

EASTERN MENNONITE UNIVERSITY
EDI 501 Circle Processes in School Settings
Spring 2011
Lancaster, PA

Course meets requirement towards the Graduate Certificate in Peacebuilding & Conflict Transformation in Educational Settings. Course may also count as an elective in the MA in Education program upon approval of advisor.

Semester Hours: 1 SH

Class Instructor(s): Vesna Hart, MA Ed.

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Class Meetings:

<i>Day, Date</i>	<i>time</i>	<i>total time met for session</i>
Thursday, March 10	5:00 p.m.-9:00 p.m.	4 hrs.
Friday, March 11	5:00 p.m.-9:00 p.m.	4 hrs.
Saturday, March 12	8:30 a.m.-3:30 p.m.	7 hrs.

TOTAL hours 15 hrs.

Course Description:

Explores ways to build a positive classroom climate for learning and resolve behavior problems within a caring community. Describes how circle processes can assist the classroom teacher to provide an orderly and reflective environment that reinforces positive values for student learning.

EMU Conceptual Framework:

“Preparing Caring, Reflective Teachers for a Changing World”

The EMU Teacher Education Program has chosen the theme *Preparing Caring, Reflective Teachers for a Changing World*” as the conceptual framework from which its beliefs and outcomes are based. The Teacher Education Program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These caring, reflective educators will offer healing and hope in a diverse world. Six performance outcomes focus all course and candidate outcomes.

MA in Education Program Outcomes:

Scholarship: to acquire advanced knowledge through core curriculum and specialty area courses and to organize and integrate that knowledge into professional practice. **(S)**

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions and to engage in action research for educational change. **(I)**

Professional Knowledge: to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instructional and assessment practices. **(PK)**

Communication: to develop communication strategies (verbal, nonverbal, and technological) which support collaboration and resourcefulness to empower self and others. **(C)**

Caring: to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes peacebuilding in diverse settings. **(Ca)**

Leadership: to act as social change agents by working collaboratively to bring about fair and just systemic change within educational contexts. **(L)**

Course Outcomes:

Upon completion of the course the student should have the ability to:

1. Examine circles processes as a developmentally responsive strategy that facilitates academic, social, and emotional learning as they **plan a three circle processes to address particular issues in their classrooms, school or community.** (S, I, PK, C, Ca, L)
2. Explore circle processes as a spiritual discipline grounded in values by **designing, leading and participating in circle processes and community building activities.** (Ca, C, PK, L)
3. Investigate the role of circle processes for building peace by **utilizing circle processes for improving a classroom or school climate through relationship building, problem solving, decision making, reintegration and celebration in their classroom, school or community.** (L, I, Ca)
4. Reflectively analyze the effectiveness of practical application of circle processes in classroom, school or community setting by **developing a personal response about the circle keeping experience.** (PK, I)

Required Texts:

Pranis, K. (2005). *The little book of circle processes: A new/old approach to peacemaking.* Intercourse, PA: Good Books.

Additional readings and handouts provided by the instructor will support in-class and at-work assignments.

Meeting Dates and Content Outline:

March 10

5:00 p.m.-9:00 p.m.

Introduction to Circle Processes in School Settings

Our class as a learning and caring community

Community building circle

Introduction to concepts and models:

Theoretical foundations for use of circle processes in school setting (Seligman,

Bandura, Glasser, Gilligan, Pranis)

Foundational values of circle processes

Creating class/circle guidelines

Principles of circle processes in school setting

Introduction to syllabus and resources

Discussion of readings

In-class reflection

Assignment due March 11: Bring a talking piece that either (1) represents who you are or (2) is meaningful to every student in your class.

March 11

5:00 p.m.-9:00 p.m.

Circle process: Understanding foundational values and philosophy

Community building circle:

Sharing our talking pieces

Q&A

Types of circles

Teaching in circle: Academic learning circles

Decision making circle

Building blocks of successful circle processes

Talking piece

Role of teacher in circle processes

Structure of the circle process in school setting

Formulating effective circle questions

Identifying issues to be addressed in a circle

Planning circle processes & browsing resources

In-class reflection

Assignment due March 12:

Based on the class experience and supplemental reading provided in the class create a metaphor for a circle process and write a paragraph explanation of your metaphor.

