DELIVERING RESEARCH TO THE FIELD

Tools for Training Educators in Proactive Discipline

Created by the DU-DPS Researcher-Practitioner Partnership on School Discipline
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Introduction to the Manual

*Delivering Research to the Field: Tools for Training Educators in Proactive Discipline* is a set of professional learning modules created to help translate and disseminate the research literature on exclusionary school discipline and proactive alternatives, for practitioners in the field.

### I. Purpose

This training manual on school discipline was generated in response to concerns among educational stakeholders about the harmful effects of exclusionary discipline practices, such as out-of-school suspension and expulsion, on children and adolescents. A wide body of evidence indicates that young people who are disciplined in school are at greater risk than other students to experience academic and developmental problems across the lifespan. These studies have also revealed troubling and persistent patterns of disparities. Youth of color, low-income children, students with disabilities, and LGBTQ+ youth are significantly more likely than students of other backgrounds to 1) be referred to school administrators for behavior problems, and 2) receive out-of-school suspension, expulsion, or a referral to law enforcement as a consequence for the behavior. Yet much of this research has not been translated for practitioners who work directly with children and adolescents, even though school discipline generally, and racial disparities specifically, have come under increasing public scrutiny and are the focus of new accountability policies. This manual aims to bridge the research-practice gap in this critical area of education reform, with particular attention to the issue of racial disparities in exclusionary discipline.

### II. Target Audience

The training modules outlined in this manual were designed to be integrated into pre-service licensure programs for principals and in-service professional learning opportunities for school leaders. They may also be adapted for a range of school-based professionals, such as social workers and psychologists, who are tasked with responding to conflict and building positive school cultures.

### III. Content

The manual is divided into five learning modules that are intentionally ordered to move from an overview of student discipline, to critical issues facing the field, and then to proactive approaches. The modules offer step-by-step instructions for how to plan and facilitate experiential learning opportunities that will engage practitioners in skill-building and critical thinking related to school discipline. Each module has a corresponding PowerPoint and set of readings, which facilitators or instructors can download from: [https://tinyurl.com/proactivediscipline](https://tinyurl.com/proactivediscipline)

The content of each module has been aligned with the National Professional Standards for Educational Leaders and Colorado State Principal Standards. Relevant standards are cited at the top of each module and in the table below. They can be cross-referenced with their full summary, provided in the Appendix of this document.
### Module National Professional Standards for Educational Leaders Colorado State Principal Standards

<table>
<thead>
<tr>
<th>Module</th>
<th>1 (c); 2 (c, e); 3 (c, d, f, h); 5 (a, c, e)</th>
<th>3 (a, b, c); 5 (d); 7 (b)</th>
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<td>1: Introduction to School Discipline</td>
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<th>3 (a, b, c)</th>
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<tr>
<th>4: Framework for Interventions</th>
<th>1 (b, d); 3 (c, d, e, h); 5 (a, b, d)</th>
<th>3 (a, b, c, d); 5 (b, d, f); 7 (c)</th>
</tr>
</thead>
</table>

| 5: Restorative Practices & Relationship Building | 1 (b, d); 3 (c, d, e, h); 5 (a, b, c, d); 7 (c); 9 (k) | 3 (a, b, c, d); 5 (b, d) |

## IV. Navigating the Manual

Although there is logic to the ordering of the modules, you may choose to select particular materials and adapt them for your own purposes. The instructions for each module are provided first. They are followed by relevant handouts or worksheets for use during each activity.

## V. Acknowledgements

This manual was developed as part of a partnership between the Graduate School of Social Work at the University of Denver (DU) and the Division of Student Equity and Opportunity of Denver Public Schools (DPS). Dr. Yolanda Anyon, Laura Engelman, and Allison Scheider served as the project leads at DU. Partners at DPS included Donna Cash, Frank Deryck, Dr. Barbara Downing, Allison Meier, Lisa Pisciotta, and Tim Turley. We also thank Dr. Eldridge Greer and Dr. Daniel Kim for their support of this work.

The suggested citation for this manual is:

MODULE 1
Introduction to School Discipline

PRINCIPAL STANDARDS

- National Professional Standards for Educational Leaders (1, 2, 3, 5)
- Colorado State Principal Standards (3, 5, 7)

OBJECTIVES

Participants will be able to:
1. Illustrate how all schools teach an implicit social curriculum and why it needs to be explicit
2. Describe two models of school discipline: proactive/preventive and reactive/exclusionary
3. Identify the relationship between school policies/practices and student suspension rates

MATERIALS NEEDED

- A computer connected to a projector or television to view the opening video
- For the Acceptability of Student Removal Activity:
  - Copies of the Handout (1 for each small group of 4-5 people) cut into slips of paper
  - 1 large piece of butcher paper or a wall pad and tape for each group
- For the Space Convention Activity:
  - Copies of the Role Play Cards (1 for each small group of 4-5 people), cut into slips of paper
  - Copies of the Debriefing Questions for individual participants

ASSIGNED READINGS


SUGGESTED READINGS, REFERENCES, & ADDITIONAL RESOURCES


The Advancement Project: https://advancementproject.org

I. ESTABLISHING GROUP NORMS

STEP 1: Explain: This training curriculum addresses vexing problems in education that can be challenging to talk about openly and may bring up uncomfortable feelings and emotions. Because we are discussing school discipline from an equity lens, everyone should expect a certain level of discomfort. I hope you will both take care of yourself and push yourself to engage in this content despite this discomfort, because it will benefit your own personal growth as well as that of this group. To help us create a space where everyone can be vulnerable, honest, and open, we are going to establish some basic group norms.

STEP 2: Ask the group: What group norms would help us create a classroom community that is conducive to respectful dialogue, openness and risk-taking? If the group has trouble with this, provide a few examples of group norms, such as:

- Be present
- Speak your truth
- Acknowledge the impact of your words
- Step up, step back
- Assume best intentions
- Participate
- Communicate your needs
- What is said here, stays here

II. OPENING EXERCISE

Saturday Detention in The Breakfast Club

STEP 1: Review the group norms you established during Module 1.

STEP 2: Watch the “Eat My Shorts” clip of the movie, The Breakfast Club in which a vice principal interacts with a group of students during Saturday detention: https://tinyurl.com/breakfastclubclip

STEP 3: Ask the group: How similar or different is this portrayal of school discipline to what you see in your school? Would you consider the vice principal’s approach to be proactive or reactive? Why?
III. ACTIVITY ONE

Acceptability of Student Removal
   (Adapted from Kite & Tobin, 2016)

**STEP 1:** Divide the class into small groups of 4-5 and provide them with the handout cut into slips. Explain: Each small group should rank the degree to which it is acceptable to remove groups of students from school through out-of-school suspension and expulsion, from most acceptable to least acceptable. In other words, put groups at the top of your paper for whom it is definitely okay to remove from school through suspension or expulsion. Put groups at the bottom of your paper for whom it is not okay. There are no right or wrong answers and participants should state their honest opinions based on their experiences in school settings.

**STEP 2:** Allow each small group 10 minutes to sort these groups of students.

**STEP 3:** After 10 minutes has passed, ask two or three groups to present their rankings and explain their results.

**STEP 4:** As a class, or in small groups, consider the following questions:
- What criteria did you use to rank the acceptability of removing or excluding students from class or school? How do these factors relate to who we feel is more “deserving” of suspension or exclusion?
- Do certain student characteristics play into your acceptability of them being suspended or expelled?
- What themes or trends did you notice across the groups?
- Why is it more acceptable to suspend or expel certain students over others?
- Which types of students are actually suspended and expelled most often at your school? Does this line up with what you rated as more or less acceptable? Why or why not?

IV. OPENING LECTURE

Introduction to School Discipline

- **Explain:** Before we get into the readings, let’s review some key terms:
  - **Social curriculum:** A set of rules, expectations and consequences, whether explicitly or implicitly stated, that dictate how students should act during school and what will happen if they do not act in desired ways.
  - **Proactive and preventive discipline:** Strategies that actively build a positive community and culture that help prevent serious conflict, and allow teachers and educators to address lower-level conflicts before they become serious enough to warrant removal from school.
  - **Reactive and exclusionary discipline:** Punitive practices such as office referrals, suspension, expulsion and law enforcement referrals that involve the use of exclusion to punish students when they do not comply with implicit or explicit school rules.

Exclusionary discipline practices are ineffective in changing behavior and communicate to students that they are not welcome in school.
• **School policies and practices:** Responses to misbehavior or conflict that are within the control of educators, such as tiered systems of support, codes of conduct, truancy policies, and dress codes.

• **Social emotional learning:** The skills students must learn to succeed in school, work, and relationships. These skills include self-awareness, self-management, social awareness, and responsible decision-making.

• **Ask the group:** Why should educators care about discipline in the context of a school system that focuses on high stakes testing and academic achievement?

• **Explain:** Skiba et al. (2003) assert educators should care about school discipline because:
  • Time engaged in academic learning is one of the strongest factors related to student academic success. Students can’t learn if they aren’t in the classroom.
  • Research has shown a strong correlation between frequent suspension and academic underperformance.
  • In every school and classroom there is a social curriculum that tells students what rules, expectations, and consequences they are expected to follow. If made explicit and intentionality developed, this social curriculum proactively teaches the social emotional skills that can positively impact academic performance and the development of the interpersonal skills necessary for success in life.
  • Children who exhibit behavioral challenges can have a harder time reading the social curriculum. Adverse experiences such as abuse, inconsistent parenting, or violence may result in a student developing interpersonal skills that do not align with the typical social curriculum. For these children specifically, and all students generally, teaching the explicit social curriculum increases prosocial behavior in the classroom and at school.

• **Ask the group:** What factors contribute to a school’s suspension rate/their use of exclusionary practices?

• **Explain:** Skiba and colleagues (2014) outline several factors:
  • Reactive and exclusionary discipline practices, i.e. suspensions and expulsions, do not teach students the social skills they need to succeed in school. They are an ineffective means of eliciting desired behavior from students. Research also suggests that high rates of school suspension can lead to students feeling unsafe, disengaged, and dropping out.
  • Both teachers and administrators contribute to a school’s suspension rate. Teachers decide who receives office referrals. Administrators determine the consequences.
  • Classroom and school variables such as school governance, teacher and principal philosophies of school discipline, degree of centralized administrative control, and percentage of Black students enrolled in a school have more of an impact on a student’s chance of receiving a suspension or expulsion than the student’s behavior or other student characteristics. The finding that adult behaviors can matter more than student behaviors is the focus of the *Ted Talk* you will be watching as an assignment for this week.
• Skiba’s (2014) study found the more likely a principal was to favor reactive and exclusionary discipline, the more likely a student was to receive an out-of-school suspension. Schools where principals favored preventative alternatives to exclusionary discipline had lower rates of suspensions and expulsions. The implication of this finding is that school leaders’ discipline philosophies can shape discipline outcomes, particularly if buy-in from faculty and staff is generated.

• What is the alternative?
  • Alternatives will be presented in modules 4 and 5. They are briefly outlined here:
    • Schools that promote prosocial behavior and provide a caring, nurturing climate involving collegial relationships among adults and students tend to have fewer discipline problems and more positive student outcomes.
    • Schools that have implemented Social Emotional Learning (SEL) curricula or strategies have seen decreases in antisocial behaviors and greater social competence among students.
    • Growing evidence suggests that Restorative Practices can be effective alternatives to suspension and powerful approaches to building positive school culture.

V. ACTIVITY TWO

Space Convention

STEP 1: Divide the class into 5 groups. Explain: Now we are going to do an activity that is designed to help you think more critically about this concept of the social curriculum. This activity also illustrates the concept of “code switching,” or the ability to communicate effectively across a wide variety of cultures, situations, and expectations. This is what we ask of children when they come to school. Each group will get one role play card, this will have the information about the cultural norms from their planet. They should not explicitly state to other participants what their planet’s norms are during the activity.
STEP 2: Participants will meet and greet with other participants from different planets. Allow about 10 minutes for participants to greet others. After participants have had a chance to meet others they can go back to their original groups. At this point allow participants to share from each planet about their cultural norms.

