

Teachers Network
**INSTRUCTIONAL STRATEGY TEAM COACH
Application**

Actual Document FYI

Application Instructions:

1. Save this form to your computer **with a new name**.
2. Please read *Instructional Strategy COACH Application Information* on the Teachers Network website: <http://www.sbceo.org/~impact2/TeamCoach.html>
3. Complete all pages of the application using this fill-in form.
4. Use corresponding numbers when answering questions in detail.
5. When application is complete, print it and obtain required signatures on Page 2.
6. Make a copy for your records, and submit **BY THE DEADLINE** to:

Petti Pfau, Director of Teacher Programs
Santa Barbara County Education Office
PO Box 6307/4400 Cathedral Oaks Road
Santa Barbara, CA 93160-6307
FAX: (805) 683-6529

****NOTE:** *The application must be in our office by the deadline date. If you are using the county truck make sure you send your application with enough advance so that it will be in our office by the deadline. No exceptions will be made.*

Who is eligible?

Any Santa Barbara County public school teacher or non-management certificated employee in grades K-12 in any subject or specialization may apply.

How are grants selected?

All applications are read by former grant recipients and members of the Advisory Council, which is made up of teachers, administrators, and business partners. Applicants are notified approximately two weeks after the deadline.

Coaches will:

- Be honored and recognized at the Education Celebration Event in May, 2012.
- Prepare a display of their strategy to be presented at the May event.

- Coordinate and lead an Instructional Strategy Team that will meet for a minimum of 10 hours from December, 2011 to April, 2012 in order to assist team members learn and adapt an effective instructional strategy in their classrooms.
- Submit a summary form for each team meeting.

A. Applicant Information Certificated Teachers (only) may apply.

Last Name	
First Name	
Home Address (Street, city, zip)	
Home or cell phone	
E-mail address	
Current Position	
School	
District	
Grade Level/s	
Subject/s	

Required Signatures:

Applicant

Principal

B. Instructional Strategy Information

Strategy Title (limit 75 characters)	Be the Sea: Conflict Resolution Techniques to Promote Peace
With what grade level/s have you used this strategy?	Third-sixth.
How many students (in total) have been engaged in this strategy?	150
Subject area:	Conflict Resolution and Anti-bullying
Please create a 5-7 sentence mini-description that fully explains and advertises your strategy:	Using the Dean and JoJo Anti-Bullying DVD of one man's friendship with a wild-bottlenose dolphin named JoJo students engage in activities to create positive conflict resolution. They create Peace Cards with positive alternatives to conflicts and share them with one another as well as engage in writing and role playing activities to model good communication. With this program I plan to help other educators teach children how stop bullying, avoid arguments, and maintain healthy friendships.

C. Instructional Strategy Detail

Please answer the following questions, **using the corresponding numbers** (begin on the next page).

1. What is your instructional strategy?
2. How does your strategy actively engage students in learning?
3. How do you know your strategy is an effective teaching method? Please show:
 - a. assessment data or additional performance indicators to prove that the strategy improves learning;
 - b. evidence of prior success/improved student learning;
 - c. observations of strategy's effectiveness;
 - d. educational research demonstrating the method is successful in increasing learning.
4. How would you structure team meetings to effectively share this strategy with a small group of teachers?

5. What types of materials and resources will teachers need to implement this strategy in their classrooms?

6. The essence of this grant will be your ability to share your successful strategy with other teachers. What personal qualities do you possess that will enable you to lead a strategy team? *Describe your educational background, teaching experience, and previous experience in a leadership/team role.*

1. This project is designed to provide strategies for any teacher to create a positive, peaceful classroom which gives children ownership of conflict resolution. Using the [Dean and JoJo Anti-bullying DVD](#), which tells the story of Dean Bernal's friendship with and advocacy for a wild bottlenose dolphin named JoJo, as an opener, strategies to promote compassion in children are introduced. When children view the scenes of the dolphin being attacked by bullies or Dean cradling the injured animal, they immediately can relate the experience to their own lives. Then, with a series of art, writing, role-playing and other activities, positive conflict resolution is promoted in the class.

2. This gives students the opportunity to find positive ways to resolve conflict while encouraging healthy dialogue amongst them. They learn to accept differences, improve listening skills, break the re-active cycle, and learn to disagree without animosity, build confidence in recognizing win-win solutions, process anger and other emotions, and solve problems.

The activities are as follows. a) Students view the DVD in the classroom while the teacher asks the enclosed comprehension questions which guide them to use this story of one man's friendship with a wild dolphin to learn compassion. b) They are then invited to make Peace Cards, which are blank index cards students write and draw pictures on with positive ways to resolve conflict in the future. These can be used if one has a disagreement with a classmate in one of three ways. *First, a child can present the card to another student he/she has a conflict with. Second, it can be kept and read to work through feelings. Or third, the child may simply add the card to the box.* These cards accumulate during the school year as conflicts arise and are resolved. c) Another activity children are invited to do some weeks after viewing the DVD is to make a mask of either a bully, victim, or JoJo the dolphin to help them "see the world through another's eyes." d) Essays in the different genres also provide opportunities to reinforce conflict resolution. Examples include but are not limited to: persuasive essays against bullies, compare and contrast essays comparing a literature selection with a character experiencing a conflict with Dean and JoJo, or even an expository report for science and how dolphin and people interact. e) Finally, responsible children can volunteer to be Dolphin Ambassadors for Peace and take the skills they have learned along with the Peace Cards, DVD, and a script I have written to other classes to teach other children how to use the program to resolve conflicts peacefully.

