



Getting Started

Responsive teaching and learning has many different definitions. It can be defined as a process where the teacher supports individual student academic, social, and/or emotional needs through moment-to-moment decisions to create an environment where student success is expected, supported, and achieved. In many ways, though there are strategies that support responsive teaching and learning, it is a mindset where certain strategic tools are leveraged to promote student success. It has roots in culturally responsive teaching and equity, alternate pedagogies, and social-emotional learning. In short, responsive teaching and learning lives everywhere; it permeates the classroom at all levels.

Through your specific pathway outlined next, you will be taken through a series of modules to support your understanding in, and achievement of, responsive teaching and learning.

Pathways

1. [Early Career or New to Responsive Teaching and Learning](#)
 - This pathway is designed to create an equitable learning culture while also supporting you in the development of the norms and classroom experiences that provide a rich, responsive environment.
2. [Experienced Educator Who Is Honing Their Craft](#)
 - This pathway is designed to support an experienced educator who is looking to take their craft to the next level. It reminds the educator of the importance of certain equity concepts while providing more flexibility in creating a responsive teaching and learning environment.
3. [District or State Staff Supporting a School\(s\) or Teacher\(s\)](#)
 - This pathway is designed for direct, structured professional learning experiences that are being delivered in a sustained, focused manner. It provides a framework for an extended process of improvement for educators. Utilize this path if you are looking to create systemic change within a specific context.

Early Career or New to Responsive Teaching and Learning

This pathway is an introduction to the concepts, dispositions, and practices of responsive teaching and learning. The modules begin with an introduction to equitable classroom culture practices where the teacher works to understand and create a foundation for long-term learning in the classroom. Ideally, this should not be done in isolation, but rather with a coach, knowledgeable administrator, or team of teachers that could work as a PLC to support one another.

No matter with whom the teacher is working, a significant amount of time should be spent defining and fully understanding the educator's context (school, population, specific demands, etc.), as well as the school and the district vision, mission, and specific goals. By deeply understanding these, the educator can align their work in a way to specifically and efficiently meet the needs of the teacher.

*If the educator is working with a knowledgeable administrator or coach, the framework for the work should be through the lens of [Improvement Science](#), specifically the idea of making small, iterative changes so the educator can [fail or succeed fast, and then learn fast as a result](#). Both parties must understand that this process is not a rushed one; it requires a step-by-step process that allows the studying of actions taken to make informed decisions. Failure to accomplish the intended goal is not failure per se, but an *opportunity* to make further changes in support of student success. Both the educator and administrator/coach need to agree to stay focused on the solutions being tested instead of trying to fix everything all of the time. The mantra should be to do less, better.*

If the educator is working alone or in a team of other teachers, the same [Improvement Science](#) and [fail/succeed fast learn fast approach should be taken](#). However, because there is no coach or administrator present, special attention should be paid to the collective understanding of the group. Norms should be set to allow for professional vulnerability and candid, honest conversation. Even if a teacher is working alone, their PLC, department, or trusted friend could be a support and should have the same norms present. If those parties are not available to the teacher, utilizing Twitter, FaceBook, or district groups could be a support, and still the norms should be present.

We recommend close reading and thorough use of the materials and suggestions in the guide. Though not all resources may be drawn upon, they should *all* be examined and analyzed to encourage thinking and forward momentum in service of student learning.

Prework for Coaches and Administrators	<i>It is important to understand how adult learners differ from students. Please reference Malcom Knowles' principles of Andragogy.</i> <i>Also important is that these principles are basic assumptions, but flexibility is required because variability will occur with all learners. Co-construct knowledge and skills and set aside time for reflection to keep a constant pulse on where learners are at any given time.</i>		
Module	Facilitator Steps	Suggested Question and Coaching Stems and Supports for Further Learning	Suggested Time
<i>CTQ Advancing Equity - Anti-bias practices: Classroom Culture</i>	● Reflect on the idea that student-centered, responsive teaching and learning is built upon equitable classroom expectations and supports. ● Review module introduction and learning objectives. ● Read the video introduction and watch the included video. While watching, pause as needed to reflect on the questions and prompts in the "while watching" section of this note catcher document. ● Facilitate a conversation around, or reflect on, learning and additional	Question and Coaching Stems ● How might an anti-biased classroom create a more student-centered, responsive classroom? ● What lessons have you learned for your own classroom from the way Renee Moore presents her questions? ● What does an anti-biased classroom culture mean? ● In what other ways can you build an anti-biased classroom culture besides through expectations and norms? Supports for Further Learning ● Visit the Learning For Justice website to continue learning. ● Visit the Racial Equity Tools website to continue learning.	This should take approximately nine weeks so that intentional study can be performed.

