WHEN BULLIES SPEAK…TEACHING AND LEADING WITH EMPATHY AND THE PEDAGODICAL ART OF CARE
ELE 5400B-001

Instructor: **Dr. Mildred M. Pearson,** Associate Professor, Founder, Chair of Bridging Voices in Our Community Bullying Project™ Early Childhood, Elementary, Middle Level Department
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Class Meetings: Wednesday, 7:01 – 9:31 Buzzard Hall-1302
Sessions: January 15, January 22, January 29, February 5, February 12, February 19, February 26,March 5(Mid-Term), March 12, March 19(Spring Break), March 26, April2, April 9, April 16, April 23, April 30, May 7(finals week)

Office Hours: 9:00-10:00 Monday-Thursday or by appointment

Course Description, Goals, and Objectives:

This seminar focuses on research, theory, educational practices, and federal/state policies that promote the social, emotional, and academic competence of preschool through high school students. We will examine research-based strategies and practical approaches to promoting classroom, school-wide, and district-wide social and emotional learning (SEL). We will explore the roles that federal and state policy makers, district and school administrators, teachers and student-support personnel, families, students, and researchers can play in supporting high-quality, systemic SEL programming for preschool to high school students. Students will learn about current work to implement evidence-based SEL programming in schools across Chicago, the State of Illinois, and districts across the United States.

The questions that we will consider in this course include:

- What is Social and Emotional learning?
- How Does it Relate to Bullying?
- What are the Various Types of Bullying?
- What are the Characteristics of Students who Bully Others?
- What are the Characteristics of Victims of Bullying?
- What are the Characteristics of Bully-Victims?
- What Roles do Students Play in Bullying Situations?
- What are Group Mechanisms in Bullying?
- What are Myths about Bullying?
- How to Develop a Caring Curriculum
- How to Develop Active Listening Techniques

Students who successfully complete this course will gain five related sets of knowledge and skills:

1. The student will become familiar with some of the current literature in bullying and social-emotional development in children and adolescents, and become a more intelligent consumer of SEL research.
2. The student will become knowledgeable about factors that support high-quality SEL implementation in a caring environment in the classroom, school and home.
3. The student will develop active listening techniques to help serve as early warning signs.
4. The student will become more proficient in the literature of a "phenomenology of educational care."
5. The students will become proficient in the social cognitive/social learning theory as the theoretical framework for the course.

Recommended Texts – ELE 5400B-001 Course Packet.

*Note: Journal articles and book chapters will either be available on-line or in your course packets.

Course Requirements, Methods of Evaluation, and Grading Policies:

When Bullies Speak…Teaching and leading with Empathy and the Pedagogical Art of Care will meet on Wednesday evenings from 7:00pm to 9:30pm. For each class, we assign 1 to 2 articles or chapters and at least one web site or video. Your grade will be based on completing weekly reading assignments, active class participation, brief reflections on weekly reading assignments, and a final project.

1. **Class Attendance and Participation   (30% of final grade)**

It is essential that all students attend class each week and complete all assigned readings. We will start all classes at 7:00. Students who miss more than 1 class will receive reduced credit for class attendance. Repeated tardiness will also result in reduced credit for attendance.

> **Notifying the Instructor of Anticipated Absence from Class**:
> If an emergency or unforeseen circumstance arises, or you are sick and unable to attend a class, please contact Dr. Mildred Pearson at mmpearson@eiu.edu or mmpearson1@mac.com *in advance*, so we may take that information into account when planning the group activities for class.

During class, students should participate actively in class discussions by posing questions, offering opinions, and demonstrating understanding of the assigned material. Additionally, each week, one member of the class will take responsibility for facilitating an opening activity.

2. Reading Journal and Discussion Board   (40% of final grade)

Students will respond to weekly reading assignments through a two-way journal on D2L. Journal entries are due by 7:00 pm on the Friday prior to the class for which readings are assigned.

I ask that you respond to one or more of the assigned readings for each class in a written reflection of approximately one page. In this reflection, you should provide:

> 1) your *critique/assessment* of the article
> 2) the article's *relevance* to your own life and work.
> 3) questions/topics that you would like addressed during class discussion

This assignment is intended to provide you with the necessary preparation to participate fully in class discussions. It will also give an opportunity for you to consider real-life applications of material from the course and engage in a running dialogue with your instructors.

