

# Restorative Practices In the Classroom

## Course Syllabus

Agency Name: TINT The Innovative Northwest Teacher

Course Title: **Restorative Practices In the Classroom**

Credits: 2, 3, or 4 Quarter Credits

Instructor: Krista Geffre, M.A.T. [tinkrista@gmail.com](mailto:tinkrista@gmail.com)

### **Narrative Course Description:**

Relationships are at the heart of learning and success in school and life beyond. However, many of our students come to us without the skills to build and maintain positive relationships. Teachers are often trapped in the cycle of rewards and punishments but there is a meaningful solution to these problems: Restorative Practices.

Restorative practices are based on restorative justice, the approach of repairing the harm done to people and relationships instead just punishing the offender.

Through this course, you will learn how to apply the concepts of restorative practices in their classroom to build relationships with and among students and also respond when problems arise that helps students to repair relationships and strengthen classroom community. This course will give you simple and effective tools and strategies to implement right away! The textbook *Better than Carrots or Sticks* is optional for 2 or 3 credit students and required for 4 credit students.

Grade levels: K -12

### **Required Text / Reference Materials:**

Online readings, videos, and materials.

Text required for 4 credit students, optional for 2 and 3 credit students:

Better than Carrots or Sticks by Dominique Smith, Douglas Fisher, and Nancy Frey

### **Submitting Assignments:**

Please email assignments to [tinkrista@gmail.com](mailto:tinkrista@gmail.com). Write the course title and the assignment number in the title of the e-mail. Example: Restorative Practices 1

# Assignment Outline

Your submission for each assignment should be at least 1 page in length.  
All students will complete the introductory assignment and the final assignment.

## Course Text - Highly Recommended

If you choose to complete assignments 2 - 4 you will need to purchase the course text Better than Carrots or Sticks by Dominique Smith, Douglas Fisher, and Nancy Frey. 2 and 3 credit students may choose to use the text or not, the text is required for 4 credit students.

I highly recommend this easy-to-read text filled with concrete examples and ideas for implementing restorative practices in the classroom that you can use right away. It will motivate and inspire you to get started with Restorative Practices in your own classroom today!

## Required Assignments:

Coursework is designed for you to pick and choose the assignments that interest you. You may choose to

- 2 Credit Coursework
  - You may choose to purchase the course text (see above), it is required if you choose to complete assignments 2 - 4.
  - Complete the introductory assignment
  - Choose **4 assignments** to complete
  - Complete the final assignment
- 3 Credit Coursework
  - You may choose to purchase the course text (see above), it is required if you choose to complete assignments 2 - 4.
  - Complete the introductory assignment
  - Choose **5 assignments** to complete
  - Complete the final assignment
- 4 Credit Coursework
  - You will need to purchase the course text Better than Carrots or Sticks
  - Complete the introductory assignment
  - Choose **7 assignments** to complete
  - Complete the final assignment

## Introductory Assignment - REQUIRED FOR ALL CREDIT OPTIONS

Topic: Introduction and goal setting

- a. 1a. Write an introductory paragraph about yourself. Tell me about your professional experience as well as yourself personally. Here's a paragraph about me:

I grew up on a sheep farm near Seattle Washington and fell in love with traveling at a young age. After attending Linfield College in Oregon for my Bachelor of Arts degree in Music with a minor in Religious Studies, I stayed in Oregon. Then I received my Master of Arts in Teaching degree from Willamette University and have been teaching since 2003. After teaching kindergarten my first year and

spending my first 10 years teaching mostly 4th and 5th grades (with a year in second grade thrown in), I have continued to move “up” through secondary and into graduate level courses. I enjoy teaching adults as well as children and continue to learn and grow in my teaching. Recently I added my HS ELA and SS endorsements. I spend as much of my time as possible with my two children, Haley (2012) and Henry (2014) and my husband. Between teaching and parenting I manage to find time to run and read, two of my favorite things! I look forward to working with you this semester.

- b. Why did you choose to take this course? What do you hope to get out of it?
- c. Read the article by Jeff Petty, *Re-engaging with Empathy* ([link](#) [Alternate link](#)) and write a reflection. Then read chapter 1 from Better than Carrots or Sticks. Access a PDF of chapter one online ([link](#)). What are your biggest three takeaways or quotes from these readings? Write a reflection.
- d. From chapter 1 of Better than Carrots or Sticks: Take a moment to reflect on your current approach to discipline. Review Figure 1.1 on page 3. Write a reflection on your thoughts. Where do you fall in your approach? Are you more traditional, restorative, or a mix of each. Give examples from figure 1.1 as support for your thoughts.

## Assignment 1

### Topic: Restorative Justice Overview

Watch this video: *Restorative Practices to Resolve Conflict/Build Relationships: Katy Hutchison at TEDxWestVancouverED*, 18:20 ([link](#)).