	questions. You may consider using some of the prompts provided. • After watching the video, consider Renee Moore's practices and reflect on the "after watching" section of your note catcher document. • Use the "Reflection Tool" to ground your work in setting norms and responsive teaching practices in the next module.		
Success Criteria to Move On to Module: An educator will know they are ready for the next module when they have deliberately co-constructed a positive classroom atmosphere as outlined in the module. Measurements of that success could come from the "Reflection Tool," positive feedback from coaches or evaluators, successful engagement with these ideas and strategies, and/or positive indicators from a student voice survey.			
<i>Responsive Teaching and Learning - Norming in the "new normal"</i>	• Now we all have a basic understanding of anti-bias classroom culture. Explain how we can utilize that to actively build a responsive teaching and learning culture. • Review module introduction and learning objectives. • Read the video	Question and Coaching Stems • How does setting norms, routines, and expectations for a classroom lead to a more student-centered, responsive learning environment? • How might you reframe your expectations and rules into a positive statement around the role a student plays in their education? • How does speaking about norms through behavioral and academic competencies support a more	This should take approximately 12 weeks. Early career teachers often need intentional time to build and reinforce norms and supports. Intentionally crafting school supports requires extensive time, especially for schools undergoing transition and changes (including COVID recovery).

	introduction and watch the included video. While watching, pause to reflect on the "while watching" section of this note catcher document. • Facilitate a conversation around, or reflect on, learning and further questions. You may consider using some of the prompts provided. • After watching, complete the "after watching" section of the note catcher document. • Considering all of the thinking you have done around making new norms and clear expectations for successes. Complete the "Application Tool" from the module.	responsive teaching and learning environment? • What assumptions do you make about class/school when it comes to creating positively stated habits of success to guide teaching and learning? • What stakeholders might you engage to create school-wide norms to build a more student-centered, responsive teaching and learning environment? Supports for Further Learning • Develop a vision statement for the future state of your classroom based on the "Application Tool" that could be communicated as a norm for your classes. Workshop it with other participants and gather feedback on the product. • Take a look at the "Reflection Tool" to determine what your current status is regarding setting and holding to norms.	
Success Criteria to Move On to Next Module: An educator will know they are ready for the next module when they have developed norms and demonstrable habits for success in their classrooms. The habits should be articulated by students and the educator. The educator should also have look-fors or some kind of assessment for success that can be used to provide feedback to students and as a reflection for the educator. Consider, too, using the "Application Tool" and "Reflection Tool" available within this module to help guide success.			

<i>Responsive Teaching and Learning - See it, hear it, feel it: Multimedia solutions for flipped and virtual classrooms</i>	• Review module learning objectives. • Investigate the resources on the document called "Student-Centered Resources" to gain a better understanding of teaching with students at the center. You may consider jigsawing or some other protocol to address the resources. • Read the video introduction and watch the included video. While watching, pause as needed to reflect on the questions and prompts in the "while watching" section of the note catcher document. • Facilitate a conversation around learning and further questions. You may consider using some of the prompts provided. • After watching, complete the "after watching" section of the note catcher document. • Preview the "Application Tool" and "Reflection"	Question and Coaching Stems • Thinking about an upcoming lesson or unit, how might you deploy digital stations for students to learn new content? • How does the use of digitized station activities support the <i>acceleration</i> of student learning? • How might digitizing learning create learning pathways for students so your lessons are more responsive to student needs? • What resources might you need to deploy a digitized learning environment? Who might you talk to? • How does this type of lesson structure help to flip your classroom in order to use class time more effectively? Supports for Further Learning • Elicit feedback from trusted colleagues and administrators on the "Plan to Put Students at the Center Tool" within the module. • After implementing a lesson/unit, elicit feedback from students, parents/guardians, and trusted peers to continue to improve your responsive teaching and learning practices.	Because this is a cohort experience, consider nine weeks for this module. This will give time for development and implementation.
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	Tool. As necessary, use the tools to build your plan for a responsive teaching and learning environment.		
Success Criteria to Move On to Next Module: An educator will know they are successful after they implement, with demonstrable student success, a flipped instructional model in some way. Also, student voice surveys can be implemented to guide improvement. <i>Demonstrable student success</i> is a flexible term depending on the educator's context. If initial engagement is the goal, then measure that. If student data toward standards is the goal, then measure that. In short, before implementing the flipped model, have a goal for implementation so impact can be studied.			

