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EDCO 505

Professional Development Collaboration Project

Instructions: Students will be given the opportunity to investigate a school-based problem via a case study and create a hypothetical collaborative consultation proposal in 2,000–2,500 words. Student teams will apply their knowledge of comprehensive models of consultation in order to bring the knowledge, support, and resources of community-based organizations, agencies, and other professionals to bear on the identified issue with the incorporation of relevant data. Each group must incorporate at least **four outside sources** (i.e., academic journals). The written Professional Development Collaboration Project is due 24 hours before the start of the Week 11 live classroom session.

Student teams will complete the consultative process while addressing the following:

- Identify the problem and indicate whether it is academic, behavioral, or social/emotional.
- Identify at least two data points that will let your group measure/monitor success.
- Identify the stakeholder groups and explain the significance of their role in this project.
- Include ways that you will address buy in and dealing with resistance in your plan.
- List at least three recommendations for addressing the identified issue that you feel has the best chance of working and why that is supported by research.
- Share the steps you will take to introduce the plan to your stakeholders, steps for advertisement and implementation, and how the program will be monitored for success.
- Create and present an advertisement/promotional video highlighting the program.

Case Study: At Hope Elementary School, all students in grades 3–6 were supplied with a personal laptop computer at the start of the school year as a means of the superintendents 1:1 initiative for students in grades 3–12. In September alone you received 40 phone calls and visits from parents asking for help due to their children being afraid to come to school due to receiving inappropriate messages and threats on social media posts from other classmates. How would you address the cyberbullying issue at Hope School?

Introduction (Problem Identification)

<p>Identify the problem and indicate whether it is academic, behavioral, or social/emotional.</p>	<p>The problem that is being identified is that students are afraid to return to school due to cyberbullying. This can be categorized as both a behavioral and social/emotional problem.</p> <p>Behavioral Problem: Cyber bullying can be a behavioral problem in regard to the bully because the student(s) who is participating in the bullying are showing a consistent pattern of angry and defiant behaviors. Additionally, in some cases when a victim of cyberbullying gets angry about being bullied, they plot revenge and engage in retaliation (Qing Li, 2010). This approach is dangerous because it keeps them locked in the bully-victim cycle.</p> <p>Social/Emotional Problem: Cyberbullying can fall into the social/emotional problem category because the bullying itself does take a toll on the victim's wellbeing. Research has found that cyberbullying causes significant emotional and psychological distress. Just like any other victim of bullying, cyberbullied kids experience anxiety, fear, depression, and low self-esteem (Qing Li, 2010). They also may experience physical symptoms and struggle academically.</p>
<p>Identify at least two data points that will let your group measure/monitor success.</p>	<p>Two data points that will allow our group to measure/monitor success are the use of outcome data and perception data.</p> <p>Outcome data best highlights the results of your intervention because it relates to how the intervention affected identified goals and areas of growth (ASCA, 2007). In regard to cyberbullying looking at the outcome data will allow us to see how much our interventions are working. We can use surveys to collect feedback. We can first collect data to see how many of our students are being affected by cyberbullying. So far from what we know 40 students at Hope Elementary school have experienced some type of cyberbullying. Once we implement our plan to prevent cyberbullying, we can give another survey which will ask questions of how our current plan is working. By providing a survey we are allowing for real-time feedback on how our prevention for cyberbullying is working. If the data comes back negative, we can see that there needs to be change and modifications. If the data comes back positive, then we know the steps we are currently taking are working.</p> <p>Looking at perception data will allow us to see and get a better understanding of how our students are different because of the intervention/programs that were implemented. According to the ASCA National Model Implementation Guide, it identifies robust questions for assessing useful perception data, including "I believe," "I know" and "I can" type questions, which focus on the</p>

attitudes, knowledge and skills that make up the ASCA Mindsets & Behaviors for Student Success (ASCA, 2007). To collect and monitor this data we can talk to the parents and the students. We can ask them questions about cyberbullying and the new knowledge and skills they have learned from the programs and resources that we have provided. Asking these types of questions can result in answers like:

I Know what to do if I am being cyberbullied.
I Can talk to my teachers and/or school counselor if I feel I am being cyberbullied.
I know who to talk/turn to for help.

