ASPDP

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Spring 2023 Semester

February 6, 2023 – May 26, 2023

Title of Course: Preventing (Cyber)Bullying: Creating Safe Schools For All Students	
Number of Sessions: 6	**Grade Levels: K-12**
Total Hours: 45	**Total Number of Credits: 3**
Course Start Date February 6, 2023	**Course End Date:** May 26, 2023
Course Location: Online at CE Credits Online www.cecreditsonline.org	
Maximum Course Enrollment: 1000	
Instructor's Name: Jeffrey G. Christo	**Instructor's Telephone:** 425-788-7275
Instructor's Email: support@cecreditsonline.org	
Education Partner Fee: $149	
Materials Fee if applicable: N/A	
Registration Deadline: April 17, 2023	

Course Information

Course Description

When students do not feel safe in school, they do not thrive academically, socially, and emotionally. According to a survey from the National Center for Educational Statistics, more than one out of every five students (20.8%) has reported being bullied. Bullying takes many forms and affects not only the student being bullied, but also the entire school community.

Cyberbullying is an ever-growing subset of bullying incidents. As more and more of students' lives are lived through social media and virtual experiences, educators need to become more aware of these incidents in order to provide the safest environment for students.

Participants of this course will be equipped with the knowledge and tools to build safe school communities that identify bullying behaviors quickly (and even before they happen), empower students to move from bystander to advocate, and use character development and social-emotional learning to build stronger school communities.

Techniques for effective interventions as well as best practices from both a teacher and school wide perspective will be provided to enable participants to address cyberbullying concerns within their respective schools and communities. Participants will leave the course with a framework for implementing classroom meetings to foster a positive classroom climate, integrating social-emotional learning/character education, and speaking with key stakeholders (parents, other teachers, and administrators) to prevent cyberbullying and to create a safer school environment for all.

Participants will learn about groups who have historically been marginalized and victims of bullying and harassment such as students of small physical stature, LGBQT students, students from racial or ethnic minorities, and students with disabilities.

Participants apply learning to their classroom with preventative and restorative measures. These include creating a classroom meeting procedure, creating a slideshow to inform stakeholders about cyberbullying, practicing sample responses to parents whose children have experienced bullying, and a plan for restorative problem-solving circles. Participants also access various downloadable resources that they can both utilize and share with their school community.

Target Grade Levels

K-12

Integration of *Danielson Framework for Teaching* Components

Alignment to the [Charlotte Danielson Framework for Teaching](#)
Domain 2: Classroom Environment
- 2a Creating an Environment of Respect and Rapport
- 2d Managing Student Behavior

Domain 4: Professional Responsibilities
- 4c Communicating with Families
- 4d Participating in The Professional Community
- 4e Growing and Developing Professionally
- 4f Showing Professionalism

Alignment to the NYC A+ Instructional Priorities
- **Key Shift #2 - Knowing Your Students:**
   - Social and Emotional Learning
   - Classroom Communities
   - Welcoming Families

Integration of Standards (Student standards should address Next Generation learning Standards)

ISTE Standards for Educators
3. Citizen: Educators inspire students to positively contribute to and responsibly participate in the digital world. Educators:
   a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.
   c. Mentor students in the safe, legal, and ethical practices with digital tools and the protection of intellectual rights and property.

Pedagogical Approach

This course consists of text, outside readings, videos, reflection questions, authentic tasks, and discussion boards. It uses a constructivist approach to learning, and leverages discussion boards to facilitate a dialogue between participants around both challenges and solutions that they have encountered in the field. The course asks participants to continuously reflect on and apply course content to their own practice. Participants complete three authentic tasks and a final project that they receive expert, constructive feedback on from expert facilitators.

This course uses analysis of multimedia presentations, comparison and evaluation of written materials, and authentic engaging tasks to improve teacher strategies and understandings. Specific to this course, learners will:

- Read research studies, law and policy, student experiences, and theoretical articles related to bullying, SEL, digital citizenship, and school environment
- View videos that provide information and illustrate promising practices
- Participate in a brave learning community
- Create an email response to a parent whose child in your class is a victim of bullying
- Design a framework for classroom meetings
- Create a slideshow about cyberbullying
- Create a classroom, team, or school wide bullying prevention initiative based on social-emotional learning and/or character education
- Keep a reflective journal
- Analyze and apply the CR-SE principle of Welcoming and Affirming Environment

Application to Instruction and Student Learning

Through this course, participants will learn how to build a stronger classroom and school wide environment that is welcoming, affirming, and free of bullying. These measures will result in more students being able to fully access the benefits of the school community and the curriculum. All students will better be able to reach their academic potential in all content areas. Additionally, participants will be able to instruct students on best practices for digital citizenship.

Overall Course Objectives

Learners will:

- Conclude that building and maintaining safe communities for children facilitates their learning and fosters positive personal growth and development
- Develop a fundamental understanding of bullying behavior and the roles that stakeholders play
- Support student populations of increased risk of bullying
- Differentiate between types of bullying behavior including aggression, discriminatory harassment, and cyberbullying
- Evaluate how differing forms of bullying warrant various intervention and prevention approaches
- Assess the need for bullying prevention interventions within classrooms, schools, and districts
- Propose effective teacher-based strategies for bullying intervention/prevention both within and outside the classroom: character education, social-emotional learning, and classroom management strategies
- Conclude how social-emotional learning and character education is a foundation for fostering citizenship in students and promoting safe and supportive learning environments and can be used to promote empathy and equity for marginalized students
- Establish communities of practice within a school that act as collaborative measures in facilitating and maintaining positive school culture and climate

Assessment

Participants receive formative feedback throughout presentations and in discussion boards. Participants are summatively assessed on Discussion Board participation (Appendix A), two Authentic Tasks and a Classroom Practice Analysis (Appendix B); and a Final Project (Appendix C) through rubric-based feedback from course facilitators. Authentic Tasks, the Classroom Practice Analysis, and Final Project feedback includes constructive feedback throughout the submission, a scored rubric, and a detailed summative comment.

Participants also complete both a pre- and post-assessment in the course. The pre-assessment enables participants to reflect on their prior knowledge, comfort level, and current level of competency and the post-assessment allows them to determine what knowledge and skills they have gained by taking the course.

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP)

This course provides extensive examination of the first principle: A Welcoming and Affirming Environment. Participants learn that all students need to live in a physical and cyber environment where they can enjoy the social and academic benefits of the school free of bullying, harassment, and intimidation. This course provides detailed theoretical and practical application of the element of the CR-SE to this end.

This course also addresses Principle 4, as it provides ongoing PD for participants where they get to analyze how historically marginalized groups are at risk of bullying and harassment. Participants include measures to specifically support these groups in course assignments and the final project.

Major Assignment	Due Date
Authentic Task: Cyber Bullying Slideshow	Self-paced. Due by May 26, 2023
Authentic Task: Framework for Class Meetings	Self-paced. Due by May 26, 2023
Classroom Practice Analysis	Self-paced. Due by May 26, 2023
Final Project: SEL and Character Education Plan	Self-paced. Due by May 26, 2023

Feedback

Participants receive formative feedback throughout presentations and in discussion boards. Participants are summatively assessed on Discussion Board participation (Appendix A), two Authentic Tasks and a Classroom Practice Analysis (Appendix B); and a Final Project (Appendix C) through rubric-based feedback from course facilitators. Authentic Tasks, the Classroom Practice Analysis, and Final Project feedback includes constructive feedback throughout the submission, a scored rubric, and a detailed summative comment.
Participants also complete both a pre- and post-assessment in the course. The pre-assessment enables participants to reflect on their prior knowledge, comfort level, and current level of competency, and the post-assessment allows them to determine what knowledge and skills they have gained by taking the course.