March 12**8:30 a.m.-3:30 p.m.****Facilitating Circle Processes in School Setting: Creating Climates of Peace**Community building circle:

Morning circle

Q&A

Circle processes as prevention within restorative discipline framework

Role of circle processes in developing a positive school climate

Research evidence (Riestenberg, YPB, Morrison)

Discussion of readings

Reintegration/Restorative circleCircle processes for emotional literacy

Workshop: Identifying and managing emotions

Circles in crisis situations

Practice leading circle processesDesign and application of a circle process

Problems, challenges and troubleshooting for circle processes

Multicultural issues in circle processes

Celebration/closing circleIn-class reflection and course evaluation**Class Format:**

This course will use the circle process as the primary form of group work, as well as presentation, small groups and individual work.

Course Requirements:

Attendance (5%). (As outlined under Attendance Expectations below.) Please contact the instructor if any absence is anticipated.

Assigned Readings (5%). In preparation for class discussion you are expected to read pre-course and assigned readings. Additional outside reading on selected topics may also be expected. Daily activities, discussions and written responses should reflect this preparation.

Student Participation (20%). You are expected to function in a leadership capacity at various points in the course. This may involve such activities as giving a short presentation, leading an opening circle, or a small circle discussion group. Planning and leading one circle process is a requirement during the class.

Circle Processes Design Project (70%). In an 8+ pages paper, each student will design three circle processes and reflect on the effectiveness of a conducted circle process. The paper will, therefore, have two parts:

- A. Description of the classroom/school/community context, research based rationale for using circle processes in school settings, and three circle plans focused on academic, social or emotional learning; addressing conflict or harm; providing support or healing.
- B. Reflection upon facilitation of a circle process.

Detailed guidelines for the project are attached to this syllabus (Appendix A). Your Circle Processes Design Project is **due April 1, 2011**. A grading rubric is included in Appendix B.

Evaluation:

Students will receive one grade for all components of the course based on the following criteria and grading scale:

Grade of A. Attendance at all sessions; initiative; clear evidence of planning and organization in group tasks; careful and reflective responses to assigned readings; completion of Circle Process Design and Circle Application assignments that, in addition to including the requirements, show evidence of breadth and depth of research, thought, and preparation. Deadlines met.

Grade of B. Attendance at most class sessions; active participation in group tasks; completion and response to assigned readings; completion of Circle Process Design and Circle Application assignments that include all of the requirements and show evidence of careful thought and preparation. Extra time required for completion.

Grade of C. Satisfactory completion of all requirements. Absences, little evidence of planning and organization in group tasks, incomplete or cursory reading of assigned materials. Assignments turned in late.

Below C. Failure to meet expectations in the course.

Grading Scale:
95-100 pts. = A

91-94 pts.	= A-
88-90 pts.	= B+
84-87 pts.	= B
80-83 pts.	= B-
77-79 pts.	= C+
72-76 pts.	= C

Knowledge Base:

The content and process of Circle Processes in School Settings is drawn from research in education, sociology, psychology and philosophy. Traditionally, indigenous communities around the world have used circles as a means of decision making and conflict resolution. The “Quality Circle” initiative, developed by Kaoru Ishikawa in Japan in the 1960s (Ishikawa, 1985) has been used widely in business environment, and entered schools in the form of Student Quality Circles. Peacemaking Circles (Pranis, 2005) draw from the tradition of Talking Circle, common among indigenous people in North America. Lately, juvenal correctional institutions, schools and communities have been making efforts to decrease violence and promote peacemaking among youth through the use of circle processes. Circles are an essential feature of the restorative practices in schools and play preventative role in addressing harm through promoting social and emotional competencies and problem solving. Equipping educators with skills to conduct effective circle processes within their teaching is the purpose of this course.

