

<p>Common Misconceptions of the <i>Responsive Classroom</i> Approach</p>	<p>Reality of What Fits With the Guiding Principles</p>
<p>Teachers can't praise students or reward students in any way.</p>	<p>Teachers and students enjoy celebrations for meeting goals and acknowledging hard work. Teachers show genuine appreciation and enjoyment of students and their ideas.</p>
<p>Logical consequences are the only things teachers can do to respond to misbehavior.</p>	<p>Logical consequences are a part of a set of strategies that teachers can use to respond to misbehavior that includes other strategies such as teacher language, proximity, visual cues, problem-solving conferences, and role-plays.</p>
<p>Teachers need to find extra time in the schedule to implement the <i>Responsive Classroom</i> approach.</p>	
<p>The <i>Responsive Classroom</i> approach is student driven so there is no structure.</p>	
<p><i>Responsive Classroom</i> is only for younger students.</p>	
<p><i>Responsive Classroom</i> is only for classroom teachers and isn't something that specialists or resource teachers can use.</p>	
<p><i>Responsive Classroom</i> is a social program with Morning Meeting as its main/only component.</p>	
<p>The <i>Responsive Classroom</i> approach doesn't work with certain populations of students.</p>	

Core Belief

In order to be successful in and out of school, students need to learn a set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self-control—and a set of academic competencies—academic mindset, perseverance, learning strategies, and academic behaviors.

Guiding Principles

Six principles guide the *Responsive Classroom* approach.



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.

Applying the Guiding Principles to Misconceptions

1. How does the belief system of *Responsive Classroom* address this misconception?

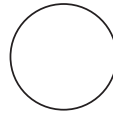
2. Are there practices that align and support this concept but in a different way?

3. What would need to change or shift in order for this concept to align with the approach?

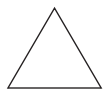
Geometric Forms



Something that “squares”
with my thinking



A question that is still
“circling” in my mind



Something that changed
in my thinking



One new “direction” I will
go in (or action I will take)