

Social-Emotional Learning: Essential to Student Success™

Course Description

Social-Emotional Learning: Essential to Student Success is a 3-credit hour course that focuses on the importance of integrating social-emotional learning in the classroom to foster skills that support success. Participants explore seven social-emotional competencies: self-awareness, self-management, self-care, responsible decision-making, social-awareness, relationship skills, and social-sensing, along with their corresponding components that focus on topics such as emotions, strengths, stress management, self-discipline, resilience, mindfulness, visible thinking, problem-solving, empathy, perspective-taking, communication, teamwork, social justice, and global citizenship to name a few. Classroom-applicable strategies and activities for establishing a social-emotional classroom culture and fostering each of the social-emotional competencies are modeled so that educators can maximize students' learning, personal growth, and success. The course also addresses the compelling whys for social-emotional learning and delves into trauma-informed teaching and the corresponding SEL interventions.

Digital vs. Printed Course Materials

Please note:

- There is a **required** \$10 material fee that provides access to digital course materials. The digital materials are identical to the printed materials.
- You have the **option** to purchase a printed manual, along with other corresponding materials for an additional \$30.

Digital Course Materials: *Once your class is confirmed, you will receive a confirmation letter that delineates how to access the digital materials. In addition, you are required to print a small "Items to Print" packet to bring to each class session. You will need to access these digital materials during the course, so be prepared to bring your own personal electronic device to each class.* **Printed Materials:** *If you pre-ordered and paid for a printed manual, you will receive it on the first day of class.*

Required Text

Research-based designed materials, web-based resources, selected research articles, research synthesis, and topical articles drawn from educational literature.

Course Outcomes

Upon completion of this class, the learner will be able to:

1. Evaluate course-related, research-based literature and resources, express opinions, and make correlations to the classroom and teacher practice.
2. Expand expertise and enhance teacher practice by researching, engaging in, and sharing methods, strategies, and activities related to social-emotional learning.
3. Apply course concepts by reflecting on teaching and making correlations to the classroom and teacher practice.
4. Establish a classroom culture that supports social-emotional learning.
5. Incorporate strategies and activities into the curriculum that develop self-awareness and self-management.
6. Incorporate strategies and activities into the curriculum that develop responsible decision-making.
7. Incorporate strategies and activities into the curriculum that develop social-awareness and relationship skills.
8. Design social-emotional learning activities that model self-care, develop social-sensing, and support trauma-informed teaching.

Institutional Outcomes

(To be listed here)

Course Topical Outline

	List of Concepts
Section 1: Social- Emotional Learning	Welcome and introduction to the course; community of learners and introductions; section overview, guiding question, and research excerpts; SEL competencies of: self-awareness, self-management, self-care, responsible decision-making, social awareness, relationship skills, and social-sensing and corresponding components of each; social-emotional skills students exhibit and lack; the social-emotional crisis; compelling whys; research that supports integrating social-emotional learning into the curriculum; self-assessment of one's personal

	and professional social-emotional competencies; ways to model appropriate social-emotional skills; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that requires reflective practice; complete an assessment that requires the research and review of educational literature that correlates to social-emotional learning.
Section 2: Classroom Culture	Section overview, guiding question, and research excerpts; elements of a social-emotional classroom culture: a diverse community of learners, the physical environment, the social-emotional environment, the learning environment, and explicit teaching; strategies and activities that establish, teach, and support the elements of a social-emotional classroom culture; diversity, classroom operations, social-emotional guidelines, a culture of kindness, positive mindset, self-efficacy, and explicitly teaching "how-to"; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that requires research of methods, strategies, and activities that expand expertise; complete an assessment that develops a plan for establishing an effective social-emotional classroom culture.
Section 3: Self- Awareness	Section overview, guiding question, and research excerpts; self-awareness and corresponding components; why self-awareness matters, mega moments in one's life; strategies and activities that support: 1) identifying shades of emotions; 2) recognizing strengths and virtues; 3) exhibiting self-confidence and self-efficacy: grit, permitting mistakes; 4) regulating positive and negative self-talk; 5) fostering accurate self-perception: identifying appropriate role models; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that incorporates an activity into the curriculum that develops self-awareness in students.
Section 4: Self- Management	Section overview, guiding question, and research excerpts; self-management and corresponding components; aggravating student behaviors; strategies and activities that support: 1) goal-setting: establishing goals, plan of action; 2) stress management: sources of stress, coping strategies; 3) organizational skills; 4) self-motivation: areas of interest; 5) self-discipline and self-control: Study the Situation, tips to enhance self-discipline; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that incorporates an activity into the curriculum that develops self-management in students.

