

EDUC-915: Classroom Restorative Discipline

Independent Study Online Course Syllabus

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Number of Graduate Semester Units: 3 units

Target Audience: K - 14th educators, administrators, lead teachers, district leaders

Course Access: <https://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. Classroom Restorative Discipline to create respect, cooperation, and responsibility in the classroom, by Ron and Roxanne Claassen, is the collaboration of pioneers in the fields of conflict resolution, (peer) mediation, restorative justice and restorative discipline. Classroom Restorative Discipline 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. Classroom Restorative Discipline transforms discipline into learning experiences that decrease stress, improve effectiveness, and build relationships.

Note: Access to classroom participation is required for course completion.

Note: Required books must be acquired separately. The required course materials are included in the course fee and will be sent via postal mail after registration is processed.

Required Texts and Course Materials

Books (Required books must be acquired separately):

- *Discipline That Restores: Strategies to Create Respect, Cooperation, and Responsibility in the Classroom* by Ron and Roxanne Claassen. 2020. ISBN-13 : 979-8673358627
https://www.amazon.com/Discipline-That-Restores-Cooperation-Responsibility-dp-B08KPxM48P/dp/B08KPxM48P/ref=dp_ob_title_bk
- *Making Things Right – 32 Activities Teach Conflict Resolution and Mediation Skills*. 2015. ISBN-13: 978-1503344280 <https://www.amazon.com/Making-Things-Right-Restorative-%20Projections/dp/1503344282>

Course Materials (will be sent via postal mail after registration is processed)

- 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

Note: Students are responsible for purchasing their own textbooks, analyzing the content, and applying what they learned to the course assignments. You are welcome to purchase used, ebook, or new versions to save money. You can order the book directly from the publisher or from one of several discount aggregators (for example): www.amazon.com

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.

Canvas: This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

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 for a 3-unit course (one week per unit).

National Standards Addressed in This Course

National Board for Professional Teaching Standards (NBPTS)

(<http://www.nbpts.org/standards-five-core-propositions/>)

First published in 1989 and updated in 2016, [*What Teachers Should Know and Be Able to Do*](#) articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject 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 Student Learning Outcomes (CE-SLO)

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|----------|---|
| CE-SLO 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-SLO 2 | Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts. |
| CE-SLO 3 | Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement. |
| CE-SLO 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-SLO 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-SLO 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. |

Course Student Learning Outcomes (C-SLO)

| Student Learning Outcomes for This Course By the end of this course student will be able to: | National Standards Addressed* | CE-SLO 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 – 1-1 | CE 1-6 |

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|--|---------------------------|--------|
| 2. Compare other approaches in which restorative justice is used in conflict resolution vs. traditional, punitive discipline. | NBPTS – 1-4 CEP – 1-11 | CE 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 | CE 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 | CE 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 | CE 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 | CE 1-6 |
| 7. Create a plan for implementing DTR in the classroom, school site, and district level. | NBPTS – 1-4 CEP – 1-11 | CE 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 Module Title | Module Assignments and Activities | Points Possible for Each Assignment |
|---|---|-------------------------------------|
| Welcome Module | <ul style="list-style-type: none"> Welcome Video Course Syllabus Introduce Yourself Forum Submit Orientation Assignment Class Introductions Initial Forum discussion and reply | 10 pts 10 pts 10 pts |
| Module 1 – Introduction to Discipline that Restores (DTR) | <ul style="list-style-type: none"> 1.1 - Restorative Justice 1.2 (Forum): Principles/Practices Optional Video Resource - Conflict Style #1 | 10 pts 10 pts |
| Module 2 – DTR Ch. 1: Preparation | <ul style="list-style-type: none"> 2.1- Preparing for Success 2.2 -Conscious Classroom Optional Resource -Conflict Mgt Style #2 - | 10 pts 10 pts |
| Module 3 – DTR Ch. 2: Conflicts in the Classroom | <ul style="list-style-type: none"> 3.1 - How Do I Respond to Conflict? 3.2 - Student/Teacher Conflict quiz Optional Resource Video - Conflict Style #3 | 10 pts 10 pts |
| Module 4 – DTR Ch. 3: Usual Constructive | <ul style="list-style-type: none"> 4.1 - Relating Practices to Research 4.2 - (Forum) Constructive Reminders Optional Activity - Conflict Style #4 | 10 pts 15 pts |

