

Benevolent Behaviours Initiative



Prepared for: CSDM

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SUMMARY

Business Need

The CSDM needs to find a way to promote and cultivate a holistic and positive atmosphere¹ which teaches students to respect others, take the time to listen, be tolerant, accept differences and show empathy². Essentially, a positive classroom climate³ is needed in order to begin modelling and promoting the behaviours the CSDM wishes to see in its students.

¹ Peace Grantmakers Network. (2015). SHARE: The Great Educational Technology Challenge. Retrieved from <http://www.peacegrantmakers.ca/project/share02/en/>

² Beaumont, C. (2014,). Miser sur le pouvoir d'action du personnel educative. Retrieved from <http://www.peacegrantmakers.ca/project/share02/en/>

³ Commission Scolaire de Montreal. (2015). Directives Defi SHARE 2015. Retrieved from <http://www.peacegrantmakers.ca/project/share02/en/>

BACKGROUND

Jimmy

Jimmy is a typical high school student who gets decent grades and usually stays out of trouble. However, he is stressed out when he's at school. He does not know his teachers that well and none of them seem to know his name. He feels like he is under constant surveillance since the installation of the CCTV cameras on the buses and in the schools. He is often teased off school property by his classmates and comes to school a little bit on the edge. He is worried that he will make a mistake one day and get suspended or worse, expelled and this stress is starting to take its toll on him.

Jimmy's Friends

Mario is a senior at his high school. He has had a history of discipline problems throughout his school career. However, he typically gets good grades, looks out for his friends and is the star player on the basketball team, which is his only involvement in the school outside of taking classes.

Hala is new to her high school and neighbourhood. She is a recent immigrant to Canada, but speaks French fluently. She is struggling in many of her classes and is having trouble fitting in. Before moving to Canada, Hala was involved in many school related activities, including the debate team. She has several classes with Jimmy and they often ride the bus together to school.

Annie just entered high school, is an exceptional student, and is on student council. She helps her peers as a tutor and has received awards in her community for her volunteer work. She is often teased by her brother and his friends for being a 'worker bee' but she doesn't pay attention. There are too many things to do!

Jimmy's Teachers

Marta is a new teacher at the CSDM and is open to trying out the newest techniques in classroom management and learning from her colleagues. She does not have a lot of experience yet, but she is energetic, engaging and relates well to her students and coworkers. She will be Jimmy's math teacher at his high school next semester.

Jean is a teacher with 7 years experience at the CSDM and has developed his own way of classroom management based on his prior experiences as a youth counsellor. Often his classroom is filled with students at lunch who are there to chat with him or other students who happen to drop by. He is teaching Jimmy history. Jimmy used to drop into Jean's classroom at lunch time, but lately he has been absent.

Marguerite is a science teacher with 20 years experience at the CSDM and is Jimmy's home room teacher. Her classroom management techniques of zero tolerance were developed on her own in the first 5 years of teaching at the school and have been adopted throughout the school, which enjoys a fairly low suspension and expulsion rate, but little involvement in extracurricular activities.

Cause Analysis - Teachers

<i>Performance Factors</i>	<i>Current Performance</i>	<i>Ideal Performance</i>	<i>Gaps</i>
Information	<ol style="list-style-type: none"> Teachers receive little feedback on performance No specific guidelines exist for teachers to use as models 	<ol style="list-style-type: none"> Timely feedback is provided to teachers on their performance Clear and specific guidelines on behaviour modelling exist 	<ol style="list-style-type: none"> Lack of timely feedback Lack of guidelines
Resources	<ol style="list-style-type: none"> Time is lacking for extra interventions Processes and procedures do not exist to support students on behaviour 	<ol style="list-style-type: none"> Teachers have time to teach subject and model behaviours Processes and procedures available 	<ol style="list-style-type: none"> Time Processes and Procedures to follow in order to support students
Incentives	None	None	None
Knowledge/Skills	<ol style="list-style-type: none"> Some teachers may lack necessary skills to be a role model 	<ol style="list-style-type: none"> All teachers possess the skills to role model appropriate behaviours 	<ol style="list-style-type: none"> Some teachers are unable to act as role models
Capacity	None	None	None
Motives	<ol style="list-style-type: none"> Some teachers may not understand benefits of role modelling behaviours 	<ol style="list-style-type: none"> All teachers understand the benefit of appropriate role modelling of behaviours 	<ol style="list-style-type: none"> Not all teachers understand the need for the appropriate role modelling of behaviours

