



**STEPS for Teachers and
Administrators:
A Course in Systemic Change**

*Course Facilitator's Guide
and Syllabus*

Facilitator's Guide / Course Syllabus

The Five Critical Steps for Addressing Peer Aggression

The syllabus template used for this facilitator's guide is from the Pennsylvania Inspired Leader's (PIL) program for Act 45 Continuing Education Credits for Principals, Administrators, and Superintendents. The coursework, however, is still appropriate for any practicing educator.

This course is weighted at 3 graduate credits consisting of 40 hours of study (25 in-class hours and 15 online hours) as well as 1 graduate credit for a 16 hour practicum consisting of job-embedded assignments which allow the participant to master course concepts and directly apply course knowledge to their school environment.

The course schedule is:

| Learning Module | Sessions (40 hours) | | Job Embedded Assignments (16 hours) |
|----------------------|---------------------|------------------|---|
| Introductory Session | In-Class Session 1 | Online Session 1 | |
| Step 1: See it | In-Class Session 2 | Online Session 2 | Assignment 1: Oh Say Can You See |
| Step 2: Name it | In-Class Session 3 | Online Session 3 | Assignment 2: The Name it Game |
| | In-Class Session 4 | Online Session 4 | Assignment 3: Who's Who |
| Step 3: State it | In-Class Session 5 | Online Session 5 | Assignment 4: Reform the Norm |
| | In-Class Session 6 | Online Session 6 | |
| Step 4: Create it | In-Class Session 7 | Online Session 7 | Assignment 5: Carpe Momentum |
| | In-Class Session 8 | Online Session 8 | |
| Step 5: Expand It | In-Class Session 9 | Online Session 9 | Assignment 6: Creating a School-wide Code of Conduct |
| | In-Class Session 10 | Online 10 | |

Introductory Session: Research and Background for The Five Critical Steps

A. PA Standard(s):

- Knowledge and skills to think and plan strategically creating an organizational vision around personalized student success.

B. Key Concept(s):

- School leaders must be aware of the current research and trends in developing and maintaining a healthy school climate to be able to effectively address peer aggression and create a safe social climate.

C. Competency(ies):

As a result of completing this learning module, course participants *should* be able to:

- Define key vocabulary term: school climate.
- Discuss the National School Climate Standards.
- Write a literature review discussing current research in trends in developing and maintaining a healthy school climate.

D. Essential Question(s):

- How can school personnel better see peer aggression?
- How can adults help youth to distinguish between aggression and undesirable situations?
- How do normative beliefs influence behavior?
- How can normative beliefs change?
- How can pro-social skills be taught?
- What is the importance of making it right?
- To what degree are schools responsible for dealing with peer aggression and bullying?
- How does a school code of conduct affect student behavior and learning?

E. Instruction: (1 in-class session, 1 online session)

In-Class Session 1 (2.5 hours)

- Course facilitator will introduce herself and provide all course participants an opportunity to introduce themselves as well.
- The course facilitator will briefly overview the course syllabus and describe the format of the course. The course will consist of a weekly in-class session for 2.5 hours, a weekly on-line requirement that will take approximately 1.5 hours to complete, and then a job-embedded assignment. The complexity of the job-embedded assignments will vary from week to week.
- Introductory activity: The course facilitator will define school climate as “the quality and character of student life,” (National School Climate Council, 2009). The course facilitator will provide each member of the class with an index card. Participants will write on one side of their card three statements that describe the current climate in their school. On the other side, they will write three statements that describe the climate they would *like* to see

in their school. In small groups, participants will discuss what they have written and why they feel any disparities exist between the current climate and the one they would like to see.

- Participants will break into five groups. Each group will read and interpret one of the National School Climate standards. The group will then present their interpretation of the standard and discuss the application of this standard in schools.
- The course facilitator will present an overview (PPT presentation) of why and how the Five Critical Steps for Addressing Peer Aggression was developed.
- The course facilitator will go over the requirements for the literature review with students and also the online requirements for the next session.

On-line Session 1 (1.5 hours)

- Participants will post a response in the online discussion with the following prompt: “Why are you taking this course? What motivates you to want to improve your school climate and address peer aggression?”
 - Participants must respond to at least two peers.
 - All posts must abide by the Guidelines for Internet Discussions which are included with this syllabus.
- Participants will conduct a literature review regarding current trends in school climate and/or school policy regarding peer aggression and bullying.
 - Participants will post an annotated bibliography entry for at least TWO different sources. Entries posted by another participant in the course cannot be duplicated.
 - Participants will also post a short reflection and response to each sources.

F. Assessments:

- Exercises will be informally assessed through class discussion.
- Online Discussion Rubric is at the end of this syllabus.

G. ~~Job-embedded~~ Assignment(s):

Note: These assignments are not counted towards the job-embedded assignment hours for the course as they do not require practical application within a school environment.

Literature Review

- Course participants will complete a literature review relevant to the areas of school climate and school policy regarding peer aggression and bullying. The literature is NOT to chronicle school bullying cases, the prevalence of bullying, or peer aggression itself but instead needs to focus on what schools due to establish safe social climates.

Annotated Bibliography

- Course participants will review current literature and write a short summary of a source as well as a short reflection or response to the source.

H. Materials and Resources:

- National School Climate Center. (2009). *National School Climate Standards: Benchmarks to promote effective teaching, learning and comprehensive school improvement*. New York, NY: Center for Social and Emotional Education.
<http://www.schoolclimate.org/climate/documents/school-climate-standards-csee.pdf>

- Angeli, E., Wagner, J., Lawrick, E., Moore, K., Anderson, M., Soderland, L., & Brizee, A. (2010, May 5). *General format*. Retrieved from <http://owl.english.purdue.edu/owl/resource/560/01/>
- American Psychological Association. (2001). *Publication Manual of the American Psychological Association* (5th ed.). Washington, DC: American Psychological Association.

I. Interventions: Assistance will be provided for the Literature Review as well as suggested links for writing and formatting in APA Style. The Mercyhurst College Writing Center will also be available for students struggling with the Literature Review Assignment. Students needing assistance with the online portion of the course can contact IT Services at 824-3200.

Step One: See it.

A. PA Standard(s):

- Knowledge and skills to think and plan strategically creating an organizational vision around personalized student success.
- Collaborating, communicating, engaging, and empowering others inside and outside the organization to pursue excellence in learning.

B. Key Concept(s):

- Teachers must be able to know what peer aggression is, where it occurs, and how to best observe students so as to recognize aggression between students.

C. Competency(ies):

As a result of reading this chapter and completing the exercises, course participants *should* be able to:

- Define key vocabulary terms highlighted throughout lesson: aggression, aggressor, bullying, covert aggression, normative beliefs, overt aggression, physical aggression, relational aggression, target, verbal aggression.
- Classify aggression as physical, verbal, or relational.
- Distinguish aggression from bullying.
- Differentiate between overt and covert aggression.
- Identify locations within a school where peer aggression is more likely to occur.
- Observe peer aggression within the school.
- Create a lesson plan to help student observe and identify peer aggression behaviors.

D. Essential Question(s):

- What does peer aggression look like?
- Where does peer aggression occur?
- How can teachers better see peer aggression?

