Responsive Classroom is a research-based approach to education that is associated with greater teacher effectiveness, higher student achievement, and improved school climate. It has been recognized by the Collaborative for Academic, Social, and Emotional Learning (CASEL) as one of the most well-designed, evidence-based social and emotional learning programs.
Builds Competencies: 4 Domains

• Academics
• Community
• Management
• Developmental Awareness

“The Responsive Classroom approach provides prime evidence that social and emotional teaching strategies, when well constructed, lead to improved classroom behavior and academic growth.” — Roger P. Weissberg, CEO, CASeL
Engaging Academics

Teachers create learning tasks that are active, interactive, appropriately challenging, purposeful, and connected to students’ interests.
Teachers nurture a sense of belonging, significance, and emotional safety so that students feel comfortable taking risks and working with a variety of peers.
Effective Management

Teachers create a calm, orderly environment that promotes autonomy and allows students to focus on learning.
Teachers use knowledge of child development, along with observations of students, to create a developmentally appropriate learning environment.
The early weeks of each new school year offer teachers distinct opportunities and challenges. It is during this time—when expectations and routines are established, rules generated, and goals articulated—that the foundation is laid for a productive and cooperative year of learning.
Introduce and establish expectations for behavior the limits we will set, and the ways we will enforce those limits. We introduce the routines that help students learn while taking care of each other and the environment.
An audio and a visual signal are an important alternative to the teacher's voice for getting children's quick and quiet attention. Teachers clearly establish expectations about how children respond to the signal, and then practice with the children as much as possible.
Interactive Modeling

Incorporates key elements of effective teaching:
  • modeling positive behaviors
  • engaging students in active learning
  • immediately assessing their understanding

Children create clear, positive mental images of what is expected of them. They do the noticing themselves, which builds up their powers of observation and their analysis and communication skills. In addition, because they get immediate practice, they gain quicker expertise and stronger mastery of the procedure or skill being taught.
Take a Break Chair

Purpose is to help students restore the mental focus and emotional control needed for efficient learning.

*Calming oneself, controlling impulses, and consistently following the rules of the group are tough skills to master.*
Have you heard your student talk about the “Take a Break” chair? Many of the teachers at Center School have been trained in the Responsive Classroom program. Responsive Classroom is an approach to teaching and learning that encourages safe, challenging and fun classrooms. Responsive Classroom also brings together social and academic learning throughout the day. The Take a Break strategy is a tool used by teachers when students need practice with self-control. Just like when we are learning math facts or spelling words, we need practice. When students, and sometimes teachers, “Take a Break” we take a few minutes to calm our body and practice self control. While they are ‘taking a break’ students might take some deep flower breaths, count to ten or think about a calm place. It is brief and students return after a minute or two. This strategy is designed to give children time to practice. It is not punitive. The goal is for students to improve their ability to control their body or apply their ‘internal brakes’ and make good choices.
Energizer

Movement breaks are brief intervals that enable all students to move their bodies and help teachers to engage learners in physical ways.
Energizer: Give it a go!

Shark Attack

A YouTube video showcases this active energizer
Morning Meeting is an engaging way to start each day, build a strong sense of community, and set children up for success socially and academically.
Students and teachers greet one other by name and practice offering hospitality.
Ball Toss Greeting

Each child greets another child (makes eye contact, faces the other child) then gently rolls a ball to that child, who returns the greeting (but not the ball). She/he then chooses a new child to greet and to pass the ball to. The greeting continues in this way until each child has been greeted once. The greeting ends when the ball returns to the starter.
Sharing

Students share information about important events in their lives. Listeners often offer empathetic comments or ask clarifying questions.

• Around-the-circle sharing
• Partner sharing
• Dialogue sharing
Partner Sharing: Turn and Talk
What do you think makes a good friend?
Everyone participates in a brief, lively activity that fosters group cohesion and helps students practice social and academic skills.

Examples: reciting a poem, dancing, singing, or playing a game that reinforces social or academic skills.
Activity: Give it a go!

Buzz

Choose a number, for example: 5. Then begin counting around the circle. Each time a person gets a multiple of the chosen number, that person says, "Buzz," instead of the number.
Morning Message

Students read and interact with a short message written by their teacher. The message is crafted to help students focus on the work they'll do in school that day.
Morning Message

Good Morning,
Today is Monday.
What things do we see that move around town?

Love,
Ms. Bartlett and Mrs. Hamilton

Dear Room 7,
Today is Monday November 16, 2015. We will have Library today. We will begin to learn about Thanksgiving. What do you know about Thanksgiving?

Love,
Your Teachers
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**Responsive Classroom**

- **Greeting**
- **Sharing**
- **Activity**
- **Meeting**
- **Announcements**
Questions

Family Education: Session 2
Date: TBD