Cause Analysis - Student Environment

<i>Performance Factors</i>	<i>Current Performance</i>	<i>Ideal Performance</i>	<i>Gaps</i>
Information	<ol style="list-style-type: none"> Specific guidelines to promote an inviting community-oriented atmosphere are lacking Prosocial development progress is not tracked 	<ol style="list-style-type: none"> Students have guidelines and expectations which they understand Prosocial development is tracked 	<ol style="list-style-type: none"> Students require guidelines of proper behaviours and conflict resolution Prosocial development must be tracked
Resources	<ol style="list-style-type: none"> Lack of time and resources allocated to promote community atmosphere No processes or procedures available to support students build prosocial skills 	<ol style="list-style-type: none"> Students have time and resources to support their own participation in the school community Students have processes and procedures to help guide them 	<ol style="list-style-type: none"> Students need the time and resources to learn the behaviours expected of them and apply the processes and procedures in order to see their benefit
Incentives	<ol style="list-style-type: none"> Incentives are applied on an individual basis School activities do not specifically enrich prosocial behaviours Community atmosphere is lacking in some schools 	<ol style="list-style-type: none"> Incentives for groups of students to collaborate and succeed are used Students' daily lives are enriched to make them part of community All schools support students to succeed 	<ol style="list-style-type: none"> Need for incentives for groups of students to succeed Students' daily lives need to be enriched to promote school community All students need to feel they belong and can rely on others to help them succeed

Cause Analysis - Individual Students

<i>Performance Factors</i>	<i>Current Performance</i>	<i>Ideal Performance</i>	<i>Gaps</i>
Knowledge/Skills	<ol style="list-style-type: none"> 1. Students generally lack fully formed prosocial skills 2. Social mentoring not part of curriculum 3. Students do not know roles and expectations of teachers 	<ol style="list-style-type: none"> 1. Students and trained and supported to exhibit prosocial skills 2. Social mentoring is part of curriculum 3. Students understand appropriate behaviour of their teachers 	<ol style="list-style-type: none"> 1. Students need to be supported to learn prosocial skills 2. Student mentoring must be part of curriculum 3. Students must understand roles and expectations of teachers
Capacity	None	None	None
Motives	<ol style="list-style-type: none"> 1. Students may not be aligned with school community, have no stake in its success 2. Not all students are invested in success of others 	<ol style="list-style-type: none"> 1. Students want to see the school, themselves and others succeed 2. Students skills are valued and used to support the school and peers 	<ol style="list-style-type: none"> 1. Students must want to see their school, themselves and others succeed 2. Students must understand they are valued and have skills that can help the school and others

Jimmy and his Friends

Jimmy is a typical high school student who gets good grades and usually does not get into much trouble. Lately, he has been involved in volunteering for a fundraising campaign as part of his school's Meals on Wheels program. During the campaign, he has gotten to know Annie and Mario who are both in different grades and has been getting to know a new teacher he will have next semester, Marta. He knows this support is there for him when he needs it and he can rely on these new friends when he has problems at school, at home or with homework. As a result of his new confidence, he is going to try out for the school play.

Recommended Solutions - Environment

Solutions	Teachers	Students
Information	<ol style="list-style-type: none"> 1. Provide timely feedback to teachers on their and their students' performance 2. Teachers go through the process of developing their own code of conduct which will be presented to students for ratification 3. Provide clear guidelines for teachers regarding their and their students' expectations 	<ol style="list-style-type: none"> 1. Students will clearly understand the rules, expectations and consequences of their actions as they will be supported to develop their own code of conduct 2. Students will understand the rules and expectations of their teachers and administrative staff.
Resources	<ol style="list-style-type: none"> 1. Allow teachers the time to model and practise behaviours with students 2. Provide specific models of behaviour and processes to use to support the expectations of students in resolving their own differences 	<ol style="list-style-type: none"> 1. Students will be afforded the time, tools and support of teaching staff to resolve their own conflicts and practise proper behaviours 2. Students will have processes and procedures to rely upon when dealing with difficult situations and can rely on staff support
Incentives	<ol style="list-style-type: none"> 1. Determine a career growth path for teachers that includes prosocial skills modelling and convey this information at the time of hiring 	<ol style="list-style-type: none"> 1. Students will have a 1-hour volunteering requirement to be completed in school 2. Each classroom will be split into workgroups which are responsible for their own collective performance 3. Consequences of poor behaviour will be holistic and appropriate to infraction. Teachers and students will have authority to determine whether a consequence is appropriate in a given situation

