
***Graduate Certificate in School Climate
and Social Emotional Learning***

Program Handbook

2019-2020

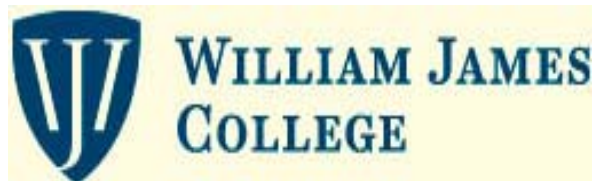


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About this Handbook

The Graduate Certificate in School Climate and Social Emotional Learning Handbook is in effect for academic year 2019-2020. It supplements the material in the William James College Graduate Student Handbook (included in the registrar’s page at <http://www.williamjames.edu/academics/registrar/index.cfm>), providing this information that is specific to the School Climate program. If there are apparent inconsistencies between this Handbook and the Graduate Student Handbook or other program information, please consult the Department Chair for clarification.

All policies and procedures of William James College are subject to change, in response to the evolving needs or demands of the institution and its programs. Appropriate notification of any such changes will be made.

GRADUATE CERTIFICATE IN SCHOOL CLIMATE AND SOCIAL EMOTIONAL LEARNING

William James College's [Freedman Center for Child and Family Development](#) and the [Department of School Psychology](#) present a nine-month Graduate Certificate in School Climate and Social Emotional Learning. This evidence-informed, blended program will address multiple dimensions for creating, transforming, and sustaining a positive school culture and climate with a focus on training teams of school staff (teachers, school mental health providers, and administrators) in the core concepts of social emotional learning, systems change, and coaching.

Following a systemic approach, there is a strong focus on working with district teams to conduct needs assessments, learn how to evaluate preventive interventions, learn skills related to integrating social emotional learning into the school culture, identify skills required to support student mental health needs, and become effective leaders and mentors with their peers and within their overall systems.

With a focus on child and teacher factors, interactional processes, school wide processes and community interactions, the Certificate Program employs an ecological approach that fosters child emotional and academic learning through a systemic lens. Consistent with all William James College offerings, the program features an experiential learning approach, benefiting participants by integrating didactic teaching with practicum experience within a supportive learning community.

School Climate

The subject of school climate is garnering nationwide attention as it is increasingly recognized as a critical driver of student and school success. In its most basic description, it refers to the full array of non-academic factors that help children feel supported and accepted as important members of their learning environment. Answers to questions such as “how connected do children feel to their school and staff?”; “how safe do children feel in their school environment?” and “do school sanctioned activities promote the development of the whole child?” help to define the health of the school climate in a particular school or school system. Of course, there are other important adult-related factors that also contribute to the health of the school climate. Responses to questions such as “does your staff feel connected to and emotionally safe with each other?”; and “is your staff supported and encouraged in efforts to create effective learning environments that support a myriad of student learning and emotional needs?”, will help to fully assess how schools can focus on and improve the strength of its school climate as it affects the entire school community.

A Systemic Approach to Social and Emotional Learning

A focus on the school climate has been a cornerstone of the nation’s movement to incorporate a social emotional learning framework in schools. However, implementation efforts to date have had a narrow focus rather than a systemic approach. While single program implementation has important merits, we recognize that a shift in mindset that views social emotional learning as a whole systems approach is an important way to bring about true, long-lasting change in schools.

