



Restorative Classroom Practices

Number of Credits: 1*

Course Instructors: Jordan Mix

Course Description:

More and more, schools and districts are moving away from traditional disciplinary practices of top-down authoritarian rule, such as detention/expulsion/suspensions, Saturday school, and corporal punishment, which are largely found to be ineffective, and towards a system of *restorative classroom management* that focuses on justice through mediation and agreement, rather than punishment.

Restorative justice and classroom management empowers students to maintain ownership of the conflicts that they're involved in and come together to resolve them in small groups or with mediators. Restorative justice classroom programs are a fundamental change in the ways we respond to misbehavior and rule violations, and it takes quite a bit of planning to enact. This course will help you understand and explore the tenants of restorative classroom practices, and provide you with ways you can implement these changes in your own classroom, and larger school communities.

Learning Objectives: Upon completion of this course, students will be able to:

- Differentiate between traditional forms of classroom management practices, and those rooted in restorative justice.
- Communicate the benefits of restorative classroom practices.
- Identify best practices for intervening in student conflict and misbehavior.
- Analyze strategies for engaging students in civil discourse.
- Develop an implementation plan to take new learnings back to the classroom.

Resources: you do not need to purchase any texts in order to complete this course. All texts will be provided to you in the course modules.

- Maynard, Nathan. Brad Weinstein, et al. *Hacking School Discipline: 9 Ways to Create a Culture of Empathy and Responsibility Using Restorative Justice*. Times 10. 2019
Maynard and Weinstein outline methods of addressing unwanted student behavior without increasing the numbers of detentions, suspensions, and expulsions. This book provides proven, practical, and easy-to-implement strategies to increase student empathy and engagement while decreasing misbehaviors.
- Milner, H. Richard, et al. *"These Kids Are Out of Control": Why We Must Reimagine "Classroom Management" for Equity*. Corwin. 2018.
This book explores all that classroom learning could be if we are successful in creating culturally responsive learning environments that prioritize creating equitable environments that are safe, affirming, learner-centered, intellectually challenging, and engaging, and, in short, where our students want to be.
- Rerucha, Marisol Quevedo, et al. *Beyond the Surface of Restorative Practices: Building a Culture of Equity, Connection, and Healing*. Dave Burgess Consulting Inc. 2021.
In this book, Rerucha uses research-based frameworks for facing crises with compassion. She leads readers through building a classroom community that is holistic, human centered, and brought to life through actionable and accessible techniques.

- Smith, Dominique, et al. *Better than Carrots or Sticks: Restorative Practices for Positive Classroom Management*. ASCD, 2015.
In *Better Carrots Than Sticks*, Smith provides a roadmap for creating a classroom climate that allows students and educators to work through behavioral issues together. This book will help educators ensure that they are building classroom environments that are welcoming, constructive, and built on student respect.
- Winn, Maisha T., et al. *Justice on Both Sides: Transforming Education Through Restorative Justice*. Harvard Education Press. 2018.
In this book, Winn focuses on ensuring that the needs of all parties are considered when analyzing classroom conflict – both those who harmed and were harmed. Winn uses restorative justice practices to explore how schools and districts can use restorative classroom practices to address inequalities associated with race, class, and gender.

***Course Requirements:** To receive full credit for the course, participants must complete ALL assignments and respond to specific questions outlined in each assignment. Failure to complete all assignments will result in a disqualification in the course and a failing grade.

Other Course Information:

Getting Started

- After registering for the course, you will be sent a confirmation email with your course dates. A few days before your course is scheduled to begin, you will receive an invitation from Canvas Instructure to join your course. Please follow the prompts in that email to log in and access your course.
- Access each assignment through the course home page or the “Modules” page in your course. All assignments will be submitted through the Canvas platform.
- Please save a backup copy of all course assignments and completed work.

Participation

- You are not required to be present (i.e. online) specific days or times. You will work at your own pace. The course is structured in 3 Weekly Units, however all assignments will not be due until the final day of the course.
- All responses will be posted online. Large documents, files, photographs or PowerPoint presentations may be attached as part of your response by using the “Submit A File” option.
- For all discussions you will be asked to respond to your classmates’ posts. If you are the first poster for an assignment, or if there are not yet enough posts for you to respond to the minimum number of posts, you are responsible for returning to lessons you’ve already completed to ensure you are participating in class discussions. Not doing so may result in losing participation points. In the event that you are in a course with three or fewer students, your instructor will reach out with further instruction on meeting participation requirements.
- You may work collaboratively and submit *similar* responses on all assignments except for quizzes which must be done individually. **Under no circumstances may you copy/paste the same response as a classmate**, even if you collaborate on the assignment. Copying and pasting your classmates’ or colleagues’ responses will be treated as plagiarism and may be grounds for failing the course. Please contact your course instructor with any questions.

