



Targeted SEL for Special Populations

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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, 2025 – June 30, 2026

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.

Public schools have an obligation to meet the needs of all students; by law this is known as providing a free, appropriate public education (FAPE). Teachers of special education students have particular and specific requirements to ensure fulfilling this obligation and meeting students' needs. These requirements are described by law as specially designed instruction, which includes high quality goals for the student, transition planning for students sixteen and older to be prepared for learning and work beyond high school, and Individual Education Plan (IEP) meetings with the student's family to communicate the school's role and goals for meeting the student's needs and ensuring progress.

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

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

- 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.
- Implement strategies to support student success; i.e., visual schedules or self-regulation, and transition activities.

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

| 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.
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| 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.

| Micro-Credential Component | Micro-Credential Description | Hours |
|---|---|-------|
| Visual Schedules | Visual schedules are graphic representations of scheduled activities and are regularly used to support students with disabilities. Students who are on the autism spectrum especially benefit from visual schedules. It is important to remember that ALL students are different, and each visual schedule must be created and personalized to fit the individual needs of your students and classroom. In this micro-credential you will be learning more about visual schedules in general, where and when to use them, and the types of visual schedules. You will practice using them in your classroom, and finally receive feedback related to implementing visual schedules. | 3 |
| <p>Success Criteria for this micro-credential:</p> <ol style="list-style-type: none"> 1. Create a document that explains why you chose to develop and use visual schedules in your classroom. The document should provide background information about the students with whom you plan to use visual schedules, describe how visual schedules can benefit those specific students, identify how you will personally use visual schedules to enhance student success in your classroom using the research-based information you have studied, and explain the outcome(s) you wish to see when implementing these visual schedules. 2. Submit four visual schedules to use in your classroom and provide a paragraph for each of the four visual schedules, explaining how each will meet the needs of the intended students. 3. Submit short videos (3-5 minutes each) of you introducing two of the four visual schedules to students. The videos must include evidence of you using prompts to support students to complete the schedules independently and effectively. | | |

| Micro-Credential Component | Micro-Credential Description | Hours |
|---|---|-------|
| Building Self-Regulation Understanding and Skills | This micro credential gives a teacher the opportunity to explore how to best leverage student strengths by reading and viewing resources related to self-regulation and also looking closer at the student's strengths. The teacher then implements self-regulation strategies and evaluates the results of using the strategies. The goal is for a teacher to have a stronger repertoire of strategies that will assist students challenged by self-regulation and understand those same strategies will undoubtedly be worthwhile for other students as well. | 3 |
| Success Criteria for this micro-credential: <ol style="list-style-type: none"> 1. Identify a student who is struggling with self-regulation and describe what has been implemented with this student. 2. After studying the research and resources, identify strategies that will assist the student in developing self-regulation. Include the rationale for your selection. 3. Choose one strategy to fully implement with the student; provide work samples or artifacts to illustrate what was implemented; reflect upon changes in the student's self-regulation. 4. Submit a student reflection about his/her changes in self-regulation. | | |
| Iowa Teaching Standards | | |
| <p>Check which number(s) of the Iowa Teaching Standards that connect to the work defined in this course:</p> <ul style="list-style-type: none"> ✓ 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.