

**DOMINICAN
UNIVERSITY**
of CALIFORNIA
School of Liberal Arts and Education

Cultivating Restorative Classrooms

EDUO 9797 1 Semester Credit/Unit

Instructor – Addison Duane

aduane@dominicancaonline.com

Note: This is a Public syllabus of the course. For a full detailed syllabus please email the instructor.

Course Overview

Cultivating Restorative Classrooms focuses on creating harmonious classroom environments through restorative justice practices. This course will offer practical tools that can be implemented in any classroom setting immediately.

Using the justice frameworks, this course will teach the foundational skills needed to transform traditional punitive discipline systems into restorative justice systems in your classroom or school.

Course Objectives:

In this course, participants will have opportunity:

- To gain an understanding of the philosophy behind restorative justice practices
- To learn the different components of a restorative classroom
- To develop a restorative practices toolkit that is practical and functional
- To conduct proactive use of restorative justice practices

Course Relation to CCS or other Professional Standards

NBPTS – National Board for Professional Standards – 5 Core Propositions

- <http://www.nbpts.org/five-core-propositions> - National Teaching Standards, Five Core Propositions

Proposition 1: Teachers are committed to students and their learning.

Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.

Proposition 3: Teachers are responsible for managing and monitoring student learning.

Proposition 4: Teachers think systematically about their practice and learn from experience.

Proposition 5: Teachers are members of learning communities.

How to Submit Coursework

Each completed assignment in this course is submitted to the instructor for review. Follow directions at the end of each assignment on how to prepare and in which Moodle Dropbox to place completed work. Name each file submitted with your last name and assignment number (i.e. BrownAssignment3. Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback

from your instructor within 2-5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

Grading rubrics for written projects and for presentation projects are found in this document.

Course Topics

Introduction

Write a short autobiographical paragraph to introduce yourself to your course instructor! Include your current position, and if you have any previous experience with restorative justice

Basic Principles

After reading two articles about the theories and ideas surrounding restorative justice practices in the classroom, write a 1-2 page reflection.

Teacher-Student Relationships

Analyze the different ways to build teacher-student relationships within this model. Select one approach and implement it in your classroom or school. Afterwards, write about the experience.

*Note: if you are not currently in a school, think about what it could be like and write from that perspective

Affective statements

Read the information and watch the video clip about utilizing affective statements in classrooms. Then, fill in the chart to write 3-5 affective statements that you could, in theory, use in class tomorrow. Keep in mind your position, content area and knowledge of your students.

Restorative Circles

Read an article about how to productively implement and facilitate restorative circles in the school setting. Fill out a note taker as you read to help organize your learning. Then, reflect on how you can apply this to your own practice.

Restorative Conversations: Repairing Harm Done

Learn about the five questions for repairing harm. These are the cornerstone of restorative justice practices. Afterwards, analyze classroom scenarios and respond to the main differences you notice between the approaches.

Time Away

After viewing different examples across a variety of grade levels, design your own "time away" spot for students to utilize. Create a procedural guide, along with choice activities and norms.

Final Thoughts

Write 1-2 paragraphs about what you have learned and how you plan to implement these strategies in your own school or classroom

- *Basic Principles of Restorative Justice Practices in School*
- *Teacher-Student Relationships*
- *Affective Statements*
- *Restorative Circles*
- *Restorative Conversations: Repairing Harm Done*
- *Time Away*

Sample Course Assignments by Topic

Course Assessment Rubric

EXCELLENT Meets or Exceeds Course Objectives: A to A-	ACCEPTABLE Majority of Work Meets Course Objectives; B+ to B-	NOT ACCEPTABLE Needs Considerable Improvement: Resubmit Work Suggested: C or below
All work is very well organized.	Most work is generally well organized.	Work shows little or no organization.
Answers are well thought out and demonstrates reflection on the material.	Answers are complete and demonstrate some reflection on the material.	Answers are brief and do not demonstrate any reflection on the material.
Assignment use specific examples and provide a detailed description of how the assignment can be incorporated into a learning environment	Assignment use specific examples or somewhat describes how the assignment can be incorporated into a learning environment	Assignment do not use specific examples or describe classroom incorporation.
All assignment are completed and meet or exceed the page or paragraph requirement.	The majority of the assignments are completed and meet the page or paragraph requirement.	Assignments are not completed and do not meet the page or paragraph requirement
Templates or assignment documents are fully filled out, with thorough elaboration and thoughtful detail put into each component.	Templates or assignment documents are mostly filled out, indicating some thought put into each component.	Templates or assignment documents are not filled out.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.