

*Responsive Classroom* is an evidence-based approach to education that focuses on the strong relationship between academic success and social-emotional learning (SEL). The *Responsive Classroom* approach empowers educators to create safe, joyful and engaging learning communities where all students have a sense of belonging and feel significant.

*Responsive Classroom*  
at  
Beecher Road School

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## Core Belief

In order to be successful in and out of school, students need to learn a set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self-control—and a set of academic competencies—academic mindset, perseverance, learning strategies, and academic behaviors.

## Guiding Principles

Six principles guide the *Responsive Classroom* approach.



**1** Teaching social and emotional skills is as important as teaching academic content.



**2** How we teach is as important as what we teach.



**3** Great cognitive growth occurs through social interaction.



**4** How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.



**5** What we know and believe about our students—individually, culturally, developmentally—informs our expectations, reactions, and attitudes about those students.



**6** Partnering with families—knowing them and valuing their contributions—is as important as knowing the children we teach.



**Engaging Academics** Designing and delivering high-quality, rigorous, and engaging instruction.

## Four Domains

*Responsive Classroom* practices influence four domains that support and sustain student success.

**Developmentally Responsive Teaching** Responding to students' individual, cultural, and developmental learning needs and strengths.



### Positive Community

Creating a safe, predictable, joyful, inclusive classroom where all students have a sense of belonging and significance.



### Effective Management

Creating a calm, orderly environment that promotes autonomy and allows students to focus on learning.



# Timeline

2001-2003- Committee appointed to select “Character Education” program or curriculum. In 2003, the committee recommended that the *Responsive Classroom* approach be adopted for BRS.

Summer 2003-First teachers were trained in *Responsive Classroom*.

2006-2007- Grace and Peter Halsey were trained as Consulting Teachers, certified to present *RC* at BRS and elsewhere.

2007-2008- Peter and Grace began training BRS staff. Trainings have continued since this time with the last Institute in the summer of 2016.

2017- Joe DePalma was Certified as an *RC* Teacher and selected to become an *RC* Consulting Teacher in 2018.

# Statistics

Since 2007, well over 130 administrators, faculty and staff have been trained.

On the current staff, there are 65 teachers and 19 teaching assistants who have been trained in the basic level *RC* Course.

On the current staff, 11 teachers and 10 teaching assistants are not trained.

# Future Priorities

- ✧ Continue to complete training of all staff in basic course: RCC
- ✧ Offer advanced course training: RCAC
- ✧ Coach individual staff
- ✧ Focus on fidelity of *RC* practices
- ✧ Offer consistent professional development opportunities