



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

Quality Remote/Hybrid Teaching Framework (QRT)

New York State Board of Regents Meeting
March 2022

Teaching in Remote/Hybrid Learning Environments (TRLE)

Purpose:

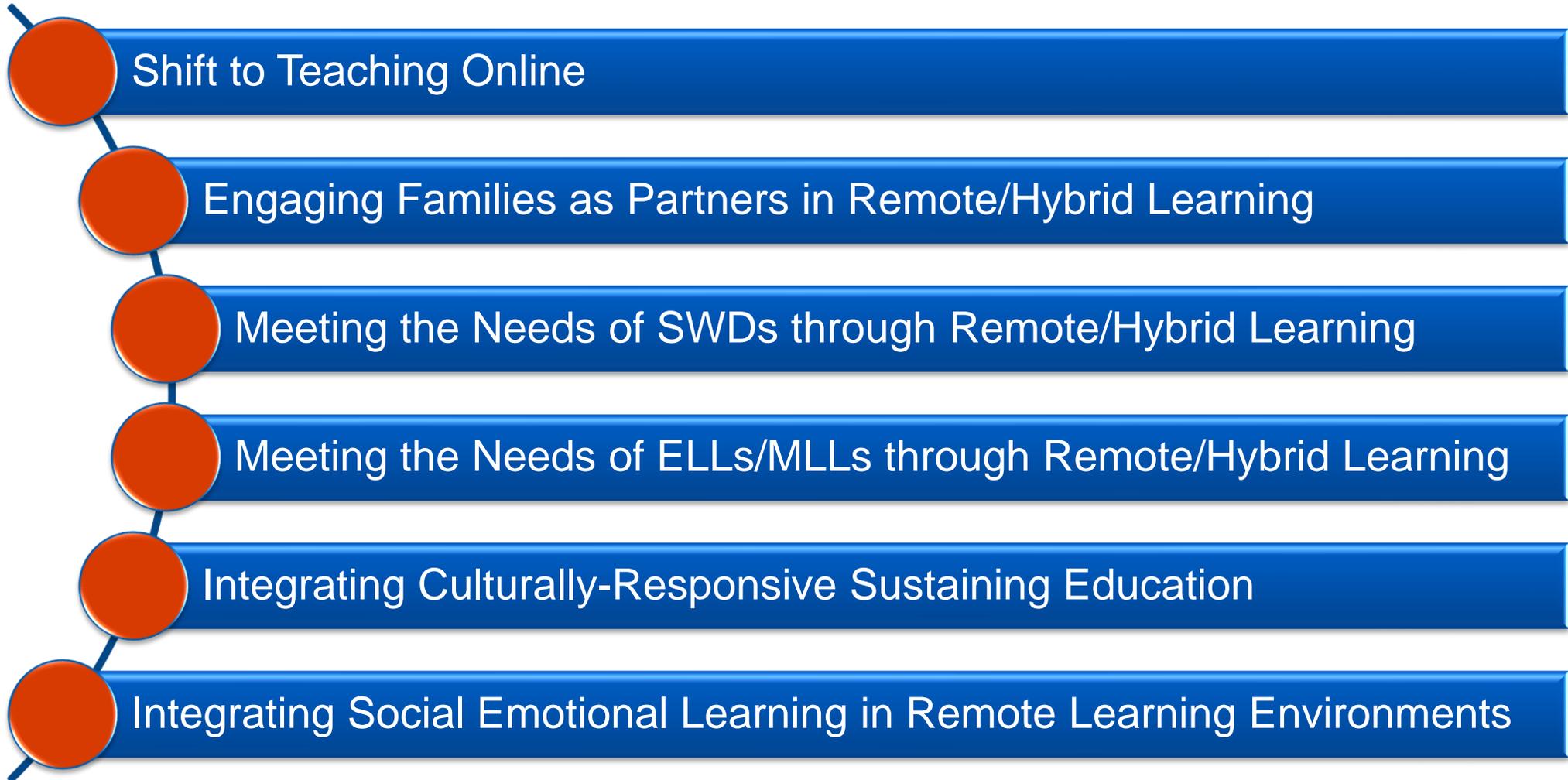
To build the capacity of teachers and educational leaders in effectively implementing remote/hybrid learning for all students.

