

Responsive Classroom Teacher Certification Assignments

1. **(Elementary Applicants only):** 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. You will be required to submit a completed score **tracking sheet** (included in this packet) and copies of your completed post-assessment **reflection pages** for each practice from the Assessment Tool. Your responses to the questions should accurately reflect your continued growth plan.
2. Engaging Academic Lesson
 - Video of an engaging academic lesson you are teaching students
 - Video length should be 20-30 minutes
 - Lesson should be content focused on and aligned to an objective. **Please note:** *Morning Meetings and Responsive Advisory Meetings do not meet the criteria for this assignment.*
 - Use the Engaging Academics Video Checklist included in this packet.
 - Lesson plan for the academic lesson video
 - Use the Academic Lesson Planning Sheet included in this packet.
 - Written reflection of video focusing on the Four Domains of *Responsive Classroom*: Positive Community, Effective Management, Engaging Academics, and Developmentally Responsive Teaching (3-5 pages)
 - Use the Academic Lesson Reflection Guide included in this packet.
3. Student Impact Essay (3-5 pages)
 - Explain how implementing *Responsive Classroom* practices has positively impacted your students' growth in both academic and social-emotional skills.
 - Use the Student Impact Essay Guide included in this packet.
4. Provide two letters of recommendation
 - One letter from your professional supervisor commenting on your 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. ability to be reflective about own teaching and response to outside feedback); and, proficiency in *Responsive Classroom* implementation.
 - One letter from a colleague who can speak to your 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. The colleague you choose may not be another applicant for the RC Certification Program.
 - Recommendations should be submitted digitally here:
<https://www.responsiveclassroom.org/rc-teacher-recommendations/>
5. Provide a current resume

**Responsive Classroom Assessment Tool for Teachers
Score Tracking Sheet (Elementary Applicants Only)**

| Section 1: Interactive Modeling | |
|--|--|
| IM 1 | |
| IM 2 | |
| IM 3 | |
| IM 4 | |
| IM 5 | |
| Total | |
| Average (total divided by 5) | |

| Section 3: Guided Discovery | |
|------------------------------------|--|
| GD 1 | |
| GD 2 | |
| GD 3 | |
| GD 4 | |
| GD 5 | |
| GD 6 | |
| GD 7 | |
| GD 8 | |
| GD 9 | |
| GD 10 | |
| GD 11 | |
| GD 12 | |
| GD 13 | |
| GD 14 | |
| GD 15 | |
| Total | |
| Average (total divided by 15) | |

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

Score Tracking Sheet (cont.)

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

| Section 5: Classroom Organization | |
|-----------------------------------|--|
| CO 1 | |
| CO 2 | |
| CO 3 | |
| CO 4 | |
| CO 5 | |
| CO 6 | |
| CO 7 | |
| CO 8 | |
| CO 9 | |
| CO 10 | |
| CO 11 | |
| CO 12 | |
| Total | |
| Average (total divided by 12) | |

| Section 6: Teacher Language | |
|-------------------------------|--|
| TL 1 | |
| TL 2 | |
| TL 3 | |
| TL 4 | |
| TL 5 | |
| TL 6 | |
| 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) | |

Score Tracking Sheet (cont.)

| Section 7: Classroom Rules | |
|-----------------------------------|--|
| CR 1 | |
| CR 2 | |
| CR 3 | |
| CR 4 | |
| CR 5 | |
| CR 6 | |
| Total | |
| Average (total divided by 6) | |

| Section 9: Responding to Misbehavior | |
|---|--|
| RMB 1 | |
| RMB 2 | |
| RMB 3 | |
| RMB 4 | |
| RMB 5 | |
| RMB 6 | |
| RMB 7 | |
| RMB 8 | |
| RMB 9 | |
| RMB 10 | |
| RMB 11 | |
| RMB 12 | |
| RMB 13 | |
| RMB 14 | |
| RMB 15 | |
| RMB 16 | |
| RMB 17 | |
| RMB 18 | |
| RMB 19 | |
| Total | |
| Average (total divided by 19) | |