PROGRAM SCHEDULE

CT 404 Promoting Social Emotional Learning and Positive School Climate (2 credits)	
9/14/19	Weekend in Residence (8 hours)
9/15-9/21	Module 1
9/22-9/28	Module 2
9/29-10/5	Module 3
10/6-10/12	Module 4
CT 405: School Climate: Assessment, Intervention, and Evaluation (3 credits)	
10/19/19	Weekend in Residence (8 hours)
10/20-10/26	Module 1
10/27-11/2	Module 2
11/3-11/9	Module 3
11/10-11/16	Module 4
11/17-11/23	Module 5
11/24-11/30	<i>Thanksgiving Break</i>
12/1-12/7	Module 6
12/8-12/14	Module 7
12/15-12/21	Module 8
12/22-1/2	<i>Holiday Break</i>
1/3-1/10	Pre-requisite module – behavioral health and risk assessment
CT 406: Prevention and Intervention in the Schools (4 credits)	
1/11/20	Weekend in Residence (8 hours)
1/12 – 1/18	Module 1
1/19-1/25	Module 2
1/26-2/1	Module 3
2/2-2/8	Module 4
2/9-2/15	Module 5
2/16-2/22	<i>February Break</i>
2/23-2/29	Module 6
3/1-3/7	Module 7
3/8-3/14	Module 8
3/15-3/21	Module 9
3/22-3/28	Module 10

CT 407: Promoting Systemic Change & Consultation and Coaching (3 credits)	
4/4/20	Weekend in Residence (8 hours)
4/5-4/11	Module 1
4/12-4/18	Module 2
4/19-4/25	<i>April Break</i>
4/26-5/2	Module 3
5/3-5/9	Module 4
5/10-5/16	Module 5
5/17-5/23	Module 6
5/24-5/30	Module 7
Graduation Ceremony at William James College	June 3, 2020



PROGRAM FACULTY

John D’Auria, Ed.D. Throughout his 40 year career, Dr. D’Auria has helped teachers and educational leaders develop their abilities and build vibrant school cultures. He specializes in helping school leaders take on deep-rooted problems and manage conflict in the workplace. A former math teacher, counselor, and principal, D’Auria also served as president of Teachers21, a professional development organization for educators, and was the Superintendent of Schools in Canton, Massachusetts. He is frequently sought as a speaker, and has been an executive coach to a wide variety of educational leaders across the country.

Luba Falk Feigenberg, Ed.D. is an adjunct faculty member of the School Psychology Program. She is a psychologist with particular focus in child development, counseling, and applied research. She is a lecturer at Tufts University and has experience across multiple settings, including early childhood, K-12 schools, after school programs, mental health, juvenile justice, and nonprofit management. She has 20 years of experience in the field and works with schools and districts to implement and evaluate interventions to promote social and emotional learning and school climate.

Margaret Hannah, M.Ed., GCEC is an adjunct faculty member of the School Psychology Program, Co-Director of the Graduate Certificate in School Climate and Social Emotional Learning Program and the Executive Director of the Freedman Center for Child and Family Development. **Her areas of focus are prevention, child led play and evidence based programming.** She received her master’s degree in education with a concentration in community counseling and psychology. She holds a certificate in Executive Coaching and has completed two years of course work in the Leadership Psychology doctoral program at William James College. She serves on several committees and task forces within the Commonwealth of MA advocating for mental health and wellness services. She has worked in schools and agencies for over 30 years, designing, developing, and leading programs.

Gayle Macklem, M.A., NCSP, LEP is an adjunct faculty member of the School Psychology Program and Senior Curriculum Writer for the Certificate in School Climate and Social Emotional Learning Program. She has over 40 years of experience in the field and is the author of four textbooks. In addition, she has edited a book for teachers and parents, and contributed several chapters to that book. Her areas of focus include self-regulation, social emotional learning, empathy, and bullying. Ms. Macklem has been on the Board of Directors of the Massachusetts School Psychologists Association for many years and has been presented with several awards including a Lifetime Achievement Award.

Nadja Reilly, Ph.D. is a clinical psychologist and an adjunct faculty member of the School Psychology Program. She is the Co-Director of the Graduate Certificate in School Climate and Social Emotional Learning and Associate Director of the Freedman Center for Child and Family Development. **Her areas of focus include prevention, school climate and social emotional learning, systems change, consultation, and treatment of anxiety and depression.** Dr. Reilly has over 20 years of experience specializing in children, adolescents, and families and is the author of the book *Anxiety and Depression in the Classroom: A Teacher’s Guide for Fostering Self-Regulation in Young Students*.