TRLE – Impact

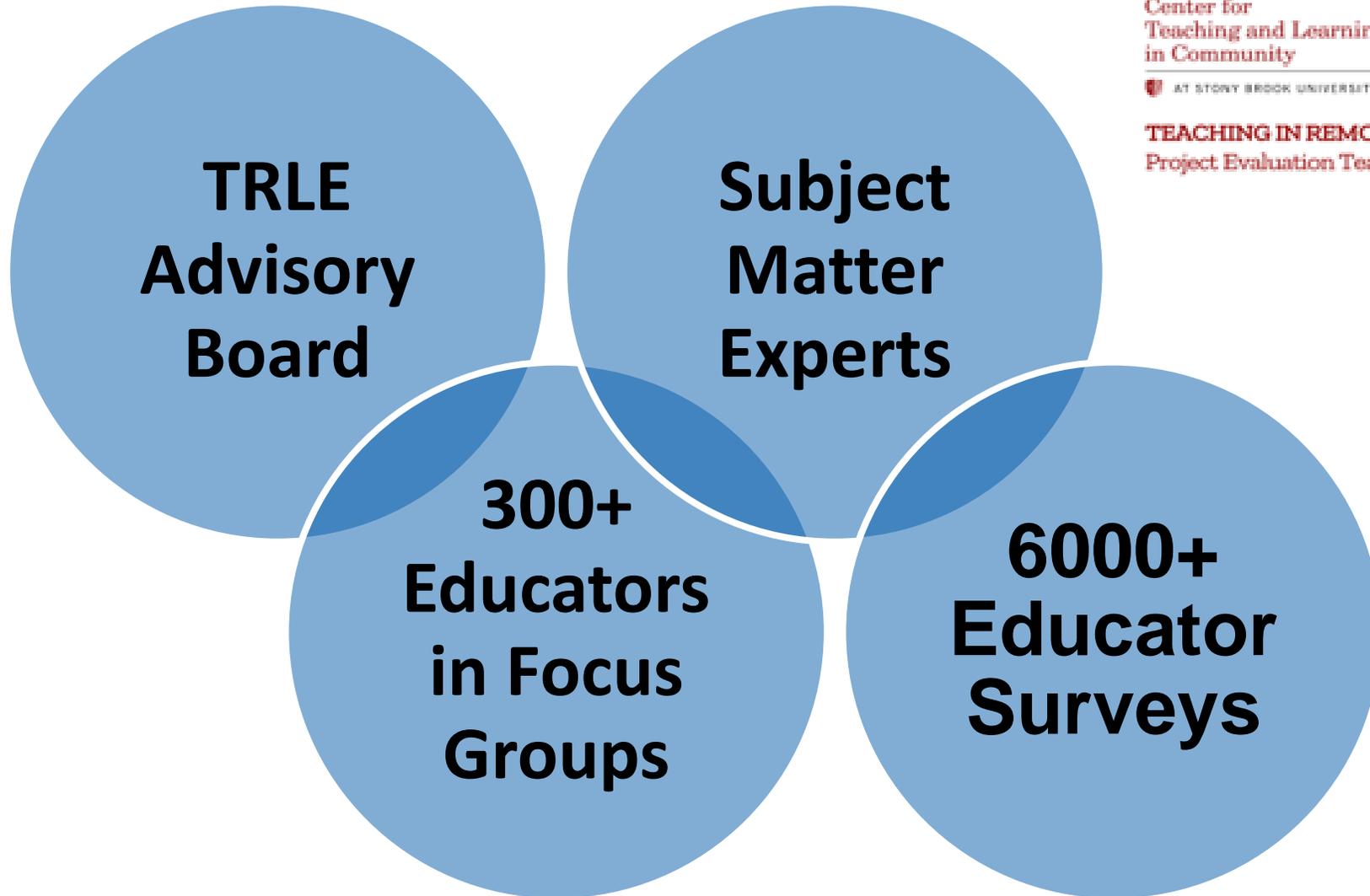


TRLE Advisory Board
Teachers, school leaders, staff developers, Phase 1 partners, representatives from teachers' unions and professional organizations, NYSED staff, and student/parent advocates from across the state meet quarterly to steer direction of TRLE.

TRLE Core Competencies



Input from the field



Center for
Teaching and Learning
in Community

AT STONY BROOK UNIVERSITY



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EDUCATION DEPARTMENT
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TEACHING IN REMOTE/ HYBRID LEARNING ENVIRONMENTS
Project Evaluation Team

Promising Practices

Encouraging
Global Thinking

Learning Using
Multiple
Modalities

Providing Equity
and Access to
Rigorous
Instruction

Personalizing
Instruction Using
Technology

QRT Sample Page



1 PLANNING & PREPARATION
PP2 LEARNING USING MULTIPLE MODALITIES

Teaching in Remote/ Hybrid Learning Environments ORT
A FRAMEWORK FOR STATE-WIDE SUPPORT

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.

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, 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

PP1 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
		

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TRLE Advisory Board

Akron Union Free School District	Guilderland Central School District	Pratt Institute
Amsterdam City School District	MESA Charter High School	Rochester City School District
Broome Tioga BOCES	Mineola School District	SUNY New Paltz
Bureau of Education and Transition Services	Monroe 2 BOCES	Southern Westchester BOCES
Cattaraugus Allegany BOCES	New York State United Teachers	University at Buffalo
Core Education	<i>Amy DelCorvo</i> <i>CEO/Executive Director</i> NYS Association for Computers and Technology in Education	<i>Katie Jones, Director</i> <i>Assessment and Improvement</i> Washington-Saratoga-Warren-Hamilton-Essex BOCES
Coxsackie-Athens Central School District	NYS Migrant Education Program	Wayne-Finger Lakes Educational Technology Service (EduTech)
Ed Trust NY	Oneida Herkimer Madison BOCES	

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>**