

Artifact Reflection

Relational Bullying Research Paper

July 24, 2013

Artifact Description

This artifact is a research paper I completed in collaboration with Samantha Winkers (Norby) and Cassidy Krause for the Shullsburg School District. The paper is broken into three main sections: causes of relational bullying, effects of relational bullying, and strategies for combating relational bullying.

Wisconsin Teaching Licensure Standard Alignment

Standard 10-Collaboration: Teachers are connected with other teachers and the community.

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

This paper best aligns with Standard 10 because it demonstrates my ability to collaborate with my peers and the Shullsburg School District. From this experience, I understand schools as organizations within the larger community context and understand the operations of the relevant aspects of the system within which I will be working. Knowing that our research was going to an actual school district to directly help students made this paper very unique. Coordinating research between the three of us was difficult, but a great time saver, and as a result, I demonstrated that I was willing to work with other professionals to improve the overall learning environment for students. I researched Positive Behavior Interventions and Supports (PBIS), Second Step, Friend to Friend (F2F), and I Can Problem Solve (ICPS). From the research that I obtained, I now understand how factors in the students' environment outside of school may influence students' lives and learning. All of the strategies I researched were built on supporting pupil learning and well-being in a fair and ethical manner.

UW-Platteville School of Education Knowledge, Skill, Disposition Statement Alignment

KSD4.d. Contributing to the School and District

The candidate is able to assume a leadership role among colleagues and is supportive and cooperative with peers and volunteers, and serves as a participant and leader in school events and school and district projects.

When we brought our research together, I took the leadership role to introduce my partners to Google docs. The cooperation between my peers and me helped Shullsburg School District find

a solution to their bullying project. Shullsburg adopted the Second Step program which was a program I researched.

Secondary KSD Alignment

KSD4.f. Showing Professionalism

KSD4.c. Communicating with Families

KSD4.e. Growing and Developing Professionally

Personal Reflection

What I learned about teaching/learning:

In the process of conducting my portion of the research I learned a lot about student relations and constructive ways to counteract bullying. I particularly like the PBIS program because it reduces incidences of bullying by having a school-wide behavior management plan. Under PBIS the behavior expectations are universal, making the program highly adaptable into the classroom. I also learned the extra benefits of consistent group work. Group work doesn't just help students exchange ideas, but helps students develop socially and emotionally.

What I learned about myself as a prospective educator:

I learned that collaborating with my peers can make large projects or goals much easier to obtain. Teamwork seems like an obvious thing in life, having played on multiple teams in my life and worked in large groups before. But I think working together gets lost in teaching for the most part; educators develop their own ideas and plans about their classroom or curriculum. I will strive to promote teamwork within my classroom, school, and community. I also learned how valuable the guidance department can be. A good system established by guidance can take some of the difficulties away from classroom management.