FROM ZERO TOLERANCE TO RESTORATIVE JUSTICE

Implementing Restorative Practices in a High School System

PURPOSE

The purpose of this research study is to understand common challenges and the leadership actions, structures, and supports that positively affect implementation of restorative justice within a school district.

CONTEXT

- 2019-2020 school year will expand pilot to additional schools.
- Study will target two schools determined in coordination with district leadership.

RESEARCH QUESTIONS

RQ1. What school and district leadership behaviors/actions and organizational structures support implementation of restorative justice at the school level?
RQ2. What are the challenges school and district leaders face when implementing and sustaining a restorative justice program?
RQ3. How is restorative justice interpreted and translated within a school district?

CONCEPTUAL FRAMEWORK: SENSEMAKING

Sensemaking
A complex process, as it describes the way in which individuals operating within an organizational context understand the unknown and negotiate meaning when messages are ambiguous and/or when there is uncertainty around changes in practice or policies (Allen & Penuel, 2015).

METHODS

Mixed methods, embedded single case design
Within this larger case will be two subunits represented by the two schools from which data will be collected.

Qualitative: Semi-structured interviews
Quantitative: Voluntary/anonymous staff survey
Qualitative: Field notes

Trustworthiness/Threats to Validity: Member checking will be used for interview transcripts and final coding scheme. Experimenter effect may pose a specific threat to validity

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