

## What Is *The Responsive Classroom* Assessment Tool for Teachers?

The *Responsive Classroom Assessment Tool for Teachers* is a handy way to evaluate how you're doing with your implementation of ten key *Responsive Classroom* practices:

Section 1: Interactive Modeling

Section 2: Morning Meeting

Section 3: Guided Discovery

Section 4: Engaging Academics (includes Academic Choice)

Section 5: Classroom Organization

Section 6: Teacher Language

Section 7: Classroom Rules

Section 8: Classroom Management (includes using signals, routines, structuring the day, energizers, closing circle)

Section 9: Responding to Misbehavior (includes logical consequences)

Section 10: Problem-Solving Strategies (includes role-play and problem-solving conferences)

For each aspect of *Responsive Classroom* practice, the assessment tool provides concrete examples of how that aspect might look when implemented at three different levels:

| 1  | 3  | 5  |
|--|--|--|
| A beginning level at which teachers are <b>developing</b> their understanding and ability to implement <i>Responsive Classroom</i> practices | A middle level at which teachers are <b>proficient</b> at implementation and still have areas for growth | A higher level at which teachers are <b>distinguished</b> or accomplished in their implementation of <i>Responsive Classroom</i> practices |

In addition to the assessment items, each section has pre- and post-assessment reflection questions and a list of strategies and resources to support deeper learning about the practice.

## Who Should Use This Assessment Tool and When?

Teachers who want to achieve *Responsive Classroom* Teacher certification will need to complete this tool, with an average score of 4.0 or better in each section, to qualify for certification. Using the tool for this purpose will be most effective after you have completed the *Responsive Classroom* Course (or *Responsive Classroom* Level I) and the *Responsive Classroom* Advanced Course (or *Responsive Classroom* Level II) and gained experience in implementing all practices.

In addition to using the tool to assess readiness for *Responsive Classroom* Teacher certification, any educator who wants to improve their practice can use the tool to hone implementation by assessing specific areas, identifying areas that need improvement, and making a plan for moving forward.

## How to Use the Assessment Tool

1. Complete, in writing, the pre-assessment reflection at the beginning of each section.
2. Review the assessment items in each section to understand the scope of the assessment.
3. Use the practices in your classroom. To make assessment easier, you might want to make a video or audio recording of yourself using each practice.
4. After using the practice, complete the assessment for that practice, circling the rating (1, 3, or 5) that best describes your implementation of each item being assessed.
  - If you can't decide between two ratings for an item, mark the lower number. Uncertainty indicates that you may need to refine your implementation of that item.
  - If you don't answer an item (for instance, because you don't use the practice), give yourself a score of zero and include it in your score calculations for that section.
  - In two places you will have the option of checking "nonapplicable (N/A)." If you choose N/A on those items, leave that item out of the average score calculations.
5. After completing an entire section, calculate your average score for the section:
  - Add up the total points for that section.
  - Divide that number by the number of items in that section. This is your average score for the section.
6. Look over your average scores to determine your present level of implementation.

| An average of ... | Indicates that ...                |
|-------------------|-----------------------------------|
| Less than 3.0     | Your implementation is developing |
| 3.0–3.9           | You are making good progress      |
| 4.0 or above      | Your implementation is strong     |

7. Complete, in writing, the post-assessment reflection at the end of each section.
8. Once you've completed all sections, fill in the final summary page at the end of the assessment tool.

### ***Redoing a Section***

If your average score for a section is less than 4.0, refer to the strategies and resources listed at the end of the section. They'll help you make your action plan for improving implementation. Record yourself using the practice, with refinements, and then redo that section of the assessment. Use different-colored ink to include your new score in the final summary sheet.

### **Final Thought**

To ensure a high-quality education for every child, every day, we teachers must continue to stretch our understanding of teaching and learning and to refine our practices. *The Responsive Classroom Assessment Tool for Teachers* is designed to help you do just that. As you start on this journey of improving your effectiveness as a teacher, remember to celebrate the successes you've achieved in your implementation up to this point. And most importantly, observe the students you teach to see how this approach and your skills in the four domains have a positive impact on them every day.

# Section 1. Interactive Modeling

## PRE-ASSESSMENT REFLECTION

- I. Reflect on what you currently know about Interactive Modeling.
- II. Read through this section of the assessment tool. Note ideas that confirm your best understanding of this practice and ideas that raise questions for you. Think about what the most important goals of this practice are.
- III. If you have many questions or potential misunderstandings about Interactive Modeling, you may want to refer to some of the resources listed at the end of this section before you assess yourself with the assessment tool.
- IV. Complete the section assessment.

