless of the mode of delivery

FRAMEWORKS CROSSWALK

TRLE CORE COMPETENCIES



NEW YORK STATE TEACHING STANDARDS



NATIONAL STANDARDS FOR QUALITY ONLINE TEACHING



2 LEARNING ENVIRONMENT & DELIVERY

PP3 PROVIDING EQUITY AND ACCESS TO RIGOROUS INSTRUCTION

Teaching in Remote/ Hybrid Learning Environments QRT

A FRAMEWORK FOR STATE-WIDE SUPPORT

PP3 PROVIDING EQUITY AND ACCESS TO RIGOROUS INSTRUCTION

The 21st century digital learning environment is boundless. The opportunity for equity and access to high-quality programming and instruction has never been more attainable. Current learning environments and delivery of instruction must take into consideration online and hybrid options which can be used to maximize student access to rigorous content in the least restrictive environment. An environment of significance, belonging, and purpose is essential to student success and mirrors a college and career working environment.

E ELEMENTS

1. Teachers work to build student confidence and motivate "buy in" by soliciting input when setting norms for teacher to student and student to student interactions in online learning environments
2. Teachers use Social Emotional Learning (SEL) strategies to create a sense of belonging, incorporating student culture, interests, and experiences into teaching and learning
3. Teachers use technology to develop and reinforce instructional purpose, emphasizing real-world connections
4. Teachers demonstrate culturally responsive and sustaining practices and promote SEL, equity and diversity during learning activities
5. Teachers create organizers (online or in person) to help students use multiple entry points to build and strengthen content understanding
6. Teachers use collaborative learning experiences to encourage students to consider multiple opinion and/ or solution pathways while developing content processes

PI PERFORMANCE INDICATORS

- a. Students are active participants in creating learning environment norms, including the use of technology to create collaborative learning spaces inside or outside the physical classroom
- b. Student work products represent cultural and personal identities and technology choices are made that expand understanding of these
- c. Students can articulate connections between content and future real-world use, often using online options to visualize these connections
- d. Student grouping demonstrates cultural and academic diversity, including students who may be remote interacting with those in person
- e. Students are offered choice of technology tools to interact with content, teachers, and peers
- f. Students, through differentiated product options including technology, articulate the different ways in which they demonstrate evidence of learning

FRAMEWORKS CROSSWALK

TRLE CORE COMPETENCIES



NEW YORK STATE TEACHING STANDARDS



NATIONAL STANDARDS FOR QUALITY ONLINE TEACHING



2 LEARNING ENVIRONMENT & DELIVERY

PP4 PERSONALIZING INSTRUCTION USING TECHNOLOGY

Teaching in Remote/ Hybrid Learning Environments QRT

A FRAMEWORK FOR STATE-WIDE SUPPORT & ONGOING SUCCESS

PP4 PERSONALIZING INSTRUCTION USING TECHNOLOGY

While creating online learning environments presents a number of opportunities to personalize learning, there are many factors to consider to help students maximize their learning experiences. We must consider the physical space of student learning environments as well as encourage mental and physical health. We must also showcase strategies and resources for students to be able to be organized and efficient and give them a true understanding of personal agency through independent learning opportunities.

E ELEMENTS

1. Teachers demonstrate an understanding of the varying levels of technological readiness that students bring to class- including a lack of access to technology, lack of training on how to use the technology, or a combination of the two
2. Teachers model and encourage best practices in personalizing a physical learning space as well as maintaining good physical health and emotional wellness in virtual/ remote learning
3. Teachers use a variety of options to foster teacher-to-student and student-to-student interactions
4. Teachers prioritize student choice, and student interests and learning preferences play a significant role in delivery of instruction
5. Teachers provide opportunity for students to recommend different technology to enhance class discussions and individual student reflection
6. Teachers provide a shared space for ongoing discussion outside of the classroom experiences

PI PERFORMANCE INDICATORS

- a. Students are surveyed about their access to technology tools and appropriate software platforms needed to engage in coursework as well as their comfortability using them
- b. Students set up their own learning spaces to feel comfortable and allow for productive learning with few distractions where they can participate in scheduled mental breaks, time for mindfulness, and physical activity during virtual/ remote learning
- c. Students have access to multiple online spaces and tools for engaging in discussion with their teacher and peers
- d. Students are provided opportunities to make recommendations and give feedback on technology/ web tools that best fit their learning preferences
- e. Students synthesize their experiences online to make recommendations for digital tools to use to complete learning tasks
- f. Students are able to continue and deepen conversations with those beyond their classroom environment and to learn at a personal pace

