

**Agenda for Brownsville ISD, TX**  
**May 29, 2020**  
**Responsive Teaching Toolkit Training**  
**Grades K – 1**  
**8:30 - 11:30 and 12:30 - 3:30**

Section	Content	Materials	Comments
Opening	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Objectives</li> <li>• Agenda</li> </ul>	<ul style="list-style-type: none"> <li>• Unpack Responsive Teaching Toolkit</li> <li>• Large Card: List of Tools for the Teacher</li> </ul>	
Purpose of Responsive Teaching	<ul style="list-style-type: none"> <li>• Teach for Transfer</li> <li>• Read and Learn</li> <li>• Responsive Teaching</li> </ul>		
Responsive Classroom Environment	<ul style="list-style-type: none"> <li>• Responsive Classroom</li> <li>• Gradual Release</li> <li>• Breakout Room (What should a responsive classroom look like?)</li> <li>• Classroom Configuration (How does your room arrangement and environment support whole group, small group and independent learning?)</li> </ul>		
Responsive Instructional Design	<ul style="list-style-type: none"> <li>• Responsive Classroom</li> <li>• Read and Learn: Mini-Lessons. Take time to read pages 49–57 in PD Essential Book:               <ul style="list-style-type: none"> <li>o What are the key elements of a mini-lesson?</li> <li>o What types of mini-lessons may you use?</li> <li>o How does the mini-lesson allow for observations?</li> </ul> </li> <li>• Mini-Lesson Overview</li> <li>• Anchor Charts</li> <li>• Blueprint of a Mini-Lesson</li> </ul>	<ul style="list-style-type: none"> <li>• PD Essentials: Whole Group Reading Instruction</li> </ul>	

Communication in a Responsive Classroom	<ul style="list-style-type: none"> <li>• Collaborative Conversations (What techniques do you find most helpful in engaging students in conversations in your classroom?)</li> <li>• Collaborative vs. Constructive Conversations</li> <li>• Building up an Idea/Evaluate and Compare Ideas</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Jeff Zwiers Handout</b></li> <li>• Constructive Conversation Posters</li> <li>• Constructive Conversation Cards</li> </ul>	
Observations to Guide Decision Making	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Independent Work-time</li> <li>• Peer Response</li> <li>• Breakout Room: Tell your partner 2–3 ways you will use Peer Coaching Menus and Conversation Cards in your classroom.</li> <li>• Reading Conferences</li> <li>• Whiteboard- tell your partner how you plan to incorporate Reading Conferences in your classroom and what tools you plan to use.</li> <li>• Scaffolding Readers</li> </ul>	<ul style="list-style-type: none"> <li>• Bridge to Transfer Flipbook</li> <li>• Peer Response Menus</li> <li>• Constructive Conversation Cards</li> <li>• Prompts and Tips for Reading Conferences Flip Chart</li> <li>• Personal Learning Goals</li> <li>• Prompting Cards</li> </ul>	
Closure	<ul style="list-style-type: none"> <li>• Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• PD Essentials: Whole Group Reading Instruction and Small Group Reading Instruction</li> </ul>	

Highlighted Items are handouts for participants