

Restorative Practices and the Charlotte Danielson Framework for Teaching

While teachers who use circles to facilitate learning understand their effectiveness, it's imperative that administrators and others tasked with evaluating teaching practices realize how using circles to teach aligns to the Charlotte Danielson Framework for Teaching. The following list illustrates this:

Domain 1: Planning & Preparation	1B. Demonstrating Knowledge of Students The circle process facilitates the acquisition of knowledge about students, allowing for the development of meaningful relationships. This gives teachers the ability to place students' narratives at the heart of the classroom community and allows those narratives to inform the teacher's planning and preparation of relevant lessons.
	1C. Setting Instructional Outcomes The circle process allows teachers to assess background knowledge honestly and openly. This can guide the teacher's work in planning for academic outcomes. Formative assessment in circle allows the teacher to better gauge whole-group progress and subsequently modify curricula to meet the needs of diverse learners.
Domain 2: Classroom Environment	2A. Creating an Environment of Respect and Rapport The circle process allows for the Identification of values to lay a firm foundation of classroom community. Furthermore, we can use the circle process to develop shared agreements to guide the interactions within a classroom.
	2B. Establishing a Culture for Learning Shared agreements allow students to be held accountable to one another and create an environment in which students feel safe and supported enough to share their concerns or academic struggles. Students are able to see the value of academic content because they see their lived experiences reflected in the material.
	2C. Managing Classroom Procedures The use of talking pieces, shared agreements and centerpieces all promote a classroom environment reliant on procedures. Those procedures are in place to allow for students to better develop relationships with one another and promote a sense of safety for students.
	2D. Managing Student Behavior Shared agreements allow for the management of student behavior based on shared values rather than the expectations of the individual teacher alone. Peers become empowered to hold themselves and others accountable to the agreements of the group, relieving the teacher from being the sole enforcer of those expectations.
	2E. Organizing Physical Space

	<p>The circle allows the teacher to create a classroom environment that prioritizes interpersonal connection by physically removing barriers. Equitable and supportive of shared voice, circles literally and figuratively place the teacher at the same level as the students.</p>
<p>Domain 3: Instruction</p>	<p>3A. Communicating with Students Teachers communicate WITH students, not TO them. Student input is valued and incorporated into the development of learning intentions and success criteria, providing clear directions and explanations.</p>
	<p>3B. Using Questioning and Discussion Techniques Circles allow for more meaningful discussion and promote deeper student engagement by allowing students to more easily connect with one another and their shared experiences. The understanding by design framework can be easily integrated into circle instruction through the use of a scaffolded line of questioning meant to guide students to the intended outcome.</p>
	<p>3C. Engaging Students in Learning Circles place the student at the forefront of the learning process by allowing them to facilitate discussions amongst one another in a structured way. Student-led circles seamlessly integrate academic and social-emotional learning in a way that turns any topic into an opportunity for academic and personal growth.</p>
	<p>3D. Using Assessment in Instruction Sitting in circle allows teachers to listen more authentically to honest student feedback and check for understanding.</p>
	<p>3E: Demonstrating Flexibility and Responsiveness Circles give teachers the ability to adjust lessons based on student needs. In circle, the teacher is constantly checking-in with student and placing the emphasis on their needs as opposed to the teacher's expectations.</p>