Section 1. Interactive Modeling ✨ Date assessed \_\_\_\_\_

|   |  |  |   |
|---|--|--|---|
| <p><b>IM 1</b><br/> <b>Introducing the Modeling</b><br/>           I ...</p>  | <p><b>1</b><br/>           ... do not name the key behavior positively.<br/> <i>For example, I might say, "We need to line up without fighting or taking a long time."</i></p> | <p><b>3</b><br/>           ... do name the key behavior positively but not briefly or concretely.<br/> <i>For example, I might say, "We need to line up respectfully and responsibly because that helps everyone have a good day and it follows our school rules."</i></p> | <p><b>5</b><br/>           ... do name the key behavior positively, concretely, and briefly.<br/> <i>For example, I might say, "We need to line up in a way that is quick, friendly, and safe."</i></p> |
| <p><b>IM 2</b><br/> <b>Use of Modeling</b><br/>           When teaching a new behavior or reviewing expectations for key behaviors, I ...</p> | <p><b>1</b><br/>           ... often describe the behavior; I do not model or have students model it.</p>  | <p><b>3</b><br/>           ... sometimes model or have a student model the behavior and sometimes describe it.</p>   | <p><b>5</b><br/>           ... usually model or have a student model the behavior.</p>  |

|  |   |  |   |
|--|---|--|---|
| <p><b>IM 3</b></p> <p><b>Student Modeling</b></p> <p>When I teach a new behavior or review expectations for key behaviors, I ...</p> | <p><b>1</b></p> <p>... seldom or never have one or more students model the desired behavior after I model it.</p>           | <p><b>3</b></p> <p>... sometimes have one or more students model the desired behavior after I model it.</p>              | <p><b>5</b></p> <p>... always or almost always have one or more students model the desired behavior after I model it.</p>         |
| <p><b>IM 4</b></p> <p><b>Student Response to Modeling</b></p> <p>After I or the students model a behavior ...</p>                    | <p><b>1</b></p> <p>... we do not identify key components, such as using eye contact and a firm grip when shaking hands.</p> | <p><b>3</b></p> <p>... I tell students key components, such as using eye contact and a firm grip when shaking hands.</p> | <p><b>5</b></p> <p>... I ask students to identify key concepts, such as using eye contact and a firm grip when shaking hands.</p> |
| <p><b>IM 5</b></p> <p><b>Student Practice</b></p> <p>Once students have observed demonstrations of the desired behavior ...</p>      | <p><b>1</b></p> <p>... students do not practice the desired behavior while I observe and give feedback.</p>                 | <p><b>3</b></p> <p>... many students practice the desired behavior while I observe and give feedback.</p>                | <p><b>5</b></p> <p>... all or almost all students practice the desired behavior while I observe and give feedback.</p>            |

**Interactive Modeling** Total number of points\* = \_\_\_\_\_ divided by 5 items = \_\_\_\_\_ (average)

*\*Note: Items that you do not rate should be assigned a point value of zero.*

## POST-ASSESSMENT REFLECTION

Average score \_\_\_\_\_

**Area for improvement:**  
average = less than 3.0

**Good progress:**  
average = 3.0–3.9

**Strength area:**  
average = 4.0 or more

1. What is an area of particular strength with Interactive Modeling? What has contributed to your success?
2. What would you identify as areas for improvement?
3. Prioritize these areas for improvement in order of most importance to you.
4. For your most important area, create a self-improvement plan. See suggestions in the following Strategies and Resources section for specific ideas about ways to work on one or more components of Interactive Modeling.
5. Create self-improvement plans for your other priority areas.
6. When will you assess this practice again?

# Interactive Modeling: Strategies and Resources

## Strategies

- Write out scripts for Interactive Modeling lessons. Use those scripts to guide you until you have internalized the process.
- Have a colleague observe you, using either your script or an outline of the steps to document whether you meet each step of the process.
- Video-record an Interactive Modeling lesson. As you review the video, note whether you:
  - Used brief and clear language to say what you were going to model and why.
  - Gave students the opportunity to point out key aspects of the behavior being modeled instead of your talking about those key components.
  - Had one or more students model the behavior after your demonstration.
  - Used reinforcing language to provide specific feedback to students as they practiced the behavior. Also, think about whether there are additional behaviors or skills that you could have reinforced.
- Make a list of behaviors for which you have used Interactive Modeling in the past and another list of behaviors for which you have not used Interactive Modeling but may want to in the future. You may want to confer with a colleague or check some of the resources listed below to see the full range of behaviors for which you can use Interactive Modeling.
- Identify a time of day that is challenging for the students. Create a list of the skills that children need in order to be successful at this time of day. Introduce and practice some of these skills through Interactive Modeling. For example, coming to the Morning Meeting circle is challenging for many teachers and students. Some skills that students need to learn and teachers need to teach to make these transitions smooth include:
  - Responding to the signal
  - Knowing what to do if friends around you aren't responding to the signal
  - Knowing how to carefully put morning work away in the right place
  - Coming to the Morning Meeting circle in a quiet and careful way
  - Knowing where and how to sit in the Morning Meeting circle
  - Knowing what to do when arriving late, or when a classmate joins the group late

- Review the developmental characteristics (from *Yardsticks: Children in the Classroom Ages 4–14*) of the age group that you teach. Think through which of these characteristics might require some focused attention through Interactive Modeling. For example, eight-year-olds tend to be full of energy and do things in a hurry. Which strategies might you need to model to help children take a more careful approach to their work?

## Resources

Following are resources that you might find useful, published by Center for Responsive Schools. In addition, check out the extensive library of free articles and video clips of strategies in action on our website: [www.responsiveclassroom.org](http://www.responsiveclassroom.org).

*The First Six Weeks of School*, 2nd ed. From *Responsive Classroom*. 2015.

*Interactive Modeling: A Powerful Technique for Teaching Children* by Margaret Berry Wilson. 2012.

*Rules in School: Teaching Discipline in the Responsive Classroom*, 2nd ed., by Kathryn Brady, Mary Beth Forton, and Deborah Porter. 2011.

*Yardsticks: Children in the Classroom Ages 4–14*, 3rd ed., by Chip Wood. 2007.