



The Learning Tree Professional Development Network, LLC
Course Syllabus

Course Title: Restorative Practices in Schools

Credits: 3 credits

Class Type: Accelerated Fully Online

Participants taking this course for PDPs are required to complete ONE discussion board post, ONE written response, and a modified (to a lesser degree) final assignment in order to earn a Massachusetts' Department of Elementary and Secondary Education approved certificate.

Participants taking this course for CEUs are required to complete ONE discussion board post, ONE written response, and a written reflection on an educator's professional accomplishment and growth resulting from participation in the course.

CATALOG DESCRIPTION: This course is designed to provide educators with an overview of restorative practices to promote improved student behavior and overall achievement. Participants will learn to understand and implement restorative practices as a framework for building community and for responding to challenging behavior through authentic dialogue, coming to a collective understanding, and moving forward in a positive direction. Course topics will explore building positive cultures and communities, Positive Behavior Interventions and Support (PBIS), the group process, as well as conflict resolution and behavior management through the lens of restorative practices. Participants will learn to implement restorative practices in school settings.

COURSE PREREQUISITES: None

LEARNING GOALS:

GLOBAL GOALS OF THE COURSE:

1. Discuss, evaluate, and apply theories of restorative practices in education
2. Synthesize and apply of the components of restorative practices in schools
3. Execute techniques to design and implement restorative practices in schools

INSTRUCTIONAL OBJECTIVES:

1. Select, through a criteria, appropriate techniques to support evidence-based best restorative practices for student achievement
2. Design and implement techniques to teach restorative practices in schools for positive school culture
3. Evaluate and implement restorative practices aligned to the principles of conflict resolution

4. Evaluate and implement restorative practices aligned to the principles of Positive Behavioral Interventions and Supports
5. Evaluate and implement cultural competency aligned to the principles of the group process in school settings

TEACHING/LEARNING ACTIVITIES:

Video clips, PowerPoints, readings, graphic organizers, teaching tools, sample lessons, classroom discussion, lecture, etc. will all be implemented to demonstrate concepts.

REQUIRED READINGS:

Bazron, B., Osher, D., & Fleischman, S. (2005, September). Research Matters / Creating Culturally Responsive Schools. Educational Leadership, 63(1), 83-84.

Mirsky, L. (2014, June). The Power of the Circle. Educational Leadership, 71, 51-55.

Saphier, J. & King, M. (1985, March). Good Seeds Grow in Strong Cultures. Educational Leadership, 42(6), 67-74.

Smith, D., Fisher, D., & Frey, N. (2015). Better than carrots or sticks: restorative practices for positive classroom management. Alexandria: ASCD.

EVALUATION METHODS:

1. One Page Response Journals: Participants should write a one page response to the required reading article. Participants should respond to the article, not summarize it. How does it affect you as an educator? How can you implement this in your own educational setting? Would you want to implement it? Journals should be a minimum of one page in length (12 point Times New Roman, double spaced).
2. Online Discussions: Participants are asked to discuss assignments. These discussions can include **meaningful** questions, stories, examples, concerns, ideas, etc. To get full credit for these discussions, a participant must post a response, question, story, etc. at least once during the assigned week and include a minimum of 150 words.
3. Final Assignment: For the final assignment, you will write a 2-3 page report on a plan of action for a participant’s school or a school of a participant’s choice. The report should include student discipline data (anecdotal or empirical evidence if able to be deemed acceptable), steps the school will take to implement restorative practices, and justification for steps to be implemented. Participant papers should include the integration of course topics and materials. The final assignment is due at the end of week 6 / the close of the course.

Final Assignment Rubric:	
<u>Student Discipline Data</u> included to provide background on school	__ / 15
<u>Plan of Action</u> includes steps school should take to implement restorative practices	__ / 30
<u>Justification</u> for steps school should take to implement restorative practices	__ / 15
<u>Course Integration</u> (integration of course topics and materials)	__ / 30
<u>Assignment Requirements</u> : 2-3 pages	__ / 10

TESTING AND GRADING:

- 40% Written assignments (one page response journals)
- 20% Online discussions
- 40% Final project

ADA Policy

If you as a student qualify as a person with a disability as defined in Chapter 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), you are strongly encouraged to register with the Center for Teaching and Learning. The Center for Teaching and Learning is located in the Diane M. Halle Library room 201 and online at <http://www.endicott.edu/academicresources>.

As a student registered with the Center for Teaching and Learning, it is your responsibility to present your accommodation letter to your instructor at the beginning of each semester.

Academic Integrity Statement

Students are required to abide by the *Academic Integrity Policy* of Endicott College.

Course Credit Guidelines

For a graduate three credit course, students are expected to receive a minimum of 135 hours of instruction and work outside of the class by the conclusion of the course.

