



## Introduction to K-12 Social-Emotional Learning

**Number of Credits:** 1\*

**Course Instructor:** Jordan Mix

**Course Description:** According to the Collaborative of Academic, Social, and Emotional Learning (CASEL, 2019), “social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” According to CASEL’s research, incorporating SEL into the K-12 setting has the capacity to increase academic outcomes, improve behavior, and improve overall lifetime outcomes.

The purpose of this course is to provide an overview of social-emotional learning to participants. In particular, this course aims to provide participants with an understanding of the five core SEL competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Participants will also learn how SEL can occur through curriculum & instruction, schoolwide policies, and community partnerships.

At the end of the course, participants will devise an implementation plan to take their new learning back to their schools and classrooms.

**Learning Objectives:** Upon completion of this course, students will be able to:

- Define social-emotional learning (SEL), its foundational principles, and overall developmental indicators
- Reflect on how Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making are currently being addressed in the K12 educational setting
- Devise strategies for infusing SEL through curriculum & instruction, schoolwide policies, and family & community partnerships
- Construct an implementation plan to incorporate SEL into K12 schools and classrooms

**Resources:** No texts are required to purchase in order to complete this course. All Required reading will be provided to you in the course modules.

- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child development*, 82(1), 405-432.
  - This study shows how SEL interventions that address CASEL's five core competencies increased students' academic performance by 11 percentile points, compared to students who did not participate in such SEL programs. Students participating in SEL programs also showed improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school.
- Gueldner, Barbara, A., Laura L. Feuerborn, and Kenneth W. Merrell. *Social and Emotional Learning in the Classroom: Promoting Mental Health and Academic Success*, second edition. Guilford Press, 2020.
  - This book offers a great overview of what SEL is and how it's used, as well as valuable ideas for analyzing SEL programs and policies.
- Mackey, Anna-Lisa and Ragan, Melissa. *The Social Emotional Classroom: A New Way to Nurture Students and Understand the Brain*. Wiley, 2022.
  - This book provides great explanations of the relationship between SEL competencies and child development, taking into account brain development for K-12 students.

**\*Course Requirements:** To receive full credit for the course, participants must complete ALL assignments and respond to specific questions outlined in each assignment. Failure to complete all assignments will result in a disqualification in the course and a failing grade.

#### Other Course Information:

##### Getting Started

- After registering for the course, you will be sent a confirmation email with your course dates. A few days before your course is scheduled to begin, you will receive an invitation from Canvas Instructure to join your course. Please follow the prompts in that email to log in and access your course.
- Access each assignment through the course home page or the “Modules” page. All assignments will be submitted through the Canvas platform on each respective assignment page.
- Please save a backup copy of all course assignments and completed work.

##### Participation

- You are not required to be present (i.e. online) specific days or times. You will work at your own pace. The course is structured in 3 Weekly Units, however all assignments will not be due until the final day of the course.
- All responses will be posted online. Large documents, files, photographs or PowerPoint presentations may be attached as part of your response by using the “Submit A File” option.
- For all discussions you will be asked to respond to your classmates’ posts. If you are the first poster for an assignment, or if there are not yet enough posts for you to respond to the minimum number of posts, you are responsible for returning to lessons you’ve already completed to ensure you are participating in class discussions. Not doing so may result in losing participation points. In the event that you are in a course with three or fewer students, your instructor will reach out with further instruction on meeting participation requirements.
- You may work collaboratively and submit *similar* responses on all assignments except for quizzes which must be done individually. **Under no circumstances may you copy/paste the same response as a classmate**, even if you collaborate on the assignment. Copying and pasting your classmates’ or colleagues’ responses will be treated as plagiarism and may be grounds for failing the course. Please contact your course instructor with any questions.

##### INTASC Standards that are addressed in this course:

- 2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- 3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- 4. The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving and performance skills.
- 5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- 9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- 10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

**Check the Iowa Teaching Standards that are addressed in this course:**

X	1. Enhance Student Achievement		5. Monitoring Student Learning
	2. Content Knowledge	X	6. Classroom Management
X	3. Planning and Preparation	X	7. Professional Growth
X	4. Instructional Strategies	X	8. Professional Responsibilities

**Assignment Checklist/Timeline:** This assignment list with estimated times for completion is meant to serve as a helpful checklist for you as a learner in completing all the assignments! This is a recommended amount of time to review all articles, webinars, videos, and other materials associated with each assignment. You may take longer or shorter to complete each assignment and times are only estimates based on past learners' experiences.