FRAMEWORKS CROSSWALK

TRLE CORE COMPETENCIES

TLT EF SWD ELL SEL CRSE

NEW YORK STATE TEACHING STANDARDS

I II III IV V VI VII

NATIONAL STANDARDS FOR QUALITY ONLINE TEACHING

A B C D E F G H

FOCUS AREA

3

ASSESSMENT AND REFLECTION

Teaching in Remote/ Hybrid Learning Environments QRT

A FRAMEWORK FOR STATE-WIDE SUPPORT & ONGOING SUCCESS

TRLE focus group participants recognized both the importance and the challenge of implementing authentic assessment in online spaces as well as the possibilities afforded by providing students with digital modes of assessment.

"Clarity of expectation serves students emotionally, socially, and academically because it reduces anxiety. I increased student choice of assignment to further empower those who, under the current circumstances, had much of their autonomy taken from them."

*(Teacher) Focus Group Participant
July 2021*



The themes that emerged around assessment and reflection during Phase I of the TRLE project and that are addressed in this framework through the four Promising Practices include:

- Authentic assessments are key to mitigate risk of plagiarism on online assessments
- Flexibility is important when it comes to assessment and reflection in remote/ hybrid environments
- Teachers need to use multiple modes of assessment in the remote/ hybrid environment that address individual student needs and learning styles
- Online learning provides more opportunity for formative assessments that can be conducted informally/ independently



"Be creative with ways to deliver feedback; providing frequent, low-stakes assessments is imperative. If it can be Googled, it should not be on a multiple choice assessment. Use self- or peer-assessments with students."

*(Teacher) Focus Group Participant
July 2021*

3 ASSESSMENT AND REFLECTION

PP1 ENCOURAGING GLOBAL THINKING

Teaching in Remote/ Hybrid Learning Environments QRT

A FRAMEWORK FOR STATE-WIDE SUPPORT & ONGOING SUCCESS

PP1 ENCOURAGING GLOBAL THINKING

Using technology to assess provides an opportunity to monitor student progress in real-time and to react efficiently and effectively when gaps exist. When students are encouraged to monitor their own learning and to seek support from their learning community, academic independence and student agency increases. Content mastery data informs future teaching and learning, while student reflection provides useful information about the learning experience in the remote/hybrid classroom.

E ELEMENTS

1. Teachers frequently monitor progress and student reflection as a means for employing real-time responsiveness, sensitivity, and flexibility within global learning environments
2. Teachers present clear criteria for success, using technology for formative and summative assessments and to foster student self-reflection
3. Teachers utilize remote/ hybrid Professional Learning Communities (as applicable) to collaborate horizontally and vertically to develop progressions of complexity in their assessment and student reflection
4. Teachers utilize technology tools for real-time communication of student progress to a variety of stakeholders including parents, students, and administrators

PI PERFORMANCE INDICATORS

- a. Students are aware of their performance in real-time, and proactively take advantage of the flexible supports provided in a remote/hybrid learning environment
- b. Students have a clear understanding of what high-quality work looks like and can indicate their own strengths and challenges as a result of reflective analysis
- c. Students have an awareness of the scope and sequence of the content being assessed, and student reflection includes these connections
- d. Students and families are aware of their academic data and standing in the school community, district, and state

FRAMEWORKS CROSSWALK

TRLE CORE COMPETENCIES



NEW YORK STATE TEACHING STANDARDS



NATIONAL STANDARDS FOR QUALITY ONLINE TEACHING



3 ASSESSMENT AND REFLECTION

PP2 LEARNING USING MULTIPLE MODALITIES

Teaching in Remote/ Hybrid Learning Environments QRT

A FRAMEWORK FOR STATE-WIDE SUPPORT & ONGOING SUCCESS

PP2 LEARNING USING MULTIPLE MODALITIES

A critical component of assessing student learning using multiple modalities is reflection. Because learners are encouraged to make choices about the ways that they receive and process information, it is imperative that teachers allow for reflection as part of the assessment process. When teachers embed authentic assessments that center around student reflection into learning activities, students are able to generate and construct new knowledge based on their own progress. This, in turn, acts as a model for students to measure their own learning in real-world situations and in college and careers.

