School Growth Profile
Sample School Elementary
Produced from Inventory of Teacher RC Practices

The Responsive Classroom approach is centered on the core belief that for students to be academically, socially and behaviorally successful in and out of school, they need to learn and develop social and emotional competencies and academic skills. For students to acquire these skills, teachers use the RC approach to create the optimal classroom conditions described by the four RC Domains: Effective Management, Positive Community, Developmentally Responsive, and Engaging Academics.

The School Growth profile is based on an inventory of the RC practices for a representative sample of teachers in the school. The goal of this profile is to identify the phases of growth for this sample of teachers, on average. Each growth phase represents the practices, knowledge, skills, and dispositions taught in the RC Core and Advanced Courses and how a representative sample of teachers use them to create an environment aligned with the four RC Domains: Effective Management, Positive Community, Developmentally Responsive, and Engaging Academics.

Effective Management	Item Score	Domain Score	Summary Explanation
Establishes and reinforces clear routines and procedures	0.00		**Mid** In this observation, your school received a mean of **1.50** in the Effective Management domain as defined by Responsive Classroom. This score indicates, on average, teachers in your school are in the mid phase of growth in using Responsive Classroom practices.
Organizes classroom for safety and autonomy	1.00		The mid phase of growth is where growth happens at a moderate pace as teachers get more comfortable applying new practices, knowledge, skills, and dispositions.
Leadership style is assertive, authoritative, and approachable	2.00	1.50	Effective management is defined as the practices adults use to create a calm, orderly environment that promotes autonomy and allows students to focus on learning. While all Responsive Classroom practices are highly integrated, the Responsive Classroom practices most closely associated with this domain are: Routines and Procedures, Interactive Modeling, Teacher Leadership style, Classroom Organization, Giving Clear and Explicit Directions, Visual Cues, and Guided Discovery.
Classroom environment is arranged for maximum learning	3.00		The resources recommended for this domain are specifically focused on strengthening and/or deepening the growth of Responsive Classroom practices most closely associated with Effective Management.

Positive Community	Item Score	Domain Score	Summary Explanation
Creates the conditions for students to belong and be significant	3.00	1.30	**Mid** In this observation, your school received a mean of **1.30** in the Positive Community domain as defined by Responsive Classroom. This score indicates, on average, teachers in your school are in the mid phase of growth in using Responsive Classroom practices. The mid phase of growth is where growth happens at a moderate pace as teachers get more comfortable applying new practices, knowledge, skills, and dispositions. Positive Community is defined as the practices adults use to create a safe, predictable, joyful, inclusive classroom where all students have a sense of belonging and significance. While all Responsive Classroom practices are highly integrated, the Responsive Classroom practices most closely associated with this domain are: Morning Meeting, Teacher Language, Reinforcing, Reminding, Redirecting, Envisioning, Proximity, Role Play, Structured Reflection, Rules Creation Process, Investing Students in Rules, Responding to Misbehavior, Solving a Chronic Problem. The resources recommended for this domain are specifically focused on strengthening and/or deepening the implementation of RC practices most closely associated with Positive Community
Interactions with students are respectful	2.00		
Approach to discipline is primarily proactive	1.00		
Response to misbehavior preserves dignity of student and class	0.00		
Opportunities to succeed are equitable, fair, and just	0.50		

Developmentally Responsive	Item Score	Domain Score	Summary Explanation
Uses active and interactive teaching practices	1.50	1.50	**Mid** In this observation, your school received a mean of **1.50** in the Developmentally Responsive domain as defined by Responsive Classroom. This score indicates, on average, teachers in your school are in the mid phase of growth in using Responsive Classroom practices.
Classroom environment represents students	1.50		The mid phase of growth is where growth happens at a moderate pace as teachers get more comfortable applying new practices, knowledge, skills, and dispositions.
Uses words and non-linguistic models	1.50		Developmentally Responsive is defined as the practices adults use to respond to students' individual, cultural, and developmental learning needs and strengths. While all Responsive Classroom practices are highly integrated, the Responsive Classroom practices most closely associated with this domain are: Responsive Advisory Meeting, Small Group Learning, Interactive Learning Structures, Energizers, Brain Breaks, Age and Stage Development, Quiet Time, and Visual Cues.
Knows his or her students	1.50		The resources recommended for this domain are specifically focused on strengthening and/or deepening the implementation of Responsive Classroom practices most closely associated with Developmental Responsiveness.