STEP 3: Now have at least one participant from each planet create new groups. In these new groups, participants will debrief and complete the reflection questions. Allow 10-15 minutes for participants to complete the reflection questions.

STEP 4: As a large group, allow participants to share their reflections with the entire class.

VI. CLOSING LECTURE

Key Takeaways

• **Explain:** The two main takeaways from today’s class are:
  • All schools teach a social curriculum through which students learn behavioral expectations. Students behave prosocially when this curriculum is explicitly and proactively taught, rather than implicitly assumed and then reactively punished.
  • School policies and practices have more of an influence on school suspension rates than do student characteristics like student behavior.

• **Ask the group:** What are other key points from our conversation today?

VII. EXPLANATION OF ASSIGNMENT

• Review the final assignment handout and ask if students have any questions.
**Handout**

**Acceptability of Student Removal from School**  
(Adapted from Robinson & Meredith, 2016)

From most acceptable to least acceptable, rank order the degree to which it is acceptable to remove groups of students from school (out-of-school suspension and expulsion). In other words, put groups at the top of your paper that it is definitely okay to remove from school through suspension or expulsion. Put groups at the bottom of your paper for whom it is not okay. There are no right or wrong answers; just state your honest opinion based on your experiences in educational environments. You will have 10 minutes to sort these groups of students.

<table>
<thead>
<tr>
<th>Students who get straight As</th>
<th>Students without legal documents/ Undocumented students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who are failing classes</td>
<td>Students who receive free and reduced lunch</td>
</tr>
<tr>
<td>Children of single parents</td>
<td>Students who have gotten into a fight</td>
</tr>
<tr>
<td>Young people who have brought marijuana to school</td>
<td>Students who are truant</td>
</tr>
<tr>
<td>Young people who are labeled as “troublemakers”</td>
<td>Students with ADHD</td>
</tr>
<tr>
<td>Black students</td>
<td>Young people who sag their pants</td>
</tr>
<tr>
<td>Young people who wear gang colors to school</td>
<td>White students</td>
</tr>
<tr>
<td>Students who wear headscarves</td>
<td>Youth who have experienced abuse or neglect at home (if known)</td>
</tr>
<tr>
<td>Latino students</td>
<td>Transgender youth</td>
</tr>
</tbody>
</table>
ROLE PLAY CARDS

Space Convention Activity

**PLANET 1: Quiet Planet**
People on your planet are very conscious of others’ feelings and do not want to disrespect others. Conversations on your planet are done very quietly.

**PLANET 2: Industry Planet**
On your planet there is a great amount of industry. As a result everyone needs to speak loud enough to be heard over the machinery. Greetings on your planet consist of yelling loudly to each other.

**PLANET 3: Fist Bumping Planet**
Your culture is very affectionate and enjoys physical interaction. A common greeting on your planet is to say hello and give each other a fist bump.

**PLANET 4: Healthy Planet**
Your culture cares a lot about their health and safety. As a result people tend to keep their distance so as not to spread any germs. It is uncommon to see anyone greeting each other closer than 5 feet away.

**PLANET 5: Foot Planet**
On your planet, there is very little gravity. There are railings throughout the planet that people can hold on to so they don’t float away. As a result, the population has evolved to use their feet for daily tasks. A common greeting on your planet is to extend your foot to the other person to shake feet and say hello.
DEBRIEFING QUESTIONS

Space Convention Activity

Directions: Discuss the following questions with your group.

1. What were some of the challenges of communicating with someone from a different culture/planet than you?

2. What are some ways that you overcome those challenges in order to communicate? Or, if you weren’t able to communicate, what are some communication tools you could have used to communicate?

3. How did you adapt to the other planet’s customs? Did you find it easy to adjust to the differences?

5. What parallels can you draw between your experience interacting with someone from a different planet and our students’ experiences learning the social curriculum in schools?
ASSIGNMENT HANDOUT

- Watch both of the following two videos and write a short reflection (1-2 paragraphs) on one of your choosing.
  - Dear Young Men Of Color: (https://tinyurl.com/dearyoungmenofcolor)
    - **Reflection Questions:** How does Phong Tran’s spoken word poem relate to our conversation about school discipline? What can you do personally, in large or small ways, to change some of the expected outcomes that the poet refers to for young men of color in your school? Think critically about your own identities and what it means to be a partner with young people whose identities you might not share.
  - School Suspensions are an Adult Behavior: (https://tinyurl.com/adultbehavior)
    - **Reflection Questions:** What do you think about the quote from Tom Herner that Rosemarie Allen offers: “When children don’t know how to read, we teach. When they don’t know how to write, we teach. When they don’t know how to ride a bike, we teach. But when children don’t know how to behave, do we teach? Or do we punish?” How does this relate to teaching the social curriculum? How can your own self-awareness and mindfulness (and those of your teachers and staff) help to reduce suspensions in your school?
Module 2
Racial Disparities in Discipline & the School-to-Prison Pipeline

Principal Standards

- National Professional Standards for Educational Leaders (3)
- Colorado State Principal Standards (3, 7)

Objectives

Participants will be able to:
1. Define racial disparities in discipline and the school-to-prison pipeline
2. Determine whether there are racial disparities in suspension at a particular school
3. Identify potential root causes of racial disparities in discipline

Materials Needed

- For the Digging into the Data Activity:
  - One completed instructor worksheet
  - Copies of blank worksheet for each participant
- For the Game of Life Activity:
  - The facilitator script, downloaded from https://tinyurl.com/facscript
  - One report card per team (from the facilitator script)
  - List of facilitation questions per small group (from the facilitator script)
  - Two dice
  - One calculator to calculate GPA
  - The Game of K-12 LIFE PowerPoint, downloaded from https://tinyurl.com/golppt

Assigned Readings


Access corresponding readings and PowerPoints online at: https://tinyurl.com/proactivediscipline
Module 2: Racial Disparities in Discipline & the School-to-Prison Pipeline

I. OPENING EXERCISE

Name Stories
(Adapted from Gorski, 2017)

**STEP 1:** Review the group norms you established during Module 1.

**STEP 2:** Ask participants to write for five minutes about what they know about their names. Let them know this will be shared in a small group with their peers. Encourage participants to be creative. They do not need to stick to narrative form and could write a poem, list adjectives, etc. Prompting questions include:
- Who gave you your name?
- What is the origin of your name?
- What are your nicknames?
- What do you preferred to be called?

**STEP 3:** After 5 minutes, model for the class by sharing your own story.

**STEP 4:** Break the class into small groups of five or six. Ask students to share their stories in the small groups.

**STEP 5:** When everyone has shared, ask participants how it felt to share their stories. What did you learn?

II. OPENING LECTURE

Racial Discipline Gaps and the School-to-Prison Pipeline

- *Explain:* Today our focus is to understand root causes of racial disparities in discipline and the school-to-prison pipeline (STPP)
- We will watch a quick video and then get into the readings: [https://tinyurl.com/padresSTPP](https://tinyurl.com/padresSTPP)
- *Ask the group:* What reactions do you have to the issues presented in this video?
- *Explain:* Let’s review some key terms:
  - **Racial disparities in discipline or the “racial discipline gap”:** Differences between students of color (especially Black, Latino and Native American youth) and White students in the number and type of office disciplinary referrals and the severity of Black students are being punished more harshly and at a much higher rate than their peers, even for the same behavior.

SUGGESTED READINGS, REFERENCES, & ADDITIONAL RESOURCES


The Equity Project: [http://www.indiana.edu/~equityiu/](http://www.indiana.edu/~equityiu/)

Padres y Jovenes Unidos: [https://padresunidos.org/](https://padresunidos.org/)
disciplinary consequences. In general, Black, Latino and Native American youth tend to be overrepresented in exclusionary practices, where White and Asian youth are underrepresented.

- **School-to-prison pipeline**: The pathway between exclusionary discipline and the criminal justice system.

- Skiba and co-authors (2014) assert the school-to-prison pipeline is more than a political metaphor, it is a legitimate, scientifically-based phenomenon.
  - They present findings that support a causal relationship between exclusionary discipline and negative outcomes in school and life.
  - Through a review of the literature, they show:
    - There has been an increase in out-of-school suspension and expulsion rates in recent decades.
    - Students who are suspended or expelled are more likely to be retained, leave school, become involved in the juvenile justice system, or experience subsequent arrest.
    - Black students are being punished more harshly and at a much higher rate than their peers, even for the same behavior.
    - Racial disparities in discipline are related to the overrepresentation of Black and Latino youth in the prison system.

- Anyon and colleagues (2014) explore the STPP in Denver Public Schools.
  - After a major reform to discipline policy in 2008, rates of suspension and expulsion decreased by 40%, yet Black, Latino and Native American students are still more likely to receive an exclusionary discipline sanction than White students.
  - Results indicated that these racial disparities persisted in office referrals, suspensions, and law enforcement referrals after accounting for student characteristics such as number and type of referrals, family income, disability, language spoken, gifted ability, or homelessness.
  - The authors indicate racial disparities are primarily driven by classroom referrals.

- **Ask the group**: Have you noticed that students of color are in the discipline office more often than White youth? Have you seen a connection between schools and the prison system in your work?

- **Explain**: So, you might be wondering how the school-to-prison pipeline relates to the opening exercise we did about name stories.
  - In an article you did not read for class today, Okonofua and co-authors (2015) found that the stereotypical race associated with a name significantly influences teachers’ perceptions of a behavior infraction.
  - All things being equal, teachers were more likely to recommend that students with stereotypically Black sounding names be suspended.

- **Ask the group**: Why would teachers be more likely to recommend suspension for Black students? What else do you think drives patterns in suspensions by race?
• **Explain:** Gregory and co-authors (2010) discuss several possible explanations, some with more empirical support than others. It is also important to note that disparities are likely caused by a combination of these factors:

  • **Differential behavior** — Racial differences in misbehavior or conflict may exist, but they do NOT fully explain disparities in discipline. Even when behavior is taken into account, Black students are still punished more harshly. In other words, when a Black student and a White student engage in the same type of misbehavior, the Black student is treated more punitively.

  • **Implicit Bias** — White students tend to be disciplined for objective behaviors (e.g. smoking, vandalism) whereas Black students tend to be disciplined for subjective behaviors (e.g. excessive noise, disrespect). These trends suggest implicit bias in referrals and administrative decisions are likely a factor that contributes to discipline disparities. Bias likely plays out at two decision points in the discipline process:
    • **Differential selection** for office disciplinary referrals. Black, Latino, and American Indian students are more likely to be sent to the office by teachers than their White peers, even for the same misbehavior.
    • **Differential processing** for consequences. Once in the office, Black, Latino, and Native American students are more likely than their White counterparts to receive more severe discipline consequences from administrators.

  • **Trauma** — Many violence- and trauma-exposed youth experience anxiety, irritability, stress, and are hypervigilant. These students may act tough in the classroom as a way to protect themselves.

  • **School Quality** — Low-income students and students of color are more likely to attend schools with poorer quality resources and facilities, where teacher turnover is high, and punitive discipline outcomes are more common.

  • **Low Academic Skills** — Students of color are more likely to experience academic struggles which may contribute to school disruption.

• **Ask the group:** What disparities do you see at your school? Are there other groups of students who may have disproportionate discipline outcomes? LGBTQ+ youth or students with disabilities?
III. ACTIVITY ONE

The Game of Life
(From the Advancement Project)

STEP 1: **Explain:** The purpose of this activity is to understand the school-to-prison pipeline from the perspective of several student groups.

STEP 2: Split the class up into 6 groups and assign them a character to play.

STEP 3: Use the facilitator script to guide the teams through The Game of K-12 Life.

STEP 4: Once the game is completed, guide all participants in a discussion about the process, consequences, and outcomes:

- **Who was your student and what was your outcome?**
- **Did you feel your outcome was fair? Why or why not?**
- **How did you feel about the way your behavior was dealt with by school adults?**
- **Is there a specific instance where you felt your behavior was dealt with well? Is there an instance where you felt your behavior was not dealt with very well?**
- **How did the “Reality Checks” make you feel? Were you aware that those kinds of things were happening in schools? Do you know of other examples?**
- **In what ways was this illustration of the school-to-prison pipeline surprising (or not)?**

IV. ACTIVITY TWO

Digging Into the Data

STEP 1: **Explain:** We are now going to investigate whether the patterns evident in the game of life are reflective of what is happening in your schools. Using your cell phone or laptop computer, you are going to use the website of the Office of Civil Rights Data Collection to identify the nature of racial disparities at a school of your choosing.

