

## **ALD 331: Restorative Practices in Education, Fall 2018**

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**Unique number:** 09105

**Class Time and Place:** SZB330, T & Th, 2:00-3:30 pm

**Office:** SZB 242M

**Office hours:** T 12:30-1:30 pm, Th 12:30-1:30 pm, and by appointment as requested

### **RECOMMENDED TEXTS**

- Boyes-Watson, C. (2008). *Peacemaking circles & urban youth: Bring justice home.*
- Lang, G. (2016). *Restorative discipline practices: A journey in implementation by a community of Texas educators*
- Pranis, K. (2005). *The little book of circle processes*
- Additional readings on Canvas provided by the instructor

### **ABOUT THE COURSE**

“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.

## **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:

- **Missing two to four classes will result in the automatic loss of a letter grade.**
- **Should you miss the equivalent of five class sessions this semester, excused or not, you will fail the course.**

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. Please do not make medical or other appointments on class days.

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.

## **Class Tardiness Policy**

Three tardies counts as one absence. Arriving at class 20 or more minutes late also counts as an absence.

## **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): <http://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 - <http://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: <ul style="list-style-type: none"> <li>3 tardies will be considered an absence</li> <li>2-4 absences will result in the automatic loss of a letter grade</li> </ul>	Dec 6	Sign-in	Sign-in
2. Participation and Professionalism	Dec 6	10%	30
3. Reading Responses Part A and Part B	Weekly Tuesday/Thursday, 12:00pm	25%	75
4. Community Building Circle Facilitator	Sept 11 – Nov 20	15%	45
5. Book Club	Nov 29	10%	30
6. Inquiry Project Proposal Presentation	Dec 4; Dec 6	15%	45
7. Inquiry Project	Dec 14	25%	75
	<b>Total Possible:</b>	<b>100%</b>	<b>300</b>

## COURSE ASSIGNMENTS

### 1. Participation and Professionalism (30 points)

Professionalism 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 Tuesday/Thursday 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**, **Yay!**



### **3. Community Building Circle Facilitator (45 points)**

(Facilitators post lesson plan on Tuesday before class by 12:00 pm)

(Sign-up on Canvas)

The purpose of this assignment is to provide you with an opportunity to practice the circle process. In particular, 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. Book Club Reflection (30 points)**

(due Nov 29 by 2:00pm)

Throughout the course, you will sign-up to join a peer book club. You will meet across the semester to share and discuss your thoughts, insights, and questions about the book. You will write a 1-2 page reflection to discuss your learning experiences.

### **5. Inquiry Project Proposal Presentation (45 points)**

(due Dec 4 by 2:00pm)

You will design a presentation to share your project proposal with your peers and incorporate peer feedback in your final inquiry project paper. You may use any medium for your presentation such as Powerpoint, Prezi, and others to share your work.

### **6. Inquiry Project (75 points)**

(Parts A-E due dates see below; Part F due Dec 14<sup>th</sup>, 11:59pm)

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

Part A	Personal Schooling Experiences with Education Discipline Policies and Practices Presentation (10) (due Week 3, September 11 <sup>th</sup> , 2pm)
Part B	Blanton Muesum Art Walk 200-500 Words Reflection (10 points) (due Week 4, September 18 <sup>th</sup> , 2pm)
Part C	Guest Speaker: Morgan Craven, <i>Texas Appleseed</i> , 200-500 Words Reflection (10 points) (due Week 6, October 2 <sup>nd</sup> , 2pm)
Part D	Guest Speaker: Kaitlin Swarts & Jordan Johnson, <i>Upper Ninety</i> , 200-500 Words Reflection (10 points) (due Week 11, November 6 <sup>th</sup> , 2pm)
Part E	Creed Statement: <i>Hope</i> , 200-500 Words Reflection (10 points) (due Week 13, November 20 <sup>th</sup> , 2pm)
Part F	Inquiry Paper, 8-16 Pages (25 points) (due Week 16, December 14 <sup>th</sup> , 11:59pm)

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

	<b>Class Meeting</b>	<b>Class Topic and Activities</b>	<b>Readings Due</b>	<b>Assignments Due</b>
<b>Introduction to Restorative Practices</b>				
1	Thurs 08/30	What is Restorative Practices? Why we need Restorative Practices in Schools? Restorative Circle Tiers		
<b>Restorative Principles, Processes, and Practices</b>				
2	Tues 09/04	Community Building Circle	• Boyes-Watson & Pranis (2015), pp. 395-416	-Reading Response #2A
	Thurs 09/06	Book Club	• Hopkins (2004), pp. 15-41	-Reading Response #2B
3	Tues 09/11	Respect Agreement	• Boyes-Watson & Pranis (2015), pp. 6-41	-Reading Response #3A  -Inquiry Part A  -CBC Facilitator #1
	Thurs 09/13	Blanton Museum	• Pranis (2005), Chapters 2, 4, 8	-Reading Response #3B
<b>The Facilitator's Role in Restorative Practices</b>				
4	Tues 09/18	Restorative Chat Creed Statement: Hope	• Umbreit & Armour (2011), Chapter 9	-Reading Response #4A  -Inquiry Part B  -CBC Facilitator #2
	Thurs 09/20		• Raye (2004)	-Reading Response #4B
<b>Discipline Policies and Practices</b>				
5	Tues 09/25	-Academic Circle	• Smith (2015) • Fabelo et al. (2011)	-Reading Response #5A  -CBC Facilitator #3
	Thurs 09/27	Guest Speaker: <i>Morgan Craven, Texas Appleseed</i>	• Heitzeg (2009)	-Reading Response #5B