Additionally, we can provide the parents and students with a Likert scale so we can better assess how our program is working. All these methods of data point collection can help us monitor/measure the success of our program. The data will give us a better idea of if our programs are working or if we need to adjust/change them.

Identify the stakeholder groups and explain the significance of their role in this project.

The stakeholders at Hope Elementary school are all school staff members, specifically teachers and counselors, because they have the most interaction with students, parents, and the community.

Teachers and counselors play a significant role in this project because both stakeholders can collaborate in the classroom. It creates a broader sense of awareness to educate students about cyberbullying. The counselor's role is to address all students about cyberbullying in addition to providing students with information about how they can report it and encourage victims and bystanders to speak up and say something. Teachers at Hope Elementary can incorporate activities where students can research what cyberbullying looks like and its effects on a person.

A vital stakeholder is the parents. Parents play a significant role because they can talk to their children about safe, appropriate and responsible use of online. Parents can also monitor and protect their children by blocking social media pages. After taking a survey, it showed that the majority of parents of Hope Elementary students were not aware of cyberbullying and how easy it is for their children to become victims.

Last but not least is the community. Students from Hope Elementary school participate in the local community centers, libraries, churches, and sports teams. Community leaders are collaborating with Hope Elementary School in hopes of creating additional awareness. All children are encouraged to report cyberbullying.

Include ways that you will address buy in and dealing with resistance in your plan.	In gathering support to address the school-wide issue of cyberbullying, it is essential to provide data. All stakeholders would have information about how cyberbullying is becoming a rising issue at Hope Elementary School. In September alone, the school received 40 phone calls and visits from parents addressing their concerns. Hope Elementary ensures that all students feel safe on school grounds. However, it is alarming that as a school community, we fail our students to provide measures for online safety. Resistant stakeholders can share their concerns. As a committee, we will present research-based data that show the outcomes of cyberbullying if not addressed. Students who are victims of cyberbullying can share how they felt afraid to go to school. Therefore a student is not going to learn if their well-being is at stake. That is why addressing the issue of cyberbullying is essential at Hope Elementary.
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List at least three recommendations for addressing the identified issue that you feel has the best chance of working and why that is supported by research.

Identified Issue	The Hope Elementary school computer initiative gives students the ability to improve their technological skills in the digital era. "The advancement of technology provides students with tools to rapidly connect and communicate with their peers, but their lack of maturity and self-control can cause them to act impulsively or to make decisions they might later regret" (Bundy, 2011, p.7). As technology becomes more accessible and present at Hope Elementary, incidents of harassment using electronic devices among young students have increased in frequency. The youth still lack mature judgment to demonstrate good moral behavior and social responsibility when using technology and being online.	Recommendation 1	The computer Initiative calls for Hope elementary school to improve their school policy and procedures to prevent and intervene with cyberbullying.
		Why recommendation 1 has the best chance of working Supported by research	The school is obligated to create a safe school environment in which students can learn and grow. With the help of administration, Hope Elementary School needs to implement an updated school policy to include cyberbullying. "Counselors know that simply telling students they cannot engage in electronic bullying behaviors through policies and having legal punitive measures in place are insufficient to stop cyberbullying" (Bundy, p.10). Hope Elementary needs policy and procedures in place to clearly state cyberbullying is prohibited. "It is important for policies to address incidents of cyberbullying on the Internet, personal cell phones, PDAs, and personal computers while both on and off school grounds" (Shemon, 2009,