COURSE SEQUENCE

✚ CT 404 Promoting Social Emotional Learning and Positive School Climate

- Margaret Hannah, M.Ed., GCEC
- Nadja Reilly, Ph.D.

✚ CT 405: School Climate: Assessment, Intervention, and Evaluation

- Luba Falk Feigenberg, Ed.D.

✚ CT 406: Prevention and Intervention in the Schools

- Gayle Macklem M.A., NCSP, LEP

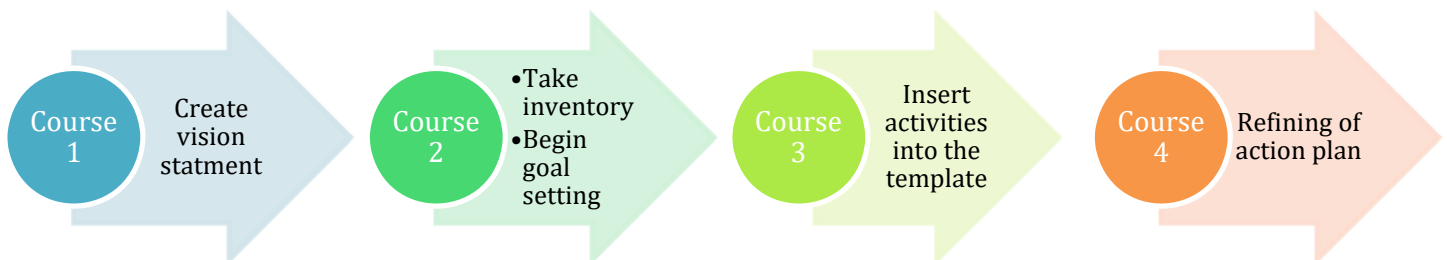
✚ CT 407: Promoting Systemic Change & Consultation and Coaching

- John D’Auria, Ed.D.
- Margaret Hannah M.Ed., GCEC
- Nadja Reilly, Ph.D.

✚ FP 401, FP 402: Practicum Courses

These two practicum courses run parallel to the four program courses. During practicum, participants will focus on implementing what they have learned in the classes into their daily practices of teaching, counseling, and administration. The practica also focus on the processes of self-reflection and evaluation; skill building around specific programming; and observation, collaboration, and feedback with team members. Each practicum course is worth 1.5 credits.

Roadmap: Scope and Sequence



BIG IDEAS – CORE PRINCIPLES OF THE PROGRAM

THIS PROGRAM PROMOTES SIX CORE PRINCIPLES THAT ARE ESSENTIAL IN THE CREATION OF A STRATEGIC ACTION PLAN FOR SHAPING SCHOOL CLIMATE AND PROMOTING SOCIAL EMOTIONAL LEARNING.

1. Schools work better for all children and families when educators have a shared vision based on relational trust and use the common language of social and emotional competency.
2. Students learn best in schools with positive climates that encourage and support the social and emotional competencies of students and school staff.
3. Schools have a better chance of improving all children’s functioning when teams make decisions based on data.
4. Prevention and early intervention are the keys to mental health, resilience, and reduced stress for all students.
5. School leaders, who mentor and coach colleagues, can help one another in improving their daily work with students and in growing themselves as educators.
6. All children will likely behave more appropriately, interact respectfully and achieve at higher levels when school teams plan responsibly and put approaches in place to improve school climate



PROGRAM STRUCTURE

The Graduate Certificate in School Climate and Social Emotional Learning is a *blended program*. Blended programs incorporate both online and on-campus study. Students take part in weekly online assignments, discussions, and collaborative projects with the Certificate Program faculty members and classmates. Additionally, students are required to come to campus for one intensive weekend day-in-residence (WIR) per course.