Engaging Academics	Item Score	Domain Score	Summary Explanation
Instruction is pedagogically sound	1.50	1.50	**Mid** In this observation, your school received a mean of **1.50** in the Engaging Academics domain as defined by Responsive Classroom. This score indicates, on average, teachers in your school are in the mid phase of growth in using Responsive Classroom practices. The mid phase of growth is where growth happens at a moderate pace as teachers get more comfortable applying new practices, knowledge, skills, and dispositions. Engaging Academics is defined as the practices adults use to design and deliver high-quality, rigorous, and engaging instruction. While all Responsive Classroom practices are highly integrated, the Responsive Classroom practices most closely associated with this domain are: Academic Choice, Lesson Design, Learning Cycle, Teach and Model, Student Practice, Language of Learning, Open-ended Questions, Diagnostic Questions, Closing Circle, and Envisioning Language. The resources recommended for this domain are specifically focused on strengthening and/or deepening the implementation of Responsive Classroom practices most closely associated with Engaging Academics.
Teaches to a learning objective	1.50		
Uses effective questioning techniques	1.50		
Sets high expectations for all students	1.50		
Monitors student practice to make decisions	1.50		

Recommended Resources

Based upon your school's profile, we recommend the following resources to support your continued professional growth in using RC practices to continue on your growth trajectory.

Our recommendation is for you to select the domain that is most aligned with the goals for your school. Your consultant can explain more during this visit. The school services team will follow up to discuss your school improvement goals and next possible steps based upon these recommendations.
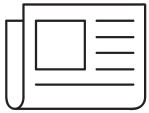
Effective Management

Books
- Rules In School Intro & Overview
- Interactive Modeling
- The Power of Our Words-Elem Ch 5&6
- RC for Music, Art, PE & Other Special Areas
- Teaching Children to Care Ch12

Articles
- Teaching Transitions
- Sometimes Less is More
- Solving the Space Crunch

Positive Community

Books
- Rules In School Appendix A
- The Power of Our Words-Elem Ch 5&6&7
- How to Bullyproof Your Classroom
- Solving Thorny Behavior Problems
- Teasing, Tattling, Defiance & More

Articles
- Weekly Planning for Morning Meeting
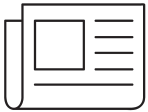- Teaching Without Rewards
- Teaching Self-Calming Skills

Developmentally Responsive

Books
- The Language of Learning
- Doing Science in Morning Meeting
- Doing Math in Morning Meeting
- Doing Language Arts in Morning Meeting
- The Joyful Classroom Ch 4

Articles
- Do Your Students Seem Older?
- Ever Feel Misunderstood?
- Invisible Children

Engaging Academics

Books
- Closing Circles
- Teacher Language for Engaged Learning Kit
- The Joyful Classroom Ch 5&6&7
- The Power of Our Words Elem Ch 2 – 4

Articles
- Making Learning Meaningful – All About the Why
- Active, Engaging Test Prep – The Walking Quiz
- The Building Blocks of Collaboration

School Growth Profile Summary
Produced from Inventory of Non-Classroom Spaces

The Responsive Classroom approach is centered on the core belief that for students to be academically, socially and behaviorally successful in and out of school, they need to learn and develop social and emotional competencies and academic skills. For students to acquire these skills, teachers use the RC approach to create the optimal classroom conditions described by the four RC Domains: Effective Management, Positive Community, Developmentally Responsive, and Engaging Academics. This approach and the conditions are supported by the non-classroom spaces within a school

The Non-Classroom Spaces Summary within the School Growth Profile rates the degree to which adult actions and expectations for students outside the classroom are consistent with the adult actions and expectations for students within the classroom.

Area	Average	RC Practice Consistency
Arrival Areas	0.50	**Minimally** Through the observation of Arrival Areas, your school received a mean of **0.5**. This score means that the adult actions and expectations in this area are minimally consistent with the adult actions and expectations for students within the classroom.
Hallways	0.88	**Minimally** Through the observation of the Hallways, your school received a mean of **0.88**. This score means that the adult actions and expectations in this area are minimally consistent with the adult actions and expectations for students within the classroom.
Departure Areas	0.08	**Minimally** Through the observation of Departure Areas, your school received a mean of **0.08**. This score means that the adult actions and expectations in this area are minimally consistent with the adult actions and expectations for students within the classroom.

Recommended Resources

Based upon your school's profile, we recommend the following resources to support your continued professional growth in using RC practices to continue on your growth trajectory.

Our recommendation is for you to focus on the non-classroom spaces that are most aligned with the goals for your school. Your consultant can explain more during this visit. The school services team will follow up to discuss your school improvement goals and next possible steps based upon these recommendations.

Arrival Areas

Articles
- How We Want Our School To Be
- Taking Positive Language Schoolwide
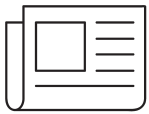- No Bullying on This Bus
- Starting With A Common Signal

Hallways

Articles
- Making An Entrance
- How We Want Our School To Be
- Taking Positive Language Schoolwide
- Starting With A Common Signal

Departure Areas

Articles
- No Bullying on This Bus
- Dismissal Time
- How We Want Our School To Be
- Taking Positive Language Schoolwide
- Starting With A Common Signal

Responsive Classroom 2017 Conferences
Teachers Conference November 3 & 4 • Leadership Conference November 5 & 6

Responsive Classroom 2017 Workshops
Winter/Spring One-Day Workshops and Summer Four-Day Workshops
for elementary and middle school educators are now open for registration!