**Application for *Responsive Classroom*®**

**Middle School Consulting Teacher Certification**

There are two certification cycles available. Please check the cycle you are applying for:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Spring cycle: application due April 30 |  | Fall cycle: application due October 1 |

The Responsive Classroom Consulting Teacher Certification is awarded to educators who use *Responsive Classroom* practices and strategies with distinguished ability in their classrooms and are able to provide exemplary workshop services to clients. A Responsive Classroom Consulting Teacher acts as a model implementer and a workshop presenter for the Center for Responsive Schools.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
Home Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cell Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Primary Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Secondary Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Place of Work: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Position (include grade level): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Work Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Work Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Professional Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Type of School** |  | Public |  | Charter |  | Independent |  | Religiously Affiliated |
| Other: | | | | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Yes |  | No |

Are you currently certified or licensed to teach?

Number of Years of Classroom Teaching Experience: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

RCC-M Workshop Attended: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Location Presenter  
Did you take these workshops under a previous or maiden name, and if so, what was it? ­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number of years implementing *Responsive Classroom* practices and philosophy: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How would you describe your teacher preparation program? *(select one)*

A “traditional” undergraduate program (candidates complete all program requirements, earn a bachelor’s degree, and receive initial certification before they leave to become full-time teachers)

A “traditional” master’s program (candidates with a bachelor’s degree complete all program requirements, earn a master’s degree, and receive initial certification before they leave to become full-time classroom teachers)

A “traditional” post baccalaureate program, sometimes called a fifth-year program (candidates with a bachelor’s degree complete all program requirements and receive initial certification before they leave to become full-time teachers, but do not earn a master’s degree)

An “alternative” certification program that leads to a master’s degree (candidates with a bachelor’s degree become full-time teachers before completing all program requirements and before receiving initial certification; candidates earn a master’s degree upon program completion)

An “alternative” certification program that does not lead to a master’s degree (candidates with a bachelor’s degree become full-time teachers before completing all program requirements and before receiving initial certification; candidates do not earn a master’s degree upon program completion)

Other: *(please describe)*

Highest Degree Earned: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is your race *(optional)*? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is your year of birth *(optional)*? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Non-classroom candidates only:** For the classroom in which you will be observed implementing *Responsive Classroom* strategies, please specify:

Teacher’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
  
How many years has this teacher been implementing *Responsive Classroom*? \_\_\_\_\_\_\_\_\_\_\_\_

Grade level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ADDITIONAL APPLICATION REQUIREMENTS**

1. **Assignment 1:** Provide a current resume
2. **Assignment 2:** Provide two letters of recommendation

* One letter from your professional supervisor
* One letter from a colleague who can speak to your general teaching style as well as your use of *Responsive Classroom* practices. The colleague you choose may not be another applicant for the Responsive Classroom Certification Program.
* Provide each of your references with the appropriate Certification Recommendation sheet (Professional Supervisor or Colleague) included in this application packet.

1. **Assignment 3:** Responsive Advisory Meeting Plan
   * Lesson plan of the Responsive Advisory meeting submitted
     + Use the Responsive Advisory Meeting Planning Sheet included in this application packet.
     + Submit as a Microsoft Word document or Google Doc.
   * Video of a Responsive Advisory Meeting you are facilitating with students
     + Time frame – 15-20 minutes
     + Submit video via Google Drive, YouTube link, or send on a flash drive.
     + We must be able to see and hear you clearly.
   * Written Reflection of video
     + Review your Responsive Advisory Meeting video, and reflect on how the lesson met one or more of the purposes of Advisory (1-2 pages).
     + Use the Responsive Advisory Meeting Reflection Guide included in this application packet.
     + Submit as a Microsoft Word document or Google Doc.
2. **Assignment 4:** SMART Goal Setting with Students (1-2 pages)
   * Submit a one-page reflection on a student’s experience with setting and achieving an academic, social, or behavioral SMART goal.
     + Use the SMART Goal setting sheet included in this application packet.
     + Submit as a Microsoft Word document or Google Doc.
3. **Assignment 5:** Small Group Learning Lesson Plan & Reflection Essay (2-3 pages)
   * Explain how implementing small group learning positively impacts your students’ growth in both academic as well as social/emotional skills.
     + Use the Student Impact Essay Guide included in this application packet.
     + Submit as a Microsoft Word document or Google Doc.
4. **Fee:** Submit $200 non-refundable processing fee with your application. Payment form is on Page 4.