			<p>p.20). Hope Elementary will now have an anti cyberbullying policy to include a systematic process for dealing with cyberbullying. The ASCA Cyberbullying Intervention and Implications states, school sanctions for violating this policy may include but are not limited to the loss of computer privileges, detention, suspension, or expulsion” (ASCA,2007, p.2). For example, students, educators, and parents at Hope Elementary can sign a cyberbullying contract. “A cyberbullying contract ensures that everyone understands the consequences of cyberbullying and the actions that will be taken” (Shemon,2009, p. 20). These anti cyberbullying policies can provide Hope Elementary with a prevention and intervention program.</p>
		Recommendation 2	<p>Hope Elementary Should establish a procedure to follow for reporting cyberbullying incidents.</p>
		<p>Why recommendation 2 has the best chance of working</p> <p>Supported by research</p>	<p>Hope Elementary should implement a student report system to deal with cyberbullying at school and away from school. Cyberbullies should know that communication online is not anonymous. Hope Elementary should provide instruction for students, teachers, and parents to capture evidence on school computers and cell phones. “Evidence is vital for justifying an intervention, especially if incidents become a legal matter” (Shemon,2009, p.24). Evidence helps identify the bully and victim. School counselors can provide assistance and support for the victim to prevent further victimization. Identifying the bully can prevent future harassment . The bully will also need additional resources and support like behavior class and anger management. Implementing a student report system</p>

			<p>can teach students how to recognize, report and refuse cyberbullying. This will help Hope Elementary regain a safe school environment. Addressing students concerns about cyberbullying can improve stakeholders' perception about Hope Elementary and technology. "Once school policies are established and reporting procedures are in place, school counselors can address awareness and intervention strategies for school personnel, students, and parents" (ASCA ,2007 p.2).</p>
		Recommendation 3	<p>Hope Elementary is providing parents with resources to become aware of how to recognize cyberbullying.</p>
		<p>Why recommendation 3 has the best chance of working</p> <p>Supported by research</p>	<p>Parental awareness of cyberbullying can help eliminate cyberbullying in the Hope Elementary community. Parents may feel they are not tech savvy compared to their children. The school counselor can provide parents with resources and cyberbully prevention guides. "In addition to disseminating informational materials, counselors could collaborate with others to provide parent training to address topics such as: cyberbullying trends among youth, both nationally and locally; how to regulate, supervise, and monitor Internet activity of their children at home" (Bundy,2011, p.15). These resources can help parents identify abnormal behaviors of their child while being on the computer. School counselors can encourage parents to get involved by speaking with their children about cyberbullying and internet safety. The school counselor should encourage parents to report suspected cyberbullying to the school. "Parents may be unaware of their</p>

			child's online behavior and need to know that they have a legal obligation to monitor their child's online activities" (ASCA,2007, p.3).
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Steps to Introducing the Plan

Share the steps you will take to introduce the plan to your stakeholders	<p>Hope Elementary Prevention and intervention Plan is a comprehensive approach to addressing cyber- bullying. Hope Elementary School is committed to working with students, staff, families, law enforcement, and the community to create a culture that is respectful to all and to prevent issues of cyberbullying. This plan was developed to ensure the emotional and physical safety of our students. In consultation with Common Sense, we have established this plan for creating respectful cultures and for preventing, intervening, and responding to incidents of bullying, cyber-bullying, and retaliation.</p>
Share the steps for advertisement and implementation	<p>Training and Professional Development</p> <p>The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that is safe, civil with communication, and respectful of differences. Resources such as Common Sense will build the skills of staff members to prevent, identify, and respond to cyberbullying. It is essential for all staff members to get trained on digital citizenship and digital teaching. This will include, one- hour tutorial that will give you all an introduction to the collection of resources Common Sense offers such as ,a free Digital Citizenship Curriculum including a, certificate of completion, lesson plans, teaching tips, and how to videos to get your students ready to navigate the digital world safety, responsibility and ethically. Along with one day in person training of instructional models for Digital Citizenship implementation which will be led by lead teachers, counselors, and curriculum specials.</p> <ul style="list-style-type: none"> · Where does student instruction fit into the school year? <p>Where does it integrate into the curriculum (subjects, classes)?</p>

Digital citizenship is integrated into social-emotional learning, health and wellness, character education, or sex education.

· How does digital citizenship connect to the use of technology?