Journal entries require that you expression your opinions, reflect on the relevance of the article to your background/experiences, and generate ideas to discuss with your instructors and classmates. Grading will be on a 3 "point" system: 0 points if material not answered or not turned in; 1 point if material answered, but only briefly and with little effort; and 2 points if fully answered.

Twice during the semester, students will post an extended journal entry (about 2 single-spaced pages) to the class discussion board (blog?). You are free to choose when to post your reflections to the discussion board; the only requirement is that you do so at least two times during the semester. When you find yourself having a strong reaction or opinion in response to a reading assignment, it's probably a good topic for a discussion board post! All students should check the discussion board weekly and read their classmates posts in preparation for class.

3. Final Project **(30% of final grade)**

Option 1. SEL+ Caring in Action Project (MGE)

This project gives you the opportunity to pursue a practical application(Applied Learning) of your knowledge gained in the course. You will conduct an Bullying-focused action research project at a local school or organization. Early in the semester, I will meet with each student individually to develop a plan for completing the project.

Project Proposal
In consultation with the professor, you will develop a 5-page project proposal with 10 references (APA-style reference format) that describes a *question or problem*, related to SEL literature, that a program, class, school, or organization is facing and *method* for addressing the question or problem, including clearly defined procedures for gathering information (e.g., surveys, interview questions, observation rubrics). The project proposal will be due in class on **March 26, 2014**.

Project Summary and Presentation
After completing the project, you will prepare a 10-12-page written summary of your work. You will also present your project to the class during one of the two class sessions on **April 23 or 30, 2014**. The summary and presentation should include a description of **what you did, how it builds on the SEL literature, an overview of findings, discussion of conclusions from the project, reflection on the process and lessons learned**, and any necessary appendices.

A detailed rubric for the written summary will be provided by the instructor which includes the presentation point. The rubric is worth 250 points. The written project summary is due by 7:00 pm on **April 30, 2014.**.

Option 2. Summary of Research

Students will have the option of completing a 12-15-page research paper in lieu of the action research project. Papers should explore a topic related to SEL in depth and make connections to your own areas of interest. Sample paper topics might include:

- Summarize evidence of effectiveness for a specific program or practice (e.g. positive behavior supports, project-based learning, restorative justice, a specific SEL program)
- Summarize research that connects SEL to an outcome of interest (e.g. college readiness, academic performance, active citizenship, risk behavior).

This list is not exhaustive, and you should feel free to propose any topic that connects to SEL. The paper should build from the course readings, class discussions, and students' prior expertise. It should include at least 10 empirical studies beyond those assigned for class.

Paper Proposal

In consultation with the course instructor, you will develop a 5-page project proposal with 10 references (APA-style reference format) that describes your project. The paper proposal will be due in class on **February 12, 2014.**

Final paper and presentation

A detailed rubric for the final paper will be provided by the instructor. You will present a brief summary of your paper during one of the last two class meetings. The final paper is due by 7:00 pm on **April 30, 2014**

Philosophy of Teaching and Framework for this Course:

According to Ryan and Deci's (2000) self-determination theory, all individuals possess three basic psychological needs:

- to have a sense of **autonomy** or agency over one's experiences;
- to experience a sense of **belonging**, relatedness, and connection to others; and
- to achieve **competence** or a sense of accomplishment.

One's level of engagement or disengagement in school or work is influenced by the degree to which these needs are fulfilled. Accordingly, I have tried to align course content, assignments, and activities to address these needs. I will provide students with opportunities to select action projects and final paper topics so that they can feel a sense of autonomy and choice congruent with their professional as well as personal interests and learning approaches. Through discussions and class activities, I will try to create a safe and caring environment that fosters a sense of belonging and relatedness for all students. Finally, offering opportunities to build students' sense of competence by working closely with them to help them achieve success. For instance, students can hand in early drafts of assignment so that I can give feedback. In Bowlby's (1973) words, "Human beings of all ages are happiest and able to deploy their talents to their best advantage when they experience trusted others as standing behind them."

I support students to achieve excellence. I will work hard to find each student's strengths and use these strengths as a tool to foster development - calibrating lessons and experiences to meet the individual needs. I look forward to collaborating with you to promote your learning and development.

