

# Responsive Teaching and Equitable Practices

## Course Description

Accommodating student interests, explaining outcomes, creating activities, and designing instruction that ensure engagement and success among all students are key ingredients to a flexible and responsive classroom. This course explores strategies for creating a classroom environment designed to support self-directed student learning and teacher-student collaboration with maximum instructional flexibility. Participants will become advocates for students, explore their role in educating families, and examine ways to form effective partnerships with students, teachers, and other stakeholders. To maximize the benefits of flexible and responsive teaching in an equitable classroom, participants will explore the role of implicit biases and the effect these biases have on teachers, students, school leaders, parents, and other stakeholders. Finally, participants will create an action plan designed to help them implement culturally responsive teaching and encourage colleagues to do the same.

## Course Alignments

This PLS 3rd Learning course is aligned to Charlotte Danielson's ***Framework for Teaching***:

Domain 1 – 1B

Domain 2 – n/a

Domain 3 – 3C and 3E

Domain 4 – 4A and 4E

## Course Outcomes

Upon completion of this class, the learner will be able to:

1. Reflect upon current levels of responsiveness and flexibility, recognizing situations where additional modifications and/or adaptations should be made to increase student learning and engagement.
2. Explore the basics of lesson adjustment and identify opportunities for teachable moments.
3. Analyze the relationships between flexibility and responsiveness that contribute to student engagement and learning.
4. Develop approaches to lesson adjustment and implement them into classroom practice.
5. Appraise the role of the teacher as a collaborator and facilitator of learning.

6. Evaluate strategies for effectively and persistently responding to student misunderstandings that may arise within an instructional activity.
7. Analyze the relationship between flexible and responsive teaching and self-directed student learning.
8. Identify appropriate moments to make midcourse adjustments that capitalize on teachable moments, student interests, or relevant events.
9. Analyze strategies for soliciting, reflecting upon, and adjusting instruction based on formal and informal student feedback.
10. Evaluate avenues/pathways for forming effective partnerships with educational community stakeholders.
11. Create a definition for classroom equity.
12. Examine implicit bias, the effects it may have on others, the impacts of socialization, and how it contributes to bias.
13. Examine how to create a culturally responsive classroom through equitable teaching practices.
14. Explore how Vulnerable Decision Points help mitigate implicit bias in classrooms and promote equitable practices.
15. Create an action plan with three goals and steps to follow to become a better systems change agent to students and colleagues.

## Topical Outline

## List of Concepts

### Fundamentals of Flexible and Responsive Teaching

Foundations of student interests, explaining outcomes, creating activities, and designing instruction in a flexible and responsive classroom; basics of lesson adjustment and teachable moments; resources for students who need support

### Flexible and Responsive Teaching

Teacher's role in a classroom environment; supporting self-directed student learning and teacher-student collaboration; instructional flexibility; alternate activities and strategies

### Advanced Strategies for Flexible and Responsive Teaching

Making adjustments to a lesson/unit; opportunities for teachable moments; persistent approaches for students who need help; student feedback; advocating for students; educating families; forming effective partnerships with stakeholders

### Self-Awareness and Reflective Practices for Equitable Classrooms

Create classroom equity; examine biases and their effects on others; explore definitions of equity; recognize the impacts of socialization

**Educators as Systems Change Agents** Create a culturally responsive classroom; promote equitable teaching practices; vulnerable decision points help mitigate bias

**Course Assessments and Links to Institutional Outcomes and Course Outcomes**

Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments. Participants will complete a course project designed to strengthen professional practice and extend knowledge related to the specific content of the course. This project is divided into multiple graded activities to be completed throughout the term.

<b>Modules</b>	<b>Topics of Modules</b>	<b>Points</b>
Module 1:	Fundamentals of Flexible and Responsive Teaching	56
Module 2:	Flexible and Responsive Teaching	46
Module 3:	Advanced Strategies for Flexible and Responsive Teaching	46
Module 4:	Self-Awareness and Reflective Practices for Equitable Classrooms	40
Module 5:	Educators as Systems Change Agents	40
All	Final Paper	60
All	Course Project	60
All	Annotated Bibliography	60
All	Planning for Responsive Teaching and Equitable Practice	60
<b>Total</b>		<b>468</b>

**Hours by Module**

Module 1: Fundamentals of Flexible and Responsive Teaching	
Readings	12 hours
Assignments	9 hours
Final Paper	3 hours
Annotated Bibliography	3 hours
Contribution to Course Capstone	3 hours

Planning for Responsive Teaching and Equitable Practices	3 hours
--	---------

Module 2: Flexible and Responsive Teaching	
Readings	8 hours
Assignments	7 hours
Final Paper	3 hours
Annotated Bibliography	3 hours
Contribution to Course Capstone	3 hours
Planning for Responsive Teaching and Equitable Practices	3 hours