(Please do not submit financial information via Google Drive.)

*Continued on the next page …*

1. **Please read carefully and sign (application is not complete without signature):**

I have read and understand the requirements for the Responsive Classroom Teacher certification process. To the best of my knowledge, all of the above information is true and accurate: I understand that if any of the information is misrepresented, I may be disqualified from this process.

I understand that any application pieces that do not pass review by CRS can be resubmitted one additional time for a fee of $50 for written and $100 for video resubmission.

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## 2018 RC Teacher Application Payment Form

**Fee:** **❑ $200**

**Payment Method:**

**❑** Check #:\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **❑** Credit Card **❑** Visa **❑** MC CCV Code: \_\_\_\_\_\_\_\_

No. Exp. Date:

Name on credit card\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**❑** Purchase Order:

**(School or District) Purchase Order Number:**

**Note: Applications cannot be processed without a copy of the purchase order.**

………………………………………………………………………………………………………………………………………………………………

**Submit your completed application electronically (via email, Google Drive, YouTube, etc.) to:   
Amanda Rood**

[**certification@responsiveclassroom.org**](mailto:certification@responsiveclassroom.org)

**Certification Recommendation**

**Colleague**

Certification Applicant: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This person is applying to become a designated Responsive Classroom Teacher. As this applicant’s colleague, please write a letter of recommendation commenting on and providing examples of his/her:

* Qualities as an effective teacher (i.e. relationship to children, overall management and organization of class, approaches to instruction) and
* Demonstration of *Responsive Classroom* practices and strategies

Please send your recommendation (electronic copy preferred) to:

Attn: Amanda Rood  
[certification@responsiveclassroom.org](mailto:certification@responsiveclassroom.org)

Center for Responsive Schools

PO Box 718

Turners Falls, MA 01376-0718

Thank you for your thoughtful consideration in completing this recommendation. Your comments are important to us, as they will broaden our understanding of this applicant’s experience and expertise.

**Certification Recommendation**

**Professional Supervisor**

Certification Applicant: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This person is applying to become a designated Responsive Classroom Teacher. As this applicant’s supervisor, please write a letter of recommendation commenting on his/her:

* Qualities as an effective teacher (i.e. relationship to children, overall management and organization of class, approaches to instruction)
* Approach to professional development (i.e. interest and ability in being reflective about own teaching and response to outside feedback)
* Proficiency in *Responsive Classroom* implementation

Please send your recommendation (electronic copy preferred) to:

Attn: Amanda Rood  
[certification@responsiveclassroom.org](mailto:certification@responsiveclassroom.org)

Center for Responsive Schools

PO Box 718

Turners Falls, MA 01376-0718

Thank you for your thoughtful consideration in completing this recommendation. Your comments are important to us, as they will broaden our understanding of this applicant’s experience and expertise.

**Responsive Advisory Meeting Planning Sheet**

Grade Level:

Number of students:

Date Lesson was conducted:

|  |
| --- |
| **Purpose:**   * Building Student to Student Affiliation * Energize and Re-engage * Reflect and Recalibrate * Theme- Based * Academic Readiness * Advisor/Advisee Relationships * Communication and Social Skills Development |
| **Arrival/Welcome** |
| **Announcements** |
| **Acknowledgments** |
| **Activity** |

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| **Responsive Advisory Meeting Plan Scoring Rubric** | | | |
|  | **Developing (1)** | **Proficient (3)** | **Exemplary (5)** |
| **Objectives** | The Advisory plan is loosely aligned to overarching objectives. | The Advisory plan supports and is aligned to overarching objectives. | The Advisory plan addresses all four components and is not only tightly aligned to the overarching objectives, but creates a seamless flow as students experience each component. |
| **Purpose** | The Advisory plan attempts a clear purpose for strengthening students’ sense of belonging and community. | The Advisory plan establishes a clear purpose for strengthening students’ sense of belonging and community. | The Advisory plan establishes a clear and specific purpose for strengthening students’ sense of belonging and community, as well as develop an academic mindset. |
| **Components** | The Advisory plan addresses three components and does not follow the appropriate order for students to gain a meaningful experience. | The Advisory Plan addresses all four components in order to create a meaningful experience for students. | The Advisory Plan addresses all four components in order and empowers students to create a meaningful and relevant connections to other students and the school. |
| **Modeling** | The Advisory plan vaguely articulates the teacher’s role, expectations, and responsibilities. | The Advisory plan incorporates modeling of proactive strategies that are key to students’ success. | The Advisory plan incorporates modeling of multiple proactive strategies that are key to students’ success and encourages growth. |

