

REIMAGINING EDUCATION DURING COVID-19 and BEYOND

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

**2020 Fall Virtual Instructional Leadership Conference
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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
- **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](#)

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



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 the progress made in improving student performance among all student subgroups.

HOW DID THE SCHOOL PERFORM ON CLOSING GAPS? **100.0** ↑ +46.4

HOW DID THE DISTRICT AND STATE PERFORM?

DISTRICT SCORE	97.2
STATE SCORE	80.0

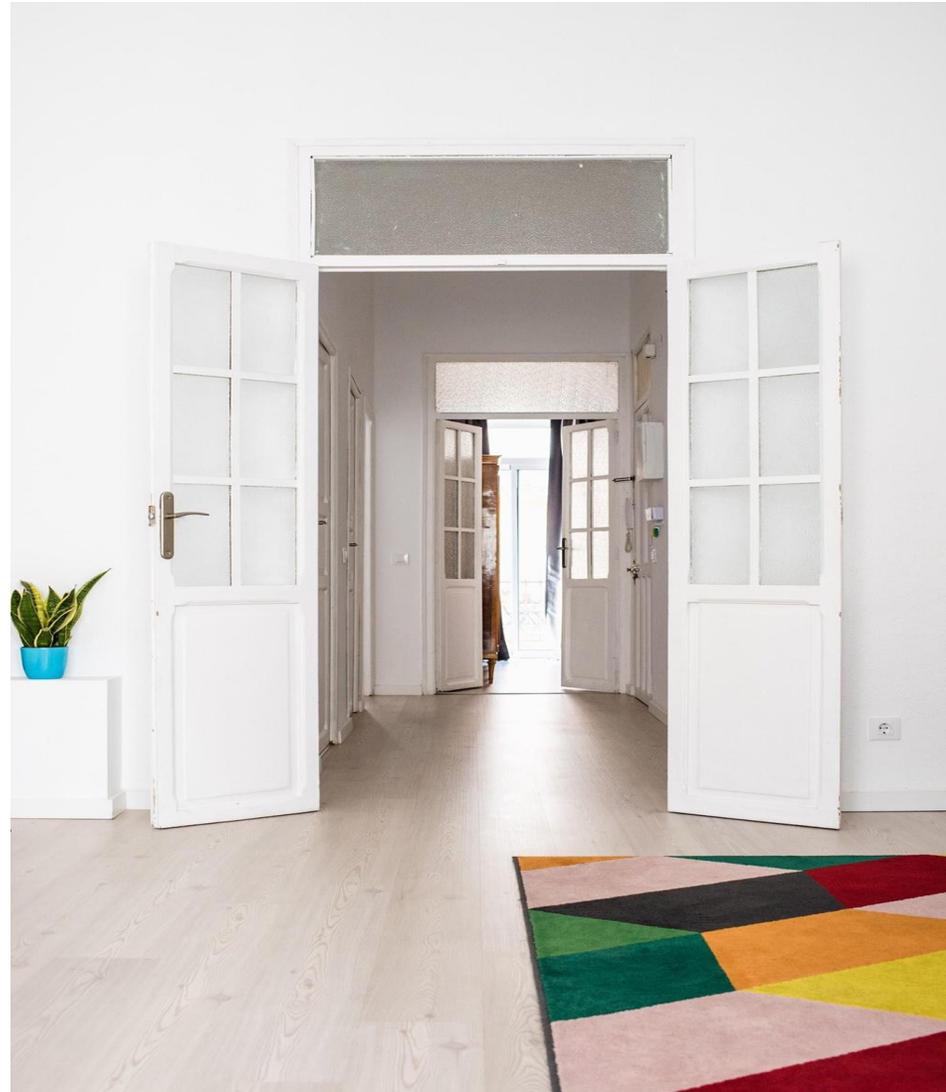
Culture Foundation
Responsibility -
Ownership-
Accountability-
Relationships

	English Language Arts	Mathematics	Science	Social Studies
ALL STUDENTS	🚩	🚩	🚩	🚩
AMERICAN INDIAN / ALASKAN NATIVE				
ASIAN / PACIFIC ISLANDER				
BLACK	🚩	🚩	🚩	🚩
HISPANIC	🚩	🚩	🚩	🚩
MULTI-RACIAL	🚩	🚩	🚩	🚩
WHITE	🚩	🚩	🚩	🚩
ECONOMICALLY DISADVANTAGED	🌟🚩	🌟🚩	🌟🚩	🌟🚩
ENGLISH LEARNERS				
STUDENTS WITH DISABILITY	🚩	🌟🚩	🌟🚩	🌟🚩

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?

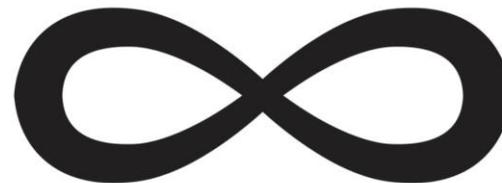
Affective Questions

- 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**.

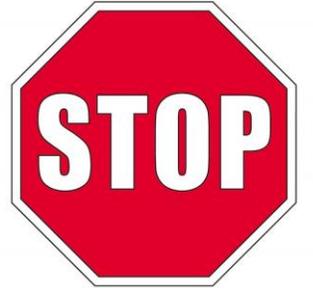
Tip: Determine the need of the circle. Pose questions that support improving relationships and/or help to restore community.



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



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Maya Angelou
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What practice can you implement now?

Contact us!

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Resources

[International Institute for Restorative Practices](#)

Sanpedrohs.org (2017). *Cultivating Restorative School Communities*.
Retrieved from

<https://sanpedrohs.org/ourpages/auto/2017/6/11/58398677/Circle%20Resource%20Packet.pdf>

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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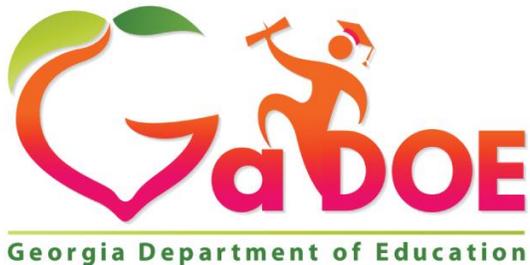


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**EDUCATING
GEORGIA'S FUTURE**