Academic Integrity Policy

As an academic community, EIU is committed to providing an environment in which research, learning, and scholarship can flourish and in which all endeavors are guided by academic and professional integrity. All members of the campus community–students, staff, faculty, and administrators–share the responsibility of insuring that these standards are upheld so that such an environment exists. Instances of academic misconduct by students will be handled pursuant to the Student Standards: http://www.eiu.edu/judicial/

Religious Holidays

Students who wish to observe their religious holidays shall notify the faculty member by the tenth day of the semester of the date when they will be absent unless the religious holiday is observed on or before the tenth day of the semester. In such cases, the student shall notify the faculty member at least five days in advance of the date when he/she will be absent. The faculty member shall make every reasonable effort to honor the request, not penalize the student for missing the class, and if an examination or project is due during the absence, give the student an exam or assignment equivalent to the one completed by those students in attendance. If the student feels aggrieved, he/she may request remedy through the campus grievance procedure.

Accommodations for Students with Documented Disabilities:
Special needs: If you have a registered disability that will require accommodation, please see the instructor so necessary arrangements can be made.

Religious Observations: Eastern Illinois University policy on religious observations states that students should not be penalized in any way for participation in religious observations. Students shall be allowed, whenever possible, to make up academic assignment that are missed due to such absences. However, the must contact the instructor **before** the absence with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.

Course evaluations: As a member of our academic community, students have a number of important responsibilities. One of these responsibilities is to submit course evaluations each term through EIU Testing and Evaluation office in order to help faculty and administrators improve teaching and learning at EIU. All information submitted is confidential. Campus will notify you when the course evaluation at EIU is open for you to complete your evaluations for spring semester courses. Please go directly to the website to complete the evaluation.

Missed single class due to illness: Once during a semester, a student's self-authored not will be accepted as an excuse for missing a minor schedule grading event in a single class session if the note documents the date of the illness, acknowledgement from the student that information provided in the not is correct, and a statement that the student understands that providing false information is a violation of the code of student conduct. Students are expected to attempt to inform the instructor of the illness prior to the date of the missed class.

Major scheduled grading events: Major Scheduled Grading Events(MGE) are indicated in the syllabus. The conditions for accepting a self-signed note do not apply to these events. Written, signed documentation by a health care professional, or other professional in the case of non-medical reasons(see below) of a University-approved excuse for the student's absence must be supplied. This documentation must include verification of treatment dates and the time period for which the student was unable to meet course requirements. Providers should not include diagnostic information. Without this documents, opportunities to make up missed assignments or tests will not be provided.

Non-consecutive, medically necessitated absence from multiple class sessions: Students who throughout the semester miss multiple, non-consecutive class sessions due to medical problems must provide written documentation from a health care professional that their attendance on those days was prohibited for medical reasons.

Attendance: Students are expected to attend each class session, except in the case of illness and or extenuating circumstances(i.e. death in the family). In the case of absence, the student is responsible for retrieving class notes and handouts from classmates.

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Attendance: Students are expected to attend each class session, except in the case of illness and or extenuating circumstances(i.e. death in the family). In the case of absence, the student is responsible for retrieving class notes and handouts from classmates.

Late Work Policy:
Assignments will automatically **be marked down one letter grade for each day** they are handed in late. Make-up exams will be given at the discretion of the instructor, based upon written document and the Eastern Illinois policy regarding excusable absences, to be found in the undergraduate catalogue. I do not accept any version, variety, or derivation of computer/printer/flash drive/diskette/hard drive/software or other technology-related problems as acceptable explanation for late submissions of assignments. Please make sure your assignments are copied ahead of time and ready for submission when they are due.

Course Outline for Topics, Readings, and Assignments

Note: Readings should be completed on the Friday prior to the date for which they are listed.

Week 1
January 15, 2014 - Introduction to Social and Emotional Learning and Types of Bullying

IC: Form of Inquiries
1. *Who's in the room?*
2. *What are the expectations for the course?*
3. *Review of the syllabus*
4. *Videos: What is SEL?*
5. *Social Problem-Solving and the Five SEL competencies*
6. *Plans for the next two weeks*

HW: Readings:
An intelligent look at Emotional Intelligence. *The Association of Teachers and Lecturers*(ATL). p. 1-34.

