

Restorative Practices In Action **Sparkbook**

Love and Logic
Beyond Discipline
Restorative Practices & Special Needs
Culturally Responsive Teaching & The Brain



A Restorative Practices In Action Guide ©

“The WHY and HOW” of this Workbook:

WHY should you engage with this workbook?

Restorative Practices in Action strives to be responsive to the professional development needs of teachers. This workbook is designed to spark, inspire, and support teacher learning while connecting theory to practice in your classroom. We hope this resource informs the initial planning processes in your journey as an educator this school year. The content found on the following pages includes contributions and ideas in RPIA classrooms, from both teachers and students alike. The strategies named are theories from the books: Love and Logic, Beyond Discipline, Restorative Practices and Special Needs, and Culturally Responsive Teaching and the Brain, and are aligned with inspiration for implementation and possible student outcomes.

HOW should you plan to engage with this workbook?

The intention of this workbook is to function as a suggested guide for your practice. The hope is your voice will contribute to the development of this resource as we continue to build a continuum of content over the course of this school year. We seek on-going feedback and strategies you are using in your classrooms as you live out this work. As an RPIA teacher, we encourage you to use this workbook as a place for reflection while you challenge yourself in finding impactful outcomes for cultivating student voice, ownership, and empowerment in your classroom.
full leadership potential.

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Spark Strategy Index

Theory: Love & Logic			
Strategy	Student Group (Whole/Small/1x1)	Preparation (High/Medium/Low)	Page
Student-Led Review	Whole Class	High	8
Strengths-Based Scoring	Whole Class	Low	18
Student Talk Scorecard	Whole Class	Low/Medium	20
Student Led Questioning	Whole Class/Small Group/ Partner/Individual	Medium/High	30
Vision Board	Whole Class/Individual	Low/Medium	34
Choice Menu	Whole Class	Medium/High	37
Self Reflection Flashcards	Whole Class/Individual	Low/Medium	42

Theory: Restorative Practices & Special Needs			
Strategy	Student Group (Whole/Small/1x1)	Preparation (High/Medium/Low)	Page
Mind-Mapping	Whole Class/Small Group	Low	9

Spark Strategy Index

Theory: Beyond Discipline

Strategy	Student Group (Whole/Small/1x1)	Preparation (High/Medium/Low)	Page
Dyads	Whole Class/Small Group	Medium	8
Silent Seating Chart Challenge	Whole Class	Low/Medium	13
Substitute Lesson Plans	Whole Class	Low/Medium	25
Peer Partner Check In	Whole Class/Small Group/Partner	Medium	27
CeYOUbration Countdown	Whole Class	Low/Medium	32
Kindness Garden	Whole Class	Low	33
Class Mascot	Whole Class	Low/Medium	39
Class Newsletter	Whole Class/Small Group	Medium/High	40
Unconditional Love Notes	Individual	Low/Medium	41

Theory: The “Why” Behind Classroom Behaviors

Strategy	Student Group (Whole/Small/1x1)	Preparation (High/Medium/Low)	Page
Peer Shout Outs	Whole Class	Low	35


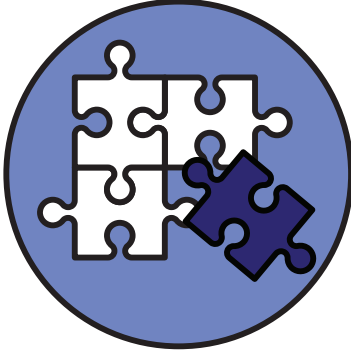
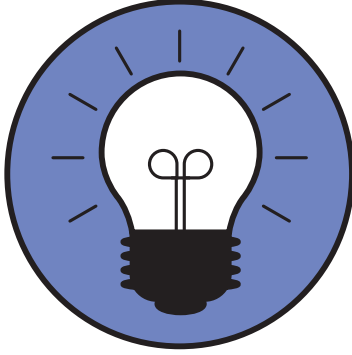

Spark Strategy Index

Theory: CRT & The Brain			
Strategy	Student Group (Whole/Small/1x1)	Preparation (High/Medium/Low)	Page
Student-Led Stations	Small Group	Medium	11
“What Type of Learner Am I” Student Survey	Whole Class	Low	16
Affirmation Mirror	Whole Class	Low	14
Class Playlist	Whole Class	Low	13
Student-Created Jobs	Whole Class	Low/Medium	15
Chat & Chew Mini-Meets	1x1	Low	17
Student Content Coaches	Small Group/Whole Group	Low/Medium	21
5 Minute Storytelling	Whole Class/Small Group/Partner	Low	22
Stamina Chart	Whole Class	Medium/High	28
Academic Sentence Starters	Whole Class/Small Group	Low/Medium	31
Listening with Grace	Whole Class/Small Group	Low	36
Daily Social Goals	Whole Class/Individual	Low	38

Spark Strategy Index

Multiple Theories				
Strategy	Student Group (Whole/Small/1x1)	Preparation (High/Medium/Low)	Theory	Page
Dyads	Whole Class/Small Group	Medium	Beyond Discipline; Love and Logic	10
Idea Building Blocks	Whole Class/Small Group	Low	Love and Logic; CRT & The Brain; Restorative Practices and Special Needs	23
Leadership Post Up	Whole Class	Medium	CRT & The Brain; Love and Logic	24
Leggo of the Negatives	Whole Class/Individual	Medium	Restorative Practices and Special Needs; Love and Logic	26
Appreciation Flow Chart	Whole Class/Small Group/Partner/Individual	Low	CRT & The Brain; Restorative Practices and Special Needs; Love and Logic	29

EMPOWERING
TEACHERS.
EMPOWERING
STUDENTS.

			
Book	RP Strategy	Implementation Ideas	Student Impact
<p>Love and Logic</p> <p>“Teachers gain the cooperation they need when they give away the control they don’t need.”</p>	<p>“Student Led Review”</p>	<ol style="list-style-type: none"> 1. Decide for each lesson the non-negotiables and then let students figure out rest. 2. Have students do the review, be the expert and answer the questions 3. Allow productive struggle 4. Answer questions with questions 5. Allow awkward silence 	<ul style="list-style-type: none"> ● Student engagement ● Student confidence ● Authentic learning ● Students carry the academic load ● Students become more curious ● Modeling patience allows for each student’s unique voice to be leveraged to enhance instruction

Input from Dan Kessler, RPIA Coach


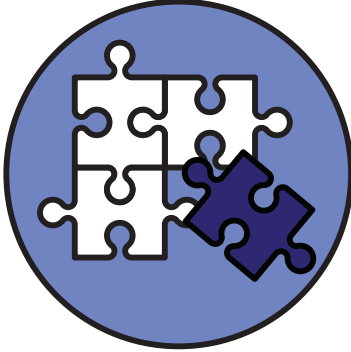
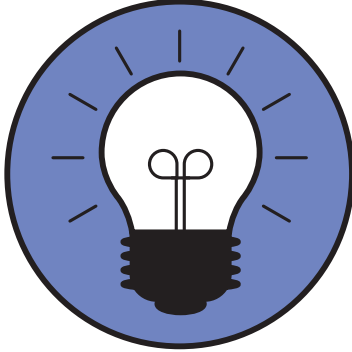

Reflection + Application:

How can I utilize this strategy with my students?

One potential barrier could be...

One way I envision success is...

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Book	RP Strategy	Implementation Ideas	Student Impact
Restorative Practice and Special Needs	“Mind Mapping”	<ol style="list-style-type: none"> 1. Use as a debriefing/ reflection tool in conjunction with symbols or pictures to identify students feelings. 2. Encourage use during group projects to review content and/ or planning for long term projects. 3. Use for critical thinking exercise 4. Use during ELA exercises for writing prompts, reading/ listening comprehension 5. Regulating emotions 	<ul style="list-style-type: none"> ● Academic ownership ● Students have a voice in choice making ● Students identify the impact of their own actions

Input from Victoria Rodriguez, RPIA Director of Program Design and Implementation


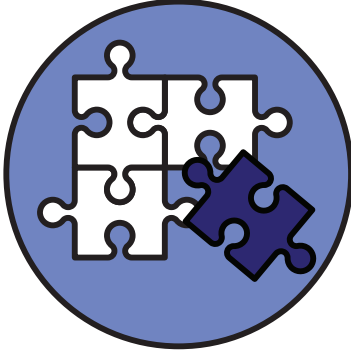
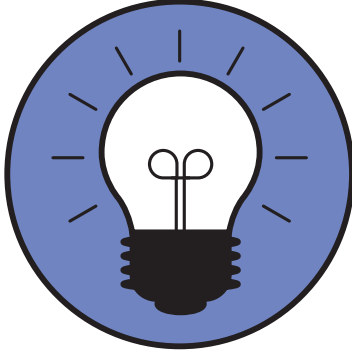

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<p>Love and Logic</p> <p>And</p> <p>Beyond Discipline</p>	<p>“Dyads”</p>	<ol style="list-style-type: none"> 1. Share the why behind the practice by asking students if they ever wait to share an idea in class but don't really hear what others are saying. 2. Explain the norms of Dyads with slide 3. Provide 2-3 question choices 4. Reflect as a group to see how students felt/how they grew in the activity 	<p>Students stated the following:</p> <ul style="list-style-type: none"> ● “I Didn’t realize how hard it was to not respond in any way while someone is talking.” ● “This activity helped calm me down- I didn’t feel pressure while I was sharing.” ● “It was nice to know that no one would cut me off.”

