



VALLEY STREAM 13
SCHOOL DISTRICT

RESPONSIVE CLASSROOM

EDUCATING THE WHOLE CHILD

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A Plan 4 Excellence



VALLEY STREAM UFSD THIRTEEN STRATEGIC PLAN 2016 - 2021



Goal 3 - Social and Emotional Learning (SEL):

Valley Stream Union Free School District Thirteen will enhance the curricular resources and staffing in SEL in order to better assist students in thought and decision-making processes and ensure a deeper understanding of the role that emotions play in both academic and personal success.

New York State Every Student Succeeds Act Plan, March 2017



“The mission of the New York State Board of Regents is to ensure that every child has equitable access to the highest quality educational opportunities, services and supports in schools that provide effective instruction aligned to the state’s standards, as well as positive learning environments so that each child is prepared for success in college, career, and citizenship.”

To that end, the Regents and Department of Education seek to address the following goals in this ESSA plan:

- Recognize the effect of school environment on student academic performance and support efforts to improve the climate of all schools.
- Ensure that all students have access to support for their social-emotional well-being.



Responsive Classroom®

In order to be successful in and out of school, students need to learn a set of social and emotional competencies and academic behaviors.

SOCIAL & EMOTIONAL COMPETENCIES

- Cooperation
- Assertiveness
- Responsibility
- Empathy
- Self-Control

ACADEMIC COMPETENCIES

- Academic Mindset
- Perseverance
- Learning Strategies
- Academic Behaviors

The Four Key Domains of Responsive Classroom



Engaging Academics

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



Positive Community

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



Effective Management

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



Developmentally Responsive Teaching

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

Shared Practices (K-8)

- **Interactive Modeling**—An explicit practice for teaching procedures and routines (such as those for entering and exiting the room) as well as academic and social skills (such as engaging with the text or giving and accepting feedback).
- **Teacher Language**—The intentional use of language to enable students to engage in their learning and develop the academic, social, and emotional skills they need to be successful in and out of school.
- **Logical Consequences**—A non-punitive response to misbehavior that allows teachers to set clear limits and students to fix and learn from their mistakes while maintaining their dignity.
- **Interactive Learning Structures**—Purposeful activities that give students opportunities to engage with content in active (hands-on) and interactive (social) ways.



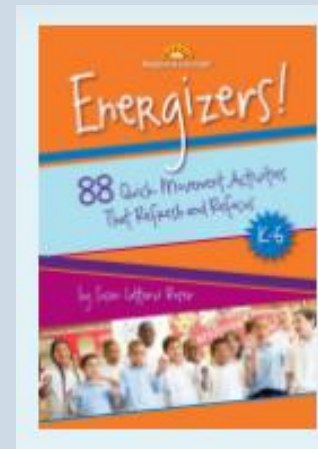
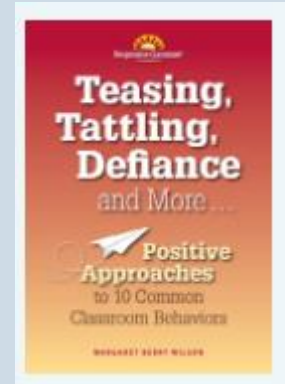
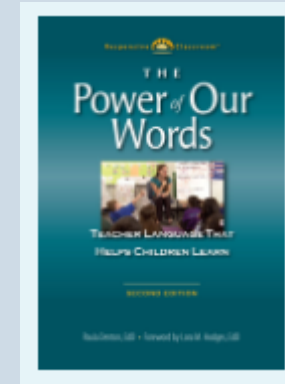
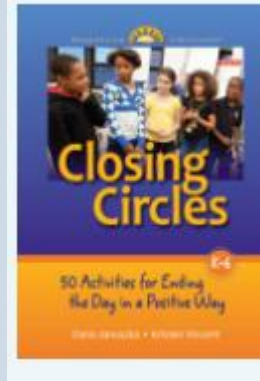
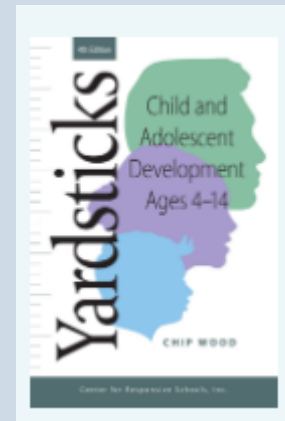
Elementary Practices (K-6)

