



MISIC Professional Development Course Title: *Social and Emotional Learning: Helping students feel safe, supported, and nurtured*

Licensure Renewal Credit Hours 1

MISIC contact: Jamie Morgan Jamie@misiciowa.org

Facilitator/Instructor(s)

Note: Facilitators/instructors are not eligible for licensure renewal credit for this course.

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Course Description

This is a blended course that integrates a) learning from MISIC’s Social and Emotional Learning Conference, b) teaming to extend the learning from the conference, and c) developing an action plan to apply what has been learned. This blended format meets professional learning standards by 1) providing research-based content about social and emotional learning, 2) requiring reflective thinking to embrace new ways of professional practice and 3) providing job-embedded, practical application of strategies and tools to implement social and emotional learning. This course is appropriate for all educators: classroom teachers, counselors, administrators, and professional support staff.

As school districts respond to the growing social and emotional needs of our students, they are learning to implement social and emotional learning (SEL) in all aspects of their operations. Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions ([CASEL](#)).

Integrating SEL with instructional practices and academic content has become a growing priority. This integration teaches critical social competencies necessary for academic and life success such as resiliency, self-management, and responsible decision-making skills. The development of these skills has shown overall positive results, including better academic performance, improved attitudes, behaviors and relationships with peers, as well as a deeper connection to school, fewer delinquent acts, and reduced emotional distress ([CASEL SEL Impact](#)). The goal of teaching social and emotional skills is to build students' mental health and resilience—so that as they grow, they can adapt and handle what comes at them.

Additionally, trauma is all-too real in our lives today, more prevalent than we may believe. Educators who understand the effects of trauma on their students can implement best practices associated with trauma-informed care in school settings. ([Addressing Trauma in our Schools](#) from Communities in Schools.org)



Furthermore, working with students who have experienced trauma or display behavioral difficulties on a regular basis can be challenging and stressful. In order for educators to continue supporting students, it is also important for educators to practice self-care. The benefits of self-care can also be incorporated within the classroom to help students reduce stress and become ready for learning. ([Taking Care of Yourself: Resources to Help Educators with Self-Care](#) from the Association of American Educators)

Course Outcomes

Participants will know, understand, and/or be able to...

- Explain the goals and skills of social and emotional learning
- Identify and understand the social and emotional needs of students
- Identify the characteristics of trauma-impacted students and learn how to respond to them
- Develop an action plan to implement social and emotional learning strategies and tools in their professional practice
- Practice self-care

Schedule and Delivery

Note: 15 collaborative learning hours are required for each credit offered.

- September 23, 2019: Social and Emotional Learning Conference 8:30-12:00 & 12:30-3:00, totaling 6 hours
- September 24-October 4, 2019: In teams or with a partner (another teacher, instructional coach, or administrator) meet in several sessions as needed over these two weeks, totaling 3 hours. Keep a log of the meeting times. Explore and answer in writing the following questions for each of the 6 sessions attended, including the keynote speakers, as an extension of learning from the conference:
 - Here's what I learned: description of the key learnings
 - So what - why/how this is important to me OR How what I learned in this session makes me think differently
 - Now what I will do with what I've learned
- October 7-November 22, 2019: Develop, implement, and reflect upon an action plan to integrate social and emotional tools and strategies in your classroom or professional practice. Keep a log of your work (development, implementation, and reflection) totaling 6 hours. The action plan may be developed and implemented individually or collaboratively. The Social and Emotional Learning Action Plan must include the following elements:
 - Purpose: A brief description of your plan's purpose, the "why" setting the context and explaining the need for the plan.
 - Picture: An explanation of what this plan will accomplish, your goals or objectives. What would successful implementation look like for you, for the students?
 - Plan: This section is a detailed listing of the social and emotional learning strategies or tools to be used in professional practice, as well as the schedule for implementation.



Include how you will assess progress. Note that while the plan may extend beyond the scope of this course, beginning implementation is expected.

- Part to Play: Describe who and how others (i.e., fellow teachers, instructional coach, administrator, professional support staff) will be included to support you in development, implementation, and reflection of this plan.
- Progress: (Written after implementation.) Reflect individually upon the implementation of your plan. What progress are you seeing in social and emotional learning of your students? How do you interpret this progress? What are your next steps in relationship to this progress?