**Responsive Advisory Meeting Reflection Guide**

Review your Responsive Advisory Meeting video, and reflect on how the lesson met one or more of the purposes of Advisory (1-2 pages).

Use the following prompts to guide your reflection:

* What went well in the Advisory Meeting? What are some strengths as you reflect on this particular Advisory Meeting?
* How did you meet the purpose in each of the components of Advisory Meeting?
* What signs of engagement were evident by the students?
* Reflecting on this lesson, what in the moment changes needed to occur to the plan? Or if you were to teach it again what would you do differently?

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| **Responsive Advisory Meeting Reflection Scoring Rubric** | | | |
|  | Developing (1) | Proficient (3) | Exemplary (5) |
| Objectives | Does not state overarching objectives to support Advisory Meeting components | Clearly states overarching objectives to support Advisory Meeting components | Addresses all four Advisory Meeting components and aligns to objectives that demonstrate evidence of a seamless flow through each component |
| Purpose | Does not state a clear purpose for strengthening students’ sense of belonging and community | Provide sufficient evidence for establishing a clear purpose for strengthening students’ sense of belonging and community | Provides an analysis that supports establishing a clear and specific purpose for strengthening students’ sense of belonging and community, as well as develop an academic mindset |
| Components | Addresses three components and does not follow the appropriate order for students to gain a meaningful experience | Addresses all four components in order to create a meaningful experience for students | Addresses all four components in order, and empowers students to create meaningful and relevant connections to other students and the school |
| Relevancy | Provides limited evidence for students acknowledging the relevancy and making connections to establish a positive classroom community | Provides sufficient evidence for students determining the relevancy and making connections to establish a positive classroom community | Provides sufficient evidence for students analyzing the relevancy and making connections to establish a positive classroom community |
| Investment/  Commitment | Lacks evidence of how all four components meet the learning goals of Advisory | Provides a variety of examples supporting how the Advisory learning goals are impacting the classroom culture | Provides an in-depth analysis of how the Advisory learning goals empowers strong communication skills and equal respect among students and the teacher |

**Goal Setting**

**Set Smart Goal: ☐ Academic ☐ Social ☐ Behavioral**

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|  |

**Put in Effort**

***Things I have to do to achieve my goal***

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**See Small Changes**

***Proof that effort is working***

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|  |

**Target Date: Click here to enter text.**

|  |
| --- |
| **What progress have I made?** |
| **What behaviors help me achieve my goal? (I’ll do more of these.)** |
| **What behaviors hinder my goal? (I’ll watch out for these.)** |

**SMART Goal Reflection Essay Guide**

The process of setting goals, working towards them, and tracking progress helps middle school students develop forethought and planning, self-regulation and perseverance, and the skill of self-reflection. Reflect on your experience with a student setting and achieving an academic, social, or behavior SMART goal.

Use the following prompts to guide your reflection:

* What was the process you went through with the student in helping them establish well-defined, clear, and specific goals?
* What support did the student need in determining their goals to be measurable and achievable?
* How did the student embrace their goals and make them a part of their daily routine?
* How did you reinforce success as the student made progress toward their goal?
* How did this process of setting a SMART goal help you to learn more about the student?