6 Week online course - This course is a 3-credit course, which means that students are expected to do at least 22.5 hours of course-related work each week of the 6-week term. This includes work done completing assigned readings, studying for test and examinations, preparing written assignments, and other course-related tasks.

Students must review the Academic Calendar published by the Registrar's Office online at:

<http://www.endicott.edu/Undergrad/Academic-Calendar.aspx>

Class attendance is expected of all students up to and including the last day of scheduled classes in the semester. Students must plan accordingly.

TOPICAL TIMELINE

Week One

- Review Syllabus
- Topics Covered:
 - Introduction to restorative practices

Assignment(s)

Required Reading:

Smith, D., Fisher, D., & Frey, N. (2015). Better than carrots or sticks: restorative practices for positive classroom management. Alexandria: ASCD.

One Page Response Journals - Written Response

Week Two

- Topics Covered:
 - Building positive communities

- Classroom
- School
- o Team building
 - Staff
 - Students

Assignment(s)

Required Reading:

Bazron, B., Osher, D., & Fleischman, S. (2005, September). Research Matters / Creating Culturally Responsive Schools. *Educational Leadership*, 63(1), 83-84.

One Page Response Journals - Written Response

Week Three

- Topics Covered:
 - o PBIS
 - o Motivation
 - Intrinsic vs extrinsic
 - o Addressing more resistant students and classes
 - o Classroom management systems

Assignment(s)

Required Reading:

Saphier, J. & King, M. (1985, March). Good Seeds Grow in Strong Cultures. *Educational Leadership*, 42(6), 67-74.

One Page Response Journals - Written Response

Week Four

- Topics Covered:
 - o Group process
 - o Classroom circles

Assignment(s)

Required Reading:

Mirsky, L. (2014, June). The Power of the Circle. *Educational Leadership*, 71, 51-55.

One Page Response Journals - Written Response

Week Five

- Topics Covered:
 - o Restorative practices for conflict resolution

Assignment(s)

Online Discussion

Week Six

- Topics Covered:
 - o Moving forward with restorative practices in schools

- o Hurdles to implementation
- o Team building as a staff for students

Assignment(s)

Final Assignment.

* *Syllabus is subject to change.*

TOPICAL OUTLINE

Instructional Activity	Description of Activity	Time Spent
<p><u>Week One</u></p> <ul style="list-style-type: none"> ● Review Syllabus ● Topics Covered: <ul style="list-style-type: none"> o Introduction to restorative practices <p>Assignment(s) Required Reading: Smith, D., Fisher, D., & Frey, N. (2015). Better than carrots or sticks: restorative practices for positive classroom management. Alexandria: ASCD.</p> <p>One Page Response Journals - Written Response</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	22.5
<p><u>Week Two</u></p> <ul style="list-style-type: none"> ● Topics Covered: <ul style="list-style-type: none"> o Building positive communities <ul style="list-style-type: none"> ▪ Classroom ▪ School o Team building <ul style="list-style-type: none"> ▪ Staff ▪ Students <p>Assignment(s) Required Reading: Bazron, B., Osher, D., & Fleischman, S. (2005, September). Research Matters / Creating Culturally Responsive Schools. Educational Leadership, 63(1), 83-84.</p> <p>One Page Response Journals - Written Response</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	22.5
<p><u>Week Three</u></p> <ul style="list-style-type: none"> ● Topics Covered: <ul style="list-style-type: none"> o PBIS o Motivation <ul style="list-style-type: none"> ▪ Intrinsic vs extrinsic o Addressing more resistant students and classes o Classroom management systems <p>Assignment(s) Required Reading:</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	22.5

<p>Saphier, J. & King, M. (1985, March). Good Seeds Grow in Strong Cultures. Educational Leadership, 42(6), 67-74.</p> <p>One Page Response Journals - Written Response</p>		
<p>Week Four</p> <ul style="list-style-type: none"> ● Topics Covered: <ul style="list-style-type: none"> ○ Group process ○ Classroom circles <p>Assignment(s) Required Reading: Mirsky, L. (2014, June). The Power of the Circle. Educational Leadership, 71, 51-55.</p> <p>One Page Response Journals - Written Response</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p>Week Five</p> <ul style="list-style-type: none"> ● Topics Covered: <ul style="list-style-type: none"> ○ Restorative practices for conflict resolution <p>Assignment(s) Online Discussion</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p>Week Six</p> <ul style="list-style-type: none"> ● Topics Covered: <ul style="list-style-type: none"> ○ Moving forward with restorative practices in schools ○ Hurdles to implementation ○ Team building as a staff for students <p>Assignment(s) Final Assignment.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
		<p>Total 135 hours</p>