

RESTORATIVE JUSTICE IN SCHOOLS
(CIEP 625, Sections 001 & 002, Spring 2022, Online)

Instructor Information

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- **Responsiveness:** '24/7'; you can expect an email response from us within 48 hours. Please text if you don't receive a response from us.
- **Virtual Office Hours:** We would be very happy to set up dedicated time for individuals and school cohort groups. Contact us by email, phone, or text to set up a phone call or video conference. During the first and last months of the semester (February and April), we request a 30-minute check in and check out. This time is to build relationships, ensure assignments are understood, and address any individual or school specific support required.
- **Group/Class Meetings:** Class will meet every other week at a time and day determined by the class. Students will be asked to complete a poll as soon as possible following the opening orientation when a class time may be determined.

SOE Vision

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

School of Education Mission

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

School of Education Commitment - COVID-19

Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2021-2022 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of [*Cura Personalis*](#), or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe. If you are not feeling well, please use Loyola's SYMPTOM Checker. It can be found on the webpage or APP [Loyola Health](#) under the **COVID -19 Related Information Tab** at the top of the page.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola's COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. Active and engaged communication with all of your professor is encouraged. We know the SPRING 2022 Return to Campus is once again a challenge for all of us, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

Essential Course Information

A. Conceptual Framework and Conceptual Framework Standards

Loyola's School of Education (SOE) is dedicated to Social Action through Education. The Restorative Justice in the Schools course prepares school-based professionals to apply Restorative Practices to their school community. The curriculum focuses on proactive and responsive techniques, connecting Racial Justice and Restorative Justice, and implementing school-wide culture change. The course offers a practical, evidence-based framework for transforming school cultures from punitive to restorative and racist to anti-racist.

SOE Conceptual Framework Standards are listed below:

CFS2 – Candidates apply culturally responsive practices that engage diverse communities.

CFS3 – Candidates demonstrate knowledge of ethics and social justice.

CFS4 -- Candidates engage with local and/or global communities in ethical and socially just practices.

B. Course Description

This course begins with an immersion experience where students will build relationships with each other and, through experiential exercises and lively discussion, internalize core principles. ***Because Loyola began the spring '22 semester remotely the SOE is unable to hold an in-person immersion. A 1-day online orientation paired with an additional online class will replace this immersion. Throughout the and course, students compare and contrast restorative and retributive justice models, practice proactive and responsive restorative techniques, and identify personal and professional shifts to exemplify a restorative mindset. Specific restorative techniques which students will learn include restorative language, facilitation of a variety of types of circles, restorative dialogue processes, connections between racial and restorative justice, and systems and structures to accommodate restorative practice within school life. Through additional online seminars, students will strengthen their knowledge of the history, theory, research, and practice of Restorative Justice. The culminating focus of the course invites students to apply restorative principles and practices in their own school or district setting.

C. Course Learning Objectives/Outcomes

While each restorative practice is accompanied by more detailed objectives, the objectives below capture the overarching goals of the course:

- Distinguish between restorative and punitive mindsets, motivations, strategies, and outcomes
- Define a restorative mindset within a trauma framework by explaining the components of repairing harm between individuals and groups
- Plan, facilitate, and reflect on proactive and responsive Circles (including those focused on: community building, healing, understanding, peace and mediation, celebration)
- Plan, facilitate, and reflect on effective restorative conversations
- Plan, facilitate, and reflect on generating effective restorative consequences through a restorative mediation
- Describe the connections between anti-racism and Racial Justice and principles of Restorative Justice
- Describes the steps required to achieve sustainable culture change through the lessons of implementation science
- Make an individualized plan to support the implementation of restorative principles to achieve school or district-wide culture change

Dispositions

The dispositions of Inquiry and Social justice will be assessed in this course. Students' ability to be reflective of their current school structures and practices, and inquiring about ways to improve them through the lens of social justice will be evaluated through the course learning objectives/outcomes listed above.

D. Course Teaching Strategies

Fundamental concepts will be introduced through assigned readings and experiential activities. Student assignments will have a practical orientation; each assignment or activity will involve application of key concepts to a real-life situation. All types of participation are honored, and on the orientation day, students will be highly encouraged to focus on both speaking and listening as a vehicle for understanding.

Due to the interpersonal nature of restorative work, the online component of the course will be conducted in a synchronous fashion, through the online platform Zoom. Though students are encouraged to participate in all sessions, students are permitted to miss two sessions without the absence negatively impacting their grade.