INTASC Standards that are addressed in this course:

- 2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

- 3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- 4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.
- 5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- 9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professional in the learning community) and who actively seeks out opportunities to grow professionally.
- 10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Check the Iowa Teaching Standards that are addressed in this course:

X	1. Enhance Student Achievement		5. Monitoring Student Learning
	2. Content Knowledge	X	6. Classroom Management
X	3. Planning and Preparation	X	7. Professional Growth
X	4. Instructional Strategies	X	8. Professional Responsibilities

Assignment Checklist

Topic/Activity	In Class	Out of Class
Getting to Know the Class; Additional Readings: Take some time to work through the "getting started" module; watch the welcome video from the instructor, review the Canvas 101 instructions, and peruse the readings for the course under the "files" tab. Before beginning the course, participants are required to score 100% on a quiz on the transcript request procedure.		3 hrs
Week 1 - Getting Started		
Introductions: Participants will review the week 1 introduction from the course instructor before introducing themselves to their classmates in a discussion post. Participants will need to respond to a minimum of two classmates to fulfill all requirements for this assignment.	.5 hr	1 hr
Quiz: What is traditional classroom management? - In this lesson, participants will analyze this history of classroom management using Chapter 1 of <i>"These Kids Are Out of Control"</i> , "Understanding the Landscape of Classroom Management: A Look at History, Theory, and Practice" and Chapter 1 of <i>Better Than Carrots or Sticks</i> , "Punitive or Restorative: The Choice is Yours" to evaluate traditional discipline measures found in classroom across the country. They will take a quiz to ensure their understanding.	1 hr	2 hrs
Discussion: Zero-Tolerance and the "Push-Out" - In this lesson, participants will read Chapter 2 of <i>"These Kids Are Out of Control"</i> , "Connecting Classroom Management and the Cradle-to-Prison Pipeline" and reflect on the ways in which zero-tolerance and other traditional discipline policies perpetuate achievement gaps and disciplinary gaps, in a discussion post. Participants will also use <i>Pushout</i> by Monique W. Morris to guide this discussion, and respond to at least two classmates.	1.5 hr	3 hrs

<p>Discussion: Traditional Discipline vs. Trauma-Informed Practices - In this lesson, participants will gain an understanding of trauma-informed practices and approaches to discipline. This lesson will also provide participants with an understanding of what it means to be “culturally responsive” and they will put cultural responsiveness in conversation with trauma-informed practices in a discussion post.</p> <p>Reading: <i>Beyond the Surface of Restorative Practice</i>, Chapter 1 “Restorative Heartset and Mindset”; “<i>These Kids are Out of Control</i>” Chapter 4 “Classroom Management is About Creating A Caring Environment”</p>	1.5 hr	3 hrs
<u>Week 2 – The Breakdown</u>		
<p>Discussion: Defining Restorative Justice and Restorative Classroom Practices - Participants will read Chapter 2 of <i>Justice on Both Sides</i>, “History, Race, Justice, and Language: Four Pedagogical Stances to Practice Restorative Justice” and will explore the components and history of restorative justice and demonstrate how these ideas might be applicable to school communities in a discussion post. They’ll respond to at least two of their classmates.</p>	1.5 hr	2 hrs
<p>Discussion: Tier I – Participants will unpack the first tier of restorative classroom management, <i>community building</i>. Participants will explore the history of using community building as a measure of preventing conflict and harm, as well as brainstorm ways they can foster a stronger sense of community in their classrooms.</p> <p>Reading: Chapters 1 and 2 of <i>Hacking School Discipline</i>, “Let’s Talk” and “Circle Up”</p>	1 hr	2 hrs
<p>Discussion: Tier II – Participants will learn about restorative intervention strategies to implement when there is a harm done by a student. Participants will consider the importance of including all parties involved in the conflict, those harmed and who harmed, in order to achieve a just resolution. Participants will use the 7 guiding questions of restorative classroom management to develop a scenario and intervention plan in a discussion post.</p> <p>Reading: Chapter 3 of <i>Hacking School Discipline</i>, “Repair the Harm”; Chapter 5 “<i>These Kids are out of Control</i>”, “Classroom Management is About Restorative Discipline” and Chapter 5 of <i>Justice on Both Sides</i>, “When Some of Us Are Brave: Tensions and Challenges”</p>	1 hr	2 hrs
<p>Discussion: Tier III – In this lesson, participants will explore how to successfully reintegrate students who have been absent from school (due to suspension, expulsion, or incarceration) in a way that effectively reduces recidivism. Participants will share their findings in a discussion post.</p> <p>Reading: Chapter 4 of <i>Better than Carrots or Sticks</i>, “Peace Building: Using Informal Restorative Practices Every Day”</p>	1 hrs	2hrs
<u>Week 3 - Putting it to Work</u>		
<p>Discussion: Benefits and drawbacks of Restorative Justice – In this lesson, participants will weigh the benefits against the drawbacks of restorative classroom practices. Participants will discuss these with their classmates in a discussion forum.</p> <p>Reading: Chapter 4 <i>Beyond the Surface</i>, “Introducing Restorative Practices to Your Community”</p>	1 hr	2 hrs