E. Instruction: (1 in-class session and 1 online session)

In-Class Session 2 (2.5 hours)

- Participants will recap from session one and have a brief discussion about their responses on the discussion forum.
- Participants will read Chapter 1 sections: “What is aggression?” “What is bullying?” and “What aggression can you see?” and complete Exercise 1.1
- Class will compile a master list of examples of over aggression using responses from Exercise 1.1. Course facilitator will lead a discussion using the following processing points:
 - Why do you think it is necessary for school personnel to know the difference between aggression and bullying?
 - Do you feel schools have a good handle on dealing with overt physical and verbal aggression? Why or why not?

- Do you see overt aggression or bullying in your school? Is it a big problem or does the school have it under control?
- Read Chapter 1 section: “I can get away with it without teachers ever knowing.” And “Ophelia Facts: Relational Aggression Overview.” Complete Exercise 1.2. Course facilitator will lead a discussion using the following processing points:
 - What examples of covert aggression did you identify? (If class has a hard time coming up with examples provide a few: eye rolling, the silent treatment, exclusion, gossip, alliance building, some forms of cyberbullying, anonymous harassment)
 - Do you consider relational aggression to be a problem in your school? Is it something that you currently look for among your students?
 - Is covert and relational aggression truly an issue that school personnel need to be trained to observe? Why or why not? (The reason for this question is that many teachers argue that these behaviors are just part of childhood or adolescence and do not need to be addressed as aggression!)
- Read Chapter 1 section: “Disciplining overt vs. covert aggression.” and complete Exercise 1.3. Discuss responses and correct as a group. If the group members do not agree on whether an act is overt or covert aggression, encourage discussion to help the group come to consensus. This is an important opportunity for an informal formative assessment to be assured that the class understands the difference between covert and overt aggression.
- Read Chapter 1 sections: “Where do we see aggression in schools?” “What else do I need to see?” “You have to look before you can see.” “Ophelia Facts: Where do student see relational and physical aggression occur?” and “Does relational aggression result in physical symptoms?” Facilitate a discussion about seeing aggression.
 - Do you “see” aggression in your school? Where? What types of aggression?
 - Are there types of aggression that have been discussed here that you previously have not identified as aggression?
 - Do you think that you have missed a lot of covert aggression in your experience as a teacher or school administrator? Why?
 - What are some ways you can better see school aggression?
- Go over the requirements for the on-line session and Assignment 1: Oh Say Can You See?

Online Session 2 (1.5 hours)

- Participants will post a response in the online discussion with the following prompt AFTER completing the observations in Assignment 1: Oh Say Can You See?: “Briefly reflect on your observation experience. Were your observations in line with your expectations or were you surprised by anything? What did you learn from this experience?”
 - Participants must respond to at least two peers.
 - All posts must abide by the Guidelines for Internet Discussions which are included with this syllabus.
- Participants will read *Cyberbullying Prevention, Identification, and Response* (Hinduja and Patchin, 2010).
- Participants will observe social media profiles (their own or someone else’s), an Internet forum, or chat room to see if they can identify peer aggression online.

- Participants will take a screenshot of at least 3 incidents of cyber-aggression. Instructions for taking a screenshot are located at: <http://take-a-screenshot.org/>
- Participants will email screenshots to the course facilitator.

F. Assessments:

- Exercises will be informally assessed through class discussion.
- Online Discussion Rubric is at the end of this syllabus.
- Assignment 1: Oh Say Can You See? Rubric is at the end of this syllabus.

G. Job-embedded assignment:

Assignment 1: Oh Say Can You See (2 hours)

1. Set aside 10-20 minutes each day for a week to sit back and observe your classroom dynamic. Take notes, but refrain from intervening at this point unless absolutely necessary. You are simply gathering information. We'll use this data in later steps! Be sure to complete and submit FIVE Observation Sheets to the course instructor. Note that there are two pages on the observation sheets.
 - a. Conduct observations at different times of the day and in different locations: e.g. the hallways, cafeteria, as students enter and leave your classroom.
 - b. For at least one observation, invite another teacher or an administrator to observe with you. Sometimes seeing through a different set of eyes can help open your own!
2. Submit a lesson plan for a core subject area (complete with any applicable Common Core State Standards or Pennsylvania Academic Standards) that will help students see peer aggression. If possible, teach this lesson between now and the next course meeting and include a reflection on the strengths and weaknesses of the lesson. Some lesson ideas may include:
 - a. Take a poll with your students. Ask them where they see aggressive behaviors happening. Polling can be integrated with a Social Studies lesson on public opinion or a Mathematics lesson on tallying, tables, or graphs.
 - b. Write a personal narrative or reflection about a time when students have seen peer aggression.
 - c. Read a story that deals with peer aggression. Discuss with students how to see aggression in their own social situations.
 - d. In a Science class, discuss the importance of careful observation. What factors make observations more successful? How can we observe behaviors in others?

H. Materials and Resources:

- Hinduja, S., & Patchin, J.W. (2010). Cyberbullying Prevention, Identification, and Response. *Cyberbullying Research Center*.
http://www.cyberbullying.us/Cyberbullying_Identification_Prevention_Response_Fact_Sheet.pdf
- Take A Screenshot. (2010). <http://take-a-screenshot.org/>
- The Ophelia Project. (2011). *The Five Critical Steps for Addressing Peer Aggression*. Erie, PA: The Ophelia Project.

I. Interventions: Course facilitator will provide assistance for participants who are not currently employed in a school setting to find a location for their practicum requirement. Students needing assistance with the online portion of the course can contact IT Services at 824-3200.

Step Two: Name It.

A. PA Standard(s):

- Knowledge and skills to think and plan strategically creating an organizational vision around personalized student success.
- Collaborating, communicating, engaging, and empowering others inside and outside the organization to pursue excellence in learning.

B. Key Concept(s):

- All members of a school community must be able to use The Language of Peer Aggression in order to properly identify and describe aggression behaviors.

C. Competency(ies):

As a result of reading this chapter and completing the exercises, course participants *should* be able to:

- Define key vocabulary terms highlighted throughout lesson: assistant aggressor, bummer, bystander, courageous kid, cyberbullying, infinite bystander effect, passive onlooker, proactive aggression, reactive aggression, revenge, silent supporter
- Differentiate proactive and reactive aggression.
- Identify the roles in an aggressive act.
- Use a continuum to make distinctions between non-aggressive behaviors and aggressive behaviors.
- Describe the infinite bystander effect in cyberbullying.
- Conduct a lesson for students to build vocabulary in The Language of Peer Aggression.
- Facilitate a faculty in-service program to teach staff about the Language of Peer Aggression.
- Create a brochure that informs parents about The Language of Peer Aggression.
- Use children's literature as a teaching tool to develop The Language of Peer Aggression.
- Design an interactive bulletin board to help members of the school identify the roles within peer aggression.

D. Essential Question(s):

- What terms can be used to describe peer aggression?
- How can adults help youth to distinguish between aggression and undesirable situations?
- How can bystander intervention change the dynamics of aggression?

E. Instruction: (2 in-class sessions, 2 on-line sessions)

In Class-Session 3 (2.5 hours)

- Participants will recap previous session and have a brief discussion about their responses on the discussion forum.
- Participants will briefly present their lesson plans from Assignment 1: Oh Say Can You See? to the rest of the class.