Module 3: Advanced Strategies for Flexible and Responsive Teaching	
Readings	8 hours
Assignments	7 hours
Final Paper	3 hours
Annotated Bibliography	3 hours
Contribution to Course Capstone	3 hours
Planning for Responsive Teaching and Equitable Practices	3 hours

Module 4: Self-Awareness and Reflective Practices for Equitable Classrooms	
Readings	7 hours
Assignments	5 hours

Final Paper	3 hours
Annotated Bibliography	3 hours
Contribution to Course Capstone	3 hours
Planning for Responsive Teaching and Equitable Practices	3 hours

Module 5: Educators as Systems Change Agents	
Readings	7 hours
Assignments	5 hours
Final Paper	3 hours
Annotated Bibliography	3 hours
Contribution to Course Capstone	3 hours
Planning for Responsive Teaching and Equitable Practices	3 hours

### **Instructional Methodology**

The instructional methodology of this course focuses on developing, enhancing, and improving the instructional expertise and pedagogical knowledge base of practicing educators. Strategies include presentation of new content through online readings, active construction of knowledge through practice and problem solving, collaborative group work, personal reflection, structured small-group or whole-class discussion, analysis of assigned reading, and the application of course content and skills to participant’s individual grade level, subject area(s), and classroom.

### **Grading Scale**

The course facilitator will post the college-specific grading scale.

### **PLS 3rd Learning’s Late Policy**

There will be a 10% deduction of points per day for all posts and submitted assignments that are late. Replies posted after the due date will earn no points. In rare cases, partially or poorly completed assignments may be resubmitted for partial credit at the discretion of the instructor. The following exceptions apply:

- If a participant is sick/hospitalized or has a death in the family, the timing of makeup work may be arranged with the course facilitator. No points will be deducted if the work is completed according to the agreement.

- If a participant is on vacation/traveling/etc., the participant must contact the course facilitator ahead of time to avoid a penalty. This type of absence may occur only once during a course. All posts should be submitted for the missed module before leaving.
- If a participant has difficulty completing everything in a week, an extension can be granted if the participant contacts the facilitator during the week (not at the last minute).

### **PLS 3rd Learning's Participant Drop Policy**

- Participants are eligible to receive a refund if they attend class for one week or less. This means participants must withdraw by the end of Module 1 to receive a refund.
- Refunds of the balance of tuition paid will be given, minus the \$50 deposit.

### **PLS 3rd Learning's Academic Integrity Policy**

PLS 3rd Learning expects absolute academic honesty and integrity from every course participant. The specific Academic Integrity and Honor Code Policies of our partner colleges and universities are embraced and enforced by PLS 3rd Learning instructors. The following are considered to be serious violations:

- Plagiarism: the use of another's ideas, data, or words without proper acknowledgement.
- Fabrication: the use of invented information or the falsification of research or other findings with the intent to deceive.
- Collusion: improper collaboration with another in preparing assignments or projects.
- Cheating: an act of deception by which a student misrepresents that he or she has mastered information on an academic exercise that he or she has not mastered.
- Academic Misconduct: tampering with grades, or taking part in obtaining or distributing any part of student work that is not his or her own.

Violation or suspected violation will be investigated and pursued according to specific college/university procedures.

### **Identity Authentication**

The college/university, PLS 3rd Learning, and students share a joint responsibility to ensure that each student's contribution in an online course activity comes from that student alone. For the student, this responsibility has two parts:

1. Students are responsible for positively ensuring that every contribution to an online course created with the student's computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any

kind of submission to an online activity in the student's name, then this constitutes cheating and will be treated as a violation of academic honesty.

2. Students are responsible for ensuring the integrity of their computer account security by following the actions required of them by the PLS 3rd Learning Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by PLS 3rd Learning, and reporting breaches of the security policy to the IT Helpdesk.

### **Course Evaluation**

The evaluation of learner work will be based on the defined criteria for learner assessments. The criteria for learner assessments will be outlined for students prior to instructional activities and engagement with student learning targets (outcomes). Grading is based solely on the evaluation of student learning targets and defined criteria for learner assessments.

Formative assessment of learning outcomes is conducted throughout the course, using a variety of means that include the following: completion of assessments; constructive contributions to class discussions (whole-class as well as small-group); sharing of valuable, pertinent, and/or applicable ideas and experiences; and active participation in online interactions. It is expected that each participant will contribute to the academic quality of the course.

Summative assessment includes the completion of weekly learning activities and assignments for which the participant will need to synthesize class content, apply it to his or her own practice, and complete a plan for implementing the major components of content and skill acquired during the course.