Discussion: Restorative Classroom Practices and the Opportunity Gap – Participants will revisit <i>Pushout</i> by Monique W. Morris to discuss how restorative classroom practices might help us close the achievement and opportunity gaps and then read Chapters 1 and 3 of <i>Justice on Both Sides</i> , “Paradigm Shift on Both Sides: The Art and Science of Making Things Right” and <i>We Live in A Nation of Freedom: Learning With Students</i> ”	1 hr	2 hrs
Discussion: Implementing Restorative Justice Practices – In this lesson, participants will learn about ways that they can begin implementing restorative justice classroom practices in their day-to-day when working with students, as well as how their larger learning community might begin to take steps in the direction of restorative practices. Reading: Chapter 7-9 of <i>Hacking School Discipline</i> , “Cultivate Empathy,” “Build Restorative Support,” and “Create A Snapshot”	2 hrs	3 hrs
Final Assignment: Using the rubric found in this syllabus as well as the prompt in the module, participants will design an “implementation plan” meant to showcase how they’ll take their learning from this course and translate it into something useful in their professional roles. Participants can choose their preferred medium of submission (lesson plan for classroom use, slide deck presentation for PD purposes, written paper, etc.) so long as their submission adequately responds to the requirements in the rubric and prompt.	2 hrs	3 hrs
Total Class Time	15 hours	30 hours

Coursework: Participants can earn up to 86 points total for the course. The following table depicts the breakdown of points possible for the required coursework

Activity	Points
8 Discussion Posts (5 Points Each)	40
1 Quiz (5 Points Each)	5
Final Implementation Plan/Paper	25
Participation (2 Points per Discussion)	16
Total	86

Grading Scale – Graduate Credit

100-90% (86 – 77 points)	A
89-80% (76 – 69 points)	B
79-70% (68– 60 points)	C
69-60% (59 – 51 points)	D
59%-Below (<51 points)	F

Grading Scale - License Renewal Credit

100-80% (86-69 points)	P
79%-Below (<69 points)	NP

Student Requirements Students are required to:

- Participate in **ALL** discussion forums and quizzes
- Complete a final implementation plan

Americans with Disabilities Act: If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please see the instructor to discuss your accommodation needs.

Statement of Plagiarism: Academic dishonesty results in failure of this course. Give credit where credit is due. Use the MLA or Chicago Publication Manuals found at Purdue OWL to cite references when needed. Not crediting ideas or words of others is unacceptable scholarship as is submitting work that was done for a previous course or that is not your own origin in design or completion. Submit original assignments. Do not submit work for this course that you have done for other courses.

Grading Rubrics for Individual Activities

8 Discussions (40 points possible) Discussion Forums are asynchronous ways to engage in class discussions. They require you to submit an answer to a question and respond to the posts of other peers. Because they are an integral part of sharing strategies, analyzing research, and sharing ideas, discussion forums in this course comprise a significant percentage of your final grade. It's highly recommended that you read and respond to more than the required two peer postings because greater participation will facilitate a greater depth of understanding. Additionally, it's important to make posts in a timely manner to benefit from peer responses.

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real-life that are supported by reference(s) and example(s)	1
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all parts of the assignment, cites sources	1
Participation	Responds to at least two classmates	1
Total Points Possible		5

Final Assignment (25 points possible)

The final assignment is a critical part of this course. Participants must complete a two-page final assignment. The paper is meant to be a reflection as well as a chance to state what you will use going forward. The rubric below will be used to grade the final assignment, but additional details will be provided within the course.

Grading Rubric for Implementation Plan		
		Points
Critical Thinking	Highlights any new knowledge gained as a result of course.	5
	Offers new ideas, connections, or applications	5
	Expresses and justifies personal opinion	3
	Discusses Overall Implications	2
Assignment Specific Criteria	Addresses all parts of the assignment, cites sources	2
Mechanics	Writing is clear, well developed, and organized, No or few grammar and spelling errors	2
Implementation	Clearly states ideas to use in the future	2
	States resources to be used	2
	Is realistic in their approach – understands limitations may exist	2
Total Points Possible		25