



**2020 Education Innovation and Research (EIR) Project Directors
and Evaluators Technical Assistance Meeting**

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Culturally Responsive Restorative Practices: Measuring Systemic Change

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Overview

- Introduction to Culturally Responsive Restorative Practices (CRRP)
- Measuring Systemic Change using the Concerns Based Adoption Model (CBAM)

Culturally Responsive Restorative Practices

Project Background

- Established goal to decrease disparities in discipline within schools.
- Identified need to create identity-safe and supportive schools in diverse communities.
- Moving from exclusionary to inclusionary supports for all students.
- Focus on Restorative practices vs. Restorative discipline.
- Partner with University of Texas, Austin to implement CRRP
- Partner with American Institute of Research for evaluation.

What's the big difference?

Restorative Practices

- Roots within indigenous communities
- Proactively builds relationships and a sense of community
- Focus on maintaining connection to the community
- Focus is on honoring other individuals and perceived harm
- Restorative Justice is within the practice

Restorative Discipline

- Roots in criminal justice and social work
- Reacts to conflict and harm
- Focus is on reacting to injustices or other wrongdoing after it occurs.

Core Components of CRRP

Component	Description
Cultural Lens	Educators understand their own cultural lens
Safe and Supportive Classroom Environment	Connects cultural and community-based knowledge through structures, processes, and protocols
Belonging and Identity Safety	Students and educators are personally affirmed, accepted, respected, and included.
Educators as Facilitators	Instructional practices that employ asset-based pedagogy and cultural and community-based knowledge
Restorative Practices	Proactively and universally reaffirm relationships and employ appropriate targeted intervention to repair relationships.

Evaluation Design

- 10 Schools Implementing CRRP
 - 6 Elementary Schools
 - 4 Middle Schools
- One Restorative Practice Associate at each school
- Using Propensity Score Matching to create comparison group for student and teacher outcomes

Outcomes being Measured

■ Student

- Academic achievement (state assessment)
- Social-behavioral outcomes
 - Disciplinary referrals
 - SEL skills

■ Teacher

- Instructional quality
- Classroom climate
- Disciplinary referrals
 - Overall number
 - Number of referrals by student race
- Job satisfaction
- Retention rates within CRRP Schools

Measuring Systemic Change thru Implementation

Measuring Implementation and Systemic Change



What does CRRP look like in practice?



How can we measure decreases in bias?



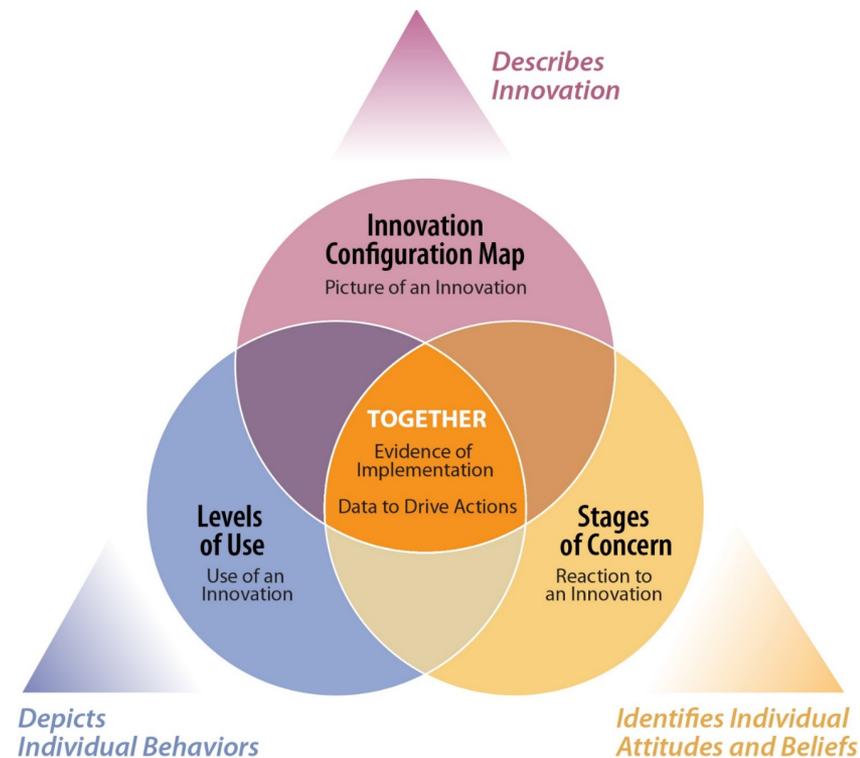
How do we know teachers and administrators are implementing the program with a high level of fidelity?