Grades

Assignment(s)	Percentage of final grade
Authentic Tasks	30%
Classroom Practice Analysis	15%
Discussion Board Participation	20%
Final project	35%

Course Calendar

Session #1: Understanding Bullying	
Date: February 6, 2023 -May 26, 2023	Number of hours for this session: <mark>7</mark>
Time: Self-paced	Assignments due today: May 26, 2023

Standards and Components Alignment:	
Alignment to the [Charlotte Danielson Framework for Teaching](#) Domain 2: Classroom Environment ● 2a Creating an Environment of Respect and Rapport ● 2d Managing Student Behavior Domain 4: Professional Responsibilities ● 4c Communicating with Families ● 4d Participating in The Professional Community ● 4e Growing and Developing Professionally ● 4f Showing Professionalism	**Alignment to the NYC A+ Instructional Priorities** ● **Key Shift #2 - knowing Your Students:** 　○ Social and Emotional Learning 　○ Classroom Communities 　○ Welcoming Families

Objectives:

- Conclude that building and maintaining safe communities for children facilitates their learning and fosters positive personal growth and development
- Identify marginalized groups of students who are at higher risk of bullying
- Advocate for safe school environments for all students
- Articulate the importance of safe school communities through videos and readings.
- Define the three factors that will help them identify bullying behavior and differentiate it from discriminatory harassment.
- Watch a video and explore two readings to investigate populations that are at high risk for bullying including special needs students and students who identify as LGBTQ.
- Participants read and reflect on the article describing the severity of bullying and the critical responsibility of teachers to advocate for students.

Topics and Agenda:

- Interactive Presentation: Course Introduction: Preventing (Cyber)Bullying: Creating Safe Schools for all Students
- Interactive Presentation: Creating a Brave Learning Space
  - <mark>Reading: [Understanding Race and Privilege](#)</mark>
  - Video: [Critical Social Justice Chat - Get Hip to Brave Spaces!](#)
- Interactive Presentation: The Importance of Safe School Communities
  - Video: [*Bullying Through A Teacher's Eyes*](#)
  - Video: "[To This Day](#),"
  - Reading: [Rethinking School Safety: Community and Schools Working Together](#)
- Interactive Presentation: Bullying Defined - Distinguishing Between Misbehaviors
  - <mark>Reading: [Bullying Based on Race, Religion, and National Origin](#)</mark>

- o Video: *Bullying, Harassment, & Civil Rights*.
- o Reflection: Identity and Experience
- o Reading: Understanding Bullying
- o Reflection Question: Discriminatory Harassment
  Pause here to consider how students' immutable personal identity can be related to bullying and harassment. Then compose an answer to the following reflection questions in your notes or reflective journal.
    - ▪ What racial, ethnic, and religious groups are represented in your school community?
    - ▪ Does your own identity closely match that of your student population? Or do they have very different backgrounds? If there is a large difference - what can you do to become more aware of the types of harassment and intimidation that some of your students may face?
- ● Discussion Board: Bullying in Your School
- ● Interactive Presentation: Populations At Higher Risk Of Bullying
  - o Video: *I Was Bullied Because I Am Disabled*
  - o Reading: Bullying and Children and Youth With Disabilities and Special Needs
  - o Reading: Bullying of LGBT Youth and Those Perceived to Have Different Sexual Orientations
  - o Reflection Question: LGBQT Youth
    Answer the following questions in your
    Reflection Journal:
    - ▪ How does a student's identity as LGBQT affect their school experience?
    - ▪ What can schools do to ensure a safe learning environment for LGBTQ students?
    - ▪ How can your school community better support LGBTQ students?
- ● Discussion Board: What are Your Concerns?
- ● Interactive Presentation: The Teacher as Advocate
  - o Video: What is Bullying?
  - o Reading: The Relationship Between Bullying and Suicide: What We Know and What It Means for Schools
- ● Formative Quiz #1
- ● Downloadable Resource: Bullying Behavior Checklist

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP):	

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):	Activity (list the corresponding activities for each criteria below):

	● Interactive Presentation: Course Overview
	● Interactive Presentation: Creating a Brave Learning Space
	    o Reading: Understanding Race and Privilege
	    o Video: Critical Social Justice Chat - Get Hip to Brave Spaces!
	● Interactive Presentation: Bullying Defined - Distinguishing Between Misbehaviors
	    o Reflection Question: Discriminatory Harassment
	        Pause here to consider how students' immutable personal identity can be

* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)

* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups

* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity

□ Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning

□ Course incorporates clear structures and expectations for participation in a brave learning community

□ Course helps participants design and implement a learning environment that affirms students' racial and cultural identities

□ Course helps participants design and implement a learning environment that cultivates critical inquiry

related to bullying and harassment. Then compose an answer to the following reflection questions in your notes or reflective journal.
- o What racial, ethnic, and religious groups are represented in your school community?
- o Does your own identity closely match that of your student population? Or do they have very different backgrounds? If there is a large difference - what can you do to become more aware of the types of harassment and intimidation that some of your students may face?
- o Reading: Bullying Based on Race, Religion, and National Origin
- o Video: Bullying, Harassment, & Civil Rights.
- Discussion Board: Bullying in Your School
- Interactive Presentation: Populations At Higher Risk Of Bullying
  - o Video: I Was Bullied Because I Am Disabled
  - o Reading: Bullying of LGBT Youth and Those Perceived to Have Different Sexual Orientations
  - o Reading: Bullying and Children and Youth With Disabilities and Special Needs
  - o Reading "Keeping Students with Disabilities Safe from Bullying."
  - o Reflection Question: LGBQT Youth Answer the following questions in your
    - ▪ How does a student's identity as LGBQT affect their school experience?
    - ▪ What can schools do to ensure a safe learning environment for LGBTQ students?
    - ▪ How can your school community better support LGBTQ students?
- Discussion Board: What are Your Concerns?

For consideration: Additional populations that are at high risk of bullying and are protected through civil rights legislation include those from:
- o minority races
- o different ethnicities
- o different nationalities
- o different religions

Twenty-four percent of African American students,

	17.2% of Hispanic students, and 9% of Asian students reported being bullied at school according to the National Center for Educational Statistics in 2015. There is little research on students being bullied based on their religion. However, several religions have garments that can distinguish students from their peers, which can be a trigger for some forms of bullying. Head scarves (hijabs) among Muslim girls, turbans among Sikh boys, and yarmulkes among Jewish boys can make these students stand out as possible targets.

Application to Instruction and Student Learning:

Participants will understand how historically marginalized groups are more likely to experience bullying. By supporting these groups, more students will fully access benefits of the school and the curriculum

Assessment and Feedback:

An online formative quiz will be provided at the end of the session where participants will receive instant feedback after completion along with two discussion board prompts. Participants receive feedback on two discussion posts during the module.

Session #2: The Bullying Dynamic

Date: February 6, 2023 -May 26, 2023	Number of hours for this session: 6
Time: Self-paced	Assignments due today: May 26, 2023

Standards and Components Alignment:

Alignment to the **Charlotte Danielson Framework for Teaching** Domain 2: Classroom Environment ● 2a Creating an Environment of Respect and Rapport ● 2d Managing Student Behavior Domain 4: Professional Responsibilities ● 4c Communicating with Families ● 4d Participating in The Professional Community ● 4e Growing and Developing Professionally ● 4f Showing Professionalism	**Alignment to the NYC A+ Instructional Priorities** ● **Key Shift #2 - knowing Your Students:** ○ Social and Emotional Learning ○ Classroom Communities ○ Welcoming Families

Objectives:

- Make distinctions among the outward signs, risk factors, and motivations of children who bully
- Analyze the warning signs, risk factors, and effects on victims of bullying behavior.
- Understand the multiple roles and the importance of bystanders in influencing bullying victimization.