HW: Video of the Week:

http://www.youtube.com/watch?v=JzW_KI9G2NM&feature=c4-overview&list=LLzOdB_dsqKjUqG7Cwc3m7Vg
Smart Hearts: Social and Emotional Learning Overview

Post Date: January 15, 2014
Journal Response Due Date: January 19, 2014
*Explore ideas for SEL + CARING in ACTION Proposal

Week 2
January 22, 2014
IC: Emotional Intelligence Article and SEL Website Review
        Are you Listening Technique #1

HW: Readings:
Olweus(2011). Recognizing the Many Faces of Bullying.
Boyle, D. J. (2005). Youth Bullying: Incidence, Impact and Interventions. *Journal of the New Jersey Psychological Association, 55(3) 22-24.*
Extra handout in packet: Bullying: Effects, prevalence, and strategies for detection.

HW: Video of the Week:
http://www.pacer.org/bullying/

Post Date: January 22, 2014
Journal Response Due Date: January 26, 2014
*Explore ideas for SEL + CARING in ACTION Proposal

Week 3

January 29, 2014 When Bullies Speak
IC: Form of Inquires:
  How Does it Relate to Bullying?
  What are the Various Types of Bullying?
  What are the Characteristics of Students who Bully Others?
  What are the Characteristics of Victims of Bullying?
  What are the Characteristics of Bully-Victims?
  What Roles do Students Play in Bullying Situations?
  What are Group Mechanisms in Bullying?
  What are Myths about Bullying?

HW: Readings:
Noddings, N.(2012). The caring relation in teaching. *Oxford Review of Education Vol. 38, No. 6,* December 2012, pp. 771–781

Hedge, N.,& Mackenezine, A.(2012) Beyond Care? *Journal of Philosophy of Education, Vol. 46, No. 2, 2012*

HW: Website of the week
http://www.youtube.com/watch?v=sVIZ_mt9l3g

       Post Date: January 29, 2014
       Journal Response Due Date: February 2, 2014
       Work on your (SEL in ACTION PROPOSAL-Due MARCH 26, 2014)

Week 4

Readings: Pedagogical Art of Care
IC: Form of Inquires:
  • How to Develop a Caring Curriculum?
  • How to Develop Active Listening Techniques?

IC: Noddings, N.(2012). The caring relation in teaching. *Oxford Review of Education, Vol. 38, No. 6,* December 2012, pp. 771–781

       Hedge, N.,& Mackenezine, A.(2012) Beyond Care? *Journal of Philosophy of Education, Vol. 46, No. 2, 2012*

       Are you Listening Technique #3

IC: Readings Nel Noddings and Hedge Article

HW: Readings:
Tinkler, B. (2006). A Community of Care in Teacher Education Supervisory Seminar, 239–253.
Noddings, N. (2005). Caring in education. Infed p.1-12.

HW: Video of the week: To be determined and posted in D2L

Post Date: February 5, 2014
Journal Response Due Date: February 9, 2014
*Work on your (SEL in ACTION PROPOSAL-Due MARCH 26, 2014)

Week 5
February 12, 2014 Pedagogical Art of Care Cont.

IC: Tinker and Noddings Article
Video of the week discussion
Are you Listening Technique #4

H.W. SEL Theory, Research, and Practice
Form of Inquires
1. *Why are social and emotional skills important for students' success?*
2. *What does research say about the benefits of SEL?*
3. *What are the theoretical foundations for social and emotional learning?*

Readings of the Week
(Team 1)
Taylor, R. D., & Dymnicki, A. B. (2007). Empirical Evidence of Social and Emotional Learning's Influence on School Success: A Commentary on "Building Academic Success on Social and Emotional Learning: What Does the Research Say?," a book edited by Joseph E. Zins, Roger P. Weissberg, Margaret.. *Journal of Educational & Psychological Consultation*, *17*(2/3), 225-231. doi:10.1080/10474410701346725

http://proxy1.library.eiu.edu:2065/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=25811822&site=ehost-live

(Team 2)
Berkowitz, M. (2012)
http://www.jubileecentre.ac.uk/userfiles/jubileecentre/pdf/conference-papers/BerkowitzM-Educating-for-a-Just-andCaringDemocracticSociety.pdf

(Team 3)
Noddings, N. (2012). The Language of Care Ethics. *Knowledge Quest, Vol.40, No.4*

HW: Website of the Week:

http://www.schoolclimate.org/ - National School Climate Center

http://www.rci.rutgers.edu/~melias/ - Rutgers Social and Emotional Learning Laboratory

Video of the Week:

[http://www.youtube.com/watch?v=7Qv0o1oh9f4 – Social Intelligence and Leadership (Daniel Goleman)](http://www.youtube.com/watch?v=7Qv0o1oh9f4)