Topic/Activity	In Class	Out of Class
<b>Getting to Know the Class; Additional Readings:</b> Take some time to work through the “getting started” module; watch the welcome video from the instructor, review the Canvas 101 instructions, and peruse the readings for the course under the “files” tab. Before beginning the course, participants are required to score 100% on a quiz on the transcript request procedure.		2 hrs
<b>Week 1 - Getting Started</b>		
<b>Discussion: Introduction</b> – Participants will review the week 1 introduction from the course instructor before introducing themselves to their classmates in a discussion post. Participants will need to respond to a minimum of two classmates to fulfill all requirements for this assignment.	1 hr	1 hr
<b>Discussion: What is Social-Emotional Learning</b> – In this module, participants will read Chapter 1 of <i>Social and Emotional Learning in the Classroom</i> , “What is SEL and What can it Do for Your Students?” and answer a series of questions on their experience with SEL in their school. They will respond to at least two of their classmates’ posts.	1.5 hrs	3 hrs
<b>Discussion: Self-Awareness</b> – In this module, participants will read Chapter 2 of <i>The Social Emotional Classroom</i> , “Self-Awareness.” They’ll be able to define self-awareness as the ability to recognize one’s own emotions, thoughts, and values. They’ll also use Iowa’s Social Emotional Competencies to analyze the vertical progression of K-12 SEL goals, in a discussion post. Participants will respond to at least 2 of their classmates’ posts.	1.5 hrs	3 hrs
<b>Discussion: Self-Management</b> – In this lesson, participants will read Chapter 3 of <i>The Social Emotional Classroom</i> , “Self-Management” and reflect on the ways they encourage students to self-manage their grade and set achievable goals. They will learn about impulse control, stress management, self-discipline, self-motivation, goal setting, and organizational skills through a series of PBS and Edutopia videos. In a discussion post, they will share how this new learning applies to their classrooms and schools and respond to at least two of their classmates’ posts.	1.5 hrs	3 hrs
<b>Week 2 - Diving Deeper</b>		
<b>Discussion: Social Awareness</b> – In this lesson, participants will read Chapter 4 of <i>The Social Emotional Classroom</i> , “Social Awareness” and engage in a conversation on social awareness, empathy, appreciating diversity, and civic engagement. In a discussion post, they will reflect on the challenges of engaging students in civil dialogue and the ways they can integrate it into their academic curriculum, and respond to two of their classmates’.	1.5 hrs	3 hrs

<b>Discussion: Relationship Skills</b> – In this lesson, participants will use Chapter 5 of <i>The Social Emotional Classroom</i> , “Relationship Skills” and the Iowa SEL Competencies to help participants understand the K-12 learning targets for communication, social engagement, relationship building, and teamwork. Participants will share their new learning in a discussion post and respond to at least two of their classmates’ posts.	1.5hrs	3 hrs
<b>Discussion: Responsible Decision-Making</b> – In this lesson, participants will examine the final Iowa SEL Competency – Responsible Decision-Making, and read Chapter 6 of <i>The Social Emotional Classroom</i> . Participants will reflect on the ways they are engaging students in identifying and solving problems, and in a discussion post, they will share how they can infuse more conversations on ethical responsibility. They’ll respond to at least two of their classmates’ posts.	1.5hrs	3 hrs
<b><u>Week 3 - Putting it to Work</u></b>		
<b>Discussion: Curriculum and Instruction</b> – In this lesson, participants will read Chapters 5 and 6 of <i>Social and Emotional Learning in the Classroom</i> and learn about current SEL lessons and units that educators are currently using in their classrooms. Through a discussion post, participants will reflect on the merits of these lesson plans, and respond to at least two classmates’ posts.	1.5 hrs	2 hrs
<b>Discussion: Schoolwide Practices and Policies</b> – In this lesson, participants will read Chapter 7 of Social and Emotional Learning in the Classroom, “Assessment and Evolution Strategies” for SEL in schools, and reflect on the policies and procedures in the building and how they embrace SEL, or don’t. In a discussion post, participants will share their findings with their classmates and respond to at least two posts.	1.5 hrs	2 hrs
<b>Discussion: Family and Community Partnerships</b> – In this lesson, participants will learn how community partnerships are an effective model for engaging students in SEL using case studies from CASEL. Through a discussion post, participants will reflect on the community partnerships which currently exist in their schools and consider ways to refine these partnerships to foster SEL. They’ll respond to at least two of their classmates’ posts.	1.5 hrs	2 hrs
<b>Final Assignment:</b> Using the rubric found in this syllabus as well as the prompt in the module, participants will design an “implementation plan” meant to showcase how they’ll take their learning from this course and translate it into something useful in their professional roles. Participants can choose their preferred medium of submission (lesson plan for classroom use, slide deck presentation for PD purposes, written paper, etc.) so long as their submission adequately responds to the requirements in the rubric and prompt.	1 hrs	3 hrs
Total Class Time	15 hours	30 hours