- Participants will read Chapter 2 sections: “What’s in a name?” “Reviewing the vocabulary from Chapter 1,” and “What motivates aggression?” In small groups, participants will complete Exercise 2.1. After completing the exercise, the groups will read the explanation following the exercises.
- Participants will read Chapter 2 section “Is it aggression or a bummer?” in their small group and complete Exercise 2.2. After completing the exercise, the groups will read the explanation and vignettes that complete the section “Is it aggression or a bummer?”
- Participants will create two roles plays, one depicting a bummer and another depicting covert relational aggression. Participants must explain how they would use their role plays as a teaching tool to highlight the difference between aggression and a bummer to students. Participants will present the role plays to the rest of the class.
- Participants will be broken up into six different groups. Groups will read Chapter 2 section: “Addressing behaviors along continuums.” Each group will create a poster depicting one of the continuums and then present it to the class.
- Course facilitator will go over requirements for online session and Assignment 2: The Name It Game.

Online Session 3 (1.5 hours)

- Participants will watch *The Language of Peer Aggression* recorded webinar presentation and complete the embedded online quizzing which formatively assesses their knowledge during the presentation.
- Participants will post a response in the online discussion with the following prompt: “How do you feel the language of peer aggression and using continuums can help members of your school community (adults or students) better describe peer aggression?”
 - Participants must respond to at least two peers.
 - All posts must abide by the Guidelines for Internet Discussions which are included with this syllabus.

In-Class Session 4 (2.5 hours)

- Participants will recap previous session and have a brief discussion about their responses on the discussion forum.
- Participants will break up into groups and briefly describe their in-service presentations that they put together for Assignment 2: The Name it Game. Focus should be on sharing creative ways to have faculty members develop this knowledge and interact.
- The course facilitator will review the quiz from *The Language of Peer Aggression* webinar recording to ensure participants’ understanding of the terminology.
- Participants will read Chapter 2 sections: “The roles in aggression,” and “The power of the bystander” and complete Exercise 2.3 in small groups. The whole class will go over Exercise 2.3 as a group to ensure understanding.
- Participants will then rejoin their groups and prepare and present a role play about a common aggressive situation in schools. Every member of the group must portray one of the roles in peer aggression.
- Have members of the “audience” identify each person’s role in peer aggression.
- Encourage the group to present an alternate ending where a different bystander steps in as a courageous kid or having the target stand up for himself.

- As a whole group, list ways that school personnel can encourage students to gain practice in indentifying the roles of peer aggression. (See the last paragraph of “The power of the bystander” for ideas.)
- The course facilitator will go over the requirements for Assignment 3: Who’s Who and the next Online Session. Tell participants they **MUST** bring their literature selection with them to the next class session.

Online Session 5 (1.5 hours)

- Participants will read Chapter 2 section: “Cyberbullying and the infinite bystander effect”
- Participants will locate and review a website that provides information for school personnel and review it using the following criteria:
 - Is the information timely and relevant? (Does it get updated and reviewed frequently)
 - Is the information useful?
 - Do you feel the information perpetrates hype and/or myths about cyberbullying or provides an objective and rational view of the issue?
 - Does the website provide information to help school personnel deal with cyberbullying incidents?
- The review will be posted on the discussion forum.
 - Participants must respond to at least two peers and either affirm or dispute the initial review (this requires the participant to visit the website that is being reviewed)!
 - All posts must abide by the Guidelines for Internet Discussions which are included with this syllabus.

F. Assessments:

- Exercises will be informally assessed through class discussion.
- The Language of Peer Aggression webinar quiz is automatically scored and sent to the course facilitator. The quiz will be reviewed with the whole class during the following in-class session as a formative assessment for the following in-class session.
- Online Discussion Rubric is at the end of this syllabus.
- Assignment 2: The Name It Game Rubric is at the end of this syllabus.
- Assignment 3: Who’s Who Rubric is at the end of this syllabus.

G. Job-embedded assignment(s):

Assignment 2: The Name It Game (2 hours)

1. Design a faculty in-service to teach The Language of Peer Aggression. Avoid giving a straight lecture and infuse interaction, discussion, and reflection where possible. Include strategies for teachers to use in the classroom and provide an opportunity for teachers to work together to develop their own strategies.
 - a. Address the following concepts:
 - i. Physical, verbal, and relational aggression
 - ii. Overt vs. covert aggression
 - iii. Proactive vs. reactive aggression
 - iv. Using continuums
2. Create a parent newsletter or brochure that gives tips on both seeing and naming aggression – including cyberbullying. Include helpful strategies and also the name(s) of any school personnel designated to deal with aggression.

Assignment 3: Who's Who (2 hours)

1. Find a selection from children's literature (or if your school has older students you may want to choose a current news article) that tells about an aggressive situation. For the situation in the story, write up a review that includes the following elements:
 - a. Suggested age/grade level
 - b. Summary of aggression
 - c. Type of aggression: physical, verbal, relational, or cyberbullying
 - d. Type of aggression: overt or covert
 - e. Type of aggression: proactive or reactive
 - f. Identification of the aggressor and target
 - g. Identification of any bystanders and the roles they assume
2. Submit a lesson plan for a core subject area (complete with any applicable Common Core State Standards or Pennsylvania Academic Standards) that uses your literature selection to teach the roles in aggression. If possible, teach this lesson between now and the next course meeting and include a reflection on the strengths and weaknesses of the lesson.
 - a. *Be sure to describe exactly what purpose sharing this story with your class serves.* Have you been witnessing this type of aggression among your students? Why do they need to know about this? How can they apply what they have learned from this story?
 - b. Provide students with an opportunity to process what they have learned through an engaging activity. Some examples may be:
 - i. Write a comic strip about an aggressive act. Identify the roles of each character.
 - ii. Act out the story. Wear signs saying "aggressor," "target," and "bystander."
 - iii. Write a journal entry about a time you were an aggressor/ target/ bystander. Write an alternate ending where a bystander acts as a courageous kid.
3. Create an interactive bulletin board depicting the roles in aggression. The bulletin board must provide students or adults within the school an opportunity to identify the roles or build understanding in some manner. It cannot simply be a display.

H. Materials and Resources:

- Chart paper, poster board, or other large sheets of paper
- Markers
- The Ophelia Project. (2011). *The Five Critical Steps for Addressing Peer Aggression*.. Erie, PA: The Ophelia Project.
- The Ophelia Project. (2010). *The Language of Peer Aggression*. Webinar presentation.

- I. Interventions:** Webinar presentation will be available through the course website or on a CD for students who have trouble streaming video/audio. Students needing assistance with the online portion of the course can contact IT Services at 824-3200.

Step Three: State It.

A. PA Standard(s):

- Knowledge and skills to think and plan strategically creating an organizational vision around personalized student success.
- Collaborating, communicating, engaging, and empowering others inside and outside the organization to pursue excellence in learning.

B. Key Concept(s):

- Positive normative beliefs must be identified and discussed in a classroom so that students know what behaviors are expected of them.

