



Introduction to K-12 Social-Emotional Learning

Number of Credits: 1*

Course Instructors: Miriam Woods and Jordan Mix

Course Description: According to the Collaborative of Academic, Social, and Emotional Learning (CASEL, 2019), “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.” According to CASEL’s research, incorporating SEL into the K-12 setting has the capacity to increase academic outcomes, improve behavior, and improve overall lifetime outcomes.

The purpose of this course is to provide an overview of social-emotional learning to participants. In particular, this course aims to provide participants with an understanding of the five core SEL competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Participants will also learn how SEL can occur through curriculum & instruction, schoolwide policies, and community partnerships.

At the end of the course, participants will devise an implementation plan to take their new learning back to their schools and classrooms.

Learning Objectives: Upon completion of this course, students will be able to:

- Define social-emotional learning (SEL), its foundational principles, and overall developmental indicators
- Reflect on how Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making are currently being addressed in the K12 educational setting
- Devise strategies for infusing SEL through curriculum & instruction, schoolwide policies, and family & community partnerships
- Construct an implementation plan to incorporate SEL into K12 schools and classrooms

Resources: No texts are required to purchase in order to complete this course

- The mission of Iowa Safe Schools is to provide safe, supportive and nurturing learning environments for all students. Staff of the Iowa Safe Schools are experts in the fields of bullying prevention and intervention, developing positive school climate, and advocating for underrepresented and marginalized populations. GSAs are shown to be a best practice for increasing awareness of discriminatory school policies, reducing bullying, reducing deaths by suicide, and ensuring students feel safe and supported in their schools and communities.
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students’ social and emotional learning: A meta-analysis of school-based universal interventions. *Child development, 82*(1), 405-432.
 - This study shows how SEL interventions that address CASEL’s five core competencies increased students’ academic performance by 11 percentile points, compared to students who did not participate in such SEL programs. Students participating in SEL programs also showed improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school.
- Mahoney, J. L., Durlak, J. A., & Weissberg, R. P. (2018). An update on social and emotional learning outcome research. *Phi Delta Kappan, 100*(4), 18-23.
 - Previous studies suggest that adding an SEL program is likely to be a wise choice. For example, 57% more students in schools with an SEL program improved their skills compared to students in schools without an SEL program, 27% more improved their academic performance, and 24% more improved their emotional well-being and social behavior. In sum, current data collected from many studies

indicates that adding an SEL program to the school curriculum can lead to several real-life benefits for students. Read the 2018 study and analysis by J. L. Mahoney, J. A. Durlak, and R. P. Weissberg.

***Course Requirements:** To receive full credit for the course, participants must complete ALL assignments and respond to specific questions outlined in each assignment. Failure to complete all assignments will result in a disqualification in the course and a failing grade.

Other Course Information:

Getting Started

- After registering for the course, you will be sent an email with the website address, password and course key you need to access your online course, along with login instructions.
- Access each assignment through the course home page. All assignments will be submitted through the Moodle platform on each respective assignment page.
- Please save a backup copy of all course assignments and completed work.

Participation

- You are not required to be present (i.e. online) specific days or times. You will work at your own pace. The course is structured in 3 Weekly Units, however all assignments will not be due until the final day of the course.
- All responses will be posted online. Large documents, files, photographs or PowerPoint presentations may be attached as part of your response by using the “Submit A File” option.
- You may work collaboratively and submit similar responses on all assignments except for quizzes which must be done individually.

INTASC Standards that are addressed in this course:

- 2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- 3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- 4. The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving and performance skills.
- 5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- 9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professional in the learning community) and who actively seeks out opportunities to grow professionally.
- 10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

Check the Iowa Teaching Standards that are addressed in this course:

X	1. Enhance Student Achievement		5. Monitoring Student Learning
	2. Content Knowledge	X	6. Classroom Management
X	3. Planning and Preparation	X	7. Professional Growth
X	4. Instructional Strategies	X	8. Professional Responsibilities