Resources:

The following is not a comprehensive list of resources. The expertise and breadth of experience of graduate students provides considerable knowledge as well. This list is preliminary and will be supplemented by student input.

Amstutz, L. S. & Mullet, J. H. (2005). *The little book of restorative discipline in schools: Teaching responsibility; Creating caring climates*. Intercourse, PA: Good Books.

Boyes-Watson, C. (2008). *Peacemaking circles and urban youth: Bringing justice home*. St. Paul, MN: Living Justice Press.

Caselman, T. (2007). *Teaching children empathy, the social emotion*. Chapin, SC: Youth Light.

Charney, R. S. (2002). *Teaching children to care: Classroom management for ethical and academic growth, K-8*. Greenfield, MA: Northeast Foundation for Children.

Child Development Project. (1996). *Ways we want our class to be: Class meetings that build commitment to kindness and learning*. Oakland, CA: Developmental Studies Center.

Correa-Conolly, M. (2004). *99 activities and greetings – great for morning meetings*. Turners Falls, MA: Northeast Foundation for Children.

- Costello, B., Wachtel, J. & Wachtel, T. (2009). *The restorative practices handbook for teachers, disciplinarians and administrators*. Bethlehem, PA: International Institute for Restorative Practices.
- Hopkins, B. (2005). *Just schools: A whole school approach to restorative justice*. London: Jessica Kinglsey Publishing.
- Jones, T. S. & Compton, R. (Eds.) (2003). *Kids working it out*. San Francisco : Jossey-Bass.
- Kriete, R. (2002). *The morning meeting book*. Greenfield, MA: Northeast Foundation for Children.
- Morrison, B. (2007). *Restoring safe school communities: A whole school response to bullying, violence and alienation*. Leichhardt, NSW: The Federation Press.
- Mosley, J. & Tew, M. (1999). *Quality circle time in the secondary school: A handbook of good practice*. London: David Fulton Publish.
- Pranis, K., Stuart, B. & Wedge, M. (2003). *Preacemaking circles: From crime to community*. St. Paul, MN: Living Justice Press.
- Roeffey, S. (2006). *Circle time for emotional literacy*. London: Paul Chapman Educational Publishing.
- Rice, J. A. (1995). *The kindness curriculum: Introducing young children to loving values*. St. Paul, MN: Redleaf Press.
- Styles, D. (2001). *Class meetings*. Ontario: Pembroke Publishers.
- Stuecker, R. & Rutheford, S. (2001). *Reviving the wonder: 76 activities that touch the inner spirit of youth*. Champaign, IL: Research Press
- Tew, M., Potter, H. & Read, M. (2007). *Circles, PSHE and citizenship: Assessing the value of circle time in secondary school*. London: Paul Chapman Educational Publishing.

Internet Based Resources:

Barron County Restorative Justice Programs – <http://www.bcrjp.org/forms.html>
At the bottom of the page provides a number of documents in the Restorative Practices for Schools Documents section. Several documents focus on Circle Processes.

Oshkosh Area School District -- <http://www.oshkosh.k12.wi.us/aboutus/restorative.cfm>
Provides a number of helpful documents (in the side bar to the right) on restorative justice and restorative circles.

Restorative Measures in Schools – <http://restorative.tripod.com>
Provides an overview of how a circle works, and lessons that use moral dilemmas and stories in circle work, as well as describes use of circle for addressing behavior issues and IEP's.

Teaching Values – <http://www.teachingvalues.com/index.html>
Provides resources for teaching values through storytelling, music and picture books.

Attendance Expectations: As stated in the EMU M.A. in Education handbook (2010-2011, p. 38): “Because of the interactive nature of graduate classes at EMU, we believe that candidates who miss class for the equivalent of six 50-minute periods or four 75 minute periods (300 minutes in a 3-semester hour course, 200 minutes for a 2-semester hour course, 100 minutes for a 1-semester hour course) have not fulfilled necessary requirements to receive an “A” in the graduate class. Grades may be lowered for absences of less time at the instructor's discretion.”