E. Course Materials and Learning Resources

Several books and articles are discussed in this course. In addition to offering a conceptual frame for the course, most texts are intended to be useful for students as practical guides and resources in their future restorative work. The texts below are required reading:

- [The Circle Way Pocket Guide: A Leader in Every Chair](#), Christina Baldwin and Ann Linnea
- [Implementing Restorative Practice in Schools: A Practical Guide to Transforming School Communities](#), Margaret Thorsborne & Peta Blood
- [Circle Forward](#), Kay Pranis

The texts below are recommended reading:

- “Socializing Schools: Addressing Racial Disparities in Discipline Through Restorative Justice,” Thalia Gonzalez from [Closing the School Discipline Gap](#), Dan Losen
- “The Potential of Restorative Approaches to Discipline for Narrowing Racial and Gender Disparities,” Gregory, Anne (et al.) from [Inequality in School Discipline: Research and Practice to Reduce Disparities](#), Russel J Skiba

F. Student Assessment

Most assessments will include artifacts, self-assessment and participant evaluations which will combine to form a student’s grade. In addition to four formative Restorative Practice assessments, the cumulative assessment of the course supports students to develop a plan to apply restorative practices organization-wide in their own school or district setting.

There are 500 total points available in this course. The final grade will be calculated as follows:

- 100 pts: Attendance and participation in orientation

- 100 pts: Attendance and participation in a minimum of five out of seven online sessions
- 75 pts assignment #1: Community Building Circles with assessment of each of the components below:
 - artifacts
 - participant evaluations
 - self-reflection on Restorative Practice Keys
- 50 pts per assignment for #2, 3, & 4, with assessment of each of the components below:
 - artifacts
 - participant evaluations
 - self-reflection on Restorative Practice Keys
- 75 pts assignment #5: School-wide Culture Change, with assessment of each of the components below:
 - artifacts
 - self-reflection on Restorative Practice Keys

G. Session Progress

Class will meet every other week AT A TIME AND DAY DETERMINED BY THE CLASS. Within any given two week period, students may complete assignments at their own pace. However, students are asked to begin assignments for a given module by the beginning of the class unless otherwise indicated in the assignment. Because RP are new to many school environments, it can often take time and scheduling creativity to find good circumstances for hosting restorative practices. Please be in touch if your timeline needs to be extended beyond the due date, as that is always an option.

H. General Due Dates of Assignments:

- Sessions start on Mondays and end 1-2 weeks later (depending on the spacing of the live sessions).
- Most assignments are due by class time. Students are strongly urged to begin the assignment before class time in order to have in process questions to pose.

I. Student Responsibilities

Per Loyola book of student conduct: “Student conduct throughout the course is subject to Loyola Law School’s Code of Student Conduct as well as Loyola University and course policies regarding attendance, academic honesty, and accommodations for students with disabilities. It is assumed that students are familiar with these policies. The instructor reserves the right to modify a grade, to deny a student the opportunity to complete the course for credit, or to withhold credit in case of serious breach of conduct, attendance, and/or course preparation and assignment requirements.”

J. Privacy Statement

In this class software will be used to record live class discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the Sakai course is unpublished (i.e. shortly after the course ends, per the Sakai administrative schedule: <https://www.luc.edu/itrs/sakai/sakaiadministrativeschedule/>). Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor.

The use of all video recordings will be in keeping with the University Privacy Statement shown below:

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Course Outline

This course begins with an intensive online immersion where students will build relationships with each other and, through experiential exercises and lively discussion, internalize core principles. ***Because Loyola began the spring '22 semester remotely the SOE is unable to hold an in-person immersion. A 1-day online orientation paired with an additional online class will replace this immersion. Students will engage in 7 online sessions during which we'll continue to cultivate a restorative mindset, discuss critical issues in Restorative Justice, and align specific restorative practices with key themes. A quick-glance of dates from live classes and assignment deadlines is below:

Module	Date Range (Exact due date TBD based on class schedule)	Assignment Due
Module 1	February 6 th – 20 th	No assignment due
Module 2	February 20 th – March 6 th	submission of assignment 1 <u>draft materials for feedback and support (extra credit/no credit)</u>
Module 3	March 6 th – 13 th	Assignment 1: Community Building Circles
Module 4	March 13 th – 20 th	Assignment 2: Restorative Conversations

Module 5	March 20 th – April 3 rd	Assignment 3: Restorative Mediations
Module 6	April 3 rd – April 17 th	No assignment due
Module 7	April 17 th – May 1 st	Assignment 4: Responsive Circles
Post-class	May 1 st – June 1 st	Assignment 5: School-wide Culture Change (submitted 1-4 weeks following the final session)

Topics and objectives of the sessions are outlined below.

