

**COURSE TITLE:**           **EMPOWERING SOCIAL-EMOTIONAL LEARNING (SEL): Theory to Practice**  
**WA CLOCK HRS:**           **60**  
**OREGON PDUs:**           **60**  
**PENNSYLVANIA ACT 48:** **60**

**NO. OF CREDITS:**       **6 QUARTER CREDITS**  
                                  **[semester equivalent = 4.00 credits]**

**INSTRUCTOR:**           **Patricia Dickenson**  
                                  **thewiredprofessor@gmail.com**

**COURSE DESCRIPTION:**

Many students lack the social and emotional skills that lead to success in work, community, and family life. Infusing Social Emotional Learning (SEL) practices is about how you teach what you teach and not something added on to the required curriculum. Through videos, articles, and our text by Dr. Bobbi Hansen (The Heart & Science of Teaching: Transformative Applications that Integrate Academic and Social-Emotional Learning) participants in this course will cover:

- What does SEL encompass and why is it important
- What various SEL classrooms can look like
- Creating an emotionally safe environment
- Resolving student conflicts using peer mediation
- How to tap student assets
- Content accommodations for special needs
- Cooperative and collaborative learning
- Fostering community and world connections through service learning
- Nurturing students to become self-directed learners
- Cognitive and emotional engagement through projects

The price for used text on amazon is about \$14. This course is appropriate for all grade levels.

**LEARNING OUTCOMES:** Upon completion of this course, participants will have:

1. Gained knowledge on the components of Social Emotional Learning.
2. Developed an understanding of how to apply social-emotional learning into instruction.
3. Created content-specific activities and practices that support the development of social-emotional learning .
4. Applied components of social emotional learning that will develop the whole child.

**COURSE REQUIREMENTS:**

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

The use of artificial intelligence is not permitted. Assignment responses found to be generated by AI will not be accepted.

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**HOURS EARNED:**

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participants their choice of CEUs (Continuing Education Units), Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

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**UNIVERSITY QUARTER CREDIT INFORMATION**

**REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT**

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400

level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
  2. Completion of Learning Application assignments 40%
  3. Completion of Integration Paper assignment 30%
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### **CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)**

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering, determine with your district personnel, department head, or state education office the acceptability of these credits for your purpose.

### **ADDITIONAL COURSE INFORMATION**

#### **REQUIRED TEXT**

Text by Dr. Bobbi Hansen, *The Heart & Science of Teaching: Transformative Applications that Integrate Academic and Social-Emotional Learning*.

None. All reading is online.

#### **MATERIALS FEE**

\$20 text fee to be paid to amazon.com. or another bookseller of your choice.

### **ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT**

#### **A. INFORMATION ACQUISITION**

Assignments done in a course forum will show responses from all educators who have or are taking the course independently. Feel free to read and respond to others' comments.

Group participants can only view and respond to their group members in the Forum.

#### **Assignment #1: About You and Reasons for Taking the course**

Read the introduction to our text, *The Heart and Science of Teaching: Transformative Applications that Integrate Academic and Social-Emotional Learning*. In 250-500 words, write about your professional situation, your reasons for taking this course and what you hope to take away. In addition, complete the self-assessment of Social and Emotional Instruction and Competencies from Center on Great Teachers and Leaders. Share one area of strength and how this is reflected in your classroom practice as well as one area for growth and what you hope to achieve. Feel free to respond to any other posting from educators who are also taking this course.

Online Link to Self Assessment:

[Self Assessment of Social and Emotional Instruction and Competencies](#)

<https://static-assets.hol.edu/images/course-docs/SelfAssessmentSEL.pdf?mtime=1588171495>

#### **Assignment #2: What and why Social-Emotional Learning**

What exactly is social-emotional learning, and why is it considered so important today?

- Read Chapter 1 and watch the following videos on SEL.
- Visit the [CASEL \(Collaborative for Social-Emotional Learning\)](#) and read What is SEL?
- Create a Powerpoint, Prezi, Google Slides or Website which details: What is SEL is, exemplary practices (3-5) in class and at school, and why SEL is important
- Include in your presentation comments on your own use of SEL practices and samples of any noteworthy student work that can

trace its success to these practices.

