



**River Forest**  
Public Schools

# Responsive Classroom Update

December 16, 2025

# Tonight's Overview

- What does Responsive Classroom look like in practice?
- What is our ongoing plan for training and implementation?

Responsive Classroom **creates** the conditions for social, emotional, academic success by using practical strategies in the following four domains.



### Positive community

A safe, predictable, joyful, and inclusive environment where all students have a sense of belonging and significance. Discipline is taught through a set of strategies aimed at proactively setting students up for success, preserving the dignity of the student and group, and helping students to develop self-discipline.

- Morning/Advisory Meeting
- Positive Discipline
- Intentional Teacher Language
- Alignment of RMS High 5 goals with RC principles



### Effective management

A calm and orderly learning environment that promotes autonomy, responsibility, and high engagement in learning.

- Routines and Expectations to focus learning
- Classroom Organization that supports learning



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### Engaging academics

Learner-centered lessons that are participatory, appropriately challenging, fun, and relevant, and that promote curiosity, wonder, and interest.

- Academic Choice
- Teaching the Language of Learning
- Active teaching and student practice



### Developmentally responsive teaching

Basing all decisions for teaching and discipline upon research and knowledge of students' social, emotional, physical, and cognitive development.

- Knowing all students
- Building upon strengths
- Parents as Partners



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# School Improvement and Responsive Classroom

<b>Lincoln and Willard SEL Goal</b>	Continue to enhance a sense of belonging and community for all students and staff.
<b>Action Plan Instructional Focus</b>	Implementation of <b>Responsive Classroom elements</b> for staff trained and expand training opportunities.

<b>Roosevelt SEL Goal</b>	Integrate <b>Responsive Classroom</b> principles into instruction through weekly <b>advisory</b> and quarterly <b>Digital Civics</b> classes, measured by structured lessons, consistent SEL modeling, collaborative activities, and regular reflection.
<b>Action Plan Instructional Focus</b>	Strengthen the Advisory program by implementing weekly <b>Responsive Classroom Advisory lessons</b> and structured activities during the first four weeks of school. <b>Fly Five lessons</b> will support the development social-emotional skills in Digital Civics. Staff and student surveys will be used to gather feedback on Advisory, and behavior referral data will help monitor student outcomes. Continued staff training in the Responsive Classroom approach will ensure consistent, relationship-centered teaching practices across the school.



# Current Status of Professional Learning/Training

	<b>Certified Staff Trained</b>	<b>Certified Staff to be trained</b>	<b>ESPs trained</b>	<b>ESPs to be trained</b>	<b>Tier 1 subs trained</b>	<b>Tier 1/Perm Subs to be trained</b>	<b>Total Trained</b>
<b>RMS</b>	25	19	9	2	3	1	37/59
<b>Lincoln</b>	29	16	0	6	NA	NA	29/ 51
<b>Willard</b>	23	16	11	5	NA	NA	34/55



# Next Steps

- Administrative team will develop a training plan for staff this spring and summer
  - Responsive Classroom resources to support SEL goals-videos, webinars, printable resources
  - Core and Advanced 3-Day Trainings
  - One Day Overview and One Day Targeted Topic Workshops
    - One Day hybrid training option expected in April
- Elementary teams are working to dedicate time for closing routines
- Continued implementation of Responsive Classroom and Fly Five lessons in Advisory and Digital Civics, continued alignment of High 5 and Responsive Classroom at Roosevelt