All students need digital citizenship skills to participate fully in their communities and make smart choices online and in life. Teach students digital citizenship using Common Sense Education resources: Common Sense Digital Citizenship lesson, Digital Passport modules, or Digital compass storylines. Teachers will have access to lessons by grade level and themes such as, digital footprint, privacy, cyberbullying, and hate speech.

Lesson Taught

6 core topics of Digital Citizenship: Media Balance and Wellness, Privacy and Security, Digital Footprint and Identity, Relationships and Communication, Cyberbullying, Digital Drama and Hate Speech, News and Media Literacy.

Grade K-1: Three 30- to 45-minute lessons

Grade 2- 6: Six 45- to 50-minute lessons

Educators can select specific lessons, adapt lessons to be shortened, use videos and discussion guides or use games such as Digital Passport or Digital Compass.

Pacing

Unit approach: 1 lesson per week for 6 weeks

Monthly theme: 1 lesson per month as a thematic unit

Track and record which lessons were taught using the planning chart below.

Lesson Planning Chart

GRADE LEVEL						
Lesson 1 Title (Date completed)						

the more that schools can help parents and the community be engaged, the stronger the culture of digital citizenship will be.

Hope Elementary School will be hosting an in-person event for parents, caregivers, and family members. Families will be invited to participate to learn more about the implementation of Common Sense. Common Sense has provided a Family Media agreement which will include guidelines, expectations, and set limits to ensure the safety of our students.

Advice for Parents and Adults About How to Deal with Cyberbullying

Cyberbullying is defined as repeatedly sending or posting harmful or mean messages, images, or videos about someone else using the Internet, cell phones, or other digital technologies (Commonsense, 2012)

If you think your child is being bullied or if your child has told you that he or she is being bullied, you can help. Parents are often the best resource to build a child's self-confidence and teach him or her how to best solve problems. Here are a few ways you can help:

- Talk to your child's teacher about it instead of confronting the bully's parents. If the teacher doesn't act to stop the bullying, talk to the principal.
- Teach your child nonviolent ways to deal with bullies, like walking away, playing with friends, or talking it out.
- Help your child act with self-confidence. With him or her, practice walking upright, looking people in the eye, and speaking clearly.
- Don't encourage your child to fight. This could lead to him or her getting hurt, getting in trouble, and beginning more serious problems with the bully.

	<ul style="list-style-type: none"> · Involve your child in activities outside of school. This way he or she can make friends in a different social circle. <p>Some children seem to be bullied all the time, while others rarely get picked on. Why do some kids seem to attract all of the bullies? Kids who are bullied often:</p> <ul style="list-style-type: none"> · Are different from other kids, whether by size, race, sexually, or have different interests · Seem weak, either physically or emotionally · Are insecure · Want approval · Won't tell on their bullies <p>If parents suspect their child is being cyber bullied, it is suggested that parents print and save any cyberbullying messages and check their child's online activity. ASCA. (2007). However, if parents or guardians are seeking further assistance or wish to report a concern please visit Hope Elementary School administration office.</p> <p>For tips on how to help your child fight cyberbullying please visit: https://www.common sense media.org/sites/default/files/uploads/pdfs/k-5-familytip-cyberbullying.pdf https://www.common sense.org/education/family-tips/k-12-cyberbullying-digital-drama-and-hate-speech https://www.common sense media.org/techbalance</p> <p>Resources also available in several languages.</p>
How the program will be monitored for success	<p>Evaluate</p> <p>Define and measure impact</p> <p>What does success look like? Did this implementation reduce cyberbullying at home and in school?</p>

	<p>How will you measure success? (Examples: end-of-lesson quizzes, student artifacts from lessons, e-portfolios, school climate.)</p> <p>Celebrate achievements school wide on Digital Citizenship. Implementing a new curriculum is going to be difficult and frustrating, but we are all in this together. Administrators will be recognizing the work completed by students, parents, and staff which will be presented at the end of each month.</p> <p>Reflect on progress</p> <p>By using surveys, will help gather feedback from school on what needs to be revised. When observing the data will help prioritize improvements that need to be made.</p>
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