- Draw conclusions regarding the overlap of bullies, victims, and bystanders by exploring data, reading an editorial account of how someone who was a victim of bullying became a bully herself, and reflecting on past/current experiences on bullies who were previously victims and victims who eventually became bullies.

Topics and Agenda:

- Interactive Presentation: Psychology of Bullying Behavior
  - Video: I was a Bully
  - Video: Dr. Nadine Burke Harris explains How Childhood Trauma Affects Health Through a Lifetime
- Interactive Presentation: Who Is at Risk of Being Bullied?
  - Video: *Bullying - It's Not What It Used To Be*,
  - Reflection Question: Warning Signs
    Depending on the situation and the student's history, children who are bullied may display varied warning signs.
    - How have warning signs prompted you to investigate whether or not a child is being bullied?
    - What would you suggest to others to look for when the victimization may not be obvious?

- Reading: Students are fed up with racist slurs and bullying. Participants read, analyze, and reflect on how discriminatory bullying is impacting historically marginalized student groups such as people of color.
- Readings: Read selected pages - (17-20) of the GAO Report to The Chairman. Analyze the examples, graphs, and statistics related to discriminatory bullying.

Analyze the information and statistics. Consider the examples in the report and incorporate strategies to prevent and respond to these types of bullying in your course assignments.
- Discussion Board: Positive Supports for Perpetrators and Victims
- Interactive Presentation: Bystanders: A Critical Role in Bullying
  - Video: *Bullies and Bystanders: What Experts Say*
- Discussion Board: The Power of Bystanders
- Interactive Presentation: The Overlap of Bullying and Victimization
  - Video: WeStopHate
  - Reading: *I Was Bullied So Badly for My Weight That I Became a Bully Myself*.
  - Reflective Journal: From Victim to Perpetrator
    Victims can become perpetrators. These perpetrators can target new victims. Have you ever experienced or known of situations where this overlap occurred?
    Think about your teaching experience and/or personal experience. Describe any of the following:
    - A bully was later discovered to have been previously a victim, whether in their family or an outside experience.
    - A victim or bystander who repeatedly experienced/witnessed abuse later engaged in bullying behavior towards others.
- Formative Quiz #2
- Downloadable Resource: Victimization Warning Signs

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP):

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):	Activity (list the corresponding activities for each criteria below):
* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners) * Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups * Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity □ Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning □ Course incorporates clear structures and expectations for participation in a brave learning community □ Course helps participants design and implement a learning environment that affirms students' racial and cultural identities □ Course helps participants design and implement a learning environment that cultivates critical inquiry	● Interactive Presentation: Psychology of Bullying Behavior 　○ Video: I was a Bully 　○ Video: Dr. Nadine Burke Harris explains How Childhood Trauma Affects Health Through a Lifetime ● Reading: Students are fed up with racist slurs and bullying. Participants read, analyze, and reflect on how discriminatory bullying is impacting historically marginalized student groups such as people of color. ● Interactive Presentation: Who Is at Risk of Being Bullied? 　○ Reading: "I Was Bullied So Badly for My Weight That I Became a Bully Myself." ● Readings: Read selected pages - (17-20) of the GAO Report to The Chairman. Analyze the examples, graphs, and statistics titled: 　○　Examples of Media Reports of Bullying or Harassment of K-12 Students Related to Race, National Origin, Religion, Disability, Sex, Gender Identity, or Sexual Orientation, January 2019 to September 2020 　○　Hate Speech: Words or Symbols That Express or Incite Hatred 　○　Examples From Media Reports of Hate Speech Verbally Directed at Students 　○　Hate Crimes: Criminal Offenses Motivated, in Whole or in Part, by Bias

Application to Instruction and Student Learning:

Participants will understand the warning signs and risk factors for students who may experience bullying. This will help educators proactively create a comfortable and affirming environment for all students and also help educators intervene in bullying situations earlier in order to minimize harm. This will help all students enjoy the full social and academic benefits of the school. Educators will also be able to influence bystander behaviors in order to help create an environment free of support for bullies.

Assessment and Feedback:
An online formative quiz will be provided at the end of the session where participants will receive instant feedback after completion along with two discussion board prompts.

Session #3: Designing Effective Teacher Interventions

Date: February 6, 2023 -May 26, 2023	Number of hours for this session: 6
Time: Self-paced	Assignments due today: May 26, 2023

Standards and Components Alignment:

Alignment to the Charlotte Danielson Framework for Teaching Domain 2: Classroom Environment ● 2a Creating an Environment of Respect and Rapport ● 2d Managing Student Behavior Domain 4: Professional Responsibilities ● 4c Communicating with Families ● 4d Participating in The Professional Community ● 4e Growing and Developing Professionally ● 4f Showing Professionalism	**Alignment to the NYC A+ Instructional Priorities** ● **Key Shift #2 - knowing Your Students:** ○ Social and Emotional Learning ○ Classroom Communities ○ Welcoming Families

Objectives:

- Compare and contrast federal and state laws, as well as analyze their own state laws and policies to gain understanding of legal responsibilities in addressing both traditional bullying and cyberbullying.
- Analyze a video that describes interventions that should not be used to address bullying behavior, as they have been proven ineffective.
- Propose and apply a three-step bullying intervention plan when presented with an authentic classroom scenario.
- Dissect and reflect upon a series of sample email responses to parent bullying concerns.
- Build an appropriate email response to parental concerns about bullying, synthesizing knowledge from prior view samples.

Topics and Agenda:

- Interactive Presentation: Defining Professional Responsibilities
  - Reflective Journal: Your State's Law
    It is important to know how your state handles cyber(bullying) and protects children. Find your state's laws and/or policies and review the components that are covered.
    Please reflect on the following regarding how your state approaches bullying:
    - How does your state address cyberbullying?
    - Do your state anti-bullying laws explicitly provide protection for certain student groups?
    - How does your state protect teachers?
    - What components of the law(s) stand out to you in addressing bullying prevention?

- Discussion Board: Previous Misconceptions
- Interactive Presentation: Misconceptions in Addressing Bullying Behavior
    - Video: Misdirections in Bullying Prevention & Response
    - Reading: Bullying: A Module for Teachers
- Interactive Presentation: Strategies for Approaching Bullying
    - Reflective Journal: Case Study
    Think about the initial situation at the beginning of the presentation where Andrew is being bullied through text message exchanges. Now that you've reviewed the different intervention steps to take, reflect on the following questions:
        - How would you apply the three-step intervention strategy to Andrew's situation?
        - In what ways can you support Andrew?
- Discussion Board: Positive Teacher-Parent Teams
- Interactive Presentation: Partnering with Parents
    - Reading: Sample Email Responses to Parent Bullying Concerns
- Formative Quiz #3
- Downloadable Resource: Checklist for Addressing Bullying/Cyberbullying
- Interactive Presentation: Introducing the CR-SE Framework
    - Reading: CR-S Framework (Principle: Welcoming and Affirming Environment)
    - Reflective Journal: Examining My Classroom Environment Practice
    Now you have read the suggested actions you can take to create a welcoming and affirming classroom environment. Stop and reflect on your own practice.
        - What is one practice suggested in the CR-SE that I've already employed with success?
        - What are areas where I want to add or improve?
        - What ideas in the CR-SE will you add to your own practice?

