FRESNO PACIFIC
U N I V E R S I T Y

EDUC 915R – Restorative Strategies & Tools for Classroom and School Environments

Independent Study Blended Course Syllabus

Instructor: Cynthia Kaitfors-Smith, MS **Phone Number:** (559) 453-2042 **Email:** DTR.Director@fresno.edu **Delivery Format:** Blended	**Number of Graduate Semester Units:** 3 **Target Audience:** K-14th educators, administrators, lead teachers, and district leaders **Course Access:** http://ce-connect.fresno.edu

Course Description

This course is designed for teachers and administrators of all grade levels, and provides basic conflict management and mediation instruction, skill development, strategies, and practice based on the process of peace-making and restorative justice based discipline in the classroom.

Restorative Strategies articulates a reproducible step-by-step process to increase cooperation and mutual respect. It uniquely blends theory, strategies, and best practices of conflict resolution education, peacemaking, and restorative justice in the classroom and in schools. Understanding the core issues of facilitating student cooperation is presented in a clear and concise manner to support the positive behavior of all students. It is especially effective with those students who are most resistant to authority by involving them in processes that empower them to be responsible and accountable. Restorative strategies transforms discipline into learning experiences that decrease stress, improve effectiveness, and build relationships.

Required Texts and Course Materials*

Textbooks and Readings:

- Claassen, Ron & Roxanne (2008). **Discipline that restores: Strategies to create respect, cooperation, and responsibility in the classroom**. South Carolina: BookSurge Publishing.
- *Making Things Right* – 32 Activities Teach Conflict Resolution and Mediation Skills
- **4 Options for Handling Conflict / Peacemaking Process** cards – pack of 12
- **4 Options for Handling Conflict poster** for the classroom
- **Peacemaking Process poster** for the classroom
- **DTR Flowchart poster** for the classroom
  *Course materials are provided by FPU and will be sent to the student within 10 business days after registration.
Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are

utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

Moodle: Moodle is a web-based course management system used to support flexible teaching and learning in both face-to-face and distance courses (e-learning).
www.moodle.org // www.demo.moodle.org // www.docs.moodle.org

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks (one week per credit), to complete the course.

National Standards Addressed in This Course

NBPTS – National Board for Professional Standards (5 Core Propositions) -
http://www.nbpts.org/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.

The CEP's *Character Education Quality Standards* (11 Principles of Effective Character Education) - http://www.character.org/more-resources/11-principles/
  1. Character education promotes core ethical values as the basis of good character.
  2. "Character" must be comprehensively defined to include thinking, feeling and behavior.
  3. Effective character education requires an intentional, proactive and comprehensive approach that promotes the core values in all phases of school life.
  4. The school must be a caring community.
  5. To develop character, students need opportunities for moral action.
  6. Effective character education includes a meaningful and challenging academic curriculum that respects all learners and helps them succeed.
  7. Character education should strive to develop students' intrinsic motivation.
  8. The school staff must become a learning and moral community in which all share responsibility for character education and attempt to adhere to the same core values that guide the education of students.
  9. Character education requires moral leadership from both staff and students.
  10. The school must recruit parents and community members as full partners in the character-building effort.
  11. Evaluation of character education should assess the character of the school, the school staff's functioning as character educators, and the extent to which students' manifest good character.

Continuing Education Program Student Learning Outcomes

CE 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

Student Learning Outcomes (SLOs) for This Course

Student Learning Outcomes for This Course By the end of this course student will be able to:	**National Standards Addressed in This Course***	**Continuing Education Program Student Learning Outcomes Addressed****
1. Develop and implement a working understanding of conflict and restorative justice and their implications for use in the educational environment through Discipline That Restores…in the Classroom.	NBPTS – 1-4 CEP – 1-11	1-6
2. Compare other approaches in which restorative justice is used in conflict resolution vs. traditional, punitive discipline.	NBPTS – 1-4 CEP – 1-11	1-6
3. Examine, analyze, and demonstrate the peacemaking process and steps for conflict resolution and the problem-solving process using the DTR flowchart and the Four Options model.	NBPTS – 1-4 CEP – 1-11	1-6
4. Demonstrate ability to utilize the tools and communication skills implicit in the process of conflict resolution, including active listening and the use of 'I' messages.	NBPTS – 1-4 CEP – 1-11	1-6
5. Develop and refine one's own stance as a practitioner in the use of mediation through practice, reflection and articulation (both oral & written), and working collaboratively with colleagues.	NBPTS – 1-4 CEP – 1-11	1-6

Module Topics	Module Assignments and Activities	Points Possible for Each Assignment	Estimated Time to Complete Activity
6. Explain and teach DTR skills to students in the classroom as well as other teachers, staff, and other school community stakeholders	NBPTS – 1-4 CEP – 1-11	1-6	
7. Create a plan for implementing DTR in the classroom, school site, and district level	NBPTS – 1-4 CEP – 1-11	1-6	

Note: The first two rows above belong to a preceding table:

	NBPTS – 1-4 CEP – 1-11	1-6
6. Explain and teach DTR skills to students in the classroom as well as other teachers, staff, and other school community stakeholders	NBPTS – 1-4 CEP – 1-11	1-6
7. Create a plan for implementing DTR in the classroom, school site, and district level	NBPTS – 1-4 CEP – 1-11	1-6

* Please refer to the section on **National Standards Addressed in This Course**
** Please refer to the section on **Continuing Education Program Student Learning Outcomes**

