

June 2024



# **FOUNDATIONS OF SEL ASYNCHRONOUS COURSE FEEDBACK**

**NNSTOY**  
TEACHERS LEADING

MOUNT HOLYOKE



## Overview of Course

The asynchronous, Foundations of Social Emotional Learning, course taught the foundational principles of SEL including vocabulary, concepts, and research. Students explored how SEL advances educational equity and personal student growth by establishing affirming learning environments that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation.

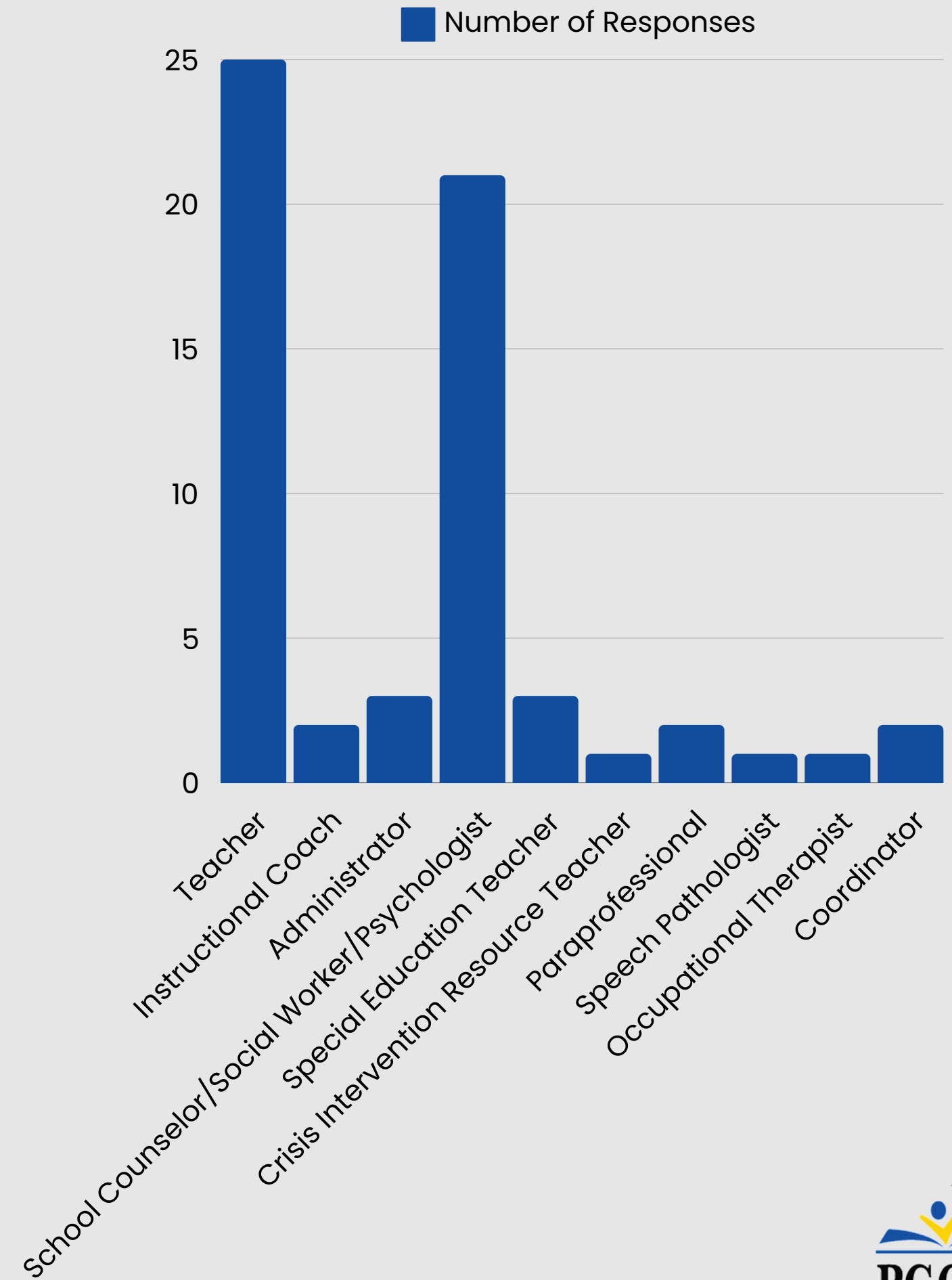
Students also examined the clear connection and the roles of the school in students' emotional and academic success. Lastly, students built a strong foundation in SEL that includes equity-based, culturally responsive, and trauma-sensitive practices through the use of case study examples, personal reflection, and portfolio development.

