



Social and Emotional Learning

Instructor: Becky Hacker-Kluver

Licensure Renewal Credit: 1 credit

This course is approved for licensure renewal credit only upon successful completion of all the micro-credential components. The course is not approved as credit toward an endorsement or new teaching authority.

This course is presented in a self-paced format. Participants, whether individually or as learning team, are expected to make reasonable progress through the components. In order to accommodate the participant's work schedule and professional setting, no due dates are attached to the individual components with the exception of the final due date.

Dates: July 1, 2020-June 30, 2021

Course Description (Overview of Course)

This course focuses on the need for and the value of social and emotional learning (SEL) and implementation of SEL strategies. Understanding the "why" and the "what" of SEL are the foundation for specific instructional strategies that help students establish the five competencies of SEL: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Just as any instructional program should be evaluated, the course includes how SEL can be measured with tools carefully selected to meet the school's program needs.

Select any **three of the five** micro-credentials to complete for one license renewal credit. Your selection should be based upon your experience and your needs regarding social and emotional learning.

School Improvement Rationale (School data that indicates a need for this course).

Today's schools are increasingly multicultural and multilingual with students from diverse social and economic backgrounds. Educators and community agencies serve students with varying motivation for engaging in learning, behaving positively, and performing academically. Social and emotional learning (SEL) provides a foundation for safe and positive learning, and enhances students' ability to succeed in school, careers, and life.

A 2018 Pew Research Center survey of students aged 13 to 17 found that seven in ten teens think anxiety and depression are major problems for their peers. The same survey found that six in ten kids feel pressure to get good grades while nearly three in ten feel pressure to look good and fit in socially.

Powerful evidence from social and emotional learning (SEL) research shows that SEL can have a positive impact on school climate and promote a host of academic, social, and emotional benefits for students. Durlak, Weissberg et al.'s recent meta-analysis of 213 rigorous studies of SEL in schools indicates that students receiving quality SEL instruction demonstrated: 1) better academic performance: achievement scores an average of 11 percentile points higher than students who did not receive SEL instruction; 2) improved attitudes and behaviors: greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and better classroom behavior; 3) fewer negative behaviors: decreased disruptive class behavior, noncompliance, aggression, delinquent acts, and disciplinary referrals; and 4) reduced emotional distress: fewer reports of student depression, anxiety, stress, and social withdrawal.

Expected Outcomes: The learner will be able to...

Those who complete all components of the course will be able to:

- Explain the importance of social and emotional learning for their school
- Describe the goals and elements of social and emotional learning
- Identify and implement strategies that promote a safe and supportive classroom culture and teach students social and emotional learning skills.
- As a regular element of instruction, practice affirmative language and I statements.
- Measure the effectiveness of a social and emotional learning program using tools appropriate for the school and the program.

Note: Success criteria for each component are identified for each component below.

Micro-Credential Component*	Micro-Credential Description	Hours
Social and Emotional Learning: The Why?	This micro-credential focuses on the “why,” the importance of and need for social and emotional learning as an integral element of a school’s curriculum and instruction. You will assess your school’s current climate and culture and make a case for professional development regarding social and emotional learning.	5

Success Criteria for this micro-credential:

- Assess the school’s current climate and culture to determine the need for social and emotional learning.
- Prepare a presentation for the school’s leadership explaining why professional development of SEL is needed.

Micro-Credential Component*	Micro-Credential Description	Hours
Social and Emotional Learning: The What?	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. This course focuses on building a deep understanding of the elements of SEL, as well as related terminology.	5

Success Criteria for this micro-credential:

- Explain the “what” of social and emotional learning with a presentation that will be shared with a leadership team or staff at your school.
- Describe how the many related terms such as restorative justice, restorative practices, trauma-sensitive schools, trauma-informed, mindfulness, etc. align with social emotional learning.

Micro-Credential Component*	Micro-Credential Description	Hours
Social and Emotional Learning: Positive Relationships with Students	Research shows that when there is a positive teacher-student relationship, students feel safe are not afraid to take risks as part of the learning process. Teachers who have created positive teacher student relationships are more likely to have above-average effects on student achievement. This micro-credential focuses on identifying and developing positive student relationships in the classroom.	5

Success Criteria for this micro-credential:

- Submit a list of the top priorities (“look-fors”) that are involved with positive student-teacher relationships.
- Observe four different classrooms and in a written report, in a separate paragraph for each observation,
 - Identify what you observed in each classroom regarding positive student-teacher relationships.
 - Summarize the common themes from the observations around positive teacher-student relationships and describe why these are important.
 - Highlight how what you saw aligned and/or didn’t align with your list of priorities of what is involved with positive student-teacher relationships.

Micro-Credential Component*	Micro-Credential Description	Hours
Social and Emotional Learning: Affirmative Language and I Statements	Verbal expectations and feedback to students help create the unique learning environment within classrooms. Affirmative language is important, as it tells students what they are or should be doing, rather than what they shouldn't do. Another SEL strategy is the use of “I Statements” to express strong feelings, especially when solving conflicts.	5

Success Criteria for this micro-credential:

- Draft agendas for two early release professional development sessions: 1) Using Affirmative Language in the Classroom and 2) Using I Statements. Each agenda should include
 - The intended outcomes
 - A team builder
 - Team norms
 - The structured learning tasks for the participants, including a description of the processes that will be used
 - Closing activity that also addresses formative assessment of the learning
 - Also attach any handouts or visual aids that will be used as part of the learning.

Micro-Credential Component*	Micro-Credential Description	Hours
Social and Emotional Learning: Measurement Tools	Measurement tools for social and emotional learning are critical for evaluating a school's SEL program. There are critical considerations schools must make in selecting an SEL assessment. This course highlights those considerations and asks participants to evaluate potential assessments against those considerations.	5

Success Criteria for this micro-credential:

- Prepare a document that explains the top six to eight considerations for selecting a measurement tool for social and emotional learning. Explain the rationale for each consideration.
- Select a minimum of three measurement tools and evaluate them against the 6-8 items identified in the first task. In a paragraph, identify which tool you would recommend and explain why.

Iowa Teaching Standards

Check which number(s) of the Iowa Teaching Standards that connect to the work defined in this course:

- ✓ Standard 1: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.
- Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position
- Standard 3: Demonstrates competence in planning and preparing for instruction.
- ✓ Standard 4: Uses strategies to deliver instruction that meets the multiple learning needs of students.
- ✓ Standard 5: Uses a variety of methods to monitor student learning.
- ✓ Standard 6: Demonstrates competence in classroom management.
- ✓ Standard 7: Engages in professional growth
- Standard 8: Fulfills professional responsibilities established by the school district.

Iowa Leadership Standards

Check which number(s) of the Iowa Leadership Standards that connect to the work defined in this course:

- ✓ Standard 1: An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Shared Vision)
- ✓ Standard 2: An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Culture of Learning)
- Standard 3: An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. (Management)
- ✓ Standard 4: An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources. (Family and Community)
- Standard 5: An educational leader promotes the success of all students by acting with integrity, fairness and in an ethical manner. (Ethics)
- ✓ Standard 6: An educational leader promotes the success of all students by understanding the profile of the community and responding to, and influencing the larger political, social, economic, legal and cultural context. (Societal Context)

*A component can be completed as a stand-alone learning experience without the expectation of recertification credit or graduate credit. If the learner successfully completes all components in this course, they will be eligible to be awarded recertification.