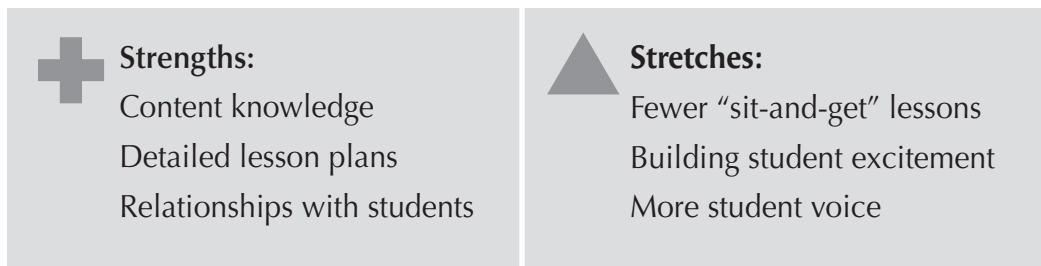


Process for Supporting Teachers in Growth Areas: Thinking Map

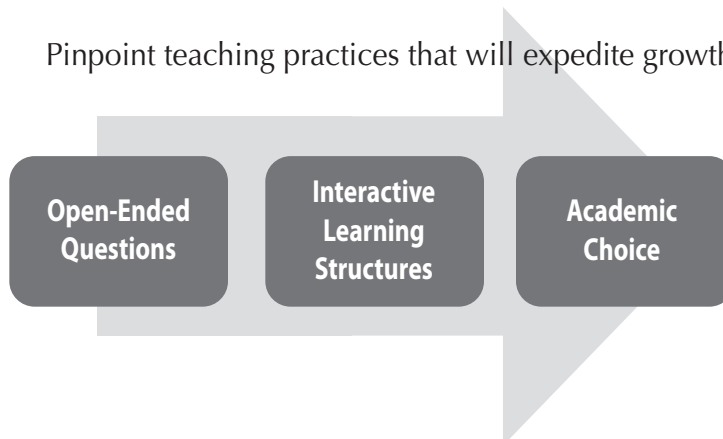
Describe a teacher's strengths and challenges.



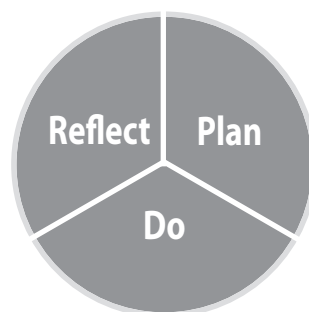
Use knowledge of strengths and challenges to identify a focus for professional growth.



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>	



Teaching Practices

Responsive Classroom is an approach to teaching based on the belief that integrating academic and social-emotional skills creates an environment where students can do their best learning. The *Responsive Classroom* approach consists of a set of practices that build academic and social-emotional competencies. This approach works well with many other programs and can be introduced gradually.

Following are descriptions of core practices. Some are used at both elementary and middle school levels; others are specific to one level.

Elementary and Middle School Practices (K–8)

- **Teacher Language**—The professional use of words, phrases, tone, and pace to enable students to engage in their learning and develop the academic, social, and emotional skills they need to be successful in and out of school.
- **Interactive Modeling**—A process for teaching procedures and routines (such as those for entering and exiting the room) as well as academic and social skills (such as engaging with the text or giving and accepting feedback).
- **Logical Consequences**—A nonpunitive response to misbehavior that allows teachers to set clear limits and students to fix and learn from their mistakes.
- **Interactive Learning Structures**—Purposeful activities that give students opportunities to engage with content in active (hands-on) and interactive (social) ways.

Elementary Practices (K–6)

- **Morning Meeting**—Everyone in the classroom gathers in a circle for twenty to thirty minutes at the beginning of each school day and proceeds through four sequential components: greeting, sharing, group activity, and morning message.
- **Establishing Rules**—Teacher and students work together to name individual goals for the year and establish rules that will help everyone reach those goals.
- **Energizers**—Short, playful, whole-group activities that are used as breaks or embedded in lessons.
- **Quiet Time**—A brief, purposeful, and relaxed time of transition that takes place after the midday lunch and recess break, before the rest of the school day continues.
- **Closing Circle**—A five- to ten-minute gathering at the end of the day that promotes reflection and celebration through participation in a brief activity or two.

- **Academic Choice**—A structure for lessons and activities that helps students become independent learners by offering them choices of what and/or how to learn. Academic Choice lessons have three phases—planning, working, and reflecting.

Middle School Practices (6–8)

- **Responsive Advisory Meeting**—A purposeful routine that meets the needs of young adolescents by building positive, meaningful relationships with caring adults and peers. There are four sequential components: arrival welcome, announcements, acknowledgments, and activity.
- **Investing Students in the Rules**—Students collaborate to establish classroom expectations based on individual goals. There are four steps to this process:
 - Set SMART goals (specific, measurable, achievable, relevant, time-bound)
 - Establish expectations
 - Consolidate expectations into rules
 - Make the rules come alive
- **Brain Breaks**—Short breaks in lessons that are designed to increase students' focus, motivation, learning, and memory.
- **Small Group Learning**—Students work cooperatively in small groups on the same learning goal. This meets their need for social interaction while increasing academic engagement and motivation.
- **Active Teaching** —A straightforward, developmentally appropriate strategy for delivering curriculum content to middle school students through teacher presentation, explanation, illustration, and demonstration.
- **Student Practice**—Purposeful opportunities for students to explore and practice the content and skills taught during a lesson, under the teacher's watchful guidance.
- **Problem-Solving**—A process for addressing one persistent problem involving one student.
- **Structured Reflection**—A strategy for helping students connect to the rules with a goal of improving current behavior and preventing future misbehavior.