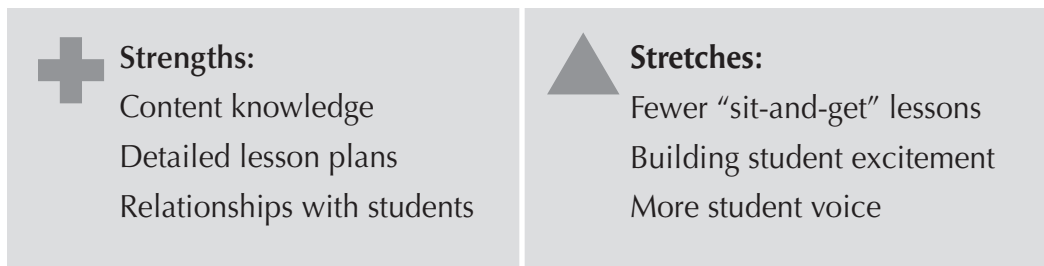


Process for Supporting Teachers in Growth Areas: Thinking Map

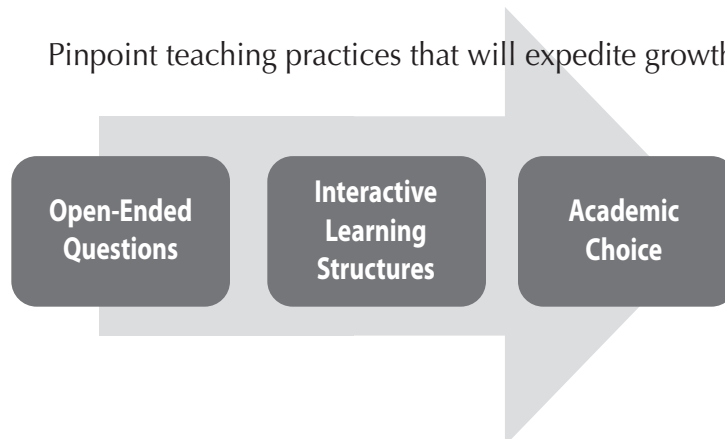
Describe a teacher's strengths and challenges.



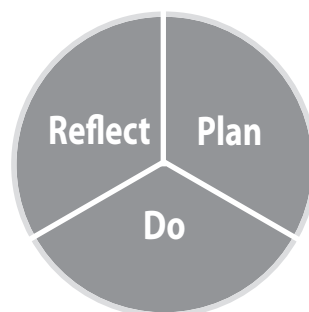
Use knowledge of strengths and challenges to identify a focus for professional growth.



Pinpoint teaching practices that will expedite growth.



Plan systems to support goal-setting and monitoring progress.



Process for Supporting Teachers in Growth Areas: Practice

<p>Describe some professional strengths and challenges</p>	
<p>Identify a focus for professional growth</p>	
<p>Pinpoint teaching practices that will expedite growth</p>	
<p>Outline a system to support continuous improve- ment</p>	

Responsive Classroom Practices

(All resources listed below are published by Center for Responsive Schools, Inc.)

Classroom Organization

Teachers organize materials, furniture, and displays in ways that encourage students' independence, cooperation, productiveness, and positive behavior.

- *What Every Teacher Needs to Know*, K–5 series, by Mike Anderson and Margaret Berry Wilson, 2010–2011.

Collaborative Problem-Solving

Teachers use structured approaches for working together with students to solve academic and social problems and teach skills for solving problems with increasing independence.

- *Solving Thorny Behavior Problems: How Teachers and Students Can Work Together* by Caltha Crowe, 2009.

Developmentally Responsive Teaching

Teachers use their understanding of child development to plan, support, and guide learning.

- *What Every Teacher Needs to Know* K–5 series, by Mike Anderson and Margaret Berry Wilson, 2010–2011.
- *Yardsticks: Children in the Classroom Ages 4–14*, 3rd ed., by Chip Wood, 2007.

Engaging Academics

Teachers use a variety of strategies and structures to ensure that learning is active and interactive, provides choices, is appropriately challenging, draws on students' interests, and allows opportunities for students' autonomy.

- *The Joyful Classroom: Practical Ways to Engage and Challenge Students K–6*, 2016.
- *The Language of Learning: Teaching Students Core Thinking, Listening, and Speaking Skills* by Margaret Berry Wilson, 2014.
- *Responsive Classroom for Music, Art, PE and Other Special Areas*, 2016.

Establishing Rules

Teachers work with students to establish classroom rules that support everyone's learning.

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

- *Teaching Discipline in the Classroom* Professional Development Kit, 2011 (*Rules in School* is the core text).

Guided Discovery

Teachers introduce classroom materials in a way that encourages children to use the materials independently, creatively, and responsibly.

- *The Joyful Classroom: Practical Ways to Engage and Challenge Students K–6*, 2016.
- *Teaching Children to Care: Classroom Management for Ethical and Academic Growth, K–8* by Ruth Sidney Charney, 2002.

Interactive Learning Structures and Energizers

Teachers create active and interactive classrooms by providing structures for collaboration and fun ways to build or calm student energy.

- *Energizers! 88 Quick Movement Activities That Refresh and Refocus, K–6* by Susan Lattanzi Roser, 2009.
- *The Joyful Classroom: Practical Ways to Engage and Challenge Students K–6*, 2016.
- *Middle School Motivators! 22 Interactive Learning Structures*, 2016.
- *Refocus and Recharge: 50 Brain Breaks for Middle Schoolers*, 2016.