E ELEMENTS

1. Teachers use technology options (voice recording, video, written documents, etc.) to provide opportunities for student reflection as assessment during or at the conclusion of learning activities
2. Teachers provide actionable feedback specific to students' chosen learning modality
3. Teachers use assessments to evaluate instructional design, delivery choices, and impact on student learning
4. Teachers give authentic assessments and prepare students for any conventions, protocols, strategies, or digital citizenship guidelines
5. Teachers encourage collaborative reflection and/or assessment with peers and mentors in digital spaces
6. Teachers use digital tools to provide a space for learners to store and reflect on feedback over time

PI PERFORMANCE INDICATORS

- a. Students have technology choices to reflect on what and how they have learned
- b. Students are able to monitor their own progress toward learning goals regardless of medium or mode of learning
- c. Students are encouraged to reflect on technology tools used in a unit of study or individual lesson to help best tailored instruction to their needs
- d. Students are prepared (using guidelines for digital citizenship) to engage with real-world situations in online environments including how to interact safely and respectfully in online environments
- e. Students work with others in different physical locations to gain different perspectives that lead to academic and personal growth
- f. Students are given recorded, stored, archival feedback, which they can use for cumulative self-assessment and reflection in accordance with relevant education laws

FRAMEWORKS CROSSWALK

TRLE CORE COMPETENCIES



NEW YORK STATE TEACHING STANDARDS



NATIONAL STANDARDS FOR QUALITY ONLINE TEACHING



3 ASSESSMENT AND REFLECTION

PP3 PROVIDING EQUITY AND ACCESS TO RIGOROUS INSTRUCTION

Teaching in Remote/ Hybrid Learning Environments QRT

A FRAMEWORK FOR STATE-WIDE SUPPORT & ONGOING SUCCESS

PP3 PROVIDING EQUITY AND ACCESS TO RIGOROUS INSTRUCTION

At the heart of equity and access to rigorous instruction is assessment and reflection. Perhaps the most important influence on student growth and access to rigor occurs when there is an equal emphasis on formative and summative assessment during the learning experience.

E ELEMENTS

1. Teachers use a variety of technology tools for both formative and summative assessments aligned to lesson components
2. Teachers provide clear guidance for lesson and task purpose, expected outcome, instructional strategies, and time allotted
3. Teachers use technology to provide timely, formative feedback and keeps a digital log of teacher to student and teacher to family interactions
4. Teachers share formative data with students in individual online meeting spaces
5. Teachers ensure that student work is consistently self- or peer-reviewed; this includes the use of digital tools that will provide immediate feedback
6. Teachers use task debriefing and closure strategies (journaling, audio/ visual responses to prompts, etc) to encourage reflection & revision of work

PI PERFORMANCE INDICATORS

- a. Students demonstrate an understanding of assessment **for** learning vs. assessment **of** learning and can easily navigate digital assessment tools
- b. Students can articulate the criteria for success (purpose, expected outcome, instructional strategies, and time) of tasks
- c. Students make revisions as a result of teacher feedback and have access to personal digital feedback logs
- d. Students are aware of their levels of content mastery
- e. Students understand criteria for success and can provide formative feedback for their peers
- f. Students, through work products, can articulate content meaning, development of their personal process and skill development, and the ways in which the content can be applied to academic and/ or real-world scenarios

FRAMEWORKS CROSSWALK

TRLE CORE COMPETENCIES



NEW YORK STATE TEACHING STANDARDS



NATIONAL STANDARDS FOR QUALITY ONLINE TEACHING



3 ASSESSMENT AND REFLECTION

PP4 PERSONALIZING INSTRUCTION USING TECHNOLOGY

Teaching in Remote/ Hybrid Learning Environments QRT

A FRAMEWORK FOR STATE-WIDE SUPPORT & ONGOING SUCCESS

PP4 PERSONALIZING INSTRUCTION USING TECHNOLOGY

Technology has always allowed for unique and effective ways to assess student progress though a number of different modalities. Online environments make it possible to assess and reflect on student progress in very specific ways. Teachers must keep assessment and reflection in the forefront, as they are key to personalizing learning, improving the retention of knowledge, and informing them of the individual needs of students. This section looks at the elements of assessment and reflection within the online space.

E ELEMENTS

1. Teachers structure an online learning environment and classroom culture which allows for a seamless feedback loop with students
2. Teachers incorporate student learning preferences and choice in formative and summative assessment activities
3. Teachers establish a consistent conferencing schedule and emphasize a shared approach to reflection and revision
4. Teachers use a variety of technology options to offer choice in work products for assessment of content, according to student learning preferences for both formative and summative assessment
5. Teachers use online technology assessment tools that are dynamic and engaging in nature

