

# Social-Emotional Learning: Essential to Student Success™

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## Overview

This document contains information specific to the course. For general information on PLS Classes including our academic integrity policy and more, please visit this URL:

[PLSClasses.com/our-courses/syllabi](https://PLSClasses.com/our-courses/syllabi).

## Course Description

Social-Emotional Learning: Essential to Student Success is a 3-credit hour course that focuses on the importance of integrating social-emotional learning in the classroom to foster skills that support success. Participants explore seven social-emotional competencies: self-awareness, self-management, self-care, responsible decision-making, social-awareness, relationship skills, and social-sensing, along with their corresponding components that focus on topics such as emotions, strengths, stress management, self-discipline, resilience, mindfulness, visible thinking, problem-solving, empathy, perspective-taking, communication, teamwork, social justice, and global citizenship to name a few. Classroom-applicable strategies and activities for establishing a social-emotional classroom culture and fostering each of the social-emotional competencies are modeled so that educators can maximize students' learning, personal growth, and success. The course also addresses the compelling whys for social-emotional learning and delves into trauma-informed teaching and the corresponding SEL interventions.

## Course Materials

For on-site and remote learning courses, each participant will receive a folder of materials along with access to digital materials. Upon registration, participants may choose to receive a printed participant manual in addition to the digital version.

Participants will receive access to digital materials prior to the first day of class. For remote learning classes, printed materials will be sent to the participant's provided address. For on-site classes, printed materials will be distributed on the first day of class.

Online class materials will be accessible through the learning management system (LMS).

## Course Outcomes

Upon completion of this class, the learner will be able to:

1. Evaluate course-related, research-based literature and resources, express opinions, and make correlations to the classroom and teacher practice.
2. Expand expertise and enhance teacher practice by researching, engaging in, and sharing methods, strategies, and activities related to the developing executive function skills.
3. Apply course concepts by reflecting on teaching and making correlations to the classroom and teacher practice.
4. Establish a classroom culture that supports social-emotional learning.
5. Incorporate strategies and activities into the curriculum that develop self-awareness and self-management.
6. Incorporate strategies and activities into the curriculum that develop responsible decision-making.
7. Incorporate strategies and activities into the curriculum that develop social-awareness and relationship skills.
8. Design social-emotional learning activities that model self-care, develop social-sensing, and support trauma-informed teaching.

# Course Topical Outline

	List of Concepts
<p><b>Section 1: Social- Emotional Learning</b></p>	<p>Welcome and introduction to the course; community of learners and introductions; section overview, guiding question, and research excerpts; SEL competencies of: self-awareness, self-management, self-care, responsible decision-making, social awareness, relationship skills, and social-sensing and corresponding components of each; social-emotional skills students exhibit and lack; the social-emotional crisis; compelling whys; research that supports integrating social-emotional learning into the curriculum; self-assessment of one’s personal and professional social-emotional competencies; ways to model appropriate social-emotional skills; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that requires reflective practice; complete an assessment that requires the research and review of educational literature that correlates to social-emotional learning.</p>

<p><b>Section 2: Classroom Culture</b></p>	<p>Section overview, guiding question, and research excerpts; elements of a social-emotional classroom culture: a diverse community of learners, the physical environment, the social-emotional environment, the learning environment, and explicit teaching; strategies and activities that establish, teach, and support the elements of a social-emotional classroom culture; diversity, classroom operations, social-emotional guidelines, a culture of kindness, positive mindset, self-efficacy, and explicitly teaching “how-to”; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that requires research of methods, strategies, and activities that expand expertise; complete an assessment that develops a plan for establishing an effective social-emotional classroom culture.</p>
<p><b>Section 3: Self-Awareness</b></p>	<p>Section overview, guiding question, and research excerpts; self-awareness and corresponding components; why self-awareness matters, mega moments in one’s life; strategies and activities that support: 1) identifying shades of emotions; 2) recognizing strengths and virtues; 3) exhibiting self-confidence and self-efficacy: grit, permitting mistakes; 4) regulating positive and negative self-talk; 5) fostering accurate self-perception: identifying appropriate role models; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that incorporates an activity into the curriculum that develops self-awareness in students.</p>

<p><b>Section 4: Self-Management</b></p>	<p>Section overview, guiding question, and research excerpts; self-management and corresponding components; aggravating student behaviors; strategies and activities that support: 1) goal-setting: establishing goals, plan of action; 2) stress management: sources of stress, coping strategies; 3) organizational skills; 4) self-motivation: areas of interest; 5) self-discipline and self-control: Study the Situation, tips to enhance self-discipline; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that incorporates an activity into the curriculum that develops self-management in students.</p>
<p><b>Section 5: Self-Care</b></p>	<p>Section 5: Self-Care Section overview, guiding question, and research excerpts; self-care and corresponding components; why self-care is important; strategies and activities that support: 1) happiness: negativity bias; cognitive restructuring; sustaining happiness through life-long learning, variety, and gratitude; subject-oriented happiness activities for the classroom; 2) resilience: resilience busters, qualities of self-responsibility; 3) finding your purpose: knowing who you are and what you love to do; 4) mindfulness: tips for teacher mindfulness, student mindfulness exercises; relevant strategies for use in the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete a synthesis assessment that incorporates an activity into the curriculum that models social-emotional learning, self-care, and mindfulness.</p>