| Section 8: Classroom Management | |
|--|--|
| CM 1 | |
| CM 2 | |
| CM 3 | |
| CM 4 | |
| CM 5 | |
| CM 6 | |
| CM 7 | |
| CM 8 | |
| CM 9 | |
| CM 10 | |
| CM 11 | |
| CM 12 | |
| Total | |
| Average (total divided by 12) | |

| Section 10: Problem-Solving Strategies | |
|---|--|
| PS 1 | |
| PS 2 | |
| PS 3 | |
| PS 4 | |
| PS 5 | |
| PS 6 | |
| PS 7 | |
| PS 8 | |
| PS 9 | |
| PS 10 | |
| PS 11 | |
| PS 12 | |
| PS 13 | |
| PS 14 | |
| Total | |
| Average (total divided by 14) | |

Engaging Academic Lesson Planning Sheet

Refer to your *Responsive Classroom* Course Resource Book for detailed information and strategies as you plan your engaging academic lesson. This lesson plan should identify the following:

| Elements of Engagement | Four Domains | Students' Needs |
|--|---|--|
| <ul style="list-style-type: none"> • Active • Interactive • Appropriately challenging • Purposeful • Connected to strengths/interests • Provides autonomy/choice | <ul style="list-style-type: none"> • Positive Community • Effective Management • Engaging Academics • Developmentally Responsive Teaching | <ul style="list-style-type: none"> • Belonging • Significance • Fun |

Grade Level: _____ **Subject Area:** _____

Number of students in class and present in lesson: _____

Estimated length of lesson: _____ **Date lesson will be conducted:** _____

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

- Academic Learning Goals:
- Social-Emotional Learning Goals:

Outline/Sequence of Lesson: *Using bullet points to outline the sequence of the lesson is acceptable. Be sure to include enough detail to provide a clear understanding of what will occur in the lesson and specific actions being used to address the Four Domains.*

- Opening:
- Body:
- Closing:

Elements of Engaging Academics: *Identify a minimum of 3 of the following elements of engaging academics that will be present in the lesson and describe what the observable indicators are.*

- Active:
- Interactive:
- Appropriately challenging:
- Purposeful:
- Connected to strengths and interests:
- Provides autonomy/choice:

Students' Needs: *Explain where and how this lesson will meet the students' needs.*

- Belonging
- Significance
- Fun

Assessment: *How will you know what students have gained from this lesson?*

Engaging Academic Video Checklist

| | |
|--|--|
| | Video submission has clear audio. |
| | All students are visible at times during the lesson. |
| | The lesson is content-focused and addresses academic and social-emotional objective(s). |
| | Video is aligned with the lesson plan. |
| | Video illustrates elements of engagement, Four Domains, and student needs being met. |
| | <p>Lesson is between 20 and 30 minutes long.</p> <p>Note: Video can be edited to fit within the 20-30 minute limit. If edited, elaborate on the edits below. <i>Example: Lesson was 50 minutes, with group work lasting 25 minutes. Video was edited to show 5 minutes of group work time to highlight the social-emotional and academic skills being practiced and to meet the length requirement.</i></p> |
| | The video demonstrates high level of implementation of <i>Responsive Classroom</i> teaching practices and strategies. |

Engaging Academic Lesson Reflection Guide

Review the academic lesson video and create a **3-5 page** written reflection explaining how the lesson incorporated the following:

| Elements of Engagement | Four Domains | Students' Needs |
|--|---|--|
| <ul style="list-style-type: none"> • Active • Interactive • Appropriately challenging • Purposeful • Connected to strengths/interests • Provides autonomy/choice | <ul style="list-style-type: none"> • Positive Community • Effective Management • Engaging Academics • Developmentally Responsive Teaching | <ul style="list-style-type: none"> • Belonging • Significance • Fun |

Use the following prompts to guide your reflection:

- What went well in this lesson? What were some strengths of your teaching (RC practices used, management, presentation, delivery) as you reflect on this particular lesson?
- What was a time during the lesson that students were most engaged? What might be some reasons this piece led to higher engagement for your students than other points in the lesson? Challenge yourself to cite specific characteristics of Engaging Academics in your rationale by identifying elements that were contributing to students' superior engagement.
- 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.
- What were examples of evidence that students' needs for belonging, significance, and fun were met during this lesson?
- Reflecting on this lesson, what changes would you make to enhance each of the Four Domains? What are some action steps you'll take to implement these reflections in future teaching opportunities?