Recommended Solutions - Individual

<i>Solutions</i>	<i>Teachers</i>	<i>Students</i>
Knowledge/Skills	<ol style="list-style-type: none"> All teacher will be trained in how to model proper behaviours and support students to do so for themselves 	<ol style="list-style-type: none"> Students in senior years are paired with new students to mentor them on school conduct and act as a go-to person to help them navigate the building and system
Capacity	None	None
Motives	<ol style="list-style-type: none"> Teachers must understand the benefits of classroom management, but also of their students in supporting their prosocial growth Teachers must believe their own behaviours can have a positive influence on their students 	<ol style="list-style-type: none"> Students must see their school as a community they are a part of and that they take value in

Objectives & Summative Evaluation Tools

<i>Organizational Needs</i>	<i>Impact Objectives</i>	<i>Impact</i>
Need to reduce frequency and severity of aggressive acts among students, among teachers and between teachers and students	Reduce frequency of aggressive acts by 25% in the next 6 months	Compare statistics from previous years to 6 months, 12 months and 18 months after implementation
<i>Performance Needs</i>	<i>Application Objectives</i>	<i>Application</i>
Teachers need to model behaviours in order to reinforce how students are expected to act	Teachers will model behaviours expected of students	After 3 months, conduct a survey to ask students if their teachers are modelling appropriate behaviours, teachers complete a similar self assessment
Students need to take an active interest in the school and must take a role in its and their own success	Teachers will support students to make appropriate decisions when troubling situations occur	After 3 months, conduct a survey to ask teachers if their students are modelling appropriate behaviours, students complete a similar self assessment
	Teachers will develop a code of conduct for themselves before start of new school year	At beginning of school year, students must ratify teachers' code of conduct
	Students will develop a code of conduct for themselves in first month of school year	After 1 month, teachers must ratify students' code of conduct
	Teacher will evaluate students on their interpersonal and group work skills	Teachers will include on report cards evaluation on interpersonal and group work skills
	Students will volunteer 1 hour per week at school	After 1 month, determine volunteer rate at school
	Students will evaluate code of conduct and determine appropriate consequences when an infraction occurs	After 6 months, determine whether there has been a clear reduction in aggressive acts using stats and a survey to determine atmosphere

Objectives & Summative Evaluation Tools - Continued

<i>Learning Needs</i>	<i>Learning Objectives</i>	<i>Learning</i>
Teachers need to learn models and techniques to support students' learning of interpersonal skills	After initial intervention, teachers will be able to model appropriate behaviours, support each other and support students	Teachers will be able to identify appropriate and inappropriate behaviours in themselves, peers and students
Teachers need the confidence that the skills they are learning will be useful to properly teach students	After initial intervention teachers will be confident to stick to using the skills learned	After initial intervention, teachers will be asked if they feel confident in using the skills they have learned
Students need a sense of belonging, involvement and interpersonal skills	Students, through meaningful school activities, will learn the skills and sense of belonging necessary	After 1 and 6 months, ask students to rate their sense of belonging, involvement in school activities and interpersonal skills on a 5 point Likert scale
Students need the confidence that everyone is buying into the initiative and there's support from teachers	Students will be able to consult with teachers on how to resolve conflicts appropriately	After 1 month, ask students if they can rely on teachers to support them and others to act appropriately
<i>Preference Needs</i>	<i>Reaction Objectives</i>	<i>Reaction</i>
Both teachers and students need to be aware of the benefits of interpersonal skills and prefer this new approach to the current approach	Both teachers and students positively respond to the initiative and see it as beneficial to their situation	After teachers learn modelling skills, ask them in a survey if they believe creating their own code of conduct and one for students will have a positive effect, whether they believe students volunteering will help build a sense of community and whether they believe their actions can have a positive impact on the lives of their students
		After students learn of the new policies and develop their own code of conduct, ask them if they believe these policies will have a positive impact on the school, whether they intend to participate in the school as expected and whether they believe their actions can have a positive impact on others.

TIMELINE

August 2016

Three Day Workshop on Training Teachers on Role Modelling Appropriate Behaviours

Teachers in Each School Collaborate on their Code of Conduct

Teacher are Given Materials on Expected Outcomes, How to Support Students

September 2016

Students and Teachers Develop Student Codes of Conduct for Each School

Students Begin Volunteering at School Each Week

Classrooms are Split into Workgroups

Peer Mentoring Begins

Preference Needs and Learning Needs #1 Evaluation Completed

October 2016

Review of Codes of Conduct

Review of Volunteering Rates

November 2016

Learning Needs Evaluation #2 Completed

January 2017

Performance Needs Evaluation #1 Completed

April 2017

Organizational Needs Evaluation #1 Completed

Performance Needs Evaluation #2 Completed

Learning Needs #3 Completed

August 2017

Organizational Needs Evaluation #2 Completed