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP):	

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):	***Activity (list the corresponding activities for each criteria below):***
	
	 • Presentation: Misconceptions in Addressing Bullying Behavior
	    ○ Analysis: how to look critically at personal and historical misconceptions, assumptions, and norms related to bullying.
	
	 • Discussion Board: Previous Misconceptions. Participants collaborate and share how their personal beliefs, and opinions about traditional practice and structures may not be benefiting all students.
	 • Presentation: The CR-SE Framework
	    ○ Reflection and Analysis of how the CR-SE Framework can help students from historically underserved or marginalized groups.
	 • Discussion Board: Positive Teacher-Parent Teams

* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)

* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups

* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity

☐ Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning

☐ Course incorporates clear structures and expectations for participation in a brave learning community

☐ Course helps participants design and implement a learning environment that affirms students' racial and cultural identities

☐ Course helps participants design and implement a learning environment that cultivates critical inquiry

Application to Instruction and Student Learning:

Participants learn to analyze and enforce laws and policy designed to create a safe learning environment in this module. They also work to create parent-teacher partnerships. These strategies will help create a better school and community environment where bullying is reduced, and all students can better access the curriculum and other societal benefits available at school.
Participants download the CR-SE Framework and begin study of creating a welcoming and affirming environment. The framework is applied throughout the course.

Assessment and Feedback:

Online formative quizzes and two discussion board posts provide students with feedback on their performance and understanding of module content.

Session #4: Beyond the School Building - Cyberbullying

Date: February 6, 2023 -May 26, 2023	Number of hours for this session: 8 including Authentic Task #1
Time: Self-paced	Assignments due today: May 26, 2023

Standards and Components Alignment:

Alignment to the **Charlotte Danielson Framework for Teaching**	Alignment to the NYC A+ Instructional Priorities ● **Key Shift #2 - knowing Your Students:**

Domain 2: Classroom Environment ● 2a Creating an Environment of Respect and Rapport ● 2d Managing Student Behavior Domain 4: Professional Responsibilities ● 4c Communicating with Families ● 4d Participating in The Professional Community ● 4e Growing and Developing Professionally ● 4f Showing Professionalism	○ Social and Emotional Learning ○ Classroom Communities ○ Welcoming Families

Objectives:

- Distinguish among the differences between traditional bullying and cyberbullying, the types of cyberbullying that exist as well as popular technology apps that facilitate them, as well as signs a child is being cyberbullied
- Analyze specific technology apps that are often used for cyberbullying to review the current forms in which children are being victimized through technology.
- Dissect readings on additional challenges in addressing cyberbullying including anonymity of the perpetrator, school rights, and the ability for technology to provide instantaneous and permanent widespread reach.
- Refine their approach to addressing cyberbullying from the perspectives of teachers, parents, and administrators and reflect on how they have addressed cyberbullying in the past.
- Evaluate case studies on cyberbullying to learn how digital citizenship can be used in schools to prevent cyberbullying and teach children ethical use of technology.

Topics and Agenda:

- Interactive Presentation: Cyberbullying Versus Traditional Bullying
    - Video: Cyber Bullying Virus
    - Video: *Top 10 Forms of Cyberbullying*
    - *Video: When A Face-To-Face Argument Moves Online*
    - *Reading:* Cyberbullying Warning Signs
    - Reading: Cyberbullying Experiences Among Marginalized Youth
    - Reading and Analysis: Studies on CyberBullying and People of Color
        - Cyber-bullying, Race, and Mental Health Outcomes
        - Racial Differences in CyberBullying from the Perspective of Victims and Perpetrators
- Discussion Board: Cyberbullying Challenges
- Interactive Presentation: Why Is It So Hard To Address Cyberbullying
    - Video: *Think Before You Post*
- Interactive Presentation: How to Address Cyberbullying
    - Reflection Question: Responding to Cyberbullying
      Have you ever had to deal with a cyberbullying situation at school? Think about what happened and what steps were taken to address the situation.
      Please reflect on the following based on your experience:
        - What difficulties (if any) did you encounter in addressing the incident? How did you overcome these difficulties?
        - How did your school take larger measures to further educate staff and students on appropriate online behavior?
    - Reading: Responding to Cyberbullying: Guidelines for Administrators

- o Reading: [Teachers' Essential Guide to Cyberbullying Prevention](#)
- o Reading: [National School Climate Survey: The experiences of lesbian, gay, bisexual and transgender youth in our nation's schools.](#)
- ● Interactive Presentation: Cyberbullying Prevention
  - o Video: [Cyberbullying: What's Crossing The Line?](#),
  - o Reading: [Parent and Educators Guide to Combating Online Hate Speech](#)
  - o Reflection Question: Online Hate, Harassment, and Intimidation
    You have read about the problem of online hate speech. When considering this issue, think of specific student groups in your school that may be at increased risk to be victims of this form of cyberbullying. Answer the following questions in your reflective journal.
    - ▪ Which student groups in your school are at increased risk?
    - ▪ How can you take preventative measures to build empathy for students who are at risk for victimization?
    - ▪ How can you respond if a student reports that they encountered hate speech?
  - o Reading: [3 Ways to Help Students Build Empathy Using Technology](#)
- ● Discussion Board: [Teaching Students the Ethical Use of Technology](#)
- ● Authentic Task 1: [Cyber Bullying Presentation](#)
- ● Formative Quiz #4
- ● Downloadable Resource: [Digital Citizenship Reference Card](#)

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP):

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):	*Activity (list the corresponding activities for each criteria below:*

* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)
 	
* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups
 	
* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity
 	
□ Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning
 	
□ Course incorporates clear structures and expectations for participation in a brave learning community
 	
□ Course helps participants design and implement a learning environment that affirms students' racial and cultural identities
 	
□ Course helps participants design and implement a learning environment that cultivates critical inquiry
	● Interactive Presentation: Cyberbullying vs. Traditional Bullying
	● Reading: [Cyberbullying Experiences Among Marginalized Youth](#)
	● Reading and Analysis: Studies on CyberBullying and People of Color
	   o [Cyber-bullying, Race, and Mental Health Outcomes](#)
	   o [Racial Differences in CyberBullying from the Perspective of Victims and Perpetrators](#)
	● Interactive Presentation: How to Address Cyberbullying
	   o [Resource: Anti-Defamation League. Cyberbullying Checklist for Schools.](#)
	   o [National School Climate Survey: The experiences of lesbian, gay, bisexual and transgender youth in our nation's schools.](#)
	● Interactive Presentation: Cyberbullying Prevention
	   o Reading: [Parent and Educators Guide to Combating Online Hate Speech](#)
	   o Reflection Question: Online Hate, Harassment, and Intimidation

	o Reading: [3 Ways to Help Students Build Empathy Using Technology](#)
	● Authentic Task 1: [Cyber Bullying Presentation](#) Application: One criteria for the authentic task is to address prevention and support for students from special populations at increased risk of bullying and harassment

Application to Instruction and Student Learning:

Participants learn about Digital citizenship and understand the threat of online bullying, hate, harassment, and intimidation. By reducing such incidents and responding appropriately when they occur - participants will help create a better learning environment in class for students.

Assessment and Feedback:

Online formative quizzes and two discussion board posts provide students with feedback on their performance and understanding of module content. Participants complete an authentic task to apply knowledge: Cyberbullying Slideshow.