Topics, Assignments, and Activities

Module Topics	Module Assignments and Activities	Points Possible for Each Assignment	Estimated Time to Complete Activity
Welcome Module – Welcome module Course welcome and information Orientation and Technology Information Introduction by authors Ron and Roxanne Claassen	Class Introductions Initial Discussion Personal Introduction Read Chapters 1, 2, 3, & 4 Orientation / Technology	10 pts.	2 Hr. 3 Hr. 10 Hr. 5 Hr.
Module 1 – Introduction to Restorative Strategies & Tools (RST) and Preparation.	1.1 - Principles & Flowchart 1.2 - Reflect on Roxanne Claassen's video Read Chapters 1, 2, 3, 4	10 pts 10 pts	4 Hr. 4 Hr. 10 Hrs.
Module 2 – Classroom Management and Conflict & Crisis	Overview of Student/ Teacher Conflict Assumptions and Consistency 2.1 - Conscious Classroom Read Chapters 5, 6, 7 & 8	10 pts	3 Hr. 3 Hr. 4 Hr. 10 Hr.
Module 3 – RST Usual Constructive Reminders and Respect Agreement	Introduction and background 3.1 - How Do I Respond to Conflict? 3.2 - Student/Teacher Conflict quiz	10 pts 10 pts	3 Hr. 3 Hr. 3 Hr.
Module 4 – RST I Messages and Active Listening	Introduction and background 4.1 - Relating Practices to Research Read Chapters 9, 10, 11, & 12	10 pts	3 Hr. 4 Hr. 10 Hr.
Module 5 – RST First of two days of Face to Face Training. In class Assignments.	5.1- Fostering Critical Thinking 5.2- Respect Agreement Lesson Plan In Class training	10 pts 10 pts	3 Hr. 4 Hr. 6 Hr.

Module Topics	Module Assignments and Activities	Points Possible for Each Assignment	Estimated Time to Complete Activity
Module 6 - RST Second day of Face to Face Training. In class assignments.	6.1 - Social Emotional Learn 6.2 - Active Listening 6.3 - I ' Messages	10 pts 10 pts 10 pts	4 Hr. 4 Hr. 4 Hr.
Module 7 - RST Follow-up Training and Review of Strategies used in the classroom. Lesson Plan Journal	Introduction and Background Thinkery, 4- Options Model and Respect Agreement Strategies Used in Classroom 7.3 Develop Lesson Plan	 60 pts	4 Hr. 2 Hr. 6 Hr. 10 Hr.
TOTAL POINTS / HOURS		**180 points**	**132 hours**

Grading Policies and Rubrics for Assignments

- Assignments will be graded per criteria presented in the course grading rubrics.
- Students must earn a minimum of 80% to receive credit for the assignment.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- Grading Policies:
  o The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics).
  o Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
  o All assignments must be completed to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Writing Requirements
This is a sample which you can use, but will need to be aligned to the grading rubrics for your assignments.
- **Superior:** Writing is clear, succinct, and reflects graduate level expectations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling.
- **Written assignments and papers need to follow APA formatting** (1" margins, Times New Roman font - size 12, double spaced; centered title, student first and last name on paper. Instructors may add additional APA writing requirements as needed.) (https://owl.english.purdue.edu/owl/section/2/10/)

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or

educational diagnostician). Students with disabilities should contact the Academic Support Center to discuss academic and other needs as soon as they are diagnosed with a disability. Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to https://www.fresno.edu/students/academic-support/services-students-disabilities.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue - https://www.fresno.edu/students/registrars-office/academic-catalogs

Discussion Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

Moodle:
This course will be delivered partially online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about Moodle, go to: (https://docs.moodle.org/30/en/Student_FAQ). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – http://col.fresno.edu/student.

Moodle Site Login and Passwords – (or other online course access information):
Students will need to have internet access to log onto http://ce-connect.fresno.edu. The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome letter and login instructions. If you need help with the username and password recovery, please contact the Center for Professional Development at (800) 372-5505 or (559) 453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm. or email prof.dev@fresno.edu.

Getting Help with Moodle:
If you need help with Moodle, please contact the Center for Online Learning (COL), by telephone or the website. Help by phone (559) 453-3460) is available Mon-Thurs 8:00 am to 8:00 pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a "Request Services" form at http://col.fresno.edu/contact/request-services. Please identify that you are with the "School = Continuing Education".

Instructor/Student Contact Information

Students may contact the instructor at the contact information provided in the syllabus, or online through Moodle. Instructors using Moodle are able to communicate through feedback and grading on assignments that are submitted through Moodle. Please allow instructors 48 hours to respond to your questions. "Just Asked Questions" is a feature on the front page of the course on Moodle – feel free to post your questions there – someone may have already asked the question and received an answer.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (http://ce.fresno.edu/cpd) to "Submit Grade Form". Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Independent Studies Policies and Procedures at http://ce.fresno.edu/cpd/policies/

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at http://registrar.fpu.edu/catalog.

Fresno Pacific University Student Learning Outcomes

Student Learning Outcomes Oral Communication: Students will *exhibit* clear, engaging, and confident oral communication – in both individual and group settings – and will critically *evaluate* content and delivery components.
Written Communication: Students will *demonstrate* proficient written communication by *articulating* a clear focus, *synthesizing* arguments, and utilizing standard formats in order to *inform* and *persuade* others.
Content Knowledge: Students will *demonstrate* comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will *reflect* on their personal and professional growth and *provide evidence* of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will *apply* critical thinking competencies by *generating* probing questions, *recognizing* underlying assumptions, *interpreting* and *evaluating* relevant information, and *applying* their understandings to new situations.
Moral Reasoning: Students will *identify* and *apply* moral reasoning and ethical decision-making skills, and *articulate* the norms and principles underlying a Christian world-view.
Service: Students will *demonstrate* service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems.
Quantitative Reasoning: Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.
Information Literacy: Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information.