Input from Claire Miller, RPIA Founder and CEO


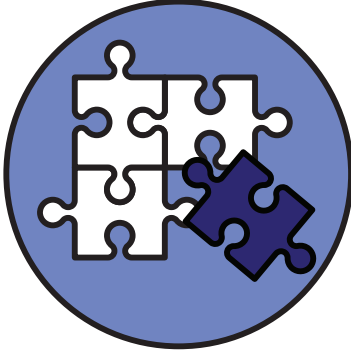
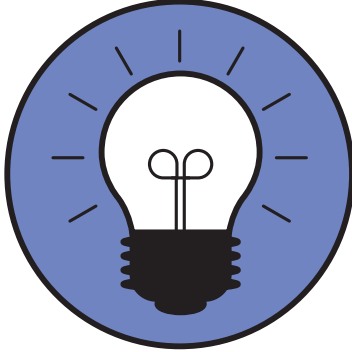

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CRT & The Brain	<p>“Student Led Stations”</p> <p>Development of student + student learning relationships: cultivating independent learners.</p>	<ol style="list-style-type: none"> 1. Use stations as an instructional activity and gather feedback from students (via surveys) on the overall effectiveness of stations. For example: ask which stations they liked the best and why. 2. Create small groups of students (based on their feedback in the student survey and preferences in activities) to collaborate and plan for the next round of stations. 3. Students plan, implement, and work in stations independently. 	<ul style="list-style-type: none"> ● More “buy in” from students to participate in stations ● Increase in student work/ student engagement ● Empowering and enhancing leadership skills among students. ● Students learn and implement activities independently, learning from each other.

Input from Kate Webb, RPIA Coach


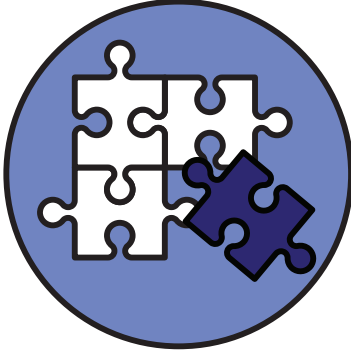
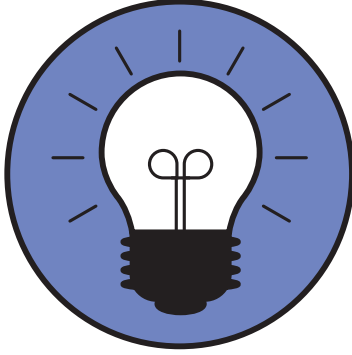

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<p>Beyond Discipline Chapter 5</p> <p>“If students are to create rules, the teacher must be clear that the point is just that: to create. Student-generated rules that emerge from deep and ongoing conversation are likely to be valuable not because of the rules themselves but because of the conversation that gave rise to them. The process is the point.” (p.72)</p>	<p>Class Norm Building (with Jenga!)</p>	<p>Groups of 4-6 students are given a Jenga Set and a list of numbered ‘get to know you’ questions</p> <p>Every Jenga Block is numbered, and as students play they answer the question # block they pull from the ‘get to know you questions’</p> <p>After the game, reflect as a class and create a “Jenga to Norms” Chart by asking students “What did you appreciate about your teammates during the game?” and when they give a student action, translate that to a class norm (example: “In Jenga, one of my teammates cheered for me when I succeeded” can translate to “give shout outs after class discussions”)</p> <p>Then say “just like in Jenga, we are building something in the classroom this year. Honoring these norms will help us build deeper understanding and stronger</p>	<ul style="list-style-type: none"> Students consistently honored the class norms during class activities There was no push back about class norms because we built them together

Input from Claire Miller, RPIA Founder


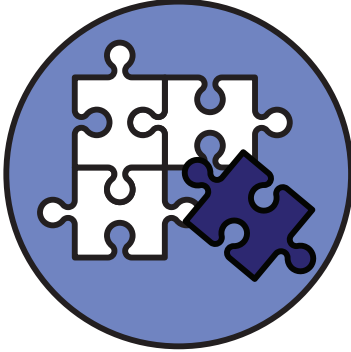
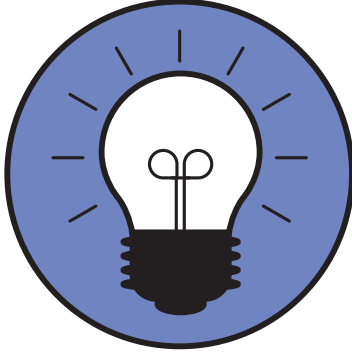

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<p>Beyond Discipline Chapter 7</p> <p>“Any number of familiar activities which subtly promote independence can be transformed into a lesson in interdependence” (p. 113)</p>	<p>Silent Seating Chart Challenge</p>	<ol style="list-style-type: none"> 1. Number every desk and write this message on the board on the first day of school: Sit in a seat knowing you will move very soon 2. Welcome students and explain the ‘Silent Seating Challenge’: “I am about to post steps you need to take as a class to find your seat. The only catch? No one can talk as you take these steps together.” 3. Show the slide with the Silent Seating Challenge (examples here) 4. After the Silent Seating Challenge is finished, ask students to reflect as a class with the questions below. 5. Reflect: What did you notice about yourself? About the group? 6. Affirm: What positive actions or words did you notice during the activity? What leadership qualities did you see? 	<ul style="list-style-type: none"> ● Students collaborate and are pushed to reflect on their actions/actions of others from the first moments of your class ● Student leadership styles are on display and celebrated by each other ● Introverted/shy students have space to lead in unique ways

Input from Claire Miller, RPIA Founder


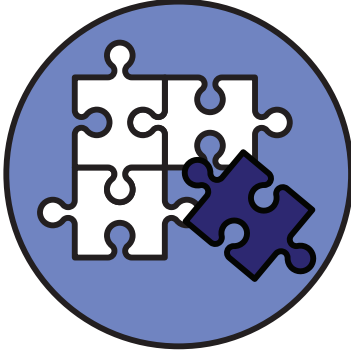
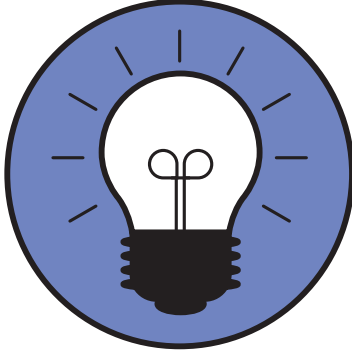

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Book	RP Strategy	Implementation Ideas	Student Impact
CRT & The Brain	What Type of Learner Am I? Student Survey	<p>Provide it to students during the first week of school</p> <p>Explain that you are giving the survey to better understand student strengths and how you can empower them to learn and lead throughout the year</p> <p>Use it to create seating charts, small groups, and assignments Tell your students when you are leveraging their learning styles in the classroom</p>	<ul style="list-style-type: none"> Students can name and explain their learning style to others Students advocate for ways they best learn/ask to engage in learning activities tailored to their style

Input from Amy Didona, RPIA Coach


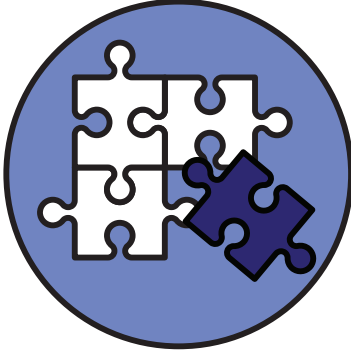
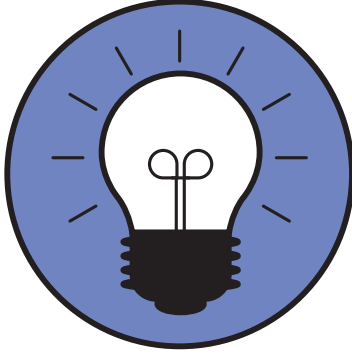

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<p>CRT & The Brain</p> <p>“You can try to speed the trust-building process, but feeling connected grows slowly and requires time for people to get to know each other. It happens in the small day-to-day interactions as a student comes into the classroom, when you pass them in the hallway...” (p. 77)</p>	<p>Create a Class Playlist</p>	<p>Provide students with a written or online survey where you ask them to list three songs that matter to them and why. Then, have them circle one that they would like to have included in the class playlist.</p> <p>During class transitions, play one of the songs from the class playlist</p> <p>Extension Activity: During a morning meeting or class circle, have students share why they selected their song for the class playlist</p>	<ul style="list-style-type: none"> ● Students say they feel seen/celebrated in the classroom ● Students connect to other classmates’ songs in a positive way to affirm the student ● Students have a voice in the design of the class

