nea | NATIONAL EDUCATION ASSOCIATION

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 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 could be helpful with this step. Assess Bullying | StopBullying.gov

2. Create a lesson plan addressing the needs of your students based on the pre-assessment. Ensure to 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.

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4. Identify with your students the types of bullying 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 affirmed, and school-wide policies should be supported. Examples might be a classroom constitution, compact or 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.
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-Proofing Your Classroom

Keeping Schools Safe for Everyone

Preventing Violence & Bullying | NEA
StopBullying.gov

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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. Consider grade level, subject area, 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 micro-credential, and what do you hope to accomplish or learn through completing the lessons?

2. What structured space(s) are you focusing on in this micro-credential, and why?

3. Describe the context of the structured space you chose. Consider grade level, subject area, relevant cultural information, and special considerations regarding student characteristics.

4. What are the expectations for student behavior and participation in your class?

Passing: Response addresses all required components as outlined in the overview section. Supporting evidence includes specific examples from the classroom. Writing is organized and easy to understand.

Part 2. Work Examples/Artifacts/Evidence

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

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

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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 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	Pre-assessment is developmentally appropriate and gathers data about bullying. Includes justification of choice.	Pre-assessment is developmentally appropriate and gathers data about bullying. No justification of choice is present.	Pre-assessment is not developmentally appropriate or is not relevant to bullying. 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.	No expectations are present, and structured locations are not explicitly named.

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		Less than five expectations are present.	
Artifact 3: Progress Monitoring	Data shows authentic student reflection regarding the agreement.	The data could be clearer.	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 focusing 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 discuss bullying in a structured learning environment? Were your predictions confirmed?

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