Experienced Educator Who Is Honing Their Craft

This pathway is meant to be a support to educators who are working to continue their understanding of equity and the concepts, dispositions, and practices of responsive teaching and learning. The modules begin with an introduction to equitable classroom culture practices where the teacher works to understand and create a foundation for long-term learning in the classroom. Even experienced teachers should engage with the equity module because educators can never learn enough when it comes to equity work and its impacts on students. Ideally, this should not be done in isolation, but rather with a coach, knowledgeable administrator, or team of teachers that could work as a PLC to support one another. Collective ownership and learning around these materials will help to hone a teacher's understanding beyond their current knowledge levels.

No matter with whom the teacher is working, a significant amount of time should be spent defining and fully understanding the educator's context (school, population, specific demands, etc.), as well as the school and the district vision, mission, and specific goals. By deeply understanding these, the educator can align their work in a way to specifically and efficiently meet the needs of the teacher.

*If the educator is working with a coach or knowledgeable administrator, the framework for the work should be through the lens of [Improvement Science](#), specifically the idea of making small, iterative changes so the educator can [fail or succeed fast, and then learn fast as a result](#). Both parties must understand that this process is not a rushed one. A step-by-step process that allows time to study how well actions worked is essential to making informed decisions about what to start, stop, or continue. Failure to accomplish the intended goal is not failure per se, but an *opportunity* to make further changes in support of student success. Both the educator and administrator/coach need to agree to stay focused on the solutions being tested instead of trying to fix everything all of the time. The mantra should be to do less, better. However, flexibility should be allowed based on the goals of the teacher, coach/administrator, and/or school.*

If the educator is working alone or in a team of other teachers, the same [Improvement Science](#) and [fail/succeed fast learn fast approach should be taken](#). However, because there is no coach or administrator present, the focus of the work should be through a problem of practice. The teacher should consider a goal for their classroom, and then leverage these modules to support the studying of the problem and solution outlined by the teacher. The educator should also reach out to available professional learning communities to crowdsource ideas for implementation.

While the best educator experience will be to use the modules closely, facilitators of teams using these resources should exercise professional discretion with what is needed. Though not all resources may be used, they should be examined and analyzed to encourage thinking and forward momentum in service of student learning.

Pework for Coaches and Administrators	<i>It is important to understand how adult learners differ from students. Please reference Malcom Knowles' principles of Andragogy.</i> <i>Also important is that these principles are basic assumptions, but flexibility is required because variability will occur with all learners. Co-construct knowledge and skills and set aside time for reflection to keep a constant pulse on where learners are at any given time.</i>		
Module	Facilitator Steps	Suggested Question and Coaching Stems and Supports for Further Learning	Suggested Time
CTQ Advancing Equity - Anti-bias practices: Classroom Culture	• Introduce, or reflect on, the idea that student-centered, responsive teaching and learning is built upon equitable classroom expectations and supports. • Review module introduction and learning objectives. • Read the video introduction and watch the included video. While watching, pause as needed to reflect on the questions and prompts in the "while watching" section of this note catcher document. • Facilitate a conversation, or reflect, around learning and further	Question and Coaching Stems • How might an anti-biased classroom create a more student-centered, responsive classroom? • What lessons can you learn for your own classroom from the way Renee Moore presents her questions? • What does an anti-biased classroom culture mean? • In what other ways can you build an anti-biased classroom culture besides through expectations and norms? Supports for Further Learning • Visit the Learning For Justice website to continue learning. • Visit the Racial Equity Tools website to continue learning.	Because this is a cohort experience, consider allowing nine weeks for this module. This will give time for development and implementation.

