The Restorative Practices Rubric: a Tool for Implementation
Created by educators of Philadelphia Teacher Action Group   ❖   www.tagphilly.org

Restorative Practices: an alternative approach to punitive models of discipline that focuses on building community, restoring relationships, and repairing harm.

What is the Restorative Practices Rubric?
This Restorative Practices rubric identifies **nine categories** that we believe are central to enacting Restorative Practices. They apply to a variety of settings ranging from informal (briefly checking in with a student/students about behavior or conflict) to formal (facilitating a meeting to address behavior or conflict, or leading a restorative circle for an entire class). The categories are **organized into three sections to reflect a process**:
  • **Foundation**: the first two categories describe the relationship, community building, and establishing of norms that proactively prepare a community for using Restorative Practices
  • **Conversation/Conference**: the next five categories describe the various elements of a restorative session and how it is facilitated
  • **Follow-Up:** the last two categories describe the outcomes and follow-up necessary to make the restorative process effective

Use the Rubric to:
  • Self-assess your school, classroom, and/or scenario
  • Share it with students or other participants for them to assess your role as a facilitator
  • Start conversations with colleagues and administrators about implementing Restorative Practices

Reflection/Discussion Questions:
  1. *Which categories are strengths for your school or classroom? Which categories are areas for improvement?*
  2. *Think about a recent interaction with a student that addressed behavior and/or harm done. Score your facilitation in each category? What strategies worked? What strategies didn't work?*
  3. *Who are educators in your school or community who you can look to for support and/or collaboration to better implement Restorative Practices? What other resources are available for support?*
  4. *How can you engage students in exploring and assessing the use of Restorative Practices in your classroom/at your school?*

Restorative Practices Rubric

	4 - Achieving	3 - Approaching	2 - Attempting	1 - Lacking
Foundation: **Relationship and Community Building**	Educators cultivate strong relationships by showing students respect, intentionally getting to know them, and developing mutual trust. They devote *substantial* time to community building activities.	Educators cultivate relationships by showing students respect and getting to know them. They devote *some* time to community building activities.	Educators cultivate relationships by showing students respect. They devote *little* time to community building activities.	Educators do not cultivate relationships with students. They devote *no* time to commuity building activities.
Foundation: **Establishing Norms**	Educators engage students in a process of *co-creating* norms, and *regularly* revisit them.	Educators *establish* norms, *invite* students to give input, and *revisit* them.	Educators *establish* norms, *explain* them to students, but *inconsistently* revisit them.	Educators either *do not establish* norms, or establish norms and *do not communicate* them to students.
Conversation/ Conference: Culturally Responsive Communication	Educator uses *accessible* language and communication style.	Educator uses *appropriate* language and communication style.	Educator uses *unfamiliar* language and communication style.	Educator uses *condescending* or *stereotyped* language and communication style.

	4 - Achieving	3 - Approaching	2 - Attempting	1 - Lacking
Conversation/ Conference: Transparency	Educator *clearly* communicates purpose, goals, and process.	Educator *communicates* purpose, goals, and process.	Educator *partially* communicates purpose, goals, and process.	Educator *does not* communicate purpose, goals, or process.
Conversation/ Conference: Voice	Educator asks *open-ended* questions and responds with an *open* mind to each unique situation; all participants' voices are *equally* heard and *equally* considered.	Educator asks *some* open-ended questions and responds with *some* flexibility to each unique situation: participants' voices are *inconsistently* and *unequally* heard and *somewhat* considered.	Educator asks *few* open-ended questions and predetermines most outcomes, showing *little* flexibility: participants' voices are *superficially* heard and considered.	Educator *does not* ask open-ended questions and predetermines outcomes, showing *no* flexibility: participants' voices are *not* heard or considered.
Conversation/ Conference: Affect	Educator ensures that affect is *central* to the conversation and responds empathetically to what participants express. *All* participants express feelings and acknowledge how others were affected.	Educator *invites* affect into the conversation and responds appropriately to what participants express. *Most* participants express feelings, and there is some acknowledgment of how others were affected.	Educator asks *few* questions about affect and does not respond appropriately to what participants express. *Some* participants express *superficial* feelings, and there is little acknowledgment of how others were affected.	Educator *ignores* affect. Educator focuses only on the rules violated. Participants do not express feelings, and do not acknowledge how others were affected.
Conversation/ Conference: Respect for Community Norms	Participants recognize how norms were disrespected and understand the significance of the harm done. They *propose* appropriate consequences.	Participants recognize how norms were disrespected and acknowledge the significance of the harm done. They *agree to proposed* consequences.	Participants recognize how norms were disrespected but do not acknowledge the harm done. They *accept imposed* consequences.	Participants do not recognize how norms were disrespected or acknowledge the harm done. They *do not accept* consequences.
Follow-Up: Outcomes	Issue/conflict *transformed*: all participants accept responsibility for their actions, and reflect on and articulate how this experience is connected to their personal growth. Relationships are restored and *strengthened*.	Issue/conflict *restored*: participants accept responsibility for their actions. Relationships are *restored* to where they were before conflict.	Issue/conflict *resolved*: participants accept superficial responsibility. Relationships are *no longer volatile,* and participants agree to ignore each other rather than come to new understandings.	Issue/conflict *addressed*: participants accept no responsibility for their actions. Relationships are still in *conflict*.
Follow-Up: Next steps and follow through	Educator and participants *co-create a plan* for next steps that repair harm. Educator ensures that *follow through* occurs.	Educator *creates* a plan for next steps that repair harm. Educator ensures that *follow through* occurs.	Educator creates a plan for next steps. There is *no* follow through.	There are *no* next steps.