Leading for Schoolwide Social, Emotional, and Academic Learning With *Responsive Classroom*

Responsive Classroom®

Beginning the journey for schoolwide change is an exciting time. Thoughtfully planning that journey—not just at the outset, but also to sustain the change—is essential to powerful systemic schoolwide implementation of transformative practices for academic, social, and emotional learning (A+SEL) with *Responsive Classroom.*

What:

This tool is designed to support schools in implementing the multiyear systemic change for *Responsive Classroom* schoolwide.

When:

This tool can be used at any point in implementing or sustaining *Responsive Classroom* schoolwide. Ideally, the tool is used from planning for implementation through sustaining it, and is used in collaboration with *Responsive Classroom* consultants and the *Responsive Classroom* School Services team.

Why:

Systemic schoolwide implementation of *Responsive Classroom* depends on clear, focused, and positive school leadership. Successful implementation of *Responsive Classroom* requires a multiyear approach.

Who:

School leaders and their leadership teams will use this tool to launch and sustain *Responsive Classroom* schoolwide.

How:

School leaders and leadership teams will use this tool throughout the planning and implementation process to assess and direct professional development and guide practices for review, refinement, and initiation. *Responsive Classroom* consultants and School Services team members will assist where needed.

> " The secret of getting ahead is getting started.
>
> —Mark Twain

Implementation Planning

School leaders come to *Responsive Classroom* in different ways. Once they make the determination to enter into a contract for the four-day course, the implementation process effectively begins. During this time, school leaders communicate with the School Services team and have an opportunity to communicate with *Responsive Classroom* consulting teachers.

Examine Overall Vision

- Examine current vision.
- Compare to the core belief of *Responsive Classroom* (RC).

Plan to Create the Conditions

Positive Community
- Examine current strategies to meet the needs of belonging, significance, and fun.
- Examine discipline approach in relation to the core belief.

Effective Management
- Examine current practices for getting and sustaining attention, organizing the classroom, and teaching and using learning materials.

Engaging Academics
- Examine the level of engagement for learning, including the amount of time students spend being active, interactive, focused on strengths and interests, purposeful, and inclusive.

Developmentally Responsive Teaching
- Explore how educators get to know students and families.
- Examine how learning is culturally and developmentally relevant for all students.

Prepare for Systemic Change

Schoolwide Community

- Examine current schoolwide structures such as:
  - Common signal
  - Expectations for common areas
  - Community-building strategies
  - Discipline approach
  - School-home partnerships
  - Physical environment—safe, inclusive, culturally relevant
  - Policies/practices and how they align with the vision
  - Resource allotment including time, budget, and staffing along with alignment to the vision

Adult Community

- Examine current:
  - All-staff knowledge and investment in the vision
  - Structures for decision-making
  - Consistency with schoolwide expectations
  - Climate and culture of staff community

Explore Professional Development and Resources

Professional Development (PD) Implementation Launch

- Use the RC Schoolwide Implementation Leadership Plan to prepare launch
- Present the *Responsive Classroom* Introduction Staff Meeting to all staff
- Examine current:
  - Level of professional development for individual staff in *Responsive Classroom*
  - Staff interest in *Responsive Classroom* professional development
  - Resources (time and budget) for *Responsive Classroom* training

***Responsive Classroom* Workshops and Resources**

- Plan for:
  - Four-day Responsive Classroom Elementary and Middle School Core Courses (recommended for all staff)
  - Leadership Seminar (recommended for leadership team)
  - One-day workshops for special area teachers and support staff
  - Common reading ("The *Responsive Classroom* Approach")
  - Complete Kaleidoscope preview

Year One Implementation

After the four-day course, school leaders begin planning for year one of schoolwide implementation of *Responsive Classroom*. The contract includes a Consultation Observation Feedback Visit that will introduce the leader to the Kaleidoscope tool for observing schoolwide implementation and goal-setting. Focused year one implementation is differentiated based on the results of the Kaleidoscope observation and the needs of the school community.

