

**ALD 331: Restorative Practices in Education
Spring 2019**

Instructor: Molly Trinh Wiebe, Ph.D.

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Unique number: 09465

Class Time and Place: SZB411, W, 4:00-7:00 pm

Office: SZB 242M

Office hours: Wednesday, 2:30-3:30 pm, and by appointment as requested

ABOUT THE COURSE

“It’s NOT a program, but a PROCESS.” – *Gaye Lang*

“Modern Western societies struggle with a lack of connection and with a failure to recognize their interrelatedness. On the other hand, many highly communal societies struggle to make space for different voices and perspectives. In our wonderfully complex, multi-cultural society, those two worldviews are living side by side and have the opportunity to learn directly from each other. The circle is a crucible for that learning. In the Circle we can find a healthy balance between individual and group needs.” – *Kay Pranis*

This course is devoted to learning about and implementing restorative practices in education. It will focus on exploring models of education discipline policies and practices (e.g., zero-tolerance policy, suspension, expulsion), and how it adversely affects students’ social and emotional development and academic trajectories; and most importantly, how restorative practices could serve as an alternative model to address discipline in schools. The course will give special attention to the history and principles of restorative practices as it relates to the school and the larger community; and particularly, how restorative practices could serve as a way to address discipline by shifting the emphasis from punishment to one focused on responsibility, accountability, respect, and restoration. It is expected that in this course students will become familiar with the restorative process and will come to understand how to facilitate restorative circles to build relationship and trust with students, parents, peers and the community.

COURSEWORK OVERVIEW

This course is a collaborative teaching model that mirrors the restorative process. Students are expected to contribute toward building and maintaining a deeply respectful and highly participatory learning environment. Students can draw on their own life experiences, readings, and classroom and community experiences to participate and contribute to class activities and discussions. Course materials will be presented through a combination of restorative circles, class discussions, guest lecturers, role-playing, student presentations and videos.

TEXTS

- Readings on Canvas provided by the instructor

RECOMMENDED TEXT

- Boyes-Watson, C. & Pranis, K. (2015). *Circle forward: Building a restorative school community*.

4-HOUR FIELD COMPONENT

This course includes a 4-hour field component: lesson planning, teaching, post-lesson reflection, and class presentation. The field component is designed to provide you with an opportunity to engage with restorative practices. This opportunity will allow you to teach a lesson using the circle process in your practicum classroom, after-school program, student-based organizations, community spaces, to name a few.

INDEPENDENT INQUIRY FLAG

This course carries the Independent Inquiry Flag. Independent Inquiry courses are designed to engage you in the process of inquiry over the course of a semester, providing you with the opportunity for independent investigation of a question, problem, or project related to your major. You should therefore expect a substantial portion of your grade to come from the independent investigation and presentation of your own work.

ATTENDANCE POLICY

You are expected to attend class, to arrive on time, to have prepared assigned reading and writing, and to participate in all in-class activities and discussions.

The course instructor will take attendance at every class:

- **Arriving to class 20 or more minutes late counts as an absence.**
- **Three tardies will be considered an absence.**
- **Missing two or more classes will result in the automatic loss of a letter grade.**

If you find that an unavoidable problem prevents you from attending class, you should contact your instructor as soon as possible, preferably ahead of time, to let her know.

You will not be penalized for missing class on religious holy days. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor, in writing, well in advance of the absence, so that alternative arrangements can be made to complete work. If you know you will have to miss class(es) for this reason, provide your instructor with the date(s) as early as possible. Please note that the University specifies very few other excused absences (e.g., jury duty). Documented illnesses will be considered on an individual basis. When you must miss a class, you are responsible for getting notes and assignments from a classmate or meeting with the instructor to make arrangements to make up work.

CANVAS

Canvas is the primary platform through which I will communicate with you during the semester. Please make sure you are receiving Canvas alerts and submit all assignments electronically on Canvas. If you have any difficulty using Canvas, call 855-308-2494 or live chat with Canvas Support on-line.

WRITING AND PROPER CITATION

All assignments should be written in **APA 6 style**, meaning **1-inch margins all around, double-spaced**, using **Times New Roman 12 point font**. You should carefully and thoroughly cite any information you use from published materials. Failure to do so could have serious consequences, including failing an assignment, failing the course, or suspension from the University. Policies on scholastic dishonesty will be strictly enforced. Here is a web site with information on plagiarism.