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| **SMART Goal Reflection Scoring Rubric** | | | |
|  | **Developing (1)** | **Proficient (3)** | **Exemplary (5)** |
| **Clarity** | Provides limited evidence for students establishing clear and specific goals | Provides sufficient evidence for students establishing clear and specific goals | Provides a thorough process for students establishing well-defined, clear and specific goals |
| **Measurement** | Lacks clarity of how students determined their goals to be measurable and achievable | Provides evidence that supports how students determined their goals to be measurable and achievable | Provides an analysis that supports how students determined their goals to be measurable and achievable |
| **Relevancy** | Provides limited evidence for students determining the relevancy and making connections to establish a positive classroom community | Provides sufficient evidence for students determining the relevancy and making connections to establish a positive classroom community | Provides sufficient evidence for students evaluating the relevancy and making connections to establish a positive classroom community |
| **Motivation** | Provides insufficient evidence showing how students build intrinsic motivation to establish self-control and self-regulation | Provides an understanding showing how students build intrinsic motivation to establish self-control and self-regulation | Provides in-depth analysis showing how students build intrinsic motivation to establish self-control and self-regulation |
| **Progress** | Lacks clarity for reinforcing success as students progress toward their learning goal | Acknowledges reinforcing success as students progress toward their learning goal | Provides a detail explanation for reinforcing success as students progress toward their learning goal |
| **Roadblocks** | Provides insufficient evidence on working with students to reflect on behaviors that hinder their success | Acknowledges students’ reflection on behaviors that hinder their success of achieving their goals | Acknowledges students’ reflection on behaviors that hinder their success of achieving their goals and how they encouraged them to explore new proactive behavior |
| **Investment** | Does not provide evidence of how students have embraced their learning goals | Provides a variety of examples supporting how students have embraced their learning goals and made part of their daily routine | Provides an in-depth analysis of how students have embraced their learning goals and made part of their daily routine |

**Small Group Learning Lesson Plan & Reflection Essay**

Implementing *Responsive Classroom* practices with high fidelity makes learning lively and engaging and helps students to build academic and social skills. Provide a lesson plan written to support small group learning. Explain how your use of small group learning has positively impacted the development of academic and social-emotional learning skills for your students. Include examples of how you have observed the growth of these skills.

Academic Learning Skills

* **Academic Mindset:** Belief that abilities are not fixed, but grow with effort
* **Academic Perseverance:** Willingness to keep working hard, even when facing new challenges
* **Academic Behaviors:** Actions that demonstrate taking responsibility for one’s learning (such as coming to school ready to listen, work, and participate)
* **Learning Strategies:** Study skills and higher-level thinking skills that students consciously use to understand content and achieve learning goals

Social-Emotional Learning Skills

* **Cooperation:** Working productively and collaboratively with others
* **Assertiveness:** Taking individual initiative and developing positive self-identity
* **Responsibility:** Motivating oneself to work hard and choose positive courses of action
* **Empathy:** Understanding and appreciating another person’s ideas, beliefs, and feelings
* **Self-Control:** Recognizing and regulating one’s own thoughts, emotions, and behaviors

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| **Small Group Learning Lesson Plan and Essay Scoring Rubric** | | | |
|  | **Developing (1)** | **Proficient (3)** | **Exemplary (5)** |
| **Objectives** | The lesson plan lacks the learning objective | The lesson plan clearly states the learning objective | The lesson plan clearly states the learning objective and provides evidence that students met the learning objective |
| **Active & Interactive** | The lesson plan lacks a well-designed structure to promote active and interactive learning | The lesson plan provides a well-designed structure to promote active and interactive learning | The lesson plan provides a well-designed high focused structure to promote active and interactive learning that encourages student growth |
| **Scaffolding** | The lesson is loosely organized and lacks scaffolding of lesson | The lesson is organized and provides evidence of scaffolding | The lesson is well organized and fully explains the use of multiple strategies for scaffolding the lesson |
| **Small Groups** | The lesson does not support purposely forming small groups | The lesson supports forming effective small groups for maximizing learning | The lesson provides an in-depth analysis of using a variety of small groups for maximizing learning |
| **Growth Mindset** | The lesson provides insufficient evidence of nurturing a growth mindset | The lesson provides sufficient evidence of nurturing a growth mindset | The lesson provides specific evidence of nurturing a growth mindset so students are able to preserve through academic challenges |
| **Reflection** | The essay lacks a teacher reflection addressing how students experience the learning | The essay provides a teacher reflection that evaluates how the use of small group learning has positively impacted the development of either academic OR social-emotional learning skills for their students | The essay provides a teacher reflection that evaluates how the use of small group learning has positively impacted the development of academic AND social-emotional learning skills for their students |