Input from Robyn Joyce, RPIA Coach


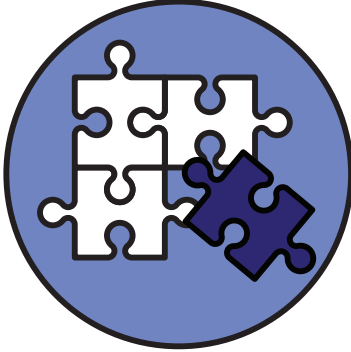
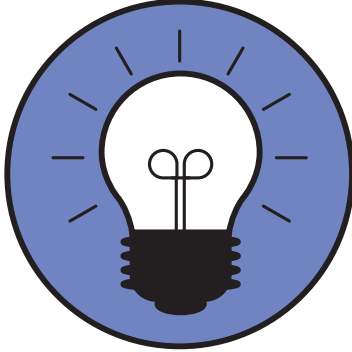

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<p>CRT & The Brain</p> <p>“Too often, we confuse affirmation with building up a student’s self-esteem. As educators, we think it is our job to make students of color, English Learners, or poor students feel good about themselves. That’s a deficit view of affirmation. In reality, most parents of culturally and linguistically diverse students do a good job of helping their children develop positive self-esteem. It is when they come to school that many students of color begin to feel marginalized, unseen, and silenced” (p. 76)</p>	<p>“Affirmation Mirror”</p>	<ol style="list-style-type: none"> 1. Get a Class Mirror or use mirror already in classroom/bathroom 2. Ask each student to write one affirmation on a post it or note card 3. Examples include “You are smart,” “You have walked through tough times before-you know how strong you are,” or inspirational quotes. Encourage them to write affirmative statements they have heard from their parents, loved ones, or community members. 4. Have each student place their post it around the affirmation mirror 5. Students can check in with affirmations at the mirror each day when they walk 	<ul style="list-style-type: none"> ● Students say more affirming statements to themselves and others than damaging statements ● Students replace self-harming statements with affirmative statements when they make an academic error

Input from Robyn Joyce, RPIA Coach


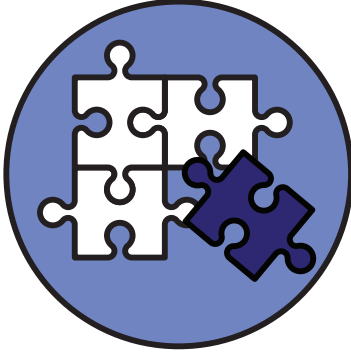
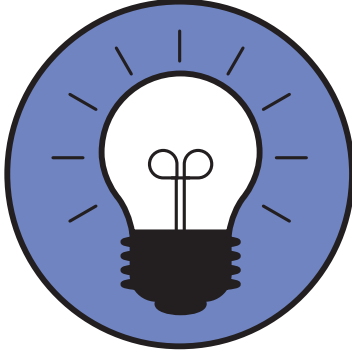

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Book	RP Strategy	Implementation Ideas	Student Impact
	Student-Created (and managed!) Job List	<ol style="list-style-type: none"> 1. Create with students after first few days of school 2. Place students in small groups for collaborative problem solving 3. Each group creates 2-3 jobs they think we need as a class to help the class run smoothly now that they are familiar with the class layout, schedule, norms, etc. a specific question you can pose to the groups: Now that we know how our class functions, what are tasks you think you should manage to make sure our class continues to run smoothly as we jump into content? 4. Groups present their job ideas and you write down all ideas on the board while they share 5. Class votes on top 3-6 jobs the class will need and then have small groups each take one of the jobs and write a small job description for clarity 6. Ask students how they want to take ownership of jobs (apply, rotate, nominate. etc.) 7. Share with students that one student will also need to be in charge of managing the job process so that you can focus on teaching others and engage in dialogue with class to determine the best way to make the manager role happen 	<ul style="list-style-type: none"> ● Students take ownership of the physical classroom ● Students are empowered to create roles rather than just 'take' roles ● Students get more instructional time with the teacher

Input from Robyn Joyce, RPIA Coach

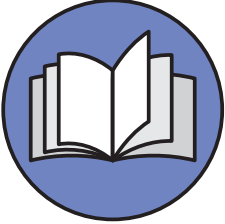
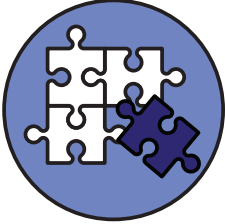
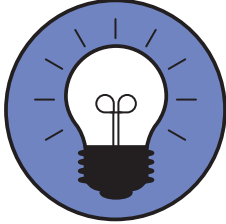
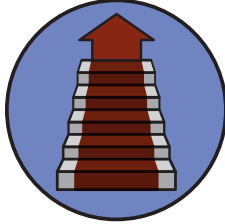
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<p>Love and Logic</p> <p>“Teachers gain the cooperation they need when they give away the control they don’t need.”</p>	<p>“Strengths-Based Scoring”</p>	<ol style="list-style-type: none"> 1. Determine which assignment tasks require the least “control” from you (Homework, Do Now, Exit Ticket, etc.). 2. Start with 2-3 response options, with student input. <ol style="list-style-type: none"> a. Response options could be verbal, drawn/sketched, a poem, etc. 3. Identify your “Look Fors”– What are the non-negotiable criteria you would look for, regardless of how the student completed the assignment? 4. Assign point values based on those non-negotiables-how would student responses demonstrate mastery? Examples: <ol style="list-style-type: none"> a. Demonstrates understanding of the question/prompt b. Demonstrates understanding of the content/skill c. Provides evidence and defends it with reasoning/analysis 5. Use the scoring guide for all student responses, whether written, drawn, answered verbally, etc. 6. Share it with students so they know what their score will reflect. 	<ul style="list-style-type: none"> ● Student confidence increases ● Students can apply their existing knowledge/strengths to their learning ● Students choose their modality of demonstrating their understanding ● Students become more invested in their learning ● Allows for student strengths to shine, regardless of content

Input from Michael Poggioli, RPIA Teacher

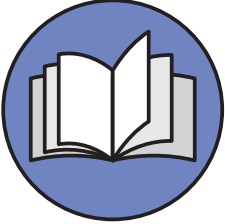
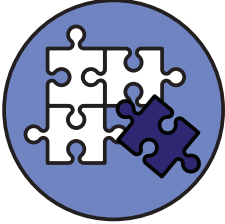
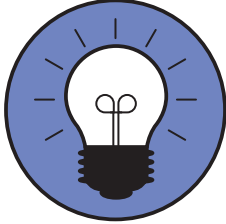
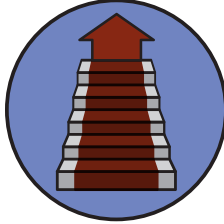
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Book	RP Strategy	Implementation Ideas	Student Impact
<p>CRT & The Brain</p> <p>“Remember that the burden is on you to change the nature of the relationship and build trust between you and your students.”</p> <p>“Trust begins with listening”</p>	<p>“Chat & Chew” aka “Mini-Meets”</p>	<ol style="list-style-type: none"> 1. Set day(s) of the week and times you plan to invite students to chat (lunch, after school, etc.) 2. Create invitation (if desired) to give students so they know it's not punitive 3. Identify students to invite (1-4 at a time) each day 4. Consider starting with your most challenging/ dependent learners or those most likely to be overlooked 5. If a student declines, respect their wish and let them know they're welcome to join when they are ready 6. Always begin convos by asking “How are you?” and listening with grace 7. Give your full attention 8. Understand and be sensitive to their emotions 9. Suspend judgment and listen compassionately 10. Honor their way of communicating 11. If helpful, jot down notes to remember about students' lives and/or their ideas 12. Follow up with students informally (ex. “How was your game last weekend?” etc.) 	<ul style="list-style-type: none"> ● Building students' trust allows them to feel safe about being vulnerable with their learning moves ● Students are more invested in academics/learning when they know their teacher cares about them personally ● Decreased student misbehavior and/or students are more likely to take ownership for their misbehavior to maintain their relationship with you ● Students are more respectful of others' voices in class discussions/ class meetings when they know the teacher respects their ideas ● Students will begin asking when they can have lunch/hang out with you again!!

Input from Janae Hoffler, RPIA Coach

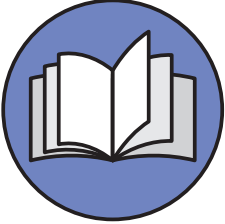
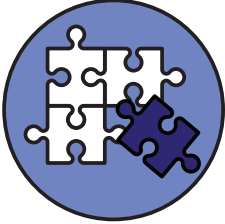
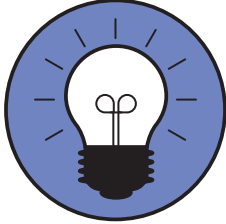
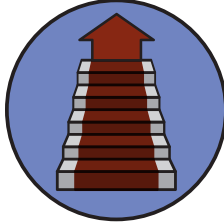
Reflection + Application:

How can I utilize this strategy with my students?

