



Positive Discipline: A Guide to Restorative Practices Site-based 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 positive alternative discipline research and application of these tenets in the classroom and school community. Participants must hold a baccalaureate degree.

Text Books/Supplemental Reading

No textbook is required for this course. Critical reading of assigned articles and text is embedded throughout the course.

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 of this course are designed to support intensive, graduate-level course work in an interactive setting. Instructional plans support the content of this course, which focuses on the improvement of professional teaching expertise in any or all of the following categories: assessment, collaboration, communication, diverse learners, educational reform, instructional strategies, planning instruction, productivity, reflection of practice, student learning, subject matter, and/or technology.

1. Methodologies include instructor presentations, specific skill practice, discussions, audio-visual presentations, self-evaluation, project development, course readings, research/inquiry exercises, and the synthesis of new knowledge and skills with previously acquired skills/expertise in relation to transition knowledge and content.
2. The course is taught with instructor-participant and participant-participant feedback. Course content, activities, and assessments are organized into segments totaling 45 seat hours. Assessments are due two-weeks following the end of the course.
3. Research-based content, presentations, educator resources in print and on the Internet, notes from instructor presentations, class activity work pages, references, and assessments are supported by content designed specifically for educators.
4. Daily activities include a variety of research-based instructional approaches appropriate for adult learners. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills during hands-on practice and problem-solving activities, personal reflection, in-class presentations, whole-class and small group discussions and activities, assigned readings, research/inquiry, projects, and collaborative work in various group formats. All are designed to make it possible for educators and other school-related personnel to learn the same basic content and skills with an emphasis on application to their own specific content area or grade level.

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.

Topics Agenda

Day One:

Achieving a Balance in School Discipline

Participants will learn to explore ways to create a school-wide positive behavior change, improve school climate, and reduce student misconduct through proven strategies and research.

New Laws that Will Encourage and Establish Change

Participants will explore the federal and state involvement in school discipline. A review of the Department of Education's Office of Special Programs, concentrated in the area of instructional approach to school discipline, will be analyzed. How Safe and Responsive Schools (SRS) requires that students who need explicit instruction and structure, and must learn their school's behavioral practices and expectations will be reflected on.

Day Two:

Engagement-Based Classroom Management

Participants will learn about the concept of Interest-Based Learning and ways to hold students' interest during an activity. Effective questioning strategies that can help trigger interest and help maintain management in the classroom will be explored and discussed.

Social Emotional Learning (SEL)

Participants will review their classroom and school's approach of Social-Emotional Learning (SEL). A discussion and review of long and short-term benefits of social-emotional learning, building social-emotional skills in the classroom, and how schools can show support for SEL will be explored.

Day Three:

Suspensions Don't Teach / Restorative Practice

Participants will learn how restorative practice differs from punitive justice and how mediation rather than punishment can foster growth in a student. Scenarios in how effective restorative practices will bring conflicting students together and mediate a resolution will be demonstrated.

Fair and Effective Methods

Participants will investigate best practice discipline strategies to improve safety and learning outcomes for all students. How students with or without disabilities can benefit from a proactive behavioral support system will be explored, and the characteristic of these systems will be outlined.

Day Four:

Student Trauma and Behavioral Challenges

Participants will learn how to help students with trauma and the behavioral changes that occur because of trauma. Systems of care will be reviewed, as well as the Safe Schools Consortium.

Day Five:

Reflecting on the Tools Needed for Tomorrow's Classrooms

Participants will review a variety of websites, organizations and best practices to learn about risk-taking, embracing failure, fostering classroom collaboration, developing patience and caring attitude.

Final Projects

Assignments/ assessments should reflect that each participant is accountable for a high degree of learning; thus, an appropriate combination of group and individual assignments/assessments that can accurately determine an individual's achievement level is required.

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 within two weeks of the end of class. Projects submitted during the third week "grace period" will have their grade reduced one full letter grade. No papers will be accepted past the grace period, and participants will, consequently, forfeit credit for the course. Papers are expected to be properly formatted and submitted to the instructor either in person or via mail or an email attachment.

Participants taking professional development unit (not-for-credit) courses must attend all scheduled class sessions and complete all formative assignments. However, they will be exempt from completing the final summative project unless otherwise noted. Proof of seat hours will be presented to the participants after completing course reflection via the student portal and all hours are met.

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 are required to attend all classes as well as participate in class discussions, small group activities, and projects. Absence from any part of the class will require that you withdraw from the class. Participants will need to contact The Connecting Link at (888) 550-5465 in the event this occurs.

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.