#### Videos:

<https://www.youtube.com/embed/ikehX9o1Jbl?autoplay=1&controls=1&showinfo=0>  
<https://www.youtube.com/embed/gGa9yieENKM?autoplay=1&controls=1&showinfo=0>  
<https://www.youtube.com/embed/LbfpyJfl1ho?autoplay=1&controls=1&showinfo=0>

#### Assignment #3: What an SEL Classroom and School Look Like

You may already be using Social-Emotional Learning practices in your classroom but want to broaden your repertoire. This assignment will help you by looking at what other teachers and schools are doing.

- Start by reviewing the three videos below of teachers and schools.
- Then research the web sites for these schools to determine commonalities in their vision statements and SEL practices.

#### Video #1: 5 Keys to Social and Emotional Learning Success

<https://www.youtube.com/embed/DqNn9qWoO1M?autoplay=1&controls=1&showinfo=0>

#### Video #2: Classroom Examples of Social Emotional Development and Character Development

<https://www.youtube.com/embed/DaCVfeWKTp0?autoplay=1&controls=1&showinfo=0>

#### Video #3: Social Emotional Learning a Schoolwide Approach

<https://www.youtube.com/embed/XmVhO3nL2EM?autoplay=1&controls=1&showinfo=0>

#### Schools:

1. Mast Landing School, Freeport, Maine: <https://www.rsu5.org/mls/Content2/606>
2. Jefferson County Open School, Lakewood, CO: <https://jcos.jeffcopublicschools.org/>
3. The Center School, Greenfield, MA: <https://www.centerschool.net/>

The Responsive Classroom is a highly successful, fully integrated approach to SEL that has been adopted by many schools in America. Visit their site and learn about the Randolph Middle School: <https://www.responsiveclassroom.org/randolph-middle-school-is-school-to-watch-new-jersey-2019/>

Read about strategies for getting students back on track

<https://www.responsiveclassroom.org/strategies-for-getting-students-back-on-track/>

In 500+ words, discuss:

1. Common elements or statements in the mission of the schools you visited
2. What practices did you see that you may already be using
3. Describe some new practices or approaches that you would like to explore more of.

#### Assignment #4: Creating Emotionally Safe Classrooms

Read Chapter 4, Creating Emotionally Safe Classrooms, in which the author discusses the concept of restorative practices and shares brain research related to the positive impact of restorative programs in three ways:

1. Building empathy
2. Building a growth mindset
3. Building community.

Consider how you will create restorative practices at your school and/or grade level and establish a protocol that outlines the expectations and process for classroom meetings.

Be sure you review the implementation guides relative to your grade level below to help you determine a protocol that will best work with your student population:

- Oakland Unified School District: <https://www.ousd.org/restorativejustice>

What is empathy?

<https://www.youtube.com/embed/1Evwgu369Jw>

**Videos of Community Circles and Restorative Justice across grade span.**

### 1. High School: Restorative Justice at Oakland's Fremont High:

[https://www.youtube.com/embed/Kh8cc\\_i1gNc?autoplay=1&controls=1&showinfo=0](https://www.youtube.com/embed/Kh8cc_i1gNc?autoplay=1&controls=1&showinfo=0)

### 2. Middle School: Weekly Circles: Building Community to Foster Academic Achievement

[https://www.youtube.com/embed/QjVI-1XDX\\_Y?autoplay=1&controls=1&showinfo=0](https://www.youtube.com/embed/QjVI-1XDX_Y?autoplay=1&controls=1&showinfo=0)

### 3. Elementary School: Morning Meetings: Building Community in the Classroom

[https://www.youtube.com/embed/U6\\_pLkwaCeY?autoplay=1&controls=1&showinfo=0](https://www.youtube.com/embed/U6_pLkwaCeY?autoplay=1&controls=1&showinfo=0)

Create either a physical or digital poster that outlines the expectations for classroom meetings and in 500+ words discuss how you will:

- Structure a community meeting at your grade level.
- An activity/question you might pose to get conversations started with your student
- Promote a positive impact in at least one of the three ways listed above: building empathy, community and growth mindset.

### Assignment #5: Resolving Student Conflicts

Developing students' social-emotional toolbox can support students in being proactive rather than reactive when conflicts occur. Teaching students how to resolve conflicts may also require an ability for your students to evoke empathy as well as social awareness. Proactive teachers understand where they need to grow in their practice and can create an action plan which includes goals to support their students needs and skills to develop. You will review the attached document of resources, videos, and methods to improve students' ability to resolve conflicts and create an action plan that includes intentional strategies to teach students and support a positive school culture.