<p>Section 5: Self-Care</p>	<p>Section overview, guiding question, and research excerpts; self-care and corresponding components; why self-care is important; strategies and activities that support: 1) happiness: negativity bias; cognitive restructuring; sustaining happiness through life-long learning, variety, and gratitude; subject-oriented happiness activities for the classroom; 2) resilience: resilience busters, qualities of self-responsibility; 3) finding your purpose: knowing who you are and what you love to do; 4) mindfulness: tips for teacher mindfulness, student mindfulness exercises; relevant strategies for use in the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete a synthesis assessment that incorporates an activity into the curriculum that models social-emotional learning, self-care, and mindfulness.</p>
<p>Section 6: Responsible Decision- Making</p>	<p>Section overview, guiding question, and research excerpts; responsible decision-making and corresponding components; various types of thinking; explore strategies and activities that support: 1) thinking: utilizing thinking routines focused on insights, opinions, application; questioning, make thinking visible in the classroom; 2) investigating: discernment, confirmation bias, supporting opinions with facts and examples; 3) problem-solving: identify the problem, choices, consequences, making informed decisions; 4) reflective practice: evaluating results of decisions made, insights gained, making better decisions next time; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that incorporates an activity into the curriculum that requires responsible decision-making, reflective practice, and makes thinking visible.</p>
<p>Section 7: Social- Awareness</p>	<p>Section overview, guiding question, and research excerpts; social-awareness and corresponding components; examples of stereotypes; explore strategies and activities that support: 1) embracing diversity: connecting to and sharing family culture and traditions; 2) empathy: four elements of empathy, empathy pitfalls, interpreting body language, expressing empathy; 3) social and ethical norms: the difference among folkways, mores, taboos, and laws, evolution of certain social and ethical norms; 4) perspective-taking: countering tribalism, thinking routines: step inside and circle of viewpoints; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that incorporates an activity into the curriculum that develops social-awareness in students.</p>

<p>Section 8: Relationship Skills</p>	<p>Section overview, guiding question, and research excerpts; relationship skills and corresponding components; groups, teams, and team identity; strategies and activities that support: 1) developing relationships: centers on a) peer relationships; b) listening, voice volume, and proximity; c) conversation skills, two-way conversations, and conversation blockers; d) maintaining relationships through relationship skills, healthy boundaries, countering peer pressure; 2) social engagement: centers on a) social guidelines, classroom jobs, and group roles and responsibilities; b) social media and social media pitfalls; 3) communication: a) instructional communication strategies: think-pair-share, traverse talk, brainstorming, question storming, talking stick, conversation station, group discussion, group/team consensus; b) CIA Model: team communication obstacles, task obstacles; 4) teamwork: effective teamwork, assessing teamwork, teamwork problem-solving activity; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that incorporates an activity into the curriculum that develops relationship skills in students.</p>
<p>Section 9: Social-Sensing</p>	<p>Section overview, guiding question, and research excerpts; social-sensing and corresponding components; analyze one's social standing; explore strategies and activities that support: 1) social justice: rights, social change, graphic advocacy; 2) social contributions: service learning in the curriculum; 3) global citizenship: innovation; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete a synthesis assessment that incorporates an activity into the curriculum that models social-emotional learning and social-sensing of a broader perspective; expand expertise and enhance teacher practice in a networking exchange of methods, strategies, and activities.</p>
<p>Section 10: Disorders and SEL Interventions</p>	<p>Section overview, objectives, and research excerpts; trauma-informed teaching; peer-teach psychological disorders and social-emotional interventions for: Attention-Deficit/Hyperactivity Disorder (ADHD), Autism Spectrum Disorder (ASD), Generalized Anxiety Disorder (GAD) and Panic Disorder, Phobia-Related Disorders, Depressive Disorders, Disruptive Mood Dysregulation Disorder (DMDD), and Oppositional Defiant Disorder (ODD); complete a synthesis assessment that involves the peer-teaching of a psychological disorder and appropriate SEL interventions; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; reflect and share the impact of social-emotional learning on one's classroom and teacher practice.</p>