Session #5: Best Practices for Prevention

Date: February 6, 2023 -May 26, 2023	Number of hours for this session: 8 including Authentic Task #2
Time: Asynchronous	Assignments due today: May 26, 2023

Standards and Components Alignment:

	Alignment to the NYC A+ Instructional Priorities

Alignment to the [Charlotte Danielson Framework for Teaching](#)
 Domain 2: Classroom Environment
 ● 2a Creating an Environment of Respect and Rapport
 ● 2d Managing Student Behavior
 Domain 4: Professional Responsibilities
 ● 4c Communicating with Families
 ● 4d Participating in The Professional Community
 ● 4e Growing and Developing Professionally
 ● 4f Showing Professionalism
	● **Key Shift #2 - knowing Your Students:**
	     o Social and Emotional Learning
	     o Classroom Communities
	     o Welcoming Families

Objectives:

    Conclude how social-emotional learning and character education is a foundation for fostering citizenship

in students and promoting safe and supportive learning environments
- Apply the social-ecological model to a scenario to analyze methods of prevention of bullying that impact the individual, relationships, community, and society.
- Evaluate a video on social-emotional learning and reflect on the reasons why social-emotional learning is effective in the classroom.
- Dissect how social-emotional learning can be used to prevent bullying and reflect on how interventions teach the five-core social-emotional learning skills.
- <mark>Analyze ways SEL can be used to support equity for marginalized students</mark>
- Participants review strategies on creating a safe classroom climate, including class meetings.
- Compare readings on transformative SEL curriculum and classroom-based initiatives that can be used in the classroom.
- Design a _specific framework_ for classroom meetings to foster a positive learning climate and respectful relationships.
- Participants explore the Six Pillars of Character Education and how they can be applied to bullying prevention.
- Participants analyze multiple examples of lesson plans for teaching character in the classroom.

Topics and Agenda:

- Interactive Presentation: Designing Effective Prevention Measures
  - Reading: The [Social-Ecological Model](#)
  - Reflection Question: Diversity in Your School
    Educators desire a school environment where every student is given the environment they need to thrive. We see in the social-ecological model that individuals, communities, and the greater society can all either encourage or discourage bullying, violence, and harassment.
    - What diverse student populations exist in your school who may experience the school climate differently?
    - Has you school community experienced any bullying or discrimination incidents where students from a minority or marginalized groups have been victimized?
    - How can you advocate for value and understanding between diverse students in a way that improves school climate for all?
- Interactive Presentation: Social-Emotional Learning
  - Video: [Social-Emotional Learning: What Is SEL and Why SEL Matters](#)
  - <mark>Reading: [How Does SEL Support Equity?](#)</mark>
  - Video: [Exploring Bullying: Read, Analyze, Act](#)
  - Video: [Grit: the power of passion and perseverance | Angela Lee Duckworth](#)
  - Video: [Teaching Grit Cultivates Resilience and Perseverance](#)
  - Video: [Grit Curriculum Lesson: The Perseverance Walk](#)
  - Reflection Question:
    - Resilience is one of the essential qualities that will help children who have been victimized move forward successfully. The Perseverance Walk lesson highlighted the struggles and challenges one has overcome in order to reach a goal.
    - How could you integrate resilience education in your classroom?
    - How could you modify a specific lesson in your content area to focus on resilience and grit?
  - Reading: [What Is Responsive Classroom?](#)
  - Reading: [The Power to Create a Positive School Climate](#)
- Discussion Board: [Ground Rules for Citizenship](#)
- Interactive Presentation: Character Education
  - Video: [Character Education Success in Elementary/Middle School](#)

- o Video: [Character Education Success in High School](#)
- o Reading: [Addressing Bullying Behavior through the Six Pillars](#)
- o Video: [Who is Nobody?](#),
- o Reading: [Learning to Empathize With Classmates with Disabilities](#)
- o Video: [Social-Emotional Learning: What is SEL and Why It Matters](#)
- o Reading: [Social and Emotional Learning and Bullying Prevention](#)
- o Reading: [Experiences Are Assets: Teachers can help minority students recognize their strengths](#)
- o Reflection Question: Cultivating Empathy

    Educators main goal related to bullying is to prevent the negative actions in the first place. Building empathy as a core value in your school can be a powerful foundation.
    - ▪ What actions will you take to help students feel empathy for others?
    - ▪ Is it harder for students to feel empathy for classmates who have different characteristics or experiences? How can you help students seek to understand others who are different from them?
- ● Discussion Board: [Safe Classroom Forums](#)
- ● Authentic Task 2: [Framework for Class Meetings](#)
- ● Downloadable Resource: [Character Education and SEL Lesson Supplement](#)

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP):

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):	Activity (list the corresponding activities for each criteria below):

* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)
 	
* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups
 	
* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity
 	
□ Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning
 	
□ Course incorporates clear structures and expectations for participation in a brave learning community
 	
□ Course helps participants design and implement a learning environment that affirms students' racial and cultural identities
 	
□ Course helps participants design and implement a learning environment that cultivates critical inquiry
	● Interactive Presentation: Designing Effective Prevention Measures
	   o Reflection Question: Diversity in Your School
	   o Reading: [How Does SEL Support Equity?](#)
	● Interactive Presentation: Social-Emotional Learning
	   o Video: [Exploring Bullying: Read, Analyze, Act](#)
	   o Video: [Grit: the power of passion and perseverance | Angela Lee Duckworth](#)
	● Interactive Presentation: Character Education
	   o Reflection Question: Cultivating Empathy
	● Reading: [Learning to Empathize With Classmates with Disabilities](#)
	● Reading: [Experiences Are Assets: Teachers can help minority students recognize their strength](#)
	● Discussion Board: [Safe Classroom Forums](#)
	● Authentic Task 2: [Framework for Class Meetings](#)

Application to Instruction and Student Learning:

Participants learn to utilize social emotional learning strategies and character education to build a better classroom, school, and online environment for students in their school. This will reduce incidences of bullying and cyberbullying and help restore self-value and recover from trauma for students who are victimized.

Assessment and Feedback:

Online formative quizzes and two discussion board posts provide students with feedback on their performance and understanding of module content.

Session #6: School Wide Bullying Prevention

Date: February 6, 2023 -May 26, 2023	Number of hours for this session: 10 (including final project)
Time: Asynchronous	Assignments due today: May 26, 2023

Standards and Components Alignment:

Alignment to the **Charlotte Danielson Framework for Teaching**	Alignment to the NYC A+ Instructional Priorities
Domain 2: Classroom Environment ● 2a Creating an Environment of Respect and Rapport ● 2d Managing Student Behavior Domain 4: Professional Responsibilities ● 4d Participating in The Professional Community ● 4e Growing and Developing Professionally	● **Key Shift #2 - knowing Your Students:** ○ Social and Emotional Learning ○ Classroom Communities

Objectives:

Conclude how social-emotional learning and character education is a foundation for fostering citizenship in students and promoting safe and supportive learning environments.
Establish communities of practice within a school that act as collaborative measures in facilitating and maintaining positive school culture and climate

Topics and Agenda:

● Interactive Presentation: Critical Elements of Positive School Culture and Climate
   ○ Video: Change Attitudes Towards Bullying: Be an Ally
● Interactive Presentation: The Culturally Responsive-Sustaining Education Framework
   ○ Reading: A Welcoming Environment for ELLs
   ○ Reflection Question: Using the CR-SE to Improve Your Practice
      Using the CR-SE Framework to Improve Your Practice
      As you are completing this course, take a moment to reflect on your learning and your ability to build a warm and affirming classroom free of bullying and discrimination.
      ▪ What specific recommendations in the CR-SE will you implement in your classroom?
      ▪ How do you think these elements may improve your classroom environment?