<p>SESSION #1: Restorative Justice: An Experiential Overview</p> <p>Objectives:</p> <ul style="list-style-type: none"> Describe the impact of harm & repair Define Restorative Justice Describe restorative mindsets and the role of language in practicing a restorative mindset <p>Topics:</p> <ul style="list-style-type: none"> RJ as a true paradigm shift from the way most schools 'do school' RJ as a way of seeing the world and people within it The role schools can play in bringing restorative mindsets into everyday relationships
<p>SESSION #2: "Prevention is the Best Medicine:" Proactive Community Building and Restorative Classroom Management</p> <p>Objectives:</p> <ul style="list-style-type: none"> Support and be supported by others in preparation for the Community Building Circle Series Assignment Explain the role of Social and Emotional Literacy (SEL) in the context of a restorative school culture Identify and choose from a menu of relationship-building practices for 1-on-1 and group relationships Create effective affective statements to address student misbehavior in a relational way Maintain & assess agreements established for circles, classrooms, or other groups <p>Topics:</p> <ul style="list-style-type: none"> Reflection/discussion of community building circle assignment Restorative Language & Restorative Classroom Management: a whole class approach Affective statements as a way to humanize the learning environment <p>DRAFT Assignment Due: Community Building Circle Plans *Note: This assignment is for the purpose of in-process support. No grade will be attached to the submission of these materials.</p>

SESSION #3: A Guide on the Side, Not a Sage on the Stage: The Role of an Adult in Restorative Conversations

Objectives:

- Celebrate success on our first Restorative Practice, community building circles
- Describe the role of the adult in facilitating Restorative Conversations
- Facilitate a Restorative Conversation with a true-to-life scenario

Topics:

- Restorative Conversations
 - For individuals harmed
 - For harm doers
- Systems, Structures, & Professional Development Approaches to support Restorative Conversations as Tier 2 intervention

Assignment #1 Due: Community Building Circle Practice Project (soft deadline if needed)

Required Reading: IRPS Section 1 (p 18-59)

Required Viewing: Voice Thread 1: "Restorative Conversations"

Optional Viewing: Voice Thread 2: "Next Right Question"

SESSION #4: Make it Right: Restorative Consequences & Restorative Mediations

Objectives:

- Distinguish between restorative consequences and punitive consequences
- Describe the goals and process of a restorative mediation
- Use intentional questioning to generate restorative consequences in a true to life restorative mediation

Topics:

- Reflection/discussion of restorative conversation assignment
- Restorative Consequences
- Crafting messages targeted to stakeholders' self-interest of the topic of restorative consequences
- In School Suspension: a restorative consequence?

Assignment #2 Due: Restorative Conversation Practice Project

Required Viewing: Voice Thread 3: "Overcoming Roadblocks to Restorative Conversations"

Optional Reading:

- "Socializing Schools: Addressing Racial Disparities in Discipline Through Restorative Justice," Thalia Gonzalez from Closing the School Discipline Gap, Dan Losen

- “The Potential of Restorative Approaches to Discipline for Narrowing Racial and Gender Disparities,” Gregory, Anne (et al.) from Inequality in School Discipline: Research and Practice to Reduce Disparities, Russel J Skiba

SESSION #5: Coming Full Circle: Responsive Circles

Objectives:

- Identify and describe types of responsive circles and their uses
- Describe characteristics of responsive circles
- Activate prior knowledge to plan and craft question sets for responsive circles in a true-to-school scenario

Topics:

- Advanced Responsive Circles
 - Reentry Circles
 - Circles of Support
 - Circles of Healing/Grief
 - Peace Circles

Assignment #3 Due: Restorative Consequences Practice Project

Required Reading: IRPS Section 2 (p 70-123)

SESSION #6 Weave a Web of Support: Creating Restorative School Cultures

Objectives:

- Troubleshoot in-process challenges of responsive circles
- Outline specific steps and stages in the implementation of RJ in a school
- Apply key community organizing concepts to gain a renewed understanding of our work, context, and stakeholders

Topics:

- Systems & structures changing over time: creating long term, sustainable goals
- Identifying roadblocks to long term change
- Community Organizing: identifying stakeholders and their self-interest
- Professional development models which are respectful and supportive of adults
 - Coaching
 - Professional Learning Communities/Communities of Practice
 - Transparency of vision

Required Reading: IRPS Section 3 (p 132-175)

Assignment #4 Due: Responsive Circle Practice Project

SESSION #7: “To Use My Strength in the Service of my Vision”

Objectives:

- Remember what we have learned in this course—both from the content and our colleagues
- Articulate a vision of the ways restorative mindsets could impact our schools

- Celebrate our cohort's successes and diverse assets

Topics:

- Where we've been and where we're going

Assignment #5 Due Post Session 7: School-wide Culture Change

ADDENDUM

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.

The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

The 13 possible objectives you will select from are listed below:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in DIGICATION. *For those students in non-degree programs, the*

rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

Digication

All students, *except those who are non-degree*, may have access to DIGICATION to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. [Digication](#) is Loyola's ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.

Student Support

Special Circumstances--Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with [Student Accessibility Center](#) (SAC) (<http://www.luc.edu/sac/>).

Center for Student Access and Assistance (CSAA)

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.

Syllabus Addendum Link

<https://www.luc.edu/education/academics/syllabi/>