Course Portfolio Assessments Correlations to Course Outcomes and Institutional Outcomes

Throughout the course, participants complete a Course Portfolio which includes a multicomponent Action Research Project comprised of several Action Research Assessments, as well as multiple Application Assessments aligned to Course Outcomes. The Action Research Assessments comprise 50% of the final grade and the Application Assessments comprise the other 50% of the final grade in accordance with the Course Portfolio Assessments table shown here. Grades are assigned in accordance with the criteria for each corresponding rubric.

Course Portfolio	Pts.	Correlations to Course Outcomes	Correlations to Institutional Outcomes
Assessment 1: Resource Reviews	30	Outcome 1	
Assessment 2: Expanding Expertise	35	Outcome 2	
Assessment 3: Mindful Reflection	20	Outcome 3	
Assessment 4: Classroom Culture	20	Outcome 4	
Assessment 5: Social-Emotional Learning—Self	20	Outcome 5	
Assessment 6: Responsible Decision-Making	20	Outcome 6	
Assessment 7: Social-Emotional Learning—Social	20	Outcome 7	
Assessment 8: Designing Social-Emotional Learning	35	Outcome 8	
Action Research Assessments Total	100		
Application Assessments Total	100		
Course Portfolio Total	200		
Virtual Classroom and Reflection/ Discussion Forum	TBD	Outcome 3	
Supplemental Assessment 1: Social-Emotional Self-Evaluation—Self	[20]	Outcomes 5, 6, 8	
Supplemental Assessment 2: Social-Emotional Self-Evaluation—Social	[20]	Outcomes 6, 7, 8	
Final Course Portfolio Total			

Course Hours—Hours by Module

Social-Emotional Learning: Essential to Student Success

Virtual Classroom	20 hrs.
Course Content	44 hrs.
Activity Assignments	49 hrs.
Course Portfolio	22 hrs.
Course Total	135 hrs.

Section 1: Social-Emotional Learning		Section 2: Classroom Culture	
Virtual Classroom: Synchronous Class Session Virtual Instruction	2 hrs.	Virtual Classroom: Synchronous Class Session Virtual Instruction	2 hrs.
Course Content: Readings, Videos, Customized Narrated PowerPoint Instruction	5 hrs.	Course Content: Readings, Videos, Customized Narrated PowerPoint Instruction	4 hrs.
Activity Assignments: Application and Discussion of Course Concepts (Individual and in Groups)	5 hrs.	Activity Assignments: Application and Discussion of Course Concepts (Individual and in Groups)	5 hrs.
Course Portfolio: Application Assessments and Synthesis Action Research Assessments	2 hrs.	Course Portfolio: Application Assessments and Synthesis Action Research Assessments	2 hrs.
Total Session Hours	14	Total Session Hours	13

Section 3: Self-Awareness		Section 4: Self-Management	
Virtual Classroom: Synchronous Class Session Virtual Instruction	2 hrs.	Virtual Classroom: Synchronous Class Session Virtual Instruction	2 hrs.
Course Content: Readings, Videos, Customized Narrated PowerPoint Instruction	5 hrs.	Course Content: Readings, Videos, Customized Narrated PowerPoint Instruction	4 hrs.
Activity Assignments: Application and Discussion of Course Concepts (Individual and in Groups)	5 hrs.	Activity Assignments: Application and Discussion of Course Concepts (Individual and in Groups)	5 hrs.
Course Portfolio: Application Assessments and Synthesis Action Research Assessments	2 hrs.	Course Portfolio: Application Assessments and Synthesis Action Research Assessments	2 hrs.
Total Session Hours	14	Total Session Hours	13