## References

- Aceves, T. C., & Orosco, M. J. (2014). Culturally responsive teaching. Retrieved from <http://cedar.education.ufl.edu/wp-content/uploads/2014/08/culturally-responsive.pdf>
- American Association of School Administrators. (2002). Using data to improve schools: What's working, 2002. Retrieved from [http://www.aasa.org/uploadedFiles/Policy\\_and\\_Advocacy/files/UsingDataToImproveSchools.pdf](http://www.aasa.org/uploadedFiles/Policy_and_Advocacy/files/UsingDataToImproveSchools.pdf)
- Arntsen, T. (2011). Pair work vs. group work: What's better for the learner? Busy Teacher. Retrieved from <http://busyteacher.org/4265-pair-work-vs-group-work-whats-better-for-the.html>
- Aronson, E. (n.d.). Jigsaw classroom: Overview of the technique. Retrieved from <http://www.jigsaw.org/overview.htm>
- Barseghian, T. (2011, February 15). Educator: Lifelong learner, advocate for progress. MindShift. Retrieved from <http://blogs.kqed.org/mindshift/2011/02/educator-lifelong-learner-advocate-for-progress>
- Bartle, B. (n.d.). Afterschool and youth development. Pennsylvania Partnerships for Children. Retrieved from <http://www.papartnerships.org/work/youth-development>
- Bassey, M. O. (2016). Culturally responsive teaching: Implications for educational justice. *Education Sciences*, 6(35), 2-6. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1135596.pdf>
- B-D-A strategy worksheet. (2003). Retrieved from [www.readwritethink.org/files/resources/lesson\\_images/lesson256/worksheet.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson256/worksheet.pdf)
- Blankstein, A. M., Noguera, P., & Kelly, L. (2016). *Excellence through equity: Five principles of courageous leadership to guide achievement for every student*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Blevins, C. (2007). Launching learning centers in the middle grades. Retrieved from [www.blevinsenterprises.com/learning\\_stations\\_handout.pdf](http://www.blevinsenterprises.com/learning_stations_handout.pdf)
- Blumenfeld, W. J. (2013). How homophobia hurts everyone. In M. Adams, W. J. Blumenfeld, R. Castaneda, H. W. Hackman, M. L. Peters, & X. Zuniga (Eds.), *Readings for diversity and social justice* (3rd ed.). (pp. 379–387). New York: Routledge.
- Brainard, M. (2017, September 13). The impact of unconscious bias on leadership decision making. Retrieved from <https://www.forbes.com/sites/forbescoachescouncil/2017/09/13/the-impact-of-unconscious-bias-on-leadership-decision-making/#1801ce735b3f>
- Brookhart, S. M. (2008). Feedback: An overview. In *How to give effective feedback to your students* (chap. 1). Retrieved from <http://www.ascd.org/publications/books/108019/chapters/Feedback@-An-Overview.aspx>
- Bulach, C., Lunenburg, F., & Potter, L. (2016). *Enhancing a high-performing school culture and climate: New insights for improving schools*. Lanham: Rowman & Littlefield.
- Carabo, D. (2013). Privilege. In M. Adams, W. J. Blumenfeld, R. Castaneda, H. W. Hackman, M. L. Peters, & X. Zuniga (Eds.), *Readings for diversity and social justice* (3rd ed.). (pp. 391–397). New York: Routledge.
- Castaneda C., & Zuniga, X. (2013). Racism: Introduction. In M. Adams, W. J. Blumenfeld,



- R. Castaneda, H. W. Hackman, M. L. Peters, & X. Zuniga (Eds.), *Readings for diversity and social justice* (3rd ed.). (pp. 57–64). New York: Routledge.
- Celoria, D. (2016). The preparation of inclusive social justice education leaders. *Educational Leadership and Administration: Teaching and Program Development*, 27, 199–219.
- Chapparo, E. A., Nese, R. N. T., & McIntosh, K. (2015). Examples of engaging instruction to increase equity in education. *Positive Behavioral Interventions & Supports*, 1–14.  
Retrieved from <https://www.pbis.org/Common/Cms/files/pbisresources/Engaging%20Instruction%20to%20Increase%20Equity%20in%20Education.pdf>
- Chin, J. L., & Trimble, J. E. (2015). *Diversity and leadership*. Thousand Oaks, CA: SAGE Publications.
- Classroom strategies. (n.d.). All About Adolescent Literacy. Retrieved from [http://www.adlit.org/strategy\\_library/](http://www.adlit.org/strategy_library/)
- Classroom strategies. (2006). Texas Education Agency Lighthouse Initiative. Retrieved from [http://www.tealighthouse.org/ela/classroom\\_strategies/strategies.php](http://www.tealighthouse.org/ela/classroom_strategies/strategies.php)
- Cross curricula themes. (n.d.). National Society for Education in Art and Design. Retrieved from <http://www.nsead.org/primary/practice/themes.aspx>
- Cross, T., Bazron, B., Dennis, K., & Isaacs, M., (1989). *Towards a culturally competent system of care, Volume I*. Washington, DC: Georgetown University Child Development Center, CASSP Technical Assistance Center.
- Danielson, C. (2011). *The framework for teaching evaluation instrument*. Princeton, NJ: The Danielson Group.
- Darling-Hammond, L., Stobel, K., & Martin, D. (n.d.). Expectations for success: Motivation and learning. Retrieved from [http://www.learner.org/courses/learningclassroom/support/12\\_motivation.pdf](http://www.learner.org/courses/learningclassroom/support/12_motivation.pdf)
- Dean, C. B., Hubbell, E. R., Pitler, H., & Stone, B. (2011). *Classroom instruction that works: Research-based strategies for increasing student achievement* (2nd ed.) [Electronic version]. Retrieved from <http://www.ascd.org/ASCD/pdf/siteASCD/publications/books/Classroom-Instruction-that-Works-2nd-edition-sample.pdf>
- Dean, C. B., Hubbell, E. R., Pitler, H., & Stone, B. (2012). Setting objectives and providing feedback. In *Classroom instruction that works: Research-based strategies for increasing student achievement* (chap. 1). Retrieved from <http://www.ascd.org/publications/books/111001/chapters/Setting-Objectives-and-Providing-Feedback.aspx>
- Delivery system. (2008). American School Counselor Association. Retrieved from <http://www.ascanationalmodel.org/content.asp?contentid=28>
- DeNeen, J. (2013). How to develop a culture of “can” in your classroom. *informedED*. Retrieved from <http://www.opencolleges.edu.au/informed/features/how-to-develop-a-culture-of-can-in-your-classroom/>
- Diem, S., & Carpenter, B. W. (2012). Social justice & leadership preparation: Developing a transformative curriculum. *Planning and Changing*, 43(1/2), 96–112. Retrieved from <https://files.eric.ed.gov/fulltext/EJ977549.pdf>
- Differentiated instruction. (2005). Alberta Education. Retrieved from [www.learnalberta.ca/content/kes/pdf/or\\_ws\\_tea\\_elem\\_02\\_dp.pdf](http://www.learnalberta.ca/content/kes/pdf/or_ws_tea_elem_02_dp.pdf)