PI PERFORMANCE INDICATORS

- a. Students are observed to be a part of the feedback loop and demonstrate an understanding of how feedback can be used to revise thinking
- b. Students indicate that their assessment tasks reflect their learning preferences and showcase their individual application
- c. Students are active participants in the reflection and revision process
- d. Students showcase their learning in a variety of digital ways that change as assignments and academic readiness changes, using online tools and spaces to measure and track their own growth over time
- e. Students demonstrate enthusiasm about the process of differentiated assessment and reflection and understand how it contributes to their overall growth

FRAMEWORKS CROSSWALK

TRLE CORE COMPETENCIES

TLT EF SWD ELL SEL CRSE

NEW YORK STATE TEACHING STANDARDS

I II III IV V VI VII

NATIONAL STANDARDS FOR QUALITY ONLINE TEACHING

A B C D E F G H

FOCUS AREA

4

COLLABORATION AND COMMUNICATION

Teaching in Remote/ Hybrid Learning Environments QRT

A FRAMEWORK FOR STATE-WIDE SUPPORT & ONGOING SUCCESS

Collaboration and communication in all areas is extremely important in the shift to online teaching, especially when it comes to learning new technology and incorporating it into the classroom. Whether working with colleagues or families or other stakeholders, it is important to consider the ways that remote/ hybrid learning presents challenges and opportunities--and to adjust accordingly.

"It is important to foster a strong level of communication between teacher and students and teacher and parents to create a warm and welcoming environment to facilitate strong social emotional and learning skills."

*(Teacher) Focus Group Participant
July 2021*



The themes that emerged around collaboration and communication during Phase I of the TRLE project and that are addressed in this framework through the four Promising Practices include:

- Understanding the families and backgrounds of our students is very important, especially when it comes to culturally responsive and sustaining classrooms.
- Support among adult peers is important- both for resource and skills sharing and for mental and emotional well-being of teachers
- Professional development is extremely important and must be relevant, ongoing, and flexible



"Collaboration in professional development around what is relevant to keep us up to date is so important. Teachers need options to learn what they need, not what is merely available."

*(Teacher) Focus Group Participant
July 2021*

4 COLLABORATION AND COMMUNICATION

PP1 ENCOURAGING GLOBAL THINKING

Teaching in Remote/ Hybrid Learning Environments QRT

A FRAMEWORK FOR STATE-WIDE SUPPORT & ONGOING SUCCESS

PP1 ENCOURAGING GLOBAL THINKING

Truly global thinking is only possible through the collaboration of a diverse network of educators, students and families working collaboratively towards the same goals. Collaboration amongst stakeholders becomes seamless in a remote/hybrid environment where scheduling flexibility and endless space create opportunity that has never existed in traditional schools. The frequent flow of communication between student, parent and teacher creates endless opportunity for family engagement in the remote/hybrid classroom. Similarly, teachers benefit from the boundless network of educators working towards shared learning benchmarks across the state.

E ELEMENTS

1. Teachers communicate with families using a variety of technology that allows parents to receive information about their child in a timely manner and preferred method
2. Teachers communicate their professional development needs with administration
3. Teachers seek out professional learning communities (PLCs) to exchange questions, ideas and best practices across grade-levels, schools, and districts

PI PERFORMANCE INDICATORS

- a. Students and families are aware of academic and social-emotional progress including strengths and need. Communication between families and teachers is reciprocal.
- b. Teachers are owners of their professional development and confidently seek out feedback on their growth from a variety of stakeholders.
- c. Teachers are members of a community of educators, providing open communication and exchange best practices and technology available in a remote/hybrid learning environment

FRAMEWORKS CROSSWALK

TRLE CORE COMPETENCIES



NEW YORK STATE TEACHING STANDARDS



NATIONAL STANDARDS FOR QUALITY ONLINE TEACHING



4 COLLABORATION AND COMMUNICATION

PP2 LEARNING USING MULTIPLE MODALITIES

Teaching in Remote/ Hybrid Learning Environments QRT

A FRAMEWORK FOR STATE-WIDE SUPPORT & ONGOING SUCCESS

PP2 LEARNING USING MULTIPLE MODALITIES

Multimodal representation and communication are essential tools for communication and collaboration with colleagues, administrators, community members, and families. Similarly, in remote and hybrid professional development, it is important to model the process of presenting information in different modes and for participants to engage with that information in different modalities in order to construct their own meanings.