Section 5: Self-Care		Section 6: Responsible Decision-Making	
Virtual Classroom: Synchronous Class Session Virtual Instruction	2 hrs.	Virtual Classroom: Synchronous Class Session Virtual Instruction	2 hrs.
Course Content: Readings, Videos, Customized Narrated PowerPoint Instruction	5 hrs.	Course Content: Readings, Videos, Customized Narrated PowerPoint Instruction	4 hrs.
Activity Assignments: Application and Discussion of Course Concepts (Individual and in Groups)	5 hrs.	Activity Assignments: Application and Discussion of Course Concepts (Individual and in Groups)	5 hrs.
Course Portfolio: Application Assessments and Synthesis Action Research Assessments	2 hrs.	Course Portfolio: Application Assessments and Synthesis Action Research Assessments	2 hrs.
Total Session Hours	14	Total Session Hours	13

Section 7: Social-Awareness		Section 8: Relationship Skills	
Virtual Classroom: Synchronous Class Session Virtual Instruction	2 hrs.	Virtual Classroom: Synchronous Class Session Virtual Instruction	2 hrs.
Course Content: Readings, Videos, Customized Narrated PowerPoint Instruction	5 hrs.	Course Content: Readings, Videos, Customized Narrated PowerPoint Instruction	4 hrs.
Activity Assignments: Application and Discussion of Course Concepts (Individual and in Groups)	5 hrs.	Activity Assignments: Application and Discussion of Course Concepts (Individual and in Groups)	5 hrs.
Course Portfolio: Application Assessments and Synthesis Action Research Assessments	2 hrs.	Course Portfolio: Application Assessments and Synthesis Action Research Assessments	2 hrs.
Total Session Hours	14	Total Session Hours	13

Section 9: Social-Sensing		Section 10: Disorders and SEL Interventions	
Virtual Classroom: Synchronous Class Session Virtual Instruction	2 hrs.	Virtual Classroom: Synchronous Class Session Virtual Instruction	2 hrs.
Course Content: Readings, Videos, Customized Narrated PowerPoint Instruction	5 hrs.	Course Content: Readings, Videos, Customized Narrated PowerPoint Instruction	3 hrs.
Activity Assignments: Application and Discussion of Course Concepts(Individual and in Groups)	5 hrs.	Activity Assignments: Application and Discussion of Course Concepts (Individual and in Groups)	4 hrs.
Course Portfolio: Application Assessments and Synthesis Action Research Assessments	2 hrs.	Course Portfolio: Application Assessments and Synthesis Action Research Assessments	4 hrs.
Total Session Hours	14	Total Session Hours	13

Instructional Methodology

The instructional methodology of this course focuses on developing, enhancing, and improving the instructional expertise and pedagogical knowledge base of practicing educators. Strategies include: instructor presentation of new content through short lecture bursts supported by PowerPoint presentations and applicable Web-based resources; active construction of knowledge and application of course concepts through hands-on practice; collaborative group work; in-class presentations and demonstrations; ad hoc and structured small-group or whole class discussion and debriefing; insight analysis of assigned readings; reflective practice; and application of course concepts and skills to each participant’s specific content area, grade level, classroom, and student population.

Research-Based Andragogy. A professional researcher, who provides course-related research regarding the best practices in the field of education, is involved in the process of designing each PLS 3rd Learning course. The research is a combination of seminal research and the most relevant and applicable research currently found in literature, as it relates to both the course content and the manner in which the course is designed and delivered. The research that supports each course is provided in the *Research* section of the course manual that each participant receives. The research that supports each section of the course is extracted from the *Research* section and discussed during the overview to each section. The *Research* section for each course is updated on a rotating basis to ensure that the research stays current and relevant. Each participant completes a multicomponent Action Research Project, which includes a research review of educational literature relating to the corresponding synthesis project.

