# Teaching Channel
### With Learners Edge

**Your Education Ally.**

By Teachers, *For Teachers.*

# Course Syllabus

Name:

Date:

# Teaching Channel
### With Learners Edge

# Today is a Great Day
# to Learn Something New!
## Professional learning to meet your needs.

Engaging and applicable, ELEVATE courses are the core of Teaching Channel. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Teaching Channel courses work perfectly for license renewal needs, working to move up through salary schedules, or for professional learning to support improved student outcomes.

Teaching Channel provides continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.

**Current University Partners** (See a current list of academic partners on our website)
Continuing Education courses are approved by our regionally accredited (HLC, NECHE, WSCUC, NWCCU) partners by review of syllabi, content, and coursework expectations.
(Indicate anticipated university/college partner below, if applicable.)

**Course Creation and Evaluation:**

Courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12th grade education. Course evaluators provide personalized, specific feedback for assignments and rubric-based grading aligned with best practices in professional education.

| Spring Term | Summer Term | Fall Term |
|---|---|---|
| Registrations Accepted | Registrations Accepted | Registrations Accepted |
| July 16-March 15 | December 16-July 15 | March 16-October 22 |
| Coursework Due* | Coursework Due* | Coursework Due* |
| April 15 | August 15 | November 15 |

*Or first business day after the 15th if due date falls on a weekend.

**Teaching** Channel
With **Learners Edge**

# Coursework Details
## The Rigor of Teaching Channel Graduate-Level, Continuing Education Courses.

## Professional Learning Model

Our research-based Professional Learning Model is used to design ELEVATE continuing education courses. The model includes five elements used to guide professional learning and to positively impact student outcomes:

**Intention**
Establish learning goals & explore motivations

**Awareness**
Analyze prior knowledge & experience related to the topic

**Investigation**
Examine relevant, research-based resources to build personal & professional connections to the topic

**Application**
Apply new learning through practical design, implementation, & collaboration

**Reflection**
Consider the impact of new learning to influence and transform future professional practice.

## Course Content

**ELEVATE Courses** are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Participants explore resources that include a solid balance of research and applicability. All courses feature video clips, research-based articles, and interactive elements to enhance and support learning. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

**Response Questions:** Connect new learning from course resources to current pedagogy.

**Resource Review:** Find resources related to the course topic to extend learning and solve problems of practice.

**Applications:** Complete a variety of assignments encouraging participants to implement new learning in their classrooms or schools.

**Reflection:** Write a reflection paper that activates critical thinking and inspires the transformation of future professional practice.

| Course Name | Social Emotional Learning: Strengthening Hearts and Minds |
|---|---|
| Course Number | OL 5031 |
| Course Credits | 3 or Flex Credit |

*NOTE: This syllabus is an outline of the course requirements and is subject to change; the coursework will be completed and submitted in the online environment where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.*

## Course Description:
Social emotional learning has been called the "missing piece" of education, and this encouraging, relevant course will allow you to complete the puzzle. Filled with resources and applicable activities, the course takes the learner on a journey from the basics of social emotional learning to teaching strategies for each competency. Applications are designed for exploration and reflection to allow participants to develop future plans to implement social emotional learning and increase these necessary skills in their learners.

## Goals and Objectives:
As a result of participation in this course, participants will:
1. Use provided prompts specific to social emotional learning (SEL) to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional educational practice.
2. Design a lesson or activity to encourage values identification and use of values relative to social media and decision making, including discussion and reflection.
3. Prepare an activity to collaborate with parents and families on SEL.
4. Implement an activity focused on self regulation or self management using data and/or literature.
5. Develop an action plan to challenge the status quo related to SEL.

## Required Text/Reading:
All readings and resources are linked within their respective assignments.

## Knowledge Base:

Knowledge base, in part, is affirmed in the writing and research of these references:

Brackett, M. (2020). *Permission to feel: Unlocking the power of emotions to help our kids, ourselves, and our society.* New York, NY: Celadon Books.

Cranston, A. (2019). *Creating social and emotional learning environments.* Huntington Beach, CA: Shell Education.

ESSA (2015). Every Student Succeeds Act of 2015, Pub. L. No. 114-95 § 114 Stat. 1177 (2015-2016).

Hoerr, T. R. (2019), Taking social emotional learning schoolwide: The formative five success skills for students and staff. Alexandria, VA: ASCD.

Mason, C., Rivers Murphy, M., Jackson, Y. (2020). *Mindful school communities: The five C's of nurturing heart centered learning.* Bloomington, IN: Solution Tree.