- ▪ What did you learn or what strategies will you implement that may help support the traditionally marginalized groups who are at higher risk for bullying, harassment, and intimidation?
- Discussion Board: My School's Climate and Culture
- Interactive Presentation: Planning Initiatives
    - Reading: How to Build a Great Leadership Team
    - Reading: Bullying Prevention
- Discussion Board: Our Current SEL and Character Education Practices
- Interactive Presentation: Targeting School Wide Needs
    - Reading: The Essential 6 R's Of Bullying Prevention.
    - Video: Creating Rules and Rubrics To Prevent Bullying
    - Video: Cultivating Empathy
    - Reading: Why Restorative Justice?
    - Video: Restorative Circles: Creating a Safe Environment for Students to Reflect
    - Reading: Supporting Schools During and After Crisis
    - Video: Positive Behavior Supports in Chicago's Schools
- Classroom Practice Analysis
- Downloadable Resource: Bullying Prevention Checklist
- Final Project: Bullying Prevention Plan

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP):

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):	Activity:
* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners) * Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups * Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity □ Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning □ Course incorporates clear structures and expectations for participation in a brave learning community □ Course helps participants design and implement a learning environment that affirms students' racial and cultural identities □ Course helps participants design and implement a learning environment that cultivates critical inquiry	• Interactive Presentation: The Culturally Responsive-Sustaining Education Framework ○ Reading: A Welcoming Environment for ELLs ○ Reflection Question: Using the CR-SE to Improve Your Practice • Interactive Presentation: Targeting School Wide Needs ○ Video: Cultivating Empathy ○ Reading: Why Restorative Justice? ○ Video: Restorative Circles: Creating a Safe Environment for Students to Reflect • Discussion Board: My School's Climate and Culture. • Discussion Board: Making Changes to Practices, Beliefs, and Structures • Classroom Practice Analysis • Final Project: Evaluation of this project includes a rubric element for strategies that support equitable practices for special needs students, LGBQT students, and students from racial or ethnic groups that have been historically marginalized.

Application to Instruction and Student Learning:

In this module, participants put together the various themes and competencies of the entire course into a study and application of a school wide SEL and Bullying Prevention Plan. Reduced instances of bullying, and a welcoming and affirming school environment, will move the entire school community forward toward the goal of allowing all students to flourish in the best social and academic environment that the school can provide.

Assessment and Feedback:

Online formative quizzes and two discussion board posts provide students with feedback on their performance and understanding of module content. Participants finish and hand in a comprehensive final project: Bullying Prevention Plan.

Discussion Board Prompts

Module	Title	Text
1	Bullying In Your School	Throughout this course you will be asked to reflect on the ways in which the practices you are learning might or might not support the tenets of Culturally Responsive-Sustaining Education Framework. Now that you have been introduced to a broad outline of bullying behavior, share your experience(s) with bullying. You may have witnessed various types of bullying within your own classroom and school. Share what happened, any action taken, and what the outcomes were. Be careful to differentiate bullying behavior from general conflict amongst students. ● What types of bullying have you had to address in your school? What happened? ● What type(s) do you feel are most prevalent amongst students? Why? ● Finally, respond to one of your colleagues by sharing a connection or reaction to their thoughts. Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. **Please see rubric**)
1	What Are Your Concerns?	In this module, you have reviewed different types of bullying and how to identify behavior as bullying. Now start thinking of your role as a teacher. Think of a bullying incident in which you had to address and reflect on the following questions: ● What were your biggest concerns/anxieties about your role as a teacher in addressing the situation? ● What challenges did you face in addressing the situation? ● In what ways might your own experiences, beliefs, culture, and assumptions contribute to the challenges you identified above? How might institutional norms, structures, and policies be contributing to these challenges? How might you use this knowledge to improve your ability to address the needs of students you teach and support the tenets of CRSE and the creation of a brave learning space? ● Finally, respond to one of your colleagues by sharing a connection or reaction to their thoughts. Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. **Please see rubric**)
2	Positive Supports for Perpetrators and Victims	You have been introduced to the roles of bully and victim as significant roles in bullying situations. Think of a situation in which you had to address bullying. ● How did the perpetrator receive counseling or support in addition to standard disciplinary measures? ● How did the victim receive counseling or support?

		● Finally, respond to one of your colleagues by sharing a connection or reaction to their thoughts. Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. **Please see rubric**)
2	The Power of Bystanders	In this module, you have been introduced to how bystanders play a key role in shifting the balance of power in a bullying situation. ● What measures do you currently have in place to teach students to be helpful bystanders? If you do not have any measures in place, share some concerns and difficulties you would like help on teaching your students to be more socially accountable. ● Finally, respond to one of your colleagues by sharing a connection or reaction to their thoughts. Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. **Please see rubric**)
3	Previous Misconceptions	Bullying is a much more complex behavior issue to address than general conflict amongst students. So far, this course has helped you explore how bullying is unique and affects multiple parties in concerning ways. ● What have been your biggest misconceptions about bullying? ● How have your lived experiences, beliefs, culture, and identity shaped your perception of bullying and how to address it? ● So far, how has the content of this course possibly changed your opinions of traditional practices or structures that may not be working for all students? ● Finally, respond to one of your colleagues by sharing a connection or reaction to their thoughts. Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. **Please see rubric**)
3	Positive Teacher-Parent Teams	As teachers, your partnership with parents is crucial in student success. A strong relationship with parents is a cornerstone for education. ● What do you do to foster a strong positive relationship with parents and ultimately strengthen your partnership and support the tenets of CRSE? ● What are your "go-to" best practices in communicating effectively and positively with parents? ● Finally, respond to one of your colleagues by sharing a connection or reaction to their thoughts. Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. **Please see rubric**)
4	Cyberbullying Challenges	Think about a prior experience you may have had or heard of regarding cyberbullying in your school. ● What were your biggest challenges and hurdles in addressing it? ● What are your biggest concerns about cyberbullying and the schools' responsibilities in ensuring children are safe and protected? ● Finally, respond to one of your colleagues by sharing a connection or reaction to their thoughts. Your response should be meaningful, with

		a goal to push each other's thinking rather than offering a superficial exchange. **Please see rubric**)
4	Teaching Students the Ethical Use of Technology	Digital citizenship is a critical component to teaching students the ethical and appropriate use of technology. It can reduce incidents of cyberbullying as well as make technology a more productive and positively engaging platform for students. ● How do you integrate digital citizenship lessons/practice into your instruction? ● How do you teach and monitor best practices for citizenship with technology use with your students? ● Finally, respond to one of your colleagues by sharing a connection or reaction to their thoughts. Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. **Please see rubric**)
5	Ground Rules for Citizenship	Think about your current classroom rules, expectations, and protocols. You probably have already designed these components with citizenship and character in mind. ● How do these components currently emphasize character as part of your classroom? ● How do you integrate specific values in your classroom for the whole class to practice and abide by? ● Finally, respond to one of your colleagues by sharing a connection or reaction to their thoughts. Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. **Please see rubric**)
5	Safe Classroom Forums	Classroom meetings should be facilitated with open-ended questions to lead students to solutions that foster trust and respect. Examples of questions include: 1. Share an example of a student who helped someone at school this week. 2. Without names, share an example of someone who made another student feel bad. 3. What did students nearby do? What did you do? Did you want to do something different—why or why not? ● What are other broad questions that you can ask to help foster a classroom of trust and respect? ● What can you include in classroom meetings to continue to foster a community of respect and trust that support of the tenets of CRSE? ● Finally, respond to one of your colleagues by sharing a connection or reaction to their thoughts. Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. **Please see rubric**)

| 6 | My School's Climate and Culture | School culture is the values and beliefs that the school community shares. School climate is the summative effect that the school environment, teaching, safety, and relationships have on the school community. These are both distinct factors of schools but are equally influential (or even damaging) on how productive and effective a school can be.
● Think about the school culture and school climate of your current school. What are your concerns (if any) regarding the climate and culture at your school?
● What does your school do to improve or maintain a positive school culture and climate?
● What changes might you be able to make in your classroom to support a positive school culture and climate that better fosters an inclusive and equitable learning environment that reduces bias, promotes safety and diversity in the classroom, and supports the unique circumstances of all students, regardless of their abilities, or their gender, racial, or cultural identities.
● Finally, respond to one of your colleagues by sharing a connection or reaction to their thoughts. Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. **Please see rubric**) |
| 6 | Making Changes to Practices, Beliefs and Structures | Throughout the course, you have learned information about bullying, cyberbullying, equitable treatment of all students which may have brought new facts to your attention and.or caused you to question previous beliefs, practices, or structures.

