

Board of Education
RC Update- Nov 2, 2020

<p>Introduction/ Set the Context</p>	<ul style="list-style-type: none"> • Good evening. I am grateful to have this opportunity to give the Board an update on Responsive Classroom Implementation. • I'm Sandy Fancher – I recently retired and am assisting the elementary school with implementing the Responsive Classroom approach. • And this is Beth McQueeny, School Counselor. She has been extremely instrumental in helping with this implementation. • Our goal with you tonight is to update you on the rollout of RC. The topics we will go into are simply: <ol style="list-style-type: none"> 1. Where we've been? 2. Where are we now? 3. And what's coming up?
<p>What RC is about</p> <p>The first point is that:</p> <p>The second point...</p>	<ul style="list-style-type: none"> • Before diving in, however, it is helpful to recall what the Responsive Classroom <u>Approach</u> is about. • <u>There are three points</u> we want to highlight now about RC as an overview: <ul style="list-style-type: none"> • The <u>first</u> is that... Responsive Classroom <u>is a specific approach</u> to developing and educating students. • This approach focuses on <u>teachers learning a mindset and set of practices</u> that develops our students, emotionally, socially and academically. • The RC approach does this, in a way that <u>improves education by reducing emotional/social distractions</u> that can block students' ability to focus on their academics. • The <u>second</u> point... is that RC guides teachers in how to develop 9 core competencies in each student through each day. <ul style="list-style-type: none"> • These competencies include social and emotional competencies... <i>cooperation, assertiveness, responsibility, empathy and self-control.</i> • Also the academic competencies... <i>perseverance, academic mindset, learning strategies and academic behaviors</i> • Doing so increases the students' <u>internal abilities to manage</u> themselves and their environment. (<i>pause</i>)

<p>And the third point...</p>	<p>The third point... about RC...is particularly important, to <u>understand</u> and <u>keep in mind</u> as we move forward.</p> <ul style="list-style-type: none"> • It is this. Learning this mindset and the practices that go with it, takes time and perseverance from the teachers, administrators and staff. There's no getting around this, no silver bullets. However, the benefits are huge. <ul style="list-style-type: none"> ➤ A few teachers who started last year trying out some RC practices are starting to see significant growth in their own teaching and benefits in their classrooms.
<p>TOPIC #1: Where we've been?</p>	<ul style="list-style-type: none"> • Now, to update you on our progress, let's review where we've been so far... see timeline handout • Fall 2019: <ul style="list-style-type: none"> ➤ <u>Power of Our Words</u> ➤ Interactive Model procedures for common areas ➤ 3 Teachers start year -- initial RC practices • Nov 2019 <ul style="list-style-type: none"> ➤ Workshops: Intro to RC & Leadership, Waltham, Ma • June 2020 <ul style="list-style-type: none"> ➤ <u>PHASE 1</u>- RC Core Course- (Virtual) <ul style="list-style-type: none"> ▪ All teachers, regular and Special Ed, K-5 ▪ 3 new teacher hires ▪ 6th grade teacher training –participated with Middle School • Aug 2020 <ul style="list-style-type: none"> ➤ Training Cafeteria Staff: Intro to RC/Positive Adult Language ➤ 5 teachers participated in the RC Advance Course-Phase 2 so they will be able to continue to provide leadership to others. ➤ Grade Level Planning- to get ready for implementing RC this fall ➤ Developed RC Baseline Survey for Parents 1-7

Where we are?

- This initial phase of implementing RC's principles and practices is both exciting and extremely challenging. Two areas where we have continued being proactive have to do with the impact of covid and RC implementation challenges:
 - **1. Covid presents significant challenges**
 - Sitting for longer periods of time, less movement in the classroom,
 - Socially distant- challenges the need for interaction
 - Masks - hearing other students/teachers
 - Extended time away from school and peers has been difficult
 - ALL of these impact STUDENT alertness, motivation, enjoyment, and connections
 - **2. Implementation challenges**
 - While we all are integrating RC into our school day, as a school, we still are in start-up mode in getting broad acceptance and use. You might ask WHY???
 - It's because learning and practicing RC for every teacher is an internal process of managing the way they think and teach.
 - Learning this mindset requires the teachers to practice, reflect, and understand the use of positive teacher language and student engagement. As you can imagine, during very busy days, juggling this with everything else is very challenging.
 - At the same time, learning this mindset enables the students to develop their own internal mechanisms of self-discipline, sense of responsibility, active learning and working productively with others.

(Where are we? con't)	<p>With this in mind, here's what we are currently working on...</p> <ul style="list-style-type: none"> • First: teachers with students <ul style="list-style-type: none"> ➤ Integrating Morning Meeting (Advisory Meeting), rule generation, energizers, logical consequences and closing circle ➤ Using Positive Teacher Language- (Reinforcing, Reminding and Redirecting Language) ➤ Using Interactive Modeling videos for all common areas of school to model expected behavior • Next: teachers ongoing growth of RC understanding, this includes ... <ul style="list-style-type: none"> ➤ Beginning RC Professional Learning Community ➤ Starting up grade-level RC planning time ➤ Conducting a teacher Implementation Survey ➤ Using RC's Kaleidoscope tool to evaluate implementation progress • Another area: School Community <ul style="list-style-type: none"> ➤ Educating untrained staff on understanding RC's practices and Principles- <ul style="list-style-type: none"> ▪ Aides/Assistants, OT/PT, Speech, Reading Teachers ▪ Pre-K ▪ Cafeteria Staff ▪ This is important to provide consistency and reinforcement by all adults who engage students in our school. ➤ Educating parents on Child Development ** PTO – provided Yardstick Pamphlets ➤ Conducting a Baseline Parent Survey • The last area we are working on: the development of teacher leaders <ul style="list-style-type: none"> ➤ Holding weekly Zoom meetings ➤ Getting approval for more RC training ➤ Launching an RC Action Committee within our school
What's coming up?	<ul style="list-style-type: none"> • Finally, this brings us to our last topic: where we're going... • Spring 2021- Continue implementation and reinforcement training with Teachers and staff • Summer 2021 – RC Phase 2: determine date for training
Closing	<p>Any questions?</p> <p>Thank you so much for this time and for your support</p>

	<p>What we are doing here together in our school is significant. It bypasses the simplistic solutions that people so easily gravitate to that have no lasting or intrinsic results but give people short term satisfaction for getting something seemingly done. Instead we are building a strong educational development process that will have a HUGE impact on our kids and our school community. They are very fortunate to have your essential support.</p>
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