	questions. You may consider using some of the prompts provided. • After watching the video, consider Renee Moore's practices and reflect on the "after watching" section of your note catcher document. • Use the "Reflection Tool" from this module to ground your work in setting norms and responsive teaching practices in the next module.		
Success Criteria to Move On to Next Module: An educator will know they are successful after reflecting on prior practices versus current ones, and then determining their "Start, Stop, and Continue." • Based on their new learning, what is the educator going to start doing? • Based on their new learning, what is the educator going to stop doing? • Based on their learning, what is the educator going to continue to do? The educator should also consider measuring their success by looking at the "Reflection Tool", positive feedback from coaches and/or evaluators, successful engagement with these ideas and strategies, and/or positive indicators from a student voice survey.			
<i>Responsive Teaching and Learning - Norming in the "new normal"</i>	• Now we all have a basic understanding of anti-bias classroom culture. Explain how we can utilize that to actively build a responsive teaching and learning culture.	Question and Coaching Stems • How does setting norms, routines, and expectations for a classroom lead to a more student-centered, responsive learning environment? • How might you reframe your expectations and rules into a positive statement around the role a student plays in their education?	Consider nine weeks for this module. This will help set up a lengthy experience to support the honing of norms and their impact in the classroom.

	• Review module introduction and learning objectives. • Facilitate a conversation around the educator's habits of success in their classroom and how they overtly teach, support, and assess those habits. • Considering all of the thinking you have done around making new norms and clear expectations for successes, Complete the "Application Tool" from the module.	• How does speaking about norms through behavioral and academic competencies support a more responsive teaching and learning environment? • What assumptions can you make about class/school when it comes to creating positively stated habits of success to guide teaching and learning? • What stakeholders might you engage to create school-wide norms to build a more student-centered, responsive teaching and learning environment? Supports for Further Learning • Develop a vision statement for the future state of your classroom based on the "Application Tool" within the module that could be communicated as a norm for your classes. • Workshop it with other participants and gather feedback on the product. • Take a look at the "Reflection Tool" within the module to determine what your current status is regarding setting and holding to norms. • If the video is used, consider using this note catcher to support conversation and learning.	
Success Criteria to Move On to Next Module: An educator will know they are successful after reflecting on prior practices versus current ones, and then determining their "Start, Stop, and Continue." • Based on their new learning, what is the educator going to start doing? • Based on their new learning, what is the educator going to stop doing? • Based on their learning, what is the educator going to continue to do?			

Furthermore, success could be measured by looking at this [document](#) (see page 4 there) to think about how key competencies for responsive teaching practice show up in your classroom and to what degree.

<i>Responsive Teaching and Learning - See it, hear it, feel it: Multimedia solutions for flipped and virtual classrooms</i>	• Review module learning objectives. • Investigate the resources on the document called "Student-Centered Resources" to gain a better understanding of teaching with students at the center. You may consider jigsawing or some other protocol to address the resources. • Read the video introduction and watch the included video. While watching, pause as needed to reflect on the questions and prompts in the "while watching" section of the note catcher document. • Facilitate a conversation around learning and further questions. You may consider using some of the prompts provided. • After watching, complete the "after watching" section of the note	Question and Coaching Stems • Thinking about an upcoming lesson or unit, how might you deploy digital stations for students to learn new content? • How does the use of digitized station activities support the <i>acceleration</i> of student learning? • How might digitizing learning create learning pathways for students so your lessons are more responsive to student needs? • What resources might you need to deploy a digitized learning environment? Whom might you talk to? • How does this type of lesson structure help to flip your classroom in order to use class time more effectively? Supports for Further Learning • After implementing a lesson/unit, elicit feedback from students, parents/guardians, and trusted peers to continue to improve your responsive teaching and learning practices. • Consider eliciting student feedback on the experience so future iterations can be improved.	This should be a semester long so that several iterations can be studied and supported.
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	catcher document. Preview the module's "Application Tool" and "Reflection Tool." As necessary, use the tools to build your plan for a responsive teaching and learning environment.		
Success Criteria to Move On to Next Module: An educator will know they are successful after reflecting on prior practices versus current ones, and then determining their "Start, Stop, and Continue." - Based on their new learning, what is the educator going to start doing? - Based on their new learning, what is the educator going to stop doing? - Based on their learning, what is the educator going to continue to do? Furthermore, success could be measured by looking at this website and implementing ideas that ultimately lead to student success as measured against standards or performance indicators.			