● What previously held ideas or personal beliefs of yours may have changed due to the learning and activities in this course?

● What traditional school practices or structures do you now have reason to question or rethink? How would a change improve the school climate for all students and help prevent or respond to bullying and cyberbullying?

● Finally, respond to one of your colleagues by sharing a connection or reaction to their thoughts. Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. **Please see rubric**) |

Discussion Board Rubric:

1: Does Not Meet Expectations	2: Partially Meets Expectations	3: Meets Expectations	4: Exceeds Expectations

Participant rarely shares thoughtful reflections or responds to colleagues in a respectful and engaging way.	Participant partially shares thoughtful reflections and responds to colleagues in a respectful and engaging way.	Participant satisfactorily shares thoughtful reflections and responds to colleagues in a respectful and engaging way.	Participant frequently shares thoughtful reflections and responds to and collaborates with colleagues in a respectful and engaging way.
Participant provides a low level of detail in entries.	Participant provides some level of detail in entries.	Participant provides an adequate level of detail in entries.	Participant provides a high level of detail in entries.
Participant typically does not include informative examples or foster discussions.	Examples are somewhat helpful and informative and occasionally foster discussions.	Examples are satisfactorily helpful and informative and foster discussions.	Examples are very helpful and informative and almost always foster discussions.
Participant's responses are unclear or poorly written.	Participant's responses are somewhat clear and well written.	Participant's responses are clear and well written.	Participant's responses are exceedingly clear and well written.
Participant does not respond to colleague.	Participant responds to a colleague providing basic information.	Participant responds to a colleague in a meaningful way and provides useful and relevant information.	Participant responds to colleagues in a meaningful way and provides useful and relevant information while demonstrating understanding of the topic being discussed.
Participant includes no self-reflection or consideration of issues related to critical consciousness.	Participant includes little self-reflection or consideration of issues related to critical consciousness.	Participant engages in self-reflection and consideration of issues related to critical consciousness.	Participant engages in meaningful and extensive self-reflection and consideration of issues related to critical consciousness and advances the group discussion of these issues.

Participants will not be provided a grade within the discussion boards without having provided a comment to a fellow colleague.
Participants will be informed when a fellow colleague has commented on their board post and encouraged to continue the conversation.
Facilitators will offer comments and guidance on every discussion board submission.

Facilitators will inform participants where and in what way their response was insufficient.

Authentic Task #1: Cyberbullying Presentation

For this task, you will utilize the information you have learned about cyberbullying to create a presentation. You will target either an audience of parents or an audience of fellow educators. Make a presentation that will educate your audience about cyberbullying.

- Choose an audience: either teachers or parents
- Create a 15-minute slide show presentation about cyberbullying (preferably using MS PowerPoint or Google Slides).
- Make sure to include:
  - Definitions of bullying and cyberbullying
  - Identify and name special populations that are at increased risk of bullying and cyberbullying.
  - Explanation of why preventing bullying is so important
  - Examples of type of cyberbullying
  - Specific measures that the audience can take to help support students and prevent cyberbullying
- Upload the presentation to the course in the Authentic Task #1 assignment.

Authentic Task #1 Rubric: Cyberbullying Presentation

Criteria	4-Exceeds Expectations	3-Meets Expectations	2-Approaching Expectations	1-Does not Meet Expectations
Cyberbullying information	Defines cyberbullying and illustrates specific types of cyberbullying to be aware of, AND describes actions the audience can take to help prevent cyberbullying and support students	Defines cyberbullying and illustrates specific types of cyberbullying to be aware of	Defines cyberbullying with general facts	Does not explain cyberbullying
Special Populations	Includes a description of the wide variety of special populations who are at increased risk of bullying AND specific measures that can be used to support these groups	Presentation clearly describes how special populations are at heightened risk for bullying and harassment	Presentation mentions special populations briefly	Presentation does not address special populations.

Presentation Clarity and Design	The slideshow is organized, well designed, and professional, AND makes use of the multimedia format by including links and videos to resources.	The slideshow is organized, well designed, and professional	Slideshow is somewhat organized but not to the level expected for a professional presentation	Slideshow is confusing and disorganized

Authentic Task #2: Framework for Classroom Meetings

Task Description:

Classroom meetings are one avenue teachers can improve classroom climate as well as foster strong **teacher-student** and **student-student relationships**. To be an effective measure against bullying, classroom meetings need to be carefully structured and executed. In this task, you will develop a framework for effective classroom meetings.

Key Questions:

Design a specific framework for classroom meetings to foster a positive learning climate, respectful relationships, and healthy communication. Your plan should address the following:
- Where will you meet (classroom, library, etc.)?
- How often will you meet (weekly, monthly, etc.)?
- What are the basic ground rules for participation and discussion during classroom meetings?
- How can you outline the basic agenda of classroom meetings to ensure they are focused and productive?
- What are the protocols for reporting concerns to the teacher? What measures are in place for communication between a student(s) and the teacher to address concerns he/she wishes to be kept private?
- How will you enforce social responsibility among the students in developing and maintaining a positive social and learning climate in both face-to-face and digital settings?
- What steps will you take to ensure your classroom meeting is supporting and addressing the tenets of CRSE?

Authentic Task #2 RUBRIC: FRAMEWORK FOR CLASSROOM MEETINGS

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does not Meet Expectations
Logistics	The plan specifically identifies where, when, and how often the classroom meetings will take place.	The plan identifies where and when the meetings will take place, but not how often.	The plan identifies either when or where the meetings will take place, but not both.	No clear plan of when, where, and how often the meetings will take place is provided.

Fostering Positive Teacher-Student and Student-Student Relationships	Ground rules for participation and discussion emphasize respectful talk, active listening, turn-taking, and caring amongst the teacher and students. The climate ensures that everyone feels valued.	Ground rules for participation and discussion emphasize respectful talk and active listening amongst teacher and students.	Ground rules for participation and discussion focus on orderly communication rather than elements of respect and caring towards each other.	No ground rules for participation and discussion are provided.
Structure for Productive Dialogue	An agenda is structured to keep meetings focused, productive, and on-task.	An agenda is designed that provides general structure and order to the meeting.	A general agenda is provided but lacks specifics to ensure the meeting stays productive and on-task.	No plan for a meeting structure or agenda is provided.
Protocols for Communicating Concerns	Detailed measures are in place for students to report and communicate concerns effectively to the teacher and/or class and maintain privacy as necessary. It is clear that concerns will be addressed effectively.	Procedures for reporting and communicating concerns is provided but lacks specifics to ensure concerns will be addressed effectively.	Procedures for reporting concerns is provided, but no specifics on communication and maintaining privacy are developed.	No organized plan for students to voice concerns or for concerns to be addressed is provided.
Social Responsibility	The framework enforces unique and innovative measures to empower students to conduct themselves with respect towards each other individually and caring for each	The framework provides measures for students to respect and care for each other within the classroom but fails to enforce positive conduct outside of the classroom and gives vague steps	The framework provides indication that social responsibility is important but does not have concrete measures in place to enforce. There is mention of, but no steps listed to ensure	The framework does not include any plan to encourage students to maintain social responsibility towards each other both inside and outside of the classroom. No mention of, or steps

	other both inside and outside of the classroom and it gives specific steps taken to ensure the tenets of CRSE are being supported.	taken to ensure the tenets of CRSE are being supported.	the tenets of CRSE are being supported.	taken are listed regarding the tenets of CRSE.