6	Tues 10/02		<ul style="list-style-type: none"> <li>• “Indigenous Justice Systems and Tribal Society” (Restorative Justice On-line Notebook, 2007)</li> </ul>	-Reading Response #6A  -Inquiry C  -CBC Facilitator #4
	Thurs 10/04	Book Club Midterm Evaluations	<ul style="list-style-type: none"> <li>• Tsui (2014)</li> </ul>	-Reading Response #6B
<b>Cultural and Linguistic Diversity and Resource Pedagogies</b>				
7	Tues 10/09	Family Group Conference	<ul style="list-style-type: none"> <li>• McCarthy (2000)</li> </ul>	-Reading Response #7A  -CBC Facilitator #5
	Thurs 10/11		<ul style="list-style-type: none"> <li>• Cazden (2001)</li> </ul>	-Reading Response #7B
8	Tues 10/16	Circle of Accountability and Support (COSA) or Re-entry	<ul style="list-style-type: none"> <li>• Martínez (2010)</li> </ul>	-Reading Response #8A  -CBC Facilitator #6
	Thurs 10/18	Book Club	<ul style="list-style-type: none"> <li>• Moll et al. (1992)</li> </ul>	-Reading Response #8B
<b>Restorative Practices in Action</b>				
9	Tues 10/23		<ul style="list-style-type: none"> <li>• Lang et al. (2016), Chapters 1-5</li> </ul>	-Reading Response #9A  -CBC Facilitator #7
	Thurs 10/25		<ul style="list-style-type: none"> <li>• Lang et al. (2016), Chapters 6-10</li> </ul>	-Reading Response #9B
<b>Critical Issues in Restorative Practices</b>				
10	Tues 10/30	Book Club	<ul style="list-style-type: none"> <li>• Cunneen (2004)</li> </ul>	-Reading Response #10A  -CBC Facilitator #8
	Thurs 11/01	Guest Speaker: <i>Kaitlin Swarts &amp; Jordan Johnson, Upper Ninety</i>	<ul style="list-style-type: none"> <li>• Lohmeyer (2017)</li> </ul>	-Reading Response #10B

Restorative Practices: Implementation and Sustainability				
11	Tues 11/06	Book Club	<ul style="list-style-type: none"> <li>Code Swith (2017) 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></li> </ul>	-Reading Response #11A  -Inquiry D  -CBC Facilitator #9
	Thurs 11/08	Guest Speaker: <i>Shawn Bliss, Not Your Ordinary School</i>	<ul style="list-style-type: none"> <li>Evans &amp; Vaandeering (2016), Ch. 7</li> </ul>	-Reading Response #11B
Humanizing Theories and Pedagogies				
12	Tues 11/13	Inquiry Project Proposal	<ul style="list-style-type: none"> <li>De Lissovoy (2010)</li> </ul>	-Reading Response #12A  -CBC Facilitator #10
	Thurs 11/15	Book Club	<ul style="list-style-type: none"> <li>Johnston (2012), Chapter 2</li> <li>Johnston (2012), Chapter 4</li> </ul>	-Reading Response #12B
13	Tues 11/20		<ul style="list-style-type: none"> <li>Gay (2002)</li> <li>Johnston (2003), Chapter 2</li> </ul>	-Reading Response #13A  Inquiry E  -CBC Facilitator #11
	<b>Thurs 11/22</b>	<b>Happy Thanksgiving!!!</b>	<b>Happy Thanksgiving!!!</b>	<b>Happy Thanksgiving!!!</b>
14	Tues 11/27	Managing Mountains Circle	<ul style="list-style-type: none"> <li>Worthy (2012)</li> </ul>	-Reading Response #14A
	Thurs 11/29	Celebration Circle	<ul style="list-style-type: none"> <li>Noddings (2005)</li> </ul>	-Reading Response #14B  -Book Club Reflection
Closing and Reflections				
15	Tues 12/04		<ul style="list-style-type: none"> <li>Inquiry Project Proposal Presentation</li> </ul>	-Reading Response #15A
	Thurs 12/06		<ul style="list-style-type: none"> <li>Inquiry Project Proposal Presentation</li> </ul>	-Reading Response #15B

16	12/10- 12/13 M-Th	Individual Conferences	Individual Conferences	Individual Conferences
	12/14 Friday	Final	Final	Please post your Final Inquiry Project Paper to Canvas by 11:59pm