

## RESPONSIVE TEACHING

My Beliefs	In a virtual space...	In a distanced space...	In a blended space...
I believe	Therefore,	Therefore,	Therefore,
<p>Teaching should be reflective of my students and responsive to their needs and interests.</p>	<p>I use virtual small groups and one-on-one sessions to learn more about what my students know, can do, and are interested in. I apply a strengths-based approach and push back on the narrative that they are “far behind” while simultaneously making plans to help them grow.</p> <p>I balance direct instruction with open-ended learning such as play and project-based learning. I support children and families in creating a schedule for learning that works best for them and I change and modify my plans based on their feedback.</p>	<p>I offer students choices in not just how they work (standing, with a clipboard, etc.), but also in what they work on. I start the day with “soft starts” and allow them to choose what would best meet their needs. I provide choice wherever I can: in the books they read, the math tools they use, and the writing projects they complete and the independent projects they engage in.</p> <p>I use efficient systems of collecting information like checklists and observations to gather information about students. I support students in reflecting on their learning and setting goals for their growth.</p>	<p>Whole-class, in classroom lessons are focused on inclusive inquiry-driven questions (such as “How do readers work to understand their stories?” or “How do mathematicians multiply numbers efficiently?”) or habits or skills that are generalizable.</p> <p>I help students co-construct plans for completing at-home practice, inquiries, and projects. I am clear about the big goals of a unit, but flexible about the schedule and allow children to be decision makers wherever possible.</p>