Interactive Modeling

A unique modeling technique that actively involves children and teaches them to notice and internalize expected behaviors.

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

Logical Consequences

Teachers respond to misbehavior with consequences that allow children to fix and learn from their mistakes while preserving their dignity.

- *Rules in School: Teaching Discipline in the Responsive Classroom*, 2nd edition, by Kathryn Brady, Mary Beth Forton, and Deborah Porter, 2011.
- *Teaching Children to Care: Classroom Management for Ethical and Academic Growth, K–8* by Ruth Sidney Charney, 2002.
- *Teaching Discipline in the Classroom* Professional Development Kit, 2011 (*Rules in School* is the core text).
- *Teasing, Tattling, Defiance and More: Positive Approaches to 10 Common Classroom Behaviors* by Margaret Berry Wilson, 2013.

Morning Meeting

Teachers lead students in a daily gathering that uses a consistent format of greeting, sharing, group activity, and morning message. This allows all students to make positive connections to the community and practice social-emotional and academic skills in a safe environment

- *The Morning Meeting Book*, 3rd edition, by Roxann Kriete and Carol Davis, 2014.
- *Doing Language Arts in Morning Meeting: 150 Quick Activities That Connect to Your Curriculum* by Jodie Luongo, Joan Riordan, and Kate Umstatter, 2015.
- *Doing Math in Morning Meeting: 150 Quick Activities That Connect to Your Curriculum* by Andy Dousis and Margaret Berry Wilson, 2010.
- *Doing Science in Morning Meeting: 150 Quick Activities That Connect to Your Curriculum* by Lara Webb and Margaret Berry Wilson, 2013.
- *Doing Social Studies in Morning Meeting: 150 Quick Activities That Connect to Your Curriculum* by Leah Carson and Jane Cofie, 2017.
- *80 Morning Meeting Ideas for Grades K–2* by Susan Lattanzi Roser, 2012.
- *80 Morning Meeting Ideas for Grades 3–5* by Carol Davis, 2012.
- *99 Activities and Greetings: Great for Morning Meeting . . . and other meetings, too!* by Melissa Correa-Connolly, 2004.
- *Morning Meeting Professional Development Kit*, 2008 (*The Morning Meeting Book* is the core text).

Quiet Time and Closing Circle

Teachers schedule a quiet time at the beginning of the afternoon to facilitate a calm return from recess and lunch; they hold a closing circle to close the day of learning.

- *Closing Circles: 50 Activities for Ending the Day in a Positive Way* by Dana Januszka and Kristen Vincent, 2012.

Teacher Language

Teachers consciously use words and tone as a professional tool to promote learning, community, and self-discipline.

- *The Power of Our Words: Teacher Language That Helps Children Learn*, 2nd edition, by Paula Denton, EdD, 2014.
- *The Power of Our Words for Middle School: Teacher Language That Helps Students Learn*, 2016.
- *Teacher Language for Engaged Learning: 4 Video Study Sessions*, 2013.
- *Teacher Language Professional Development Kit*, 2010 (*The Power of Our Words* is the core text).

Use of Signals

Teachers establish both auditory and visual signals to gain attention from students.

- *Interactive Modeling: A Powerful Technique for Teaching Children* by Margaret Berry Wilson, 2012.
- *The Power of Our Words: Teacher Language That Helps Children Learn*, 2nd edition, by Paula Denton, EdD, 2014.
- *Rules in School: Teaching Discipline in the Responsive Classroom*, 2nd edition, by Kathryn Brady, Mary Beth Forton, and Deborah Porter, 2011.

Resources That Explore Multiple Practices

- *Energize Your Meetings! 35 Interactive Learning Structures for Educators*, 2014.
- *The First Six Weeks of School*, 2nd edition, 2015.
- *How to Bullyproof Your Classroom* by Caltha Crowe, 2012.
- *Responsive School Discipline: Essentials for Elementary School Leaders* by Chip Wood and Babs Freeman-Loftis, 2011.
- *What Every Teacher Needs to Know*, K–5 series, by Mike Anderson and Margaret Berry Wilson, 2010–2011.

Four Commonly Used Teacher Evaluation Models

Danielson	Professional Responsibilities	Classroom Environment	Instruction	Planning & Preparation
Marzano	Collegiality & Professionalism	Reflection on Teaching Elements	Classroom Strategies & Behaviors	Planning & Preparation
Stronge	Professionalism	Professional Knowledge	Learning Environment	Instructional Planning
McREL	Leadership	Reflection on Practice	Respectful Environment	Content Knowledge



The Four Domains of Responsive Classroom

<p>Engaging Academics</p> <p>Teachers create learning tasks that are active, interactive, appropriately challenging, purposeful, and connected to students' interests.</p>	<p>Positive Community</p> <p>Teachers nurture a sense of belonging, significance, and emotional safety so that students feel comfortable taking risks and working with a variety of peers.</p>	<p>Effective Management</p> <p>Teachers create a calm, orderly environment that promotes autonomy and allows students to focus on learning.</p>	<p>Developmentally Responsive Teaching</p> <p>Teachers use knowledge of child development, along with observations of students, to create a developmentally appropriate learning environment.</p>
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