Please review thoroughly: <http://www.utexas.edu/lbj/writing/plagiarism.pdf>

All formal written assignments will be graded according to the following criteria:

- The degree to which the assignment has been completed thoroughly.
- The degree to which the assignment has been polished and edited carefully.
- The degree to which the assignment shows insight/thoughtfulness with respect to the topic, other course readings, and other classroom/teaching or reading experiences.

COMPUTER USAGE

Computers will be used at times for class activities. Otherwise, they should be kept closed unless you are taking notes. **As a professional, it is imperative that you are present mentally, physically, and emotionally for all parts of class. I expect to see your active participation throughout the class.**

DATA MANAGEMENT

Back up your data! Computers, phones, and all electronic devices with processors, will break or malfunction. It is your responsibility to manage the data that is important to you, including your work for this class. You have many options to do so quickly and affordably, from cloud storage with your UTexas Box account, as well as external hard drives or flash drives.

UNIVERSITY INFORMATION

UNIVERSITY OF TEXAS CORE VALUES AND HONOR CODE

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. Each student in this course is expected to abide by The University of Texas Honor Code. Any work submitted by a student in this course for academic credit will be the student's own work.

SCHOLASTIC RESPONSIBILITY

Turning in work that is not your own, or any other form of scholastic dishonesty, will result in a major course penalty, possibly failure of the course. This standard applies to *all* drafts and assignments, and a report of the incident will be submitted to the Office of the Dean of Students and filed in your permanent UT record. Under certain circumstances, the Dean of Students will initiate proceedings to expel you from the University. So, take care to read and understand the *Statement on Scholastic Responsibility*, which can be found online at <http://www.utexas.edu/cola/depts/rhetoric/firstyearwriting/plagiarismcollusion.php>. If you have any doubts about your use of sources, ask your instructor for help *before* handing in the assignment.

EMAIL ACCOUNTS

Email is an official means of communication at The University of Texas at Austin, and your instructor will use this medium to communicate class information. You are therefore required to notify the University of your preferred email account and to check it daily. All students may claim an email address at no cost by going to <http://www.utexas.edu/its/utmail/>.

STUDENTS WITH DISABILITIES

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities at 512-471-6259 (voice) or 1-866-329-3986 (video phone) as soon as possible to request an official letter outlining authorized accommodations. More information is available online at <http://ddce.utexas.edu/disability/>.

RELIGIOUS HOLY DAYS AND ACCOMMODATIONS

By The University of Texas at Austin policy, you must notify the course instructors of your pending absence at least 14 days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

ABSENCE FOR MILITARY SERVICE

In accordance with sections 51.9111 of the Texas Education Code, a student is excused from attending classes or engaging in other required activities, including exams, if he or she is called to active military service of a reasonably brief duration. The maximum time for which the student may be excused has been defined by the Texas Higher Education Coordinating Board as “no more than 25 percent of the total number of class meetings or the contact hour equivalent (not including the final examination period) for the specific course or courses in which the student is currently enrolled at the beginning of the period of active military service.” The student will be allowed a reasonable time after the absence to complete assignments and take exams.

EMERGENCY INFORMATION

Evacuation Guidelines

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building. Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class. In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: The University of Texas at Austin Police Department, or Fire Prevention Services office.

Weather Situations

In the case of inclement weather conditions, check the updated UT weather advisory at <https://www.utexas.edu/safety/preparedness/weather/>.

Other University emergency information can be found at <http://www.utexas.edu/safety/preparedness/>.

ADDITIONAL RESOURCES

The University of Texas at Austin has a wide variety of support services available for emotional, psychological and academic aspects of campus life. You have access to all of these as a Longhorn.

Mental Health Resources

Behavior Concerns Advice Line: 512-232-5050.

Use this resource to help fellow UT members about whom you have concerns. Your call can be anonymous.

University Counseling and Mental Health Center (CMHC): <https://cmhc.utexas.edu>

Self-care is a critical part of academic success. The CMHC has confidential counseling and support services, as well as a de-stress area called the MindBody Lab to help you unplug or refocus.