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Book	RP Strategy	Implementation Ideas	Student Impact
Love and Logic	“Student Talk Scorecard”	<ol style="list-style-type: none"> 1. Begin by asking students “why do we use negative language?” – jot responses on the board. 2. Follow up by asking “what can we do to improve?” – jot student responses on the board. 3. Determine scoring range and criteria for types of interactions: <ol style="list-style-type: none"> a. Range may be 1-3 (1 = does not meet the minimum; 2 = meets the minimum expectations; 3 = extremely respectful and appropriate) b. Class agrees on the score and criteria 4. Teacher will evaluate student-talk using Scorecard as part of their weekly score; students will receive their weekly score in Google Classroom: <ol style="list-style-type: none"> a. Weekly scores can be utilized as part of teacher-student restorative conversations b. Give shoutouts in class to students who improved their weekly scores. 5. During group work, students can use the Scorecard to rate how their peers talk to each other. 6. Weekly scores will be counted as extra credit toward the lowest grade in class for the week 	<ul style="list-style-type: none"> ● Student confidence increases as negative talk diminishes ● Fewer redirections and restorative conversations needed about negative student talk ● Fewer confrontations and arguments/fights stemming from negative language ● Students begin to shift their language to more encouraging and productive talk, especially when they have a difference of opinion, are problem-solving, etc. ● Students can reflect on how they are impacted by both positive and negative language, and become more mindful of their own language

Input from John Butler, RPIA Teacher

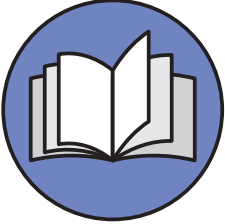
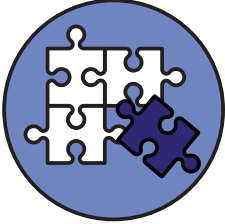
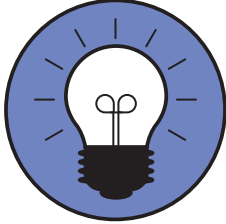
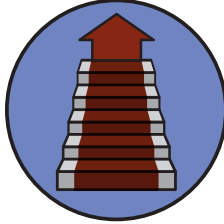
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Book	RP Strategy	Implementation Ideas	Student Impact
<p>CRT & The Brain</p> <p>“the oxytocin positive relationships trigger helps the amygdala stay calm so the prefrontal cortex can focus on higher order thinking and learning”</p>	<p>“Student Content Coaches”</p>	<ol style="list-style-type: none"> 1. At the beginning of a unit, teacher gives a pre-assessment, to identify the highest performing students in that unit (eg. poetry, linear equations, etc.). 2. Teacher will speak privately with those students (1-3 total) about their comfort with becoming content coaches during the unit. 3. As the unit “experts,” Student Content Coaches circulate the room to assist other students during independent work. 4. The teacher informs the class that Student Coaches are there to support them during independent work on specific content: <ol style="list-style-type: none"> a. Example: “The coaches will help you identify figurative language and symbolism in the poem, and help you determine what the lines may mean.” b. The teacher emphasizes that the students are not “authority figures” but are instead knowledgeable volunteers who can help them 5. Student Coaches are also able to work on their assignments during this time, but may have extra time if needed as a result of helping other students. 6. The teacher is also available in the event Coaches are absent and/or helping other students. 	<ul style="list-style-type: none"> ● Students who shine in different subjects/topics have an opportunity for leadership, and are less likely to “tune out” once they are finished their work ● Students feel less intimidated asking for help from a peer vs. the teacher ● Students’ confidence increases as they use their skills to assist others ● A variety of students can be experts depending on the unit/topic ● Builds positive relationships among students and between students and the teacher ● Improvement in student engagement leads to improvement in overall unit grades ● More students who need assistance are reached during independent work with support from Student Coaches

Input from Ian Carney, RPIA Teacher

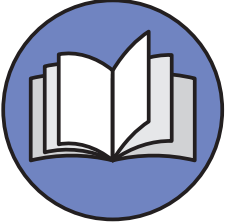
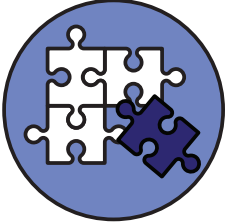
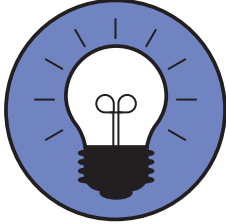
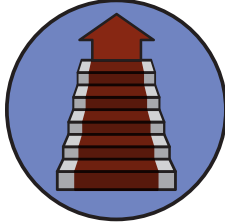
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Book	RP Strategy	Implementation Ideas	Student Impact
<p>CRT & The Brain</p> <p>“As a way to process new content in any subject area, let students weave it together in story form.” (Hammond, page 135)</p>	<p>“5 Minute Storytelling”</p>	<p>Academic Ownership:</p> <ol style="list-style-type: none"> 1. Using any content area, ask students to write down 1-2 sentences describing their “story” or experiences aligned with the content. For example, in a math class: ask students to write “a story about addition”. 2. Ask each student to post their story on the board. 3. Encourage students to identify connections and trends within their stories. 4. Option: select/ empower student leaders to facilitate the conversation. 5. Use this activity as a warm up to a lesson or as part of an introduction to a new unit. <p>Relationship Building/ SEL:</p> <ol style="list-style-type: none"> 1. Ask students to sit in a circle. 2. Encourage students to share a proud moment they experienced this school year: “The story of our classroom” 3. Mind Map trends in students’ strengths and perceived accomplishments. 4. Keep the visuals displayed somewhere in the classroom as a reminder for students. 	<ul style="list-style-type: none"> ● Allow students to take ownership of background knowledge they possess pertaining to a content area. ● Empower students to share their expertise. ● Students can explore creativity through cross-curricular academic areas (ELA and Math) ● Students have space to reflect and connect with their classmates contributing to student to student relationship building. ● Students have the opportunity to be honest, open, and vulnerable. ● Giving students the choice of orally telling their “stories” or writing their “stories” is restorative and provides students choice.

Input from Victoria Rodriguez, RPIA Director of Program

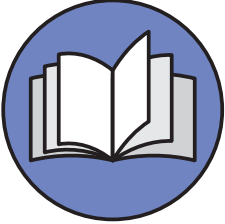
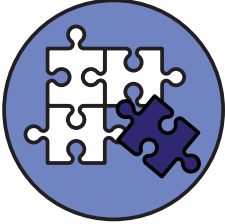
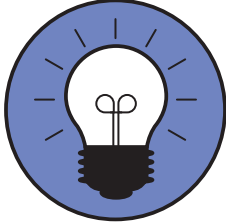
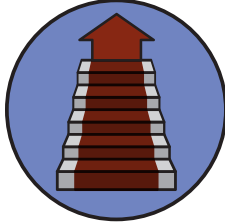
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Book	RP Strategy	Implementation Ideas	Student Impact
Love and Logic, CRT and the Brain, Restorative Practices and Special Needs	“Idea Building Blocks”	<p>SEL/Problem Solving/ Conflict Resolution:</p> <ol style="list-style-type: none"> Students work together to solve a problem by each contributing a solution: <ol style="list-style-type: none"> Step 1: One student starts by writing a proposed solution on a post it note/ card. The stack of cards is passed around in small groups (or whole group) so that each student can contribute a solution– ideally “building” off of each other’s ideas. The last student to write an idea reads all of the ideas out loud for the group. <p>Individual Reflection Time (SEL)</p> <ol style="list-style-type: none"> A student can use this strategy as an individual reflection activity when working through a scenario/ problem of practice. A student can develop their own ideas over the course of a few days of a week as they “build” on their own ideas <p>Academic Ownership:</p> <ol style="list-style-type: none"> Teacher presents students with a content-related topic such as “pollution”. Students work in small groups/ teams to generate ideas for “where pollution comes from” or “ways we can make it better” by building on top of each other’s ideas. Teachers can use this as a “Do Now”, “Exit Ticket”, or at the start/ end of a unit. One student reads content/ ideas out loud for the rest of the group. 	<ul style="list-style-type: none"> Equity of Voice: Every student has an opportunity to contribute. When using materials such as “blocks” or “post its”, you are creating a visual for students in which they can work through and reflect on each step of a “building” process. Students have the opportunity to engage with a process and decide ways they can make changes/ improvements. They are utilizing critical thinking and cooperative learning. Students practice active listening at the end of the activity when one person from each group reads aloud. Classroom jobs can be aligned/ tied into this activity. Students are all held to the same academic standard.