Align Overall Vision

- Create a common vision that aligns with core belief.
- Begin to examine practices that align with the new vision.

Create the Conditions

Positive Community
- Implement key practices including:
  - Daily Morning Meeting (MM) and/or Responsive Advisory Meeting (RAM)
  - Closing circle or closing the day
  - Goal-setting and rule development
  - Proactive and reactive discipline strategies

Effective Management
- Create and reinforce a common signal for attention.
- Use Interactive Modeling to teach routines and material use.
- Use role-play to include student voices to teach and practice social situations.
- Focus on classroom organization for success and equity.
- Use Guided Discovery (elementary) for creative use of materials.

Engaging Academics
- Incorporate interactive learning structures into the beginning, middle, and ending of lessons.
- Use Academic Choice and active teaching.

Developmentally Responsive Teaching
- Utilize developmental knowledge to provide cultural and developmental learning for all students.
- Increase student movement with energizers/brain breaks.
- Create school-home plans.

Initiate Systemic Change

Schoolwide Community
- Create and teach schoolwide signal.
- Create common expectations for nonclassroom spaces.
- Study RC discipline and determine common approaches and practices.
- Create visual cues for nonclassroom spaces.
- Begin the process of creating schoolwide rules for common spaces.
- Align policies and procedures with core belief and school vision.
- Create school schedules that allow for MM/RAM and community building.

Adult Community
- Create a plan to provide RC professional development to all staff within a fixed time period.
- Create an RC leadership team.
- Create a plan for adult climate and culture, including goal-setting and agreed-upon adult guidelines.

## Implement Professional Development and Resources

Professional Development Implementation
- Schedule Consultation Observation Feedback Visit in first trimester of school year.
- Use the Kaleidoscope observation to align schoolwide PD goals.
- Repeat the Kaleidoscope observation two more times during school year.
- Use *The Responsive Classroom Assessment Tool* for individual teachers or small groups.
- Provide ongoing review of the content from the four-day Responsive Classroom Elementary and Middle School Core Courses.
- Use Quick Coaching Guides to focus growth and PD.
- Schedule and build RC practices and discussions into staff meetings and PD.
- Identify educators interested in *Responsive Classroom* Teacher/Practitioner Certification.

Responsive Classroom Workshops and Resources
- Four-day Responsive Classroom Elementary and/or Middle School Core Courses for new staff and any remaining staff not trained
- Four-day Responsive Classroom Elementary Advanced Course or Middle School Advanced Course, optimal for all staff, also useful for some staff interested in obtaining *Responsive Classroom* Teacher/Practitioner Certification.
- Kaleidocope (three rounds) and Consultation Observation Feedback Visit
- One-day RC workshops
- Leadership Seminar
- Quick Coaching Guides
- Common reading: Responsive Classroom Core Course texts, including *The First Six Weeks of School, Building an Academic Community*, and *Yardsticks*
- Common reading from elementary and middle school bundle: *The Morning Meeting Book, The Power of Our Words, The Power of Our Words for Middle School, The Responsive Advisory Meeting Book*
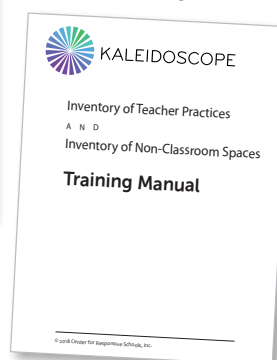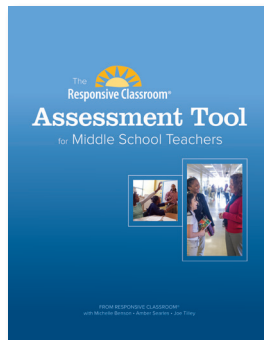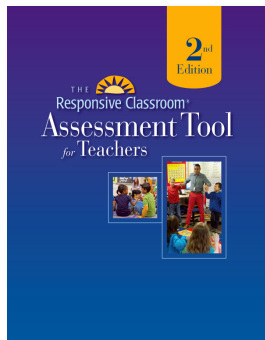
Year Two Implementation

The second year of schoolwide *Responsive Classroom* implementation involves training additional staff (if needed), as well as continuing to refine the implementation of the practices aligned with the core belief and guiding principles. Nonclassroom spaces come more into focus to strengthen the alignment of the approach.