1. Make a copy of the Google Document "Teacher Template Action Plan" and create a minimum of three actions you will take with supporting evidence for your action plan. You will need to "make a copy" of this document for personal use. [Action Plan Google Doc](#) [Action Plan Word Document](#)
2. Review the attached file of resources, including research articles, videos, and blogs that highlight best practices for resolving student conflict. [Resources as Google Doc](#) [PDF of Resources](#)

### Assignment #6: Tapping Student Assets

Who are your learners, and what assets and opportunities for growth would benefit their development?

**In Chapter 1:** The Heart and Science of Teaching, the author explores the components of Social-Emotional learning and proficiencies for student development. In a Google Slides or Powerpoint presentation, describe your classroom learners (select one classroom if you have multiple classes) and describe your students' assets and opportunities for growth.

**Select 3 focus students** in your class who need support in their social-emotional growth such as a second language learner who needs to develop confidence with speaking, a student who has a 504 or an IEP that struggles with impulse control, or a student who has a challenging home life and has difficulty with self-management. Describe each student's assets (strengths) and opportunities for growth and describe ways you will create social-emotional growth in relation to the CASEL framework.

**In a 5-7 slide presentation:**

- Use the Google Slides template to highlight your 3 focus student profiles and summarize strategies for content support and skills for social-emotional development.  
<https://docs.google.com/presentation/d/1zb2BhRQSf8a0zX3NaD6RP8PQEgXyoq5lwS1sZ55M6Y0/edit?usp=sharing>
- Review the resources in CASEL Framework to target at least one specific SEL competency for development:  
<https://casel.org/core-competencies/> and provide your rationale for the competency you selected and why.
- Highlight each students' areas of strength (assets) and places for growth.
- Determine what you will do as a teacher to support the student:
  - What the student must do to develop social-emotional awareness: Share at least 3 activities or resources you might provide (Teaching Activities).
  - What you will do during instruction to build a relationship and support your students' social-emotional development (Instructional Strategies).

**Consider a measurable goal that you will either observe or assess as a result of your plan (i.e., decrease in tardiness, positive self-esteem).**

### Assignment #7: Making Content Accommodations for Special Needs

Select one student in your class that has an IEP, 504 plan, or a student with Social Emotional needs and create a learner profile plan

that you can use to provide support based on Universal Design for Learning Principles. Review the UDL presentation and resources below, and create a presentation or a report in which you describe strategies, your selected student and include:

1. Classroom Climate
2. Physical access, usability, and safety
3. Delivery Methods
4. Information resources
5. Interaction
6. Feedback
7. Assessment
8. Accommodations

**Resources:**

- **UDL Presentation:** [https://drive.google.com/file/d/1x-D-\\_p1EPsdVbMDiOLDf-Km7iiLGKG5e/view?usp=sharing](https://drive.google.com/file/d/1x-D-_p1EPsdVbMDiOLDf-Km7iiLGKG5e/view?usp=sharing)
- **IRIS Fundamental Skills:** <https://iris.peabody.vanderbilt.edu/fundamental-skill-sheets/>
- **Understanding Autism Podcast:** <https://anchor.fm/teacherprep/episodes/Understanding-Autism-Chris-Reeve-e5c62d>
- **Supporting ELL:** <https://anchor.fm/teacherprep/episodes/Supporting-English-Language-Learners-with-Language-Acquisition-Expert-Dr--Steven-Brownson-e54s73>
- **Planning with IEP:** <https://anchor.fm/teacherprep/episodes/Special-Education-Expert-Gail-Lancaster-e5400v>

**Assignment #8: Cooperative and Collaborative Learning**

In Chapter 2 of “The Heart and Science of Teaching,” the author shares several ways to facilitate cooperative and collaborative learning in your classroom. Cooperative and collaborative learning has been around for some time, and you may already be using several strategies in your classroom. Read chapter 2 and review the selected resources at the end of the chapter. Select a strategy you would like to try in your classroom. Collect evidence of student learning from the selected practice and share a picture of student learning. Review as well the videos of teachers and schools on this resource document.