- Ellis, D., & Hughes, K. (2002). Partnerships by design. Northwest Regional Educational Laboratory. Retrieved from [http://educationnorthwest.org/webfm\\_send/127](http://educationnorthwest.org/webfm_send/127)
- Embi, M. A. (2012). Web 2.0 survey & polling tools: A quick guide. Retrieved from <http://www.scribd.com/doc/87624844/Web-2-0-Survey-Polling-Tools-A-Quick-Guide>
- The facilitative teacher. (2013). Retrieved from <http://www.methodist.edu/education/facilitative.htm>
- Ferlazzo, L. (2012). Using photos with English-language learners [Web log post]. Retrieved from <http://www.edutopia.org/blog/ell-engagment-using-photos>
- Flynn, S. (2010). Inclusion strategies for students with autism spectrum disorders. Retrieved from <http://www.learnnc.org/lp/editions/every-learner/6692>
- Gallery walk. (n.d.). The Teacher Toolkit. Retrieved from <http://www.theteachertoolkit.com/index.php/tool/gallery-walk>
- Garlikov, R. (n.d.). The socratic method: Teaching by asking instead of telling. Retrieved from <http://www.studygs.net/teaching/crtthkc.htm>
- Garringer, M., & MacRae, P. (2008). Building effective peer mentoring programs in schools: An introductory guide. Mentoring Resource Center. Retrieved from [http://www.educationnorthwest.org/webfm\\_send/169](http://www.educationnorthwest.org/webfm_send/169)
- Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice*. (2nd ed.). Teachers College Press: New York.
- Gearon, C. J. (2012). High school students need to think, not memorize. U.S. News & World Report. Retrieved from <http://www.usnews.com/education/high-schools/articles/2012/09/17/high-school-students-need-to-think-not-memorize>
- Goldring, R., Gray, L., & Bitterman, A. (2013). Characteristics of public and private elementary and secondary school teachers in the United States: Results from the 2011-12 schools and staffing survey. First Look. NCES 2013-314. National Center for Education Statistics. Retrieved from <https://nces.ed.gov/pubs2013/2013314.pdf>
- Gooden, M. A. (2012). What does racism have to do with leadership? Countering the idea of color-blind leadership: A reflection on race and the growing pressures of the urban principalship. *Educational Foundations*, 26, 67–84. Retrieved from <https://files.eric.ed.gov/fulltext/EJ968818.pdf>
- Gordon, S. P. (2012). Beyond convention, beyond critique: Toward a third way of preparing educational leaders to promote equity and social justice. Retrieved from <http://cnx.org/content/m43701/1.6/>
- Gorski, P. C. (2012). Student fishbowl. Retrieved from <http://www.edchange.org/multicultural/activities/fishbowl.html>
- Green, A., Nese, R., McIntosh, K., Nishioka, V., Eliason, B., & Delabra, A. C. (2015). Key elements of policies to address discipline disproportionality: A guide for district and school teams. *Positive Behavioral Interventions & Supports*, 1–29. Retrieved from <https://www.pbis.org/Common/Cms/files/pbisresources/PBIS%20Disproportionality%20Policy%20Guidebook.pdf>
- Guidelines for instructors handling class discussions of the tsunami. (2012). Retrieved from <http://www.crlt.umich.edu/publinks/tsunamisuggestions>
- Guidelines for planning and facilitating discussions on controversial topics. (2012). Retrieved from <http://www.crlt.umich.edu/publinks/generalguidelines#purpose>