<p><b>Section 6: Responsible Decision- Making</b></p>	<p>Section overview, guiding question, and research excerpts; responsible decision-making and corresponding components; various types of thinking; explore strategies and activities that support: 1) thinking: utilizing thinking routines focused on insights, opinions, application; questioning, make thinking visible in the classroom; 2) investigating: discernment, confirmation bias, supporting opinions with facts and examples; 3) problem-solving: identify the problem, choices, consequences, making informed decisions; 4) reflective practice: evaluating results of decisions made, insights gained, making better decisions next time; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that incorporates an activity into the curriculum that requires responsible decision-making, reflective practice, and makes thinking visible.</p>
<p><b>Section 7: Social- Awareness</b></p>	<p>Section overview, guiding question, and research excerpts; social-awareness and corresponding components; examples of stereotypes; explore strategies and activities that support: 1) embracing diversity: connecting to and sharing family culture and traditions; 2) empathy: four elements of empathy, empathy pitfalls, interpreting body language, expressing empathy; 3) social and ethical norms: the difference among folkways, mores, taboos, and laws, evolution of certain social and ethical norms; 4) perspective-taking: countering tribalism, thinking routines: step inside and circle of viewpoints; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that incorporates an activity into the curriculum that develops social-awareness in students.</p>

<p><b>Section 8: Relationship Skills</b></p>	<p>Section 8: Relationship Skills Section overview, guiding question, and research excerpts; relationship skills and corresponding components; groups, teams, and team identity; strategies and activities that support: 1) developing relationships: centers on a) peer relationships; b) listening, voice volume, and proximity; c) conversation skills, two-way conversations, and conversation blockers; d) maintaining relationships through relationship skills, healthy boundaries, countering peer pressure; 2) social engagement: centers on a) social guidelines, classroom jobs, and group roles and responsibilities; b) social media and social media pitfalls; 3) communication: a) instructional communication strategies: think-pair-share, traverse talk, brainstorming, question storming, talking stick, conversation station, group discussion, group/team consensus; b) CIA Model: team communication obstacles, task obstacles; 4) teamwork: effective teamwork, assessing teamwork, teamwork problem-solving activity; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that incorporates an activity into the curriculum that develops relationship skills in students.</p>
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<p><b>Section 9: Social-Sensing</b></p>	<p>Section overview, guiding question, and research excerpts; social-sensing and corresponding components; analyze one’s social standing; explore strategies and activities that support: 1) social justice: rights, social change, graphic advocacy; 2) social contributions: service learning in the curriculum; 3) global citizenship: innovation; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete a synthesis assessment that incorporates an activity into the curriculum that models social-emotional learning and social-sensing of a broader perspective; expand expertise and enhance teacher practice in a networking exchange of methods, strategies, and activities.</p>
<p><b>Section 10: Trauma-Informed Teaching</b></p>	<p>Section overview, objectives, and research excerpts; trauma-informed teaching; impacts of trauma: body development and observations, brain development and observations, emotions and observations, and behavior and observations; trauma evident in mega moments map; trauma-informed approach to learning: TIA 1–Classroom-based strategies for recognizing and supporting students with trauma, TIA 2: Create a trauma-sensitive classroom environment, TIA 3: Create a trauma-sensitive behavior management plan, TIA 4: Develop respectful classroom relationships, TIA 5: Promote social skills and deescalate overreactions, TIA 6: Utilize trauma-informed instructional strategies; complete a synthesis assessment that involves peer-teaching each trauma-informed approach to learning and appropriate SEL interventions; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; reflect and share the impact of social-emotional learning on one’s classroom and teacher practice.</p>

## Course Portfolio Assessments

### Correlations to Course Outcomes and Institutional Outcomes

Throughout the course, participants complete a Course Portfolio which includes a multicomponent Action Research Project comprised of several Action Research Assessments, as well as multiple Application Assessments aligned to Course Outcomes. The Action Research Assessments comprise 50% of the final grade and the Application Assessments comprise the other 50% of the final grade in accordance with the Course Portfolio Assessments table shown here. Grades are assigned in accordance with the criteria for each corresponding rubric.

Course Portfolio	Pts.	Correlations to Course Outcomes
Assessment 1: Resource Reviews	30	Outcome 1
Assessment 2: Expanding Expertise	35	Outcome 2
Assessment 3: Mindful Reflection	20	Outcome 3
Assessment 4: Classroom Culture	20	Outcome 4
Assessment 5: Social-Emotional Learning-Self	20	Outcome 5
Assessment 6: Responsible Decision-Making	20	Outcome 6
Assessment 7: Social-Emotional Learning- Social	20	Outcome 7
Assessment 8: Designing Social- Emotional Learning	35	Outcome 8
Action Research Assessments Total	100	
Application Assessments Total	100	
Course Portfolio Total	200	
Virtual Classroom and Reflection/ Discussion Forum {REMOTE LEARNING ONLY}	TBD	Outcome 3
Supplemental Assessment 1:	[20]	Outcome 5, 6, 8
Supplemental Assessment 2:	[20]	Outcome 6, 7, 8

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