STEP 2: Each participant should now complete the “Digging Into the Data” Worksheet for a particular school. Give the class about 45 minutes to complete this document.

STEP 3: **Ask the group:**

- **By a show of hands, how many of you found evidence of racial disparities in suspensions for Black students? For Latino students? Native American youth? Other student groups?**
- **What other information would have been helpful to you in “diagnosing” whether your school has racial disparities?**
- **How do you think your colleagues at your school would react upon viewing this information? How would they explain the data?**
- **Are there any insights from our readings that you could use to respond to these explanations?**

---

The school-to-prison pipeline is a real phenomenon in our country — students who are suspended, expelled, or referred to law enforcement are more likely to become involved in the criminal justice system.
V. CLOSING LECTURE

Key Takeaways

• **Explain:** In the upcoming weeks we will be discussing ways to intervene and disrupt racial discipline gaps and the school to prison pipeline.

• Today, the main takeaways to remember are:
  • The school-to-prison pipeline is a real phenomenon in our country — students who are suspended, expelled, or referred to law enforcement are more likely to become involved in the criminal justice system.
  • Racial disparities in exclusionary discipline practices persist even when accounting for student behavior.
  • Racial disparities are driven by classroom referrals.
  • Racial achievement gaps are related to racial discipline gaps.

• **Ask the group:** What are other key points from our conversation today?

VI. EXPLANATION OF ASSIGNMENT

• Review the final assignment handout and ask if students have any questions.

NOTES
**COMPLETED INSTRUCTOR WORKSHEET**

**Digging Into the Data**

I. Using the Civil Rights Data Collection website (https://ocrdata.ed.gov/Home) Navigate to the left-side toolbar, select the “Special reports.” Then select the “Discipline Report” and search for your school under “find schools by Name, District, or State.” Check the box for the correct school, then click “add to data set.” Finally, click “view report” and collect the following demographic data to complete the table below. *This example worksheet has been completed using 2013-2014 data from Bruce Randolph School in Denver.*

a. The information from the Civil Rights website will have most of the data broken into percentages. To find the actual number of students in each category, use the following equation:

\[
\text{Total Number of Students} = \left( \frac{\text{Percentage of students in demographic group}}{100} \right) \times \text{Total Number of Students}
\]

b. For example if a school has 295 students and 26.4% of those students were Black, the total number of Black students would be 78. \( (26.4/100) \times 295 = 78 \) Black students

### School Name: Bruce Randolph School

<table>
<thead>
<tr>
<th>Demographic Information</th>
<th>Percentage of school Population</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total student population</td>
<td>100</td>
<td>868</td>
</tr>
<tr>
<td>American Indian / Alaska Native</td>
<td>0.5</td>
<td>4</td>
</tr>
<tr>
<td>Asian</td>
<td>0.2</td>
<td>2</td>
</tr>
<tr>
<td>Black</td>
<td>10.5</td>
<td>91</td>
</tr>
<tr>
<td>Hispanic / Latino/a</td>
<td>85.5</td>
<td>742</td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Islander</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Two or more Races</td>
<td>1.5</td>
<td>13</td>
</tr>
<tr>
<td>White</td>
<td>1.8</td>
<td>16</td>
</tr>
<tr>
<td>Students with Disabilities (IDEA)</td>
<td>17.2</td>
<td>149</td>
</tr>
<tr>
<td>Students without Disabilities (Non-IDEA)</td>
<td>82.8</td>
<td>719</td>
</tr>
</tbody>
</table>
2. Under the Discipline, restraints/seclusion section, fill in the following tables:

<table>
<thead>
<tr>
<th>Demographic Information</th>
<th>Percentage overall ISS</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total student population</td>
<td>100</td>
<td>262</td>
</tr>
<tr>
<td>American Indian / Alaska Native</td>
<td>1.5</td>
<td>4</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black</td>
<td>22.5</td>
<td>59</td>
</tr>
<tr>
<td>Hispanic / Latino/a</td>
<td>72.9</td>
<td>191</td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Islander</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Two or more Races</td>
<td>1.5</td>
<td>4</td>
</tr>
<tr>
<td>White</td>
<td>1.5</td>
<td>4</td>
</tr>
<tr>
<td>Students with Disabilities (IDEA)</td>
<td>32.8</td>
<td>86</td>
</tr>
<tr>
<td>Students without Disabilities (Non-IDEA)</td>
<td>67.2</td>
<td>176</td>
</tr>
</tbody>
</table>
### Out-of-School Suspensions (OSS)

<table>
<thead>
<tr>
<th>Demographic Information</th>
<th>Percentage overall OSS</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total students population</td>
<td>100</td>
<td>157</td>
</tr>
<tr>
<td>American Indian / Alaska Native</td>
<td>2.5</td>
<td>4</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black</td>
<td>28.7</td>
<td>45</td>
</tr>
<tr>
<td>Hispanic / Latino/a</td>
<td>61.8</td>
<td>97</td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Islander</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Two or more Races</td>
<td>5.7</td>
<td>9</td>
</tr>
<tr>
<td>White</td>
<td>1.3</td>
<td>2</td>
</tr>
<tr>
<td>Students with Disabilities (IDEA)</td>
<td>19.1</td>
<td>30</td>
</tr>
<tr>
<td>Students without Disabilities (Non-IDEA)</td>
<td>80.9</td>
<td>127</td>
</tr>
</tbody>
</table>

Access corresponding readings and PowerPoints online at: [https://tinyurl.com/proactivediscipline](https://tinyurl.com/proactivediscipline)
## Expulsions

<table>
<thead>
<tr>
<th>Demographic Information</th>
<th>Percentage Overall Expulsions</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total students population</td>
<td>100</td>
<td>2</td>
</tr>
<tr>
<td>American Indian / Alaska Native</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic / Latino/a</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Islander</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Two or more Races</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>100</td>
<td>2</td>
</tr>
<tr>
<td>Students with Disabilities (IDEA)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Students without Disabilities (Non-IDEA)</td>
<td>100</td>
<td>0</td>
</tr>
</tbody>
</table>
3. Using your collected data calculate the following disparities using the Risk Ratio.

**Risk Ratio** represents the likelihood of a specific disciplinary action or set of disciplinary actions for a demographic group in relation to their White peers. In other words, you are dividing the suspension rate for one group by the suspension rate of White students.

- A ratio of 1.0 indicates the risk for disciplinary action for the groups are equal
- A ratio greater than 1.0 indicates the target group is at greater risk
- A ratio of less than 1.0 indicates lower risk for target group

\[
\frac{\text{Number of Black students subject to suspensions}}{\text{Total number of Black students}} \div \frac{\text{Number of White students subject to suspensions}}{\text{Total Number of White students}}
\]

Complete this following chart; we will use White student data as the baseline:

<table>
<thead>
<tr>
<th>Demographic Information</th>
<th>In-School Suspension Ratio</th>
<th>Out-of-School Suspension Ratio</th>
<th>Expulsion Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian / Alaska Native</td>
<td>4</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black</td>
<td>2.59</td>
<td>3.96</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic / Latino/a</td>
<td>1.03</td>
<td>1.05</td>
<td>0</td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Islander</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Two or more Races</td>
<td>1.23</td>
<td>5.54</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Students with Disabilities (IDEA)</td>
<td>2.36</td>
<td>1.14</td>
<td>0</td>
</tr>
<tr>
<td>Students without Disabilities (Non-IDEA)</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
4. Using your collected data calculated the following disparities using the Risk Gap. 

**Risk Gap** represents the difference in receiving disciplinary action between the target group and comparison group. In other words, you are subtracting the suspension rate for one group minus the suspension rate of another group.

- A risk gap of 0.0 is equal between groups
- Positive gap indicates target group is more likely to receive disciplinary action
- Negative risk gap indicates target group is less likely to receive disciplinary action

\[
\text{Risk Gap} = \left( \frac{\text{Number of Black students subject to suspensions}}{\text{Total number of Black students}} \right) - \left( \frac{\text{Number of White students subject to suspensions}}{\text{Total Number of White students}} \right)
\]

### Risk Gap

<table>
<thead>
<tr>
<th>Demographic Information</th>
<th>In-School Suspension Gap</th>
<th>Out-of-School Suspension Gap</th>
<th>Expulsion Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian / Alaska Native</td>
<td>0.75</td>
<td>0.875</td>
<td>-1</td>
</tr>
<tr>
<td>Asian</td>
<td>-1</td>
<td>-1</td>
<td>-1</td>
</tr>
<tr>
<td>Black</td>
<td>0.4</td>
<td>0.37</td>
<td>-1</td>
</tr>
<tr>
<td>Hispanic / Latino/a</td>
<td>0.007</td>
<td>0.006</td>
<td>-1</td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Islander</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Two or more Races</td>
<td>0.06</td>
<td>0.57</td>
<td>-1</td>
</tr>
<tr>
<td>White</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Students with Disabilities (IDEA)</td>
<td>0.332</td>
<td>0.024</td>
<td>-1</td>
</tr>
<tr>
<td>Students without Disabilities (Non-IDEA)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
**Analyze** data for disparities and look for the following trends in your data:

5. Look at the pie charts that you pulled up from the Civil Rights Data Collection website. What are the demographic characteristics of disciplined students (percentages for each group) and what is their representation in the school population? Do you notice any disparities?
   - **Black students** comprised 22.5% of students given in-school suspension, 28.7% of those given out-of-school suspension, and 30.8% of law enforcement referrals, but they only made up 10.5% of the school’s population.
   - **Latino/a students** made up 85.5% of school population, yet only 72.9% of those receiving ISS, 61.8% of those receiving OSS, and 46.2% of law enforcement referrals.
   - **American Indian/Alaska Native students** only made up 0.5% of the population, yet account for 1.5% of ISS, 2.5% of OSS. In contrast, this population was underrepresented in law enforcement referrals, and made up 0% of these referrals.
   - **Multiracial students** comprised 1.5% of in-school suspensions, 5.7% of out-of-school suspensions, and 15.4% of law enforcement referrals, but only make up 1.5% of the school population.
   - **White students** were underrepresented in every category except expulsions, and the only two expulsions in the school year were of White students.

   Overall, Black and American Indian/Alaska Native students were overrepresented in ISS and OSS. Black students were also overrepresented in law enforcement referrals. Given the large size of these gaps, it appears there are racial disparities in exclusionary discipline at this school.

6. Review your risk ratios and risk gap findings from your worksheet. Which student demographic groups are at the greatest risk for disciplinary action (have the largest risk ratios and gaps? In other words, which demographic groups are being disciplined at higher rates than others?)

   It appears that American Indian/Alaska Native and Black students are given ISS and OSS at much higher rates than their White peers, suggesting there may be differential treatment based on race.

7. Finally, review the discipline disparities between IDEA students and non-IDEA students. What do you notice from the tables? Are there disparities in discipline between IDEA students and non-IDEA students compared to their representation in the school population?