# Feedback Form Findings



# Responses

59 out of \_\_\_ participants responded to the end of course feedback survey. The highest reporting categories were Teachers (25 responses) and School Counselors/Social Workers/Psychologists (17 responses). This feedback survey was completed by 3 out of the 4 cohorts. The 4th cohort is currently in session and will take the survey at the end of June 2024.



## What has been your biggest takeaway / learning from this course?

This experience has given me a deeper sense of soul searching through the lens of social emotional learning.

SEL isn't something stand alone. It can be easily incorporated into any content area and is as much for students as staff.

My biggest takeaway has been reflecting on my own experiences and self care and how it can impact my role as a professional school counselor.

We all have a story. Behaviors from students and staff are results from our life experiences. Many of us deal with unhealed trauma and building trusting relationships with staff and students can possibly produce positive and necessary changes in behaviors.



Building relationships and overcoming barriers was a big takeaway for me. I do always to build a rapport with my students and community stakeholders, however lesson 6 reminded me of the great importance of establishing these relationships.

Centering the humanity in our work; accounting for trauma and individual lived experiences as crucial to understanding students and families

This SEL course was a wonderful opportunity for me to strengthen my skills that allow students to feel connected in a non-judgmental and supportive learning environment.

I have learned I have to take the time to care for myself and stop feeling guilty.

The information on trauma were most profound for me. This will give me an additional approach to target when working with my students, who I suspect have experienced traumatic situations in their lives.

## What changes have you made to your practice after taking the course?

I have started to reflect on my own experiences, actions, thoughts, and behaviors and how it influences the ways in which I interact with the world and specifically my students.

Sharing simple SEL practices with staff at my school. Drawing with Mr. J as an icebreaker or morning meeting.

I have started taking more time for my own self care. For example, journaling, date nights with husband and walking my dog more.

I am putting to use my restorative language again, addressing the situation in a manner that reduces harm, allowing the student to be heard and truly take in their thoughts and feelings.



I will be taking away the idea of including trauma history in our work on the infants and toddlers team and see if there is a respectful way for us to include this in our consideration of and work with families.

I've been implementing more weekly check ins with students even if they aren't necessarily in need of one. I think it is helping build relationships and trust between me and the students.

This SEL course was an eye-opener about CASEL that I have never heard about before as well as about its five competencies that most of them were thoroughly addressed in the SEL course.

Creating safe spaces for students to decompress, creating new advisory lesson based on SEL strategies - this is challenging for the high school setting

