

The Restorative Practices Rubric: a Tool for Implementation

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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 Staff 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
Relationship and Community Building	Staff cultivates strong relationships by showing students respect, intentionally getting to know them, and developing mutual trust. They devote substantial time to community building activities, like consistently using Restorative Language and regular Talking Circles.	Staff cultivates relationships by showing students respect, and getting to know them. They devote some time to community building activities, like using Restorative Language and Talking Circles.	Staff cultivates relationships by showing students respect. They devote little time to community building activities, like consistently using Restorative Language and regular Talking Circles.	Staff does not cultivate relationships with students. They devote no time to community building activities, like consistently using Restorative Language and regular Talking
Establishing Norms	Staff engages students in a process of co-creating norms, and regularly revisits them, through Restorative Conversations and Talking Circles	Staff establishes norms, invites students to give input, and revisit them, through Restorative Conversations and Talking Circles	Staff establishes norms, explain them to students, but inconsistently revisit them, through Restorative Conversations and Talking Circles	Staff does not establish norms. Talking Circles

	4 - Achieving	3 - Approaching	2 – Attempting	1 - Lacking
Restorative Conversation/Conference	Staff consistently asks Restorative Questions, uses and elicits “I” statements from students, and demonstrates empathetic listening skills.	Staff uses appropriate language and communication style, but engages in Restorative Conversations inconsistently	Staff uses appropriate language and communication style, but does not engage in Restorative Conversations	Educator uses condescending or stereotyped language and communication.
Restorative Conversation/Conference	Staff asks open-ended questions and responds with an open mind to each unique situation. All participants’ voices are equally heard and equally considered.	Staff asks some open-ended questions and responds with some flexibility to each unique situation. All participants’ voices are inconsistently heard and unequally considered.	Staff asks few open-ended questions and predetermines most outcomes, showing little flexibility. Participants’ voices are superficially heard and considered.	Staff does not ask open-ended questions and predetermines most outcomes, showing no flexibility. Participants’ voices are not heard or considered.
Restorative Conversation/Conference	Staff 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.	Staff invites affect into the conversation and responds appropriately to what participants express. Most participants express feelings and acknowledge how others were affected.	Staff asks few questions about affect and does not always respond appropriately to what others express. Some participants express superficial feelings and there is little acknowledge of how others were affected.	Staff ignores affect; only focuses on the rules that were violated. Participants do not express feelings and do not acknowledge how others were affected.

	4 - Achieving	3 - Approaching	2 – Attempting	1 - Lacking
Restorative Conversation/Conference	Participants recognize how norms were disrespected and understand the significance of the harm done, and 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 significance of the harm done. They accept imposed consequences.	Participants do not recognize how norms were disrespected or acknowledge the significance of the harm done. They do not accept consequences.
Follow-Up	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.	Issue/conflict resolved Participants accept superficial responsibility for their actions 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	Participants co-create a plan for next steps that repair harm. Staff ensures follow-through occurs.	Staff creates a plan for next steps that repair harm. Staff ensures follow-through occurs.	Staff creates a plan for next steps that repair harm. There is no follow-through.	There are no next steps