

Responsive Classroom Approach

Developed by classroom teachers, the Responsive Classroom approach consists of highly practical, research-based strategies for K-6 educators integrating the teaching of social and academic skills throughout the school day. These strategies enhance academic performance, increase student engagement in learning, improve social skills, reduce problem behaviors, and foster respect and responsibility.

■ **Responsive Classroom I (RC1)**

Participants learn five of the fundamental practices of the Responsive Classroom approach: Morning Meeting, Rule Creation, Interactive Modeling, Positive Teacher Language, and Logical Consequences.

■ **Responsive Classroom II (RC2)**

(Prerequisite: Responsive Classroom I)
Participants deepen their understanding of Morning Meeting, Logical Consequences, and Effective Teacher Language. In addition, they learn Problem-solving Strategies, Guided Discovery, Academic Choice, and Classroom Organization.

**Responsive Classroom
10 Teaching Practices**

- **Morning Meeting** - provides daily preparation to meet the day's challenges
- **Rules** - developed by students and teacher to support everyone's learning
- **Interactive Modeling** - a strategy that actively involves students to teach key behaviors
- **Teacher Language** that promotes learning, community, and self-discipline
- **Logical Consequences** - responses to misbehaviors that are respectful and supportive of children
- **Guided Discovery** of learning materials so students use and care for them appropriately
- **Academic Choice** - students learn to engage in their academic work responsibly and successfully
- **Problem-Solving Strategies** - structured approaches to solve academic and social problems
- **Classroom Organization** that facilitates academic and social achievement
- **Family Communication** - a range of ideas for involving families as partners in their children's education

July 12-16, 2010
(All Workshops)
Eagle Bluff Elementary School
Onalaska WI • Grades K-8



COST—CREDIT OPTIONS

ALL districts will be billed
\$645.00/person for the Workshop Fee



Participant costs below
include \$50.00 Registration Fee

NON-CREDIT OPTION

Registration Fee..... \$50.00

1 CREDIT OPTION

Add Credit Fee \$155.00

2 CREDIT OPTION

(Includes 1 Credit Fee)

Add Credit Fee \$365.00

New this year

2 + 1 CREDIT OPTION

(2 Credit Option + 1 Credit
Action Research)

Add Credit Fee of \$215 to 2 Cr. Option
Total \$580.00

If your district is NOT paying the workshop fee, please make your check payable TO YOUR DISTRICT for the workshop fee. CESA #4 will bill districts for all workshop fees.

ALL FEES

► **PAYABLE TO CESA #4** ◀

Due to the "per person" fee charged by the developers of the Responsive Classroom, this workshop cannot be offered for the usual Academy fee.

Allowable funding sources include NCLB Title I-Disadvantaged Youth, Title IIA-Teacher and Principal Quality, Title IVA, Safe and Drug Free Schools, SAGE, IDEA, ATOD Program Grants, and site or district staff development funds.

For more information about Responsive Classroom and Developmental Designs for Middle School, visit www.originsonline.org. To register for any workshop, contact the CESA #4 office.

Developmental Designs Approach

Tailored to grades 5-9 educators, the Developmental Designs for Middle School (DDMS) approach offers an array of strategies designed to keep young adolescents safe, connected, responsible, and engaged in learning. The DDMS approach is based on our research-grounded belief that healthy, enjoyable relationships, rigorously defined and maintained behavior expectations, social-skill development, and engaging, relevant learning are the foundations for success in school.

■ **Developmental Designs for Middle School 1 (DDMS1)**

In DDMS1, teachers learn to base their instruction on four key needs of adolescents—relationship, autonomy, competence, and fun—and on the goal of establishing a classroom community that practices cooperation, assertion, responsibility, empathy, and self-control as the context for the development of independent, competent learners. Participants begin learning about the first 8 of the 10 practices of the approach, including Community-building Advisory, Modeling and Practicing, Social Contract, Reflective Loop, and Pathways to Self-control.

**Developmental Designs
10 Teaching Practices**

- **Community-building Advisory** for building social skills and readiness for learning
- **Goals and Declarations** - students declare a personal stake in school
- **Social Contract** - students design and sign an agreement that binds the community to common rules
- **Modeling and Practicing** - students learn by seeing and doing, so all routines are practiced
- **Empowering Teacher Language** - gesture, voice, and words create a rigorous, respectful learning climate
- **Pathways to Self-control** redirect rule-breaking while maintaining relationship and students' dignity
- **Reflective Loop** - ensures continuous, conscious growth through reflective planning and assessment
- **Power of Play** - play designed to build community, sharpen thinking skills, and enliven students
- **Collaborative Problem-solving** - positive, long-lasting solutions to repeat rule-breaking
- **POWER Learning and other Engaged Learning Strategies** connect young adolescent needs and the school curriculum so students are deeply engaged in learning