CARE Counseling

CARE is a program through the UT Counseling and Mental Health Center. It is common to need support when dealing with feelings and problems that seem beyond your control. CARE Counselors are available to help with a variety of issues that may serve as a barrier to your academic success. Your CARE Counselor in the College of Education is Danie White, LPC, LMFT. Her office is in the George I. Sanchez Building, SZB 212E. To schedule an appointment, call 512.232.6862 and ask to schedule a CARE appointment. If you leave a voice mail, please include your name, EID, and contact number. Walk-in hours are also available on Tuesdays and Fridays from 1:00-2:00pm. You will check-in at the College of Education's Student Division in SZB 216, and they will let Danie know you are waiting. All services are confidential. None of your information will be shared without your written consent. Come by and see us, we are here to listen.

Writing Resources

University Writing Center – uwc.utexas.edu

The UWC is now located in the Perry Castañeda Library's (PCL) Learning Commons space, and has excellent online resources as well as trained consultants available to assist you with your writing, free of cost. You can bring any kind of writing to the UWC, not just academic writing.

Purdue Online Writing Guide (OWL): <https://owl.english.purdue.edu/owl/>

One of the best comprehensive tools to tell you everything you need to know about academic citation in various styles of writing.

- APA Citation Guide: <https://owl.english.purdue.edu/owl/section/2/10/>
- MLA Citation Guide: <https://owl.english.purdue.edu/owl/resource/747/01/>

Grading Scale, Policies, and Criteria

Grades will be calculated according to the total of points earned (minus points deducted) divided by the total points possible:

A:	93-100%	C+:	77-79.9%
A-:	90-92.9%	C:	73-76.9%
B+:	87-89.9%	C-:	70-72.9%
B:	83-86.9%	D:	60-69.9%
B-:	80-82.9%	F:	Below 60

***Grades will NOT be rounded**

Expectations for all assignments will be graded based on thorough completion. This includes thoughtfulness with respect to the topic, course readings, and experiences and a polished final draft. Assignments are required to be turned in on time. Grades will be lowered 5% (0.05) for each day assignments are late. **Please communicate immediately if you need more time to complete an assignment. I will make arrangements with you.**

Assignments	Due Date	Percentage	Points
1. Attendance, Participation and Professionalism Attendance: <ul style="list-style-type: none"> 20 minutes or more late counts as an absence 3 tardies will be considered an absence 2 or more absence will result in the automatic loss of a letter grade. 	Jan 23rd-May 1st	10%	30
2. Reading Responses	Weekly Wednesday, 12:00pm	25%	75
3. Community Building Circle Facilitator	Jan 23rd-May 1st	15%	45
4. Field Restorative Circle Lesson	Jan 23rd-May 1st	15%	45
5. Independent Inquiry Project	Jan 23rd-May 1st	10%	30
6. Final Reflective Essay	Friday, May 10th	25%	75
Total Possible:		100%	300

COURSE ASSIGNMENTS

1. Attendance, Participation, and Professionalism (30 points)

This criteria includes being on time, prepared for class, and participating actively in whole class and small group discussions and activities. Computers will be used at times for class activities. Otherwise, they should be kept closed unless you are taking notes. These expectations will be the basis for your grade:

- Actively listening and participating (talking) during whole class and small class activities,
- Being involved and engaged during the entire class time,
- Being prepared for class, having read ALL readings and done all assignments/homework
- Talking to the instructor about any concerns you have with the class,
- **NOT engaging in activities not related to class** (e.g., emailing, texting, social media, shopping, work for other classes).

2. Reading Response (75 points)

(due on the Wednesday before class by 12:00 pm)

The purpose of this assignment is to give you an opportunity to read and learn about restorative practices in education. You are responsible for reading **all** course readings and writing a response to share your thinking/questions/experiences with regards to restorative practices. Please post your reading response to Canvas/Discussion. You must bring your textbook and other readings to class each week.

As you interact with the readings, reflect on your personal lived-experiences (e.g., education, work), respond to ideas you find especially compelling, elaborate on your thinking by making connections to other readings or your experiences, and outline your puzzles and/or questions. It is “**essential that you attend to your felt reactions, and attempt to sort out what those reactions tell you ... [think] about [your] expectations and assumptions**” (Zeichner & Liston, 2010). Read the assignments through the eyes of an individual striving to positively work with youths and the community. Think about how you can use this knowledge to extend or challenge what you already know about students, teaching and learning, building relationships, community, and trust.

