



## **Positive Discipline: A Guide to Restorative Practices Online Participant Syllabus**

### **Course Description**

Participants in this course will examine research-based proactive practices and best practices of the alternative discipline. Strategies for improving classroom and school culture through the use of alternative discipline will be explored. Participants will reflect on their discipline philosophy to establish a framework for growth to effectively implement positive alternative discipline interventions and strategies. Participants will learn about alternatives to school discipline and the most effective ways to reach students and to reward positive behaviors. When students do misbehave, participants will learn ways that students can still receive appropriate instructional time and be part of the classroom community. Participants will leave the course with a toolkit of resources to impact their classroom and school community through alternative discipline.

### **Course Prerequisites**

This course is recommended for K-12 teachers and administrators looking to gain background information concerning engaged learning and collaboration research and application of these tenets in the classroom and school community. Participants must hold a baccalaureate degree.

### **System Requirements**

- Computer with word processing software
- Internet access connection
- Software capable of reading PDF files
- Software capable of viewing PowerPoint presentations

### **Text Books/Supplemental Reading**

No textbook is required for this course. Critical reading of assigned articles and text is embedded throughout the course. Assigned and recommended readings are listed in each milestone.

### **Global Goals of the Course**

1. To examine current research in best practices using alternative discipline instruction (NBPTS 3,4)
2. To develop an understanding of strategies and interventions that help educators respond appropriately and efficiently towards student misbehavior to improve learning in today's classroom (NBPTS 1,3,4)
3. To analyze current instructional practices to promote an understanding of positive behavioral interventions and instructional planning to better support student learning (NBPTS 1,3,4)

4. To explore possible applications of alternative discipline methods to help students avoid future misbehavior and to develop a positive climate within the school community (NBPTS 1,2,3,4)
5. To synthesize best practice research and classroom applications of alternative discipline (NBPTS 2,3,4)

### Instructional Objectives

By the conclusion of this course, each participant should be able to do the following:

1. Reflect on proactive and best practices for alternative discipline
  - 1.1 Explore your school's current discipline plan
  - 1.2 Develop an alternative discipline plan
  - 1.3 Reflect on the what and why of alternative discipline
2. Identify myths and perceptions of school discipline programs
  - 2.1 Explore myths of the effects of student discipline
  - 2.2 Understand ways to address learning needs of disciplined students
  - 2.3 Review the importance of engaging disciplined students
  - 2.4 Discuss and describe the needs of disciplined students
3. Understand the impact of bias and discrimination of disciplined students
  - 3.1 Explore bias on disciplined students
  - 3.2 Explore current state initiatives relating to alternative discipline
  - 3.3 Examine recommendations for alternative discipline programs
4. Examine methods to improve school culture within the school community
  - 4.1 Explore successful alternative discipline programs frameworks
  - 4.2 Explore methods on educating students on positive behavior
  - 4.3 Explore approaches to the special needs students' behavior
  - 4.4 Discuss ways to engage students about the school community
5. Examine programs to improve the culture within the entire school
  - 5.1 Review methods to engage all staff in implementing positive behavior
  - 5.2 Compare interventions and instructional strategies to replace punitive discipline
  - 5.3 Reflect on the development of productive student-teacher interactions
  - 5.4 Explore and evaluate programs on conflict resolution
6. Develop safe and supportive environments for all students
  - 6.1 Explore and evaluate ways to create safe spaces for students with trauma
  - 6.2 Explore and evaluate ways to educate students with trauma
  - 6.3 Explore ways to implement solutions that address trauma and discipline
  - 6.4 Explore resources on ways to respond to childhood trauma
7. Recognize the need to support the needs of student trauma
  - 7.1 Explore and review the social and emotional needs of the students of trauma

- 7.2 Explore and evaluate ways to support parents of students with trauma
  - 7.3 Examine organizations that can help support the social-emotional needs of students
  - 7.4 Develop school programs that will address issues of trauma and discipline
8. Explore, examine and reflect on resources that support alternative discipline
- 8.1 Explore, evaluate, and review alternative discipline online resources
  - 8.2 Explore, evaluate, and review educational organizations
  - 8.3 Explore, evaluate, and review research on alternative discipline
  - 8.4 Develop a list of resources for teachers and administrators about alternative discipline

### Teaching Methodology and Delivery Model

Teaching methodologies used in this course are specifically designed to maximize learning in a guided, graduate-level, online distance-learning model. Each course facilitator is trained and experienced in facilitating graduate-level online classes as well as the specific content and skills of this course.