| Module Module Title | Module Assignments and Activities | Points Possible for Each Assignment |
|---|--|--|
| Reminders | | |
| Module 5 – DTR Ch. 4: Respect Agreements | <ul style="list-style-type: none"> 5.1- Fostering Critical Thinking 5.2- Respect Agreement Lesson Plan 5.3- (Forum): Respect Agreement Optional Activity - Conflict Style #5 | 10 pts 10 pts 15 pts |
| Module 6 – DTR Ch. 5: Active Listening and/or I- Messages | <ul style="list-style-type: none"> 6.1- (Forum) Social Emotional Learn 6.2- (Forum): Active Listening 6.3- (Forum): 'I' Messages | 10 pts 15 pts 15 pts |
| Module 7 – DTR Ch. 6: Four Options Model | <ul style="list-style-type: none"> 7.1- Four Options Model 7.2- Four Options Practice | 10 pts 10 pts |
| Module 8 – DTR Ch. 7: Student/ Teacher Meetings | <ul style="list-style-type: none"> 8.1- Peacemaking Model Components 8.2- Student-Teacher Mtg Role-Play 8.3- (Forum): Class Meetings | 10 pts 20 pts 15 pts |
| Module 9 – DTR Ch. 8: Follow-Up Meetings | <ul style="list-style-type: none"> 9.1- (Forum): Follow-Up Meeting | 15 pts |
| Module 10- DTR Ch. 9: Thinkery | <ul style="list-style-type: none"> 10.1- Applying the Thinkery 10.2- (Forum): Peace Center | 10 pts 10 pts |
| Module 11- DTR Ch. 10: Family Conference | <ul style="list-style-type: none"> 11.1- Purpose of Family Conference 11.2- Family Conferencing - Role Play | 10 pts 20 pts |
| Module 12- DTR Ch. 11: School Authority Structure | <ul style="list-style-type: none"> 12.1- Restorative Justice, DTR, SAS 12.2- SAS Policies and Processes | 10 pts 10 pts |
| Module 13- Planning for Classroom Opportunities | <ul style="list-style-type: none"> 13.1- DTR Opportunities 13.2- A DTR Plan for Implementation | 10 pts 50 pts |
| Course Wrap-up – Grading and Evaluation | <ul style="list-style-type: none"> Final Reflection Forum Course Evaluation Course Completion Checklist Grade Request / Transcript Request | |
| | TOTAL POINTS | 400 points |

Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.

- All assignments must be completed to receive a grade and 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.

Grading Rubrics

| Grade | Percent | Description | Rubric |
|-------|-----------|--------------|--|
| A | 90-100% | Excellent | Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship. |
| B | 80-89% | Very Good | Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship. |
| NC | Below 80% | Unacceptable | Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship. |

Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

- **Lesson Plan Requirements**

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. Students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

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.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

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). 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/departments/disability-access-education>.

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 and Handbook - <https://handbook.fresno.edu/graduate/academic-policies>

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.

Getting Help with Canvas: If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: helpdesk@fresno.edu. Help is available Mon-Fri 8:00 am to 7:00 pm.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to log on to the Continuing Education website (<https://ce.fresno.edu/my-account>) and “Request Final Grade”. Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.

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 <https://www.fresno.edu/departments/registrars-office/academic-catalogs>.

Fresno Pacific University Student Learning Outcomes (FPU-SLO)

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|------------|--|
| FPU-SLO 1 | Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components. |
| FPU-SLO 2 | Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others. |
| FPU-SLO 3 | Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts. |
| FPU-SLO 4 | Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement. |
| FPU-SLO 5 | Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations. |
| FPU-SLO 6 | Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian worldview. |
| FPU-SLO 7 | Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership. |
| FPU-SLO 8 | Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems. |
| FPU-SLO 9 | Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study. |
| FPU-SLO 10 | Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information. |