Classroom Practice Analysis

For this activity, you will choose one of the downloadable resources from the course to implement in your practice. If you are in the classroom currently, you will answer the first set of questions. If you are on break or not currently teaching, you will answer the second set of questions.

In the Classroom:

- What is the name of the resource?
- Why did you pick this resource to implement? Please be specific.
- Before implementing the resource, what were your expectations on how it would impact your practice?
- During implementation did you alter the resource in any way?
  - If so, how? And why?
  - If not, why?
- How did students/colleagues respond during/after the resource? Do you think it positively impacted your audience? Why or why not?
- How did the resource impact your practice? Please be specific.
- No resource is neutral, from a critical consciousness perspective. What is the viewpoint/background of the author/creator of this resource? How might that viewpoint/background affect the way you use this resource, or make it more or less effective at working with your students?
- How do you plan on improving the resource for the future?

Out of the classroom:

- What is the name of the resource?
- Why did you pick this resource? Please be specific.
- No resource is neutral, from a critical consciousness perspective. What is the viewpoint/background of the author/creator of this resource? How might that viewpoint/background affect the way you use this resource, or make it more or less effective at working with students from varying backgrounds?
- How do you plan on using this resource?
- What specific modifications will you make to the resource to ensure its effectiveness in the classroom/with peers?
- How do you think this resource will impact your classroom/peers?
- How will you measure the success of this resource (e.g., assessment, data collection, etc.)?

Classroom Practice Analysis Rubric

Criteria	4-Exceeds Expectations	3-Meets Expectations	2-Approaching Expectations	1-Does Not Meet Expectations
Resource Choice	Learner provides the name of a relevant downloadable resource with a clearly articulated rationale for why the resource was selected.	Learner provides the name of a downloadable resource with a rationale for why the resource was selected.	Learner provides the name of a resource with a vague rationale for why the resource was selected.	Learner does not define a downloadable resource and/or fails to provide a description of why the resource was selected.
Planning	Learner includes an explicit plan, outlining how the resource will be implemented with fidelity, including a thorough overview of the expected impact on peers and modifications to ensure effectiveness.	Learner includes a plan, outlining how the resource will be implemented with an overview of the expected impact on peers and modifications to ensure effectiveness.	Learner includes an underdeveloped plan, outlining vaguely how the resource will be implemented with an overview of some of the expected impacts on peers.	Learner does not provide a plan that outlines how the resource will be implemented or the expected impact on peers.
Analysis	Learner provides a thoughtful reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating various expert ways to evaluate and modify the resource to ensure that it is effective. Learner deeply engages with the resource on issues related to author/creator perspective and critical consciousness.	Learner provides a reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating various ways to evaluate and modify the resource to ensure that it is effective. Learner engages with the resource on issues related to author/creator perspective and critical consciousness.	Learner provides a vague reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating one way to evaluate the resource to ensure that it is effective. Learner minimally engages with the resource on issues related to author/creator perspective and critical consciousness.	Learner provides no reflection on how the resource did/will impact their classroom, peers, and/or practice, while failing to outline how they will evaluate the resource to ensure that it is effective. Learner does not engage with the resource on issues related to author/creator perspective and critical consciousness.

Writing	Learner's writing is clear and concise with articulate language, thoughtful expression, and a careful attention to mechanics.	Learner's writing is clear with concise language, good expression, and a few mechanical errors.	Learner's writing is underdeveloped, contains few details, has little expression, and includes multiple mechanical errors.	Learner's writing is vague, lacks details, and contains multiple mechanical errors.

Appendix C

Final Project

Final Project: SEL and Character Education Implementation Plan

Task Description:
In this course, you have learned how social-emotional learning and character education are critical for establishing safe school communities. For the final project, you are tasked with developing an original initiative that utilizes social-emotional learning and character education for bullying prevention. This initiative can be implemented either just within your own classroom, across several classrooms (as in a grade-level or content area), or at the whole school level.

Key Questions:

Create a social-emotional learning and/or character education initiative to be implemented throughout the school year. This should include:
- Classroom/school community character motto or mission statement
- Key citizenship rules
- Student/class opportunities to engage in the initiative
- Teacher-focused opportunities to engage in the initiative
- Creative and innovative, age-appropriate measures in building positive classroom, team, grade-level, or school climate and culture (can include classroom meetings, safe spaces in the classroom, emotional regulation strategies, etc.)
- Opportunities to engage in service projects to foster principles of good character and citizenship

RUBRIC: SEL AND CHARACTER EDUCATION IMPLEMENTATION PLAN (FINAL PROJECT)

Criteria	4-Exceeds Expectations	3-Meets Expectations	2-Approaching Expectations	1-Does Not Meet Expectations
Purpose	A motto, vision, and/or mission statement is developed to convey	A motto, vision, and/or mission statement is developed to convey	A motto, vision, or mission statement is provided, but doesn't clearly	No motto, vision, or mission statement is

	a community of respect, caring and kindness where every member feels valued.	general core values for the community.	define the targeted character values of the community.	developed for the community.
Citizenship	Comprehensive and unique citizenship rules are developed beyond the general school code of conduct to enforce character values and actions that support strong character and positive social-emotional behavior.	Citizenship rules are developed to enforce core values but are not specific enough to translate to positive character behavior and actions.	A few citizenship rules are provided to enhance standard school code of conduct.	Not citizenship rules are provided.
Student-Focused Opportunities	Actionable student responsibilities are specific and strongly support the purpose of the initiative. Students have diverse and multiple opportunities to engage in the initiative.	Students are provided limited opportunities and responsibilities to engage in the initiative.	Student opportunities mirror citizenship guidelines but are not uniquely actionable.	No student-focused opportunities are outlined.
Teacher/Staff-Focused Opportunities	Actionable teacher/staff responsibilities are specific and strongly support the purpose of the initiative. Students have diverse and multiple opportunities to engage in the initiative.	Teachers are provided limited opportunities and responsibilities to engage in the initiative.	Teacher opportunities mirror citizenship expectations but are not uniquely actionable.	No teacher-focused responsibilities are outlined.
Positive Climate and Culture	Age-appropriate measures are structured in the	Measures are in place to address school climate and culture	Measures are in place to enforce general classroom	No specific measures for fostering

	initiative to foster a positive climate and culture. This can include classroom meetings, safe spaces in the classroom, emotional regulation strategies, etc.	but are limited in effectively transforming specific behaviors and needs.	management and order, but do not specifically target school climate and culture.	positive climate and culture are provided.
Community Service	Students and teachers/staff have multiple opportunities to engage in service to the school and the community outside of school.	Students and teachers/staff are provided a few opportunities to engage in service to the school and greater community.	Students and teachers/staff are provided one service project that serves the school community.	No community service project is included.

Appendix D

Resources

Module 1

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