C. Competency(ies):

As a result of reading this chapter and completing the exercises, course participants *should* be able to:

- Define key vocabulary terms highlighted throughout lesson: consequence, normative beliefs, rule
- Evaluate a negative normative belief and use a process to replace the negative norm with a positive norm.
- List positive normative beliefs to be used in the classroom.
- Provide examples of behaviors that are aligned with positive normative beliefs.
- Provide examples of behaviors that violate positive normative beliefs.
- Analyze different types of consequences for students.
- Create a document stating the positive normative beliefs of the school complete with example behaviors supported by each belief.
- Facilitate a presentation for all members of the school community to explain the new positive normative beliefs.

D. Essential Question(s):

- How do normative beliefs influence behavior?
- How can normative beliefs change?
- Why are consequences necessary for violations of normative beliefs?

E. Instruction:

In Class Session 5 (2.5 hours)

- Participants will recap previous session and have a brief discussion about their responses on the discussion forum.
- Book Fair: Participants will share the books that they reviewed for Assignment 3. Reading the entire book is unnecessary – an overview will do if the class is large.
- The course facilitator will inform the participants that they will learn about the value of storytelling and literature connections in Step 4.

- Participants will read Chapter 3 sections: “Why address normative beliefs?” “Normative beliefs do change!” and complete Exercise 3.1. Compile a class list of normative beliefs that predict actions throughout a regular day.
- Participants will read Chapter 3 sections: “Making lemonade” and “Keep your norms positive!” and complete Exercise 3.2.
- Break participants into the same groups that they were in for the continuums exercise. At the end of Chapter 3 is a section for addressing each of the negative behaviors that were on the continuums. Remind participants that these negative behaviors are explored using the process called “Making Lemonade.” Have participants read over the material and then present the process for addressing the negative behaviors to the group. Encourage participants to act out the actions or beliefs that drive positive behaviors so that other course participants can see the positive norm “in actions.”
- The course facilitator will go over the requirements for Assignment 4: Reform the Norm (not due until Session 7) and the online session.
- Have all participants bring a copy of their school’s disciplinary consequences from the school code of conduct or disciplinary plan.

Online Session 5 (1.5 hours)

- Participants will go to <http://www.socialnorms.org/FAQ/FAQ.php> and read the Introduction and the Questions (tabs for accessing both are on the left of the page). Participants further interested in this model may want to read the Case Studies.
- Participants will post a the following in the online discussion:
 - Briefly outline how your school could implement a social norms intervention for peer aggression along the lines of the four stages defined in the FAQ document from The National Social Norms Institute.
 - Compare the “Making Lemonade” process for restructuring negative norms to the social norms campaign described by The National Social Norms Institute. Which do you prefer? Why?
 - Participants must respond to at least two peers.
 - All posts must abide by the Guidelines for Internet Discussions which are included with this syllabus.

In-Class Session 6 (2.5 hours)

- Participants will recap previous session and have a brief discussion about their responses on the discussion forum.
- Participants will share the normative beliefs that they will establish as their school-wide code of conduct
- Participants will read Chapter 3 sections: “When the norms are violated” and “State it and restate it.”
- Participants will look at the consequence model that is used in their school and determine which model from the text that is best aligned with their school model.
- Participants will break into three groups: Flow Chart, Hierarchy, and Rubric to represent the three types of consequence models discussed in the text. Participants may choose to be in the group that represents the type of model used in their respective school.
- Each group must create a pro/con list for the consequence model that is being represented.

- Lead a discussion about consequences in schools using the following processing points:
 - How can schools determine what an appropriate consequence is?
 - Does the punishment always have to fit the crime?
 - If a child says a punishment “isn’t fair” how do you explain to him that it is?
- Participants will be given any remaining class time as an opportunity to seek help regarding the instructor regarding the Reform the Norm assignment.

Online Session 6 (1.5 hours)

- Participants will view the presentation titled *Behaviour Management Plan* by the Moura State School in Australia. Note the use of a consequence hierarchy that clearly defines the behaviors that violate each behavioral level and the clearly stated consequences for those violations.
- Participants will view slides 12-14 in the presentation titled *First Grade Back to School Night* by Center Grove Elementary. Note the statements of normative beliefs (and pick out the one negative belief!) and also the system for rewards and consequences.
- Participants will view *Welcome to Mrs. Love’s 8th Grade Language Art Class*. Note the negative rules. Normative beliefs and expectations for behavior and also for classroom procedures are well established.
- Participants will post a response in the online discussion with the following prompt: “Reflect on the three styles presentations that included the normative beliefs (both positive and negative) for the school or classroom and consequences for violating the normative beliefs.” Be sure to discuss:
 - *Which presentation did you like the best? Why?*
 - *Would you use this style? Why?*
 - *All schools offered rewards for students in compliance with expected behaviors (i.e. normative beliefs). How do you feel about offering rewards for exemplifying normative beliefs?”*
 - Participants must respond to at least two peers.
 - All post must abide by the Guidelines for Internet Discussion which are included with this syllabus.

F. Assessments:

- Exercises will be informally assessed through class discussion.
- Online Discussion Rubric is at the end of this syllabus.
- Assignment 4: Reform the Norm Rubric is at the end of this syllabus

G. Job-embedded assignment(s):

Assignment 4: Reform the Norm (3 hours)

1. Revisit your observation sheets from Assignment 1. Choose two aggressive behaviors that you observed within your own school and analyze each using the process for addressing negative behaviors that was used earlier in this chapter.
 - a. Use the “Addressing Negative Behaviors Worksheet” to analyze each behavior. You need to complete two separate worksheets – one for each negative behavior!
 - b. The format provided in the worksheet is created with a table consisting of two columns and eight rows. The headings are in the column on the left and the explanation of each heading is in the column on the right. The rows are separated

- by a single line. If you cannot exactly recreate the layout, do not worry as long as you have all of the information provided in an easily understandable format.
2. Determine five – seven positive normative beliefs to serve as your new school code of conduct. Create a clearly written document that describes this new code of conduct to your school community. Be sure to include:
 - a. Your school’s mission statement and a brief description of how a safe school supports this mission.
 - b. A summary of the school’s beliefs regarding safe social climates.
 - c. The list of positive normative beliefs that will serve as the school code of conduct.
 - d. For each norm then write:
 - i. The statement of the positive normative belief.
 - ii. A brief description of the belief and why it is essential in addressing peer aggression and creating a safe school.
 - iii. A list of behaviors that exemplify this norm.
 - iv. A list of behaviors that violate this norm.
 3. Design a brief 30 minute presentation with accompanying PowerPoint slide show that will introduce the new normative beliefs to your school community. Your audience should include teachers, students, school auxiliary staff, and parents.

H. Materials and Resources:

- Center Grove Elementary School. (2008). *First Grade Back to School Night*. PowerPoint Presentation. www.centergrove.k12.in.us/.../first_grade_back_to_school08-09.ppt
- Love. (2011). *Welcome to Mrs. Love’s 8th Grade Language Art Class*. PowerPoint Presentation. <http://www.authorstream.com/Presentation/luv2jane-655593-first-day-of-school-in-mrs-love-s-class/>
- Moura State School. (n.d.). *Behaviour Management Plan*. PowerPoint Presentation. www.mourass.eq.edu.au/Documents/Behaviour_Management.pps
- National Social Norms Institute. (n.d.) *Social Norms: An Introduction*. <http://www.socialnorms.org/FAQ/FAQ.php>
- The Ophelia Project. (2011). *The Five Critical Steps for Addressing Peer Aggression*.. Erie, PA: The Ophelia Project.

