



School Growth Profile

RC Sample Middle School

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	1.00	0.50	<p>Emergent</p> <p>In this observation, your school received a mean of 0.50 in the Effective Management domain as defined by Responsive Classroom. This score indicates, on average, teachers in your school are in the emergent phase of growth in using Responsive Classroom practices.</p> <p>The emergent phase of growth is where the greatest opportunity for growth is possible. Teachers in this phase are continuously changing as they alter previous practices, knowledge, skills, and dispositions.</p> <p>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.</p> <p>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.</p>
Organizes classroom for safety and autonomy	0.00		
Leadership style is assertive, authoritative, and approachable	1.00		
Classroom environment is arranged for maximum learning	0.00		

Positive Community	Item Score	Domain Score	Summary Explanation
Creates the conditions for students to belong and be significant	1.00	1.80	<p>Mid</p> <p>In this observation, your school received a mean of 1.80 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.</p> <p>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.</p> <p>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.</p> <p>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</p>
Interactions with students are respectful	2.00		
Approach to discipline is primarily proactive	2.00		
Response to misbehavior preserves dignity of student and class	2.00		
Opportunities to succeed are equitable, fair, and just	2.00		

Developmentally Responsive	Item Score	Domain Score	Summary Explanation
Uses active and interactive teaching practices	0.00	0.00	Not Evident In this observation, your school received a mean of 0.00 in the Developmentally Responsive domain as defined by Responsive Classroom. This score indicates, on average, teachers' growth in using Responsive Classroom practices to support this domain is not yet evident. This means the application of new practices, knowledge, skills, and dispositions has not yet happened, or was not seen during the time in which you were observed. 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. 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.
Classroom environment represents students	0.00		
Uses words and non-linguistic models	0.00		
Knows his or her students	0.00		

Engaging Academics	Item Score	Domain Score	Summary Explanation
Instruction is pedagogically sound	2.00	1.80	<p>Mid</p> <p>In this observation, your school received a mean of 1.80 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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
Teaches to a learning objective	1.00		
Uses effective questioning techniques	2.00		
Sets high expectations for all students	2.00		
Monitors student practice to make decisions	2.00		

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



Quick Coaching Guides

- Classroom Organization
- Using Visual Cues to Support Learning
- Using Routines and Procedures to Create a Safe and Predictable Environment
- Safe and Autonomous Classrooms
- Leading with Confidence: A Firm and Kind Teacher Leadership Style



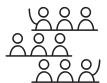
Articles

- Reinforcing Language – Giving Middle Schoolers Supportive Feedback
- Success with Signals
- Is Your Classroom Organized for Learning
- Teaching Children to Check Their Behavior
- Ch-Ch-Ch-Ch-Changes: Re-establishing Balance in Your Classroom
- Revisiting Routines with Students



Books

- The Power of Words for Middle School
- Building an Academic Community
- Seeing the Good in Students Ch. 1 & 2
- Responsive Classroom for Music, Art, PE & Other Special Areas
- Empowering Educators 6-8

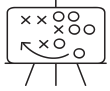


One-Day Workshops

- Support Staff Working Together
- Special Area Teachers



Positive Community



Quick Coaching Guides

- The Power of Envisioning Language
- Dealing with Defiant Behavior
- Seeing that Students Belong and Are Significant
- Respectful Interactions
- Discipline that Preserves Dignity
- Creating Equity Through Everyday Moments



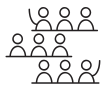
Articles

- Teaching Skillful Communication
- Reinforcing Language – Giving Middle Schoolers Supportive Feedback
- Helping Students Give Effective Compliments
- When Children are Defiant
- Taking Risks for Our Students
- More Grows in the Garden than the Gardner Knows he has Planted
- Teaching Without Rewards
- Envisioning Language: Naming Positive Identities
- Teaching Self-Calming Skills
- Student Sharing: A Strategy for Culturally Responsive Teaching
- The Right Response
- Strong Communities Build Strong Schools
- Helping Students Turn Anxiety into Achievement
- Valuing Cultural Norms that Differ From Your Own



Books

- The Power of Words for Middle School
- Seeing the Good in Students Ch. 3-5
- Building an Academic Community
- The Responsive Advisory Meeting Book
- Responsive Classroom for Music, Art, PE & Other Special Areas

