



WORKSHEET 1: KNOWLEDGE REVIEW

LEARNING OBJECTIVES AND GUIDING QUESTIONS

This worksheet corresponds to the Knowledge Self-Assessment Rubric. You may want to refer to that rubric as you complete this worksheet.

The worksheet has two parts:

- Assessment of your achievement of the module learning objectives
- Assessment of the development of your knowledge in relation to the module's guiding questions

For each learning objective or guiding question, indicate your perception of your current level of knowledge and ability (columns 2 and 3). Note that column 2 corresponds to the “meets expectations” and “exceeds expectations” descriptors on the rubric, and column 3 corresponds to the “approaches expectations” descriptor.

Then provide brief responses to the summarizing questions in Column 4.

The objective is to create a learning summary that you can use to refresh your memory in the future and set goals for further professional development. You may also want to include this summary in your professional teaching portfolio.

LEARNING OBJECTIVES

For each learning objective in column 1, indicate whether you have achieved the objective (column 2) or could benefit from more study or guidance (column 3). You may check both boxes if you feel that you have achieved the objective but would still like to learn more. Then write a brief response to the question in column 4.

1	2	3	4
Upon successful completion of this self-study module, you will be able to	I have achieved this objective.	I could benefit from more study or guidance on this objective.	How does achievement of this objective contribute to the quality of your teaching practice?
<ul style="list-style-type: none"> Explain what social-emotional learning is why it is a beneficial component of English language teaching. 	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> Identify the six fundamentals for incorporating SEL in instruction and describe the significance of each one for your work with English language learners 	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> Outline considerations for including social-emotional learning in English language teaching and relate them to your own teaching context 	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> Explain why meaningful lesson objectives are important for teachers and how they are related to what a teacher does in the classroom 	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> Explain the relationship between the use of SEL in English language teaching and the provision of professional mental health support, counseling services, and family/community support 	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> Describe how an asset-based perspective can reinforce the inclusion of social-emotional 	<input type="checkbox"/>	<input type="checkbox"/>	

1	2	3	4
learning in English language teaching			

GUIDING QUESTIONS

For each guiding question in column 1, indicate whether you are confident in your level of knowledge or feel you need to develop your knowledge further. If you wish, you can reference the answers you gave at the beginning of the module for comparison. Then write a brief response to the question in column 4.

1	2	3	4
	I can provide a comprehensive answer to this question. I'm confident in my level of knowledge.	I can answer this question, but I could benefit from more development of my knowledge in this area.	What is the most salient information or concept that you have learned since you considered this question at the beginning of the module?
1. What does the term "social-emotional learning" mean? What competencies or domains does social-emotional learning include?	<input type="checkbox"/>	<input type="checkbox"/>	
2. How is SEL relevant to teaching and learning?	<input type="checkbox"/>	<input type="checkbox"/>	
3. What considerations do teachers, administrators, and staff need to keep in mind when determining how to incorporate SEL into English language teaching?	<input type="checkbox"/>	<input type="checkbox"/>	
4. In what ways is social-emotional learning beneficial for students?	<input type="checkbox"/>	<input type="checkbox"/>	
5. In what ways is social-emotional learning beneficial for teachers? How does it relate to what teachers do in the classroom?	<input type="checkbox"/>	<input type="checkbox"/>	