- Hall, T., Strangman, N., & Meyer, A. (2011). Differentiated instruction and implications for UDL implementation. National Center on Accessible Instructional Materials. Retrieved from [http://aim.cast.org/learn/historyarchive/backgroundpapers/differentiated\\_instruction\\_udl](http://aim.cast.org/learn/historyarchive/backgroundpapers/differentiated_instruction_udl)
- Haynes, J. (2010). Seven teaching strategies for classroom teachers of ELLs. Retrieved from [http://www.everythingsl.net/in-services/seven\\_teaching\\_strategies\\_clas\\_06140.php](http://www.everythingsl.net/in-services/seven_teaching_strategies_clas_06140.php)
- Higgins, S., Kokotsaki, D. K., & Coe, R. C. (2011). Toolkit of strategies to improve learning. The Sutton Trust. Retrieved from <http://www.suttontrust.com/public/documents/toolkit-summary-final-r-2-.pdf>
- Hobgood, B., & Ormsby, L. (2011). Inclusion in the 21st-century classroom: Differentiating with technology. Retrieved from <http://www.learnnc.org/lp/editions/every-learner/6776>
- Hopkins, G. (2012). Twenty-five great ideas for teaching current events. Education World. Retrieved from [http://www.educationworld.com/a\\_lesson/lesson/lesson072.shtml](http://www.educationworld.com/a_lesson/lesson/lesson072.shtml)
- Howard, T. C. (2003). Culturally relevant pedagogy: Ingredients for critical teacher reflection. *Theory Into Practice*, 42(3), 195–202. Retrieved from <https://qmunities.files.wordpress.com/2012/03/culturally-relevant-pedagogy-ingredients-for-critical-teacher-reflection.pdf>
- Hubenthal, M., & O'Brien, T. (2009). Revisiting your classroom's walls: The pedagogical power of posters. Retrieved from [http://www.iris.edu/hq/files/programs/education\\_and\\_outreach/poster\\_pilot/Poster\\_Guide\\_v2a.pdf](http://www.iris.edu/hq/files/programs/education_and_outreach/poster_pilot/Poster_Guide_v2a.pdf)
- Hughes, W. H., & Pickeral, T. (2013). School climate and shared leadership. National School Climate Center, 1-4. Retrieved from <https://www.schoolclimate.org/themes/schoolclimate/assets/pdf/practice/sc-brief-leadership.pdf>
- Hytten, K., & Bettez, S. C. (2011). Understanding education for social justice. *Educational Foundations* 25(1), 7–24. Retrieved from <https://files.eric.ed.gov/fulltext/EJ925898.pdf>
- In the hot seat. (2002). Retrieved from [http://its.guilford.k12.nc.us/act/strategies/hot\\_seat.htm](http://its.guilford.k12.nc.us/act/strategies/hot_seat.htm)
- Inviting guest speakers. (n.d.). The McGraw-Hill Companies. Retrieved from [www.glencoe.com/ps/teachingtoday/downloads/pdf/InvitingGuestSpeakers.pdf](http://www.glencoe.com/ps/teachingtoday/downloads/pdf/InvitingGuestSpeakers.pdf)
- Javius, E. L. (2009). Skills for courageous leaders. *Leadership*, 30–32. Retrieved from <http://www.edequity.com/page-pdf/Courageous%20Equity%20Leadership%20Article.pdf>
- Johnson, B. (2013, January 15). Deeper learning: Why cross-curricular teaching is essential [Web log post]. Retrieved from <http://www.edutopia.org/blog/cross-curricular-teaching-deeper-learning-ben-johnson>
- Jones, L. (2009). The importance of school culture for instructional leadership. *International Journal of Educational Leadership Preparation*, 4(4), 1–9. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1071384.pdf>
- Kemp-Graham, K. Y. (2015). Missed opportunities: Preparing aspiring school leaders for bold social justice school leadership needed for 21st century schools. *NCPEA International Journal of Educational Leadership Preparation*, 10(21), 99–129. Retrieved