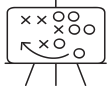


One-Day Workshops

- Addressing Middle School Challenges
- Improving Teacher and Student Language



Developmentally Responsive



Quick Coaching Guides

- The Teacher's Role in Responsive Advisory Meeting
- Creating a Welcoming Classroom Environment
- Using Visual Cues to Support Learning
- Getting to Know and Connect with Students



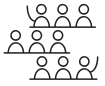
Articles

- The Electric Eleven-Year-Old
- The Twixt Twelve-Year-Old
- The Thriving Thirteens
- The Fervent Fourteens
- What is Responsive Advisory Meeting?
- Time for a Brain Break!
- Middle School Motivators Article
- Know Your Students: Developmentally Responsive Planning



Books

- Middle School Motivators!
- Refocus and Recharge! 50 Brain Breaks for Middle Schoolers
- Building an Academic Community
- Yardsticks, 4th Edition
- Responsive Classroom for Music, Art, PE & Other Special Areas
- Empowering Educators 6-8
- Strengthening the Parent-Teacher Partnership



One-Day Workshops

- Special Area Teachers



Engaging Academics



Quick Coaching Guides

- Replacing Direct Teaching with Active Teaching
- The Power of Envisioning Language
- The Power of Observation
- High Expectations for All Students
- Teaching with a Purpose: Making Connections Between Teaching and Learning
- Inspiring Curiosity and Wonder through Questioning



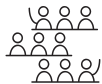
Articles

- Reinforcing Language – Giving Middle Schoolers Supportive Feedback
- Academic Engagement in the Home Stretch
- Challenge is a Part of Learning
- Stop and Think: Teaching Students to Reflect
- Making Learning Meaningful – All About the Why
- The Building Blocks of Collaboration: : Partner and Small Group Chats (Grades 5 & 6)
- Active, Engaging Test Prep – The Walking Quiz
- Igniting the Fires of Learning



Books

- The Power of Words for Middle School
- The Language of Learning
- Building an Academic Community
- Middle School Motivators!
- Responsive Classroom for Music, Art, PE & Other Special Areas
- Make Learning Meaningful



One-Day Workshops

- Improving Teacher and Student Language
- Special Area Teachers

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	1.33	<div>Moderately</div> <p>Through the observation of Arrival Areas, your school received a mean of 1.33. This score means that the adult actions and expectations in this area are moderately consistent with the adult actions and expectations for students within the classroom.</p>
Entryway	0.25	<div>Minimally</div> <p>Through the observation of the Entryway, your school received a mean of 0.25. 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.</p>
Front Office	0.25	<div>Minimally</div> <p>Through the observation of the Front Office, your school received a mean of 0.25. 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.</p>
Hallways	2.22	<div>Consistently</div> <p>Through the observation of the Hallways, your school received a mean of 2.22. This score means that the adult actions and expectations in this area are consistent with the adult actions and expectations for students within the classroom.</p>

Bathroom	0.13	<div>Minimally</div> <p>Through the observation of the Bathroom, your school received a mean of 0.13. 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.</p>
Cafeteria	0.71	<div>Minimally</div> <p>Through the observation of the Cafeteria, your school received a mean of 0.71. 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.</p>
Media Center	0.57	<div>Minimally</div> <p>Through the observation of the Media Center, your school received a mean of 0.57. 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.</p>
Outside play area	0.60	<div>Minimally</div> <p>Through the observation of the Outside play area, your school received a mean of 0.60. 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.</p>
Assembly	2.00	<div>Consistently</div> <p>Through the observation of the Assembly, your school received a mean of 2.00. This score means that the adult actions and expectations in this area are consistent with the adult actions and expectations for students within the classroom.</p>
Departure Areas	1.92	<div>Moderately</div> <p>Through the observation of Departure Areas, your school received a mean of 1.92. This score means that the adult actions and expectations in this area are consistent with the adult actions and expectations for students within the classroom.</p>

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



Quick Coaching Guides

- Comings and Goings: Respectful School Arrivals and Dismissals



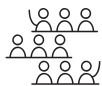
Articles

- How We Want Our School To Be
- Taking Positive Language Schoolwide
- Naming Students in Positive Ways
- Parent Outreach for Busy Leaders
- What to do When Students Start Testing the Limits?
- No Bullying on This Bus



Books

- The Power of Words for Middle School
- Seeing the Good in Students Ch. 1 & 2
- Seeing the Good in Students Ch. 3-5



