

Restorative Practices through an MTSS Framework

Proactive Community Building Circles Facilitator Reflection Tool

(Adapted from RENEW Coaches Training & Participatory Adult Learning Strategy (PALS II))

Facilitator: _____ Class: _____

Observer/Coach: _____ Date: _____

Directions: This tool is designed to be utilized by a Restorative Practices Facilitator to reflect on his/her own practice. As a coaching tool, it can also be completed by a Restorative Practices Coach and then compared/reviewed in person with the facilitator at various intervals throughout the year (frequency to be determined by teams). The tool should be completed directly after leading a Proactive Community Building Circle.

Rating Scale		1= Yes, the skill was utilized consistently 2= Skill was sometimes utilized but not consistently 3= Skill was not used appropriately or opportunities were missed 4= Skill was not utilized at all 5= N/A no opportunity to utilize the skill	
To what extent were the following practices/skills utilized?		Rating	Example/Comment/Reflection
CRITICAL COMPONENTS OF CIRCLES	Physical Space	1. The physical environment was structured like a circle with nothing obstructing the space inside	
		2. Circle agreements were posted or referenced and are in alignment with the school-wide Expectations	
		3. A clearly definable talking piece was utilized during the circle	
	Process	4. There was a clearly defined opening to the Circle process (i.e. mindful moment, community building activity, purpose of the Circle stated, etc.)	
		5. Every student was given the opportunity to share feelings, ideas, experiences, etc. openly	
		6. Every person was offered the opportunity to pass	
		7. The circle had a formalized closing	
FACILITATION / RELATIONAL SKILLS/PRACTICES	Relational skills	8. Demonstrates an awareness of group dynamics and utilizes to foster natural group cohesion	
		9. Demonstrates warm and caring attitude and behavior toward youth (and avoids shaming, etc.)	
		10. Uses clear and simple language that ensures all individuals can effectively participate in the process	
		11. Treats all participants with dignity and respect in terms of personal, family, or cultural differences and preferences	
		12. Uses facial expressions and body language that expresses empathy and understanding (looks at the person speaking, summarizes, reflects, appropriately)	
		13. Asks open ended affective questions that facilitate the free expression of emotion from participants	
	Data	14. Displays patience, lets silence occur, and does not talk to fill the space (no more than 15-20% speaking, 80% listening)	
		15. Tracks and documents fidelity data at regular intervals	
		16. Tracks and documents student outcomes at regular intervals	