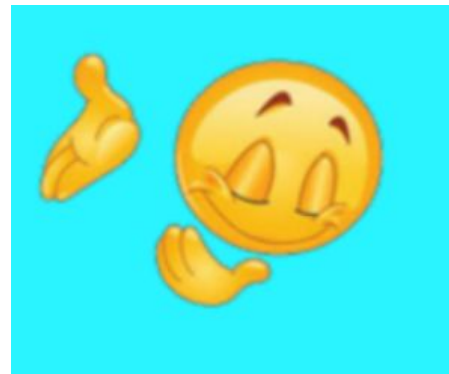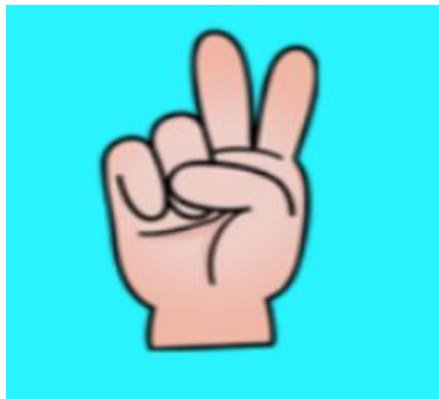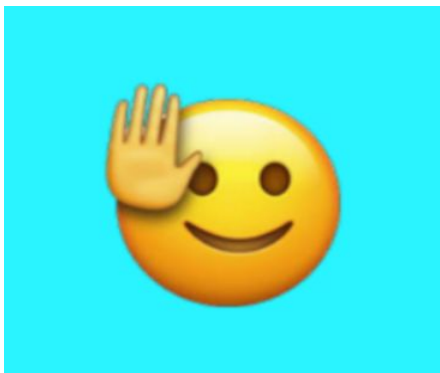# Responsive Classroom Practices at Shady Side Academy

Christina Blazin and Daniel Stern
October 18, 2019

Shady Side Academy Junior School
Lunch & Learn

"Good Afternoon" Greeting

What is Responsive Classroom?

- An research-based approach to teaching that helps to:
  - Build **positive relationships** with and among students
  - Provide meaningful and engaging **academic experiences**

What does that look like at SSA?

Positive Community

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

★ **Morning Meeting**
- Morning Message
- Greeting
- Share
- Activity

★ **Quiet Time**

★ **Energizers/Brain Boost**

★ **Closing Circle**

Tuesday, September 3rd:

Good Morning Problem Solvers!
Welcome back! I hope you
enjoyed your long weekend.
Did you enjoy decorating your
Writing Notebooks? Let's share them
if you are done! Today we will have
our first STEM class and I'm excited
to see you try to solve a big problem
with our first activity. Can you think
of a time in your life when you had
to Persist or Think Flexibly to
solve a problem?

:) Mr. Stern

October 9, 2019:

Good Morning 3S!
You look Awesome in your crazy
Socks & hats today!
Before you come to morning meeting,
take your shoes off! Place them under your
table. We need your HELP!
What do you think Mrs. Blazin &
Mr. Stern should be for Halloween?!
Draw & Color the costumes you think
We should wear - be creative! :)
Don't forget to explain what it is
& why we should be it.   Mr. Stern

Video

What does that look like at SSA?

Effective Management

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

★ **Teacher Language**
  ○ "I notice..."
  ○ "Please remind us..."
  ○ " How can we keep this safe and fun for everyone?"

★ **Logical Consequences**

★ **Problem Solving Conferences**

Positive Language Cheat Sheet

Reinforcing Language	Reminding Language
❏ I noticed… ❏ You paid attention to… ❏ You remembered… ❏ You all helped… ❏ Did you notice… ❏ You followed our rules by…	❏ Who can remember… ❏ Remind me… ❏ Let's remember.. ❏ Think back to yesterday.. ❏ How might we follow our class rules as we…| ❏ How will you… ❏ Let's review… ❏ Show me how… ❏ What can you do if...

Logical Consequences Cheat Sheet

OUTSIDE THE CLASSROOM

Student Behavior	Logical Consequence
Walking in Line: Too loud or silly.	Walk with teacher and/or spend 2-5 minutes during recess practicing walking calmly and quietly.
Lunchroom: Too loud or crazy.	Sit at "silent table" the next day at lunch.
Recess: Too rough or unsafe.	Sit down and come up with 3 ideas for ways to play more safely. Apologize to other students.
Library: Too loud; running around.	Choose books from an assigned area that day.
Computer Lab: Playing around or getting off-task.	Complete pencil/paper work instead.
Restroom: Playing around.	Write a "rule book" for restroom breaks (during lunch or at home) and share with the class.
Restroom: Made a mess.	Clean the mess and write an apology to the custodian.
Anywhere: Disrespectful language to an adult.	Write a letter of apology (during lunch or at home).

INSIDE THE CLASSROOM

Student Behavior	Logical Consequence
Rushed through work.	Redo the work, this time doing best and taking time. (Right then, at lunch, or at home.)
Playing/off-task while working at group table.	Move to a more private, secluded spot to complete the work and/or apologize to classmates.
Playing or talking during independent work.	Lose privilege of choosing own spot that day and must work at desk during that time.
Broke a classroom supply or tool on purpose or due to carelessness.	Write an apology to owner; come up with 3 ways to make amends. Lose privilege of using that supply.
Disruptive during whole class lesson.	Move to desk or private spot and/or create a written plan for how to be a helpful classmate and good student in the future.
Work refusal.	Complete the work as homework and get parent signature.
Rude or mean to classmate.	Write letter of apology and come up with 3 ways to make amends.

What does that look like at SSA?

Engaging Academics

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

★ **Academics in Morning Meeting**
  ○ Specialists join meetings, too!

★ **Academic Choice**
  ○ Autonomy over ways to demonstrate learning

Academic Choice
Goal: Explain all of the steps of regrouping- the HOW and the WHY

Base 10 Blocks	Clay	Poster
- Choose one of the problems to demonstrate - Build the problem with base 10 blocks- be sure to label each number - Demonstrate how and why to **regroup** - Show the answer	- Choose one of the problems to demonstrate - Build the problem with clay- be sure to label each number - Demonstrate how and why to **regroup** - Show the answer	- Choose one of the problems to demonstrate - Draw and label a step by step model on your poster - Use thought bubbles or other creative ways to show how and why to **regroup** - Show the answer
1. Practice to self 2. Practice to teacher 3. Record on SeeSaw	1. Practice to self 2. Practice to teacher 3. Record on SeeSaw	1. Take a photo 2. Post on SeeSaw

Pictures of finished products

What does that look like at SSA?

Developmentally Responsive Teaching

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

★ Hopes and Dreams

★ High expectations and a path to meet those expectations

★ Class Rule Creation

★ Modeling

★ Direct Teaching of Social Skills
   ○ Group work
   ○ Partners
   ○ Problem solving

Hopes and Dreams

Closing Circle (ish)