District or State Staff Supporting a School(s) or Teacher(s)

This pathway is intended to be utilized by district- or state-level staff members working with educators to support growth toward a responsive teaching and learning environment. It is grounded in the use of equity to create a long-term disposition. That initial module should be facilitated thoughtfully as possible to ensure equity considerations are at the center of responsive practice. This entire pathway should be leveraged with ongoing support so educators have the sort of follow up and timely feedback necessary to develop responsive practice fully. Educators should also engage in this process through a cohort approach, and their cohorts should be composed of groups from similar departments, PLCs, or schools so all learning can be contextualized and enduring.

No matter with whom the teacher is working, a significant amount of time should be spent defining and fully understanding the educator's context (school, population, specific demands, etc.), as well as the school and the district vision, mission, and specific goals. By deeply understanding this context, the educator can align their work in a way to specifically and efficiently meet the needs of the teacher(s)

No matter the context of the training, whether it be at a school or district level, the modules should be implemented through the lens of long-term, phased professional learning. That will mean each phase should include materials not present here and ultimately applicable to the local context. For example, in the equity module, the district staff should provide training in, and support with, district-level documents, practices, and policies. When considering the "Multimedia" module, district staff must take into account any gaps in technology availability, as well as training necessary to make educators more technologically literate. *It is strongly recommended that the entire series of trainings is mapped out before beginning so the appropriate district-level supports and trainings can be secured before this work begins.*

The best educator experience will be using the modules with intentionality with outside resources as supports. Though not all resources may be used, they should be examined and analyzed to encourage thinking and forward momentum in service of student learning.

Pework for Coaches and Administrators	<i>It is important to understand how adult learners differ from students. Please reference Malcom Knowles' principles of Andragogy.</i> <i>Also important is that these principles are basic assumptions, but flexibility is required because variability will occur with all learners. Co-construct knowledge and skills and set aside time for reflection to keep a constant pulse on where learners are at any given time.</i>		
Module	Facilitator Steps	Suggested Question and Coaching Stems and Supports for Further Learning	Suggested Time
CTQ Advancing Equity - Anti-bias practices: Classroom Culture	• Introduce, or reflect on, the idea that student-centered, responsive teaching and learning is built upon equitable classroom expectations and supports. • Review module introduction and learning objectives. • Read the video introduction and watch the included video. While watching, pause as needed to reflect on the questions and prompts in the "while watching" section of this note catcher document. • Facilitate a conversation around learning and further questions. You	Question and Coaching Stems • How might an anti-biased classroom create a more student-centered, responsive classroom? • What lessons can you learn for your own classroom from the way Renee Moore presents her questions? • What does an anti-biased classroom culture mean? • In what other ways can you build an anti-biased classroom culture besides through expectations and norms? Suggestions for Studying Impact of Implementation: • Utilize a process similar to Design Thinking to guide the work. A simple graphic can be found here. Consider how teacher support might look when studying the impact of the work through their specific application. This would allow teachers to speak about their positive and negative	Because this is a cohort experience, consider nine weeks for this module. This will give time for development and implementation.

	may consider using some of the prompts provided. • After watching the video, consider Renee Moore's practices and reflect on the "after watching" section of your note catcher document. • Use the "Reflection Tool" from this module to ground your work in setting norms and responsive teaching practices in the next module.	experiences so collective leadership might emerge in the implementation of this equity mindset. • Elicit student voice around their sense of belonging and engagement in the class around the anti-bias practices that were outlined. Supports for Further Learning • Visit the Learning For Justice website to continue learning. • Visit the Racial Equity Tools website to continue learning.	
Success Criteria to Move On to Next Module: An educator will know they are ready for the next module when they have deliberately co-constructed a positive classroom atmosphere as outlined in the module. Measurements of that success could come from the module's "Reflection Tool," positive feedback from coaches and/or evaluators, successful engagement with these ideas and strategies, and/or positive indicators from a student voice survey.			
<i>Responsive Teaching and Learning - Norming in the "new normal"</i>	• Now we all have a basic understanding of anti-bias classroom culture. Explain how we can utilize that to actively build a responsive teaching and learning culture. • Review module introduction and learning objectives. • Read the video	Question and Coaching Stems • How does setting norms, routines, and expectations for a classroom lead to a more student-centered, responsive learning environment? • How might you reframe your expectations and rules into a positive statement regarding the role a student plays in their education? • How does speaking about norms through behavioral and academic competencies support a more	Consider nine weeks for this module. This will help set up a lengthy experience to support the honing of norms and their impact in the classroom.

