



## Detailed Design

Prepared for: CSDM

Prepared by: Mat Schatkowsky, President

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## DETAILED DESIGN - WORKGROUP CREATION

**Including Poster, Trifold Handout and Report Card Insert**

### **Implementation Schedule**

In September 2016, with the assistance of students, the teachers in each high school will explain to the students of the new classroom layout format and the expectation of their involvement in group work and supporting each other, through mentoring and collaboratively solving problems. They will also show the students a copy of the Group Work, Participation & Collaboration Evaluation report card insert and explain to the students that they will be filling one of these out as a self evaluation, as will the teacher and both will be presented to their parents when report cards are issued.

As part of the Implementation meetings before the school year begins, teachers will receive the attached trifold handout and each school will receive a poster to be hung in each teachers' lounge in each school. Enclosed in the following pages is the trifold handout, the poster and report card inserts.

Teachers are encouraged to review the materials referenced in the trifold handout and to explain the rationale of taking ownership of the classroom to students.

### **Communication Medium**

Teachers will be encouraged to conduct classroom discussions regarding the reorganization of desks and tables in each classroom, trying to lead students to come to the conclusion that this new layout will benefit them in their students and socialization. Students should be encouraged to participate in the discussion and the reorientation of desks and have an opportunity to review the new insert to be included in their report cards. The details in the report card inserts are to provide guidance to the students as they will be expected to fill out a self assessment at the end of each term. This self assessment and the one completed by their teachers will be delivered to the parents and will be part of the conversation at parent-teacher meetings.

This approach in the classroom will encourage teachers to present relevant activities, which will engage students to learn together, ask questions and empower students. Students will learn on their own, together, and with the support of their teachers and demonstrate the lessons learned through meaningful activities (Brooks & Grunion Brooks, 1999).



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## EMPOWERING STUDENTS

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It is “student empowerment and autonomy” an important factor in creating “actively and interactively involved students” where a negotiated curriculum... redistribution of power, control and responsibility all contribute to...a situation where learning thrives” (Gray, 1997).

### References

- Brooks, M.G., & Grennon Brooks, J. (1999, November). The courage to be constructivist. *The Constructivist Classroom*, 57 (3),18-24.
- Brown, J. S., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. *Educational Researcher*, 18 (1), 32-42.
- Gray, A. (1997). Constructivist teaching and learning. SSTA Research Centre Report. Retrieved from <http://www.saskschoolboards.ca/old/ResearchAndDevelopment/ResearchReports/Instruction/97-07.htm>
- Gurney, A. & Selda, A. (2012). Effective learning environments in relation to different learning theories. *Procedia - Social and Behavioural Sciences*, 46 (2012), 2334-2338.

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## CLASSROOM LAYOUT

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Taking a constructivist approach to teaching students begins with a layout that encourages students to rely on each other.





*Building relationships and taking ownership over one's school environment is essential*

As described by Brown, Collins and Duguid (1989), when authentic tasks or those students take part in that have a practical application to the outside world “become classroom tasks” and in turn “part of the school culture.”

This is useful on both sides of the argument. For students to take part in tasks or activities in school which do not reflect the wider culture around them, they are not being properly socialized.

However, if they do take part in tasks which reflect the world around them, they can and will learn, and quickly.

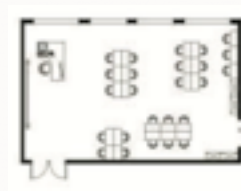
# LAYOUT DESIGNS

Any of the Layouts below are a perfect option to support the Benevolent Behaviours Initiative



## EXPLORATION

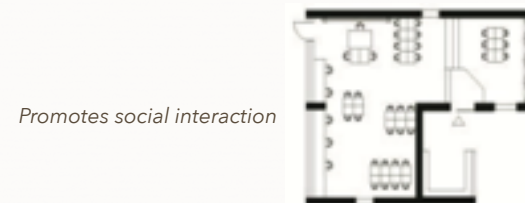
Perfect for classrooms where students need to explore, manipulate, experiment, question or search for answers. Spaces are provided for Group or individual work.