Input from Victoria Rodriguez, RPIA Director of Program and Robyn Joyce, RPIA Coach

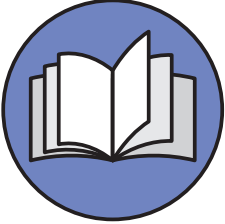
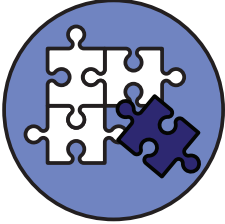
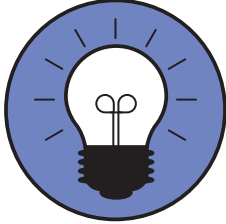
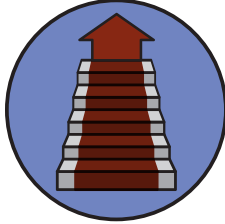
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Book	RP Strategy	Implementation Ideas	Student Impact
<p>CRT & The Brain “Ready for Rigor Framework: working on affirmation and validation aimed toward developing “self-efficacy beliefs and a positive academic mindset.”</p> <p>Love & Logic “Students want positive relationships way more than they want rewards”</p>	<p>“Leadership Post Up”</p>	<p>Students can complete individually as a “Do Now” answering the following prompt: “I am a leader in our classroom when I ...”</p> <ol style="list-style-type: none"> 1. In a 3-4 person group, students analyze a compiled list of all student responses to produce “the most important” 4-7 on chart paper. 2. As a class, compare all chart papers to come to consensus on 3-4 qualities of a leader in the classroom. 3. Students are challenged during the week to identify peers who exemplify any of these qualities and write their name on post-its to post on leadership pole. 4. During the following week, students are challenged to acknowledge these qualities in themselves on post-its on the pole. 5. Students will have time to reflect on leadership evidence, evaluate their own leadership during the month and set a leadership goal for themselves for the next month. 	<ul style="list-style-type: none"> ● Students will notice they have a greater voice in encouraging their peers as evidenced by post-it creation. ● Students will begin to recognize their “own” current leadership qualities and identify their “potential” through post-it creation, self-reflection and goal-setting. ● Student-to-student relationships will develop and grow. ● Student voices will be heard more consistently and equitably.

Input from Julie Tangradi, RPIA Teacher and Victoria Rodriguez, RPIA Director of Program


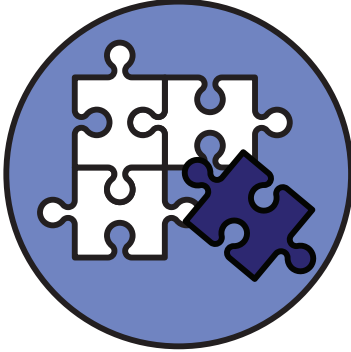
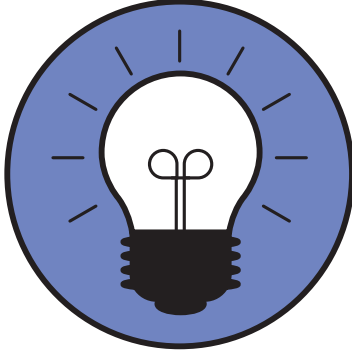

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Book	RP Strategy	Implementation Ideas	Student Impact
<p>Beyond Discipline</p> <p>“To meet needs, we need to meet” (p. 113)</p>	<p>Substitute Lesson Plan</p>	<ol style="list-style-type: none"> 1. Within the first weeks of the school year, ask students to co- create general lesson plans to implement during the absence of the classroom teacher. 2. Ask students to run the meeting, creating lists of “priority parts of the day” they should ensure are covered. 3. These plans could include previously developed “Class Norms”, routines, specific content areas, etc. 	<ul style="list-style-type: none"> ● Students have ownership over what happens when the classroom teacher is not present, avoiding potential punitive conversations. ● Holding student- led meetings creates a sense of community, accountability, empowerment, and ownership in the classroom. ● Students hold each other accountable, making sure agreed upon expectations are being met. ● Students have input in identifying what parts of their learning experiences are critical to them.

Input from Victoria Rodriguez, RPIA Director of Program


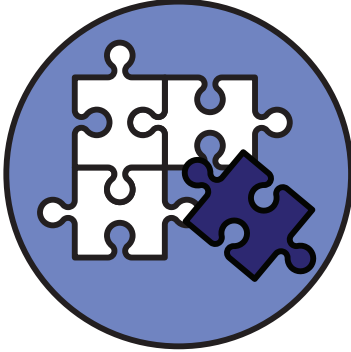
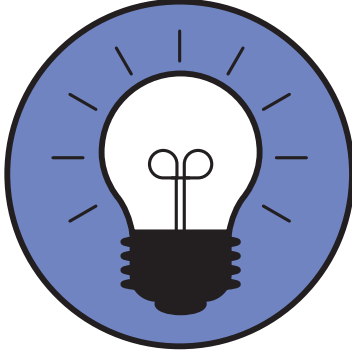

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Book	RP Strategy	Implementation Ideas	Student Impact
<p>Restorative Practice and Special Needs</p> <p>&</p> <p>Love and Logic</p>	<p>Leggo of the Negatives</p>	<p>Encourage Positive Self-Talk:</p> <ol style="list-style-type: none"> 1. Give each student a stack of Legos. 2. Instruct each student to remove a Lego piece when they engage in negative self-talk. 3. Ask students to talk to a partner (or teacher) at the end of the day about ways to keep the Lego stack as tall as possible throughout the day. 4. Give meaning to each Lego piece (modeling ways to keep yourself "whole") <p>Relationship Building/ Conflict Resolution:</p> <ol style="list-style-type: none"> 1. Students use as a self-reflection tool when resolving a conflict. 2. Students remove a Lego if they believe they have caused harm to another person or one of their actions had a negative impact. 3. Debrief ways to "build" someone else up as part of the conflict resolution process. 	<ul style="list-style-type: none"> ● The use of concrete metaphors and manipulatives supports concept development and impact for reflection. ● Increase student to student relationship building. ● Enhance student ownership of their own actions. ● Increase student positive-self talk.

Input from Victoria Rodriguez, RPIA Director of Program

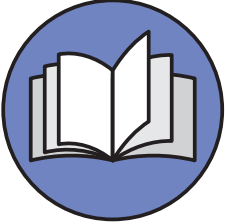
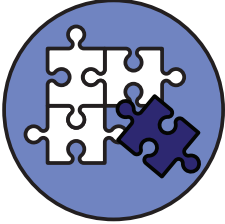
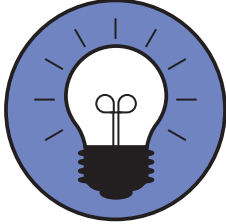
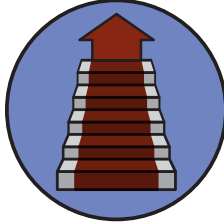
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Book	RP Strategy	Implementation Ideas	Student Impact
<p>Beyond Discipline</p> <p>“A real or authentic community doesn’t feel empty. It is constructed over time by people with a common purpose who come to know and trust each other” (p. 109)</p>	<p>“Peer Partner Check In”</p>	<ol style="list-style-type: none"> 1. Have the class work together to brainstorm what it means to “help” each other and examples of ways classmates can help each other in the classroom. 2. Establish partnerships between students. 3. Determine specific ways that students can help their partner during their check in (ask your partner if they have any questions about the directions, make predictions about the work they will be doing, etc.) and create a visual that includes examples of help and sentence starters, if needed. 4. After giving directions to the class for independent work, give students an opportunity to check in with their partner for a few minutes to make sure both partners understand the directions and have a chance to think about the work they are about to do. 5. If applicable, have partners meet again at the end of the independent time to share their work. 	<ul style="list-style-type: none"> ● Increases student work and engagement ● Student collaboration and ownership ● Students become more independent ● Builds community between peers; restoring student-student relationships ● Increases students’ ability to identify when they are being helped by their peers, as well as how they provide help

Input from Abby Gould, RPIA Teacher and Victoria Rodriguez, RPIA Director of Program

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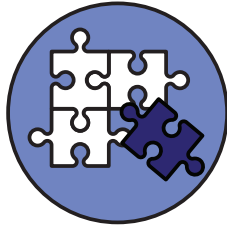
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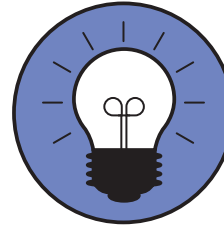
Book

CRT & The Brain



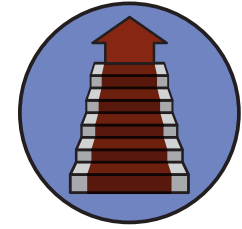
RP Strategy

“Stamina Chart”



Implementation Ideas

1. Hang the anchor chart somewhere that the students will be able to see it
2. Decide if it will be the teacher or students filling out the chart when goal accomplished
3. Explain the purpose (building stamina; define if students are unsure)
4. Once a goal is established, go over the expectations during this time; sitting in seats, being attentive, volume 0, etc.). Set a prize/ outcome.
5. On the first number of minutes (2 minutes) set a timer and let the students begin the activity. If they accomplish it the first time color in the 2 minute block.
6. Continue on with each row of minutes until you reach your goal



Student Impact

- This will give more ownership (specifically academic ownership) to individual students
- It will help build “stamina” and community goal setting in the classroom.
- Students will build relationships with each other as they encourage each other while meeting a collective goal.

