REIMAGINING EDUCATION DURING COVID-19 and BEYOND

Closing (Instructional) Gaps by Opening (Restorative) Spaces: A BOLD Shift in Practice and Protocols

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Guest Speaker: Derrick Butler, Principal at Islands High School in Savannah, Georgia
Session Logistics

• **Handouts**: Session handouts are available for download in the handouts section on your screen and at [www.gadoe.org/sdeevents](http://www.gadoe.org/sdeevents)

• **Questions**: Use the question box to type questions or comments throughout the presentation

• **Feedback**: We ask all participants complete the pop-up feedback survey after the close of the session

• **Recording**: A link to the session recording and certificate of attendance will be emailed in 24-hours

• **On Demand**: All sessions will be available on-demand following the conference on the [SDE Events and Conference webpage](http://SDE Events and Conference webpage)
Session Goals

• Participants will examine the relationship between rigorous learning and restorative practices.

• Participants will understand the tenets of restorative practices.

• Participants will evaluate their existing practices and consider implementation implications.
Quick Check In

On a scale of 1-5 how are you feeling?

1. Not well
2. Neutral
3. Average
4. Well
5. Exceptionally well
Take a moment…
& Just think About It

Education has become very data driven when we all
know great education is relationship driven. The
greatest gap is often between what we know and
what we do.

- Jeff Waller
  Author of 7 Mindsets
… Now Just Do It

“Do the best you can until you know better. Then when you know better, do better”

Maya Angelou
Poet & Civil Rights Activist
His and Her Story
Our Story

Culture Foundation

Responsibility - Ownership - Accountability - Relationships

### Closing Gaps

**WHAT IS CLOSING GAPS?**

Closing Gaps sets the expectation that all students and all student subgroups make improvements in achievement rates. This component is based on CCRPI improvement targets for academic achievement, which are represented by improvement flags, and it provides an opportunity for schools to demonstrate progress in improving student performance among all student subgroups.

### How Did the School Perform on Closing Gaps?

<table>
<thead>
<tr>
<th>District Score</th>
<th>State Score</th>
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<tbody>
<tr>
<td>97.2</td>
<td>80.0</td>
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### How Did the District and State Perform?

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<thead>
<tr>
<th></th>
<th>English Language Arts</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
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<tbody>
<tr>
<td>ALL STUDENTS</td>
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<tr>
<td>AMERICAN INDIAN / ALASKAN NATIVE</td>
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<td>ASIAN / PACIFIC ISLANDER</td>
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<td>MULTI-RACIAL</td>
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<td>WHITE</td>
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<tr>
<td>ECONOMICALLY DISADVANTAGED</td>
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<tr>
<td>ENGLISH LEARNERS</td>
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<tr>
<td>STUDENTS WITH DISABILITY</td>
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GAPS
SPACES
Restorative Practices and Rigorous Learning are **Mutually Inclusive**

**This requires a BOLD (Shift) in our Practice**

“Student culture is not formed by motivational speeches or statements of values. It is formed by repeated practice- using every minute of every day to build good habits”

- Paul Bambrick-Santoyo

Leverage Leadership
Why are positive relationships important?

Remember the quote at the beginning of our presentation? Education has become very data driven when we all know great education is relationship driven. The greatest gap is often between what we know and what we do.

- Jeff Waller
  Author of 7 Mindsets

**Reflect:** How many challenges have you encountered that were relationship driven? We *know* that building positive relationships are crucial, but do we *intentionally* do it?
What is Restorative Practices?

All humans are hardwired to connect. Just as we need food, shelter and clothing, human beings also need strong and meaningful relationships to thrive.

An emerging social science that offers inclusive and equitable strategies that create, maintain, and restore community climate and culture in schools and workplaces.
What will it take to have a restorative culture?

• It is essential that community and relationship building be intentional.
• Relationships of authentic trust between adults and youth, and within both staff and student cohorts.
• Teachers and leaders working hard to keep their relationships in good repair to avoid personal hurt and to repair any possible damage.
• Teachers and leaders embracing the shift in how they think about student relationships.
Relationship Based Principles

Restorative Dialogue:

A common, consistent *language* among all members of the school community that reinforces the core values of building and sustaining trusting relationships, reinforcing high expectations, taking responsibility and opportunities for accountability.
Affective Statements

Can be a powerful way of **modeling** better ways to express our feelings.

I feel...when...because...I would like...

- Self-Identify what you are feeling and how you are impacted.
- Identify the specific action or behavior that you are responding to (separate the doer from the deed)
- Bring the first two steps together in an authentic expression of:
  - Your feeling or how you are impacted by the specific behaviors or actions you are reinforcing or redirecting.
- Close with a request

*Do we hear this language often in teacher-student conversations?*
Affective Questions

• What happened and what were you thinking at the time?
• What have you thought about since?
• Who has been affected and how?
• What about this is/has been hardest for you?
• What needs to happen to make things as right as possible moving forward?
Relational Approach

Three components:

• Relational Awareness
• Intentions
• Relational Actions
Relational Awareness

- Recognition that humans are influenced by relationships

- Recognizing that a positive teaching and learning experience is determined by the quality of one’s relationship between the teacher, the students, and their parents.

- An examination of relationships within the context of school and community.
Intentions

- Self-reflection on what guides one’s action.
- Does one desire to be in good relationships.

Shift in mindset
Relational Actions

• Interpersonal
  • Develop and sustain strong connections to create a foundation for positive trusting relationships to thrive.

• Systems
  • Protocols/routines to establish an environment and conditions for the building and sustaining positive trusting relationships.

The level of student engagement:

Student authentic engagement!
Restorative Practices
Engagement through Circles

A circle is a versatile restorative practice that can be used proactively, to develop relationships and build community or reactively, to respond to wrongdoing, conflicts and problems. Circles give people an opportunity to speak and listen to one another in an atmosphere of safety, decorum and equality.

Tip: Determine the need of the circle. Pose questions that support improving relationships and/or help to restore community.
Agreements for a Circle

• Respect the talking piece
• Speak from the heart
• Listen from the heart
• Personal information shared in the circle is confidential except where safety is at risk
• Remain in circle.
• You may pass
… Wrap Up and Reflect

“Do the best you can until you know better. Then when you know better, do better”

Maya Angelou
Poet & Civil Rights Activist

What practice can you implement now?
Contact us!

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Derrick Butler, Principal in Savannah, Georgia
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Resources

International Institute for Restorative Practices

Session Feedback

The Georgia Department of Education believes in continuous improvement and would appreciate your feedback to ensure the presentations we provide are of the highest quality and meet the needs of the specific audience.

Please take a moment after the session ends to complete the pop-up feedback survey.

Share your conference highlights now!

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