



**MISIC Professional Development Course Title - *Social and Emotional Learning: Making a Difference***

Licensure Renewal Credit Hours 1

MISIC contact: Jamie Morgan, [jamie@misiciowa.org](mailto:jamie@misiciowa.org)

**Facilitator/Instructor(s)**

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

Sue Beers, [suebeers@netins.net](mailto:suebeers@netins.net)

Ann Bartelt, [annbartelt0204@gmail.com](mailto:annbartelt0204@gmail.com)

Becky Hacker-Kluver, [beckyhackerkluver@gmail.com](mailto:beckyhackerkluver@gmail.com)

**Course Description**

This is a blended course that integrates a) learning from MISIC’s Social and Emotional Learning Fall 2020 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 14, 2020: Social and Emotional Learning Conference 8:30-12:00 & 12:30-3:00, totaling 6 hours
- September 15-25, 2020: In teams or with a partner (another teacher, instructional coach, or administrator) as an extension of learning from the conference explore, reflect, and answer in writing the following questions for each of the 6 sessions attended, including the keynote speakers:
  - 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 to implement or apply what I have learned
- September 28-November 6, 2020: Develop and vet (evaluate) with another person(s) an action plan for the next school year to integrate social and emotional tools and strategies in your classroom(s) or professional practice. The Social and Emotional Learning Action Plan must include the following elements:
  - A brief description of your plan's purpose (the why). Explain the context and the need for the plan.
  - An explanation of your goals or objectives with this plan. What do you hope to accomplish?
  - Provide a detailed listing of the social and emotional learning strategies or tools you plan to implement. Include an implementation timeline as appropriate.
  - Describe how you will evaluate the implementation of your action plan and how you will assess progress toward the stated goals or objectives.



- In a final paragraph, reflect individually upon the development of your plan. How well did the planning process go? How did you address any obstacles to your planning? What are you looking forward to when you implement this plan next school year?

### **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 - 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 to implement or apply what I have 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.
- Social and Emotional Learning Action Plan must include all listed elements. Note: The plan may be developed and evaluated collaboratively.
- Reflection paragraph(s) must be individually written.
- Final submission is November 6, 2020.
- 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.
- Any additional time needed beyond the due dates must be approved prior to the due date by contacting Jamie at MISIC ([Jamie@misiciowa.org](mailto:Jamie@misiciowa.org)).

### **Course Submissions**

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