**In 500 words discuss:**

- What the evidence you collected informs you about the students’ efficacy and aptitude.
- What you learned about your students from the practice you selected.
- How the approach you tried compared to an approach you have used or are already using.
- What next steps you will take in your practice to enhance your skills in cooperative and collaborative learning.

[Resource Document as Google Doc](#)

[Resource Document as PDF](#)

**Assignment #9: Service Learning-Teachers as Change Makers**

Read Chapter 3: Teachers as Change Makers and take note of the **4 essential elements of Quality Service Learning.**

Creating students who care about others requires explicit instruction in SEL skills as well as opportunities to become change agents in their community. Service Learning projects provide students with an opportunity to explore a problem they are concerned about in the community and evoke action. Consider your learners and subject area and describe how you might include service learning in your teaching practice. For example, if you are a middle school science teacher, you might have students select a topic about the environment and propose actions for others to take. Watch the videos and review the resources below to learn more about service-learning.

**Edutopia (2015, February 3). Service-Learning Real-life Applications for Learning**

<https://www.youtube.com/embed/7t30ZMX8uGw?autoplay=1&controls=1&showinfo=0>

<http://https://www.youtube.com/embed/7t30ZMX8uGw?autoplay=1&controls=1&showinfo=0>

**Kid Citizen: Service Learning Projects**

<https://kidworldcitizen.org/service-learning-projects-for-classes/>

**I’m Special: Service Learning Project**

<https://www.youtube.com/embed/NUPYqZFYExw?autoplay=1&controls=1&showinfo=0>

In this assignment, you will submit an artifact that demonstrates either **your intentional planning for a service-learning project or evidence of your students engaging** in a service-learning project. This may be the use of the planner, as shown below, a collection of resources for students to use in their service-learning project or student create products that are the result of service-learning. You can also create a graphic organizer that best supports your grade/subject or a collection of resources you will use to engage students in

Service-Learning. Be sure to review the recommended videos on Service-Learning to see this process in action.  
Example Ideas of Artifacts:

1. Dr. Dickenson's Service Learning Planner: [https://drive.google.com/file/d/1QF1NKE\\_NX8vBvGMYTHdl0gprhV3maDcQ/view?usp=sharing](https://drive.google.com/file/d/1QF1NKE_NX8vBvGMYTHdl0gprhV3maDcQ/view?usp=sharing)
2. Dr. Dickenson's Padlet: Environmental Issues: <https://padlet.com/thewiredprofessor/goupp34n1iqa>

### Assignment #10: Self-Directed Learners

Creating an engaging curriculum that promotes autonomy and choice is critical to supporting students' social-emotional development in your classroom. Review the attached document, which contains examples and blog post ideas of developing digital products for supporting self-directed learners in your class. Create a digital product such as a Google Slide template, Hyperdoc, or online game such as a Kahoot, or Quizziz for your students to use that will give them choice and autonomy in their learning process. You may also leave a comment on one of the following blog posts below and share your thinking about how you can promote autonomy in your content area.

Check out Dr. Dickenson's Youtube playlist for creating digital products:

<https://www.youtube.com/embed/OPW5KQiLufs?autoplay=1&controls=1&showinfo=0>



[Download file](#)

### Assignment #11: Digital Revolution in Education; technology infused learning

Read chapter 8 of the text, where the author shares a plethora of ideas for integrating technology into your teaching practice. From blended learning to using digital tools such as podcasts, or blogging provides a means for students to share their learning. Reflect on what additional digital tools you will bring into your classroom and how this might support learners' social emotionally as well as academically.

- Review the additional resources, including the videos and podcasts that focus on how technology can be brought into your teaching practice.
- Review Dr. Dickenson's list of digital tools: <http://www.teacherpreptech.com/p/tech-tools.html>

In a 250+ word paper, PowerPoint/google slide deck or video discuss what additional tools you will introduce to students that will help them demonstrate their learning.

