

PLAN, DO, STUDY, ACT: *Learn by Doing*

Ongoing Job Embedded Professional Development Design Process

Implementing Restorative Relational Processes in the Classroom



PLAN, DO, STUDY, ACT: (Learn by Doing)

Ongoing Job Embedded Professional Development Design Process

- A process that facilitates implementation and creates a collaborative culture
- The model reflects how adults learn
- Ongoing teacher modeling and reinforcing cultures and the school's restorative mindsets
- Provide individual and team implementation support
- Ongoing professional development and opportunities to refine and sustain skills
- Action plan and reflect on the implementation of relational and restorative processes, and problem solving
- Systematic development of the competence and the confidence of teachers: Practice, feedback and coaching

The process designed to

1. Ensure intervention fidelity (help teacher build upon their equity skills set as well as newly acquired skills from training implementing restorative processes in the classroom)
2. Ensure implementation (process) Fidelity training
3. Developing an organization system that promotes professional judgement and sustainability (understand the systems features required for successful and sustained implementation. A clear understanding of the "how" Focuses the team to operationalize the implementation process to build teacher confidence and competence.

A “Collaborative Approach” Professional Learning Community (PLC)

School-Wide Inquiry Model:

School Climate Standards: Staff Student Relations Domain

2: The Classroom Environment Component

2a: Creating and environment of respect and rapport: Student Interaction with other Students

Relational and Restorative Processes in the classroom:

The Affect System (Expression of Emotion)

Participants will use the circle format. They work together in collaborative teams and study groups to provide timely restorative processes to improve classroom practice. Participants will examine effectiveness on the basis of results and work together to improve the results. They will apply the method of inquiry known as:

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They will:

- Engage in implementing restorative relational processes in the classroom based on the affect system. A variety of approaches are utilized in relation to affective statements, affective questions, small impromptu conference and circles.
- Collaboratively reflect on approaches that will provide opportunities for students to express themselves
- Discuss what needs to change in their current practice for these new processes to be implemented successfully
- Discuss how these processes might work in action. Each person take turns expressing their thoughts

PLAN

1. Determine goals/outcomes and expectations
2. Identify processes appropriate for implementation

DO

1. Professional Learning Community Approach (PLC)
2. Try a restorative process in classroom

STUDY

1. Continue Professional Learning Community Approach (PLC)
2. Study results

ACT

1. Continuous refined and quality implementation of restorative processes
2. Continuous evaluation

Project Implementation Action Plan

Project Task Framework

Organizational Systems Change to Train and Support Teachers:
Classroom Relational and Restorative Processes

- Develop systems that support skill development for teachers
- Coaching and modeling systems that offer opportunities for teachers to facilitate, model, and practice skill sets required to achieve implementation fidelity
- Ongoing PLC systems for teachers to reflect and examine information required to guide the skill development process
- Multiple staff and trainer leaders to support the implementation process
- Modeling, coaching and performance feedback in the actual classroom where the implementation will be applied
- Multiple teaching staff building leadership (Grade level cycle team leaders system support)

Grade Level Cycle Teams: Project Implementation Action Plan Schedule

Relational and Restorative Processes in the Classroom: The Affect System (Expression of Emotion)

Project Name _____ **School** _____

Quarter Begin _____ Quarter End _____ School contact person: _____
School climate standards to address: Staff-Student Relationships

Start Date _____ End Date _____ Circle Trainer, Dr. Sandra P. Mann
Timeframe: _____

Project Task	Responsibility	TIME LINE: WEEKS										% Complete	Evaluation		
		1	2	3	4	5	6	7	8	9	10				
• Schoolwide Staff: Grade Level Cycle Teams Plan, Do, Study, Act PLC training	Trainer	X													Presentation Evaluation Form
• Grade Level Cycle leads (K-2, 3-5): Ongoing Restorative training on relational and restorative processes (PLC) – support and extend coaching and training to other grade level teachers	Trainer/ Grade cycle leads		X		X		X		X		X		X		Study Results, Reflection/ PLC
• Grade Level Cycle leads (6-8): Ongoing Restorative training (PLC) – support and extend coaching and training to other grade level teachers	Trainer/ Grade cycle leads		X		X		X		X		X		X		Study Results, Reflection/ PLC
• Teacher facilitator: Development of shared agreement in their classrooms: Classroom-based modeling	Trainer/Teacher			X	X	X	X	X	X	X	X	X	X		Observation
• Trained circle facilitator: classroom based modeling and coaching: Teachers: Observe co-lead and facilitate relational and restorative processes (rotation lead)	Trainer/Teacher			X		X			X			X			Pre/Post Survey Testimonials
• Trainer/teacher co-facilitator: Modeling and reinforcing restorative effect systems: Classroom weekly circles	Trainer/Teacher		X	X	X	X	X	X	X	X	X	X	X		Pre/Post Survey
• Trainer and Grade Level cycle teachers monitor progress and facilitate Plan, Do, Study, Act PLC to study results, reflect, and plan next steps	Trainer/Teacher		X	X	X	X	X	X	X	X	X	X	X		Progress Report
• Attend/co-facilitate ongoing Restorative training sessions on relational and restorative processes (PLC)	Trainer/Teacher		X	X	X	X	X	X	X	X	X	X	X		Presentation Evaluation Form

PLC Study Process Model

Study Results, Reflection and Next Steps (PLC) Actions

SCHOOL NAME: _____

Use this worksheet as a way to reflect on your current plan and how you will prepare for the next Action Steps

REFLECTION AND DISCUSSION	NEXT STEPS
(What went well) Improvement Areas: What were the key issues that you identified?	What additional coaching do you need to meet your goal?
Study Results: Improvement Areas: What was the Goal that you set out to achieve? Were you successful?	How will you deliver a more restorative approach rather than reactive discipline to improve classroom practice?

NOTES:

GOOD IDEAS DURING RELECTION THAT CAN BE USED IN YOUR CLASSROOM PRACTICE:

TO DO/THINGS TO FOLLOW UP ON: