C3* TEAM STEPP DATA SCAFFOLD

(* the C3 committee or C3 SIT sub-committee may go by another name, for example, Internet Safety Committee. C3 is used to emphasize the need for the depth and breadth of topics within this domain)

SCHOOL_____   DATE_____

ABETS MEMBER: ☐ *Administrators* ☐ *Behavioral Specialists* ☐ *Educators* ☐ *Technology Professionals* ☐ *other Stakeholders*

C3 Team STEPP Data Collection Tool Part 1: S-T-E				
SCHOOL	**TECHNOLOGY**	**ENVIRONMENTS**	*Current C3 Topics of Concern*	*Current Areas of Concern*

• What school level (elementary, middle, high, K-8)?
• Public or private
• Demographics
• Geographic locations (large walker population)
• Current concerns (district mandates, federal mandates, rise in cases of cyberbullying, community/parent concerns)
• Special needs (large population of low income students—lack of internet access, high percentage of ESL)
	• Support (available to both the student and the staff)
	  ○ In School
	  ○ Central schools system support
	  ○ System Admin and Instructional Technology Support
	• Materials and Equipment (commonly used by others in the environments)
	  ○ MAC/PC
	  ○ Local Area Network/Wide Area Network
	  ○ 1:1 Laptop Initiatives
	  ○ Net books
	  ○ Web 2.0 tools
	• Access Issues (technological, physical, instructional)
	  ○ Firewall
	  ○ Filters
	• Grades kept online/offline
	• Who is responsible for security/passwords
	• Responsibility for student access
		• Attitudes and Expectations (staff, family, other)
		  ○ Technology integrated in classroom or separate topic
		• Technology Savvy
		  ○ Students
		  ○ Teachers
		  ○ Parents
		• Arrangement (instructional, physical)
		  ○ In Classroom
		  ○ In Media Center
		  ○ Home Use
		• C3 topics already covered (ex. cyberbullying in bullying curriculum)
		• C3 topic coverage-gap analysis
		• Involved PTA
		• Parent/Home/Student access and support
		• Support from business
		• For or against technology use
		• Grants/funding opportunities
		• Content/Curriculum available
		• Parent/Business connections/opportunities
		• Current C3 Topics of Concern ⟶
		• Current Areas of Concern ⟶
			The supplementary C3 topic gap analysis scaffold should be completed parallel to this section
			
			C3 topics of concern can be listed in the S-T-E sections or listed out separately in this column.
			
			Topics of concern should align with the School Improvement Plan. For example, special needs students (ethical/equity) might need assistive technology devices or strategies to aid in this group meeting yearly benchmarks. Perhaps better parent communication is a SIP objective. How can technology help address this objective.? Instances of cyberbullying and/or plagiarism can impact instructional classroom processes.
				Current areas of concern can be listed in the S-T-E sections or listed out separately in this column.
				
				Areas of concern might include:
				• *PD for educators*
				• *Funding*
				• *Lack of policies/procedures in place for ALL faculty and staff to understand next steps for instances.*

STEPS:
1. Each Member of the C3 team completes the S-T-E portion of the STEPP Data Instrument.
2. A member of the C3 Team compiles the data.
3. Copies of the Compiled Part 1 STEPP Data Collection Tool are distributed to all C3 Team Members. Team members:
    a. Rank the top 5 C3 Topics of Concerns from 1 top priority to 5 lesser priority.
    b. Rank the top 5 Areas of Concern from 1 top priority to 5 lesser priority.
    c. Given the noted barriers, current school improvement plans and compiled C3 Topics and Areas of Concern the C3 Committee discusses and leads to consensus regarding the plans
      and policies required to deliver the chosen C3 outcomes to the individualized school.

SCHOOL_____   DATE_____

ABETS MEMBER: ☐ *Administrators* ☐ *Behavioral Specialists* ☐ *Educators* ☐ *Technology Professionals* ☐ *other Stakeholders*

C3 Team STEPP Data Collection Tool Part 2					
SCHOOL	**TECHNOLOGY**	**ENVIRONMENTS**	**CONCERNS/RANKED**	**PLANS**	**POLICIES**

• What school level (elementary, middle, high, K-8)?
• Public or private
• Demographics
• Current concerns (district mandates, federal mandates, rise in cases of cyberbullying, community/parent concerns)
• Special needs (large population of low income students—lack of internet access, high percentage of ESL)
	• Support (available to both the student and the staff)
	  ○ In School
	  ○ Central schools system support
	  ○ System Admin and Instructional Technology Support
	• Materials and Equipment (commonly used by others in the environments)
	  ○ MAC/PC
	  ○ Local Area Network/Wide Area Network
	  ○ 1:1 Laptop Initiatives
	  ○ Net books
	  ○ Web 2.0 tools
	• Access Issues (technological, physical, instructional)
	• Firewall
	• Filters
	• Grades kept online/offline
	• Who is responsible for security/passwords
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		• Attitudes and Expectations (staff, family, other)
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		• C3 topics already covered (ex. cyberbullying in bullying curriculum)
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		• Parent/Home/Student Access and support
		• Support from Business
		• For or against technology use
		• Grants/funding Opportunities
		• Content/Curriculum Available
		• Parent/Business Connections/Opportunities
			•
			
			•
				• Delivery
				  ○ Assemblies
				  ○ Units within specific subjects
				  ○ Separate Curriculum
				    ▪ School/system design
				    ▪ Non-profit/commercial curriculum
				• Professional Development to team/staff
				• Network/security arrangements
				  ○ Stand-alone
				  ○ Network
				• Topic gap analysis
				• Plagiarism detectors
				• Conferences/Seminars
				  ○ for teachers
				  ○ for Students
				  ○ for Parents (PTA)
				• Support for special needs/low socio-economic
				Strategies/processes (ex. AUP will be covered in class several times during the school year and at PTA meeting with parents; fun special events to highlight AUP policy items-school TV news, school newspaper, parent newsletter, part of Cybersecurity awareness month competitions
					• Acceptable Use Policies (AUP) and Student Codes of Conduct (includes specific consequences for your school- also includes educator "next steps" for instances)
					• Coverage of school/district AUP (similar to plans section above but policy crafted to confirm coverage)
					• Honesty / Honor Code/Academic Integrity Agreements
					• Filtering/firewall design (while some policies are standard within school districts, each school usually modifies depending on instructional needs)
					• Password changing
					• Responsible educators for C3 delivery
					• C3 Committee or C3 SIT sub-committee
					• Physical set up of computers to minimize opportunities to cheat/distractions/filter workarounds
					• Instructional needs for specific student populations (AT needs considered for IEP process, extended time/lunch/after school access for assignments for students without technology access

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C3 Team STEPP Data Collection Tool Part 2					
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