Framingham State University

Course number and Title: PRDV 79229 Restorative Discipline in the Classroom
Credit: 1
Meeting dates & times: Fall 2020
Location: Online using FSU Blackboard
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Course Description

Designed to provide the context and models for the implementation and assessment of Restorative Justice Classroom Discipline. Participants learn what restorative discipline practices look like in the K12 classroom, and explore the process of implementation. Participants learn how to move away from behavior charts and suspensions into a working, collaborative relationship with classroom students using restorative justice discipline practices.

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.

Course Outcomes

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

1. Explain the impact of Restorative Justice Classroom Discipline on the Brain.
2. Apply the principles of Restorative Justice Classroom Discipline.
3. Analyze the principles of Culturally Responsive Teaching.
4. Use Restorative Justice Classroom Discipline in different subject areas.

5. Apply the planning and implementation of Culturally Responsive practices in subject areas.
6. Evaluate Restorative Justice Classroom Discipline strategies in and out of the classroom.

Massachusetts Curriculum Framework

This course addresses the Massachusetts Comprehensive Health Curriculum Framework. Social and Emotional Health Strand. P 33. Perks–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 asynchronistic 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. Modules organize this online, four-week experience, where all modules are available at the start of the course. Participants are expected to review all content for each 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 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

	URL
Week 1:	**The Principles of Restorative Discipline**
Fisher, D. B., Frey, N. E., Smith, D., Better Than Carrots or Sticks. Chapter 1. Punitive or Restorative: The Choice Is Yours. (2015).	http://www.ascd.org/publications/books/116005/chapters/Punitive-or-Restorative@-The-Choice-Is-Yours.aspx
Evans, I. M., Meyer, L. H., The Teacher's Guide to Restorative Classroom Discipline. (2012).	Chapter 1: Restorative Classroom Discipline Chapter 2: Behavior Expectations for Schools & Classrooms.
Why We Need Restorative Practices in Schools. (2016). Video: Duration 20:22	https://www.youtube.com/watch?v=y6eIxxzYLMU
Elementary school takes a different approach to discipline. (2019). The National. Video: Duration 4:44	https://www.youtube.com/watch?v=VeYayD7akSg
Week 2:	**Cultural Responsiveness**
Evans, I. M., Meyer, L. H., The Teacher's Guide to Restorative Classroom Discipline. 2012.	Chapter 3 homeschool in community relationships Chapter 4 classroom climate in country cultural responsiveness
Culturally Responsive Classroom Management. Dec 5, 2016. Video: Duration 3:40	https://www.youtube.com/watch?v=ko9h1QbGoDU
Week 3:	**Restorative Practices in Action**
Evans, I. M., Meyer, L. H., The Teacher's Guide to Restorative Classroom Discipline. 2012.	Chapter 5: school in classroom support structures. Chapter 6 interventions for individual students' child focused planning

Chapter 7 interventions for individual students' principles and practice.

Restorative Approaches to School Conflict Management. Sep 20, 2017. Video: Duration 7:11. (Elementary School).

https://www.youtube.com/watch?v=gGUOavfSyy8

Justice Committee: Using Restorative Practices to Resolve Conflicts. Jul 18, 2017. Edutopia. Video: Duration 4:30. (Middle School).

https://www.youtube.com/watch?v=zgw7gY9fbz8

Restorative Justice at Oakland's Fremont High. May 14, 2018. EdSource. (High School).

https://www.youtube.com/watch?v=Kh8cc_i1gNc

Week 4:

Implementing and Evaluating Restorative Progress

Evans, I. M., Meyer, L. H., The Teacher's Guide to Restorative Classroom Discipline. 2012.

Chapter 8 reflecting school wide policy in teacher practice
Chapter9: User-friendly evaluation tools in approaches Chapter 10 professional development needs assessment.
https://jprc.wested.org/wp-content/uploads/2016/02/RJ_Literature-Review_20160217.pdf

Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools A Guide for Educators. 2014.

