

Lincoln Public Schools Responsive Classroom



ADVISORY & MORNING MEETING

- What is Advisory and Morning Meeting?
- Why have Advisory and Morning Meeting?
- What does Advisory and Morning Meeting look like?

CONNECTIONS BLOCKS

SURVEY DATA

Panorama Survey Data will be Inputed Here.... Our Why

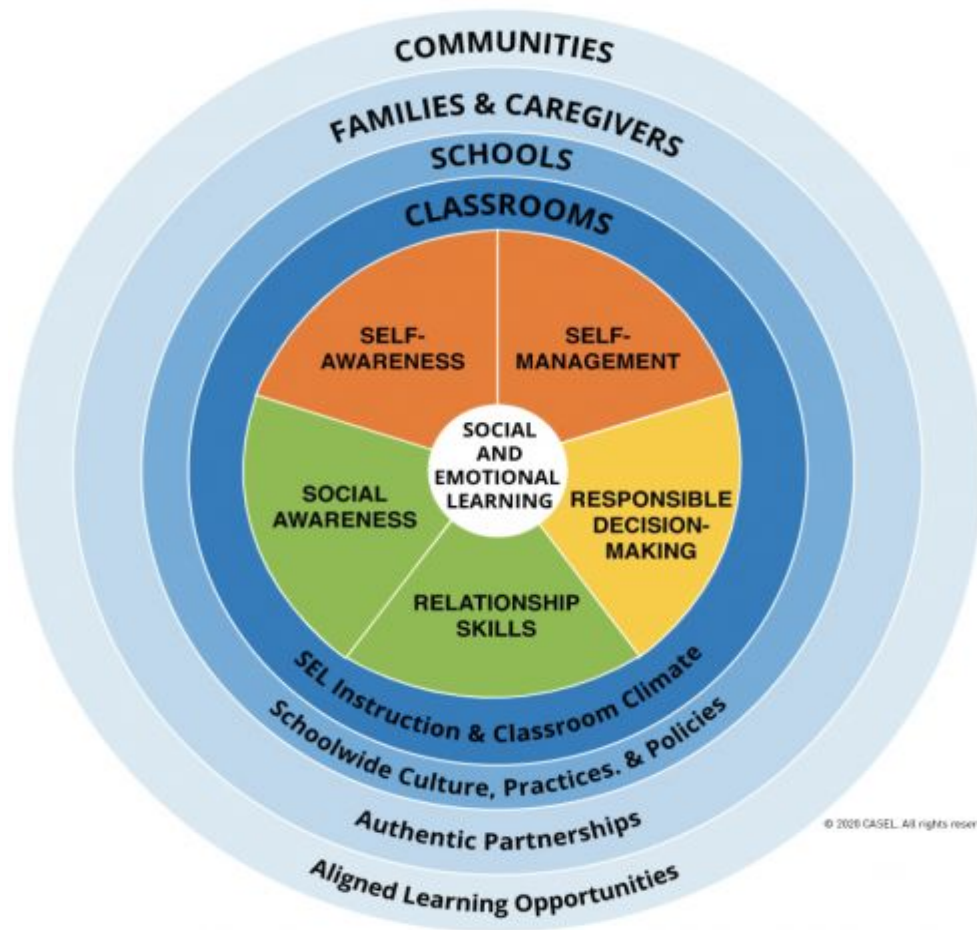
Sense of Belonging
Connectedness



WHAT IS SEL ?

Schoolwide SEL is a systemic approach to infusing social and emotional learning into **every part of students' educational experience** -- across all classrooms, during all parts of the school day and out-of-school time, and in partnership with families and communities. This involves **cultivating caring, participatory, and equitable learning environments** and using evidence-based practices that **actively involve all students in their social, emotional, and academic growth.**

- The Collaborative for Academic, Social, and Emotional Learning (CASEL)



CLASSROOM		Explicit SEL instruction
		SEL integrated with academic instruction
		Youth voice and engagement
SCHOOL		Supportive school and classroom climates
		Focus on adult SEL
		Supportive discipline
COMMUNITY FAMILY		A continuum of integrated supports
		Authentic family partnerships
		Aligned community partnerships
		Systems for continuous improvement

The Four Key Domains of Responsive Classroom



Engaging Academics

Learner-centered lessons that are participatory, appropriately challenging, fun, and relevant and promote curiosity, wonder, and interest.

PURPOSE

ENGAGING TASK

RESPONSIVE FEEDBACK

VISIBLE THINKING



Positive Community

A safe, predictable, joyful, and inclusive environment where all students have a sense of belonging and significance.

CO-CREATED COMMUNITY

SYSTEMS & STRUCTURES

STUDENT VOICE



Effective Management

A calm and orderly learning environment that promotes autonomy, responsibility, and high engagement in learning.

CO-CREATED COMMUNITY

SYSTEMS & STRUCTURES

ENGAGING TASK



Developmentally Responsive Teaching

Basing all decisions for teaching and discipline upon research and knowledge of students' social, emotional, physical, and cognitive development.

CARE & PUSH

OVERCOMING BARRIERS

Responsive Classroom Guiding Principles

- 1 Teaching social and emotional skills is as important as teaching academic content.
- 2 How we teach is as important as what we teach.
- 3 Great cognitive growth occurs through social interaction.
- 4 How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.
- 5 What we know and believe about our students—individually, culturally, developmentally—informs our expectations, reactions, and attitudes about those students.
- 6 Partnering with families—knowing them and valuing their contributions—is as important as knowing the children we teach.

What Have We Done?