- I. Interventions:** PowerPoint presentations will be available at the web addresses listed with the resources and also on the course website. Assistance for Assignment 4: Reform the Norm will be provided at the end of In-Class Session 6. Students needing assistance with the online portion of the course can contact IT Services at 824-3200.

Step Four: Create It.

A. PA Standard(s):

- Knowledge and skills to think and plan strategically creating an organizational vision around personalized student success.
- Collaborating, communicating, engaging, and empowering others inside and outside the organization to pursue excellence in learning.

B. Key Concept(s):

- Teaching pro-social skills to students is necessary for better enforcement of positive normative beliefs and creates a safe social climate in the classroom.

C. Competency(ies):

As a result of reading this chapter and completing the exercises, course participants *should* be able to:

- Define key vocabulary terms highlighted throughout lesson: Alternative Positive Behavior (APB), civility, emotional literacy, empathy, empathetic disconnect, making it right, netiquette, perspective taking, pro-social skills, teachable moments
- Develop mini-lesson plans for teaching pro-social skills to students including civility, empathy, perspective taking, emotional literacy, role playing, and problem solving.
- Identify “teachable moments” to encourage pro-social skills.
- Assess the role of empathetic disconnect in cyberbullying.
- Identify Alternative Positive Behaviors (APBs) that students could choose instead of aggression.
- Design a bulletin board that promotes a specific pro-social skills.

D. Essential Question(s):

- How can pro-social skills be taught?
- How are pro-social interactions different in cyber-communications?
- What is the importance of making it right?

E. Instruction: (2 in-class sessions, 2 on-line sessions)

In-Class Session 7

- Participants will recap previous session and have a brief discussion about their responses on the discussion forum.
- Participants will read Chapter 4 sections: “The pro-social classroom,” “Establish guidelines for classroom discussion” and “Group students thoughtfully” and complete Exercise 4.1.
- Lead a discussion with the class using the following processing points:
 - Why is it important to set up guidelines for discussions?
 - How can you encourage positive discussion strategies?
 - Is it ever ok to let students pick their own partners or groups? When? Why?

- How can you encourage cooperation and appropriate behaviors among members of groups?
- Participants will read Chapter 4 section: “Use teachable moments to develop pro-social skills,” and “Use role playing and story-telling” and complete Exercise 4.2. Remind students that literature connections they created in Assignment 3: Who’s Who is an example of using storytelling to teach pro-social skills *and* using The Language of Peer Aggression!
- The course facilitator will use a PowerPoint Presentation to go over the information in the section “Role Playing in the Classroom” at the end of Chapter 4. The focus will be on demonstrating and explaining the process for effectively using role playing as a teaching tool.
 - It is important to stress that it is never appropriate to allow students to role play aggression. Students often glamorize the role of the aggressor or turn it into a comedic performance. It is also inappropriate to allow students to try out new ways to aggress – they may find they like this persona and way of behaving!
 - Starting a role play immediately after the aggression has occurred is one way to avoid having students play aggressive roles, or have an adult play the aggressor.
- In groups (which have been carefully constructed!) participants will choose one participant’s personal story from Exercise 4.2 and present it as a role play. Participants will model all steps in the role playing process, including effective processing.
- Participants will read Chapter 4 sections: “Build an emotional literacy,” and “Practice empathy and perspective taking.” Allow participants to provide additional strategies for these skills, and lead a discussion about effective methods of building emotional literacy, empathy, and perspective taking.
- Participants will read Chapter 4 section: “Teach civility” and complete Exercise 4.3. Again, the course facilitator should encourage participants to brainstorm and share additional strategies.
- Participants will read Chapter 4 section: “Reinforce that it is ‘cool to be kind’ in your classroom,” and complete Exercise 4.4. Use a strategy mentioned earlier in the session to create groups who will create a poster encourage students to be kind. Groups will share their poster with the class.
- The course facilitator will go over the requirements for the online session and also Assignment 5: Carpe Momentum. Although the Assignment is being distributed now, it is not due until Session 9 and some of the skills that deal with conflict resolution have not been covered in class yet. Participants can, however, complete the bulletin board portion of the assignment or develop mini-lesson plans for skills that have been covered with the group.

Online Session 7: (1.5 hours)

- Participants will watch the PowerPoint Presentation called *APBs: Alternative Positive Behaviors* and answer the embedded quiz questions throughout the presentation. (Presentation length approximately 40 minutes)
- Participants will post a response in the online discussion with the following prompt: “What is the value of providing students with an APB? *Should* we expect students to be able to choose an appropriate behavior on their own if we do not provide them with an example? Why do teachers fail to provide APBs?”

- Participants must respond to at least two peers.
- All posts must abide by the Guidelines for Internet Discussions which are included with this syllabus.
- Participants refer to Assignment 4: Reform the Norm and write at least five APBs for examples of negative behaviors on the Addressing Negative Behaviors Worksheet. Participants will post their responses in the online discussion forum.

In-Class Session 8: (2.5 hours)

- Participants will recap previous session and have a brief discussion about their responses on the discussion forum.
- The course facilitator will review the quiz from *APBs: Alternative Positive Behaviors* presentation to ensure participants' understanding of the terminology.
- Participants will read Chapter 4 section: "Teach conflict resolution skills for making it right," and "Teach students how to apologize and accept an apology" and complete Exercise 4.5.
- The course facilitator will emphasize the three elements of making it right: 1. Apologize with sincere words or through a restorative action. 2. Serve any necessary disciplinary consequences. 3. Assure the target and bystanders that you will make an effort to not be aggressive again.
- Participants will break into groups and role play an example in which an aggressor tries to make it right with a target using all three elements of making it right. Be sure that participants model ALL steps in preparing and presenting a role play, consulting the "Role Plays in the Classroom" section at the end of the chapter if necessary.
- Participants will read Chapter 4 sections: "Practice negotiation and compromise," and "View mistakes as an opportunity to grow." Course facilitator and participants will list strategies for encouraging negotiation and compromise among students and role play a few simulated classroom discussions where participants can try out some of the strategies. In these role plays, encourage one participant to play "devil's advocate" who will try to get out compromise and insist upon her way to give added practice in patience – another pro-social skill!
- Participants will read Chapter 4 section: "Carpe Diem... or at least Carpe Momentum (Seize the Moment)!" Course facilitator will lead a discussion using the following processing points:
 - Why is it important to take advantage of teachable moments?
 - How can school administrators make use of teachable moments when students are sent to their office for disciplinary problems?
 - Why is it important to teach conflict resolution skills such as apologizing, negotiation, and compromise? Can these be done in a teachable moment?
- Course facilitator will go over requirements for the online session.
- Participants be given any remaining class time as an opportunity to seek help regarding the instructor regarding the Carpe Momentum assignment.

