



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 have encountered regarding bullying. The educator then creates a lesson plan to teach students about bullying. Together, they co-develop a list of bullying-related issues students have experienced in a structured learning environment. The educator and students then co-create a list of positively stated expectations and 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 regarding bullying. The following resource may help with this step. [Assess Bullying | StopBullying.gov](https://www.stopbullying.gov/assess-bullying/)
2. Create a lesson plan that addresses your students' needs based on the pre-assessment. Include the definition of bullying, how you will engage students in this lesson, and any resources you use.
3. Identify the structured spaces in your school, what makes them structured, and give examples.
4. Identify with your students the types of bullying in structured learning

settings in your school. Include bullying that targets or is based on bias related to students' cultural backgrounds, sexual orientation, gender identity, religion, race, or ethnicity.

5. Involve your students in creating a list of expectations for addressing bullying in your learning environments. Affirm these expectations, and support school-wide policies. Examples might include a classroom constitution, compact, contract, behavior matrix, etc.
6. Work together to develop a system to monitor how everyone responds to the expectations set together. Examples of monitoring 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.

https://vc.bridgew.edu/marc_reports/4/

Rigby, K. & Slee, P.T. (2008). "Interventions to reduce bullying." *International Journal of Adolescent Medicine and Health*, 20, 165-83.

<https://doi.org/10.1515/ijamh.2008.20.2.165>

Resources

Assessing Bullying

[Assess Bullying | StopBullying.gov](#)

[School Climate Survey Compendium | National Center on Safe Supportive Learning Environments \(NCSSLE\)](#)

Building Classroom Expectations & Agreements

[Bully-Proofing Your Classroom | Education World](#)

[Keeping Schools Safe for Everyone | BrightHub Education](#)

Monitoring School Climate & Progress

[School Climate Survey Compendium | NCSSLE](#)

[Preventing Violence & Bullying | NEA](#)

General

[StopBullying.gov](#)

Submission Guidelines & Evaluation Criteria

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

Part 1. Overview Questions (Provides Context)

200 - 300 words

Use the suggested word count as a guide. Your responses will help the reviewer understand your role and the setting you will focus on during this micro-credential.

Do not include identifying information about yourself, students, your school, or your district.

1. Briefly describe your role and how you work with or support students.
2. Describe the structured setting you will focus on during this micro-credential. This could be a classroom, bus, cafeteria, playground, hallway, library, office, extracurricular activity, or another setting where students interact.
3. What expectations, routines, or supports do you currently use to help students feel safe and treat one another respectfully in this setting?

Passing: The response addresses all three questions and provides enough relevant context for the reviewer to understand the candidate's role and selected setting. Writing is clear, organized, and protects confidentiality.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential, please submit the following 3 artifacts as evidence of your learning.

Do not include information that could identify you, your students, your school, or your district. The preferred file 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 work in. With your group of students, create a document outlining how to minimize bullying, what to do if bullied, and how to address it after it occurs. Submit a picture or document that shows the agreement you and your students created. It should contain at least five behaviors that will change due to this micro-credential work.

Artifact 3: Progress Monitoring: Submit an artifact demonstrating how you are monitoring the progress of your agreement. This could be a video link of a small group 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	The pre-assessment is developmentally appropriate and addresses the definition of bullying, types of bullying, and examples of bullying behavior. The candidate explains why the pre-assessment was selected for the students and setting.	The pre-assessment is relevant to bullying, but one or more required areas are incomplete or unclear. The explanation of why it was selected is limited or does not clearly connect to the students and setting.	The pre-assessment is missing, is not developmentally appropriate, or does not gather relevant information about bullying. The candidate does not explain why they selected it.
Artifact 2: Agreement	The agreement applies to the structured setting identified in Part 1 and includes at least five positively stated expectations or behaviors. It explains how students will treat one another, what they can do if they experience or witness bullying, and how concerns will be addressed. The submitted agreement does not contain identifying information.	The agreement applies to the selected setting, but one or more required elements are incomplete or unclear. It may include fewer than five positively stated expectations or behaviors.	The agreement is missing, does not apply to the selected setting, or does not provide clear expectations for preventing and responding to bullying.
Artifact 3: Progress Monitoring	The candidate submits evidence collected three to six weeks after creating the agreement. The	Progress-monitoring evidence and student feedback are included, but the monitoring	Progress-monitoring evidence is missing or does not show how you monitored the agreement.

	evidence shows how the candidate monitored the agreement and gathered student feedback. A brief explanation clearly describes what the evidence shows about how students are responding to the agreement. Submitted evidence is de-identified.	process, timeline, or explanation of what the evidence shows is incomplete or unclear.	Student feedback or an explanation of what the evidence shows is not provided.
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Part 3 Reflection

350-500 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?](#)

Address the following questions:

1. What did you learn about how students understand and experience bullying in structured settings? What confirmed or challenged your previous thinking?
2. How has your understanding of creating a safe, bully-free environment changed? Consider the value of student voice, shared expectations, and regular check-ins.
3. What is one specific change you will make in your practice? Explain how this change will support student safety, including when bullying involves bias or targets a student's identity.

Passing: The reflection addresses all three questions and thoughtfully explains the candidate's learning. It describes how the candidate's understanding or perspective has changed and identifies a specific change in practice. Writing is clear, organized, reflective, and protects confidentiality.