- Professional Development SY 2022-2023
- Prioritizing Time for RC in our SY 2023-2024 Schedule
- School Wide Visits SY 2023-2024
 - Responsive Classroom Matrix
 - Lincoln Public Schools Matrix
- Professional Development for First Year Faculty SY 2023- ongoing



School Growth Profile

Union Street Elementary Springfield, VT

Produced from Inventory of Teacher RC Practices

The Responsive Classroom approach is centered on the core belief that for students to be academically, socially and behaviorally successful in and out of school, they need to learn and develop social and emotional competencies and academic skills. For students to acquire these skills, teachers use the RC approach to create the optimal classroom conditions described by the four RC Domains: Effective Management, Positive Community, Developmentally Responsive, and Engaging Academics.

The School Growth profile is based on an inventory of the RC practices for a representative sample of teachers in the school. The goal of this profile is to identify the phases of growth for this sample of teachers, on average. Each growth phase represents the practices, knowledge, skills, and dispositions taught in the RC Core and Advanced Courses and how a representative sample of teachers use them to create an environment aligned with the four RC Domains: Effective Management, Positive Community, Developmentally Responsive, and Engaging Academics.

Effective Management	Item Score	Domain Score	Summary Explanation
Establishes and reinforces clear routines and procedures	0.90	0.83	Emergent In this observation, your school received a mean of 0.83 in the Effective Management domain as defined by Responsive Classroom. This score indicates, on average, teachers in your school are in the emergent phase of growth in using Responsive Classroom practices. The emergent phase of growth is where the greatest opportunity for growth is possible. Teachers in this phase are continuously changing as they alter previous practices, knowledge, skills, and dispositions. Effective management is defined as the practices adults use to create a calm, orderly environment that promotes autonomy and allows students to focus on learning. While all Responsive Classroom practices are highly integrated, the Responsive Classroom practices most closely associated with this domain are: Routines and Procedures, Interactive Modeling, Teacher Leadership style, Classroom Organization, Giving Clear and Explicit Directions, Visual Cues, and Guided Discovery. The resources recommended for this domain are specifically focused on strengthening and/or deepening the growth of Responsive Classroom practices most closely associated with Effective Management: Reflective Management.
Organizes classroom for safety and autonomy	0.90		
Leadership style is assertive, authoritative, and approachable	0.60		
Classroom environment is arranged for maximum learning	0.90		

Sample School Growth Profile

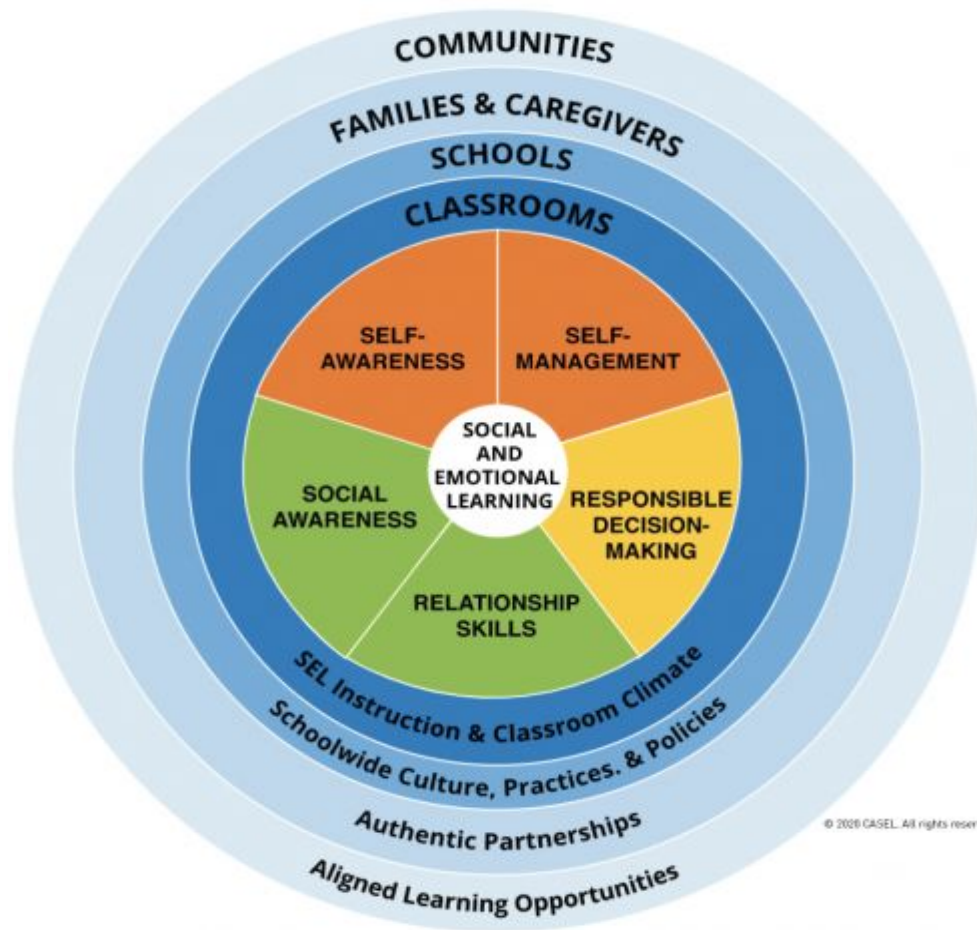


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Responsive Classroom®

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Room to Grow

- Responsive Classroom Practices
- SEL Curriculum
- Additional Opportunities
 - Restorative Practices
 - Conflict Resolution

Tiered Interventions

