

## Restorative Justice Discipline in the Classroom

**Course number:** PRDV 79229  
**Title:** Restorative Discipline in the Classroom  
**Date:** Fall 2022  
**Location:** Online  
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Note: When contacting me by phone or email, please state the course name in the subject area.

**Required Book:** The Teacher's Guide to Restorative Classroom Discipline

Luanna H. Meyer & Evans, I. M. (2012).

ISBN: 9781412998611

*Available in Digital or Hard copy*

<https://us.corwin.com/en-us/nam/the-teachers-guide-to-restorative-classroom-discipline/book236775>

Students in classrooms today are complex, diverse, and challenging. To maintain a classroom conducive to learning, K12 schools moved into a zero-tolerance school environment. The unintended consequence of zero-tolerance presented schools with ever-increasing behavior problems. Today, many schools are seeking alternative measures to replace zero-tolerance, ways that will decrease time off task caused by disruptive classrooms, and reduce suspensions, all while managing the classroom.

### Course Description

This course defines, provides the context, models, and demonstrates the implementation and the assessment of Restorative Justice Classroom Discipline. Learn how to move away from behavior charts and suspensions into a working, collaborative relationship with classroom students using restorative justice discipline practices. Learn what restorative discipline practices looks like in a K12 classroom, the process of implementation. Content for this course, The Teacher's Guide to Restorative Classroom Discipline, written by Luanna H. Meyer & Evans, I. M. (2012)., and supporting videos will be used.

### Course Goals

**Course Goals are to:**

- fully inform participants on the principles of Restorative Justice Classroom Discipline (RCD).
- provide the critical components to RCD.
- provide examples of the process and implementation of RCD.
- create opportunities across grade levels and districts to reflect on classroom and school and or district wide policies on RCD.

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### Course Outcomes

#### Upon completion of the course participants will be able to:

1. Define the theory behind Restorative (Practices or Justice) Classroom Discipline.
2. Describe the impact of Restorative Justice Classroom Discipline and the Brain.
3. Describe the principles of Restorative Justice Classroom Discipline.
4. Analyze the principles of Culturally Responsive Teaching.
5. Apply the principles of Restorative Justice Classroom Discipline.
6. Describe what Restorative Justice Classroom Discipline looks like in subject areas.
7. Apply the planning and implementation of Culturally Responsive practices in subject areas.
8. Define Restorative Justice Classroom Discipline strategies including justice circles.
9. Utilize Restorative Justice Classroom Discipline strategies in and out of the classroom.
10. Evaluate Restorative Justice Classroom Discipline strategies in and out of the classroom.

This course addresses the Massachusetts Comprehensive Health Curriculum Framework. Social and Emotional Health Strand. P 33. PreK–12 STANDARD 5: Mental Health. Here is a partial list of its connections. Social and emotional learning can increase academic achievement, improve attitudes and behaviors, and reduce emotional distress. Through the study of Feelings and Emotions students will 5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings 5.2: Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being Through the study of Identity students will 5.3 Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, and kindness and describe their contribution to identity, self-concept, decision-making, and interpersonal relationships 5.4 Describe the effects of leadership skills on the promotion of teamwork Through the study of Decision Making students will 5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions Students design a poster showing the steps used to solve a problem and post it in the classroom 5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept practice recognizing aspects of themselves in texts (self-awareness), struggling productively with challenging texts (self-management), tailoring language to audience and purpose (social awareness), grappling vicariously with choices faced by others (responsible decision making), and collaboratively respectfully with diverse peers (relationship skills).

**Course Requirements:** This is an asynchronous course, that is a collaborative experience relying on discussions of course content/ Participants are encouraged to draw on their own personal teaching experiences to further the impact of course content on their thinking. This online, four-week experience is organized by modules, where all modules are available at the start of the course. Participants are expected to review all content for each

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weekly discussion, and to cite readings and videos to support posts. A Discussion Board Rubric is provided, to guide the quality of posts and expectations for the course. A final project is required and expected to incorporate content from the course, and outside resources to support the project.

### Required Text, Readings & Videos

**Required Text:** Evans, I. M., Meyer, L. H., The Teacher's Guide to Restorative Classroom Discipline. (2012).

Topics:

Week 1: The Principles of Restorative Discipline

Week 2: Cultural Responsiveness

Week 3: Restorative Practices in Action

Week 4: Implementing and Evaluating

Restorative Progress

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### Grading Components:

40 points = Readings and Videos (tied to the frequency and quality of posts (See Rubric for Discussion Board)).