1. **Weekend in Residence** – at the beginning of each course, there will be an 8 hour weekend day-in-residence held at William James College. All team members are expected to attend for the full day.
2. **Online Coursework**
 - a. **Accessing the modules and course material** - All materials relevant to each course are housed on Canvas.
 - b. **Course readings** – Readings are divided into two categories: required and recommended. Each course syllabus will have a complete listing of required readings for that course. Recommended readings will be listed on the Canvas course page.
 - c. **Structure of Courses** - Each course requires 5 hours per week of participation. The weekly modules will consist of lectures, readings, posts on the Discussion Board, and time spent working toward a particular assignment.
3. **Example of how a weekly module is structured**
 - a. **Lecture** – typically one hour total, divided into segments
 - b. **Readings** – variety of textbook chapters and articles
 - c. **Discussion Board** – a prompt posted by the instructor will provide directions of what is expected that week for the discussion
 - d. **Assignment** – assignment as indicated by the instructor
4. **Practicum Requirements**
 - a. **Team Meetings** - Team meetings at the school are considered a critical component of each practicum course. School teams are required to meet each month and meetings should each last 2 hours. Below is a recommended meeting schedule to meet requirements for practicum credit. Please note teams are not restricted to the number of meetings indicated – if teams are able to meet more frequently, they are encouraged to do so. A sample team meeting template is found in Appendix A.
 - b. **Meeting Notes** – FP 401 corresponds to the first two courses. All team meeting notes for that practicum course are due by the last day of CT 405. FP 402 corresponds to the third and fourth courses, and all team meeting notes are due by the end of CT 407.



Course	Number of Required Team Meetings
CT 404	2
CT 405	4
CT 406	5
CT 407	4

Presentation to the Superintendent – A presentation to the Superintendent at the end of the year to report progress to date and present the team’s action plan is required. During May, the program co-directors will join the teams for site visits to help prepare for the presentations.

GRADED MATERIALS

Participants will receive individual grades for each of the four courses and for the two practica. What constitutes the final grade for each course is delineated in detail in its course syllabus. The instructor will share a list of assignments, as well as the corresponding grading rubrics in the course syllabus. If any individual is having difficulty completing a course, we will follow the WJC protocol of completing a corrective action plan.

Discussion Boards

Participation on the Discussion Board is a required activity for all participants



The goals are to facilitate the professional development of all involved, and particularly to foster cross-collaboration between schools

Ellison (2008) writes that an important aspect of reflective practice is *collaboration*, which involves educators participating in “reflective dialogue and sharing” with colleagues (p. 185). Collaboration facilitates continuous learning and opportunities to improve skills as educators work together and learn from one another.

Participation on the discussion boards gives individual educators the opportunity to access shared knowledge and skills that can eliminate the isolation that has been common in schools in the past, to support one another, and to appreciate one another’s strengths. The goal is continuous growth. Professional and reflective educators use their specialized skills and strategies, talents and strengths, to bring all children and youth to higher levels of learning (Ellison, 2008, p. 194).

Expectations for Participation on the Discussion Board

1. Course participants will be assigned to small groups consisting of members of other school districts. When a discussion board post is required, there are two steps to complete the process. The first post is in response to the instructor’s posted question, and the second is in response to another participant’s post within your assigned group. Although the option to participate more frequently should a topic or post be particularly interesting, relevant to your own practice, or raise questions for you would certainly be welcome and this may enhance the learning of the whole community.
2. 5 points will be given for the discussion post and response. Please note there must be both an individual post AND a response to a colleague in order to receive the credit for the discussion board assignment. If one of those components is missing, no points will be given. Course instructors will participate in the discussion board threads and respond at their discretion. Should there be a crisis (personal or professional) and it becomes impossible to post during a particular week, participants need to inform the instructor immediately and plan to post additional contributions in subsequent weeks. (When affording this opportunity, additional contributions need to be marked as such.)

3. Participants are encouraged to be thoughtful in their writing, respectful in reacting to others, willing to encourage and acknowledge the efforts of others, and to contribute their best ideas and practices so that others can learn from them as well.

One of the benefits of consistent communication through discussion board posts is that it promotes reflective practice. There are many definitions of reflective practice. For example, reflection is a disciplined and rigorous way of thinking that should emphasize and facilitate an appreciation for the personal and intellectual growth of ourselves, and others (Murphy & Ermeling, 2016, p.320).