	introduction and watch the included video. While watching, pause to reflect on the "while watching" section of this note catcher document. • Facilitate a conversation around learning and further questions. You may consider using some of the prompts provided. • After watching, complete the "after watching" section of the note catcher document. • Considering all of the thinking you have done around making new norms and clear expectations for successes, complete the "Application Tool" from the module.	responsive teaching and learning environment? • What assumptions do you make about class/school when it comes to creating positively stated habits of success to guide teaching and learning? • What stakeholders might you engage to create school-wide norms to build a more student-centered, responsive teaching and learning environment? Suggestions for Studying Impact of Implementation: • Utilize a process similar to Design Thinking to guide the work. A simple graphic can be found here. Because different teachers in different contexts will have different outcome expectations for their class, facilitation should be geared around not just learning, but support in, and study of, implementation and impact in their classrooms. • Analyze how student success has been supported by implementing these norms. Consider using student voice, academic data, and dispositional shifts in students as a result of the norming.	
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		Supports for Further Learning - Develop a vision statement for the future state of your classroom based on the "Application Tool" within the module that could be communicated as a norm for your classes. Workshop it with other participants and gather feedback on the product. - Take a look at the module's "Reflection Tool" to determine what your current status is regarding setting and holding to norms.	
Success Criteria to Move On to Next Module: An educator will know they are ready for the next module when they have developed norms and demonstrable habits for success in their classrooms. The habits should be articulated by students and the educator. The educator should also have look-fors or some kind of assessment for success that can be used to provide feedback to students and as a reflection for the educator. Consider, too, using the "Application Tool" and "Reflection Tool" within the module to help guide success.			
<i>Responsive Teaching and Learning - See it, hear it, feel it: Multimedia solutions for flipped and virtual classrooms</i>	- Review module learning objectives. - Investigate the resources on the document called "Student-Centered Resources" to gain a better understanding of teaching with students at the center. You may consider jigsawing or some other protocol to address the resources. - Read the video introduction and watch	Question and Coaching Stems - Thinking about an upcoming lesson or unit, how might you deploy digital stations for students to learn new content? - How does the use of digitized station activities support the <i>acceleration</i> of student learning? - How might digitizing learning create learning pathways for students so your lessons are more responsive to student needs? - What resources might you need to deploy a digitized learning environment? To whom might you	This should be a semester long so several iterations can be studied and supported.

	the included video. While watching, pause as needed to reflect on the questions and prompts in the "while watching" section of the note catcher document. • Facilitate a conversation around learning and further questions. You may consider using some of the prompts provided. • After watching, complete the "after watching" section of the note catcher document. • Preview the "Application Tool" and "Reflection Tool". As necessary, use the tools to build your plan for a responsive teaching and learning environment.	talk? • How does this type of lesson structure help use class time more effectively? Suggestions for Studying Impact of Implementation: • Utilize a process similar to Design Thinking to guide the work. A simple graphic can be found here. Because the solutions educators create are multitudinous, it is advised that time is allotted for educators to demonstrate the learning and its impact as part of this module. This time should be celebratory in nature. Educators should showcase what they have done and the lessons learned from their experiences. • Run a classroom experience in a "traditional" manner, and then run one in a flipped manner. Study the difference in outcomes and dispositions. Supports for Further Learning • Elicit feedback on the module's "Plan to Put Students at the Center Tool" from trusted colleagues and administrators to iterate on the "Plan to Put Students at the Center Tool." • After implementing a lesson/unit, elicit feedback from students, parents/guardians, and/or trusted	
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		peers to continue to improve your responsive teaching and learning practices.	
Success Criteria to Move On to Next Module: An educator will know they are successful after they implement, with demonstrable student success, a flipped instructional model in some way. Also, student voice surveys can be implemented to guide improvement. <i>Demonstrable student success</i> is a flexible term depending on the educator's context. If initial engagement is the goal, then measure that. If student data toward standards is the goal, then measure that. In short, before implementing the flipped model, have a goal for implementation so impact can be studied.			