Instructions for writing your reading responses:

- Please do not summarize the readings.
- Your reading response should include **one insight (Aha!)** and **one question (Huh?)**. Your *Aha!* and *Huh?* only need to be a sentence in length, but under each you will provide a brief explanation (100-300 words) as to how you arrived at your insight and why you are asking your question. *Note: You may also include: **Hmm...; N-uhh; No; Maybe; Yes; Yay!; But, what about...?; This reminds me of ...; This quote resonated with me because....**

3. Community Building Circle Partner Facilitators (45 points)

(Facilitators email lesson plan on Monday or Tuesday before class by 12:00 pm for feedback and approval)

(Sign-up on Canvas)

The purpose of this assignment is to provide you with an opportunity to practice the circle process. You will learn how to facilitate a Community Building Circle using the circle process and to develop an understanding about what it means to plan, facilitate, and participate in a circle. As the facilitator, you will have 25 minutes to facilitate the circle.

As the **facilitator**, you will:

- Meet with the instructor to discuss your plans and ask questions;
- Prepare a Community Building Circle lesson plan (use lesson plan template) with the following circle elements: *opening, values, prompt #1, prompt #2 (optional), and closing*;
- Facilitate a Community Building Circle in class with your peers.

As the **participant**, you will:

- Practice the elements of a circle with your peers;
- Practice being a member of a circle; and
- Practice relationship building and establishing trust through the circle process.

4. Field Component – Restorative Circle Lesson: Community or Academic (45 points)

(Email lesson plan for feedback and approval)

(Email instructor for presentation date)

Throughout the course, you will learn about and experience different types of restorative circles during class. Using your knowledge, you will facilitate and perform a restorative circle in your practicum classroom, after-school program, student-based organizations, community spaces, as part of the course's 4-hour field requirement. Your Restorative Circle Lesson Assignment will include writing a lesson plan, implementing a restorative circle in your field (e.g., community or academic), presenting your work in class, and writing a reflection. You will video/audio record the lesson. Please keep the recorder trained on you. Please edit your video to 10-minutes. *Please Note: There will be NO Credit for the course if the 4-hour field work requirement is incomplete. You will have 15-minutes to present. Your presentation will include the following components: *Opening, Values Round, Prompt #1, Prompt #2 (Optional), and Closing*.

5. Independent Inquiry Project (30 points)

(Parts A-F due dates see below)

Throughout the course, you will have an opportunity to conduct an independent inquiry project where you will engage in relevant educational activities in relation to school discipline policies and practices and restorative practices to reflect on your emotional and intellectual growth. There are six parts associated with completing your independent inquiry project:

Part A	Personal Schooling Experiences with regards to Education Discipline Policies and Practices Presentation (5 points) (due Week 4, February 13th, 4pm)
Part B	Museum Educator: Sabrina Moorooogen-Phillips, <i>Blanton Museum</i> , 200-500 Words Reflection (5 points) (due Week 6, February 27th, 4pm)
Part C	Guest Speaker: Deborah Fowler, <i>Texas Appleseed</i> , 200-500 Words Reflection (5 points) (due Week 8, March 13th, 4pm)
Part D	Guest Speaker: Shawn Bliss, <i>Not Your Ordinary School</i> , 200-500 Words Reflection (5 points) (due Week 11, Apr 3rd, 4pm)
Part E	Interview #1: <i>Practitioners or Peers</i> (5 points) (due Week 13, Apr 17th, 4pm)
Part F	Interview #2: <i>Students</i> (5 points) (due Week 15, May 1st, 4pm)

*Practitioners/Peers: Teacher, Administrator, Counselor, School Resource Officer (SRO), Support Team, Friends, Family.

*Students: School-aged youths (K-12th).

6. Final Reflective Essay (75 points)

(due May 10th, 11:59pm)

The final reflective essay encourages you to reflect on course concepts, experiences, and readings that have made a difference to you. In this essay, you should coherently describe, from your own perspective, your intellectual and emotional growth in relation to the material learned during the semester.