How can we measure the systemic changes that need to occur for CRRP to be implemented?

Concerns Based Adoption Model (CBAM)

- Developed in the 1950's by Drs. Gene Hall and Shirley Hord
- Tools to better understand change
- Supports leaders charged with implementing the change
- Used with researchers, practitioners, states, and districts
- Considers systemic change



CBAM Defined

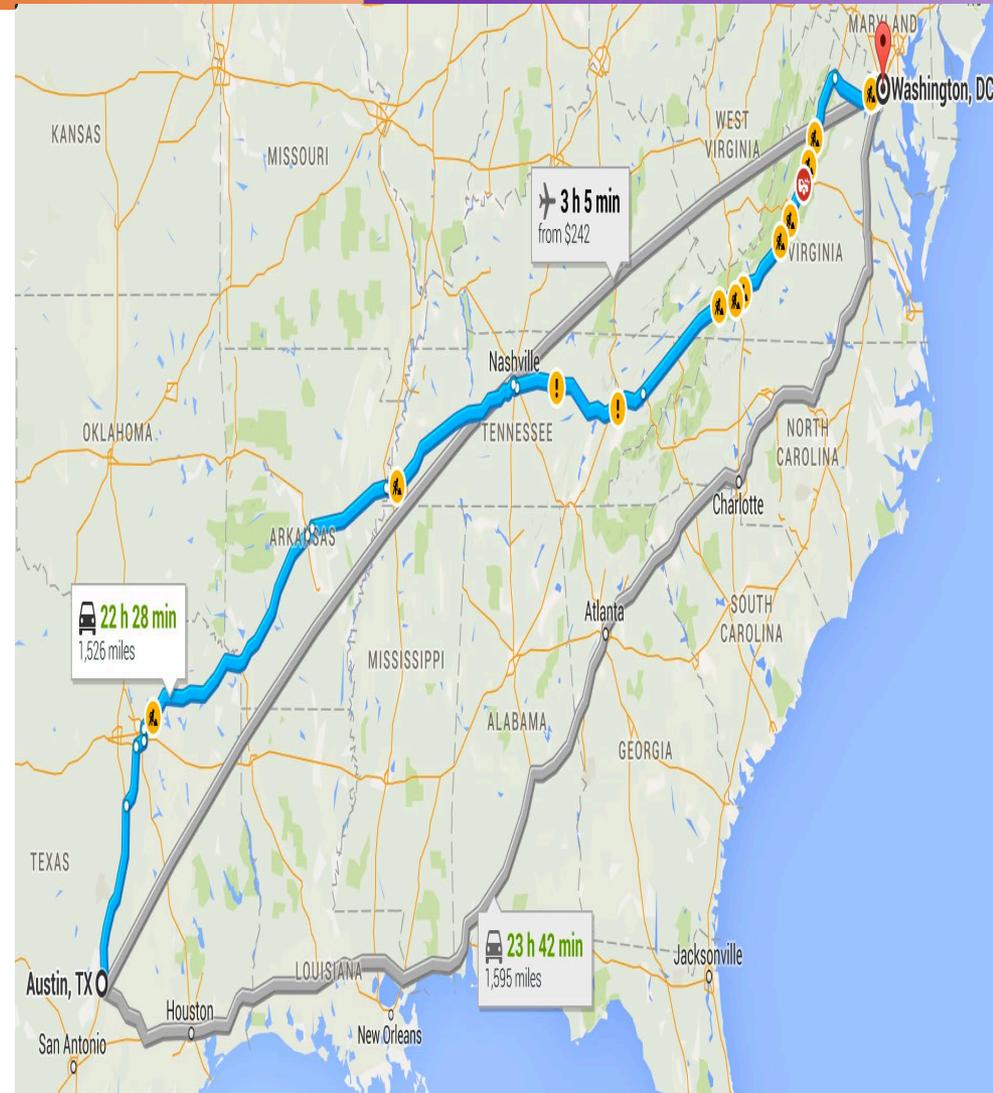
The Concerns-Based Adoption Model consists of three diagnostic dimensions that provide evidence of the current extent and quality of implementation, which leaders can use to drive decisions and actions.