   Students with IDEA appear to be given ISS and OSS at higher rates than their non-IDEA peers, suggesting that there may be differential treatment based on ability.
### PARTICIPANT WORKSHEET

**Digging Into the Data**

1. Using the Civil Rights Data Collection website ([https://ocrdata.ed.gov/Home](https://ocrdata.ed.gov/Home)), navigate to the left-side toolbar, select the “Special Reports.” Then select the “Discipline Report” and search for your school under “find schools by Name, District, or State.” Check the box for the correct school, then click “add to data set.” Finally, click “view report” and collect the following demographic data to complete the table below.

   a. The information from the Civil Rights website will have most of the data broken into percentages. To find the actual number of students in each category, use the following equation:
      
      \[
      \frac{\text{Percentage of students in demographic group}}{100} \times \text{total number of students}
      \]

   b. For example if a school has 295 students and 26.4% of those students were Black the total number of black students would be 78 Black students  
      
      \[(26.4/100) \times 295 = 78 \text{ Black students}\]

### School Name:

<table>
<thead>
<tr>
<th>Demographic Information</th>
<th>Percentage of school Population</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total student population</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>American Indian / Alaska Native</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic / Latino/a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Islander</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or more Races</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities (IDEA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students without Disabilities (Non-IDEA)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Under the Discipline, restraints/seclusion section, fill in the following tables:

<table>
<thead>
<tr>
<th>Demographic Information</th>
<th>Percentage overall ISS</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total student population</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>American Indian / Alaska Native</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic / Latino/a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Islander</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or more Races</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities (IDEA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students without Disabilities (Non-IDEA)</td>
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<td></td>
</tr>
</tbody>
</table>
## Out-of-School Suspensions (OSS)

<table>
<thead>
<tr>
<th>Demographic Information</th>
<th>Percentage overall OSS</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total students population</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>American Indian / Alaska Native</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic / Latino/a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Islander</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or more Races</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities (IDEA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students without Disabilities (Non-IDEA)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Using your collected data calculate the following disparities using the \textit{Risk Ratio}.

**Risk Ratio** represents the likelihood of a specific disciplinary action or set of disciplinary actions for a demographic group in relation to their White peers. In other words, you are dividing the suspension rate for one group by the suspension rate of White students.

- A ratio of 1.0 indicates the risk for disciplinary action for the groups are equal
- A ratio greater than 1.0 indicates the target group is at greater risk
- A ratio of less than 1.0 indicates lower risk for target group

\[
\frac{\text{Number of Black students subject to suspensions}}{\text{Total number of Black students}} \div \frac{\text{Number of White students subject to suspensions}}{\text{Total Number of White students}}
\]

Complete this following chart; we will use White student data as the baseline for students of color and use Non-IDEA students for IDEA students:

<table>
<thead>
<tr>
<th>Demographic Information</th>
<th>In-School Suspension Ratio</th>
<th>Out-of-School Suspension Ratio</th>
<th>Expulsion Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian / Alaska Native</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic / Latino/a</td>
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<tr>
<td>Native Hawaiian / Pacific Islander</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or more Races</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities (IDEA)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students without Disabilities (Non-IDEA)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Using your collected data calculated the following disparities using the Risk Gap.

**Risk Gap** represents the difference in receiving disciplinary action between the target group and comparison group. In other words, you are subtracting the suspension rate for one group minus the suspension rate of another group.

- A risk gap of 0.0 is equal between groups
- Positive gap indicates target group is more likely to receive disciplinary action
- Negative risk gap indicates target group is less likely to receive disciplinary action

\[
\text{Risk Gap} = \left( \frac{\text{Number of Black students subject to suspensions}}{\text{Total number of Black students}} \right) - \left( \frac{\text{Number of White students subject to suspensions}}{\text{Total Number of White students}} \right)
\]

### Risk Gap Table

<table>
<thead>
<tr>
<th>Demographic Information</th>
<th>In-School Suspension Gap</th>
<th>Out-of-School Suspension Gap</th>
<th>Expulsion Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian / Alaska Native</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic / Latino/a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Islander</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or more Races</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities (IDEA)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students without Disabilities (Non-IDEA)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Analyse data for disparities and look for the following trends in your data:

5. Look at the pie charts that you pulled up from the Civil Rights Data Collection website. What are the demographic characteristics of disciplined students (percentages for each group) and what is their representation in the school population? Do you notice any disparities?

6. Review your risk ratios and racial discipline gap findings from your worksheet. Which student demographic groups are at the greatest risk for disciplinary action? In other words, which demographic groups are being disciplined at higher rates than others and may be subjected to differential treatment based on race or other characteristics?

7. Review the discipline disparities between IDEA students and non-IDEA students. What do you notice from the tables? Are there disparities in discipline between IDEA students and non-IDEA students compared to their representation in the school population?
ASSIGNMENT HANDOUT

- In preparation for our next class, your assignment is to take the “race,” “skin tone,” or “weapons” Implicit Association Test (https://tinyurl.com/implicitawarenesstest) and, in a few paragraphs, reflect on the following questions and/or respond to the quote from Teaching Tolerance. Please be aware that many people feel guilt and shame after taking the IAT. It is important to recognize that everyone has bias and that it is normal. What you do with the knowledge of the bias is what matters.
  - Questions:
    - How did you notice your body reacting as you took the Implicit Association Test (IAT)?
    - Did you find it easier to associate one group or the other with the words “good” and “bad?” How may these perceptions influence thoughts and stories you tell yourself about different students?
    - Knowing what you now know about your own implicit biases, how will this understanding inform your practice as an educator?
  - Teaching Tolerance Quote:
    - “People who argue that prejudice is not a big problem today are, ironically, demonstrating the problem of unconscious prejudice. Because these prejudices are outside our awareness, they can indeed be denied.” (Teaching Tolerance).
- After you have taken the Implicit Association Test, review the reading/handout for the next class entitled “Strategies for overcoming implicit bias” that summarizes research on how to reduce implicit bias.
  - Pick one strategy that you feel you could implement in your work on school discipline. What would it look like to implement this strategy in your school?
  - Be prepared to discuss the challenges you might face implementing this strategy.
MODULE 3
The Role of Implicit Bias in Discipline Decisions

PRINCIPAL STANDARDS:

• National Professional Standards for Educational Leaders (3, 5)
• Colorado State Principal Standards (3)

OBJECTIVES

Participants will be able to:
1. Understand the relationship between implicit bias and racial disparities in discipline
2. Identify strategies for overcoming implicit bias

MATERIALS NEEDED

• A computer connected to a projector or television to view the opening video
• For the Cognitive Dissonance activity:
  • Copies of Attitude and Behavior Surveys for all participants
• For the Implicit Bias activity:
  • 1 copy of a completed example Handout for the instructor
  • Copies of Implicit Bias Handout for all participants

ASSIGNED READINGS


I. OPENING EXERCISE

Watch Jerry Kang Ted Talk on Implicit Bias

**STEP 1:** Review the group norms you established during Module 1.

**STEP 2:** As a group, watch Jerry Kang’s Ted Talk: [https://tinyurl.com/kangimplicitbias](https://tinyurl.com/kangimplicitbias)

**STEP 3:** After watching, **ask the group:**

- Did anything in the talk specifically stand out to you?
- What were your reactions to the results of the Implicit Association Test (IAT) that Professor Kang described from Project Implicit? Did they line up with your personal biases?
- What do you think of the study Professor Kang presented about perceptions of competency among White and Asian lawyers? Is it problematic that study respondents rated the White lawyer higher on competence, likability and hireability than the Asian lawyer? How might this trend relate to educators’ perceptions of White students’ behavior in school?
- Where do you see these implicit biases showing up in your schools? With your students? In discipline trends?
- What does Kang’s talk suggest about the importance of being aware of implicit biases?

II. OPENING LECTURE

Implicit Bias in the Discipline Process

- **Explain:** Today our focus is on the role of implicit biases in the discipline process. *Implicit bias* refers to unconscious stereotypes or attitudes that impact our perceptions and decisions. As Staats (2015) points out, the vast majority of our thinking is unconscious, and this unconscious processing is responsible for implicit bias.

- Your homework assignment was to take the Implicit Association Test (IAT) to uncover potential biases you may hold that are relevant to racial disparities in school discipline.

- Research shows that our implicit and explicit biases diverge, meaning a person may overtly express a positive or neutral view of a certain social group that they unconsciously hold a negative opinion about.

SUGGESTED READINGS, REFERENCES, & ADDITIONAL RESOURCES


Teaching Tolerance: [https://www.tolerance.org/](https://www.tolerance.org/)
Staats (2015) suggests that this divergence is most likely to happen when:
- Information is incomplete or unclear
- There are time constraints
- Our bodies and brains are tired

These conditions regularly apply to decision-making in the context of school discipline. Indeed, a growing body of evidence suggests that implicit biases are a contributor to racial disparities in office discipline referrals and the assignment of consequences.
- The implication of this finding is that it is critical to take time to process a discipline incident before acting.

You might be wondering where implicit biases come from. Imagine that stereotypes about different racial groups create a “smog” that we all breathe. The implicit bias we develop in response is a form of “asthma.”

Like smog and asthma — would you blame yourself for developing asthma if you lived in a heavily polluted neighborhood growing up? We all live in a highly “polluted” environment when it comes to racism.

**Ask the group:** After taking the IAT, some people’s reactions are to feel as though they have been called a racist. What are your thoughts about this reaction? Do you think that is an accurate interpretation? Why or why not?

**Explain:** Implicit biases can impact how we treat members of different student groups, in particular who we perceive as aggressive, oppositional, or violent.

In fact, your score on the IAT predicts discriminatory behavior even if you consciously or explicitly espouse egalitarian beliefs. (Banaji & Greenwald, 2016)

Indeed, in the reading assigned for class today, Carter and co-authors (2017) suggest racial disparities in exclusionary discipline reflect implicit bias and broader racial inequalities in the United States. In particular,
- The “dangerous Black man” stereotype that was perpetuated during American slavery still influences society’s perceptions of boys and men of color.
- Segregation exacerbates racial disparities. School and district segregation not only decreases academic opportunity for historically disadvantaged students but also limits interaction between groups during which stereotypes could otherwise be challenged.

Carter and co-authors suggest the cause of both disparities and the school-to-prison pipeline is our unwillingness to openly talk about race. So that’s what we’re going to do today! Let’s start with your personal experiences taking the IAT:
- How might your implicit biases influence thoughts and stories you tell yourself about different students?
- How do these biases relate to our discussion during the last class about racial disparities and the school-to-prison pipeline?

Beyond just “talking” about race, there are several strategies outlined in the handout assigned for class today that can minimize implicit bias. Today we are going to focus on four:
• **Counter-stereotypic imaging:** Making positive images accessible when challenging a stereotype’s validity
• **Individuation:** Obtaining specific information about group members
• **Perspective taking:** Taking the perspective in the first person of a member of a stereotyped group
• **Doubt objectivity:** Being mindful that it is challenging to be objective, rational and fair all of the time because of our implicit biases.

• **Ask the group:** How could you implement these strategies in a school to minimize bias in the discipline process? For example:
  • **Counter-stereotypic imaging:** Start all conversations about students of concern with a discussion of their strengths.
  • **Individuation:** Spend time getting to know “high flyer” students (who are regularly in the discipline office) personally. Assign students “mentors” on your leadership team who are responsible for learning about those students’ hopes and dreams.
  • **Perspective taking:** Play the Game of Life with your faculty! (If you have not yet played The Game of Life, refer to Module 2)
  • **Doubt objectivity:** Examine your office referral data. Compare the number of subjective referral reasons to the number of objective referral reasons. Then, disaggregate both groups by ethnicity/race. What do you notice?

### III. ACTIVITY ONE

Cognitive Dissonance  
(Adapted from Cressy, 2016.)

**STEP 1: Explain:** Now we’re going to complete an exercise that may help you doubt your own objectivity, which is a key strategy for overcoming implicit bias. This activity centers on the idea of cognitive dissonance, or the experience of having thoughts or beliefs that are inconsistent with one’s actions. This activity is designed to help you consider experiences of dissonance when discussing stereotyping and prejudice.

**STEP 2:** Pass out the instructions and the Attitudes Survey and ask participants to complete the survey.

**STEP 3:** After participants have completed the Attitudes Survey, pass out the Behavior Survey. Be sure to have them complete the Attitudes Survey before looking at the Behavior Survey.

**STEP 4:** When participants are done with both, **ask the group:**
  • Did you experience cognitive dissonance? Was your behavior out of alignment with your attitudes?
  • What was your emotional reaction to experiencing dissonance?
  • How does cognitive dissonance relate to implicit bias? To doubting objectivity?
  • How does this activity relate to prejudice and stereotypes against students?

**STEP 5: Explain:** Cognitive dissonance is a normal human experience.

**STEP 6:** We need to be “okay” with dissonance and work through it when discussing topics related to diversity in general, or stereotyping and prejudice specifically.
IV. ACTIVITY TWO

Implicit Biases
(Adapted from Togans, Robinson & Meredith, 2016)

**STEP 1: Explain:** Now we are going to do an activity that is designed to help you with perspective-taking, another approach to reducing implicit bias.

