

SELF-ASSESSMENT



Directions: Unlike the other modules in this book, restorative conferences and victim-offender dialogue sessions are facilitated by people with more advanced training and experiences. Importantly, the success of these high-stakes conversations rests on the effective implementation of a restorative culture and the regular interactions that teachers and staff have with students, and that students have with peers. For this self-assessment, reflect on the experiences that students and staff have in school.

CONDITION	IN PLACE	PARTIALLY IN PLACE	NOT IN PLACE
School staff receive regular professional learning opportunities to expand their knowledge of restorative practices.			
School staff have clear definitions for behaviors that interfere with academic and social success.			
School staff have agreed upon, and documented, which classroom behaviors are managed through classroom-based restorative practices strategies and which behaviors are office managed, including when a behavior requires a restorative <i>conference</i> .			
Written orientation information on restorative practices is available for all volunteers, substitute teachers, and guest teachers who will be interacting with students.			
Circles are a regularly occurring event in classrooms.			

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CONDITION	IN PLACE	PARTIALLY IN PLACE	NOT IN PLACE
School staff have agreed upon and documented which types and severity of behavioral incidents will be addressed by the teacher alone in the classroom, and which behavioral incidents require co-facilitation of circle.			
School staff use informal restorative <i>conversations</i> in response to situations, as agreed.			
School staff use informal restorative <i>conferences</i> in response to situations, as agreed.			
Processes have been defined for follow-up meetings to restorative conferencing.			
Follow-up meetings include all participants to make sure agreement had been followed and to discuss anything else that has come up since the initial conference.			
School team(s) assess fidelity of restorative practices at least once per quarter.			
School team(s) review outcome data (suspensions, attendance, restorative practices surveys, climate surveys, etc.) at least once per quarter.			

Source: Illinois Balanced and Restorative Justice (n.d.).

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