Online Session 8 (1.5 hours)

- Course participants will read Chapter 4 section: "Pro-Social Netiquette"
- Participants may recognize that the Guidelines for Internet Discussions in this section are the same ones that are used for each online discussion throughout this course! This is

because adults should hold themselves to the same standards as students when it comes to pro-social behavior!

- Participants will read *Mobilizing Bystanders to Stop Bullying: 6 Teachable Skills to Stop a Bully*.
- Participants will post a response in the online discussion with the following prompt: “Are traditional bystander strategies applicable in cyber-aggression? Why or why not? How can schools promote pro-social behaviors online? ”
 - Participants must respond to at least two peers.
 - All posts must abide by the Guidelines for Internet Discussions which are included with this syllabus.

F. Assessments:

- Exercises will be informally assessed through class discussion.
- APBs: Alternative Positive Behaviors presentation quiz is automatically scored and sent to the course facilitator. The quiz will be reviewed with the whole class during the following in-class session as a formative assessment for the following in-class session.
- Online Discussion Rubric is at the end of this syllabus.
- Assignment 5: Carpe Momentum Rubric is at the end of this syllabus.

G. Job-embedded assignment(s):

Assignment 5: Carpe Momentum (2 hours)

1. Choose six pro-social skills that you feel would be most helpful within your school. Write a mini-lesson using the template on the following page to help reinforce the skill you have chosen (complete with any applicable Common Core State Standards or Pennsylvania Academic Standards).
 - a. Describe a situation that you have observed in your school that would be a teachable moment for the selected pro-social skill. This can be a situation recorded in Assignment 1 or another situation that you have observed at a different time.
 - b. Your lesson procedure should take no more than 15 minutes to implement and should be able to take place on-the-spot without specific preparation or materials necessary. Briefly describe how you would teach this skill within the teachable moment.
 - c. Include plans for a follow-up activity that would allow you to reinforce the concept at a later time with the students.
2. Choose one skill that you did NOT use for a mini-lesson and create a bulletin board display that highlights the skill and provides examples of how students can use that skill in their peer interactions.

H. Materials and Resources:

- Chart paper, poster board, or other large sheets of paper
- Markers
- Borba, M. (2010). *Mobilizing bystanders to stop bullying: 6 teachable skills to stop a bully*. <http://www.micheleborba.com/blog/2010/10/07/mobilizing-bystanders-to-stop-bullying-6-teachable-skills-to-stop-a-bully/>

- The Ophelia Project. (2010). *APBs: Alternative Positive Behaviors*. PowerPoint Presentation.
- The Ophelia Project. (2011). *The Five Critical Steps for Addressing Peer Aggression*.. Erie, PA: The Ophelia Project..

I. Interventions: Assistance for Assignment 5: Carpe Momentum will be provided at the end of In-Class Session 8. Students needing assistance with the online portion of the course can contact IT Services at 824-3200.

Step Five: Expand It.

A. PA Standard(s):

- Knowledge and skills to think and plan strategically creating an organizational vision around personalized student success.
- Collaborating, communicating, engaging, and empowering others inside and outside the organization to pursue excellence in learning.

B. Key Concept(s):

- School leaders must be able to construct a clear, comprehensive school code of conduct to ensure student safety and provide a safe social climate where academic achievement can thrive.

C. Competency(ies):

As a result of reading this chapter and completing the exercises, course participants *should* be able to:

- Define key vocabulary terms highlighted throughout lesson.
- Implement a system for staff to better monitor areas where peer aggression is more likely to occur.
- Access resources for dealing with peer aggression in a school including, but not limited to: policies, programs, support agencies and legal requirements.
- Assess the role of schools in cyberbullying.
- Develop a school wide code of conduct including positive normative beliefs, disciplinary consequences, and support for aggressive students.

D. Essential Question(s):

- To what degree are schools responsible for dealing with peer aggression and bullying?
- How does a school code of conduct affect student behavior and learning?

E. Instruction: (2 In-Class Sessions, 2 Online Sessions)

In-Class Session 9 (2.5 hours)

- Participants will recap previous session and have a brief discussion about their responses on the discussion forum.
- Participants will read Chapter 5 sections: “Acknowledge peer aggression outside the classroom,” and “A safer social climate supports teachers”
- In small groups, participants will complete Exercise 5.1 Each group should come up with a comprehensive plan for garnering adult support within the school for monitoring the key areas in which peer aggression is most likely to occur: the cafeteria, the playground / outdoors, the hallways, and the bus. Groups should also read Chapter 5 section: “Building your support system” then complete Exercise 5.2 and also create a peer aggression protocol.
- Groups will present their adult support plan and peer aggression protocol to the rest of the class.

- Course facilitator will go over the requirements for the online session and Assignment 6: Creating a School-wide Code of Conduct. The next course session will provide participants a work session and an opportunity for questions and assistance with the course facilitator regarding the final assignment.

Online Session 9 (1.5 hours)

- Participants will read Chapter 5 section: “Cyberbullying: Who deals with it?” “What are schools required to do about peer aggression and bullying?” and “Choosing and Anti-Bullying Program”
- Participants will visit the Pennsylvania Department of Education Chapter 12 Regulations website at www.pachapter12toolkit.info/ and view Pennsylvania House Bill 1067 at www.bullypolice.org/pa_law.html to review the requirements of schools regarding peer aggression and bullying.
- Participants will post a response in the online discussion with the following prompt: “How do you feel about the degree to which schools have assumed responsibility for dealing with peer aggression? Was there anything in these documents that surprised you? Why or why not?”
 - Participants must respond to at least two peers.
 - All posts must abide by the Guidelines for Internet Discussions which are included with this syllabus.

In-Class Session 10 (2.5 hours)

- Participants will have the opportunity to work together to complete their School-wide code of conduct. Questions, concerns, or difficulties can be discussed and shared with other participants or with the course facilitator.
- The course facilitator will go over the final section of text book, Chapter 5 section: “CONGRATULATIONS – YOU’VE DONE IT!” as well as the suggested resources and opportunities for further study with this material.
- Course evaluation forms will be completed.

Online Session 10 – This final portion will be submitted 30 days after the final in-class session as a follow-up to the course and measure of the participant’s application of course concepts.

- Participants will submit a final reflection on the course by email to the course facilitator addressing the following questions:
 - How has this course affected your attitudes towards peer aggression among students in your school?
 - Have you noticed any changes in the dynamics of peer interactions among your students? Why / why not have you seen these changes?
 - What element(s) of the course has proved most helpful to you over the past month?
 - What element(s) of the course have you struggled with implementing?
 - What practical applications of this course have you used in your professional career as a school administrator?
 - What suggestions do you have for course improvement?

F. Assessments:

- Exercises will be informally assessed through class discussion.
- Online Discussion Rubric is at the end of this syllabus.
- Assignment 6: Creating a School-wide Code of Conduct Rubric is at the end of this syllabus.

G. Job-embedded assignment(s):

Assignment 6: Creating a School-wide Code of Conduct (5 hours)

The following questions ALL need to be addressed by your school code of conduct and discipline policy. You will find as you move through the next pages that you have been equipped with the skills for answering these questions as you progressed through the course.