Input from Sarah Waslow-Washington, RPIA Coach

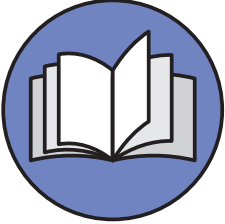
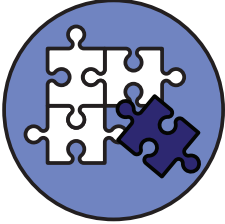
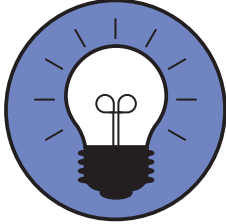
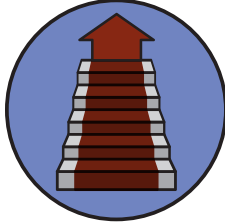
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<p>CRT & The Brain</p> <p>Restorative Practices and Special Needs</p> <p>Love and Logic</p>	<p>“Appreciation Flowchart”</p>	<ol style="list-style-type: none"> 1. Self-Reflection Tool: Give each student a flow chart with select bubbles filled in based on the type of reflection you’d like them to engage in. For example: the top bubble could say “What are you thankful for today?” Other bubbles could be filled in such as “how has this person/thing positively impacted your life?” 2. Students can use this visual as part of a weekly journal/ reflection or keep for their own growth/ development. 3. Students can also share their “appreciations” as they wish. 	<ul style="list-style-type: none"> ● This tool can be used to develop, build, or repair student to student relationships. ● Students could use this to support familial relationships that impact performance in school. ● Students can use this tool to develop goals or “aspirations” that are linked to components of their life they already feel connected to. ● Students can use this as a resource they “revisit” over time.

Input from Victoria Rodriguez, RPIA Director of Program

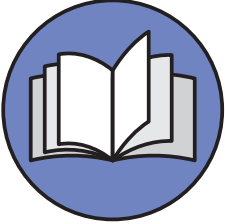
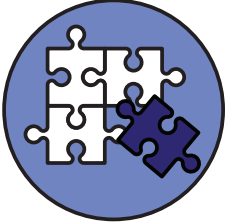
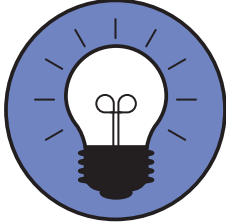
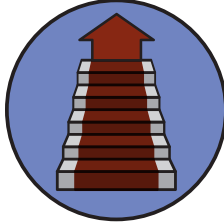
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<p>Love and Logic</p> <p>“We won’t see the fruit if we don’t get to the roots.” (p. 185)</p>	<p>“Student Led Questioning”</p>	<ol style="list-style-type: none"> 1. In small reading groups, the teacher will provide a model and/ or prompts to support higher- order thinking question development. 2. Questions are aligned with reading topic/ content/ text. 3. Each student will create a higher-order level question for the group and ask their peers directly. 4. Students have autonomy to create and frame whichever questions they want related to text. 	<ul style="list-style-type: none"> ● Increased engagement in literacy content as students take on more accountability for shared thinking and learning. ● Increase in student voice, ownership, and empowerment in academics. ● Enhance participation among all learners. ● Ensure equity of voice as each student will have a turn to ask a question and equal partnership in learning process.

Input from Di Anna Shehan, RPIA Teacher

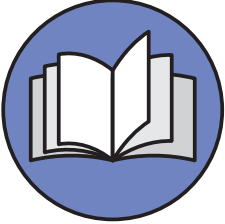
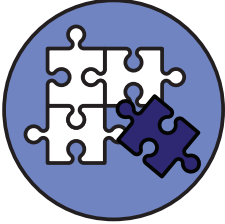
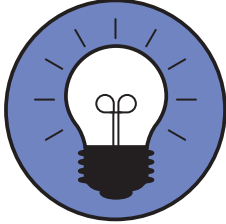
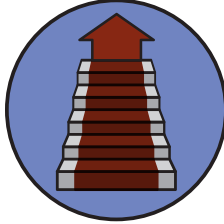
Reflection + Application:

How can I utilize this strategy with my students?

One potential barrier could be...

One way I envision success is...

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Book	RP Strategy	Implementation Ideas	Student Impact
<p>CRT & The Brain</p> <p>“...This is the ultimate goal of the culturally responsive teacher: to provide resources and personal assistance so students cultivate positive self-efficacy beliefs and a positive academic mindset.” (p. 88-89)</p>	<p>Academic Sentence Starters in Writers Critique Circles</p> <p>“In my mind I see...”</p> <p>“I experienced this once when...”</p>	<ol style="list-style-type: none"> 1. Students engage in a variety of creative writing activities. 2. Students will use academic sentence starters to provide each other with academic feedback in both written and oral form for anonymous “peer editing”. 3. Students can work in small or whole group. 4. Students will select one of their own pieces to develop for “publishing”. 	<ul style="list-style-type: none"> ● Empowers the transition from “Dependent Learners” to “Independent Learners” through the productive struggle. ● Enhances an academic mindset and academic ownership. ● Students will have equity of voice as all students will have the opportunity to edit a piece of their peer’s work and provide them with feedback. ● Creates opportunity for students to share their stories and feedback to each other in a safe space.

Input from Liza Meiris, RPIA Teacher

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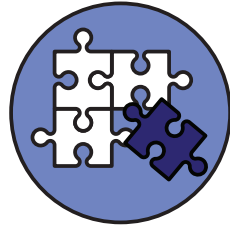
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Book

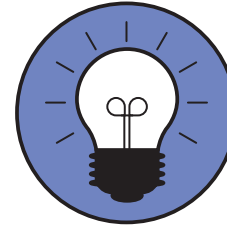
Beyond Discipline

“In saying that a classroom or school is a “community” then, I mean that it is a place in which students feel cared about and are encouraged to care about each other.” (p. 101)



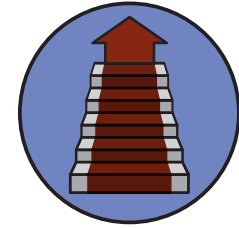
RP Strategy

“CelYOUbration Countdown”



Implementation Ideas

1. Select a significant date to have a countdown towards (summer break, winter break, etc.)
2. Communicate that the class will have a celebratory countdown for however many students are in the classroom. (If there are 25 students, there is a celebration each day for 25 days leading up to summer break.)
3. A different student will be “celebrated” each day. The selection for order in which students are celebrated and how they are celebrated should be student led.
4. Teacher can scaffold the process for identifying strengths in everyone.



Student Impact

- Students are developing SEL skills and awareness.
- The activity is based on celebrating student strengths.
- Opportunity for leadership roles/ classroom jobs.
- Enhance opportunities for individual reflection AND restoring student to student relationships.

Input from Michala Collis, RPIA Teacher and Kate Webb, RPIA Coach

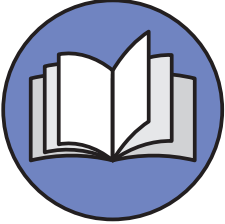
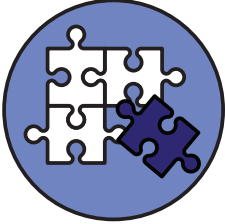
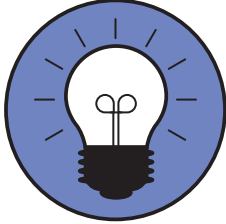
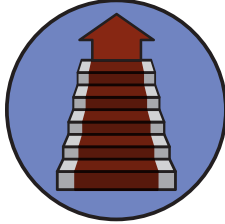
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<p>Beyond Discipline</p> <p>“The distinction between a community and a collective may seem awfully abstract, but it springs to life in real classrooms. There are some places where children develop a genuine commitment to each other and to the “us” composed of these real people.” (p. 108)</p>	<p>“Kindness Garden”</p>	<ol style="list-style-type: none"> 1. Establish a location for the “garden” in a classroom or school building. 2. Create visuals that symbolize flower stems and center of a flower. 3. Ask students to create petals of different shapes and sizes. 4. Empower students to write down an act of kindness they observe in the classroom or school community on a petal. 5. Students post a petal on a flower and the garden “collects” acts of kindness. 	<ul style="list-style-type: none"> ● Enhances student empowerment in a classroom community. ● Prioritizes student to student relationships in a school community. ● Highlights students’ strengths. ● Creates opportunity for students to have ownership of their own actions and acknowledge the ownership of their peers.

Input from Michala Collis, RPIA Teacher and Kate Webb, RPIA Coach

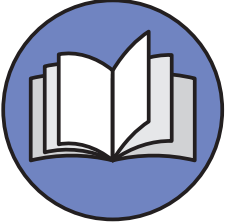
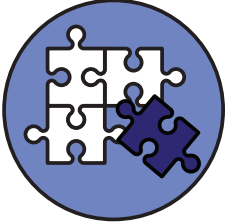
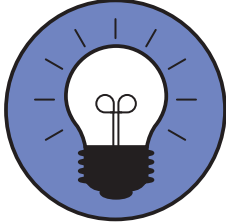
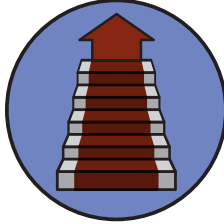
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Book	RP Strategy	Implementation Ideas	Student Impact
Love and Logic	“Vision Board”	<ol style="list-style-type: none"> 1. Ask students to name a shared challenge in the school or classroom community. 2. Options for guiding questions to create vision: “What would school feel, look, sound like for you to know this challenge had been resolved or improved? How can you and other students contribute to making this happen? What are strategies you wish adults would use to make this happen? What words would they use, what tone would they take? How would it make you feel?” 3. Prompt students to use magazines/ collage, art supplies to create their responses on a large poster board. 4. Ask students where they would like their “vision boards” displayed, if at all. 5. Invite various key school members into conversations for collective decision making. 	<ul style="list-style-type: none"> ● Students turn grievances/ concerns into a shared “vision”, and develop self- advocacy using language such as “I want”, “I need”, or “I want to see”. ● All students contribute to the vision board in the same way; creating equity of voice. ● Restore student to student relationships using student-centered dialogue. ● Enhance student empowerment.