Post Date: February 12, 2014
Journal Response Due Date: February 16, 2014
*Work on your (SEL in ACTION PROPOSAL-Due MARCH 26, 2014)
NOTE: Any students who may have chosen Option 2: Paper Proposal due

Week 6

February 19, 2014
IC: Presentation of Article Team 1
**   Presentation of Article Team 2**
**   Presentation of Article Team 3**

IC: Review of websites and video reflections

HW: Evidence-based SEL Programs and Practices: Preschool and Elementary School
Form of Inquires:
1. *What constitutes evidence of effectiveness for a school-based program or practice?*
2. *What are the characteristics of excellent SEL programs?*
3. *What are some promising practices for SEL in elementary schools?*
4. *Why is the implementation of school-based programs important and what factors influence this process?*

Reading of the Week
Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011).

Enhancing students' social and emotional development promotes success in school: Results of a meta-analysis. *Child Development*, *82,* 405-432.
(provided by Dr. Pearson).

Websites of the Week:

[http://casel.org/guide/ -](http://casel.org/guide/) 2013 CASEL Guide

http://www.nrepp.samhsa.gov/ - Substance Abuse and Mental Health Services Administration - SAMHSA's National Registry of Evidence-based Programs and Practices

Post Date: February 19, 2014
Journal Response Due Date: February 23, 2014

Week 7

February 26, 2014
IC: **Evidence based SEL (Meta-analysis article)/Durlack et.al**
            Websites of the week discussion

HW: Integrating SEL with Teachers' Instructional Practice
Form of Inquiries:
       1. *How can teachers reinforce SEL skills during academic instruction?*
       2. *How do teachers create learning environments that support social and*
         emotional development?
       3. *How does the teacher's own SEL relate to social, emotional, and*
         academic learning?
       4. *Is SEL reflected in current frameworks for effective teaching?*

Reading of the Week:

Yoder, N. (2013) *Teaching the whole child: Instructional practices that support social and emotional learning in three teacher evaluation frameworks.* Washington, DC: American Institutes for Research Center on Great Teachers and Leaders.

Liew, J., McTigue, E.M.(2010). Educating the whole child: The role of social and emotional development in achievement and success. In L.E. Kattington(Ed), *Handbook of Curriculum Development (pp.465-478).* Hauppauge, N.Y. Nova Sciences Publishers, Inc
http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf

Websites of the Week:

http://www.teachstone.org/about-the-class/ - Teachstone

http://www.danielsongroup.org/article.aspx?page=frameworkforteaching **– The Danielson Group**

Post Date: February 26, 2014
Journal Response Due Date: March 2, 2014
 *Work on your (SEL in ACTION PROPOSAL-Due MARCH 26, 2014)

Week 8

March 5, 2014 Integrating SEL with Teachers' Instructional Practice

IC: **Yoder and Liew, J. McTigue articles**
            Websites discussions

Engaging Youth of Color in Culturally Relevant Ways with SEL
Form of inquires:

> 1. *Why is it important to be culturally relevant when doing SEL work with youth of color?*
> 2. *How can a culturally responsive teaching of SEL principles help youth become more hopeful?*
> 3. *Give one example demonstrating how an assignment or project (that you may or may not do with your students) could be made more relevant and connect with the SEL competencies.*

Readings:

Elias, M. J. & Haynes, N.M. (2008). Social competence, social support, and academic achievement in minority, low-income urban elementary school children. School Psychology Quarterly, 23, 474-495

http://proxy1.library.eiu.edu:2075/ehost/pdfviewer/pdfviewer?vid=26&sid=7402fb99-0207-4694-bcf5-19e88a720e5a%40sessionmgr114&hid=411

Ladson-Billings, G. (1995). But that's just good teaching. American Educational Research Journal, 32(3), 465-491. (provided in packet)

Website of the Week:
Jeff Duncan-Andrade - http://tedxtalks.ted.com/video/TEDxGoldenGateED-Jeff-Duncan--2 - Growing Roses in Concrete

Post Date: March 5, 2014
Journal Response Due Date: March 9, 2014
*Work on your (SEL in ACTION PROPOSAL)

Week 9

March 12, 2014 Engaging Youth of Color in Culturally Relevant Ways with SEL
Form of inquires
Evidence-based SEL Programs and Practices: Middle and High School
> 1. *What are the unique developmental features of adolescents that should be considered in the design of SEL programs?*
> 2. *How and why are middle and high school different than elementary SEL programs?*
> 3. *What are the most effective approaches to SEL programming for middle and high school students?*

HW: **Readings:**
> Eccles, J. S., & Roeser, R. W. (2011). Schools as developmental contexts during adolescents. *Journal of Research on Adolescents, 21*(1), 225-241.
> http://www.rcgd.isr.umich.edu/garp/articles/EcclesRoeser2011.pdf

> Association for Middle Level Association (n.d.) *This we believe: Keys to educating young adolescents. Executive summary.* Author. Westerville, OH: Author.