Student Impact Essay Guide

This essay should be 3-5 pages in length.

Implementing *Responsive Classroom* practices with high fidelity makes learning lively and engaging and helps students to build academic and social-emotional (A+SEL) skills that yield [positive student outcomes](#); proximal, intermediate, and long-term.

Show how implementation of the *Responsive Classroom* philosophy and practices has positively impacted student development of A+SEL skills. Include specific examples of how students exemplified success in A+SEL and what evidence of growth was observed for each of these skills. The essay should focus on student growth, and the vignettes used to describe that growth can combine A+SEL skills from throughout the school year.

Academic Competencies:

- **Academic Mindset:** Four self-perceptions influence a student’s academic mindset: 1) I belong in this academic community; 2) my effort improves my performance; 3) I can succeed at this work; and 4) I see value in this work.
- **Academic Perseverance:** A student’s tendency to complete assignments in a timely and thorough manner and to the best of their ability, despite distractions, obstacles, or level of challenge.
- **Learning Strategies:** Techniques, processes, and tactics a student uses to 1) learn, think, remember, and recall, 2) monitor their own comprehension and growth, 3) self-correct when they are confused or have an error in thinking, and 4) set and achieve goals and manage their time effectively.
- **Academic Behaviors:** The ways in which students conduct themselves that support their success in school, including such things as regular attendance, arriving ready to work, paying attention, participating in instructional activities and class discussions, and devoting out of school time to studying and completing assignments and projects.

Social-Emotional Competencies:

- **Cooperation:** Students’ ability to establish new relationships, maintain positive relationships and friendships, avoid social isolation, resolve conflicts, accept differences, be a contributing member of the classroom and school community, and work productively and collaboratively with others.
- **Assertiveness:** Students’ ability to take initiative, stand up for their ideas without hurting or negating others, seek help, succeed at a challenging task, and recognize their individual self as separate from the circumstances or conditions they’re in.
- **Responsibility:** Students’ ability to motivate themselves to take action and follow through on expectations; to define a problem, consider the consequences, and choose a positive solution.
- **Empathy:** Students ability to “see into” (recognize, understand) another’s state of mind or emotions and be receptive to new ideas and perspectives; to appreciate and value differences and diversity in others; to have concern for others’ welfare, even when it doesn’t benefit or may come at a cost to one’s self.
- **Self-Control:** Students’ ability to recognize and regulate their thoughts, emotions, and behaviors in order to be successful in the moment and remain on a successful trajectory.

Student Impact Essay Guide (cont.)

The focus of this essay should be on the trajectory of growth and the positive impacts that your use of *Responsive Classroom* strategies and practices had on your students' development of the academic and social-emotional competencies outlined above. Consider using the graphic organizer below to help plan your essay with the specific examples that highlight student impact and growth. You can also read [excerpts](#) of exemplar Student Impact Essays from previous applicants to guide you as you craft your own essay.

| | Challenges my student(s) faced | What I did to address the challenges | Positive outcomes I observed |
|------------------------------|--|---|---|
| | <i>Specific behaviors I saw/heard that impeded the social, emotional, and/or academic growth in students individually and/or of our learning community overall</i> | <i>Responsive Classroom strategies and practices I implemented to support positive change in students' actions and thinking</i> | <i>Specific results and changes to student behavior that had a positive social, emotional, and/or academic impact on students individually and/or on our learning community overall</i> |
| Cooperation | | | |
| Assertiveness | | | |
| Responsibility | | | |
| Empathy | | | |
| Self-Control | | | |
| Academic Mindset | | | |
| Academic Perseverance | | | |
| Learning Strategies | | | |
| Academic Behaviors | | | |