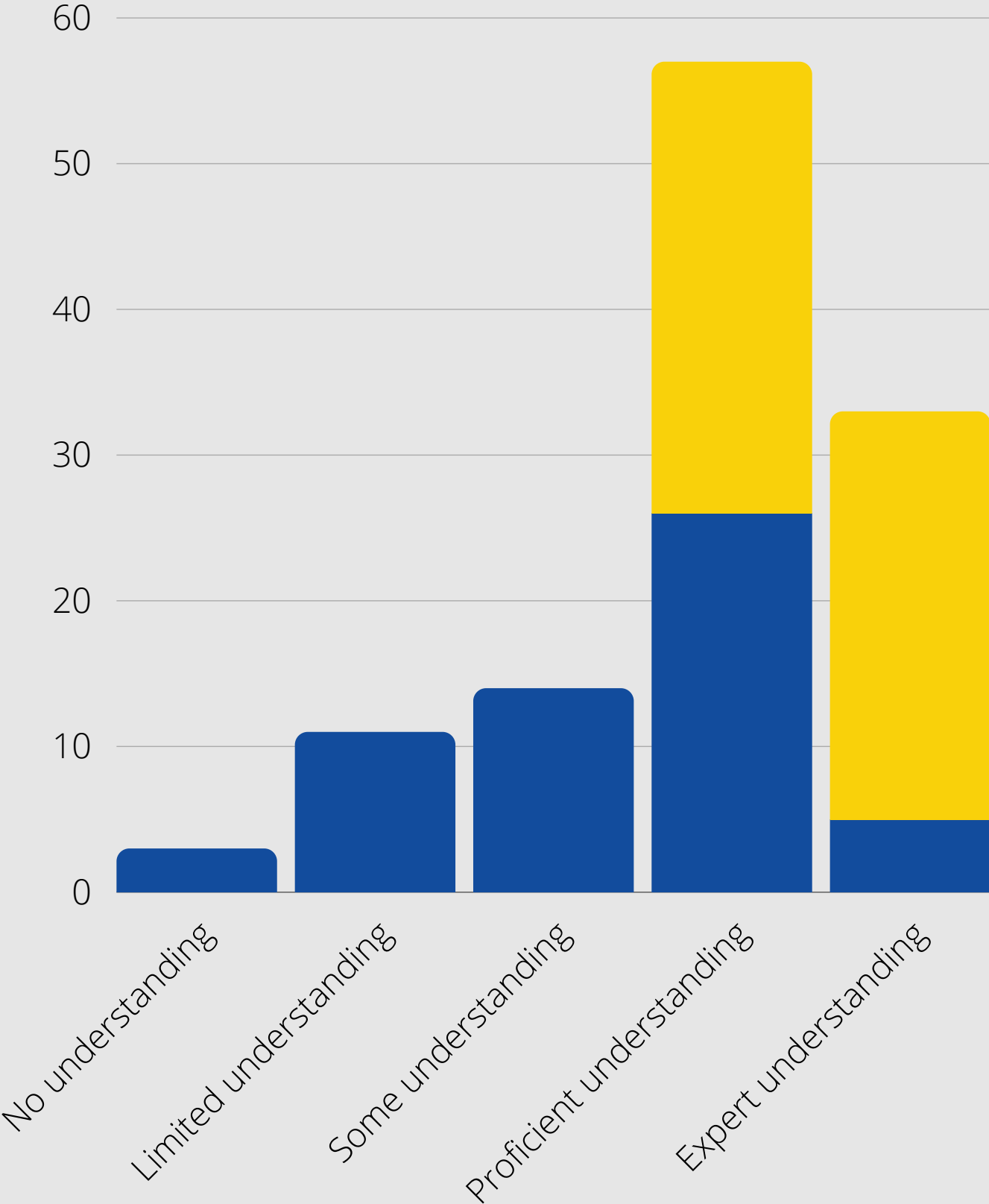
I talked about the need for more personal connection with my supervisor based on my colleagues survey responses. Everything we covered was a good reminder about continuing to encourage the implementation of SEL practices in classrooms in my consultative work as well.

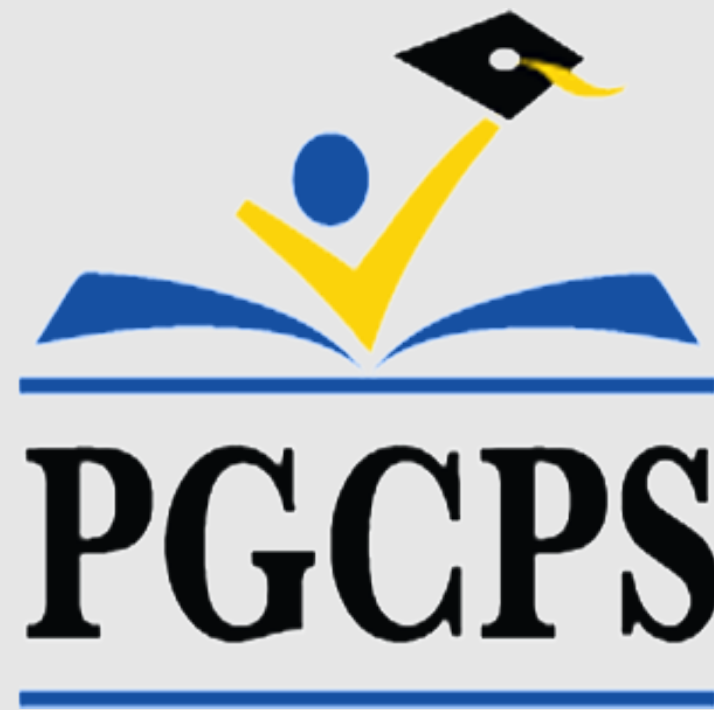
**Before the course, participants self-identified as having the following levels of SEL understanding:**

- 3 people identified as having No SEL understanding
- 11 people identified as having Limited SEL understanding
- 14 people identified as having Some SEL understanding
- 26 people identified as having Proficient SEL understanding
- 5 people identified as having Expert SEL understanding

**After the SEL course, participants self-identified as having the following levels of SEL understanding:**

- 0 people identified as having No, Limited, or Some SEL understanding
- 31 people identified as having Proficient SEL understanding
- 28 people identified as having Expert SEL understanding





**THANK YOU**

You can find the all individual responses at [this link](#).

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