*Perfect for group and individual work*

## PRIVATE WORKSPACES

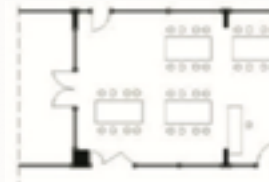
For students who are expected to build on their knowledge, this layout provides space for semi-private study and promotes social interaction



*Promotes social interaction*

## PROCESS LEARNING

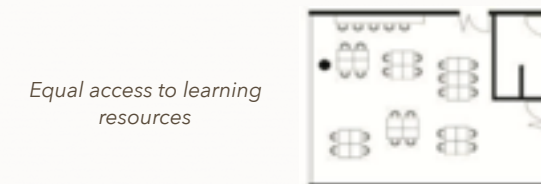
A great layout where students can approach learning as a process grounded in experience. Provides students a chance to develop social learning skills



*Promotes social learning skills*

## PEER SUPPORT

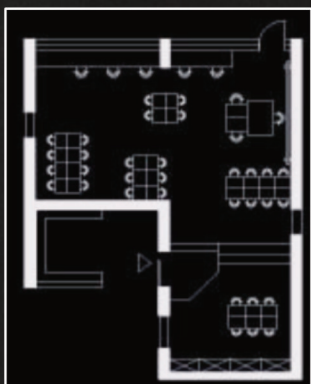
Designed for classes where students are expected to learn from one another, develop relationships and have equal opportunity to access resources



*Equal access to learning resources*

# Classroom Layout

## 4 SOLUTIONS TO PROMOTE BENEVOLENT BEHAVIORS



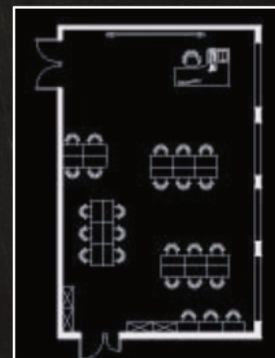
### PRIVATE WORKSPACES

For students who are expected to build on their knowledge, this layout provides a space for semi-private study and promotes social interaction



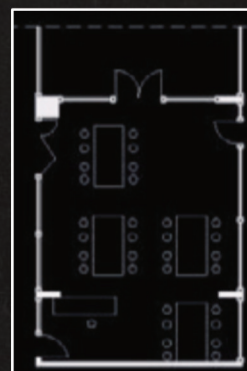
### EXPLORATION

Perfect for classrooms where students need to explore, manipulate, experiment, question or search for answers. Spaces are provided for individual and group work



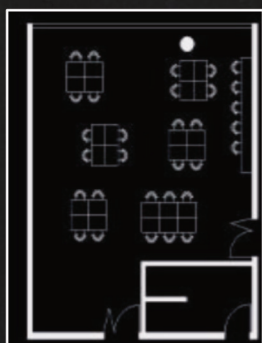
### PROCESS LEARNING

A great layout where students can approach learning as a process grounded in experience. Provides students with a chance to develop social learning skills



### PEER SUPPORT

Designed for classes where students are expected to learn from one another, develop relationships and have equal opportunity to access resources



# Group Work, Participation & Collaboration Evaluation

Student Name \_\_\_\_\_  
Teacher \_\_\_\_\_  
Class \_\_\_\_\_  
Date \_\_\_\_\_

## Collaboration

- accepts various roles and an equitable share of work in a group
- builds appropriate peer-to-peer relationships
- works with others to resolve conflicts
- builds consensus to reach group goals



## Think Interdependently

- realizes that a group can accomplish more than an individual
- listens to and strongly considers the ideas of others
- is sensitive to the needs of others and offer help
- assumes shared responsibility for collaborative work



## **Problem Solving**

- recognizes similarities between past experiences and current challenges
- shifts gears if a plan isn't working
- knows what he/she doesn't know and what he/she does know
- reflects critically on learning experiences



## **Flexibility**

- adapts to varied roles, jobs, responsibilities, schedules and contexts
- changes mind when new data is presented
- understands there are multiple correct ways to solve a problem
- uses a repertoire of strategies to solve problems if one isn't working



## **Self Directed Learning**

- demonstrates initiative in mastering skills and expanding learning opportunities
- views failure as an opportunity to learn, is resilient
- uses time to manage workload efficiently
- balances the short term and long term goals of class effectively
- Enjoys figuring out problems without teacher assistance
- Appears compelled, enthusiastic and passionate about learning, inquiring





## **Social Interaction**

- knows when it's appropriate to listen, speak
- is respectful of others, their ideas and values
- appreciates and understands others' humour
- can laugh at situations and him/herself
- can communicate to new people effectively



## **Responsibility**

- inspires others to be their best through being a good example
- shows integrity and ethical behaviour
- acts responsibly with the interests of the community in mind
- shows empathy



### References

- Lyons, Keith. (2012). 21st Century skills progress report. Retrieved from <http://keithlyons.me/wp-content/uploads/2013/01/21st-century-skills-report-card.pdf>
- Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Retrieved from <https://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>





## DETAILED DESIGN - TEACHER FEEDBACK

### Including Sample Emails, Evaluation Meeting Script

#### Implementation Schedule

As incidents occur, a short email (see below) will be sent to teachers, noting the date of the incident. In this email, teachers will also be given an opportunity to speak to their vice principal responsible to debrief.