Reflective practice is currently considered to be a *hallmark of professional competence* for educators. Larrivee (2008) suggests that the current accountability demands on educators can be countered by developing “the habit of engaging in systematic reflection about their work” (p. 341). There are various developmental levels of reflection:

- *Pre-reflection* in which reactions are general, unsupported with evidence from experience, theory, or research.
- *Surface Reflection* at which point beliefs and positions about education in general and teaching/supervising practices are supported with evidence from experience.
- *Pedagogical Reflection*, which involves a goal of continuously improving practice and reaching all students and school staff. Here, thoughts are specific and supported by evidence from experience as well as grounded in theory or research.
- *Critical Reflection*, in which the educator is engaged in ongoing reflection and critical inquiry concerning teaching, mentoring or coaching actions, as well as thinking processes. The critically reflective educator is concerned with promoting democratic ideals and weighs the ethical and social implications of her or his educational practices.

Reaching the level of *critical reflection* is an aspiration for us all. Participants may be at different levels initially and are expected to grow during the year.

REFLECTIONS

Reflective practice is currently considered to be a *hallmark of professional competence* for educators



Other Assignments:

Each course has specific assignments created to help teams develop practical materials and tools to use as part of their work toward integrating SEL into their schools and districts. Course instructors will include all instructions and expectations of assignments, as well as detailed grading rubrics, in the course syllabi.

Across the program, there are core requirements related to assignment completions as outlined below:

1. When citing required and/or recommended readings, please use APA formatting and cite as follows
 - a. List the surname of the author followed by the date of publication, and the page number. For example: (Walker, 2004, p. 398).
 - b. When there is more than one author, cite the surnames of all authors up to six, the date and the page number the first time you use it. For example: (Atkins, Hoagwood, Kutash, & Seidman, et al., 2010, p. 43). For subsequent citations of this article, only the first author's last name is listed and et al. is added to indicate the additional authors involved in writing the paper as in: (Atkins et al., 2010, p. 43).
 - c. When there are more than six authors, use the first author's last name, followed by et al. and a comma, followed by the date, and the page number as in: (Hannah et al., 2020)

2. Plagiarism

According to the Merriam-Webster online dictionary (<https://www.merriam-webster.com>), plagiarism has to do with using the words or ideas of someone else and using them as if they are your own words or ideas. Plagiarism includes using someone else's words or ideas without crediting the source. It also includes failing to put a quotation in quotation marks, or changing words but using the sentence structure that was found in the original without giving credit (<https://www.plagiarism.org>).

Paraphrasing can also be considered to be plagiarism if you use the same sentence structure and more than three words from the original sentence. To avoid plagiarism, change the words and also change the sentence structure of the original work. Keep in mind that paraphrased passages also require citation because you are using someone else's ideas, even if you do not use the person's words. If you are not sure about what you have written, cite the source (Adapted from: <https://www.plagiarism.org/blog/2018/02/27/how-similar-is-too-similar>).

Appendix



Appendix. Team Meeting Template

Date: _____

Agenda Items:

1. _____
2. _____
3. _____
4. _____

Topics Discussed:

Action Steps:

Connections to Big Ideas:

References

Ellison, C M. (2008). Reflective make-and-take: A talent quest reflective practice teacher model. *Reflective Practice: International and Multidisciplinary Perspectives*, 9(2), 185-195. doi:10.1080/14623940802005558

Larrivee, B. (2008). Development of a tool to assess teacher's level of reflective practice. *Reflective Practice: International and Multidisciplinary Perspectives*, 9(3), 341-360. doi: [10.1080/14623940802207451](https://doi.org/10.1080/14623940802207451)

Murphy, D. L. & Ermeling, B. A. (2016). Feedback on reflection: Comparing rating-scale and forced-choice formats for measuring and facilitating teacher team reflective practice. *Reflective Practice: International and Multidisciplinary Perspectives*, 17(3), 317-333. doi: [10.1080/14623943.2016.1164681](https://doi.org/10.1080/14623943.2016.1164681)