Critical Thinking. Critical thinking is a hallmark of PLS 3rd Learning courses and the courses are designed to spiral learning and utilize a variety of thinking processes such as perception, induction, analysis, compare/contrast, insight, appraisal, summary,

evaluation, idea, prediction, and synthesis. Participants evaluate the “why” that supports best practices; express points of agreement and disagreement; apply knowledge through activities that require complex thinking processes; and utilize discussion and debriefing to make thinking visible, as they reflect on content learned and make correlations to the classroom and teacher practice. In addition, *Social-Emotional Learning: Essential to Student Success* specifically addresses critical thinking through various social-emotional thinking strategies that encourage self-awareness, self-management, self-care, social-awareness, appropriate interpersonal communication, and reflective practice that supports personal and professional self-growth. The course specifically focuses on the SEL competency, “Responsible Decision-Making” by utilizing a variety of thinking routines when investigating information, problem-solving, and making decisions.

Synthesis. Since PLS 3rd Learning courses are designed to spiral learning, participants continually synthesize previous concepts with current concepts learned. Throughout the course participants practice synthesis, by designing lessons and activities for the classroom and conducting individual and team presentations that integrate concepts and strategies learned. Participants complete a synthesis Action Research Project specific to this course as part of the Course Portfolio, in which participants complete several Action Research Assessments that require a review of educational literature (Assessment 1: Resource Reviews), research of current practices (Assessment 2: Expanding Expertise), a networking exchange of ideas and information (Assessment 2: Networking Idea Exchange), and a synthesis lesson design that incorporates course concepts (Assessment 8: Designing Social-Emotional Learning) for implementation in the classroom. The synthesis Action Research Project (Action Research Assessments) are 50% of the final grade.

Instructional Materials

Instructors and learners will use research-based designed materials, which include an Instructor Guide, Participant Course Manual, a Course Folder of materials, and PowerPoint presentations, as well as learner-generated materials, educational literature and resources, and Web-based resources to facilitate learning.

Evaluation

The evaluation of activities and assessments will be based on defined criteria which is communicated to the participants prior to their instructional activities and engagement with the student learning targets (outcomes). Grading is based solely on the evaluation of student learning targets and the specific criteria delineated in each assessment rubric.

Formative assessment of learning outcomes is conducted throughout the course, using a variety of means that include the following: section assessments; active engagement in activities that apply concepts learned; sharing of valuable, pertinent, and/or applicable ideas and experiences; involvement in the inductive process; interactive journal entries with subsequent instructor feedback; critical or reflective responses to assigned readings; constructive contributions to class discussions in a whole-class or small-group setting; and active participation and general

attentiveness to the instructor and others. It is expected that each student will contribute to the academic quality of the course.

Summative assessment involves the completion of a synthesis Action Research Project that requires each participant to complete several Action Research Assessments, which require a review of educational literature, research of current practices, an exchange of ideas and information, and the design of a lesson for implementation in the classroom, incorporating course concepts.

Grading Policy

(To be listed here)

Absence and Tardy Policy

(To be listed)

PLS 3rd Learning's Academic Integrity Policy

PLS 3rd Learning expects absolute academic honesty and integrity from every course participant. The specific Academic Integrity and Honor Code Policies of our partner colleges and universities are embraced and enforced by PLS 3rd Learning instructors. The following are considered to be serious violations:

- Plagiarism: the use of another's ideas, data, or words without proper acknowledgement.
- Fabrication: the use of invented information or the falsification of research or other findings with the intent to deceive.
- Collusion: improper collaboration with another in preparing assignments or projects.
- Cheating: an act of deception by which a student misrepresents that he or she has mastered information on an academic exercise that he or she has not mastered.
- Academic Misconduct: tampering with grades, or taking part in obtaining or distributing any part of student work that is not his or her own.

Violation or suspected violation will be investigated and pursued according to specific college/university procedures.

Identity Authentication

The college/university, PLS 3rd Learning, and students share a joint responsibility to ensure that each student's contribution in an online course activity comes from that student alone. For the student, this responsibility has two parts:

1. Students are responsible for positively ensuring that every contribution to an online course created with the students' computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and

videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student's name, then this constitutes cheating and will be treated as a violation of academic honesty.

2. Students are responsible for ensuring the integrity of their computer account security by following the actions required of them by the PLS 3rd Learning Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by PLS 3rd Learning, and reporting breaches of the security policy to the IT Helpdesk.

