Creating Bully-Free Environments within Structured Settings

Competency

Educator successfully creates safe, bully-free environments within structured settings.

Key Method

The educator assesses what the students know and encounter when it comes to bullying. The educator then creates a lesson plan to teach students about bullying. Together, they co-develop a list of issues related to bullying that students have experienced in a structured learning environment. The educator and students then co-create a list of positively stated expectations behaviors of how they will treat each other. Lastly, the class will develop a check in system to monitor progress.

Method Components

Key Components of Creating Bully-Free Environments in Structured Spaces:

1. Administer a pre-assessment to determine what your students know and encounter when it comes to bullying. The following resource could be helpful with this step.
   https://www.stopbullying.gov/prevention/at-school/assess-bullying/index.html

2. Create a lesson plan addressing the needs of your students based on the

pre-assessment. Make sure to include the definition of bullying, how you will engage students in this lesson, and any resources you're using.

3. Identify the structured spaces in your school, what makes them structured and give examples.

4. Identify with your students the types of bullying that occur in structured learning settings in your school. Include differences in cultural backgrounds, sexuality, gender identity, religion, and ethnicity among students that can act as catalysts for bullying behaviors.

5. Involve your students in creating a list of expectations regarding bullying issues in your learning environments. These should be stated positively and support school-wide policies. Examples might be: a classroom constitution, compact, or contract, behavior matrix, etc.

6. Work together to develop a system to monitor how everyone is responding to the expectations set together. Examples to monitor progress might be: class meetings, checks with students, surveys, etc.

Supporting Rationale and Research

Cornell, D. & Limber, S.P. (2015). "Law and policy on the concept of bullying at school." American Psychologist, 70.4, 333-43.
https://www.apa.org/pubs/journals/releases/amp-a0038558.pdf

Englander, Elizabeth. (2012). Cyberbullying among 11,700 Elementary School Students, 2010–2012. In MARC Research Reports. Paper 4.
http://vc.bridgew.edu/cgi/viewcontent.cgi?article=1005&context=marc_reports

Press Office (2012). "U.S. Department of Education Provides Guidance to Help Classroom Teachers Combat Bullying." U.S. Department of Education.
https://www.ed.gov/news/press-releases/us-department-education-provides-guidance-help-classroom-teachers-combat-bullying

Rigby, K. & Slee, P.T. (2008). "Interventions to reduce bullying." International Journal of Adolescent Medicine and Health, 20, 165-83.
http://www.bullyingawarenessweek.org/pdf/Bullying_Prevention_Strategies_in_Schools_Ken_Rigby.pdf

Resources

Bully Free Pledge

Website Resource

Keeping Schools Safe for Everyone

Bully-Proofing Your Classroom

Website Resource

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3, and be proficient for all components in Part 2.

Part 1. Overview Questions (Provides Context)

200 - 300 words

Please use the suggested word count as a guide to answer the following contextual questions. This will help our assessor understand your current context for working on this micro-credential.

Please do not include any information that will make you identifiable to your reviewers.

Describe the context of your class. What background information is important to know to understand the context of your classroom? Consider things such as grade level, subject area, any relevant cultural information, and special considerations regarding student characteristics. Be mindful not to reveal anything confidential about a student.

1. Why did you choose to complete this microcredential?

2. What structured space(s) are you focusing on in this microcredential and why?

3. What are the characteristics of your school and class and what do you hope to accomplish or learn through completing the lessons?

> **Passing:** Response provides reasonable and accurate information that justifies the reason for choosing this micro-credential to address specific needs of both the teacher and the student. A learning goal that describes what they hope to gain from earning this micro-credential needs to be clearly stated.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credentials please submit the following [add number of artifacts here] artifacts as evidence of your learning.

Please do not include any information that will make you or your students identifiable to your reviewers.

Please note: The preferred format for artifacts is PDF

Artifact 1: Pre-assessment: Choose or create a developmentally appropriate pre-assessment to gather information about your students and bullying. This should include definitions, kinds of bullying, examples, and more. Address why you chose this pre-assessment.

Artifact 2: Agreement: Craft an agreement specifying what structured environments you and your students are working in. With your group of students, create a document that outlines how to minimize bullying, what to do if bullied, and how to address bullying after it occurs. Submit a picture or document that shows the agreement you and your students created. Should contain at least 5 behaviors that will change due to this microcredential work.

Artifact 3: Progress Monitoring: Submit an artifact that demonstrates how you are monitoring the progress of your agreement. This could be a video link of a small group meeting or class meeting, a survey with student samples, etc. This should be 3-6 weeks after the agreement has been created.

Part 2. Rubric

	Proficient	**Basic**	**Developing**
Artifact 1: Pre-Assessment	Pre-assessment is developmentally appropriate and gathers data about bullying.	Pre-assessment is developmentally appropriate and gathers data about bullying.	Pre-assessment is not developmentally appropriate or is not relevant to bullying. No justification of choice is present.

	Includes justification of choice.	No justification of choice is present.	
Artifact 2: Agreement	Includes the structured environments listed. There are specific examples of how to address bullying and what to do after it occurs. At least five expectations are present.	Includes locations, but may not be specific to a structured environment or the behaviors may not address ways to minimize bullying or what to do during and after. Less than five expectations are present.	No expectations are present or structured locations are not specifically named.
Artifact 3: Progress Monitoring	Data shows authentic student reflection in regards to the agreement.	Data is unclear	Data not present.

Part 3 Reflection

550 - 650 words

Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

How Do I Write a Good Personal Reflection?

Please discuss the following points in your reflection:
- ● What surprised you about the pre-assessment? What did not surprise you?

- ● How did completing these learning opportunities change your perceptions about bullying within structured learning spaces in your school?

- ● In what ways will you change how you handle bullying in your classroom thanks to your experiences during this activity? Explain why.

- ● How will you inspire students to explore, respect, and embrace differences between and among students since a focus on differences can often precipitate bullying?

- Did you notice a difference in how students treated each other after doing this micro-credential? Please include specific examples.

- What surprised you about what your students said regarding bullying in your learning environment? Why were you surprised?

- What did you predict your students would tell you when you asked them to talk about bullying in a structured learning environment? Were your predictions confirmed?

Passing: Answers thoroughly address all parts of the question. It includes reflections on how the educator and students were impacted by these opportunities and uses specific examples and/or quotes from the classroom experience. Specific changes in practice are noted.