Assignment Checklist

Topic/Activity	In Class	Out of Class
Getting to Know the Class; Additional Readings: Take the time to get to know the class layout, read over the Help section, and review any other materials present in the class to get started. Take your time!		2 hrs
<u>Week 1 - Getting Started</u>		
Discussion: Introduction – In this module, participants will take time to introduce themselves to their classes and discuss what they want to learn from the course.	1 hr	1 hr
Discussion: What is Social-Emotional Learning – In this module, participants will be able to define social-emotional learning and its importance in K12 education. In a discussion post, participants will reflect on current research, foundational principles, and its application to their schools and communities.	1.5 hrs	3 hrs
Discussion: Self-Awareness – In this module, participants will be able to define self-awareness as the ability to recognize one’s own emotions, thoughts, and values. In a discussion post, participants will analyze the vertical progression of K-12 SEL goals.	1.5 hrs	3 hrs
Discussion: Self-Management – In this lesson, participants will reflect on the ways they encourage students to self-manage their grade and set achievable goals. They will learn about impulse control, stress management, self-discipline, self-motivation, goal setting, and organizational skills. In a discussion post, they will share how this new learning applies to their classrooms and schools.	1.5 hrs	3 hrs
<u>Week 2 - Diving Deeper</u>		
Discussion: Social Awareness – In this lesson, participants will engage in a conversation on social awareness, empathy, appreciating diversity, and civic engagement. In a discussion post, they will reflect on the challenges of engaging students in civil dialogue and the ways they can integrate it into their academic curriculum.	1.5hrs	3 hrs
Discussion: Relationship Skills – This lesson will help participants understand the K-12 learning targets for communication, social engagement, relationship building, and teamwork. Participants will share their new learning in a discussion post.	1.5hrs	3 hrs
Discussion: Responsible Decision-Making – In this lesson, participants will learn about the final SEL Competency – Responsible Decision-Making. Participants will reflect on the ways they are engaging students in identifying and solving problems, and in a discussion post, they will share how they can infuse more conversations on ethical responsibility.	1.5hrs	3 hrs
<u>Week 3 - Putting it to Work</u>		
Discussion: Curriculum and Instruction – In this lesson, participants will learn about current SEL lessons and units that educators are currently using in their classrooms. Through a discussion post, participants will reflect on the merits of these lesson plans.	1.5 hrs	2 hrs
Discussion: Schoolwide Practices and Policies – In this lesson, participants will reflect on the current climate and culture of their schools. In particular, they will reflect on the policies and procedures in the building and how they embrace SEL. In a discussion post, participants will share their findings with their classmates.	1.5 hrs	2 hrs
Discussion: Family and Community Partnerships – In this lesson, participants will learn how to community partnerships are an effective model for engaging students in SEL. Through a discussion post, participants will reflect on the community partnerships which currently exist in their schools and consider ways to refine these partnerships to foster SEL.	1.5 hrs	2 hrs
Final Assignment: Participants will develop an implementation plan to take their new learning back to their schools and classrooms.	1 hrs	3 hrs
Total Class Time	15 hours	30 hours

Coursework: Participants can earn up to 75 points total for the course. The following table depicts the breakdown of points possible for the required coursework

Activity	Points
8 Discussion Posts (5 Points Each)	50
Final Implementation Plan/Paper	25
Total	75

Grading Scale – Graduate Credit

100-90% (75 - 68 points)	A
89-80% (67 – 60 points)	B
79-70% (59 - 53 points)	C
69-60% (52 - 45 points)	D
59%-Below (<44 points)	F

Grading Scale - License Renewal Credit

100-80% (75 - 60points)	P
79%-Below (<59 points)	NP

Student Requirements Students are required to:

- Participate in **ALL** discussion forums and quizzes
- Complete a final implementation plan

Americans with Disabilities Act: If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please see the instructor to discuss your accommodation needs.

Statement of Plagiarism: Academic dishonesty results in failure of this course. Give credit where credit is due. Use the APA Publication Manual to cite references when needed. Not crediting ideas or words of others is unacceptable scholarship as is submitting work that was done for a previous course or that is not your own origin in design or completion. Submit original assignments. Do not submit work for this course that you have done for other courses.

Grading Rubrics for Individual Activities

10 Discussions (50 points possible) Discussion Forums are asynchronous ways to engage in class discussions. They require you to submit an answer to a question and respond to the posts of other peers. Because they are an integral part of sharing strategies, analyzing research, and sharing ideas, discussion forums in this course comprise a significant percentage of your final grade. It's highly recommended that you read and respond to more than the required two peer postings because greater participation will facilitate a greater depth of understanding. Additionally, it's important to make posts in a timely manner to benefit from peer responses.

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real-life that are supported by reference(s) and example(s)	1
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all parts of the assignment, cites sources	1
Participation (Responses to at least 2 peer posts)	Responds to other posts (when available)	1
Total Points Possible		5

Final Assignment (25 points possible)

The final assignment is a critical part of this course. Participants must complete a two-page final assignment. The paper is meant to be a reflection as well as a chance to state what you will use going forward. The rubric below will be used to grade the final assignment, but additional details will be provided within the course.

Grading Rubric for Implementation Plan		
		Points
Critical Thinking	Highlights any new knowledge gained as a result of course.	5
	Offers new ideas, connections, or applications	5
	Expresses and justifies personal opinion	3
	Discusses Overall Implications	2
Assignment Specific Criteria	Addresses all parts of the assignment, cites sources	2
Mechanics	Writing is clear, well developed, and organized, No or few grammar and spelling errors	2
Implementation	Clearly states ideas to use in the future	2
	States resources to be used	2
	Is realistic in their approach – understands limitations may exist	2
Total Points Possible		25