Participant Professionalism Policy

As a courtesy to other participants and to your instructor, please refrain from text messaging, checking e-mail, or answering your cell phone during class time. Breaks are provided throughout the course so you can attend to personal matters. Using your personal electronic devices during class time is distracting and disrupts instruction and participant communication and collaboration. If you have an emergency or justifiable reason to leave your cell phone turned on during class time, please make arrangements with the instructor prior to the beginning of class.

Alignments to *The Framework for Teaching Evaluation Instrument*

Each PLS 3rd Learning course is aligned to the components in ***The Framework for Teaching Evaluation Instrument*** by The Danielson Group. The alignments for this course are:

DOMAIN 1: PLANNING AND PREPARATION

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 1c: Setting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments

DOMAIN 2: CLASSROOM ENVIRONMENT

- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Procedures
- 2e: Organizing Physical Space

DOMAIN 3: INSTRUCTION

- 3a: Communicating with Students
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3e: Demonstrating Flexibility and Responsiveness

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

- 4a: Reflecting on Teaching
- 4d: Participating in the Professional Community
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism

Course Outcome Correlations with Model Core Teaching Standards (InTASC)

Course Outcomes

Standard 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

1, 2, 3, 4, 5,
6, 7, 8

Standard 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

1, 2, 3, 4, 5,
6, 7, 8

Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

1, 2, 3, 4, 5,
6, 7, 8

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

1, 2, 3, 4, 5,
6, 7, 8

Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

1, 2, 3, 4, 5,
6, 7, 8

Standard 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

1, 2, 3, 4, 5,
6, 7, 8

Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**1, 2, 3, 4, 5,
6, 7, 8**

Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**1, 2, 3, 4, 5,
6, 7, 8**

Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**1, 2, 3, 4, 5,
6, 7, 8**

Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**1, 2, 3, 4, 5,
6, 7, 8**

The Council of Chief State School Officers is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, The Department of Defense Education Activity, and five U.S. extra-state jurisdictions.

Council of Chief State School Officers. (2013, April). *Interstate Teacher Assessment and Support Consortium InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development*. Washington, DC: Author.

https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

Course Outcome Correlations with National Board for Professional Teaching (NBPTS) Five Core Propositions

Proposition 1: Teachers are Committed to Students and Their Learning. **Course Outcomes**

NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.	1, 2, 3, 4, 5, 6, 7, 8
They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.	1, 2, 3, 4, 5, 6, 7, 8
NBCTs understand how students develop and learn.	1, 2, 3, 4, 5, 6, 7, 8
They respect the cultural and family differences students bring to their classroom.	1, 2, 3, 4, 5, 6, 7, 8
They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.	1, 2, 3, 4, 5, 6, 7, 8
NBCTs are also concerned with the development of character and civic responsibility.	1, 2, 3, 4, 5, 6, 7, 8

Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.

NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.	1, 2, 3, 4, 5, 6, 7, 8
They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.	1, 2, 3, 4, 5, 6, 7, 8
They are able to use diverse instructional strategies to teach for understanding.	1, 2, 3, 4, 5, 6, 7, 8

Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.

NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.	1, 2, 3, 4, 5, 6, 7, 8
They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.	1, 2, 3, 4, 5, 6, 7, 8

NBCTs know how to assess the progress of individual students as well as the class as a whole. **1, 2, 3, 4, 5, 6, 7, 8**

They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents. **1, 2, 3, 4, 5, 6, 7, 8**

Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.

NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things. **1, 2, 3, 4, 5, 6, 7, 8**

They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education. **1, 2, 3, 4, 5, 6, 7, 8**

They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice. **1, 2, 3, 4, 5, 6, 7, 8**

Proposition 5: Teachers are Members of Learning Communities.

NBCTs collaborate with others to improve student learning. **1, 2, 3, 4, 5, 6, 7, 8**

They are leaders and actively know how to seek and build partnerships with community groups and businesses. **1, 2, 3, 4, 5, 6, 7, 8**

They work with other professionals on instructional policy, curriculum development and staff development. **1, 2, 3, 4, 5, 6, 7, 8**

They can evaluate school progress and the allocation of resources in order to meet state and local education objectives. —

They know how to work collaboratively with parents to engage them productively in the work of the school. —

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