

RESPONSIVE CLASSROOM

Welcome!

**YOU GET A MEETING.
AND YOU GET A MEETING.**

**AND YOU GET A PLC. AND YOU GET
A TRAINING. AND YOU GET SOME PD.**

MOVEMENT BREAK!!!

Get your booties off
those chairs, ya'll!!!



RESPONSIVE CLASSROOM APPROACH

Responsive Classroom is an educational approach that emphasizes social, emotional, and academic growth in a strong and safe school community. In order to be successful in and out of school, students need to learn a set of social and emotional competencies - cooperation, assertiveness, responsibility, empathy, and self control - and a set of academic competencies - academic mindset, perseverance, learning strategies, and academic behavior.

PROFESSIONAL DEVELOPMENT SCHEDULE

Feb. 2nd: Interactive Modeling

Feb. 9th: Teacher Language

Feb. 23rd: Logical Consequences

March 9th: Interactive Learning Structures

TODAY'S FOCUS: INTERACTIVE MODELING

**NEVER ASSUME A PERSON
KNOWS HOW TO DO SOMETHING
THE WAY YOU WANT THEM TO!!!**



**YEAH. I'M GONNA NEED
YOU TO TRY LINING UP AGAIN.**

**QUIETLY THIS TIME.
YEAH. THAT'D BE GREAT.**

WHAT IS INTERACTIVE MODELING?

- Interactive Modeling is a way to show students what is expected of them, and help them meet those expectations
- Repetition is KEY, you will need to reteach things many times throughout the school year
- Let students NOTICE instead of telling them what they need to notice
- Teaching Routines as well as Habits of Mind
- Interactive Modeling pushes both teachers and students to understand why they do what they do and why certain behaviors are expected, which can often lead to an overall depth in daily educational practices (always tell students why you expect certain behaviors - why it's important to walk quietly in the hallway or raise your hand when you have something to say)
- Keep lessons under 40 minutes (mini-lesson/modeling, independent practice, reflection)

PROCEDURE

1. Briefly state what you will model, and why.
2. Model the behavior exactly as you expect students to do it (the right way, not the wrong way, and without describing what you're doing unless you need to "show" a thinking process).
3. Ask students what they noticed. (You may need to do some prompting, but children soon notice every little detail, especially as they gain expertise with this practice.) Recast or Restate negative phrasing into positive phrasing.
4. Invite multiple students to model the same way you did.
5. Again, ask students what they noticed the modelers doing.
6. Have all students model while you observe and coach them.
7. Provide feedback, naming specific, positive actions you notice and redirecting respectfully but clearly when students go off track.

VIDEO #1

Third Graders Practicing Taking a Break:

<https://www.youtube.com/watch?v=3DQ4NBYX-EE>

Discuss. What do you notice?

VIDEO #2

How to Talk to a Partner:

<https://www.youtube.com/watch?v=DIxbqNrlBUo>

Discuss. What did you notice in video?

NOW, LET'S GET TO MODELIN'!

K Team - Turn and Talk

1st Grade Team - What to do When Someone is in Your Way

2nd Grade Team - How Show You Are Listening

3rd Grade Team - What to do when someone is bothering you

INTERACTIVE MODELING IS USED FOR EVERYTHING!

Here are some examples:

- How to come to the rug
- How to water the plants
- How to play on the playground equipment
- How to get a drink of water
- How to walk in the halls
- How to use scissors
- How to sit in a chair
- How to sharpen a pencil

MAKE A LIST OF CHALLENGING BEHAVIORS AND THINK OF WAYS TO TEACH THE DESIRED BEHAVIORS THROUGH INTERACTIVE MODELING

A good time to do this is during grade-level planning time.

Or, notice things that are happening in class and write them down as you see them. Share your thoughts with colleagues and brainstorm some interactive modeling to help.

Try a few interactive modeling lessons just to see how it goes! It is pretty fun and is worth the time!

GOOD LUCK WITH ALL THAT



I'M OUTTA HERE