A Look at What Was and the Hope of What Can be

The School-to-Prison Pipeline, Explained. Jan 11, 2016. Video: Duration 3:15.

https://www.youtube.com/watch?v=HoKkasEyDOI

Additional Resource

Restorative Practice Resource Project Tools and Successful Practices for Restorative Schools Supporting Student Achievement and Wellbeing.

https://www.iirp.edu/images/pdf/ObqnNj_38e965_ad7507e9e2474f8aaa3b903afcb1ecf7_2.pdf

Grades

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) D+ 69-67 D 66-63 D- 62-60 F 59-0 - Indicates that the level of work did not adequately meet the requirements.

How to use the Discussion Board Prompts

Each weekly discussion is based on the required readings/viewings. Each weekly Discussion Board will begin with one or more questions or prompts. Each Discussions Boards run week to week, once a week closes posts cannot be made up.
Please see the **Rubric for Asynchronous Discussion Participation.**

Discussion Board Rubric for Asynchronous Discussion Participation

A 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, and broaden their classmates' understanding of the course content. Each weekly discussion is organized around the Guiding Questions, which participants must respond to through posts throughout the week.

Post your thoughts and provide supporting evidence using the readings and videos. DO NOT just give the facts. Posts MUST reflect how the readings and videos have influenced upon your thinking and the work that you do.

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Participants will use the following guidelines to improve the quality of their discussion contributions.

Grading Discussion Board Posts
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.

Participation in discussion activities can only be measured by the date on the discussion posting. For example, participating 3 times during the week is measured by postings on three different days; there may be 5-6 postings, but participation only occurred 3 times during the week.

Rubric for Discussion Board

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

***Criteria** **–** Excellent 10 points
***Posts throughout the weekly discussions** - Build on other's posts & comments analytically. Quotes directly from other's posts.
***Information** - Posts refer to what others have written, provides details from information gathered within the course, and encourages new ideas.
***Details in posts on the discussion board** - Posts offer information that is highly detailed & correct. Quotes three or more times from readings or videos to support statements.
***Frequency of posts** - Posts often, at least 7-8 times throughout the week.

***Criteria** **–** Good 8 points
***Posts throughout the weekly discussions** - Builds on other posts & comments analytically w/o direct quotes.
***Information** - Posts refer to what others have written, provides some details from information gathered within the course.
***Details in posts on the discussion board** - Posts offer information that is detailed & correct. Quotes 1 to 2 times from readings to support statements.
***Frequency of posts** - Posts at least 5-6 times throughout the week.

***Criteria** **–** Good 6 points
***Posts throughout the weekly discussions** - Posts respond to other posts, w/o quoting directly or indirectly. Posts lack depth.
***Information** - Posts refer only to what others have written, does not provide information gathered within the course.
***Details in posts on the discussion board** - Posts offer information that is somewhat detailed & correct. Does not quote but refers to readings/videos.

***Frequency of posts** - Posts at least 3-4 times throughout the week.

***Criteria** **–** Unacceptable 4 points
***Posts throughout the weekly discussions** - Posts are not relevant to the discussion.
***Information** - Posts do not refer to what others have posted.
***Details in posts on the discussion board** - Post responds to others with few details or facts. Does not refer to readings/videos.

What to consider when posting:
•Discussion Board Prompt
•Refer to at least two specific points, from the article or reading.
•Conveying new information
•Contrasting earlier information learned in the course of new information (after week1).
•Convey information from the read, watch, listen information gathering, to personal experiences.
•Consider the importance of the final post to the Discussion board
•Discussion at a *critical level is not just facts from information gathering, but rather provides supporting evidence (see below).
•Discussion at a critical level means discussing, for example, the following:
•Opinion of the facts gathered, or facts mentioned by others in the discussion group
•Why the opinion is held
•What is wrong with the fact/s mentioned?
•Are the points, facts, opinions, consistent and or inconsistent with the material presented so far?
•What are the implications for the future, consistencies, and or inconsistencies within the readings or videos?
Note: Participants will review readings/videos, by analyzing the content for information, what is interesting, and what is new, and what is considered the pros and cons of the information. Participants should justify their analysis, providing their own opinions, not just quote information. However, your opinion must be backed up by quoting from the readings/videos.