- from <https://files.eric.ed.gov/fulltext/EJ1060976.pdf>
- Key data highlights on equity and opportunity gaps in our nation's public schools. (2016). U.S. Department of Education. Retrieved from <https://www2.ed.gov/about/offices/list/ocr/docs/2013-14-first-look.pdf>
- Komives, S. R., & Wagner, W. (2009). *Leadership for a better world: Understanding the social change model of leadership development*. San Francisco, CA: John Wiley & Sons.
- Kronowitz, E. (2007). How do I differentiate instruction to meet the needs of all learners? Retrieved from [http://ptgmedia.pearsoncmg.com/imprint\\_downloads/merrill\\_professional/pdf/KronowitzCh.28.pdf](http://ptgmedia.pearsoncmg.com/imprint_downloads/merrill_professional/pdf/KronowitzCh.28.pdf)
- London Cooper, T. (n.d.). Teacher as facilitator. Teachers Network. Retrieved from [http://teachersnetwork.org/ntny/nychelp/Professional\\_Development/facilitator.htm](http://teachersnetwork.org/ntny/nychelp/Professional_Development/facilitator.htm)
- Longert, S. (n.d.). The basics of adjusting your teaching style to students' learning styles. Teachers Network. Retrieved from <http://teachersnetwork.org/ntol/howto/adjust/basics.htm>
- Love, B. J. (2013). Developing a liberatory consciousness. In M. Adams, W. J. Blumenfeld, R. Castaneda, H. W. Hackman, M. L. Peters, & X. Zuniga (Eds.), *Readings for diversity and social justice* (3rd ed.). (pp. 601–605). New York: Routledge.
- Love, N. (2008). *The data coach's guide to improving learning for all students: Unleashing the power of collaborative inquiry*. Thousand Oaks, CA: Corwin Press.
- Marsh, J. A., Pane, J. F., & Hamilton, L. S. (2006). Making sense of data driven decision-making in education: Evidence from recent RAND research. Retrieved from [www.rand.org/pubs/occasional\\_papers/2006/RAND\\_OP170.pdf](http://www.rand.org/pubs/occasional_papers/2006/RAND_OP170.pdf)
- Marzano, R. J. (2010). Art and science of teaching: Reviving reteaching. *Educational Leadership*, 68(2), 82–83. Retrieved from <http://www.ascd.org/publications/educational-leadership/oct10/vol68/num02/Reviving-Reteaching.aspx>
- Marzano, R. J. (2010). Reviving reteaching. ASCD. Retrieved from <http://www.ascd.org/publications/educational-leadership/oct10/vol68/num02/Reviving-Reteaching.aspx>
- McComas, W. F., & Abraham, L. (2009). Asking more effective questions. Retrieved from [http://cet.usc.edu/resources/teaching\\_learning/docs/Asking\\_Better\\_Questions.pdf](http://cet.usc.edu/resources/teaching_learning/docs/Asking_Better_Questions.pdf)
- McFarland-McDaniels, M. (2012). Children respond to a positive learning environment. Bright Hub Education. Retrieved from <http://www.brighthubeducation.com/classroom-management/13907-creating-a-positive-learning-environment/>
- McIntosh, K., Girvan, E. J., Horner, R. H., Smolkowski, K., and Sugai, G. (2018). A 5-point intervention for enhancing equity in school discipline. *Positive Behavioral Interventions and Supports*, 1–5. Retrieved from <https://www.pbis.org/Common/Cms/files/pbisresources/A%205-Point%20Intervention%20%20Approach%20for%20Enhancing%20%20Equity%20in%20School%20Discipline.pdf>
- McIntosh, P. (2008). White privilege: Unpacking the invisible knapsack. In P. Rothenberg (Ed.), *White privilege: Essential readings on the other side of racism* (pp. 123–127). New York: Worth.
- Mette, I. M., Nieuwenhuizen, L., & Hvidston, D. J. (2016). Teachers' perceptions of culturally

