New York Center for Teacher Development, Inc.

In affiliation with the University of Massachusetts Global (Extended Education)

COURSE SYLLABUS

Course: EDZU **9103** Implementing Social Emotional Learning in the Classroom: K-6
Credit Hours: 3.0 credits / 45 hours

Instructor: Danielle Greenbaum

Course Description

The world around us is changing. Today's families are overburdened, and our children are feeling stresses they have never felt before. As educators, we know that kids cannot focus and excel academically if they are preoccupied with stress or anxiety. We are becoming increasingly aware that our students need more from us than just academics. This course is designed to help you not add something else to your already overflowing plate, but to incorporate effective techniques into your everyday interactions with students. You will have the opportunity to reflect on your curriculum lessons and activities to maximize your students' success. This course will encourage you to work with other participants to find and implement strategies that will help you reach each student and give you the opportunity to reflect upon your current teaching style. It will offer you resources and ideas and allow you to collaborate with other elementary school professionals on best teaching practices.

Course Goals

To Know
- resources available to them as classroom teachers
- real world statistics regarding the need for SEL
- how to communicate SEL strategies to parents and caregivers

To Understand
- the 5 Competencies of Social Emotional Learning
- the need for SEL in the classroom
- strategies for enhancing their own social and emotional skills

and To Be Able To
- foster self-awareness
- implement experiential lessons
- assess current SEL programs and find opportunities for growth

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Course Outline

1. Social Emotional Learning Overview
    a. What is SEL?
        i. Introduction to Google Jamboard
    b. SEL Competencies
    c. Current Schoolwide Practices
2. Self Awareness and Self-Management
    a. Definition and exploration
    b. Engaging students in self-regulation activities
        i. Games
        ii. Self soothing techniques
        iii. Mindfulness activities
    c. Ways teachers can practice self-awareness
3. Social Awareness and Relationship Skills
    a. Definition and exploration
    b. Building a Classroom Community
        i. Morning meetings
        ii. Afternoon checkouts
        iii. Restorative circles
            1. Introduction to Flipgrid
        iv. Interactive whiteboard warmups
4. Responsible Decision Making
    a. Definition and exploration
    b. Lesson ideas
        i. Would you Rather
        ii. Video shorts
        iii. Class Mission Statement
    c. Decision Making Frameworks
5. Odds and Ends
    a. Developing Teachers' SEL Skills
    b. Handling Disruptive Students
    c. Supporting SEL at Home

Methods of Instruction

This is a self-paced online course in which participants will complete assignments independently based on provided web-materials. Interaction between participants will be encouraged through forums/online bulleting boards, but will not require live interaction. Completion of this course will provide participants with a wide variety of evaluating and teaching strategies that can be used in the K-12 classroom. Participants will focus on target competencies, identifying specific needs and finding time in each day to best suit the needs of individual students as well as the classroom community.

Students will connect with each other throughout the course within forums and various other types of onlinStudentse feedback options built into each class.

Methods of Assessment

In-service Students - Participants must complete all assignments and participate in all discussion forums throughout the course.

Professional Development Grad. Grade "B" - In addition to completing all assignments and participating in all discussion forums throughout the course, participants must submit 2 lesson plans that target at least one of the 5 competencies of SEL.

Professional Development Grad. Grade "A" - In addition to completing all assignments and participating in all discussion forums throughout the course, participants must submit 4 lesson plans that target at least one of the 5 competencies of SEL.

Instructors are online each day of the course and correspond with students through the course itself, feedback on assignments, e-mail, and by phone.

Time Validation

Assignment	Time (in hours)
Introduction to course/instructor & Jamboard / Flip video tutorials	1.00
Participant Introductions	0.50
What is SEL? Overview and Opinions - *article review and opinion writeup*	1.50
Rank SEL Competencies in Order of Personal Importance - *article review and opinion writeup*	1.50
Newscast Review - *video clip review and reaction writeup*	1.50
Evaluating Current Schoolwide SEL Practices - *complete survey based on school practices*	3.00
Self Awareness and Self-Management web dive - *web exploration and display of findings*	2.50
Games that Teach Self Regulation - *video review and written response*	2.00
Fostering Self-Soothing Techniques - *lesson write-up or calm down corner creation*	2.00
Mindfulness Picture Books that Support SEL - *classroom, school and public library search and write-up*	1.50
How do Teachers Practice Self Awareness? - *article review and self-reflection write-up*	1.00
Social Awareness and Relationship Skills web dive - *web exploration and display of findings*	2.50
Building a Classroom Community - *exploration of strategies and participation in samples through forums or Flipgrid*	1.00
Morning Meetings and Afternoon Checkouts - *artice review and application write-up*	1.50
Restorative Circles - *participation in sample circle using forums or Flipgrid*	2.50
Interactive Whiteboard Warm-ups - *exploration, sample participation and brainstorming*	2.00
Responsible Decision Making web dive -*web exploration and display of findings*	2.50
Would You Rather? idea share - *lesson review and brainstorm*	0.50
Decision Making Frameworks - *exploration of frameworks and participation in sample activities using forums or Google Docs*	3.50

Usng Video Shorts to Convey Your Point - *samples, search and opinions*	1.00
Class Mission Statement - *purpose, sample review, write up*	2.00
Developing Teacher's Social and Emotional Skills - *article review and writeup*	1.50
Keeping Disruptive Studens in the Classroom - *article review and opinion share*	1.50
Supporting SEL at Home - *article review and resource creation*	2.00
Reflection - *self-reflection write-up*	0.50
Final Assignment - *SEL lesson write-ups*	3.00
	0.00
Total Time	**45.00**