**Application for *Responsive Classroom*®**

**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 Teacher Certification is awarded to educators who use *Responsive Classroom* practices and strategies with fidelity in their classrooms and schools. This certification will follow the educators, with options to renew yearly. A Responsive Classroom certified teacher can act as a model implementer, opening their classroom to those interested in observing the *Responsive Classroom* approach in action.

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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

RC1 or RCC Workshop Attended: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Location Presenter

RC2 or RCAC 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:** Use the *Responsive Classroom* *Assessment Tool*, second edition (2016), to self-assess your practice in all components of *Responsive Classroom*. Scores must average 4.0 or higher to qualify for certification. Submit a completed score tracking sheet included in this application packet and copies of your completed post-assessment reflection pages for each practice from the assessment tool. Your responses to the questions asked should accurately reflect your continued growth plan.
2. **Assignment 2:** Engaging Academic Lesson
   * Lesson plan of the academic lesson video submitted
     + Use the Academic Lesson Planning Sheet included in this application packet.
     + Thoroughly proofread before submitting
     + Submit as a Microsoft Word document or Google Doc.
   * Video of an engaging academic lesson you are teaching with students
     + Video length - between 20-30 minutes
     + Submit video via Google Drive, YouTube link, or sent on a flash drive.
     + Engaging academic lesson should be content focused, Morning Meetings do not meet this criteria.
     + We must be able to clearly hear and see you in the video.
   * Written Reflection of video focusing on the Four Domains of the *Responsive Classroom*: Positive Community, Effective Management, Engaging Academics, and Developmentally Responsive (3-5 pages)
     + Use the Academic Lesson Reflection Guide included in this application packet.
     + Thoroughly proofread before submitting
     + Submit as a Microsoft Word document or Google Doc.
3. **Assignment 3:** Student Impact Essay (3-5 pages)
   * Explain how implementing *Responsive Classroom* practices 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.
     + Thoroughly proofread before submitting
     + Submit as a Microsoft Word document or Google Doc.
4. **Assignment 4:** Provide a current resume.
5. **Assignment 5:** 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. **Fee:** Submit $200 non-refundable processing fee with your application. (Please do not submit financial information via Google Drive.)
2. **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)

***Responsive Classroom* Assessment Tool for Teachers Score Tracking Sheet**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section 1: Interactive Modeling** | |  | **Section 2: Morning Meeting** | |
| IM 1 |  |  | MM 1 |  |
| IM 2 |  |  | MM 2 |  |
| IM 3 |  |  | MM 3 |  |
| IM 4 |  |  | MM 4 |  |
| IM 5 |  |  | MM 5 |  |
| **Total** |  |  | MM 6 |  |
| Average (total divided by 5) |  |  | MM 7 |  |
|  |  |  | MM 8 |  |
|  |  |  | MM 9 |  |
| **Section 3: Guided Discovery** | |  | MM 10 |  |
| GD 1 |  |  | MM 11 |  |
| GD 2 |  |  | MM 12 |  |
| GD 3 |  |  | MM 13 |  |
| GD 4 |  |  | MM 14 |  |
| GD 5 |  |  | MM 15 |  |
| GD 6 |  |  | MM 16 |  |
| GD 7 |  |  | MM 17 |  |
| GD 8 |  |  | MM 18 |  |
| GD 9 |  |  | MM 19 |  |
| GD 10 |  |  | MM 20 |  |
| GD 11 |  |  | MM 21 |  |
| GD 12 |  |  | MM 22 |  |
| GD 13 |  |  | MM 23 |  |
| GD 14 |  |  | MM 24 |  |
| GD 15 |  |  | MM 25 |  |
| **Total** |  |  | MM 26 |  |
| Average (total divided by 15) |  |  | MM 27 |  |
|  |  |  | **Total** |  |
|  |  |  | Average (total divided by 27) |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section 4: Engaging Academics** | |  | **Section 5: Classroom Organization** | |
| EA 1 |  |  | CO 1 |  |
| EA 2 |  |  | CO 2 |  |
| EA 3 |  |  | CO 3 |  |
| EA 4 |  |  | CO 4 |  |
| EA 5 |  |  | CO 5 |  |
| EA 6 |  |  | CO 6 |  |
| EA 7 |  |  | CO 7 |  |
| EA 8 |  |  | CO 8 |  |
| EA 9 |  |  | CO 9 |  |
| EA 10 |  |  | CO 10 |  |
| EA 11 |  |  | CO 11 |  |
| EA 12 |  |  | CO 12 |  |
| EA 13 |  |  | **Total** |  |
| EA 14 |  |  | Average (total divided by 12) |  |
| EA 15 |  |  |  |  |
| EA 16 |  |  |  |  |
| EA 17 |  |  | **Section 6: Teacher Language** | |
| EA 18 |  |  | TL 1 |  |
| EA 19 |  |  | TL 2 |  |
| EA 20 |  |  | TL 3 |  |
| EA 21 |  |  | TL 4 |  |
| EA 22 |  |  | TL 5 |  |
| **Total** |  |  | TL 6 |  |
| Average (total divided by 22) |  |  | TL 7 |  |
|  |  |  | TL 8 |  |
|  |  |  | TL 9 |  |
|  |  |  | TL 10 |  |
|  |  |  | TL 11 |  |
|  |  |  | TL 12 |  |
|  |  |  | TL 13 |  |
|  |  |  | TL 14 |  |
|  |  |  | TL 15 |  |
|  |  |  | TL 16 |  |
|  |  |  | TL 17 |  |
|  |  |  | TL 18 |  |
|  |  |  | TL 19 |  |
|  |  |  | **Total** |  |
|  |  |  | Average (total divided by 19) |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Section 7: Classroom Rules** | | |  | **Section 8: Classroom Management** | |
| CR 1 |  | |  | CM 1 |  |
| CR 2 |  | |  | CM 2 |  |
| CR 3 |  | |  | CM 3 |  |
| CR 4 |  | |  | CM 4 |  |
| CR 5 |  | |  | CM 5 |  |
| CR 6 |  | |  | CM 6 |  |
| **Total** |  | |  | CM 7 |  |
| Average (total divided by 6) |  | |  | CM 8 |  |
|  |  | |  | CM 9 |  |
|  |  | |  | CM 10 |  |
| **Section 9: Responding to Misbehavior** | | |  | CM 11 |  |
| RMB 1 | |  |  | CM 12 |  |
| RMB 2 | |  |  | **Total** |  |
| RMB 3 | |  |  | Average (total divided by 12) |  |
| RMB 4 | |  |  |  |  |
| RMB 5 | |  |  |  |  |
| RMB 6 | |  |  | **Section 10:Problem-Solving Strategies** | |
| RMB 7 | |  |  | PS 1 |  |
| RMB 8 | |  |  | PS 2 |  |
| RMB 9 | |  |  | PS 3 |  |
| RMB 10 | |  |  | PS 4 |  |
| RMB 11 | |  |  | PS 5 |  |
| RMB 12 | |  |  | PS 6 |  |
| RMB 13 | |  |  | PS 7 |  |
| RMB 14 | |  |  | PS 8 |  |
| RMB 15 | |  |  | PS 9 |  |
| RMB 16 | |  |  | PS 10 |  |
| RMB 17 | |  |  | PS 11 |  |
| RMB 18 | |  |  | PS 12 |  |
| RMB 19 | |  |  | PS 13 |  |
| **Total** | |  |  | PS 14 |  |
| Average (total divided by 19) | |  |  | **Total** |  |
|  | |  |  | Average (total divided by 14) |  |