**STEP 2:** Pass out the Implicit Bias Handout.

**STEP 3: Give instructions:** In the Handout, read each statement in Column A and think critically about how a person could interpret the statements as a form of implicit bias (people also refer to these types of statements as microaggressions). Then, in Column B, write in what assumption or interpretation is embedded in each statement that could lead to bias in either office discipline referrals or decisions about consequences. Be ready to explain each choice. Finally, rewrite the statements in Column C so that they do not contain a hidden assumption or negative stereotype, and so they could facilitate greater understanding between educators and students.

For example, the statement “The black girls in our school are so loud” implies that the speaker believes all Black girls behave the same way, and that there is one right way for girls to behave in school, which is to speak in a low volume. A neutral wording of the statement might be “I am uncomfortable when students speak loudly in my classroom or the hallway.”

**STEP 4:** Once participants have completed the handout, *ask the group:*

- When people discuss implicit biases like these, a common response is that people do not intend to be hurtful, so people of color and other marginalized groups should not make a big deal out of it. Do you agree or disagree with this point of view? Why? Does the intent change the impact of the statement?
- If a person from a marginalized group pointed out to you that one of your comments or actions reflected implicit bias, how would you respond? Would it change the likelihood of your making a similar comment or action in the future? Why or why not?

Implicit biases can be reduced using intentional strategies like perspective taking, doubting your objectivity, individuation and counter-stereotypic imaging.
• Professor Derald Wing Sue has argued that the impact of subtle prejudice, such as implicit bias, is more harmful than the impact of blatant discrimination (Sue, 2010). Do you agree or disagree with this proposition? Explain your answer.

V. CLOSING LECTURE

Key Takeaways

• The key takeaways from today’s class include:
  • We all have implicit biases that unconsciously influence our perceptions of students and their behavior.
  • Racial implicit bias is a root cause of disparities in school discipline.
  • Implicit biases can be reduced using intentional strategies like perspective taking, doubting your objectivity, individuation, and counter-stereotypic imaging.

• Ask the group: What are other key points from our conversation today?

VI. EXPLANATION OF ASSIGNMENT

• Review the final assignment handout and ask if students have any questions.
SURVEYS FOR COGNITIVE DISSONANCE ACTIVITY

(Adapted from Cressy, 2016)

This activity is designed to help participants process and consider experiences of dissonance when discussing stereotyping and prejudice. First, complete the Attitudes Survey, then complete the Behavior Survey. Be sure to complete the Attitudes Survey before looking at the Behavior Survey. You have 5 minutes to complete these two surveys. When you have finished both, you will answer discussion questions and talk with the group.

Attitudes Survey

Please indicate whether or not you agree with the statements below by circling the appropriate answer:

1. Texting while driving is dangerous.
   a. Yes
   b. No

2. Soft drinks/sodas are unhealthy beverages.
   a. Yes
   b. No

3. It is important to stay informed about proposed legislation that affects my community.
   a. Yes
   b. No

4. Black individuals are not inherently more dangerous than White individuals.
   a. True
   b. False

5. All students should be treated fairly when it comes to school discipline.
   a. True
   b. False
Behavior Survey

Please indicate whether or not you agree with the statements below by circling the appropriate answer:

1. I have texted while driving.
   a. Yes
   b. No

2. In the past year, I have had a soft drink/soda.
   a. Yes
   b. No

3. I am able to name at least one bill affecting my community that was passed in the last year by the legislators in my county or my state.
   a. Yes
   b. No

4. Students who have been labeled the “troublemakers” in my school are usually Black or Latino.
   a. True
   b. False

5. There are racial disparities in exclusionary discipline at my school.
   a. True
   b. False
### Instructor Example

**Implicit Biases Activity**
*(Adapted from Robinson & Meredith, 2016)*

Read each statement in Column A and think critically about how a person could interpret the statements as a form of implicit bias. Then, in Column B, write in what assumption or interpretation is embedded in each statement. Finally, rephrase the statement in Column C so that it appears neutral.

<table>
<thead>
<tr>
<th><strong>Column A</strong> Statements</th>
<th><strong>Column B</strong> Possible Assumptions or Interpretations</th>
<th><strong>Column C</strong> Neutral Re-phrasing of Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Why are Black girls so loud?”</td>
<td>You should assimilate to the dominant culture.</td>
<td>“I am uncomfortable when students raise their voices in my classroom.”</td>
</tr>
<tr>
<td>“Those kids cause all the problems.”</td>
<td>Kids are inherently “bad” or “good” and cannot change.</td>
<td>“I’ve noticed that you’ve gotten in a lot of trouble lately.”</td>
</tr>
<tr>
<td>“But where are you really from?”</td>
<td>You don’t belong here.</td>
<td>“What is your cultural background?”</td>
</tr>
<tr>
<td>“Why can’t you sit still?”</td>
<td>You need to conform to dominant behavior expectations despite your unique learning style.</td>
<td>“Do you need help focusing on your task?”</td>
</tr>
<tr>
<td>“You speak English very well.”</td>
<td>You are not American. You are an outsider in this country.</td>
<td>Not appropriate to say this unless validating a concern by the speaker.</td>
</tr>
<tr>
<td>“Can’t your dad help you with this?”</td>
<td>Assumption that parent is available and able to assist with work. Not acknowledging same-sex relationships.</td>
<td>“Is there someone that you can think of to help you with this later?”</td>
</tr>
<tr>
<td>“You don’t look gay.”</td>
<td>That a person should look a specific way or their sexual orientation does not match their image.</td>
<td>Should not be said to people.</td>
</tr>
</tbody>
</table>
**Handout**

**Implicit Biases Activity**  
(Adapted from Robinson & Meredith, 2016)

In the handout, read each statement in Column A. Think critically about how a person could interpret the statements as a form of implicit bias. Then, write a statement that you believe would be a possible interpretation in Column B. Be ready to explain your statement. After you have finished writing statements with the interpretations, rewrite the statements in Column C so that they do not contain a hidden or negative message. For example, the statement “How long have you been in this country?” implies that the speaker believes the person was born in another country. A neutral wording of the statement might be “Where did you grow up?” After you have rewritten the statements, answer the questions below.

<table>
<thead>
<tr>
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<tr>
<td>“You don’t look gay.”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ASSIGNMENT HANDOUT

- Create an exercise that you could deliver to your staff and/or students that utilizes one of the stereotype-breaking strategies from the handout and addresses potential beliefs that some staff, faculty, and students hold about certain students being “bad kids” who deserve to be punished or excluded. Feel free to use online resources and your own imagination.
- Here is an example of an activity that utilizes the stereotype-breaking strategy of perspective taking:

**Step 1:** Give each participant a label to display on their forehead, without looking at what their label says. Labels should reflect roles in the classroom and can include: teacher, smart student, nice student, quiet student, good kid, bad kid, obedient student. Only a few participants should be assigned the “bad kid” label. Everyone should treat the other participants according to their label.

**Step 2:** Give participants 5-10 minutes to interact with each other and with the teacher in a mock classroom scenario.

**Step 3:** Afterwards, discuss with all participants how it felt to be treated according to their label, paying specific attention to how the “bad kid” felt and was treated. Relate this game to the importance of not labeling any child as “bad.”
Module 4
Framework for Interventions

Principal Standards

- Professional Standards for Educational Leaders (1, 3, 5)
- Colorado State Principal Standards (Standards 3, 5, 7)

Objectives

Participants will be able to:
1. Describe Multi-Tiered Systems of Support (MTSS) and Social Emotional Learning (SEL) frameworks for proactively teaching the “social curriculum” in schools and assisting students who struggle with behavior.
2. Identify ways to make these approaches more culturally responsive.

Materials Needed

- For the Question Formulation Activity
  - Put three pieces of butcher or flip chart paper up around the room and title them: Tier 1, Tier 2, and Tier 3. Under each tier on the top of the paper, write the names of the promising practices from the Gregory and colleagues (2017) reading:
    - Tier 1
      - Social emotional learning curriculum
      - Supportive relationships
      - Bias-aware classrooms and respectful school environments
    - Tier 2
      - Inclusion of student and family voice on the causes of and solutions to conflict
      - Data based inquiry
    - Tier 3
      - Problem-solving approaches to discipline
- For Establishing School Rules Activity
  - Copies of the Reflection Questions for each small group (4-5 participants)
- For the Social Emotional Learning Assessment activity
  - Copies of the Assessment for all participants
ASSIGNED READINGS


SUGGESTED READINGS, REFERENCES, & ADDITIONAL RESOURCES


Healthy Environments and Response to Trauma in Schools (HEARTS): [http://www.heartsaurora.com](http://www.heartsaurora.com)

INSTRUCTOR TIP

- If you did not complete Module 1 with your class, consider implementing the “Space Convention” activity today.

I. OPENING EXERCISE

Name an Emotion

**STEP 1:** Review the group norms you established during Module 1.

**STEP 2:** Explain: To start off our day focused on frameworks for intervention, we are going to do a quick social emotional learning activity that can be easily implemented into classrooms. This can be done as a circle or popcorn style around the room.

**STEP 3:** Ask participants to take turns naming the emotion that they are bringing with them to class. Participants are welcome to share more as they are comfortable or can just name the emotion.

**STEP 4:** After everyone has shared, ask participants to describe any trends they noticed in the group. For example, there may be a lot of participants feeling stressed or tired.
II. OPENING LECTURE

Culturally Responsive Multi-Tiered Systems of Support

• **Explain:** Before we get into the readings from today, we are first going to review the concept of “tiered supports” in schools.

• This framework, often called multi-tiered systems of support (MTSS), distinguishes practices that prevent misbehavior from those that intervene when a conflict or problem occurs.

• Another idea underlying MTSS is that like instruction, behavioral supports need to be differentiated based on student needs.

• In MTSS, these differentiated prevention and intervention approaches are categorized into three tiers. Let’s review these tiers and examples of each outlined in the reading by Anyon and colleagues (2016).

  • **Tier 1** refers to approaches to preventing misbehavior that are universal, meaning they are used school-wide, with all students in the building, and proactive meaning that they take place before conflict occurs. Examples include social emotional learning curricula, incentive/reward systems, morning meetings, and modeling or teaching expectations. These strategies are intended to be used by all adults in the building to make the “social curriculum” more explicit. The key characteristic of Tier 1 approaches is that they are implemented before any problems occur and are typically effective with 80% of the student body.

  • **Tier 2** involves strategies that are targeted to small groups of students who do not respond to Tier 1 prevention approaches and continue to demonstrate behavior problems. Examples include restorative circles, social skills groups, and mentoring programs. These interventions are often delivered by teachers and support service providers, like Restorative Practices Coordinators. Tier 2 approaches are typically used with about 15% of the student body.

  • **Tier 3** refers to intensive interventions that are delivered to individual students for whom Tier 2 strategies were not effective and patterns of misbehavior continue. Examples include individual counseling, family support services, and restorative conferencing. Such interventions are usually delivered by specialists like social workers and psychologists, to about 5% of the student body.

• Research shows the implementation of tiered supports with fidelity can reduce problem behaviors and mental health challenges. They can also promote the social-emotional competencies that students need to be successful at school and in life and (Collaborative for Academic, Social, and Emotional Learning, 2018).

• **Ask the group:** What are some examples of tiered supports that are offered in your school?

Like instruction, behavioral supports need to be differentiated based on student needs.

Tiered strategies can reduce problem behavior and mental health challenges, while also promoting social-emotional competencies.
**Explain:** Gregory, Skiba & Mediratta (2017) suggest that in order to reduce suspensions and related disparities, an MTSS framework needs to be implemented with cultural consciousness. In other words, school staff need to explicitly examine culture, race, gender, power and privilege at every tier so that students from marginalized backgrounds do not continue to receive punitive disciplinary consequences while more advantaged students do not. Without an explicit examination of disparities in school discipline, interventions have not been shown to be effective at reducing rates of suspension and expulsion for disadvantaged students.