(Dr. Pearson).
http://www.amle.org/portals/0/pdf/twb/TWB_StudyGuide_Aug2013.pdf

HW: **Websites of the Week:**

http://www.originsonline.org/developmental-designs **-** Developmental Designs Middle Level Approach

http://www.facing.org/ - Facing history and Ourselves

http://www.schoolconnect.net/ - School-Connect

Post Date: March 12, 2014
Journal Response Due Date: March 16, 2014
*Work on your (SEL in ACTION PROPOSAL)

Week 10

March 26, 2014 (SEL IN ACTION PROPOSAL DUE)
No Class: Submit proposal online by 9:30

HW: **Website of the week:**

http://www.fcyo.org/ **-** Funder Collaborative for Youth Organizing

http://www.voyceproject.org/about-voyce **-** Voices of Youth in Chicago Education

http://www.whatkidscando.org/ - What Kids Can Do

Post Date: March 26, 2014
Journal Response Due Date: March 30, 2014

Week 11

April 2, 2014
IC: Eccles, J. S., & Roeser, R. W. (2011). Schools as developmental contexts during adolescents. *Journal of Research on Adolescents, 21*(1), 225-241.
http://www.rcgd.isr.umich.edu/garp/articles/EcclesRoeser2011.pdf
Websites discussion

HW: SEL Assessment
Form of Inquires:

What should students know and be able to do in the area of SEL at each developmental level?
How do researchers measure social and emotional skills?
How can educators formatively assess social and emotional development?

HW: Reading(Brief from State to State)

https://static.squarespace.com/static/513f79f9e4b05ce7b70e9673/t/527fba0de4b04f95c720ac4c/1384102413997/Forum-Brief-on-the-State-Scan-5-10-2011.pdf

HW: Assignment Due: Students will submit a written proposal of their SEL in Action Project or SEL Research Project

>   **Post Date: April 2, 2014**
>   **Journal Article April 6, 2014**

Week 12

April 9, 2014
No CLASS- Work on Paper and Presentation Project

Week 13
April 16, 2014 District SEL Programming: Chicago and Beyond

Websites of the Week:
School-wide SEL Programming
Form of Inquires:
>   1. *What are the most important elements of schoolwide SEL programming?*
>   2. *How could we evaluate whether a school-wide plus classroom SEL programming effort is more beneficial than a classroom SEL program?*
>   3. *What does a building administrator need to know and do to lead a SEL school?*
>   4. *How can schools and families work together to promote students' social, emotional, and academic learning?*

>   **Websites of the Week:**

>   **http://www.csos.jhu.edu/p2000/index.htm** **-** Center on School, Family, and Community Partnerships

>   **http://smhp.psych.ucla.edu/** - UCLA School Mental Health Project

>   **http://www.asdk12.org/depts/SEL/** - Anchorage School District department of Social and Emotional Learning

>   **http://archive.austinisd.org/academics/oa_sel.phtml** - SEL in Austin Independent School
>   District

>   **http://www.casel.org/library/the-missing-piece**

Week 14

April 23 , 2014

IC: Reading:
http://www.casel.org/library/the-missing-piece

April 23, 2014   NOTE: Presentation of project (First 3 students)

Federal and State Policy
       1. *How can federal and state policies enhance SEL practice?*
       2. *How can federal and state policies detract from SEL practice?*
       3. *What are the most strategic policy initiatives that the SEL field should advance?*

Week 15
April 30, 2014   NOTE: Presentations Cont. (Next 3 students)

NOTE: Presentation of projects and paper presentations
Where We Have Been, Where We Are, and Where We Are Going

    What are some key concepts you have learned in this course?
    What did you like best about the course?
    What could be improved?
    How will you apply social and emotional learning in the future?

