**Study 1 - “Well that’s how the kids feel!”: Epistemic Empathy as a Driver of Responsive Teaching**

This study examines how engaging in-service elementary and middle school science teachers as learners in doing science can serve to foster their epistemic empathy for their students and how this may support their responsiveness in the classroom. We draw on data from a year-long blended-online PD program that began with an emphasis on teachers’ doing science and progressed to supporting their attention to their students’ doing science. By analyzing videos from teachers’ classrooms collected throughout the PD, we found that teachers became more stable in attending and responding to their students’ thinking. Using evidence from teachers’ reflections, we argue that this stability was supported by the teachers’ intellectual and emotional experiences as learners which served as a basis for their having epistemic empathy for their students.


**Study 2 - “He got a glimpse of the joys of understanding”: The Role of Epistemic Empathy in Teacher Learning**

This analysis traces the learning journey of one preservice science teacher, Keith, who after having expressed strong skepticism about responsive teaching at the beginning of an early teacher education course, came to value this approach and took it up in his instruction. We examine the shift in Keith’s views on teaching and show that epistemic empathy was central to Keith’s learning. The analysis identifies key affective and epistemological dynamics in Keith’s interactions with K-12 student inquiry and in his own relationship with science, in particular the joys he experienced in figuring things out, that fostered his empathy for students. Keith’s epistemic empathy, we show, eased his worries about students arriving at correct answers, shifting his attention toward supporting students’ sensemaking and nurturing their personal relationships with the discipline.


**Study 3 - Examining the Role of Epistemic Empathy in Responsive Teaching**

Drawing on multiple sources of data from a STEM teacher education preparation program, this analysis aims to empirically examine whether and how preservice teachers’ epistemic empathy aligned with their enactment of responsive teaching practices in the classroom. The findings serve as a proof of concept regarding this association: we found that those preservice teachers who displayed epistemic empathy more consistently were more adept at taking up and pursuing student contributions in their teaching. These findings contribute to teacher education by providing empirical insights into the nature of the association between epistemic empathy and teachers’ responsiveness and by highlighting the need for learning experiences that cultivate epistemic empathy as a target for teacher learner in order to support their enactment of responsive teaching.

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