Gregory and colleagues’ (2017) framework synthesizes the most promising practices for reducing exclusionary outcomes and disparities in suspension, with a focus on how these approaches need to be modified to address issues of race and culture. Examples from the reading include:

- **Tier 1 prevention level:**
  - **Social emotional learning curriculum:** Teach social-emotional competencies through specialized curriculum and by integrating these skills into regular lessons. Incorporate cultural teachings into these lessons, such as the First Nations Medicine Wheel. Discuss how students build social and emotional skills when navigating issues of race and racism in their lives, and how their strategies differ at home and school.
  - **Supportive relationships:** Build caring relationships by being welcoming, fair, and responsive to student needs and implementing team building activities. Students of color and other youth who are “different” tend to report weaker relationships with school staff, so educators need to consciously attune to the social and emotional experiences of these students in order to forge authentic connections.
  - **Bias-aware classrooms and respectful school environments:** School staff need to discuss their expectations for “appropriate” behavior in their building and the classroom. They need to think critically about the expectations and address cultural biases that emerge, such as discomfort with loud voices or certain forms of dress. Teachers need to set clear and firm boundaries by working with students to establish rules for the classroom. These rules should be discussed, modeled, and consistently enforced.

- **Tier 2 intervention level:**
  - **Inclusion of student and family voice on the causes and solutions to conflict:** The integration of student and family voice into policies, procedures, and practices concerning school culture and student behavior creates opportunities for marginalized groups to give input and build trust with educators.
  - **Data based inquiry:** Examine your office disciplinary referrals, or other behavioral data, for trends and “hot spots.” Sort this data by race and gender to identify possible differential treatment of particular groups.

Without an explicit eye towards disparities, interventions have not been shown to be effective at reducing rates of suspension and expulsion for disadvantaged students.
• **Tier 3 intervention level:**
  • *Problem-solving approaches to discipline:* These strategies involve students, staff, and families coming together to jointly identify the root causes of problem behavior and generate solutions that aim to repair any harm done. Culturally responsive problem-solving approaches to discipline recognize that inequalities resulting from race, gender, and sexual orientation influence students’ experiences in and out of school. The broad scope of social and historical dynamics affecting students should be brought into these conversations.

• At this point, you might notice that there are three approaches that are repeatedly mentioned in this body of literature: social-emotional learning, relationship building, and problem-solving approaches to conflict. Today we are going to spend some time thinking about how to implement Tier-1 SEL frameworks in your school. In our next class we will focus on relationship building and restorative practices.

### III. ACTIVITY ONE

**Establishing School Rules**

**STEP 1: Explain:** Establishing behavioral expectations is a key first step in promoting social emotional learning. Today we are going to practice doing just that.

**STEP 2:** Divide participants into small groups or pairs. In each group, participants will brainstorm ideas about school-wide expectations and rules they would like their students to follow. Allow 5-10 minutes for groups to brainstorm ideas.

**STEP 3:** Ask each group to share their expectations. Create a master list with everyone’s ideas. Allow time for the group to make any changes as a whole to the list of rules.

**STEP 4:** Now ask participants to take some time to respond to the reflection questions in their original small groups. While they are working in small groups, record any time the group breaks the rules they just established. Share this information after groups have discussed this independently. Reflection questions:

- What are rules that you have used in a classroom setting? What rules were well received by students and which were not? Did students help to establish your classroom rules?
- Did you notice any trends in the master list of classroom rules? What were the trends? Do you see any missing rules from the list?
- Are any implicit biases evident in the rules that you created? Think back to the space convention activity from week 1, how would a young person from a different cultural or racial background perceive these rules?
- What are the benefits and drawbacks to having students create rules for their school?
- If you generated group norms in Module one, reflect on any differences between the norms you established for themselves and those they created for the classroom.

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**Establishing behavioral expectations is a key first step in promoting social emotional learning.**
• How can we ensure that students’ cultures and backgrounds are reflected in our expectations for them?

**STEP 5:** Allow time for participants to share their reflections and discuss as a large group.

**IV. ACTIVITY TWO**

**Social Emotional Learning Self-Assessment**

**STEP 1: Explain:** Now we are going to do a quick exercise that will allow each of you to reflect on how your school incorporates Social and Emotional Learning. At the end of the exercise, there will be a few moments to share with the entire group.

**STEP 2:** Pass out one SEL Self-Assessment handout to each person. Allow 5-10 minutes for participants to complete the assessments.

**STEP 3:** After participants have completed the assessments, ask them to turn to a partner and reflect on the following questions for 10 minutes.

• Does your school have a specific SEL framework or plan to integrate into the school day? Do you see SEL as a priority for your school or district?
• Did any piece of the self-assessment surprise you? Do you see any of these skills taking place in your school regularly?
• What are the benefits that you see in implementing SEL programming into the school day?
• Where do you see opportunities to address issues of race, culture and identity in the strategies listed in the assessment?
• Do you think it is feasible to implement SEL programming into the school environment? What barriers can you identify? What conditions are already in place that could support implementation?

**STEP 4:** If there is time, allow any pair to share their thoughts from the exercise out loud with the entire class.

**V. ACTIVITY THREE**

**Question Formulation**

(Adapted from Rothstein & Santana, 2014)

**STEP 1: Explain:** This activity follows the Question Formulation Technique, which has the following steps:

1. Design a question focus.
2. Produce questions.
3. Work with closed-ended and open-ended questions.
4. Prioritize questions.
5. Plan next steps.
6. Reflect.
**STEP 2:** Break class into three groups, give each group a marker, and instruct groups to stand by one of the pieces of paper. Give the groups 15 minutes to brainstorm as many questions as they can about the tiered intervention and/or the promising practices from the Gregory and colleagues (2017) reading. Provide the following instructions:

- Ask any questions that come to mind
- Write them down exactly as they were asked
- Do not discuss the questions, just brainstorm and record them on the paper

**STEP 3:** After 15 minutes, instruct participants to look back at each question and turn every open-ended question into a closed-ended one, and vice-versa. (If participants would like a separate piece of paper for this, provide them with one.)

**STEP 4:** After another 10 minutes, participants should pick the three most helpful or meaningful questions from their list of open-ended and closed-ended questions. Instruct participants to discuss as a group what they can do with these questions. Did the questions provide any ideas for strategies you can implement at or bring back to your school?

**STEP 6:** Hold a discussion with the whole class, asking:
- What did you learn?
- How did you learn those things?
- How can this be applicable to your school?
- What questions or learnings could you bring back to your staff about the tiers or promising practices?

**VI. CLOSING LECTURE**

- The key takeaways from today’s class include:
  - Tiered interventions are a powerful approach to explicitly teaching the “social curriculum” at school, reducing problem behaviors, and promoting social-emotional learning.
  - When implemented with an eye towards cultural responsiveness, tiered interventions can also minimize disparities in student discipline.
  - Universal social emotional learning (SEL) strategies serve as the foundation for tiered approaches and should be implemented by all staff in the building.
  - *Ask the group:* What are other key points from our conversation today?

**VII. EXPLANATION OF ASSIGNMENT**

- Review the final assignment handout and ask if students have any questions.
GROUP REFLECTION

Establishing School Rules

1. What are rules that you have used in a classroom setting? What rules were well received by students and which were not? Did students help to establish your classroom rules?

2. Did you notice any trends in the rules as the group created their master list of classroom rules? What were the trends? Do you see any missing rules from the list?

3. What are the benefits and drawbacks to having students create rules for their school?

4. How can we ensure that students’ cultures and backgrounds are reflective in our expectations for them?
**HANDOUT**

**Social Emotional Learning Self-Assessment**
(Adapted from Center on Great Teachers and Leaders, 2014; and the CASEL Center, 2018)

Reflect on how often you implement Social and Emotional Learning in your school. On a scale of 1 to 5, rate how often and well your school implements the following practices. The scale starts with 1 being not implemented at all, to 5 being implemented in practice extremely well.

<table>
<thead>
<tr>
<th><strong>Student-Centered Discipline</strong></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers have discussions with their students about how and why classroom procedures are implemented.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Teachers are consistent in implementing classroom rules and consequences.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Teachers hold classroom discussions so that they can solve classroom problems.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Teachers at my school model behavior and strategies that will help students monitor and regulate their behavior.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<table>
<thead>
<tr>
<th><strong>Warmth and Support</strong></th>
<th>1</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>6. Teachers use the interests and experiences of their students when teaching.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. Teachers display to their students that they care about how and what their students learn.</td>
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<td>2</td>
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<td>4</td>
<td>5</td>
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<tr>
<td>8. Teachers create structures in the classroom that ensure their students feel included and appreciated.</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. Teachers follow up with their students when they have a problem or concern.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
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<tr>
<td>10. Teachers encourage their students to work with other students when they have trouble with an assignment.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>11. Teachers create learning experiences in which their students must apply positive social skills to be successful.</td>
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<td>2</td>
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</tr>
<tr>
<td>12. Staff at my school address students by name and greet them as they enter the school. They encourage students to address each other by name.</td>
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<td>5</td>
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</tbody>
</table>

<table>
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<tr>
<th><strong>Classroom Discussions</strong></th>
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<th>5</th>
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</thead>
<tbody>
<tr>
<td>13. Teachers help their students identify how to listen.</td>
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<td>2</td>
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<td>5</td>
</tr>
<tr>
<td>14. Teachers at my school invite students to recognize and articulate their strengths, needs, and values, as well as areas of growth.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<tr>
<td>15. Teachers design lesson plans that are engaging, culturally relevant, conducive to critical thinking, and connected to life beyond school.</td>
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<td>5</td>
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</table>
**ASSIGNMENT HANDOUT**

- Successful frameworks for school culture and discipline interventions largely fall into two categories: relationship-building and problem-solving approaches to conflict. Next class, we will discuss Restorative Practices in detail. In preparation, please watch the following video and write a short reflection in answer to the discussion questions (1-2 paragraphs).
  - Colorado high school replaces punishment with talking circles video: [https://tinyurl.com/hinkleyhigh](https://tinyurl.com/hinkleyhigh)
  - **Reflection Questions:** Where did you see relationship-building and problem-solving approaches to conflict come into play at Hinkley High School? Why do you think restorative practices reduce suspensions and physical altercations in a school like Hinkley? Have you seen restorative practices implemented? If so, have you seen any changes associated with this way of responding to discipline?
MODULE 5
Restorative Practices & Relationship Building

PRINCIPAL STANDARDS

- Professional Standards for Educational Leaders (1, 3, 5, 7, 9)
- Colorado State Principal Standards (Standards 3, 5)

OBJECTIVES

Participants will be able to:
1. Identify strategies for building strong relationships with students and families.
2. Understand and implement a restorative conference or mediation.

MATERIALS NEEDED

- A computer connected to a projector or television to view videos
- For the Opening Exercise
  - A talking piece (small item that can easily be passed around in a circle and preferably has significance to the facilitator)
- For the Restorative Conference Role Play
  - Handout on Restorative Conference Role Plays
- For the Final Assignment
  - Final Assignment Handout

ASSIGNED READINGS


SUGGESTED READINGS, REFERENCES, & ADDITIONAL RESOURCES


I. OPENING EXERCISE

Peace Circle

STEP 1: Review the group norms you established during Module 1.

STEP 2: Explain: Peace Circles are a restorative practice that can be used in various forms in the school setting. They can be a space to address a conflict with a group of students, to redress a harm, or build community. We will practice a community building peace circle that is focused on active listening. Successful peace circles will have participants sitting in a circle, preferably without desks in the way. The facilitator provides a speaking piece that will serve to indicate who has the floor to speak. The speaking piece should be introduced by the facilitator. A speaking piece is a small item that can easily be passed around in a circle and preferably has significance to the facilitator. Examples include a figurine, stick, or any other small item. A ball may not be ideal as it is easily thrown around the room. A community building peace circle can have a question that all students are invited to respond to and share with the group.

STEP 3: Invite participants to get into a circle. Introduce your speaking piece and what significance it holds for you.

STEP 4: Ask the group: What does active listening look like? (e.g. making eye contact, turning towards the person speaking)

STEP 5: Ask participants to pair up and practice their active listening skills while each person answers the following question: “Think of a non-familial adult from your childhood or adolescence that you felt cared for you. Please share a little about that person with your partner.”