On a monthly basis, teachers will be given a version of the email and report below as a progress report. As before, if teachers feel they would benefit from a debriefing, they can contact their vice principal. If the situation warrants, the teacher will be asked to speak to the vice principal as a performance review.

At the end of the school year, the teachers will all have an opportunity to reflect on their school year and to review their evaluations by students and their incident reports. They will also be asked how they feel based on these details and to reflect on how to improve for the next year.

#### Communication Medium

For this intervention, the communication medium will take a couple of different modes. For the initial feedback to teachers in response to incidents involving students and for the monthly incident reports, these will be delivered by email from their Vice Principal. If these teachers wish for a debriefing, or if there has been a history of incidents said teachers have been a part of, then an in person Performance Review will be warranted and conducted with the Vice Principal.

For Performance Reviews conducted at the end of each school year, these will be done in person in a meeting involving the Vice Principal and teacher. These reviews are conducted to debrief the teachers on their performance during the past year, discuss their evaluations by students and any incident reports from the past year and to build a plan or at the very least discuss a plan for performance improvement. The included script for these meetings is intended to assist in setting the tone of the meetings and to guide Vice Principals in asking appropriate questions to lead the teachers to their own acceptable conclusions.



### Sample Email to Teachers Following an Incident

To:  
From: Vice Principal  
Subject: Recent Student Incident

Dear \_\_\_\_\_

On the date of \_\_\_\_\_ you were involved in an incident involving (a student, a colleague).

If you would like to discuss this incident, please feel free to contact the vice principal and a meeting will be arranged.

Thank you for your time,

Vice Principal

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### Sample Email to Teachers Following an Incident Resulting in a Suspension or Expulsion

To:  
From: Vice Principal  
Subject: Recent Student Incident

Dear \_\_\_\_\_

On the date of \_\_\_\_\_ one or more of your students you were involved in an incident resulting in suspension/expulsion.

If you would like to discuss this incident, please feel free to contact the vice principal and a meeting will be arranged.

Thank you for your time,

Vice Principal

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## Sample Monthly Email to Teachers Regarding Incident Statistics

To:  
From: Vice Principal  
Subject: Monthly Incident Report

Dear \_\_\_\_\_

For the month of \_\_\_\_\_, 2016, there were:

- \_\_\_\_\_ Incidents in our school district
- \_\_\_\_\_ Incidents in our school
- \_\_\_\_\_ Incidents involving a student in one of your classes

and

- \_\_\_\_\_ Suspensions in our school district
- \_\_\_\_\_ Suspensions in our school
- \_\_\_\_\_ Suspensions involving a student in one of your classes

If you would like to discuss the statistics above, please feel free to contact the appropriate vice principal.

*(NOTE – if the statistics are high, the teacher will be asked to speak to the vice principal for a performance review/evaluation meeting)*

Thank you for your time,

Vice Principal



### Script/Sample Questions for Evaluation Meetings

1. How do you feel the past year has progressed?
2. Have you had any challenges in the past year with students or curriculum?
3. Is there anything you would like to change?
4. As you know, students were asked to conduct an evaluation of your performance as per the code of conduct implemented at the beginning of the school year. These are the results:
5. Do you have any questions or comments regarding this evaluation?
6.
  - a) In the past school year at our school , there were \_\_\_\_\_ incidents and \_\_\_\_\_ suspensions or expulsions. Involving students in your classes, there were \_\_\_\_\_ incidents and \_\_\_\_\_ suspensions or expulsions.
  - b) If this is good – What steps are you taking, or how are you interacting with students that makes things work so well?
  - c) If this is not good – Can you please explain the circumstances of your classroom and how you would do things differently to improve these statistics?
7. Is there any type of training you would like to participate in over the course of the next year? Why or why not?
8. What do you hope/plan to happen in the next year in your classes? The school?