Successful Course Completion and Evidence of Learning

- Full conference attendance from 8:30-12:00 & 12:30-3:00
- Reflection paragraph of the three breakout sessions, and the three keynote speakers
- Reflection paragraph for each session must include
 - Here's what I learned: the key learnings from the session
 - So what - why/how this is important to me OR How what I learned in this session makes me think differently
 - Now what I will do with what I've learned
- Reflection paragraphs will be assessed with the reflection rubric: content (all 3 elements are included in each paragraph for each session and speaker), detail, and clarity.
- With the reflection paragraphs, submit a log detailing the meeting times between September 24 and October 4, showing a total of 3 hours. **Reflection Due by October 4.**
- Social and Emotional Learning Action Plan must include all listed elements: Purpose, Picture, Plan, Part to Play, Progress. Note: The plan may be developed and implemented collaboratively. The reflection must be individually written.
- With the action plan, submit a log detailing the development, implementation, and reflection times between October 7 and November 22, showing a total of 6 hours. **Plan due by November 22.**
- The Social and Emotional Learning Action Plan will be assessed with the action plan rubric.

Course Policies

- Attendance for the full conference 8:30-3:00 is expected.
- A log detailing collaboration for the conference reflection must be submitted with the reflection paragraphs.
- A log detailing time for the development, implementation, and reflection of the action plan must be submitted with the plan.
- Any additional time needed beyond the due dates must be approved prior to the due date by contacting Jamie at MISIC (Jamie@misiciowa.org).

Course Submissions

Submit course work and reflections to MISIC (Jamie@misiciowa.org). A transcript suitable for the BOEE will be sent upon successful completion of the course requirements.

Social-Emotional Learning: Helping students feel safe, supported, and nurtured
Conference: September 23, 2019
Reflection due by October 4, 2019

Name:

Date Received:

Evaluated by:

Date:

Conference Reflection: *Your reflection paragraphs for each breakout session attended (3) and the key note speakers (3) will be assessed on the following rubric. You must earn a “yes” on this portion of the course in order to earn licensure renewal credit.*

Not Yet Areas to Improve	Criteria for Success	Evidence of Meets or Exceeds Criteria
	<p>CONTENT: All components of the reflection paragraphs are present:</p> <ul style="list-style-type: none"> ○ <u>Here’s what</u> I learned: description of the key learnings from the session ○ <u>So what</u> - why/how this is important to me OR How what I learned in this session makes me think differently ○ <u>Now what</u> I will do with what I’ve learned 	
	<p>DETAILED: Reflection paragraphs include sufficient detail for reader to know what the participant has learned and how knowledge is/will be used in teaching and learning.</p>	
	<p>CLARITY: Reflection is clear and coherent.</p>	
	<p>LOG: Details the meeting times with your colleagues to explore your thoughts about what you learned from the conference between September 24 and October 4, showing a total of 3 hours.</p>	

_____ **Submission Does Not Meet Criteria. Re-submit missing elements by Date:**

_____ **Submission Meets Criteria: Signature:**

Date:

Social-Emotional Learning: Helping students feel safe, supported, and nurtured
Social and Emotional Action Plan Rubric
Work Time: October 7-November 22, 2019. Plan due November 22.

Name:

Date Received:

Evaluated by:

Date:

TASK: Develop, implement, and reflect upon a Social and Emotional Action Plan to integrate social and emotional tools and strategies in your classroom or professional practice. Submit a log of your work (development, implementation, and reflection) totaling 6 hours. The Social and Emotional Learning Action Plan must include the elements detailed in the rubric below.

Not Yet Areas to Improve	Criteria for Success	Evidence of Meets or Exceeds Criteria
	PURPOSE: A brief description of your plan’s purpose, the “why” setting the context and explaining the need for the plan.	
	PICTURE: An explanation of what this plan will accomplish, your goals or objectives. What would successful implementation look like for you, for the students?	
	PLAN: This section is a detailed listing of the social and emotional learning strategies or tools to be used in professional practice, and the schedule for implementation. Include how you will assess progress. Note that while the plan may extend beyond the scope of this course, beginning implementation is expected.	
	PART to PLAY: Describe who and how others (i.e., fellow teachers, instructional coach, administrator, professional support staff) will be included to support you in development,	

	implementation, and reflection of this plan.	
	PROGRESS: (Written after implementation.) Reflect upon the implementation of your plan. What progress are you seeing in social and emotional learning of your students? How do you interpret this progress? What are your next steps in relationship to this progress?	
	LOG: Detail six hours of time to develop, implement, and reflect upon the action plan.	

_____ Submission Does Not Meet Criteria. Re-submit missing elements by Date:

_____ Submission Meets Criteria: Signature:

Date: