

Restorative Justice Discipline in the Classroom

Course number: PRDV 79229
Title: Restorative Discipline in the Classroom
Date: Summer 2021
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, 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

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 will be 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.

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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, plus 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 impacted upon your thinking and the work that you do.

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.

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?

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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 Assignment Prompt. The post demonstrates a proficient understanding of the content. Three or more quotes from course content are used to support your statements.

***Competent:** 8 Points - The Post addresses the Assignment Prompt. The post demonstrates above average or competent understanding of the content. Two quotes from course content are used to support your statements.

***Adequate:** 6 Points - The Post addresses the Assignment Prompt and demonstrates an adequate understanding of the content. One quote from course content is used to support your statements.

***Unacceptable:** 0-2 Points - The Post does not clearly address the Assignment Prompt and does not appear to be tied to the topic. Quotes from course content 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.
5. Or 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.

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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 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/ 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

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, based on 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

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