- **Morning Meeting**—Everyone in the classroom gathers in a circle for twenty to thirty minutes at the beginning of each school day and proceeds through four sequential components: greeting, sharing, group activity, and morning message.
- **Establishing Rules**—Teacher and students work together to name individual goals for the year and establish rules that will help everyone reach those goals.
- **Energizers**—Short, playful, whole-group activities that are used as breaks in lessons.
- **Quiet Time**—A brief, purposeful and relaxed time of transition that takes place after lunch and recess, before the rest of the school day continues.
- **Closing Circle**—A five- to ten-minute gathering at the end of the day that promotes reflection and celebration through participation in a brief activity or two.



Professional development in the *Responsive Classroom* approach strengthens educators' ability to:

- Design lessons that are active and interactive
- Use effective teacher language to promote academic and social growth
- Encourage engagement by giving students meaningful choices
- Start each day in a way that sets a positive tone for learning
- Set high expectations and teach students how to meet them
- Establish routines that promote autonomy and independence
- Build a sense of community and shared purpose
- Teach students 21st century skills such as critical thinking, problem-solving, communication, collaboration, creativity, and innovation



RESPONSIVE CLASSROOM @ VS13

- Advanced Elementary Course – 4 Teachers
- Elementary Core Course – 27 Teachers
- Instructional Coaches - Responsive Classroom Introductory Sessions
- Planning for additional professional development - Summer 2020
- Partnering with New Hyde Park-Garden City Park and Great Neck



Mrs. Lepe @MrsLepe_4th · Jul 22

Spent 4 days with some pretty fantastic people learning all about responsive classroom! Can't wait to implement all the things we learned in the new school year 🥰 #responsiveclassroom #morningmeeting #interactivemodeling @VS13UFSD





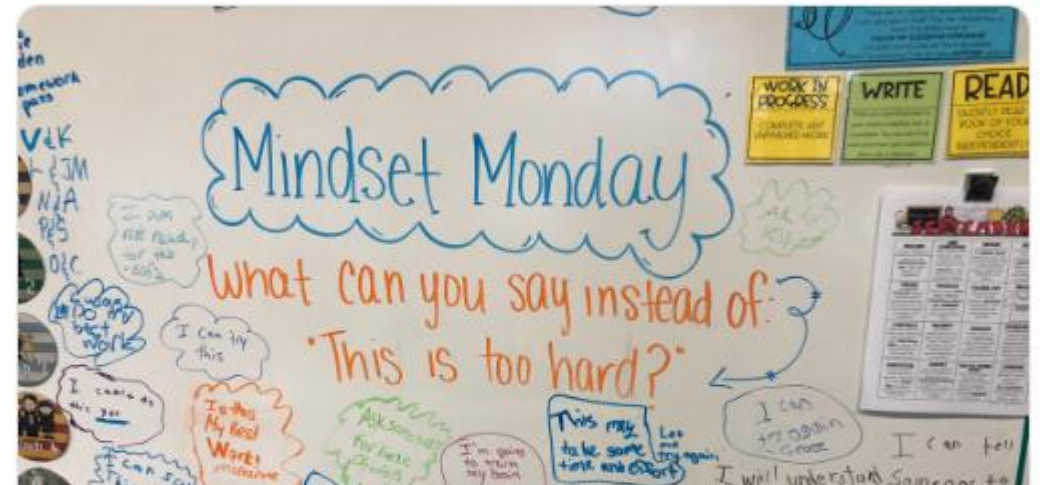
Wheeler Avenue School @WheelerAvenue · Oct 15
Taking part in a Responsive Classroom closing circle.



Wheeler Avenue School @WheelerAvenue · Sep 25
Responsive classroom in action. Student greetings and morning meetings.



Mrs. Lepe @MrsLepe_4th · Oct 7
Love the growing mindsets with have in room 4 🥰 #growthmindset
#fantasticfour #morningmeeting #sharing @road_willow



SheMeika Charles @ShemeikaCharles · Sep 10
We spent the first few days of school getting to know each other and sharing our expectations for 6th grade! We're off to a great start! #happeningathowell
#snazzysixths