1. What behaviors will your code of conduct address?
2. What positive normative beliefs will comprise your code of conduct?
3. What are the consequences for violations against the code of conduct?
4. What violations are serious enough to eschew the consequences and require swift and severe remediation?
5. What violations will require follow up from student support services?
6. What violations disqualify students from participation in extracurricular activities?
7. Who will be responsible for receiving reports of violations against the code of conduct and enforcing consequences?
8. What is the policy for out of school incidents that impact student achievement or behavior?
9. What peer aggression education and prevention program will the school use to develop pro-social behaviors among students?

A brief description of the requirements for answering each question, as well as a short example is provided on the following pages. It should be noted the copying the examples will NOT be acceptable towards fulfilling the requirement for the assignment. While the examples provide you with an idea of the language or content for answering the question, your responses are expected to be much more thoroughly addressed. Additionally, care should be taken to ensure the readability of your document so that all members of the school community (teachers, staff, parents, and students) can comprehend the school code of conduct.

H. Materials and Resources:

- Pennsylvania Department of Education. *Chapter 12: Students and Student Services Toolkit: Student Rights and Responsibilities: School Rules*.
<http://www.pachapter12toolkit.info/index.cfm?pageid=3721>
- Pennsylvania General Assembly. House Bill 1067 P.N. 4199, Section 6. 2007-2008 session.
<http://www.legis.state.pa.us/CFDOCS/Legis/PN/Public/btCheck.cfm?txtType=HTM&sesYr=2007&sessInd=0&billBody=H&billTyp=B&billNbr=1067&pn=4199> or
http://www.bullypolice.org/pa_law.html
- The Ophelia Project. (2011). *The Five Critical Steps for Addressing Peer Aggression..* Erie, PA: The Ophelia Project.

I. Interventions: Assistance for the culminating project will be given during the final in-class session. Students needing assistance with the online portion of the course can contact IT Services at 824-3200.

Supporting Documents for Course Syllabus

- Guidelines for Internet Discussions and Rubric for Internet Discussions
- Online Discussion Rubric
- Literature Review Rubric
- Assignment 1: Oh Say Can You See Rubric
- Assignment 2: The Name it Game Rubric
- Assignment 3: Who's Who Rubric
- Assignment 4: Reform the Norm Rubric
- Assignment 5: Carpe Momentum Rubric
- Assignment 6: Creating a School-Wide Code of Conduct Checklist

Guidelines for Online Discussions

As a participant on in an online discussion, I will abide by the following guidelines:

1. Although I am writing online, I will still obey the conventions of writing in the English language. I will use full sentences, proper spelling, and correct punctuation. The only exception to this rule is posting “tweets” where I may abbreviate and shorten words or phrases to remain in the 140 character limit.
2. I will avoid “netspeak” and emoticons, as I understand that these can lead to miscommunication and misunderstandings. They also violate guideline 1.
3. I will post my feelings truthfully while at the same time respecting the viewpoints of a global audience, even if these viewpoints run counter to mine.
4. If I agree with someone’s post, I will not simply respond, “I agree” but explain my reasons for agreement or offer additional evidence that supports the previous post.
5. If I disagree with someone’s post, I will not insult, slander, flame, or cyberbully the poster. I am, however, entitled to respectfully explain my reasons for disagreement.
6. I will not SPAM online discussions with material irrelevant to the discussion thread.
7. My avatar, signature, or profile will not contain photos of an inappropriate or provocative nature, nor will the photos depict illegal actions.
8. I will respect the privacy of others and use pseudonyms when sharing personal stories.
9. If I am ever in doubt as to whether or not to post something because it may violate these guidelines, I will not post the material in question.

Online Discussion Rubric

| Poor | Proficient | Exemplary | Comments |
|---|---|---|-----------------|
| Participant does not post a response to discussion prompt or respond to at least two peers. | Participant posts a response to discussion prompt and at least two peers. | Participant posts a thorough and complete response to the discussion prompt and insightful responses to at least two peers. | |

Literature Review Rubric

Student Name: _____

Date: _____

| | Poor | Proficient | Exemplary | Comments |
|---------------------|--|---|---|----------|
| Introduction | Neither implicit nor explicit reference is made to the topic that is to be examined. | Readers are aware of the overall topic that is to be examined. | The topic is introduced, and groundwork is laid as to the direction of the review. | |
| Body | The report appears to have no direction, with subtopics appearing disjointed. | There is a basic flow from one section to the next, but not all sections or paragraphs follow in a natural or logical order. | The report goes from general ideas to specific conclusions. Transitions tie sections together, as well as adjacent paragraphs. | |
| Conclusion | There is no indication the author tried to synthesize the information or make a conclusion based on the literature under review. | The author provides concluding remarks that show an analysis and synthesis of ideas occurred. Some of the conclusions, however, were not supported in the body of the report. | The author was able to make succinct and precise conclusions based on the review. Insights into the problem are appropriate. | |
| Conventions | Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are evident. Vocabulary is used inappropriately. | Writing is generally clear. Errors in spelling, grammar, and punctuation exist. Vocabulary is appropriate. | Writing is crisp, clear, and succinct. There are no errors in spelling, grammar, or punctuation. Vocabulary is appropriate and consistent. | |
| APA Style | Less than three references are used. Citations for statements included in the report were not present, or references that were included were not found in the text. Major formatting problems exist. | Three or more references are used. Citations within the body of the review and a corresponding reference list were presented. Some formatting problems exist, or components were missing. | Three or more references are used. All citations were included in the review. References matched the citations, and all were encoded in APA format. | |

Assignment 1: Oh Say Your Can You See Rubric:

| Task | Poor | Proficient | Exemplary | Score / Comments |
|----------------------|---|---|--|------------------|
| Observation 1 | Observation sheet is not completed or shows a lack of thoroughness or reflection based on the experience. | Observation sheet is complete. A thorough and reflective experience is documented through well-thought out answers. | Observation sheet is completed. Specific examples of aggression are well documented and described. All responses are well-thought out and demonstrate reflection. | |
| Observation 2 | Observation sheet is not completed or shows a lack of thoroughness or reflection based on the experience. | Observation sheet is complete. A thorough and reflective experience is documented through well-thought out answers. | Observation sheet is completed. Specific examples of aggression are well documented and described. All responses are well-thought out and demonstrate reflection. | |
| Observation 3 | Observation sheet is not completed or shows a lack of thoroughness or reflection based on the experience. | Observation sheet is complete. A thorough and reflective experience is documented through well-thought out answers. | Observation sheet is completed. Specific examples of aggression are well documented and described. All responses are well-thought out and demonstrate reflection. | |
| Observation 4 | Observation sheet is not completed or shows a lack of thoroughness or reflection based on the experience. | Observation sheet is complete. A thorough and reflective experience is documented through well-thought out answers. | Observation sheet is completed. Specific examples of aggression are well documented and described. All responses are well-thought out and demonstrate reflection. | |
| Observation 5 | Observation sheet is not completed or shows a lack of thoroughness or reflection based on the experience. | Observation sheet is complete. A thorough and reflective experience is documented through well-thought out answers. | Observation sheet is completed. Specific examples of aggression are well documented and described. All responses are well-thought out and demonstrate reflection. | |
| Lesson Plan | Lesson plan is not complete, is not aligned to appropriate standards, or does not improve students ability to observe and identify peer aggression. | Lesson plan is complete and aligned to appropriate standards. Lesson demonstrates an increase in students' ability to observe and identify peer aggression. | Lesson plan is complete and aligned to appropriate standards. Lesson actively engages students in an innovative and exciting manner to increase students' ability to observe and identify peer aggression. | |