ALD331 Restorative Practices in Education: Tentative Schedule*Please see Canvas for the most recent schedule of readings and assignments*

	Class Meeting	Class Topic and Activities	Readings Due	Assignments Due
1	01/23	Review course syllabus What is Restorative Practices? Why we need Restorative Practices in Schools?	<ul style="list-style-type: none"> Why We Need Restorative Practices (Video – reflect in class) 	-Reading Response #1
2	01/30	Restorative Circle Tiers	<ul style="list-style-type: none"> Boyes-Watson & Pranis (2015), pp. 395-416 (22) Evans et al. (2013) (8) 	-Reading Response #2
3	02/06	Theoretical Foundations How Circles Work	<ul style="list-style-type: none"> Boyes-Watson & Pranis (2015), pp. 6-8; 17-26; 27-41 (28) 	-Reading Response #3
4	02/13	Humanizing Educational Theories Guest Speaker: <i>Layne Krause</i>	<ul style="list-style-type: none"> De Lissovoy (2010) (19) Noddings (2005) (9) 	-Reading Response #4 -II Part A -CBC Facilitator #P1
5	02/20	Effects of Discipline Policies Guest Speaker: <i>Sabrina Moorooogen-Phillips, Blanton Museum Educator</i>	<ul style="list-style-type: none"> Smith (2015) (18) Fabelo et al. (2011) (7) 	-Reading Response #5
6	02/27	Judicial Systems: Policies and Practices	<ul style="list-style-type: none"> “Indigenous Justice Systems Systems and Tribal Society” (Restorative Justice On-line Notebook, 2007) (9) Tsui (2014), pp. 641-666 (26) 	-Reading Response #6 -II Part B -CBC Facilitator #P2
7	03/06	Global Discourse: Effects on Perceptions Guest Speaker: <i>Deborah Fowler, Texas Appleseed</i>	<ul style="list-style-type: none"> Heitzeg (2009) (21) 	-Reading Response #7
8	03/13	Classroom Discourse	<ul style="list-style-type: none"> Cadzen (2001) (28) 	-Reading Response #8 -II Part C -CBC Facilitator #P3
9	03/20	SPRING BREAK	SPRING BREAK	SPRING BREAK

10	03/27	The Facilitator's Role in Restorative Practices Guest Speaker: <i>Shawn Bliss, NYOS</i>	<ul style="list-style-type: none"> • Umbreit & Armour (2011), Chapter 9 (14) • Raye (2004) (13) 	-Reading Response #9
11	04/03	Critical Issues in Restorative Practices	<ul style="list-style-type: none"> • Cunneen (2004) (10) • Lohmeyer (2017) (16) 	-Reading Response #10 -II Part D -CBC Facilitator #P4
12	04/10	Restorative Practices in Action: Student – Teacher Relationship	<ul style="list-style-type: none"> • Worthy (2014) (23) 	-Reading Response #11 -CBC Facilitator #P5
13	04/17	Restorative Practices in Action: Student – Teacher Relationship	<ul style="list-style-type: none"> • Maloch (2005) (49) 	-Reading Response #12 -II Part E -CBC Facilitator #P6
14	04/24	Restorative Practices in Action: Student, Teacher, Administrator Perspectives	<ul style="list-style-type: none"> • Lang et al., (2016), Ch. 4-5 (14) • Schumacher (2014) (13) 	-Reading Response #13 -CBC Facilitator #P7
15	05/01	Whole-school Restorative Practices	<ul style="list-style-type: none"> • Evans & Vaandeering (2016) (5) • Code Switch (2017-18) Podcast: #1: <i>A Year of Love and Struggle in a New High School</i> #2: <i>'They Can't Just Be Average,' Lifting Students Up without Lowering the Bar</i> #3: <i>To Fail or Not to Fail: The Fierce Debate Over High Standards</i> #4: <i>Is Ron Brown High School Working?</i> 	-Reading Response #14 -II Part F -CBC Facilitator #P8
16	05/10 Friday	No Class Final Reflective Essay Due	No Class Final Reflective Paper Due	Please post your Final Reflective Paper to Canvas by Friday, May 10 th , 11:59pm