**Coursework:** Participants can earn up to 75 points total for the course. The following table depicts the breakdown of points possible for the required coursework

Activity	Points
8 Discussion Posts (5 Points Each)	50
Final Implementation Plan/Paper	25
<b>Total</b>	<b>75</b>

#### Grading Scale – Graduate Credit

100-90% (75 - 68 points)	A
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89-80% (67 – 60 points)	B
79-70% (59 - 53 points)	C
69-60% (52 - 45 points)	D
59%-Below (<44 points)	F

**Grading Scale - License Renewal Credit**

100-80% (75 - 60 points)	P
79%-Below (<59 points)	NP

**Student Requirements** Students are required to:

- Participate in **ALL** discussion forums and quizzes
- Complete a final implementation plan

**Americans with Disabilities Act:** If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please see the instructor to discuss your accommodation needs.

**Statement of Plagiarism:** Academic dishonesty results in failure of this course. Give credit where credit is due. Use the MLA or Chicago Publication Manuals found at Purdue OWL to cite references when needed. Not crediting ideas or words of others is unacceptable scholarship, as is submitting work that was done for a previous course or that is not your own origin in design or completion. Submit original assignments. Do not submit work for this course that you have done for other courses.

## **Grading Rubrics for Individual Activities**

**10 Discussions (50 points possible)** Discussion Forums are asynchronous ways to engage in class discussions. They require you to submit an answer to a question and respond to the posts of other peers. Because they are an integral part of sharing strategies, analyzing research, and sharing ideas, discussion forums in this course comprise a significant percentage of your final grade. It's highly recommended that you read and respond to more than the required two peer postings because greater participation will facilitate a greater depth of understanding. Additionally, it's important to make posts in a timely manner to benefit from peer responses.

<b>Grading Rubric for Discussion Forums</b>		<b>Points</b>
<b>Critical Thinking</b>	Makes connections between different elements of course content, and their real-world observations and experiences	1
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion, position, or argument	1
<b>Assignment Specific Criteria</b>	Addresses all parts of the assignment, cites sources	1
<b>Participation (Responses to at least 2 peer posts)</b>	Responds to at least two classmates' posts	1
<b>Total Points Possible</b>		5

## **Final Assignment (25 points possible)**

The final assignment is a critical part of this course. Participants must complete a two-page final assignment. The paper is meant to be a reflection as well as a chance to state what you will use going forward. The rubric below will be used to grade the final assignment, but additional details will be provided within the course.

<b>Grading Rubric for Implementation Plan</b>		<b>Points</b>
<b>Critical Thinking</b>	Highlights any new knowledge gained as a result of course.	5
	Offers new ideas, connections, or applications	5
	Expresses and justifies personal opinion	3
	Discusses Overall Implications	2
<b>Assignment Specific Criteria</b>	Addresses all parts of the assignment, cites sources	2
<b>Mechanics</b>	Writing is clear, well developed, and organized, No or few grammar and spelling errors	2
<b>Implementation</b>	Clearly states ideas to use in the future	2
	States resources to be used	2
	Is realistic in their approach – understands limitations may exist	2
<b>Total Points Possible</b>		25