Academic Honesty:

The responsibility to foster and guard academic integrity rests with all members of the academic community. A foundation of mutual trust is essential to the learning community. Any incidences of academic dishonesty may result in a failing grade for the work submitted and a “Record of Academic Dishonesty” filed with the M.A. Director and the provost's office.

Students are asked to meet with the professor (and other affected persons, where appropriate) to examine the effects of the dishonesty on others and to develop an accountability plan.

Special Accommodations Statement:

Students with disabilities preventing them from fully demonstrating their abilities should contact the instructor personally as soon as possible to discuss any accommodations necessary to ensure full participation and facilitate equal educational opportunity. All information and documentation of the disability is confidential and will not be released without permission.

Use of Graduate Level Writing Standards and American Psychological Association (APA) Writing Style

Candidates are expected to use *Publication Manual of the American Psychological Association 6th Edition* for written assignments including annotated bibliographies and references. Candidates citing references in Power Point references are also expected to use APA style. Instructors may exclude short personal narratives, essays, lesson plans, or

some project work if APA writing style is inappropriate.

All instructors teaching in the Master of Arts in Education program are asked to apply the EMU Graduate Writing Standards to any written work submitted. The instructors may use their discretion if the assignment does not lend itself to the EMU Graduate Writing Standards rubric. (See Appendix C). Use of APA and the Graduate Writing Standards rubric ensures uniformity of writing standards and serves to prepare enrolled program candidates for writing their action research projects.

Appendix A: Circle Processes Design Project

Purpose of the project:

To develop contextually relevant plans for applying Circle Processes in a particular classroom or school context, and reflect on the Circle experience after you have had chance to be a Circle Keeper. You might develop a plan for any type of Circle: Community Building, Celebration, Restorative, Reintegration, Decision Making, Conflict, Support Circle, or any other Circle application. You will provide description of the context to which you are applying the Circle Processes, present research-based rationale and design a curriculum map to guide the content and organization of your project.

The suggested structure of your project follows. However, alternative proposals are welcome and need to be discussed with the instructor prior to implementation.

I. Section I: Introduction

Introduce the reader to the context for which you are designing Circle Processes, and provide research-based rationale for using Circle Processes. Include the curriculum map. This section should contain **three** components:

A. TITLE PAGE

The first page should contain the **title, your name, intended audience, date and any additional information** you perceive to be important to include on this page.

B. INTRODUCTION

Your introduction should explain the context of teaching and provide research-based rationale that elaborates why Circle Processes are relevant to the context. **Context of teaching** description should include relevant assets and challenges in the community, school, and classroom for which you are designing circles. **Research-based rationale** needs to provide support for the use of Circle Processes in school settings.

C. CURRICULUM MAP

Using the template provided in the handbook, **develop a curriculum map** outlining guiding values, processes and assessments of the Circle Processes.

II. Section II: Circle Processes Plans & Reflection

Present the content of the curriculum map in the lesson plan format. You may choose the format outlined below or propose a personal design that fits the way you teach or plan (make sure you gain approval from the instructor).

A. Circle Processes Plans

a. Title & Introduction

Each plan should have a title and a paragraph providing background information as to what is the purpose of this particular Circle (may

include description of conflict or harmful situation). Title should indicate what type of the Circle you are planning to use.

b. Circle Processes Plan – Materials

List the materials needed for the Circle.

c. Circle Processes Plan – Outcomes

List outcomes (skills and concepts) you hope students will acquire through participation in the Circle. Outcomes should use format: “The student will...” followed by active verbs and description of the knowledge and skills.

1. Outcome(s):
2. Connection to school or state standard(s), where appropriate:

d. Circle Processes Plan – Circle Structure Description

Provide description of the Circle process – steps you will use to guide the Circle. The whole plan, and particularly statement of purpose of the Circle and questions you use, should evidence that you had thoughtfully crafted them.

e. Circle Processes Plan – Assessment

Give a brief description of how you will assess the stated outcomes. Include rubrics whenever possible.

B. Circle Process Reflection

Describe your circle keeping experience. Provide comprehensive and clear description of what happened in the circle. What was surprising, exciting and/or challenging? What would you do differently if you did it again?