- responsive pedagogy and the impact on leadership preparation: Lessons for future reform efforts. *NCPEA International Journal of Educational Leadership Preparation*, 11(1). Retrieved from <https://files.eric.ed.gov/fulltext/EJ1103652.pdf>
- Modeling for learning: Addressing student misconceptions. (2005). Designed Instruction. Retrieved from <http://www.designedinstruction.com/learningleads/misconceptions.html>
- Moss, C. M., Brookhart, S. M., & Long, B. A. (2011). Knowing your learning target. *Educational Leadership*, 68(6), 66–69. Retrieved from <http://www.ascd.org/publications/educational-leadership/mar11/vol68/num06/Knowing-Your-Learning-Target.aspx>
- Nagel, D. (2008). The future of instruction: Teacher as 'co-learner.' *THE Journal*. Retrieved from <http://thejournal.com/articles/2008/06/30/the-future-of-instruction-teacher-as-colearner.aspx>
- NASW standards for school social work services. (2012). National Association of Social Workers. Retrieved from <http://www.naswdc.org/practice/standards/NASWSchoolSocialWorkStandards.pdf>
- National Center for Education Statistics. (2016). Racial/ethnic enrollment in public schools. Retrieved from [http://nces.ed.gov/programs/coe/indicator\\_cge.asp](http://nces.ed.gov/programs/coe/indicator_cge.asp)
- Nieto, S. M. (2002). Profoundly multicultural questions. *Educational Leadership*, 60(4), 6–10. Retrieved from <http://www.ascd.org/publications/educational-leadership/dec02/vol60/num04/Profoundly-Multicultural-Questions.aspx>
- Nobori, M. (2012). Integrated projects = deeper learning. Edutopia. Retrieved from <http://www.edutopia.org/stw-college-career-stem-pbl>
- Northouse, P. G. (2016). *Leadership: Theory and practice*. (7th ed.). Thousand Oaks, CA: Sage Publications.
- Olinghouse, N. (2008). Designing lessons for diverse learners. Retrieved from <http://education.msu.edu/te/secondary/pdf/Designing-Lessons-for-Diverse-Learners.pdf>
- Opitz, C. (2008). The fishbowl. Retrieved from [www.edutopia.org/pdfs/coop\\_math\\_bowman/bowman\\_fishbowl\\_method.pdf](http://www.edutopia.org/pdfs/coop_math_bowman/bowman_fishbowl_method.pdf)
- Organisation for Economic Co-operation and Development. (OECD). (2008). Ten steps to equity in education. Retrieved from <https://www.oecd.org/education/school/39989494.pdf>
- Osher, D., Fisher, D., Amos, L., Katz, J., Dwyer, K., Duffey, T., & Colombi, G. D. (2015). *Addressing the root causes of disparities in school discipline*. Washington, DC: National Center on Safe Supportive Learning Environments.
- Pennsylvania Equity and Inclusion Toolkit. (2017). Retrieved from <https://www.education.pa.gov/Documents/K-12/Safe%20Schools/EquityInclusion/PA%20Equity%20Inclusion%20Toolkit.pdf>
- Pennsylvania's Positive Behavior Support. (2018). Retrieved from <http://www.papbs.org/Responsive-Classroom-and-PBIS> (2018). Retrieved from [https://www.responsiveclassroom.org/sites/default/files/pdf\\_files/RC\\_PBIS\\_white\\_paper.pdf](https://www.responsiveclassroom.org/sites/default/files/pdf_files/RC_PBIS_white_paper.pdf)
- Pharr, S. (2013). Reflections on Liberation. In M. Adams, W. J. Blumenfeld, R. Castaneda, H. W. Hackman, M. L. Peters, & X. Zuniga (Eds.), *Readings for diversity and social*

- justice* (3rd ed.). (pp. 594–601). New York: Routledge.
- Pigott-Robinson, L. (2010). Tiering to avoid tears: Developing assignments that address all learners' needs. Retrieved from <http://www.learnnc.org/lp/editions/every-learner/6680>
- Pigott-Robinson, L. (2010). Who cares?: Using real-world perspectives to engage academically gifted learners. Retrieved from <http://www.learnnc.org/lp/editions/every-learner/6682>
- Podcasts in the classroom. (2013). The Department of Education Western Australia. Retrieved from <http://www.det.wa.edu.au/education/cmisis/eval/curriculum/ict/podcasts/>
- Popham, W. J. (2011). Immediate instructional adjustments based on assessed performance. In *Transformative assessment in action* (chap. 7). Retrieved from <http://www.ascd.org/publications/books/111008/chapters/Immediate-Instructional-Adjustments-Based-on-Assessed-Performance.aspx>
- Response to instruction and intervention (RtII): An introduction. (2010). Retrieved from <http://pattan.net-website.s3.amazonaws.com/files/materials/publications/docs/RtIIAnIntro.pdf>
- Robbins, M. (2013). Community partnerships for the digital learning revolution [Web log post]. Retrieved from <http://www.ed.gov/blog/2013/01/community-partnerships-for-the-digital-learning-revolution>
- Ross, R. (2013). School climate and equity. In T. Dary & T. Pickeral, (Eds.), *School climate practices for implementation and sustainability. A school climate practice brief*. New York: National School Climate Center. Retrieved from <https://www.schoolclimate.org/themes/schoolclimate/assets/pdf/practice/scbrief-equity.pdf>
- Sackson, E. (2011, June 11). 10 ways to encourage student reflection [Web log post]. Retrieved from <http://whatedsaid.wordpress.com/2011/06/11/10-ways-to-encourage-student-reflection-2/>
- Santamaria, L. J., & Santamaria, A. P. (2015). Counteracting educational injustice with applied critical leadership: Culturally responsive practices promoting sustainable change. *International Journal of Multicultural Education*, 17(1), 22–41. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1104933.pdf>
- The school in its community. (n.d.). Journey to Excellence. Retrieved from <http://www.journeytoexcellence.org.uk/partnership/improvementguides/theschoolinitscommunity.asp>
- Sergiovanni, T. (2007). *Rethinking leadership: A collection of articles*. Thousand Oaks, CA: Corwin Press.
- Shapiro, J. P., & Stefkovich, J. A. (2016). *Ethical leadership and decision making in education* (4th ed.). New York: Routledge.
- Social learning. (2011). American Society for Training and Development. Retrieved from <http://www.astd.org/Certification/For-Candidates/~media/Files/Certification/Competency%20Model/SocialLearning1.aspx>
- Spears, T. (2017, September 21). Unconscious bias & leadership. Retrieved from <https://tracyspears.com/unconscious-bias-leadership/>
- Spiegler, J. (2012). Teaching about controversial or difficult issues. Morningside Center for Teaching Social Responsibility. Retrieved from