Week 16
May 7, 2014 Final Exam-Learning Community

Appendix A
Social and Emotional Learning, School Improvement,
and Student Development and Achievement

Learning is an intrinsically social process. Students learn in collaboration with their teachers, in the company of their peers, and with the support of their families. Emotions and the qualities of a school environment can facilitate or hamper children's learning and ultimate success in school. Because social and emotional factors play such an important role, schools and families must attend to this aspect of the educational process for the benefit of all students.

SEL Defined. Social and emotional learning (SEL) involves processes through which children and adults develop fundamental emotional and social competencies to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. SEL takes place within the context of safe, participatory school, family, and community environments that support children's development and provide opportunities and recognition for successfully applying these competencies.

The Collaborative for Academic, Social, and Emotional Learning (CASEL), a scientist-practitioner group devoted to advancing the science and evidence-based practice of SEL, has identified five core areas of social and emotional competence (CASEL, 2005):

- **Self-awareness** – The ability to accurately recognize one's feelings and thoughts and their influence on behaviors. This includes accurately assessing one's strengths and limitations, and possessing a realistic sense of self-efficacy and optimism.
- **Self-management** - The ability to regulate one's emotions, cognitions, and behaviors effectively in different situations. This includes delaying gratification, managing stress, controlling impulses, motivating oneself, and setting and working towards achieving personal and academic goals.
- **Social awareness** - The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
- **Relationship skills** - The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking help when needed.
- **Responsible decision making** - The ability to make constructive choices about personal behavior, social interactions, and school based on consideration of ethical standards, safety concerns, social norms, realistic evaluation of consequences of various actions, and the well-being of self and others.

Evidence-based SEL programs teach these competencies intentionally, sequentially, and in ways that are developmentally appropriate. They establish contexts where these skills can be expressed, practiced, and encouraged throughout the day (Devaney et al., 2006; Merrell & Gueldner, 2010; Humphrey, 2013). Optimally, programs are implemented in a coordinated manner throughout the school system, from preschool through high school. Lessons are reinforced in the classroom, during out-of-school

activities, and at home. Families and schools work together to promote children's social, emotional, and academic success. It is critical that educators receive ongoing professional development and support to implement SEL effectively.

SEL is based on the knowledge that our emotions, our self-understanding, and our relationships affect how and what we learn. It is grounded in research findings that social and emotional skills can be taught and that they promote positive development, reduce problem behaviors, and improve children's academic performance, citizenship, and health-related behaviors (Durlak et al., 2011; Greenberg et al., 2003). Academic outcomes promoted by SEL include greater motivation to learn and commitment to school, increased time on schoolwork and mastery of subject matter, improved attendance and graduation rates, improved grades and test scores, and better prospects for constructive employment and work satisfaction (Zins et al., 2004; Durlak et al., 2011).

Much of the educational power of SEL lies in its providing educators with a common language and framework for organizing a wide range of activities, for example, prevention and youth development programs, character and citizenship education, health promotion, service-learning, and differentiated instruction. SEL programming addresses the shared social and emotional variables that contribute to positive behavioral outcomes across these approaches, and thus provides a coordinated, integrating framework for promoting student success (Elias et al., 1997).

CASEL is currently implementing a national Collaborative Districts Initiative based on the premise that school districts can create systemic changes that will affect schools and classrooms in ways that positively influence students' social-emotional development and academic performance (CASEL, 2012). According to the CASEL model, SEL implementation at the district level must include:

- creation of a clear vision of social, emotional, and academic success for all students that conveys commitment to the goals of social and emotional learning and provides a way to orient all stakeholders
- a long-term plan for the SEL initiative, including benchmarks for monitoring progress over time
- selection of evidence-based SEL programs, adoption of learning standards for social and emotional skills, and provision of ongoing professional development for educators
- communication with a variety of stakeholder groups about the nature and importance of social and emotional learning
- systems for monitoring processes and outcomes over time.

As an education movement, SEL has gained momentum with the growth of research findings connecting interventions that target social and emotional skills with improvements in academics, including standardized test scores. At the federal policy level, congressional representatives have introduced H.R. 1875 – The Academic, Social, and Emotional Learning Act. At the state policy level, 50 states have established preschool social and emotional development student learning standards. Illinois has provided leadership in establishing K to 12 student learning standards for SEL that specify what elementary, middle, and high school students should know and be able to do. Other school districts, states, and countries are building from the Illinois standards to guide their SEL policies.