Watch this video: *Restorative Justice in Schools*, 3:59 ([link](#))

Listen to this podcast from OPB with a spotlight on Restorative Practices in David DOuglas school district. ([link](#))

Read and follow through the Resources on the “Why Restorative Justice” Website ([link](#)). Take your time working through the following lessons (use the top menu to navigate):

- Why: The Issue ([link](#))
- What: The Core Elements of Restorative Justice ([link](#))
- Further Information (Optional): Restorative Justice Handbook ([link](#), [PDF](#))

As you read, reflect on how these ideas would apply to your educational setting. We will have more concrete details on applying Restorative Justice and Restorative Practices in the classroom in the following assignments.

- a. Write a one-page summary of your current understanding of, questions, and wonders about how restorative practices apply to the classroom.

## Assignment 2- Text required

### Topic: Building Relationships and Meaningful Instruction

Read chapter 2 in Better than Carrots or Sticks

Review and reflect on the chart: Four Types of Teachers in figure 2.1 on page 22 (no need to submit writing, just think about where you fall in your relationships with students).

- a. Get to know your students better using a Student Interest Survey. Use or adapt the survey in Figure 2.2 on page 27. Write a reflection about what you learned about your students and share any adaptations you made to your survey. Have you used a survey like this before? How was it similar or different? \*\*For teachers that are not currently in the classroom: Design your survey (adjusting for your grade level and student needs). Then respond to the questions that are applicable to you.\*\*
- b. There are 6 opportunities for collaborative learning explained on pages 37 - 42 (meaningful and complex tasks, joint attention to tasks and materials, argumentation, not arguing, language support, group size, and teacher’s role). Choose one of the 6 ideas and implement it in your classroom. If you are not currently

teaching, write an outline for how you will use it and a reflection on how this differs from your current practice, why you chose this activity, and what you hope to get out of it).

- i. Conversational Moves for Teachers: Table 2.4 on page 40 has conversational moves for teachers. This is a great list to post in your classroom. I would add “What makes you say that?” to the list. It is my favorite question to ask students as they share ideas or feelings. I find that it is open-ended and it allows and encourages students to share what they are feeling in a non-judgemental way. Try it out!
- ii. RESOURCE: I’ve created a [Google Slide File](#) with the main ideas from these lists. Feel free to make a copy and update with your design preferences.
- c. The authors state that “at the heart of what all of us do is a mission to foster every child’s social and emotional development, two key elements of which are empathy and self-regulation. The climate we create for students can enhance or inhibit the development of these traits as well as students’ academic learning” (p. 43). Reflect on your current practice and the ideas suggested on pages 43 - 50 for developing empathy and self-regulation in students. Write a reflection.
  - i. RESOURCE: [Helping Curriculum \(p. 44\) Google Slide File](#)

## Assignment 3 - Text required

### Topics: Classroom Procedures and Expectations and Informal practices for peace building

Read chapters 3 and 4 in [Better than Carrots or Sticks](#)

- a. Choose three big ideas from chapters 3 and 4 and try them out in your classroom. If you are not currently teaching, write an outline for how you will use each and a reflection on how this differs from your current practice, why you chose this activity, and what you hope to get out of it).
- b. Review and reflect on the authors’ comments on “Keeping, Making, and Building the Peace.” Where do you fall in your current practice. One quote that stood out to me was “We must let go of the idea that accountability equals punishment... and instead help students progress from acting out to remorse and repair” (p. 85).

## Assignment 4 - Text required

### Topics: Peacemaking: Strategic Implementation of Formal Restorative Practices and Creating the Mindset for Restorative Practices

Read chapters 5 and 6 in [Better than Carrots or Sticks](#)

- a. For me, chapter 5 hits on the key elements of restorative practices:  
*“[T]raditional discipline efforts focus on determining guilt and punishing the offender. In this context, justice means that the offender receives an undesirable consequence that typically involves shame, isolation, and exclusion. Restorative practices take a more educative approach, mobilizing resources to ensure that students continue to learn.” (p. 107)*  
Spend some time reflecting on the quote above and the ideas introduced in this chapter. What do you think about this? What was your big takeaway from this section of the text?
- b. Review table 5.1 on page 117: Generic Questions Useful in Restorative Conversations. This is a great reference to have up in your classroom. Outside of the classroom this list has come in quite handy when resolving conflicts between my two, fiery red-headed children! Start using these questions when talking with students and/or your own children. Notice how it feels. Write a reflection on the situations that arose, the questions you used, and how it went.

## Assignment 5

### Topic: The 4 Ps of restorative practices

Read the Restorative Practices Guide ([link](#)).

Review the The 4 Ps for implementing restorative practices in the classroom on page 9 of the guide:

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### Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools

#### CLASSROOM

AaBbCc

The classroom is where most students spend the bulk of the school day in formal learning environments, interacting with peers and educators. Educators have an opportunity to model restorative strategies for students while in the classroom.

**Person:** How do I interact with my students? How do I interact with my colleagues, even when we disagree? If I have a conflict with one of my students, how do I respond? If I see a conflict arising between students in the classroom, how do I respond?

**Place:** What am I doing to make sure students feel welcome? How are students engaging with each other? How does the classroom design impact how students communicate with each other and with me?

**Practice:** What is the process for resolving conflict or disagreement in the classroom? How are students made aware of the process? Did the students help develop the process? What type of input do students have in finding ways to address conflict?