Assignment 2: The Name It Game Rubric

| Task | Poor | Proficient | Exemplary | Score / Comments |
|---|--|--|---|---------------------|
| Lesson Plan (Teachers only) | Lesson plan is not complete, is not aligned to appropriate standards, or does not improve students' ability to name aggressive behaviors. | Lesson plan is complete and aligned to appropriate standards. Lesson demonstrates an increase in students' ability to name aggressive behaviors. | Lesson plan is complete and aligned to appropriate standards. Lesson actively engages students in an innovative and exciting manner to increase students' ability to name aggressive behaviors. | |
| In-Service (Administrators / Supervisors only) | In-service is not completed, does not address the four required topics, or lacks interactive and engaging content. | In-service addresses the four required topics and demonstrates an increase in faculty members' ability to name aggressive behaviors. | In-service address the four required topics. The in-service actively engages faculty members through interaction, discussion, and reflection. Faculty demonstrates an increased ability to name aggressive behaviors. | |
| Parent Brochure / Newsletter | Brochure is not completed or neglects to provide parents with tips and strategies for seeing and naming aggression. Faculty contacts for reporting student aggression are not mentioned. | Brochure provides parents with tips and strategies for seeing and naming aggression. Faculty contacts for reporting student aggression are included. | Brochure provides parents with tips and strategies for seeing and naming aggression. Faculty contacts for reporting student aggression are included. Layout of brochure is organized, eye catching, and easy to read. | |

Assignment 3: Who's Who Rubric

| Task | Poor | Proficient | Exemplary | Score / Comments |
|-----------------------------|---|---|--|------------------|
| Literature Selection | Literature selection is not appropriate for the intended audience. The summary of aggression from the story is not included, the types of aggression are not identified, or the roles within aggression are not identified. | Literature selection is appropriate for the intended audience. Aggressive situation is adequately summarized, type of aggression is identified, and all roles within aggression are identified. | Literature selection is appropriate for the intended audience. Aggressive incident is fully explained with detailed justification for the identification of the types of aggression and roles within the aggressive act. | |
| Lesson Plan | Lesson plan is not complete, is not aligned to appropriate standards, or does not improve students' ability to identify types of aggression and the roles within aggression. | Lesson plan is complete and aligned to appropriate standards. Lesson demonstrates an increase in students' ability to identify types of aggression and the roles within aggression. | Lesson plan is complete and aligned to appropriate standards. Lesson actively engages students in an innovative and exciting manner to increase students' ability to identify types of aggression and the roles within aggression. | |
| Bulletin Board | Bulletin board is not complete or is simply a display that does not allow the viewer to interact with elements of the bulletin board. | Bulletin board is complete and provides an opportunity for viewer to interact and identify the roles in aggression. | Bulletin board is complete and provides an opportunity for viewers to interact and identify the roles in aggression. The bulletin board is creative and visually appealing. | |

Assignment 4: Reform the Norm Rubric

| Task | Poor | Proficient | Exemplary | Score / Comments |
|--|--|--|--|------------------|
| Addressing Negative Behavior Worksheet #1 | The worksheet is not completed or is missing one or more elements. | The worksheet is completed. Normative beliefs are clearly stated and at least two examples are provided where necessary. | The worksheet is completed. Normative beliefs are clearly stated, three or more examples are provided where necessary. Suggested preventions/mediations for students, parents, and teachers are creative and engaging. | |
| Addressing Negative Behavior Worksheet #2 | The worksheet is not completed or is missing one or more elements. | The worksheet is completed. Normative beliefs are clearly stated and at least two examples are provided where necessary. | The worksheet is completed. Normative beliefs are clearly stated, three or more examples are provided where necessary. Suggested preventions/mediations for students, parents, and teachers are creative and engaging. | |
| Normative Beliefs Document | The document is not completed, or contains less than five normative beliefs. | The document is completed with five – seven normative beliefs with adequate descriptions and examples of behaviors. | The document is completed with five-seven normative beliefs. The school's mission statement and beliefs are well described with clear, practical examples of positive and negative behaviors. | |
| Presentation | In-service is not completed, does not address the four required topics, or lacks interactive and engaging content. | In-service addresses the four required topics and demonstrates an increase in faculty members' ability to name aggressive behaviors. | In-service address the four required topics. The in-service actively engages faculty members through interaction, discussion, and reflection. Faculty demonstrates an increased ability to name aggressive behaviors. | |

Assignment 5: Carpe Momentum Rubric

| Task | Poor | Proficient | Exemplary | Score / Comments |
|---------------------------|--|--|---|--|
| Mini- Lesson Plans | Lesson plan is not complete, is not aligned to appropriate standards, does not teach a pro-social skill in an on-the-spot teachable moment, or lacks a follow up activity. | Lesson plan is complete and aligned to appropriate standards. Lesson demonstrates use of an on-the-spot teachable moment that allows students to gain a skill or strategy related to a pro-social skill. An appropriate follow up activity is described. | Lesson plan is complete and aligned to appropriate standards. Lesson actively engages students in an innovative and exciting manner in an on-the-spot teachable moment that allows students to gain a skill or strategy related to a pro-social skill. An appropriate follow up activity reinforces the skill and ensures students' pro-social development. | Lesson 1: Lesson 2: Lesson 3: Lesson 4: Lesson 5: Lesson 6: |
| Bulletin Board | Bulletin board is not complete. | Bulletin board is complete and displays a pro-social skill and examples of that skill "in-action." | Bulletin board is complete and displays a pro-social skill with examples of that skill "in-action." The bulletin board is creative and visually appealing. | |

Assignment 6: Creating a School-wide Code of Conduct Checklist

This assignment will be graded on a PASS / FAIL basis. All requirements must be adequately and completely met to receive a PASS. The school code must also be fully compliant with Pennsylvania Department of Education Chapter 12 Regulations and Pennsylvania HB 1067. If the assignment does not pass, you will have the opportunity to resubmit it as many times as necessary until you pass. The goal of this assignment is mastery of the skills as well having a well written school code of conduct and disciplinary plan.

| Requirement: | Check if complete: |
|--|--------------------|
| 1. All behaviors addressed in the code of conduct are defined. | |
| 2. Positive normative beliefs are listed. | |
| 3. Consequences for violations against the code of conduct are clearly laid out. | |
| 4. Violations that require swift and sever remediation are listed. | |
| 5. Violations that require follow up from student support services are listed. | |
| 6. Violations that disqualify students from participation in extracurricular activities are listed. | |
| 7. Contact persons are listed for: <ul style="list-style-type: none"> a. Receiving reports of aggression b. Enforcing consequences c. Following up on incidents of aggression | |
| 8. Policy for out of school incidents that impact student achievement or behavior is clearly laid out. | |
| 9. Code is fully compliant with PA Dept. of Ed. Chapter 12 Regulations. | |
| 10. Code is fully compliant with PA HB 1067. | |
| Instructor comments: | |