



# 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 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	100
All	Course Project	155
All	Annotated Bibliography	70
All	Planning for Responsive Teaching and Equitable Practice	75
<b>Total</b>		<b>628</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.

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