1. Online methodologies include instructor/expert presentations, directed skill practice, asynchronous class and group discussions using threaded discussion questions, peer evaluation, self-evaluation, portfolio development, and the synthesis of new knowledge and skills in designing grade-specific lesson plans or other educational applications of knowledge and skills.
2. The course is taught in a supportive learning environment with teacher-participant interaction and feedback. Class participants interact with other professionals via the Forum area by replying to existing posts as well as creating new threads on topics of their choice.
3. Content focuses on the presentation of advanced concepts linked to instructional strategies which accommodate learning needs of a diverse student population.
4. Course content, activities, and assignments are organized into “milestones” that participants complete during the 8-week span of the course. Course content is intended to cover material equal to 45 seat hours of instructional time.
5. Class participants actively construct their learning and make it personally relevant by acquiring and applying course knowledge/skills to their teaching situation.

### Learning Assessment

Formative assessments of learning objectives for this course are conducted informally throughout the course via discussion, critiques, peer- and self-evaluations, journal entries, instructor feedback, small-group sharing and activities requiring participants to make sense of new knowledge and skills within their realm of teaching. Additionally, three formative assessments are embedded within the course. Summative assessment for the course occurs in the form of a final project which requires each participant to synthesize

class content and apply it to the teacher's specific teaching environment. Copies of the course performance assessment rubrics are included in Appendices A-C.

### Compliance with National Board of Professional Teaching Standards

The National Board of Professional Teaching Standards represents the highest level of professional achievement in the continuum of teacher professional development. There are five core principles (standards) which cover five aspects of professional educational practice: (1) commitment to students and their learning, (2) knowledge of subject matter and instructional strategies, (3) management and monitoring of student learning, (4) systematic reflection about the teaching profession to learn and grow from experience, and (5) collaborative participation in the educational learning community.

### Final Projects

Participants taking courses for professional development unit (not-for-credit) must follow the same Participation Expectations as posted in the course syllabus. Participants will complete readings and tasks as outlined in the Task List. Forum Postings are also required. However, participants will be exempt from completing the Formative and Summative assignments unless otherwise noted. Proof of seat hours will be presented to the participants after completing the state required course evaluation located on the student portal.

In keeping with best instructional and assessment practices, this course requires participants to demonstrate synthesis and application of course knowledge in an applied final project linked to the instructional objectives of this course. Assessment of the project should not be limited to the quantity of work submitted but should carefully consider the quality and intellectual value of the work.

Final projects are due and will be submitted to the instructor within the weeks of the allotted class time. Unless the instructor states otherwise, all papers are expected to be correctly formatted electronically.

### Assessments and Grading

Throughout the course, participants will engage in both formal and informal formative and summative assessments. Points are assigned based on a four-point criterion rubric specifically delineated for each assessment that can be further defined as follows:

**Distinguished:** The assessment is highly imaginative; demonstrates critical thought; is unique; shows substantial application to one's teaching or professional position; *goes above and beyond requirements*; is creative; demonstrates both breadth and depth of knowledge of transition-related subject matter; shows individual's personality; is professional in presentation and appearance; and demonstrates considerable effort. The assessment is exceptionally completed and demonstrates a clear understanding of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning

situation. The assessment meets the specific criteria delineated in “Distinguished” on the course rubric.

**Proficient:** The assessment is well-organized and complete; is efficiently and presented; demonstrates clear understandings; applies what has been learned to the author's classroom situation; shows connections; is detailed, and is thoughtful and supported with ideas. A thoroughly completed assessment demonstrates that the participant shows awareness of the tasks, gives explanations and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in “Proficient” on the course rubric.

**Basic:** This is the lowest passing grade. The assessment meets minimum requirements; includes general information but lacks descriptive detail; shows limited application to teaching/learning, and lacks originality. This denotes work that does not meet **all** aspects of standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in “Basic” on the course rubric.

**Unsatisfactory:** The assessment is missing evidence or information; is sloppy and poorly organized; demonstrates only surface understandings; shows no evidence of application to the author's teaching situation; is poorly written, and does not meet minimum standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in “Unsatisfactory” on the course rubric.

The assessments for this course are weighted as follows:

Participation and Reflection	30%
Formative Assessments	30%
Summative Assessments	40%

### Academic Honesty and Integrity

All participants are expected to maintain academic honesty and integrity by doing their work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the participant receiving a zero for that assignment or paper.

### Americans with Disabilities Act Compliance

In compliance with Section 504 of the Rehabilitation Act and The Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to perform in this class, are encouraged to inform the instructor at the beginning of the first session. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

### Attendance

Participants will have eight weeks from the time of their first date of login to complete the course. They will need to contact The Connecting Link at (888) 550-5465 should they not be able to complete the online class in the time given.

### **Late Work and Make-Up Policy**

Participants are expected to keep pace with assignments and expectations. If a situation arises in which an assignment cannot be completed, the participant is expected to make arrangements with the instructor for the timely submission of such work. Failure to complete all work in this time frame will result in an **incomplete** or a grade of **F** for the work, depending on the reason for the delay.

### **University Compliance**

Course content and instruction are bound by policies associated with the university granting academic credit for the course. Such policies include, but are not limited to academic integrity and honor codes, institutional objectives and grade grievance procedures. These policies are located within the official academic catalogs which can be accessed through the university's official website.