Input from Rebekah Phillips, RPIA School Counselor

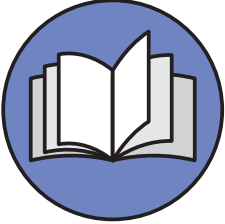
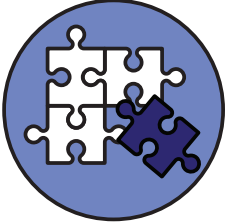
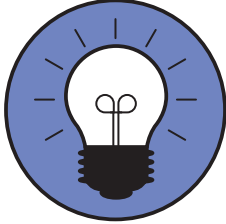
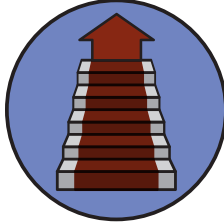
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Book	RP Strategy	Implementation Ideas	Student Impact
<p>The “Why” Behind Classroom Behaviors, PreK-5: Integrative Strategies for Learning, Regulation, and Relationships</p>	<p>“Peer Shout Outs”</p>	<ol style="list-style-type: none"> 1. Teacher scaffolds what it means to provide positive feedback to a peer, including students in the conversations, and defining what this means as a group. Teacher models giving someone positive feedback. 2. Teacher starts by picking a time of day when students will give each other “shout outs” (morning meeting, circle time, before a transition, etc.) 3. Students (secretly and randomly) select a peer each Monday to give shout outs to throughout the week. Example: students can draw names or photos out of a bowl. 4. Students “observe”/ “watch” each other throughout the week to catch that person doing something wonderful. 5. Each student either tells their selected peer or writes it down and gives to them. 	<ul style="list-style-type: none"> ● Building, developing, and restoring student to student relationships. ● All students will participate creating equity of voice. ● Students will take ownership of their own actions as they are accountable to provide meaningful feedback to their classmates. ● Students will have opportunity to use their voice consistently for positive impact. ● Improve individual student self-esteem.

Input from Maria Boyle, RPIA Teacher

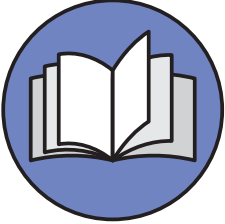
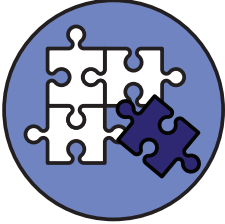
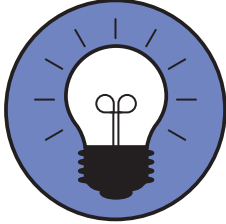
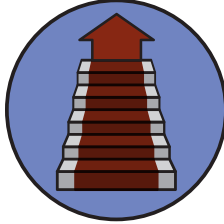
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Book	RP Strategy	Implementation Ideas	Student Impact
<p>CRT & The Brain</p> <p>“...the type of empathetic, attentive listening that builds rapport is not what we typically do in most classrooms on a day-to-day basis.”</p>	<p>“Listening With Grace” (from Figure 5.1):</p> <p>Give one’s full attention to the speaker and what is being said.</p> <p>Understand the feeling behind the words and be sensitive to the emotion being expressed.</p> <p>Suspend judgment and listen with compassion.</p> <p>Honor the speaker’s cultural way of communicating.</p>	<ol style="list-style-type: none"> 1. The teacher prints the Listening With Grace graphic onto cards, laminates them, and places them in table bins that sit in the middle of student desk groups, so they are accessible. 2. At the beginning of class, the teacher plays calming music for the first 2 minutes and asks students to sit silently during the music. 3. During Class Meeting, the teacher first introduces the LWG statements, and asks students to share what they think each statement means, and what they think it looks and sounds like. 4. The next few days during Community Meeting - student volunteers help show the class what a conversation would look like (approx. 5 min). After practicing over a few days, students begin to feel more comfortable with the role-play. Students then try the role-play within their table groups. 5. When any students encounter conflict, the teacher first asks the students involved if they were “listening with grace.” Students refer back to their laminated cards to reflect on their actions. 6. Students are able to use the time to practice Listening With Grace as they work through minor conflicts. 	<ul style="list-style-type: none"> ● Students recognize their impact on others ● Students use their Listening with Grace tool to care for their community ● Uplifting and supportive conversations between students, fewer negative comments and disruptions from students ● Students will feel more connected to their classroom community ● Students are super reflective and pull out their slips during disagreements ● Students feel responsibility for their actions and those of their peers

Input from Lauren Hoffman, RPIA Teacher

Reflection + Application:

How can I utilize this strategy with my students?

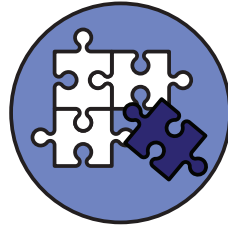
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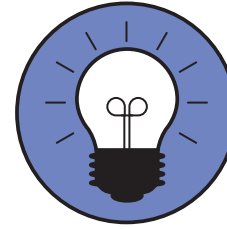
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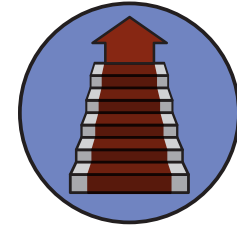
Book



RP Strategy



Implementation
Ideas



Student
Impact

“Choice Menus”

1. During each week of a unit, students will receive a Choice Menu of three options, which they must complete in any order by the end of the week.
2. Each Menu Item includes the activity, whether it's done in pairs or independently, and a description of how to complete the assignment. Students can write a check mark when they complete each activity.
3. Below the Menu is a Work Plan that allows students to plan when they will complete each activity.
 - a. Teacher will add any whole-class activities to the Work Plan so students can plan accordingly (ex. “Tuesday - Reading Check Quiz”)
4. Menu activities can be changed each week according to the skill/text/standard.

- Students feel included in deciding how and when they learn.
- “My students LOVE when I hand out a new choice menu. It gives them freedom to choose how and when they want to complete each assignment and holds them responsible for managing their class time.”
- Students become more invested in their learning.
- Gives the teacher more time for reviewing student work, small group instruction, conferencing with students, giving meaningful feedback, and reteaching as needed.

Input from Amanda Miner, RPIA Teacher

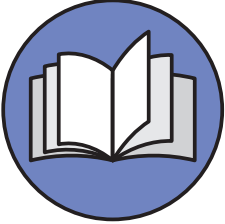
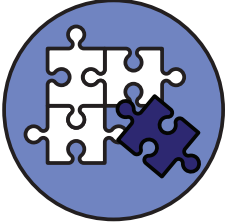
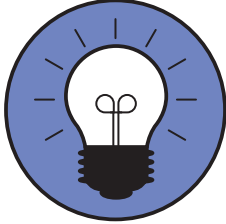
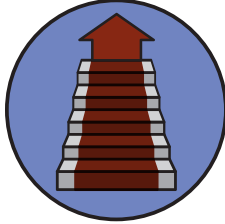
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Book	RP Strategy	Implementation Ideas	Student Impact
<p>CRT & The Brain</p> <p>“Build Trust, not self esteem”</p>	<p>“Daily Social Goals”</p>	<ol style="list-style-type: none"> 1. Ask students to write their own goals on an index card, and collect their suggested goals. 2. Each week, the teacher selects a goal for the class to work on, pulling from the students' index cards. The goal is written on the whiteboard below their week's academic goal(s). <ol style="list-style-type: none"> a. Example: “We Will Be Able To help one another” or “WWBAT listen to others” 3. Throughout the lesson, students are asked to “shout out” other students who are meeting the Daily Social Goals. Shout Out time is also done at the end of the lesson: <ol style="list-style-type: none"> a. Students will name the person and describe how they achieved the goal. b. Students call on each other to continue the Shout Outs. c. If time is limited, the teacher will say “Everyone, point to someone you saw ____!” so students can acknowledge each other. 4. Goals can be repeated as necessary, and adjusted as they are met. 	<ul style="list-style-type: none"> ● Improvement in overall classroom culture as students intentionally “shout out” each other's progress toward goals. ● Students feel a greater sense of pride in themselves and their classroom. ● Students believe they create positive change in the classroom. ● A greater sense of trust as students are more willing to be vulnerable with each other. ● Improved relationships between the teacher and individual students.