Weekly Assignment - Levels of Achievement

***Criteria**
***Proficient**: 10 Points - The Post fully addresses the Discussion Board Prompt. The post demonstrates a proficient understanding of the content. Three or more quotes from reading or videos are used to support your statements.

*__Competent__: 8 Points - The Post addresses the Discussion Board Prompt. The post demonstrates above average or competent understanding of the content. Two quotes from readings or videos are used to support your statements.

*__Adequate__: 6 Points - The Post addresses the Discussion Board Prompt and demonstrates an adequate understanding of the content. One quote from readings or videos is used to support your statements.

*__Unacceptable__: 0-2 Points - The Post does not clearly address the Discussion Board Prompt and does not appear to be tied to the topic. Quotes from readings or videos are not used to support statements. The post is found unacceptable.

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, for example, no more than 20 slides, concise, and cite from course content. DO NOT provide an overview of the course content.

*Format choices:

1. PowerPoint (Visual & Audio) might be useful if the intent is to share the information.
2. A Prezi (instead of a PowerPoint)
3. A Podcast may be useful to create a report, much like a newscast **
4. Writing a 10-page double-spaced APA style paper. One page of the paper may include a Wordle.
5. Use of any other application that you choose to create your Final Project.

**Note: If a participant chooses to create a Podcast, a summary of the podcast and sources cited, using APA style guidelines is required.

Rubric for the Final Project

Five criteria for the Final Project are as follows: Question, Information, Quotes and Encourages new ideas.

First criteria, the question

If the question directly relates to the course topics and the work that you do, this question earns a score of 4 points.
If the question is somewhat related to the course topics, and the work that you do, this question earns a score of 3 points.
If the question indirectly relates to the course topics, and the work that you do, this question earns a score of 2 points.

If the question does not directly relate to the course topics, and or the work that you do, this question earns a score of 1 to 0 points.

Second criteria, the information
If the information is highly detailed and correct, you earn a score of 4 points.
If the information is somewhat detailed and correct, you earn a score of 3 points.
If the information has some detail and somewhat correct you earn a score of 2 points.
If the information lacks detail, and or is not correct, you earn a score of 1 to 0 points.

Third criteria, how analytical is it
If the information is analytical and demonstrates a proficient understanding, you earn a score of 4 points.
If the Information is analytical and demonstrates above average understanding, you earn a score of 3 points.
If the Information is analytical and demonstrates an acceptable level of understanding, you earn a score of 2 points.
If the Information is not analytical and or demonstrates a poor understanding, you earn a score of 1 to 0 points.

Fourth criteria, using quotes
If four quotes or more are used to support statements/assertions, you earn a score of 4 points.
If three quotes or more are used to support statements/assertions, you earn a score of 3 points.
If two quotes or more are used to support statements/assertions, you earn a score of 2 points.
If quotes are not used, or one quote are used to support statements/assertions you earn a score of 1-0 points.

Fifth criteria, encouraging new ideas or new thinking
If the Final Project responds to the Final Project question and responds to misconception, new ideas or new thinking you earn a score of 4 points.
If the Final Project responds to the Final Project question and responds somewhat to misconception, new ideas or new thinking you earn a score of 3 points.
If the Final Project responds the Final Project question and responds to misconception yet does little to encourage new ideas or new thinking you earn a score of 2 points.
If the Final Project does or does not respond to the Final Project question, and does or does not responds to misconception, or new ideas or new thinking you earn a score of 1 to 0 points.

Academic Honesty

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Research/ Library Access,

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. Go to My Framingham; Click on the **Library tab;** Choose Books, Articles or Key E-resources.

Academic Accommodations Policy

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