**Plan:** How is the classroom prevention and conflict resolution strategy linked to the school's plan for developing positive solutions or resolutions when a disagreement arises? If it isn't, how can it be better linked to influence the climate of the classroom?

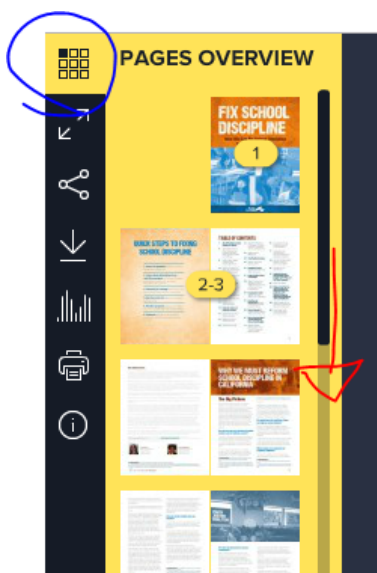
**Example:** Circles can be used to teach subjects like history and government, address conflict, and build trust in a classroom.

Write a one-paragraph reflection for each of the 4 Ps: Person, Place, Practice, and Plan.

## Assignment 6

### Topic: Strategies for Implementing Restorative Practices in the Classroom

Fix School Discipline: How We Can Fix School Discipline for Educators ([link](#)) has an excellent section on Restorative Justice and Restorative Practices on pages 29 - 37. Navigate to page 29 by clicking on the icon circled on the top left, then scroll down to find the correct pages:



Be sure to use the zoom bar to enlarge the font as needed.

Read pages 29 - 37. Click on the links that interest you and spend some time reading and reflecting. The links included have a wide variety of amazing resources. Use them!

- Write a reflection on your thoughts. What might apply to your students and your school?
- Choose something from this section to try out in your classroom. Describe the activity and write a reflection on your experience.

## Assignment 7

**Topic: Restorative Practices, student interest research**

Spend several hours researching Restorative Practices.

Here are some sites to get you started:

- PDF: Teaching Restorative Practices with Classroom Circles ([link](#))
  - Restorative circle example scripts - ([link](#), [link](#), [link](#), [link](#))
- Article: Restorative Justice: Resources for Schools ([link](#))
- Website: Restorative Justice on the Rise ([link](#))
- PDF: Restorative Practices Guide ([link](#)) Resources to go with the guide ([link](#))
- Online Book: *The Heart of Learning and Teaching: Compassion, Resiliency, and Academic Success* ([link](#))
- Video Playlist: Restorative Practices in Schools ([link](#))
- Article: [20 Tips to Help De-escalate Interactions With Anxious or Defiant Students](#) by Katrina Schwartz from kqed.org
- Article: [Why It's Imperative We All Learn To Be 'Emotion Scientists'](#) by Marc Brackett from kqed.org
- PDF mentioned in the book: [Restorative Practice Resource Project](#)

Write a reflection. Where did you spend your time? How might you implement these ideas in your own classroom?

## Assignment 8

Topic: Courageous conversations and Restorative Justice

Read this article by Kelida Wing: *Not on My Watch: What You Can Do to Disrupt the Criminalization of Students of Color in Schools* ([link](#))

Review and spend a few hours at this site ([link](#)) with excellent resources Ferlazzo has compiled and shared.

Read this excellent article, *Response: How to Practice Restorative Justice in Schools* ([link](#)) first article is free on edweek without a subscription)

Read and review the courageous conversations site ([link](#)) mentioned in Wing's article.

- a. Reflect on the topics. How might using this approach affect your classroom?
- b. Practice having courageous conversations with students and colleagues this week. Write a description of the conversation and a reflection on your experience. IF YOU ARE NOT CURRENTLY TEACHING, write out an imagined conversation with a student or colleague, or practice the steps of a courageous conversation with your family and friends!

## FINAL Assignment - REQUIRED FOR ALL CREDIT OPTIONS

- a. Submit a one page action plan addressing the following topics: Goals for my classroom, Things to continue, Things to try, To do list.
- b. What did you find to be the most beneficial aspect of this class? Did it meet your goals/expectations? I always appreciate feedback and any ideas you may have for improving this course.

## Further Optional Reading:

- Article: Empowering the Next Generation ([link](#))
- Booklet: Restorative Practice Parent Booklet ([link](#))
- Simple Steps to Restorative Parenting ([link](#))
- Great resources on Restitution ([skillshare presentation](#), [Article](#))



# Grading Scale/Evaluation: Graduate Credit A-F

Students will submit written reflections. Each reflection will be evaluated in the following areas:

- Student writing is easy to understand and free of typos and other grammatical mistakes.
- Student shows evidence of reading and understanding a variety of resources.
- Student shares their personal experiences and opinions.
- Student explains how their new learning will inform future instruction
- Student appropriately cites sources

The final grade will be determined based on the average quality of reflection on each assignment.

## Policies:

All course work must be completed by the deadlines.

Students are expected to make contact with the instructor to provide contact information when the course begins.

All coursework is to be completed online and submitted via email.