III. Sources

Include an annotated list (5+) of sources at the end of your project. Your entire project will be 8+ pages.

Appendix B: Circle Processes Design Project Rubric

	Exemplary 3	Competent 2	Does Not Meet Expectations 1	Score (Weight)
Narrative Description 1. Context of Teaching: community, school and classroom (K)	Explicit description of school and community context, students in the classroom and the learning environment.	Complete description of school and community context, students in the classroom and the learning environment.	Incomplete or missing description of school and community context, students in the classroom and the learning environment.	(___ X 1.5 = ___)
2. Provides research-based rationale for using circle processes (K)	Clear and comprehensive research-based rationale.	Partially complete and inconsistently clear research-based rationale.	Does not reflect clear and comprehensive research-based rationale.	(___ X 1.5 = ___)
Curriculum Map (S & D)	Reflects best practice in comprehensively mapping project content with appropriate values, meaningful questions/concepts, well defined skills, appropriate activities, and authentic assessment.	Reflects best practice in mapping project content; inconsistent clarity or development of appropriate values, meaningful questions/concepts, well defined skills, appropriate activities, and authentic assessment.	Does not reflect best practice in mapping content; lacks clarity or development of values, questions/concepts, skills, activities, or assessment.	(___ X 3 = ___)
Circle Processes Plans (S & D)	Reflects best practice in comprehensively and logically describing circle process components including description of an issue to be addressed, and inclusion of meaningful circle questions.	Reflects best practice in describing circle process components; includes description of an issue to be addressed, and meaningful circle questions.	Incomplete or unclear description of circle process components, issue to be addressed and questions asked in the circle.	(___ X 7 = ___)

Circle Process Reflection (S & D)	Comprehensive and clear description of the circle process. Reflection shows exceptional depth of thought.	Complete description of the circle process. Reflection shows good comprehension of the topic/circle process.	Incomplete or missing description of the circle process. Needs deeper engagement in subject matter.	(__X 5 = __)
References (S)	Thorough, accurate APA format for all sources	Most sources included and cited in correct APA format	Incomplete or inaccurate APA format	(__X 1.5 = __)
EMU Graduate Writing Standards - Content, Structure, Conventions, Style (S)	Meets EMU Writing Standards-Graduate Level 'A' Criteria	Meets EMU Writing Standards-Graduate Level 'B' Criteria	Meets EMU Writing Standards-Graduate Level 'C' Criteria	(__X 4 = __)
Total				/70

(K=Knowledge; S=Skills; D=Dispositions)

Comments:

Appendix C: Writing Standards – Graduate Level (Grid Version)

<u>Criteria</u>	<i>A excellent</i>	<i>B competent</i>	<i>C below expectations</i>	<u>Comments</u>
Content (quality of the information/ideas and sources/details used to support them)	- has clarity of purpose - has depth of content - displays insight or originality of thought -demonstrates quality and breadth of resources	- has clarity of purpose - has substantial information and sufficient support - contains some originality of thought -uses quality resources	- has clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - has little originality of thought -uses mostly quality resources	
Structure (logical order or sequence of the writing)	- is coherent and logically developed -uses very effective transitions	- is coherent and logically developed -uses smooth transitions	- is coherent and logically (but not fully) developed -has some awkward transitions	
Conventions (appearance of the writing: sentence structure, usage, mechanics, documentation)	- has virtually no errors of conventions	- has minimal errors of conventions	- is understandable <u>but</u> has noticeable problems of sentence structure, usage, mechanics or documentation	
Style (personality of the writing: word choice, sentence variety, voice, attention to audience)	- is concise, eloquent and rhetorically effective -has nicely varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression -has some variation in sentence structure -is generally enjoyable to read	- has some personality <u>but</u> lacks imagination and may be stilted and may rely on clichés -has little variation in sentence structure -is not very interesting to read	
The weighting of each of the four areas is dependent on the specific written assignment and the teacher's preference.				<u>Grade</u>