Establish Vision Alignment

- Review vision as compared to core belief and adjust as needed.
- Continue to examine practices that align with the vision.

Strengthen the Conditions

Positive Community

- Support and refine MM or RAM to include a focus on social and emotional learning competencies.
- Strengthen daily closing routines for reflection and structure.
- Build in more opportunity to work with the rules throughout the school year in various settings.
- Continue to reflect on and refine proactive and reactive discipline strategies.
- Use role-play and problem-solving conferences as appropriate.

Engaging Academics

- Continue to incorporate interactive learning structures in lessons.
- Teach language of learning strategies.
- Expand use of Academic Choice, active teaching, and student practice.
- Focus on academic competencies.

Effective Management

- Continue use of role-play, Interactive Modeling, and Guided Discovery (elementary).
- Use visual cues to support classroom organization and autonomy with routines.
- Ensure learning environments represent students.

Developmentally Responsive Teaching

- Strengthen understanding of child development, cultural responsiveness, equity, and inclusiveness.
- Increase opportunities for movement and mindfulness.
- Remove barriers and build bridges for developmentally responsive teaching.
- Strengthen school-home plans.

Foster Systemic Change

Schoolwide Community

- Reevaluate and refine schoolwide expectations for nonclassroom spaces.
- Determine schoolwide discipline expectations and use, if appropriate, for out-of-classroom supports.
- Implement schoolwide rules, including a plan to teach and reinforce.
- Review policy alignment.
- Reflect on resource allotment and make appropriate changes.
- Build schoolwide community activities into the school schedule.
- Continue to review the physical environment, making changes as appropriate to ensure safety, inclusiveness, and autonomy.
- Assure that school environment represents the students and families who attend the school.

Adult Community

- Continue to generate and review adult guidelines.
- Create and sustain structures for adults to have voice and choice in aligned professional development options.
- Continue meeting with the RC leadership team to review, refine, and plan.
- Continue to build positive adult climate and culture.

Sustain Implementation With Professional Development and Resources

Sustaining Professional Development

- Continue use of Kaleidoscope School Profile for guidance on next steps for professional growth, including using Quick Coaching Guides.
- Use *The Responsive Classroom Assessment Tool* for ongoing individual and small-group growth.
- Use the natural learning cycle model to provide ongoing growth with Quick Coaching Guides and resources as appropriate.
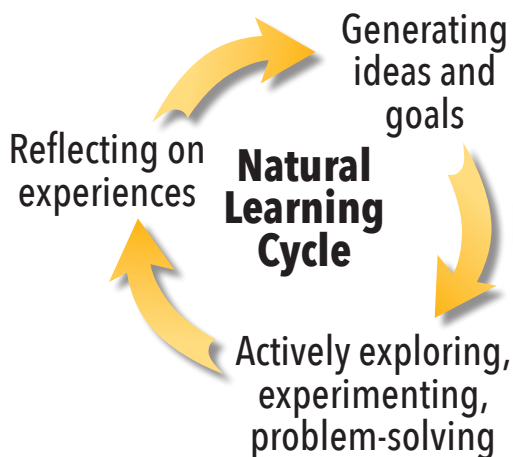
Responsive Classroom Courses, Workshops, and Resources

