

Logic Model: Teacher Leadership Summit

Problem Statement: Restorative practices, designed to build peaceful communities through problem-solving, are growing but not deeply embedded in all parts of the Norwood Elementary School community.

Goal: To model effective restorative practices throughout the larger learning community.

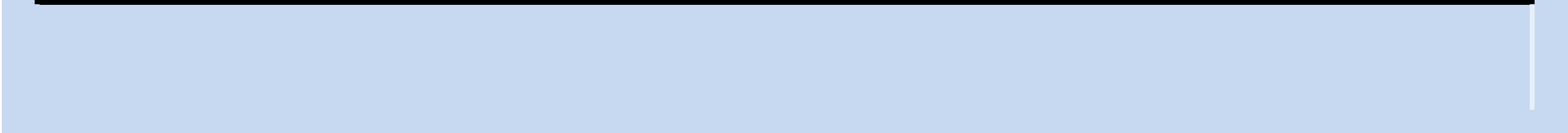
<u>Rationale:</u>	<u>Inputs:</u>	<u>Activities:</u>	<u>Outputs:</u>	<u>Outcomes:</u>
<p>The students at Norwood, a school with a 70% free and reduced lunch population, face enormous trauma and social challenges. This teacher-led project to model a mindful community provides a way for students, teachers, and families to become agents in their own lives in peaceful and constructive ways. This project will benefit teachers by developing their leadership capacities and their efficacy in building student capacity for learning and social</p>	<p>International Institutes of Restorative Practices-trained teachers and administrator</p> <p>Learning Center Partnership w/ Towson University</p> <p>Virtues Language Training for entire staff</p> <p>Restorative Practices Rubric developed for instructional rounds within the school</p> <p>Student Bullying and Safety Survey data collected every quarter</p> <p>Baseline and benchmark data on student discipline</p> <ul style="list-style-type: none"> • # of referrals; • # of repeated referrals; • # of missed minutes from the classroom) 	<p>TEACHERS</p> <p>Enhance monthly data literacy work sessions with teacher teams to collect and create action steps to build culture-changing processes in our classrooms and school (using qualitative and quantitative data sets)</p> <p>Focus Ed Camp on Problem-Solving Circles based on teachers’ needs with professional development and restorative practices (i.e., justice circles, relationship-building activities, virtues language, community circles, etc.)</p> <p>Conduct interactive workshops with Kennedy Krieger Institute presenters to understand the rationale for why the restorative practices work, in light of brain research</p>	<p>1 month:</p> <p>TEACHERS: Plan developed to implement Problem-Solving Circles</p> <p>COMMUNITY: Craft action plan with the fist Norwood—Towson University Learning Center Steering Committee meeting, to be held March 7</p> <p>3 month:</p> <p>STUDENTS: Showcase in portfolios the evidences of restorative practices</p> <p>Begin brain-based self-awareness activities with targeted groups of students (our “stressed student” population)</p> <p>TEACHERS: Create a collaborative and convincing rationale for Norwood’s restorative practices:</p> <ul style="list-style-type: none"> • Applying relevant theoretical approaches to building a caring and constructive classroom culture • Emphasizing evidence from neurological research of stress and restorative practices 	<p>Short Term: 1 year</p> <p>Designation as a National School of Character (determined by May 2016)</p> <p>Continue to build the culture restorative practices</p> <p>Collect evidence of student character growth and development as measured by the Student Character Growth Cards</p> <p>Medium Term: 2 years</p> <p>Empower students to use restorative practices in new grades and schools—students using their voices</p> <p>Showcase restorative practices to the educational community—teachers teaching teachers</p> <p>Develop new assessment tools (survey/interview questions/frame for instructional rounds) to assess</p>

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<p>growth. In addition, educators outside of Norwood Elementary will benefit as the school is becoming a Learning Center that will showcase innovative teaching and learning approaches for other educators in the district and surrounding universities.</p>	<p>Designation as a State School of Character</p> <p>Designation as Maryland Center for Character Education (MCCE) school of the year</p> <p>Recognition of Principal Pat Goldys as Baltimore County Public Schools Principal of the Year (2014-15)</p> <p>Participant in pilot of the National Board Principal Certification Program</p> <p>Kennedy Krieger Institute presentations about neuroscientific implications for stress and the brain with mindfulness and restorative practices</p> <p>Coaching of Norwood’s teacher-leaders by recognized scholar in teacher-leadership and teachers’ collaborative, job-embedded professional development</p>	<p><u>STUDENTS</u></p> <p>Produce multi-modal presentations using appropriate technology to reflect on their learning as the classroom culture shifts</p> <p>Institute journaling as a restorative practice</p> <p>Extend student creative writing of social stories to teach their peers about interpersonal skills and problem-solving, strengthening cultural competency/proficiency</p> <p><u>FAMILIES</u></p> <p>Conduct Restorative Circles for families in crises</p> <p><u>COMMUNITY</u></p> <p>Serve as a Learning Center model school for university teams and school teams:</p> <ul style="list-style-type: none"> • See demonstration lessons; • Join planning sessions; • Co-teaching opportunities to trade places, reflect, and provide feedback for one another 	<ul style="list-style-type: none"> • Incorporating impact through accounts of real classroom and school experiences <p>6 month:</p> <p><u>TEACHERS:</u> Institute restorative practices emerging in place of behavior plans</p> <p><u>FAMILIES:</u> Explain and showcase restorative culture to families at Back-to-School Night and at First Day Celebrations</p> <p>Years 1-3:</p> <p>Collect data from yearly student, teacher, and parent focus groups on impact of restorative practices</p> <p>Develop teachers’ capacity to teach other teachers about restorative practices and their impact on students and colleagues, i.e. design workshops, become coaches, create model practices for instructional rounds</p>	<p>students’ awareness, use, and transfer of restorative practices</p> <p>Long Term: Beyond 2 years</p> <p>Institutionalize restorative practices across our school system and university partnerships in preparing pre-service teachers through veteran teachers</p> <p>Develop and implement plans to bring power of restorative practices to policy makers locally and nationally</p> <p>Co-construct curricular materials at the university and school level to incorporate restorative practices</p> <p>Publicize the “Norwood Story” through social media, research articles, news stories, and opinion pieces (editorials, blogs, and so forth)</p>
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Student Impact: (If..., then...) If we deepen and institutionalize restorative practices school-wide, students, teachers, and families will be empowered to solve problems that arise in our learning community and beyond.

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