[Resources as Google Doc](#)

[Resources as PDF](#)

### Assignment #12: Promoting SEL skills through Projects

- Project-based learning allows students to apply what they have learned into a real-life context. Below you will see several examples of project-based activities that include students designing a floor plan of their home based on skills related to area and multiplication, to demonstrating their knowledge of historical figures with a living wax museum. With project-based units, the emphasis is on application and not teaching of isolated skills.
- Review the articles on the resource document below
- Read Chapter 7 in our text on "Project-based Learning."
- Create a lesson plan using the [provided template](#) to design a project-based activity in your content area. You may modify a lesson you found online to best support your learners and meet the standards.
- Summarize in 250+ words your thoughts on how to optimize the learning using PBL and relate work to academic content.

[Resources as Google Doc](#)

[Resources as PDF](#)

## ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT

### B. LEARNING APPLICATION

In this section, you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you do not have a classroom available to you, please contact the instructor for course modifications. Assignments done in a course forum will show responses from all educators who have or are taking the course independently. ?Feel free to read and respond to others' comments. Group participants can only view and respond to their group

members in the Forum.

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### Assignment #13: Parent Communication

Select at least one article from the Wallace Foundation research findings on Social-Emotional Learning and create a webpage or a newsletter to teach parents or your staff about SEL. Also review the resources in the World Education Foundation: New Visions for Education: Your newsletter or webpage may include:

- A video sharing the ideas addressed in SEL
- Ideas to support SEL at home
- What you will be doing in your class to support SEL in the classroom

#### Resources:

- <https://www.wallacefoundation.org/knowledge-center/Documents/FOC-Spring-Vol27-No1-Compiled-Future-of-Children-spring-2017.pdf>
- <https://drive.google.com/file/d/1Kvwmix1dODN6tiM62o7BGDKnfOhIWO8K/view?usp=sharing>



[Download file](#)

#### Newsletter Resources:

- <https://www.smore.com/>
- <https://www.canva.com/create/newsletters/>

### Assignment #14: Required for 400 & 500 Level

Complete **one** of the following options:

#### Option A)

- Adapt/create another activity or lesson reflecting what you've learned in this course that integrates SEL.
- Implement your lesson with students in your classroom.
- Write a 250-500 word commentary on what worked well and what could be improved.
- Include any student feedback or noteworthy student products.
- Submit your lesson to your instructor via the lesson tab below.
- Share what you've learned with other teachers taking our courses by checking the lesson library box when you submit your lesson.

**OR**

#### Option B)

Use this option if you do not have a classroom available.

- Adapt/create a lesson to reflect what you've learned in this course. (Do not implement it.)
- Write a 500+ word article concerning any noteworthy success you've had as a teacher with one or more students.
- Please refer to the guidelines for our blog What Works: Teaching at its Best prior to writing your article.
- When you submit your article to your instructor, please also email a copy to [Renee Leon](mailto:renee@hol.edu), renee@hol.edu, blog curator.
- Indicate whether or not you are OK with having your article considered for publishing on our website.
- Submit your article to your instructor via the response field and the modified lesson via Submit Lesson.
- As you submit your lesson, consider sharing it with other teachers taking our courses by checking the lesson library box.

### Assignment #15: Ask the Expert

Select one of the 5 competencies of Social Emotional Learning (Self Awareness, Self Management, Social Awareness, Relationship Skills, and Responsible Decision Making) and prepare to interview an expert in one of these areas. This might be your school psychologist, medical professional, advocacy organization liason, PBIS coordinator, Special Education expert, or Director of Services. Determine the kinds of questions you would ask an expert in one of these competencies to learn more about classroom based practices and resources for supporting your students. Write a report or record a podcast with your interviewee. Be sure you include the reason you selected this expert along with their title and role. Your report should include the questions you asked, (minimum of ten), any "aha" moments you had during the conversation (what surprised you), and what you found most valuable in this experience.



**Assignment #16: (500 Level ONLY)**

Research any one aspect of SEL practices (Emotional learning, cooperative learning, conflict resolution, mindfulness, restorative practices, a culture of service, etc.) and document its effectiveness in terms of student outcomes either with statistics, case studies, or both.

And complete **one** of the following three options.

**Option A) Professional Development Presentation**

Prepare a PowerPoint, Keynote or video presentation that you can show to staff, or parents that demonstrate strategies to support social-emotional learning in the classroom.

**OR**

**Option B) Informational Video**

Create a video on the importance of Social Emotional Learning that can be shared with stakeholders at your school site (parents, students, or administrators). Your video can focus on one issue, such as responsibility, and provide strategies for all constituents to consider.