- Four-day Responsive Classroom Elementary and Middle School Core Courses for new staff and any remaining staff not trained
- Four-day Responsive Classroom Elementary Advanced Course or Middle School Advanced Course, optimal for all staff, also useful for some staff interested in obtaining *Responsive Classroom* Teacher/Practitioner Certification.
- One-day RC workshops, including Leadership Seminar
- Quick Coaching Guides
- Common reading: Responsive Classroom Advanced Course texts, including *The Joyful Classroom, Teaching With Self-Discipline, Seeing the Good in Students*
- *The Language of Learning, Middle School Motivators!*
- Begin process of RC Teacher/Practitioner Certification for interested staff

Natural Learning Cycle

Generating ideas and goals

Actively exploring, experimenting, problem-solving

Reflecting on experiences

Implementation Beyond Year Two

The key to successful schoolwide implementation of the *Responsive Classroom* approach involves ongoing vision, alignment, and coordination of the approach with other school initiatives. Leadership for *Responsive Classroom* moves beyond an individual leader and includes an active and dynamic process for goal-setting, learning, and reflecting in order to ensure the systemic implementation of the *Responsive Classroom* approach throughout all school settings, weaving the approach into the fabric of the school.

Sustain Overall Vision Aligned With *Responsive Classroom*

- Review school vision annually and compare to *Responsive Classroom* core beliefs.
- Consider school community and demographics in relation to vision and aligned practices.

Sustain the Conditions

Positive Community
- Continue to strengthen MM and RAM, ensuring the needs for diversity, equity, and inclusion are met daily for all students.
- Build social, emotional, and academic learning into MM/RAM.
- Focus on reflecting on the hopes and dreams, rules, and goals with students.
- Continue to refine and support discipline strategies and consider out-of-classroom supports, as needed, for the student community.

Effective Management
- Continue to review and practice the attention signal, expectations, and routines, using Interactive Modeling and role-play.
- Continue to teach creative use of appropriate materials.
- Plan for ongoing review of the classroom environment for safety, inclusion, and autonomy.

Developmentally Responsive Teaching
- Apply knowledge of child development, cultural responsiveness, equity, and inclusiveness throughout all settings for all students.
- Reflect on and refine strategies for movement and mindfulness.
- Expand school-home plans through the lens of diversity, equity, and inclusion.

Engaging Academics
- Continue to build interactive learning structures, Academic Choice, and active teaching into the learning day for all students.
- Continue to focus on academic competencies.
- Use MM and RAM to increase engagement in academics.

Sustain Systemic Change

Schoolwide Community

- Create a structure to document schoolwide expectations and update on a regular basis.
- Review schoolwide rules each year and make changes as appropriate.
- Create a structure to regularly review policies/practices to ensure they fit the core belief and vision and are being followed.
- Continue to ensure resources are allotted to meet academic, social, and emotional learning needs.
- Continue to gather feedback on school community activities and refine the scheduled activities to best meet the needs of the entire school community.
- Ensure diversity, equity, and inclusion are consistently addressed.

Adult Community

- Repeat the process of adult goal-setting and guidelines each year.
- Continue use of the *Responsive Classroom* leadership team to ensure approach is used consistently.
- Continue bringing adult voice and choice into school decision-making.
- Continue to build and reflect on adult climate and culture.

Sustain Ongoing Professional Development and Resources

Sustaining Professional Development

- Continue ongoing focused professional development on practices and domains based on a needs assessment.
- Build PD into the school year and individualize as needed.
- Allocate resources appropriately to meet the professional growth needs.
- Use *The Responsive Classroom Assessment Tool* for individual needs.

Responsive Classroom Courses, Workshops, and Resources

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- Four-day Responsive Classroom Elementary Advanced Course or Middle School Advanced Course, optimal for all staff, also useful for some staff interested in obtaining *Responsive Classroom* Teacher/Practitioner Certification
- One-day RC workshops, including the Leadership Seminar
- Quick Coaching Guides
- Common reading: Doing Morning Meeting With Academics series, *Teasing, Tattling, Defiance and More, Solving Thorny Behavior Problems*
- Continued support of RC Teacher/Practitioner Certification for interested staff
- Common learning with *Responsive Classroom* webinars and the *Journal of Social and Emotional Learning*