3. I have found that this program is an effective teaching method for many reasons.

a) I administered the following survey before and after introducing the program. The results indicated that students had increased their compassion, acceptance, and willingness to help others.

HELPING AND ACCEPTANCE SURVEY

Please answer the following questions by circling the number that best describes your opinion.

1. People who are different than I am make me uncomfortable

Strongly Disagree						Strongly Agree
1	2	3	4	5	6	
2. I am comfortable with people even if they are different from me

Strongly Disagree						Strongly Agree
1	2	3	4	5	6	
3. I feel that helping someone is nothing special, we are all supposed to help others

Strongly Disagree						Strongly Agree
1	2	3	4	5	6	
4. Helping people or animals is sometimes hard, but I feel good when I do help

Strongly Disagree						Strongly Agree
1	2	3	4	5	6	
5. I would help a person or an animal even if other people thought it was stupid for doing so

Strongly Disagree						Strongly Agree
1	2	3	4	5	6	
6. I would help a person or an animal, but only if my friends thought it was a good idea

Strongly Disagree						Strongly Agree
1	2	3	4	5	6	

According to the American Psychological Association website article titled, “Bullying May Contribute to Lower Test Scores,” where psychologists reported on research about effects of bullying in high schools there was a direct correlation between bullying and achievement data. “Our study suggests that a bullying climate may play an important role in student test performance,” said Dewey Cornell, PhD, a clinical psychologist and professor of education at the University of Virginia. “This research underscores the importance of treating bullying as a schoolwide problem rather than just an individual problem.” The study found that passing rates on standardized exams were 3 percent to 6 percent lower in schools where students reported a more severe bullying climate. “This difference is substantial because it affects the school’s ability to meet federal requirements and the educational success of many students who don’t pass the exams,” Cornell said. “Schools are under immense pressure to improve standardized test scores because of the No Child Left Behind Act, Cornell said. “This study supports the

case for schoolwide bullying prevention programs as a step to improve school climate and facilitate academic achievement,” he said.

b) I have used the program over the last three school years. I have found that the calmer atmosphere and emphasis on communication leads to greater reading and vocabulary development, in particular. My STAR/Accelerated reading growth scores were the highest at Taylor Elementary during the 2010/2011 school year with an average gain of 1.2 years. (Data included at end of this proposal.)

c) I observed anecdotal evidence of the strategy’s efficacy by finding much lower rates of teasing, fighting, and bullying in my class than in previous years. Because this program empowers children to have a voice, children take pride in discovering alternatives to bullying.

d) A second study by the Colorado Trust and Cadre Colorado, in collaboration with JVA Consulting, was begun to find out whether beliefs and behavior about bullying changed over time in schools and community-based organizations. Their findings showed that schools with lower levels of bullying reported higher scores on the Colorado Student Assessment Program (CSAP) in reading, writing and math.

4. I would structure meetings as follows. First, introduce teachers to the program by viewing the dvd and familiarizing them with the accompanying activities. I would show them my peace cards, photos of my Dolphin Ambassadors for Peace, and how I use positive discipline. Second, I would encourage them to try the easiest lessons with the dvd which entail asking the accompanying comprehension questions and making Peace Cards. Third, once they were familiar with these activities I would invite teachers to share grade level curriculum themes that excited them in order to help them create lessons that both met the standards and made children more aware of the bullying problem. Lastly, I would ask the team to brainstorm and design more teacher friendly lessons to expand the program so that we could share it in the schools.

5. The resources and materials needed for this program have already been purchased with 2010 Care and Share grant funds and are now available in every elementary and junior high school in Santa Maria. They are as follows: a) The Dean and JoJo Alternatives to Bullying and Intolerance DVD b) Peace Cards c) Blank index cards.

Other needed materials would be copies would of blackline master worksheets which are available on the DVD. I also have two copies of the DVD to loan out.

6. I have excellent personal qualities which make me uniquely suited to lead a strategy team for peace resolution in the classroom. A summary of some of my experience follows.

-Currently enrolled in:

The Teachers Without Borders Introduction to Peace Education course. "This supports educators in their professional development as peace educators and connects them with like-minded colleagues around the world through a supportive virtual learning environment. The 8-week online course consists of three modules that provide a strong foundation in peace education theory and invite participants to explore ways in which they can put peace education into practice."

- Our class was featured in the [Santa Maria Sun](#) article from November 4, 2010 titled "Respect: Find out what It Means to Santa Marians Working to Prevent Bullying and Intolerance."

2010- Grant award winner for the Dolphin Ambassadors for Peace Program using the Dean and JoJo Alternatives to Bullying and Intolerance DVD

- CLAD Certified.

-18 Years teaching elementary school in Santa Maria

-Montessori training 1991-1993

-One year teaching Montessori 1991-1992

-California Polytechnic State University-San Luis Obispo 1989 – 1991

-Ryan Act Multiple Subject Credential K-8, Education 1991

-Santa Maria Rape Crisis: Agency coordinator. I organized and trained hotline volunteers, taught rape prevention classes, engaged in phone counseling, and provided accompaniments for rape or abuse victims during hospital exams.

-Leadership team: various years from 1994-2009

-Writing workshop facilitator from 1998-2009

-B.A., Social Work. San Diego State University-California State University: 1986

-As a student I volunteered as a Big Sister for three different girls, was a hotline volunteer, and worked at Job Opportunities for Youth providing job counseling for teens.



Please use Times 12-point font.

FORMTEXT