E ELEMENTS

1. Professional development providers create professional learning activities that use principles of multimodal design
2. Teachers communicate with students and families in online spaces in multimodal ways, as outlined by their district/ schools
3. Teachers provide space and opportunity for multimodal interaction from students, families and communities
4. Providers offer professional learning experiences that align UbD, CAST, and other frameworks to support Special Education students as well as IEP and 504 plan accommodations with multimodal learning
5. Teachers collaborate with administrators and colleagues to align multimodal reflection with social and emotional learning

PI PERFORMANCE INDICATORS

- a. Teachers engage with information in multimodal ways and use this as a model for designing their own instruction
- b. Students and families engage with each other in safe spaces online using various mediums
- c. Students, families and communities often participate in classroom learning experiences together online through video, audio recording or visual representation
- d. Teachers use principles and practices of multimodal learning to provide whole class, small group, and individual multimodal support to students with disabilities
- e. Students are able to use multiple modalities to reflect on social and emotional growth within learning activities and on their own

FRAMEWORKS CROSSWALK

TRLE CORE COMPETENCIES



NEW YORK STATE TEACHING STANDARDS



NATIONAL STANDARDS FOR QUALITY ONLINE TEACHING



4 COLLABORATION AND COMMUNICATION

PP3 PROVIDING EQUITY AND ACCESS TO RIGOROUS INSTRUCTION

Teaching in Remote/ Hybrid Learning Environments QRT

A FRAMEWORK FOR STATE-WIDE SUPPORT & ONGOING SUCCESS

PP3 PROVIDING EQUITY AND ACCESS TO RIGOROUS INSTRUCTION

Collaboration and communication play essential roles in equity and access to rigorous instruction. Professionals, students, and caregivers working together to share resources, ideas, strategies, and insights to student needs are components critical to social-emotional and academic well-being. Communicating why, what, and how teachers are addressing the holistic needs of students to families aides in accomplishing individual and collective goals.

E ELEMENTS

1. Professional development providers create professional learning activities that use principles of multimodal design
2. Teachers create in-person and/ or virtual professional learning communities (when applicable)
3. Teachers work across content and grade levels to establish and maintain a 21st century planning methodology
4. Teachers include virtual communication forums for student and family conferencing to their traditional structures (when applicable)
5. Teachers communicate learning environment, lesson expectations, and criteria for success with students and families through mediums such as websites, learning management systems, and virtual classrooms

PI PERFORMANCE INDICATORS

- a. Teachers use technology to access online resources, add flexibility to meeting schedules, and opportunities to collaborate with other professionals
- b. Teachers use meeting recording tools to create visual journal logs
- c. Students are observed to use multimodal and multi-medium learning tools for differentiation of content, process, product, and learning environment
- d. Teachers create digital communication logs
- e. Teacher material is updated and maintained on a consistent basis

FRAMEWORKS CROSSWALK

TRLE CORE COMPETENCIES

TLT EF SWD ELL SEL CRSE

NEW YORK STATE TEACHING STANDARDS

III V

NATIONAL STANDARDS FOR QUALITY ONLINE TEACHING

D

4 COLLABORATION AND COMMUNICATION

PP4 PERSONALIZING INSTRUCTION USING TECHNOLOGY

Teaching in Remote/ Hybrid Learning Environments QRT

A FRAMEWORK FOR STATE-WIDE SUPPORT & ONGOING SUCCESS

PP4 PERSONALIZING INSTRUCTION USING TECHNOLOGY

Online spaces dedicated to collaboration and communication are ubiquitous. This has changed the ways that professional collaboration takes place, the access that teachers and families share to both the learning environment and the whole school community, and teachers' capacity for working with colleagues and families to best meet the needs of students with disabilities as well as English Language Learners. Teachers have the opportunity to engage families online in classroom activities, participate with colleagues in professional development remotely, and engage with communities of teachers across great geographical distances. This section emphasizes the ways that technology can be used to enhance collaboration and communication in teachers' professional responsibilities.

E ELEMENTS

1. Teachers leverage technology for classroom visitation within their building, across their district, and beyond
2. Teachers have structured, online check-ins with all stakeholders including support teachers and staff, administrators, and families regularly to ensure that all parties are communicating the needs of students
3. Teachers maintain consistent and relevant communication with families and students in order to encourage family engagement and student self-advocacy

PI PERFORMANCE INDICATORS

- a. Teachers show evidence of reflection on intervisitation and implementation in their own classrooms (virtual or in person)
- b. Teachers have a digital record of engagements with stakeholders around student success and seek to find opportunities to incorporate feedback from all groups in planning, delivery, and assessment of instruction
- c. Teachers create dedicated communication channels online that allow for two-way feedback and development of trust

FRAMEWORKS CROSSWALK

TRLE CORE COMPETENCIES

TLT EF SWD ELL SEL CRSE

NEW YORK STATE TEACHING STANDARDS

I II III IV

NATIONAL STANDARDS FOR QUALITY ONLINE TEACHING

B C D E F G