STEP 6: After 5 minutes, ask the group to go around the circle and share what they heard while listening to their partner. In other words, can they paraphrase what their partner said?

Peace Circles can serve as a space to address conflict or harm with a group of students, or as a form of community building.
II. OPENING LECTURE

- **Explain:** Approaches like peace circles are often used to strengthen relationships between and among students and staff members. Research has shown that supportive relationships between school faculty/staff, students, and their families:
  - Creates a positive school climate
  - Reduces problem behaviors
  - Decreases racial disproportionalities in exclusionary discipline
  - Improves standardized test scores
  - Strengthens school attendance

- The Anyon et al. (2018) reading looked at non-punitive and non-exclusionary discipline strategies in DPS schools that had low out-of-school suspension rates. The authors interviewed and conducted focus groups with staff and administrators about what was working in their schools and why.

- Staff reported that having a genuine relationship with students helped them identify students’ triggers, strengths, and resources. It also helped with identifying an underlying issue or problem causing the misbehavior. This helped with approaching discipline collaboratively and providing the student with an opportunity for growth and problem-solving.

- The most promising strategies for relationship building happened at the Tier 1/Universal level and included:
  - **Home Visits** – Although time and resource-consuming, home visits allowed staff to more fully understand their student’s lives including strengths, resources, and barriers.
  - **Morning check-ins** – Including advisory periods, large group morning meetings, and peace circles (like the one we did today to start off class).
  - **Increased adult visibility in and out of school** – This includes greeting students in the hallways before school and during passing periods, going to the bus pick-up with them, and attending school sanctioned activities such as athletic events and school plays.
  - **Positive contact with families** – Instead of only calling home to family members when a student misbehaves, staff and administrators noted that positive calls home and more regular contact with families was helpful for making sure that when a misbehavior does occur, families are on board to be a part of the process.

- **Ask the group:** Can anyone share an experience using these relational strategies in school?

- **Explain:** In terms of our focus on school discipline, restorative practices are the most relationally focused way of preventing and responding to misbehavior. Restorative practices reflect a school climate and culture framework that uses inquiry-based and relationship-focused strategies to assess and acknowledge conflicts and challenges, implement problem solving actions and techniques geared toward repairing harm, and facilitate community building.

- In general, restorative practices are based on the idea that harm should be acknowledged openly and that collectively finding a resolution and repairing the harm can be empowering to all parties while also holding individuals accountable for their actions.
• All types of restorative practices are guided by the following key questions:
  1. What happened?
  2. What harm was done? Who was affected and how?
  3. Who caused the harm? What piece of responsibility can each party take?
  4. How can the harm be repaired? What needs to happen to make things right?
• Evidence from the Anyon et al. (2016) reading suggests that student participation in restorative practices is associated with reduced risk of another office referral or being suspended later in the year.
• Restorative practices are guided by the principles of relationships, reparation, and reintegration. They can be implemented at all tiers in the MTSS framework by all types of staff members, from custodians to teachers to school leaders.
  • **Tier 1 - Relate**
    • Proactive peace circles, like what we did today, which focus on relationships and community building
    • Affective statements involve using language that acknowledges and describes feelings
  • **Tier 2 - Repair**
    • Reactive peace circles are facilitated in response to a conflict or problem, using the key questions
    • Restorative dialogues are one-on-one conversations between adults and students without a restorative practices facilitator
  • **Tier 3 - Reintegrate**
    • Victim-offender mediations are a problem-solving approach to conflict in which everyone involved in a discipline incident sits down together to go through the key restorative questions.
    • Family group conferencing is similar to mediations, but involves family members as well.
• **Explain:** We’re now going to watch the video “Restorative Justice in Oakland Schools: Tier One. Community Building Circle” ([https://tinyurl.com/restorativejusticeoakland](https://tinyurl.com/restorativejusticeoakland)). It shows how restorative practices and relationship building are related at the Tier 1 level.
• After watching the video, **ask the group:** What did you notice about the role of adults in the video?

### III. **ACTIVITY ONE**

#### Caring Relationships

**STEP 1: Explain:** Think about the caring relationship that you referenced in the opening exercise (a non-familial adult who you felt cared about you as a child or adolescent.) With that person in mind, individually write down your answers to the following questions:
  • What were your first interactions like with this person?
  • How did you get to know this person more personally?
  • Describe a time when this person offered you emotional or practical support.
  • What are other ways this person showed they cared about you as an individual?
STEP 2: After 5 minutes of reflecting, ask participants to find 2-3 other people to form a group and share their responses.

STEP 3: Ask groups to note any specific strategies and beliefs:
- **Strategies** - practices, approaches, or actions.
  - Ex: Phone calls, notes, or postcards home that describe a time you caught a student doing well.
- **Beliefs** - attitudes underlying the strategies.
  - Ex: All youth have strengths and positive qualities.

STEP 4: After groups have had time to discuss, invite each group to share out to the entire class one strategy and one belief that was common across many of their responses.

STEP 5: **Ask the group**: How do these strategies and beliefs connect to the Anyon et al. (2018) reading about relationship building?

IV. **ACTIVITY TWO**

**Restorative Conference Role Play**

**STEP 1: Explain:** As a class, we are going to watch a video entitled, “Justice Committee: Using Restorative Practices to Resolve Conflicts” (https://tinyurl.com/youthjusticecommittee). This shows young people learning to facilitate a restorative conference or mediation.

**STEP 2:** After watching the video, ask the group:
- What did you notice in the video?
- Have you participated in or witnessed a restorative mediation at your school? If so, what was that experience like and were there similarities to this example?

**STEP 3: Explain:** Restorative mediations usually involve the following steps:
- A facilitator, ideally the Restorative Practices Coordinator, holds a pre-conference meeting with disputant to decide if a mediation is appropriate.
- All parties invited to conference including disputant, disputant’s supporters and all parties negatively affected by incident.
- Conference occurs with participants in a circle and facilitator asking directed questions about harm, who was affected, accountability, and repair needed going forward.
- Participants develop a plan for repair together.

**STEP 4:** Divide the class into groups of 4.

**STEP 5: Explain:** Participants will take turns in their groups practicing restorative mediation role plays. Each role play will have one restorative mediator, 2 participants in conflict, and one person observing and providing feedback. Each member in the group should have a chance to be the mediator once and the observer once. The mediation should be facilitated using the key restorative questions:
- What happened?
- What harm was done? Who was affected and how?
- Who caused the harm? What piece of responsibility can each party take?
- How can the harm be repaired? What needs to happen to make things right?
- **Note:** You may want to also distribute the handout from Teaching Tolerance, which further elaborates on the kinds of questions to ask during restorative practices.
STEP 6: Hand out the Role Plays and ask participants to practice meditations for 30 min. Instruct participants to choose four scenarios from those provided and rotate across group members.

STEP 7: After everyone has had a chance to complete their mediation, ask the group:
- What was challenging about the role plays? What felt comfortable?
- How can you see restorative practices fitting into your school culture? Does it seem like a feasible practice for your school?

V. CLOSING LECTURE

Key Takeaways
- The key takeaways from today’s class include:
  - Relationship-building is an essential strategy for promoting positive student outcomes.
  - Restorative practices are a promising relational approach to preventing and responding to misbehavior.
- Ask the group: What are other key points from our conversation today?

VI. EXPLANATION OF ASSIGNMENT

- Review the final assignment handout and ask if students have any questions.

NOTES
Restorative Conference Role Plays
(Adapted from Teaching Tolerance, 2018; and the Society for Safe and Caring Schools and Communities, 2007)

Scenario 1 - Amber and Jennifer are 9th grade girls at your high school. Amber has been caught writing slanderous comments about her classmate Jennifer on the bathroom stalls. During lunch, a rumor starts that Jennifer wants to fight Amber after school because of the notes. Both girls have been brought into a restorative mediation.

- **Amber:** You’ve heard that your classmate Jennifer has been flirting with your boyfriend. You get upset and write comments about her on the bathroom stall. Later on you hear that Amber has been telling everyone that she wants to fight you and you are ready to fight her after school.
- **Jennifer:** Your friend tells you that there is something written about you on the bathroom stall and that Amber is the one who wrote it. You are really upset and tell your friend that you want to fight Amber for writing these comments.

Scenario 2 - Peng, a student of color, is having trouble in Ms. Browne’s 7th grade English class. Instead of seeking help, Peng begins acting out in class. Ms. Browne, a White teacher, is complaining that Peng disrupts the class and laughs at other students, especially when they have the right answers. Ms. Browne approaches you for a mediation.

- **Peng:** You feel like Ms. Browne has it out for you. English is not your best subject and it is boring. The class can be boring and hard to understand sometimes.
- **Ms. Browne:** You are not sure how to work with Peng; she doesn’t ask you when she needs help and you have a full classroom to focus on. You’d like to help Peng, but her attitude makes it hard for you to work with her.

Scenario 3 - During 8th grade math class, Andrew is walking back to his desk in class when Brandon trips Andrew on his way to his desk. Andrew gets upset and throws his papers all over the room in anger. Brandon then laughs at Andrew, causing Andrew to punch Brandon. A physical altercation escalates between both boys, though neither are physically injured once they are broken up. The boys are brought in for a restorative justice mediation.

- **Andrew:** You were asking the teacher for help with a math problem that was really hard, but the teacher said there wasn’t time and that class needed to start. You are on your way back to your desk when Brandon trips you. You get really mad and punch him in the face.
- **Brandon:** Andrew is always annoying you and your friends. You decide that it would be funny to trip him as a joke. After Andrew falls, he punched you in the face, so you have to retaliate. Andrew just can’t take a joke!
Scenario 4 - Devon and Matt are 3rd graders and have been friends for years. They are competitive and argue when playing sports. During a recess soccer game Matt says a racial slur to Devon. Devon started to cry and his parents are now upset with Matt. Devon and Matt are brought in for a restorative mediation to try to work out the conflict.

- **Matt:** You are playing soccer with your friends. Matt missed the ball that you passed him and the other team scored. You tell Matt that he is being lazy, and stupid for missing the pass. You even call Devon a racial slur.

- **Devon:** You are playing soccer with your friends and trying your best. Your friend Matt makes you feel really bad, and calls you upsetting words and you start to cry.

Scenario 5 - Janae is a 7th grade student in Mr. Anderson’s class. During class Janae was disrupting the class and was sent out of the room. Mr. Anderson referred Janae to the office which results in Janae receiving in-school suspension. Now, Janae’s mother, Jackie is upset about how her daughter was treated by Mr. Anderson.

- **Mr. Anderson:** You are trying to teach your class, when Janae continues to interrupt her neighbors. After giving her three strikes in class, you refer her to the principal’s office. You learn that Janae has been given two days of in-school suspension.

- **Jackie:** Your daughter comes home from school with a letter that indicates she has been given in-school suspension for acting out in class. You are fed up that the school continues to punish your daughter rather than keep her in class.

Scenario 6 - Alex is a 9th grade student, who was recently on track to be expelled from school after an incident in Mrs. Johnson’s class, where he threw a desk at another student. The principal, Ms. Martinez has worked with Alex after the referral was made by Mrs. Johnson. After participating in restorative practices, Alex was not expelled and is about to return to Mrs. Johnson’s class. Mrs. Johnson is fearful about Alex’s return to school, and is upset with Ms. Martinez for “not doing anything” about Alex.

- **Mrs. Johnson:** You are not comfortable with Alex coming back to your classroom. He acted out violently in your class and you do not feel like that behavior should be rewarded by returning to school. You feel that Ms. Martinez was not hard enough on Alex for his punishment.