Input from Allan Johnston, RPIA Teacher

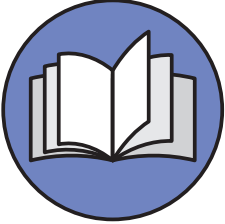
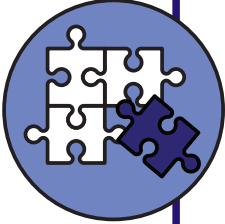
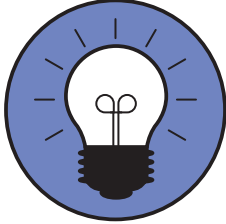
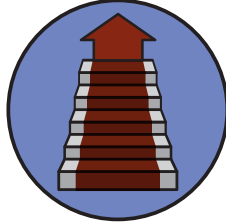
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Book	RP Strategy	Implementation Ideas	Student Impact
<p>Beyond Discipline The Classroom as Community</p> <p>“...the recipe for community also calls for plenty of opportunity for the whole class to collaborate on common endeavors.”</p>	<p>“Class Mascot”</p>	<p>Note: implementation can be done over several days, during class meetings, homeroom, etc.</p> <ol style="list-style-type: none"> 1. Begin brainstorming by asking students to think about who we are: “What makes our class special/unique?” 2. Write students’ ideas on the board/chart paper as they share responses. 3. On three separate sheets of chart paper, ask students to share what describes/represents our class. Teacher/student scribe will write down responses as they are shared: <ol style="list-style-type: none"> a. Adjectives, Colors, Animals (can be real animals or mythical ones!) 4. Gallery Walk: Post the chart paper around the room, and ask students to walk around and quietly select the words they think best describe the class in each category. <ol style="list-style-type: none"> a. Students can put a check mark, smiley face, star, or exclamation point beside the words they like best. b. Designate what tally mark to choose for each category (ex. Smiley face for adjectives). 5. Discuss & Debate: This, or That? <ol style="list-style-type: none"> a. Teacher will identify the top two words in each category. b. For each category, give students think time to decide whether they prefer “this, or that” and why. c. Students will share why they believe the word they chose describes/fits the class better. 6. Final vote: Students will write down their final choice of color, adjective, and animal on a piece of scrap paper/index card. <ol style="list-style-type: none"> a. Teacher will count and tally up the most votes for each adjective, color, and animal. b. Share the final mascot name! (ex. Gregarious Golden Griffins) 8. Design it: Commission student(s) to draw and color the class mascot, or the teacher can draw/color the mascot. 7. Final Reveal: Laminate and post the class mascot in a visible spot!! Refer to the class using their mascot name, create a chant, etc. to encourage class pride! 	<ul style="list-style-type: none"> ● Students take more ownership of their learning, knowing they’re creating content for their families to see ● Students can learn editorial/publishing skills ● Students learn to collaborate with one another for a shared goal ● Students will feel more connected to their classroom community ● Students can see the connections in their learning as the year progresses

Input from Janae Hoffler, RPIA Content Coach

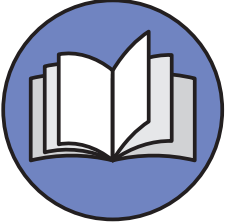
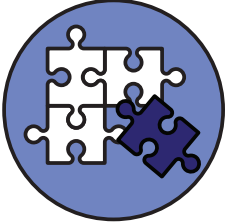
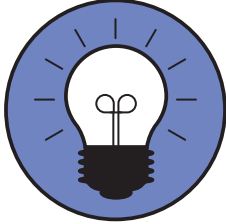
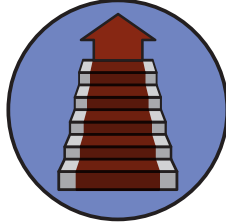
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Book	RP Strategy	Implementation Ideas	Student Impact
<p>Beyond Discipline The Classroom as Community</p> <p>“The quest for community is not – indeed, cannot be– separate from what students are learning.”</p>	<p>“Class Newsletter”</p>	<ol style="list-style-type: none"> 1. Brainstorm with students about things they are proud of in class: <ol style="list-style-type: none"> a. What would you want your parents/guardians to know about what we learn/do in class? b. What achievements are you proud of? 2. Write students’ ideas on the board/chart paper as they share ideas. 3. After students have shared their ideas, ask them to identify ideas that are in the same category (eg. What we’re Learning). 4. If needed, show students ideas for different newsletter templates, to give them an idea of features to include. 5. Determine the frequency of newsletter publication/delivery (weekly/bi-weekly/ monthly). 6. Students can brainstorm ideas for what to call their newsletter. <p>Suggestion: Class Mascot can be incorporated in the name!</p> <ol style="list-style-type: none"> 7. Create a sign-up sheet for students to indicate their interest in newsletter features. 8. During a class meeting, have students plan their newsletter content according to their assignments. <ol style="list-style-type: none"> a. Can be assigned as homework, project, extra credit, etc. b. Depending on students’ age/skillset, specific students can be in charge of editing/layout of the newsletter template. 9. Share the student-developed newsletter with families! 10. Newsletters can be emailed, posted on the teacher’s class page, etc. 	<ul style="list-style-type: none"> ● Students take more ownership of their learning, knowing they’re creating content for their families to see ● Students can learn editorial/publishing skills ● Students learn to collaborate with one another for a shared goal ● Students will feel more connected to their classroom community ● Students can see the connections in their learning as the year progresses

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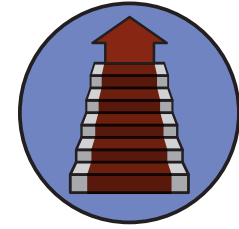
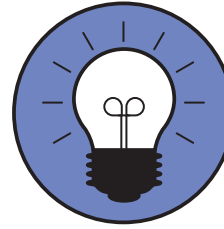
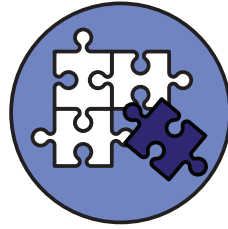
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Book

RP Strategy

Implementation Ideas

Student Impact

“Unconditional Teaching” by Alfie Kohn

“Unconditional teachers try hard not to play favorites... They make it clear that...the teacher’s basic affection need not be earned. Caring that has to be earned isn’t real caring at all..”

“Unconditional Love Notes”

1. The teacher identifies students each week to write notes to.
2. The teacher can either purchase blank cards, or create a blank template.
3. Based on conversations with and observations of the students, the teacher writes them a note and signs it with love:
 - a. “Hey ___! One thing that makes you great is...”
 - b. “Dear ___: I’m so glad to teach you because ...”
 - c. “I appreciate you sharing with me about ... “
 - d. “I noticed you seemed ___ lately, and if you ever want to chat about it...”
 - e. “I’m proud of you because...”
4. Notes should be based on students’ personality, individual talents, habits, etc. and not their academic or behavioral performance in class.
5. Personally hand the note to students as they work quietly, or as they enter/leave class.

- Teacher-student relationship is restored/repared
- Students can respond via note if they choose
- Demonstrates to students that they are seen as whole individuals
- Students may decide to hold onto notes inside their binders, or post them in lockers, etc.
- Students begin to feel confident in who they are
- Students feel respected and cared for by their teacher, and more willing to take risks academically

Input from Janae Hoffler, RPIA Content Coach

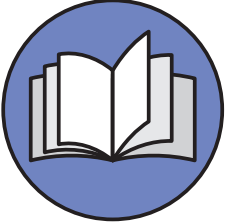
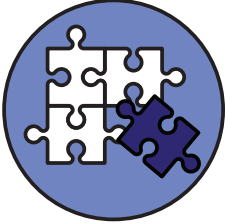
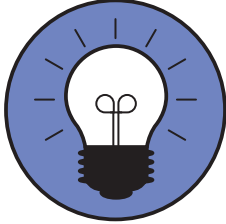
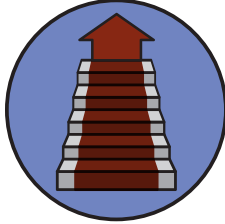
Reflection + Application:

How can I utilize this strategy with my students?

One potential barrier could be...

One way I envision success is...

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Book	RP Strategy	Implementation Ideas	Student Impact
<p>Love & Logic</p> <p>“Learning to think and solve problems is a gift that lasts a lifetime.”</p>	<p>“Self Reflection Flashcards”</p>	<ol style="list-style-type: none"> Students brainstorm with the teacher about the problems and struggles they encounter during class. Together, create a list of potential solutions and steps to reach them. Teacher will create a class set of flashcards (double-sided) that include problem/possible solutions based on the class list. (Cards can be laminated and/or students can write on them using expo markers.) Students will refer to the flashcards to identify their needs during a lesson, starting with a question about their actions: What was I doing during lesson time? <ol style="list-style-type: none"> I was listening, but I don't understand... I was listening, and I understand, but I don't know how to... I was listening, I understand, I know how... but I don't know how to start... After they identify their role in the lesson, students will flip the card over and choose the best possible solution: Now, how can I help myself? <ol style="list-style-type: none"> Check my notes Check the board/textbook Ask a friend Ask my teacher 	<ul style="list-style-type: none"> Students show awareness of their own struggles and believe in their ability to solve problems Students work together to help one another when needed Students learn to advocate for themselves instead of relying on the teacher for everything Students use self reflection to come up with their own solutions to problems outside of class Students recognize and build on their strengths and weaknesses

Input from Begona Muñoz, RPIA Teacher

Reflection + Application:

How can I utilize this strategy with my students?

One potential barrier could be...

One way I envision success is...

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