



## LILIE, LLC Course Information

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*\*More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

**Title of Course:** A Restorative Approach and Practices

**Course Description:** This course is designed to provide educators with the knowledge and techniques to implement proactive and restorative practices within their classroom. Educators will examine and learn the cultural response practices and dispositions as a lens through which to learn about and apply various restorative practices. This course will examine different restorative practice strategies, role of CRP in crafting them to meet the diverse needs of your students, the connection with social emotional learning and the benefits of how a restorative practice approach provides a more proactive and positive system where stakeholders are engaged and part of the process providing them with the much-needed communication and life skills needed in both academics and life outside the classroom. Ultimately, educators will discover strategies to encourage students to manage complex emotions, navigate social situations and develop a plan to intervene and minimize conflicts, establishing a learning- focused classroom environment that is built on mutual respect and empathy in order to support a pathway to success. Planning, implementing and assessing inclusive and equitable practices and policies within the classroom and beyond will provide participants with the tools to support all students, including those from historically underrepresented and marginalized groups.

### **Instructor Consultation and Interaction**

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

### **Proof of Course Completion**

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback n in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



## Scope & Sequence/Weekly Topics and Objectives

### Session I

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Examine own belief system and knowledge of classroom management and restorative practices</li> <li>• Understand the role of culturally responsive practices and its connection with proactive discipline and restorative practices</li> <li>• Analyze the role of equity and its necessary and powerful role in creating and implementing restorative practices</li> <li>• Communicate their newly learned understanding of how and why restorative practices began and its success with improving learning and closing achievement gaps</li> </ul>
<b>Topics</b>	<ul style="list-style-type: none"> <li>• Introductions and Developing Self Awareness</li> <li>• Self-Assessing Understanding of Restorative practices</li> <li>• Culturally Responsive Teaching: Requirement for Success with RP</li> <li>• and Its Importance in Proactive and Restorative Practices</li> <li>• Understanding the Genesis of Restorative Practices, Benefits to Learning</li> <li>• Closing the Achievement Gap: link between discipline and Achievement</li> </ul>
<b>Application to Instruction &amp; Student Learning</b>	<p>Examining the role of creating and sustaining a culturally responsive practices is a foundation for powerful work that can offer transformative opportunities for both educators and students. Educators will work to examine and assess their own beliefs and assess the success, a first step in then examining how these understandings of successful class management must be measured against the goals and positive outcomes of culturally responsive teaching. Broadening participants understanding of culturally responsive practices and how it is integral to successful restorative approach and practices, educators will explore and reflect upon what equity means and looks like in practice so that as they learn, they can work to ensure it meets the needs of our diverse populations and those historically unrepresented and marginalized by continually evaluating and reflecting if and how to ensure equity. Lastly, after a learning about, reflecting on their own students and their needs, participants will begin to examine and analyze the genesis of restorative practices, how it uniquely aligns with a robust and empowering culturally responsive classroom and benefits to learning.</p>

### Session II

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Examine the tenets and goals in creating and maintaining a brave learning community</li> <li>• Develop more equitable practices and strategies to address implicit bias and make positive and meaningful changes</li> <li>• Examine goals of restorative practices and explore various strategies and techniques that can be applied to classroom and school to achieve this</li> <li>• Measure the various restorative practices against culturally responsive practices being sure to examine, evaluate and revise them to better serve students especially those historically underrepresented and marginalized.</li> </ul>
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<b>Topics</b>	<ul style="list-style-type: none"> <li>• Understanding tenets of Brave Learning and Its Role in RP</li> <li>• Incorporating “circles” to build community and promote healthy relationships through restorative practices</li> <li>• Examining Bias and Its Presence in Restorative Practices</li> <li>• Behaviors and Proactive Discipline</li> <li>• Restorative Practices at Work</li> <li>• Social Contracts</li> <li>• Personal reflection</li> </ul>
<b>Application to Instruction &amp; Student Learning</b>	<p>Educators will work to examine and evaluate how their own implicit bias impacts them as an educator and reflect upon how they will enact change both personally and professionally. Educators will examine how to create a brave learning community in which they can help cultivate student leadership and empower students to learn and improve upon creating an atmosphere of mutual respect. Educators will examine various strategies and methods used to implement restorative practices in both one’s classroom and their school. Educators will examine and evaluate each of the methods through the lens of building a culturally responsive classroom and consider the unique needs of their specific community of learners and cultural experiences.</p>

**Session III**

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Examine and develop their own carefully selected restorative practice they will present to colleagues in course as applicable strategy in the classroom that not only embraces and promotes restorative practices but also successfully employs the tenets of culturally responsive practices covered thus far</li> <li>• Analyze and evaluate colleagues restorative practice presentations while demonstrating qualities of brave learning culture</li> <li>• Examine the connection between SEL and RP to see how they work together</li> <li>• Explore and begin to develop Social Contract as an example of restorative practices and begin developing one’s own to apply</li> </ul>
<b>Topics</b>	<ul style="list-style-type: none"> <li>• Developing Personal Restorative Practices (Midterm)</li> <li>• Applying Equity Magnifier Questions to evaluate RP to build equity</li> <li>• Relationship between Social Emotional Learning and RP</li> <li>• Introduce Final Project; Creation of Social Contracts</li> </ul>
<b>Application to Instruction &amp; Student Learning</b>	<p>A personally created restorative practice system or strategy in one’s class that will meet the diverse needs of those in their care, coupled with CRP will be presented to colleagues and offer robust array of techniques and ideas that colleagues may learn and adapt from. Participants will analyze various strategies and strengths of integrating SEL into restorative practices and work to enrich their practices with this. Through analyzing and applying these strategies, participants will develop an inclusive academic setting where student removals for negative behaviors will be significantly decreased. By applying knowledge gained, reflection upon current practice, and collaboration with peers, participants will be able to successfully improve the behavioral and academic outcomes for students.</p>

**Session II**

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Explore and evaluate proactive measures one may take to implement in their classroom/ school to further strengthen restorative practices and the tenets of SEL</li> <li>• Create steps or measures to be used in class/school that embrace best proactive practices, measures and successfully meet unique needs of those in their care and reflect culturally responsive practices and dispositions learned throughout course</li> <li>• Present and evaluate social contracts as a strategy for implementing restorative practices</li> <li>• Reflect on how your idea of discipline has grown, making connections to students, positive outcomes, links to achievement, fostering a CRP such as addressing bias, giving voice and focus to marginalized, cultivating brave learning, reshaping own notions)</li> </ul>
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	Create and examine social Contracts as a tool for restorative practices and positive discipline that can be adapted for use by others with revisions to meet the unique and diverse needs of their student(s).
<b>Topics</b>	<ul style="list-style-type: none"> <li>• Proactive Measures</li> <li>• Presentation and Collegial Feedback of Social Contracts (Final)</li> <li>• Teacher Support</li> <li>• Final Reflections and Lasting Impressions</li> </ul>
<b>Application to Instruction &amp; Student Learning</b>	By examining proactive measures and mindset, educators will make connection and apply this to their restorative practices. These resources will be essential in addressing potential problems before they exacerbated and offer opportunities to minimize trauma and behavior/ management problems. Participants will establish a brave learning community and a positive classroom culture by creating a well-planned and executed proactive classroom management plan that encourages students to develop positive self identities, manage complex emotions, navigate a variety of social situations and encourage empathy for others

<b>Objectives</b>	
<b>Topics</b>	
<b>Application to Instruction &amp; Student Learning</b>	