- <http://www.teachablemoment.org/ideas/controversyguidelines.html>
- Stevens, S. H. (1997). Adjustments in classroom management. LD Online. Retrieved from <http://www.ldonline.org/article/5924/>
- Stronge, J. H., Tucker, P. D., & Hindman, J. L. (2004). Classroom management and organization. In *Handbook for qualities of effective teachers* (chap. 3). Retrieved from <http://www.ascd.org/publications/books/104135/chapters/Classroom-Management-and-Organization.aspx>
- Student response systems. (2012). The Center for Teaching History with Technology. Retrieved from <http://thwt.org/index.php/presentations-multimedia/polls-surveys>
- Students and class projects using the internet. (n.d.). Scholastic. Retrieved from <http://www.scholastic.com/teachers/article/students-and-class-projects-using-internet>
- Svitak, A. (2010). 5 ways classrooms can use video conferencing. Mashable. Retrieved from <http://mashable.com/2010/04/21/classroom-video-conferencing/>
- Think-pair-share. (2012). Science Education Resource Center at Carleton College. Retrieved from <http://serc.carleton.edu/introgeo/interactive/tpshare.html>
- Tidwell-Howell, J. (2010, March/April). When you give me a choice, you give me a chance. *Adolescent Literacy in Perspective*, p. 9. Retrieved from [www.ohiorc.org/orc\\_documents/ORC/Adlit/InPerspective/2010-03/in\\_perspective\\_2010-03.pdf](http://www.ohiorc.org/orc_documents/ORC/Adlit/InPerspective/2010-03/in_perspective_2010-03.pdf)
- Todd, A. W., Horner, R. H., Newton, J. S., Algozzine, R. F., Algozzine, K. M., & Frank, J. L. (2011). Effects of team-initiated problem solving on decision making by schoolwide behavior support teams. *Journal of Applied School Psychology*, 27(1), 42–59. <https://doi.org/10.1080/15377903.2011.540510>
- Tomlinson, C. A. (n.d.). Retrieved from <http://www.caroltomlinson.com/index.html>
- Toolkit for interdisciplinary learning, teaching, and assessment. (n.d.). Retrieved from <http://apcentral.collegeboard.com/apc/public/repository/AP-Interdisciplinary-Teaching-and-Learning-Toolkit.pdf>
- Turan, S., & Bektas, F. (2013). The relationship between school culture and leadership practices. *Egitim Arastirmalari-Eurasian Journal of Educational Research*, 52, 155–168. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1060393.pdf>
- U.S. Census Bureau, U. S. Department of Commerce. (2011). School enrollment in the United States: 2008. Retrieved from <https://www.census.gov/prod/2011pubs/p20-564.pdf>
- The Using Data Process. (n.d.). Alliance for Excellent Education. Retrieved from <https://all4ed.org/reports-factsheets/the-using-data-process/>
- Visible Thinking. (n.d.). Why make thinking visible. Retrieved from [http://www.visiblethinkingpz.org/VisibleThinking\\_html\\_files/01\\_VisibleThinkingInAction/01b\\_WhyMake.html](http://www.visiblethinkingpz.org/VisibleThinking_html_files/01_VisibleThinkingInAction/01b_WhyMake.html)
- Voulgarides, C. K., & Zwerger, N. (n.d.). Identifying the root causes of disproportionality. Retrieved from [https://steinhardt.nyu.edu/scmsAdmin/media/users/ll81/Identifying\\_the\\_Root\\_Causes\\_of\\_Disproportionality.pdf](https://steinhardt.nyu.edu/scmsAdmin/media/users/ll81/Identifying_the_Root_Causes_of_Disproportionality.pdf)
- Weick, K. (1995). *Sensemaking in organizations: Foundations for organizational science*. Thousand Oaks: Sage Publications.

What is a school psychologist? (n.d.). National Association of School Psychologists.  
Retrieved from [http://www.nasponline.org/about\\_sp/whatis.aspx](http://www.nasponline.org/about_sp/whatis.aspx)

What is universal design for learning? (2013). Retrieved from  
<http://www.udlcenter.org/aboutudl/whatisudl>

Why integrate technology into the curriculum?: The reasons are many. (2008). Edutopia.  
Retrieved from <http://www.edutopia.org/technology-integration-introduction>

Wiggins, G. (2005). Understanding by design: Overview of ObD & the design template.  
Retrieved from <http://www.grantwiggins.org/documents/UbDQuikvue1005.pdf>

Yirce, J. (2012, December 28). Teachable moments [Web log post]. Retrieved from  
<http://njeducationblog.com/180/>