The Collaborative Classroom: Equipping Students with Tools to Discourage Bullying

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The Center for Collaborative Classroom is a nonprofit organization dedicated to students’ growth as critical thinkers who learn from, care for, and respect one another.
## School Culture and Climate

<table>
<thead>
<tr>
<th>Culture</th>
<th>Climate</th>
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</thead>
<tbody>
<tr>
<td>Personality of staff</td>
<td>Ethos, spirit, attitude</td>
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<tr>
<td>Beliefs, attitude and behaviors</td>
<td>Tone or feel of school</td>
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<tr>
<td>“The way we do things here”</td>
<td>The way we feel</td>
</tr>
<tr>
<td>Rituals, traditions</td>
<td>Set by the adults</td>
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<tr>
<td>“… sum total of the behaviors and interactions of all adults and children, their attitudes and norms, and the extent to which the school is safe, supportive, healthy, engaging, inspiring, and challenging for all.”</td>
<td>“… collective perception of how well a school provides suitable conditions for learning; for positive social, emotional, and character development; for all staff to grow professionally; and for parents, families, and community resources to become engaged in the school.”</td>
</tr>
</tbody>
</table>

Maurice Elias
Edutopia 2015
The Iceberg Theory

Layer 1
The way the school operates

Layer 2
The school’s culture and climate

Layer 3
Individual mindsets and beliefs

Visible
Murky
Hidden but necessary for real change
“If the relationships between administrators and teachers are trusting, generous, helpful, and cooperative, then the relationships between teachers and students, between students and students, and between teachers and parents are likely to be trusting, generous, helpful and cooperative.

If, on the other hand, the relationships between administrators and teachers are fearful, competitive, suspicious, and corrosive, then these qualities will disseminate throughout the school community.

Roland Barth
CASEL’s Core Social-Emotional Competencies
“Developing social-emotional skills is even more critical for students living in under resourced areas, both urban and rural. Students in urban areas and/or areas that are under resourced are surrounded by added stressors that make it difficult for them to learn. When students develop social-emotional competencies, they are more capable of seeking help when needed, managing their emotions, and problem solving difficult situations.”

Romasz, Kantor, & Elais, 2004
1. Student-Centered Discipline
2. Teacher Language
3. Responsibility and Choice
4. Warmth and Support
5. Cooperative Learning
6. Classroom Discussions
7. Self-Reflection and Self-Assessment
8. Balanced Instruction
9. Academic Press and Expectations
Implementation Resources

Welcome to the Online Implementation Resources for Caring School Community

In partnership with Oakland Unified School District, we’ve created the following collection of materials based on input from the field to assist you in deepening your CSC and Social Emotional Learning practice.

PD Sessions

Online and downloadable professional development sessions, many with embedded video, designed to be interactive for small groups or whole staffs. Designed to be 20–30 minutes in length as part of a regular staff meeting.

Documents

Downloadable support materials available for quick easy access. Includes calendars, class meeting lists, elements of strong implementation, and articles.
Welcome to Our Community!
We are here to support you!

- **collaborativeclassroom.org/pd**
  Take advantage of our free online resources to support our programs in your school or after-school site.

**Visit**
Check our website at [collaborativeclassroom.org/forum](http://collaborativeclassroom.org/forum) for upcoming events, Common Core tips, and inspiring blogs.

**Share**
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