**OR**

**Option C) Create an Assignment**

Another assignment of your own design with the instructor's prior approval.

**Assignment #17: (500 Level ONLY) SEL & Equity**

Choose one of the 5 core competencies and analyze it under the lens of equity. Examining equity and what it actually is and what it is not. Present your findings as an infographic to share with colleagues at your work site.

<https://www.youtube.com/embed/o2bB-08hikM?start=298>

Resources:

Five Core Casel Competencies

<https://www.kimochis.com/about/five-core-casel-competencies/>

Nation of Hope

<http://nationofhope.org/report-from-the-nation/chapter-1-how-learning-happens/>

Social & Emotional Equity

<https://schoolguide.casel.org/uploads/sites/2/2019/05/Jagers-Equity-Blog-.pdf>

**C. INTEGRATION PAPER**

Assignment #18: (Required for 400 and 500 Level)

**SELF REFLECTION & INTEGRATION PAPER**

**(Please do not write this paper until you've completed all of your other assignments)**

Write a 400-500 word Integration Paper answering these 5 questions:

1. What did you learn vs. what you expected to learn from this course?
  2. What aspects of the course were most helpful and why?
  3. What further knowledge and skills in this general area do you feel you need?
  4. How, when and where will you use what you have learned?
  5. How and with what other school or community members might you share what you learned?
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**INSTRUCTOR COMMENTS ON YOUR WORK:**

Instructors will comment on each assignment. If you do not hear from the instructor within a few days of posting your assignment, please get in touch with them immediately.

**QUALIFICATIONS FOR TEACHING THIS COURSE:**

Dr. Patricia Dickenson is an Associate Professor of Teacher Education. She is the Program Lead for the Bachelors of Arts In



Interdisciplinary Studies with the Preliminary Multiple and Single Subject Credential. She is also the Course Lead for several Courses at National University including: TED 350 Math and Science Methods, ITL 516 Elementary Math Methods, ITL 518 Elementary Science Methods, TED 300 Foundations in Education, TED 310 Educational Psychology. Her research area focuses on mathematics professional development and technology. She has worked in higher education for the past 8 years and was a mathematics coach and elementary school teacher for the Los Angeles Unified school district for over ten years. Dr. Dickenson has published two books and has over 12 book chapters and articles. She recently received the National Council of Teaching Mathematics Grant for Classroom research,

## BIBLIOGRAPHY

### EMPOWERING SOCIAL-EMOTIONAL LEARNING (SEL): Theory to Practice

**Hansen, Bobbi.** *The Heart & Science of Teaching: Transformative Applications that Integrate Academic and Social-Emotional Learning*, Teachers College, Columbia University, 2019. paperback, 160 pages, ISBN 978-0807759516. Blending the latest research in education, neuroscience, and cognitive psychology, this resource will help K–12 teachers create emotionally supportive classroom environments. Sections ground teachers in three interlocking aspects of instruction: The Heart of Teaching: social–emotional learning (SEL); The Science of Teaching: evidence-based instructional practices; and Tools for the 21st-Century: project-based learning and digital technologies.

Eva, A. (2019, April 5). Making SEL more relevant to teens Three social and emotional learning activities that are designed to address high school students' need for status and respect. Retrieved from <https://www.edutopia.org/article/making-sel-more-relevant-teens> The article provides adults with 3 ways and examples to help teens develop greater self-awareness and enhance self-efficacy and their sense of status and respect among adults and peers.

LaHayne, S. (2019, April 22). 5 ways to teach conflict resolution through social emotional learning. Retrieved from <https://marketbrief.edweek.org/the-startup-blog/5-ways-teach-conflict-resolution-social-emotional-learning/> Sara LaHayne provides 5 strategies to teach conflict resolution with children. These tips will promote a healthy learning environment and set students up for success.

Larmand, A. (2018). Putting social-emotional learning into practice. *Eduporium Weekly*. <https://www.eduporium.com/store/blog/eduporium-weekly-putting-social-and-emotional-learning-into-practice/>. Explore classroom application for SEL practices.

Social-emotional Learning Get a Boost from Classroom Technology <https://edtechmagazine.com/k12/article/2018/12/social-emotional-learning-competencies-get-boost-classroom-technology-perfcon> Recommendations for digital tools to support SEL with technology.