One-Day Workshops

- Improving Teacher and Student Language
- Support Staff Working Together
- Addressing Middle School Challenges



Entryway



Quick Coaching Guides

- First Impressions are Lasting Impressions

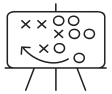


Articles

- How We Want Our School To Be
- Taking Positive Language Schoolwide
- Making An Entrance
- Parent Outreach for Busy Leaders



Front Office



Quick Coaching Guides

- First Impressions are Lasting Impressions



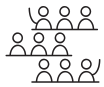
Articles

- How We Want Our School To Be
- Taking Positive Language Schoolwide
- Making An Entrance
- Parent Outreach for Busy Leaders
- What to do When Students Start Testing the Limits?
- Preparing Students to Become Independent Learners Using Routines & Procedures



Books

- The Power of Words for Middle School
- Seeing the Good in Students Ch. 1 & 2
- Seeing the Good in Students Ch. 3-5



One-Day Workshops

- Support Staff Working Together
- Improving Teacher and Student Language



Hallways



Quick Coaching Guides

- Out of Sight but Not Out of Self-Control



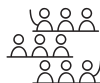
Articles

- How We Want Our School To Be
- Changing a School Climate: How Responsive Classroom Helped
- High-Morale School
- What to do When Students Start Testing the Limits?
- Preparing Students to Become Independent Learners Using Routines & Procedures



Books

- The Power of Words for Middle School
- Seeing the Good in Students Ch. 3-5

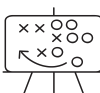


One-Day Workshops

- Addressing Middle School Challenges
- Improving Teacher and Student Language



Bathroom



Quick Coaching Guides

- Out of Sight but Not Out of Self-Control



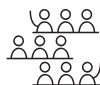
Articles

- How We Want Our School To Be
- Taking Positive Language Schoolwide
- Changing a School Climate: How Responsive Classroom Helped
- What to do When Students Start Testing the Limits?



Books

- The Power of Words for Middle School
- Building an Academic Community
- Seeing the Good in Students Ch. 1 & 2

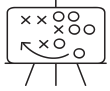


One-Day Workshops

- Support Staff Working Together
- Improving Teacher and Student Language



Cafeteria



Quick Coaching Guides

- Dining with Self-Discipline



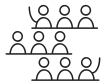
Articles

- How We Want Our School To Be
- Taking Positive Language Schoolwide
- Signals for Quiet
- Changing a School Climate: How Responsive Classroom Helped
- What to do When Students Start Testing the Limits?



Books

- The Power of Words for Middle School
- Yardsticks, 4th Edition
- Building an Academic Community
- Seeing the Good in Students Ch. 1 & 2



One-Day Workshops

- Support Staff Working Together
- Improving Teacher and Student Language



Media Center



Quick Coaching Guides

- Joyful Gatherings



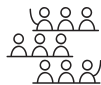
Articles

- How We Want Our School To Be
- Taking Positive Language Schoolwide
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Books

- The Power of Words for Middle School
- Seeing the Good in Students Ch. 1 & 2



One-Day Workshops

- Support Staff Working Together
- Improving Teacher and Student Language



Outside play area



Quick Coaching Guides

- Play is Learning



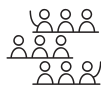
Articles

- How We Want Our School To Be
- Taking Positive Language Schoolwide
- Signals for Quiet
- Changing a School Climate: How Responsive Classroom Helped
- What to do When Students Start Testing the Limits?



Books

- The Power of Words for Middle School
- Yardsticks, 4th Edition



One-Day Workshops

- Support Staff Working Together
- Improving Teacher and Student Language



Assembly

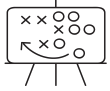


Articles

- High-Morale School
- What to do When Students Start Testing the Limits?



Departure Areas



Quick Coaching Guides

- Comings and Goings: Respectful School Arrivals and Dismissals



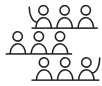
Articles

- No Bullying on This Bus
- How We Want Our School To Be
- Naming Students in Positive Ways
- What to do When Students Start Testing the Limits?
- Taking Positive Language Schoolwide
- Parent Outreach for Busy Leaders



Books

- The Power of Words for Middle School
- Seeing the Good in Students Ch. 3-5
- Yardsticks, 4th Edition
- Seeing the Good in Students Ch. 1 & 2



One-Day Workshops

- Addressing Middle School Challenges
- Improving Teacher and Student Language
- Support Staff Working Together