**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:

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:

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.

**Engaging Academic Lesson Planning Sheet**

Refer to Section 4: Engaging Academics in the *Responsive Classroom* *Assessment Tool for Teachers*, second edition, as you plan your engaging academic lesson. The lesson should identify elements of engagement, highlight the four domains of *Responsive Classroom*, and address students’ needs for belonging, significance, and fun.

Grade Level:

Number of students in class and present in lesson:

Subject Area:

Date Lesson was conducted:

Objective/Learning Goal(s) (*academic/social-emotional*): What will students be able to do as a result of this lesson?

Time:

(*How long do you estimate the lesson will take?)*

Outline/Sequence of Lesson:

*(Using bullet points to outline the sequence of the lesson is completely acceptable. Make sure to include enough detail to provide us an understanding of what will occur in the lesson.)*

Elements of engaging academics present in the lesson, including observable indicators (at least 3 of 5 should be present):

* Active
* Interactive
* Appropriately challenging
* Purposeful
* Connected to strengths/interests
* Provides autonomy/choice

Assessment:

*(How will you know what students have learned in this lesson?)*

**Engaging Academic Lesson Reflection Guide**

Review the academic lesson video, and reflect on how the lesson incorporated the elements of engaging academics to meet the Four Domains of the *Responsive Classroom* approach: Positive Community, Effective Management, Engaging Academics, and Developmentally Responsive (3-4 pages).

Use the following prompts to guide your reflection:

* What parts of the lesson were students most engaged? Why do you think they were highly engaged? What characteristics did students exhibit that illustrated they were engaged?
* How did you address each of the Four Domains in this academic lesson? Share specific examples from the lesson that illustrate each of the domains.
* Reflecting on this lesson, what changes could be implemented to increase the level of engagement and enhance the four domains?

**Student Impact Essay Guide**

Implementing *Responsive Classroom* practices with high fidelity makes learning lively and engaging and helps students to build academic and social skills that yield [positive student outcomes](https://oqoyz1y45eq3fjitpwe0w2k8-wpengine.netdna-ssl.com/wp-content/uploads/2015/11/What-the-research-says-Final-.1.pdf); proximal, intermediate, and long-term.

Use words to bring us into your classroom, showing how your implementation of the *Responsive Classroom* philosophy and practices has positively impacted the development of academic and social-emotional learning skills for your students. Include specific examples of how, by creating an optimal learning environment, students exemplify success in academic and social-emotional learning and 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