40 points = Weekly Assignments (See Rubric for Weekly Assignments).

20 points = Final Project: PowerPoint, Prezi, Podcast, Adobe Spark or Research Paper (APA)

**100 points**

### Grading/Grade Points

A, A- (95-100 A, 90-94 A-) Indicates that the level of work is of superior quality and exceeds specific guidelines in one or more ways. Work and discussion posts exceed expectations.

B+, B, B- (87 - 89 B+, 83 - 86 B, -80 – 82, B-) Indicates that the course work has met the requirements and was judged acceptable. Work and discussion posts meet expectations.

C+, C, C- (77 – 79 C+, 73-76 C, 70-72 C) indicates that the level of work did not adequately meet the requirements.

D+, D, D-, (69-67, 66-63, 62-60) F, (59-0) indicates that the level of work was unacceptable.

### Rubric for Asynchronous Discussion Participation

The Quality of Postings Indicator - Asynchronous discussion enhances learning as participants share their ideas, perspectives, and experiences with the class. Participants develop and refine their thoughts through the writing process, plus broaden their classmates' understanding of the course

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content. Each weekly discussion is organized around the Guiding Questions, to which participants must respond. Participants will use the following feedback to improve the quality of their discussion contributions.

### **Grading Discussion Board**

Discussion postings that meet all criteria for a grade level will receive the highest points possible at that level. Postings that meet mixed levels of criteria will receive a score within the point range of the appropriate levels.

### **Rubric for Discussion Board**

There are four criteria, Posts throughout the week, Details in each post, The quality of the information in response to other's posts, and the Frequency of Weekly Discussion Posts. The highest number of points that can be earned in one week, for a score of excellent, is a score of 10 points. See Rubric on Canvas.

### **Weekly Assignment - Levels of Achievement**

\*Criteria: Proficient, Competent, Adequate, Unacceptable. See Rubric on Canvas.

### **Final Project – Due on or before the last day of class**

Participants are required to create a Final Project. The Final Project should address how the course content has influenced their thinking. The Final Project can be a tool to be used by you for professional purposes, a presentation, or an activity. It should be short...

### **My commitment to cultivate an antiracist classroom**

At Framingham State University, faculty, staff, and students work together to sustain a learning, working, and living community free from hate, discrimination, harassment, and intolerance. We recognize the damaging effects of systemic racism—including policies, structures, and historic practices—on the experience and success of communities of color. Coming from different backgrounds and different levels of privilege, we can all affirm and engage in antiracist work. Diversity of voices, and of minds, strengthens our ability to solve problems and to ask and answer questions about the world we share. As your instructor, I commit to upholding community values of inclusion, civility, accessibility, and mutual respect. I expect this class to commit to creating a community that affirms and welcomes all persons from diverse backgrounds and experiences and supports the realization of everyone's potential.

### **College Policy Regarding Academic Honesty**

Integrity is essential to academic life. Consequently, students who enroll at Framingham State College agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic

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honesty. Refer to *FSU Graduate Catalog, Student Conduct section, page 7* at: <http://www.framingham.edu/graduate-and-continuing-education/documents/grad-catalog-0910.pdf>.

### **Research**

Additional supporting information can be researched at the Framingham State University Online Library. Just logon to you FSU My Campus account and go to the tab that says Library.

### **Academic Accommodations Policy**

Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments. The University is committed to making reasonable accommodations as are necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, on the basis of disability. Academic Support serves students with learning and psychiatric disabilities as well as students with visual, mobility and hearing impairments. For further information about this, please visit the website at: <https://www.framingham.edu/academics/center-for-academic-success-and-advising> or contact Ms. LaDonna Bridges, Director of Academic Support/Disability Services, in the Center for Academic Support and Advising (CASA) at 508-626-4906 or [lbridges@framingham.edu](mailto:lbridges@framingham.edu)

### **Copyright**

The course website may contain copyrighted materials that are used in compliance with U.S. Copyright Law. Under that law, materials may not be saved to your computer, revised, copied, or distributed without permission. They are to be used in support of instructional activity as part of this course only and shall be limited to the duration of the course, unless otherwise specified by the instructor or owner of the material.

Note: Course content is subject to change without notice.