- **Ms. Martinez:** You’ve worked with Alex after the incident and feel that he is ready to return to class. Mrs. Johnson has approached you and stated that she is upset and scared to have Alex return to her classroom.
Creating an Action Plan for Implementing Restorative Practices

1. Using School-Wide Restorative Practices: Step by Step read all benchmarks for Year 1 (p. 6)
2. Choose two benchmarks that your school could focus on in order to introduce or more thoroughly incorporate restorative practices.
   - If your school already has a robust restorative culture, please choose two benchmarks where you feel your school is weakest. You may also create additional indicators of each benchmark that are relevant to your school.
3. Once you have chosen the benchmarks, follow their implementation throughout the timeline section, starting during “Summer and planning weeks” and moving through “First Month of School,” “Throughout the School Year” and “End of the School Year” (pp 10-14).
4. Using this worksheet, create a plan for implementing the benchmarks throughout the school year. At each phase and for each bullet point, think about how you could implement the specific actions under that benchmark, drawing on the readings from this course. See example for guidance.
   - Be sure to cite specific readings under the “actions” column.
   - It can be helpful to think through questions like: Who would be responsible for the action? What are the specific steps needed to carry it out? When would it take place?
5. If any of the bullet pointed activities do not seem feasible, explain why and how you might be able to troubleshoot them.
6. Throughout your plan for implementing the benchmarks over the course of a year, critically think about and incorporate themes from past modules, including schools’ disproportionately poor outcomes for students of color, suspensions as an adult behavior, the importance of disaggregating data, the role of implicit biases in discipline disparities, and the positive effect that relationship-building and restorative practices can have on changing a school’s culture and climate.
**EXAMPLE**

**Benchmark 1: Identify the purpose of restorative practices**

<table>
<thead>
<tr>
<th>Phase of Year</th>
<th>Bullets of Abbreviated Indicators</th>
<th>Actions</th>
<th>Who, When, Where?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer and Planning</td>
<td>• The principal must be able to clearly speak to the purpose for implementing restorative practices at the school</td>
<td>• Ask my leadership team to read articles about the effect of exclusionary discipline and the benefits of restorative practices to provide background knowledge (Skiba, Arredondo et al., 2014; Skiba, Chung et al., 2014; Gregory et al, 2017; Anyon et al., 2016)</td>
<td>Me (principal), Assistant principal, district discipline coordinators</td>
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<tr>
<td></td>
<td>• Access and review disaggregated data that shows exclusionary school disciplinary practices—sus-</td>
<td>• Create an &quot;elevator pitch&quot; about the purpose of implementing restorative practices — in general and in my school specifically (Anyon, 2016).</td>
<td>Look at data and do background reading in the summer</td>
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<td></td>
<td>pensions, expulsions, referrals to law enforcement—are not effective and/or are racially dispropor-</td>
<td>• Contact the discipline coordinators in the office of social-emotional supports and ask for support in accessing and interpreting my school's discipline data records (Gregory et al., 2017).</td>
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<td>tionate in their use to show why a culture shift is necessary</td>
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# Year 1 Implementation

**Benchmark ____:**

<table>
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<tr>
<th>Phase of Year</th>
<th>Bullets of Abbreviated Indicators</th>
<th>Actions</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Summer and Planning Weeks</td>
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<tr>
<td>First Month of School</td>
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<td>Throughout the School Year</td>
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<td>End of the School Year</td>
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APPENDIX
Professional Standards

NATIONAL PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS

STANDARD 1

Mission, Vision and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student. Effective Leaders:

a. Develop an educational mission for the school to promote the academic success and well-being of each student.

b. In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.

c. Articulate, advocate, and cultivate core values that define the school’s culture and stress the imperative of child-centered education; high expectations and student support; equity and social justice; openness, caring, and trust; and continuous improvement.

d. Strategically develop, implement, and evaluate actions to achieve the vision for the school.

e. Review the school’s mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.

f. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.

g. Model and pursue the school’s mission, vision, and core values in all aspects of leadership.

STANDARD 2

Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being. Effective leaders:

a. Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources, and all aspects of school leadership.

b. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

c. Place children at the center of education and accept responsibility for each student’s academic success and well-being.

d. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
e. Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures.
f. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

**STANDARD 3**

**Equity and Cultural Responsiveness**

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being. Effective Leaders:

a. Ensure that each student is treated fairly, respectfully, and with an understanding of each student’s culture and context.
b. Recognize, respect, and employ each student’s strengths, diversity, and culture as assets for teaching and learning.
c. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
d. Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
e. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
f. Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
g. Act with cultural competence and responsiveness in their interactions, decision making, and practice.
h. Address matters of equity and cultural responsiveness in all aspects of leadership.

**STANDARD 4**

**Curriculum, Instruction and Assessment**

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being. Effective leaders:

a. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
b. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
c. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
d. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.

e. Promote the effective use of technology in the service of teaching and learning.

f. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.

g. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

**STANDARD 5**

**Community of Care and Support for Students**

Effective educational leaders cultivate a caring and supportive school community that promotes the academic success and well-being of each student. Effective leaders:

a. Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.

b. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.

c. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.

d. Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

e. Cultivate and reinforce student engagement in school and positive student conduct.

f. Infuse the school’s learning environment with the cultures and languages of the school’s community.

**STANDARD 6**

**Professional Capacity of School Personnel**

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being. Effective leaders:

a. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.

b. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.

c. Develop teachers’ and staff members’ professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

d. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
e. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers’ and staff members’ knowledge, skills, and practice.

f. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

g. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.

h. Promote the personal and professional health, well-being, and work-life balance of faculty and staff.

i. Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

**STANDARD 7**

**Professional Community for Teachers and Staff**

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being. Effective leaders:

a. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

b. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

c. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

d. Promote mutual accountability among teachers and other professional staff for each student’s success and the effectiveness of the school as a whole.

e. Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.

f. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

g. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.

h. Encourage faculty-initiated improvement of programs and practices.
STANDARD 8

Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being. Effective leaders:

a. Are approachable, accessible, and welcoming to families and members of the community.

b. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.

c. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.

d. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.

e. Create means for the school community to partner with families to support student learning in and out of school.

f. Understand, value, and employ the community’s cultural, social, intellectual, and political resources to promote student learning and school improvement.

g. Develop and provide the school as a resource for families and the community.

h. Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.

i. Advocate publicly for the needs and priorities of students, families, and the community.

j. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

STANDARD 9

Operations and Management

Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being. Effective leaders:

a. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

b. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student’s learning needs.

c. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.

d. Are responsible, ethical, and accountable stewards of the school’s monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.

e. Protect teachers’ and other staff members’ work and learning from disruption.

f. Employ technology to improve the quality and efficiency of operations and management.
g. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.

h. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

i. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

j. Develop and manage productive relationships with the central office and school board.

k. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

l. Manage governance processes and internal and external politics toward achieving the school’s mission and vision.

**STANDARD 10**

**School Improvement**

Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being. Effective leaders:

a. Seek to make school more effective for each student, teachers and staff, families, and the community.

b. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.

c. Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.

d. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.

e. Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

f. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.

g. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.

h. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.

i. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

j. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.
COLORADO STATE PRINCIPAL STANDARDS

STANDARD 1

Principals Demonstrate strategic Leadership

a. Vision, Mission and Strategic Goals. Principals collaboratively develop the vision, mission, values, expectations and goals of the school, collaboratively determine the processes used to establish these foundations, and facilitate their integration into the life of the school community.

b. School Plan. Principals ensure that a plan is in place that supports improved academic achievement and developmental outcomes for all students, and provides for data-based progress monitoring.

c. Leading Change. Principals solicit input and collaborate with staff and their school community to implement strategies for change and improvements that result in improved achievement and developmental outcomes for all students.

d. Distributive Leadership. Principals create and utilize processes to distribute leadership and support collaborative efforts throughout the school among teachers and administrators.

STANDARD 2

Principals demonstrate instructional leadership

a. Curriculum, Instruction, Learning, and Assessment. Principals promote school-wide efforts to establish, implement and refine appropriate expectations for curriculum, instructional practices, assessment and use of data on student learning based on scientific research and evidence-based practices that result in student academic achievement.

b. Instructional Time. Principals create processes and schedules which maximize instructional, collaborative and preparation time.

c. Implementing High-Quality Instruction. Principals support teachers through ongoing, actionable feedback and needs-based professional development to ensure that rigorous, relevant and evidence-based instruction and authentic learning experiences meet the needs of all students and are aligned across P-20.

d. High Expectations for All Students. Principals hold all staff accountable for setting and achieving rigorous performance goals for all students, and empower staff to achieve these goals across content areas.

e. Instructional Practices. Principals demonstrate a rich knowledge of effective instructional practices, as identified by research on best practices, in order to support and guide teachers in data-based decision making regarding effective practices to maximize student success.
STANDARD 3

**Principals demonstrate cultural and equitable leadership**

- **a.** Intentional and Collaborative School Culture. Principals articulate, model and positively reinforce a clear vision and values of the school’s culture, and involve students, families and staff in creating a welcoming climate that supports it.
- **b.** Commitment to the Whole Child. Principals promote the cognitive, physical, social and emotional health, growth and skill development of every student.
- **c.** Equity Pedagogy. Principals demonstrate a commitment to a diverse population of students by proactively creating a positive school culture, and provide instruction in meeting the needs of diverse students, talents, experiences and challenges in support of student achievement.
- **d.** Efficacy, Empowerment, and a Culture of Continuous Improvement. Principals and their leadership team foster a school culture that encourages continual improvement through reliance on research, innovation, prudent risk-taking, high expectations for all students and teachers, and a valid assessment of outcomes.

STANDARD 4

**Principals demonstrate human resource leadership**

- **a.** Professional Development/Learning Communities. Principals ensure that the school is a professional learning community that provides opportunities for collaboration, fosters teacher learning and develops teacher leaders in a manner that is consistent with local structures, contracts, policies and strategic plans.
- **b.** Recruiting, Hiring, Placing, Mentoring, and Dismissal of Staff. Principals establish and effectively manage processes and systems that ensure a knowledgeable, high-quality, high performing staff.
- **c.** Teacher and Staff Evaluation. Principals evaluate staff performance using the district’s educator evaluation system in order to ensure that teachers and staff are evaluated in a fair and equitable manner with a focus on improving teacher and staff performance and, thus, student achievement.

STANDARD 5

**Principals demonstrate managerial leadership**

- **a.** School Resources and Budget. Principals establish systems for marshaling all available school resources to facilitate the work that needs to be done to improve student learning, academic achievement and overall healthy development for all students.
- **b.** Conflict Management and Resolution. Principals proactively and efficiently manage the complexity of human interactions and relationships, including those among and between parents/guardians, students and staff.
c. Systematic Communication. Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders.

d. School-wide Expectations for Students and Staff. Principals ensure that clear expectations, structures, rules and procedures are established for students and staff.

e. Supporting Policies and Agreements. Principals regularly update their knowledge of federal and state laws, and school district and board policies, including negotiated agreements, if applicable, and establish processes to ensure that these policies, laws and agreements are consistently met and implemented.

f. Ensuring an Orderly and Supportive Environment. Principals ensure that the school provides an orderly and supportive environment that fosters a climate of safety, respect, and well-being.

**STANDARD 6**

**Principals demonstrate external development leadership**

a. Family and Community Involvement and Outreach. Principals design and/or utilize structures and processes which result in family and community engagement, support and ownership for the school.

b. Professional Leadership Responsibilities. Principals strive to improve the profession by collaborating with their colleagues, school district leadership and other stakeholders to drive the development and successful implementation of initiatives that better serve students, teachers and schools at all levels of the education system. They ensure that these initiatives are consistent with federal and state laws, school district and board policies, and negotiated agreements where applicable.

c. Advocacy for the School. Principals develop systems and relationships to leverage the school district and community resources available to them both within and outside of the school in order to maximize the school’s ability to serve the best interest of students and families.

**STANDARD 7**

**Principals demonstrate leadership around measures of student learning**

a. Student Academic Achievement and Growth. Principals take responsibility for ensuring that all students are progressing toward postsecondary and workforce readiness standards to be mastered by high school graduation. Principals prepare students for success by ensuring mastery of all Colorado Academic Standards, including 21st century skills.

b. Student Growth and Development. Principals take responsibility for facilitating the preparation of students with the skills, dispositions and attitudes necessary for success in work and postsecondary education, including democratic and civic participation.

c. Use of Data. Principals use evidence and data to evaluate the performance and practices of their schools, in order to continually improve attainment of student academic growth. They take responsibility and devise an intentional plan for ensuring that staff is knowledgeable in how to utilize evidence and data to inform instructional decision making to maximize the educational opportunities and instructional program for every child.