CBAM for AISD

- Use Levels of Use to guide RPA and educator interviews/focus groups
 - Helps to identify barriers and facilitators for adoption of CRRP
 - Completed on an annual basis
- Innovation Configuration (IC) Maps
 - Provides picture of what the innovation looks like in practice.
 - Provides spectrum of what implementation looks like from ideal to non-ideal.
 - Able to break down roles in implementation.

Innovation Configuration (IC) Map

- Developed specifically for CRRP to measure key components across classrooms and schools
- Team spends a day in each school to conduct observations
- Helps identify multiple paths for implementation
- Supports continuous improvement of CRRP
- Completed fall and spring of each school year



Goal of CRRP IC Map for AISD

- Identify baseline of implementation for CRRP within participating schools prior to implementation.
- Determine school level supports needed for implementation of CRRP within each school.
- Tool for AISD team to monitor and support implementation across the project within the schools.
- Tool to help teachers reflect on their practices and potential biases.

Example of CRRP IC Map

Component 1: Educators know their own cultural and racial lens and understand the impact that their biases, prejudices, and beliefs have on students' safety, sense of belonging, and academic success.

Role: RP Associate to Educators				
Full Implementation			Not Yet Begun	Not Observed
The RP associate presents self as a racial being, serving as a model for initiating conversations about race with educators.	The RP associate presents self as a racial being; however, they do not consistently initiate conversations about race with educators.	The RP associate inconsistently presents self as a racial being and engages in some discussions about race with educators.	The RP associate engages in relationship building with educators with a focus on attributes other than race.	
RP Associate uses language to honor educators' culture and facilitates discussions to reduce harm.	RP Associate uses language to honor educators' cultures and discusses actions that may lead to harm.	RP Associate uses language that honors educators' cultures.	RP Associate recognizes that educators represent multiple cultures.	
RP Associate contributes agency to educators to express when harm is being experienced and how that is tied to culture.	RP Associate contributes agency for educators to express when harm is occurring.	RP Associates supports agency among educators to express cultural beliefs and experiences.	RP Associate supports educators in expressing affective reactions toward other students.	

Example 2 of CRRP IC Map

Component 3: Students, educators, parents, and caregivers have a sense of belonging and identity safety. Each and all are personally affirmed, accepted, respected, included, and supported in their school environment (student/educator—identity—safety—trust).

Roles: Admin to staff, educators to students, admin to students, and staff to students.

Role: RP Associate to Educators/Community/Families				
Full Implementation			Not Yet Begun	Not Observed
The RP associate collaboratively generates and shares a menu of resources related to role and connections across parents, educators, and community.	The RP associate generates and shares a menu of resources related to role and community connections for families and educators.	The RP associate generates a menu of resources for role.	The RP associate can articulate role within the school and resources.	
The RP associate holds support circles for caregivers and parents with the goal of identifying needs.	The RP associate plans parent and caregiver engagement.	The RP associate engages school staff and educators in identifying a strategy for engaging parents and caregivers in CRRP.	The RP associate engages with families as they visit the school.	
RP Associate recognizes educators through greetings, knows their names, and engages in personal discussions.	RP Associate engages with the majority of educators; however, may not greet all educators as they encounter them across the school.	RP Associate acknowledges educators as they move through the hallways; however, interactions are perfunctory.	RP Associate moves through the hallways without greeting or acknowledging educators.	

Helps to Support Continuous Improvement

- Demonstrates areas of growth for implementation
 - Building in more culturally relevant artifacts and references into classrooms
 - Increasing connections between students' cultural context and lesson plans
 - Engaging students in RP throughout the school day and across classrooms
- Used to guide PD and implementation plans for the 2019/20 school year

Thank you



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Restorative Practices

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