Robinson, K., & Aronica, L. (2016). *Creative schools: The grassroots revolution that's transforming education.* NY, NY: Penguin Books.

Rogers, J. (2019). L*eading for change through whole-school social-emotional learning: Strategies to build a positive school culture, 1st edition.* Thousand Oaks, CA: Corwin Press.

Saenz, A. (2020). *The EQ intervention: Shaping a self-aware generation through social and emotional learning.* Austin, TX: Greenleaf Publishing.

# Teaching Channel Course Rubric

All course submissions must meet general graduate level standards through the use of correct grammar, spelling, and mechanics. Each paragraph should be clearly organized and include 5 sentences or more. If work does not meet the above criteria, it will be returned to the student for resubmission.

| Rubric | A Grade = Outstanding Performance | B Grade = Target Performance | Below Target Performance |
|---|---|---|---|
| Statement of Intention and Awareness | The evaluator will only review the Statement of Intention and Awareness for a response to each prompt. If a student does not respond to each prompt, the Statement will be returned to the student for resubmission. The student's Statement of Intention and Awareness will be evaluated as part of the Reflection. | | |
| Investigation: Read and Respond | Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. In at least half of the responses, the participant also makes inferences related to professional practice or supports answers with professional experiences. | Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. | Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance. |

All coursework is to be completed in the Teaching Channel online environment.

| Investigation: Resource Review Rubric | A Grade = Outstanding Performance | B Grade = Target Performance | Below Target Performance |
|---|---|---|---|
| **Summary of Resource** | Coursework summarizes the main ideas presented in the resource and includes at least one instance of critical analysis (i.e. asks questions, looks for gaps in information, disputes contradictions, etc.) | Coursework summarizes the main ideas presented in the resource. | Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance. |
| **Relation to Personal Assumptions or Course Content** | Coursework provides more than one detailed example of how the resource supports or challenges personal assumptions and/or course content. | Coursework provides one example of how the resource supports or challenges personal assumptions and/or course content. | Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance. |
| **Impact on Professional Practice** | Coursework provides more than one clear explanation of how the information in the resource could impact professional practice. | Coursework provides one explanation of how the information in the resource could impact professional practice. | |

All coursework is to be completed in the Teaching Channel online environment.

| Application Rubric | A Grade = Outstanding Performance | B Grade = Target Performance | Below Target Performance |
|---|---|---|---|
| **Planning, Development and Execution** | Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts. | Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts. | Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance. |
| | Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice. | Coursework includes application of new knowledge and skills from course content to professional practice. | |
| **Written Requirements** | Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice. | Coursework provides clear, logical, and organized responses to any writing prompts in the application. | |

All coursework is to be completed in the Teaching Channel online environment.

| Reflection Rubric | A Grade = Outstanding Performance | B Grade = Target Performance | Below Target Performance |
|---|---|---|---|
| **Connection to Statement of Intention and Awareness** | Coursework includes an evaluation of both learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. Participant includes one future learning goal related to course content. | Coursework includes an evaluation of one of the learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. | Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance. |
| **Summary of Learning** | Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos). | Coursework includes two general connections to course content. | |
| **Description of Positive Influence or Transformation** | Coursework includes two or more specific ideas for changes in one's professional practice with timelines.<br>OR<br>Coursework includes two or more detailed action steps with timelines for positively impacting other stakeholders. | Coursework includes one general idea for changes in one's professional practice.<br> OR<br>Coursework includes one action step for positively impacting other stakeholders. | |

# Module 1

1. Tell us about yourself!
Before we begin with course content, write 1 sentence about yourself. You will be asked to include this background in each of the modules submitted for the course. This provides context for your responses and enables the course evaluator to respond with feedback tailored to your specific role in education. Here are three examples to guide you:

- I'm a 4th grade teacher and teach all subjects.
- I'm a middle school counselor.
- I'm out of the classroom on leave this year, but next year I'll be back teaching 9th grade science.

2. Statement of Intention and Awareness
At Teaching Channel, we want your learning to be purposeful and applicable to your professional practice. To do that, research says learners need to first identify their motivations and goals. Next, learners assess prior knowledge and previous experiences so they can create deeper connections to the course material.

Using the guidelines below, please address the following in your Statement of Intention and Awareness, in a total of two paragraphs, or more:

1. Share your motivation for learning about social-emotional learning.
2. Summarize your previous knowledge or experience with social-emotional learning.
3. List your own two learning goals for the course.

In Module 1, your evaluator will review your Statement of Intention and Awareness to ensure it is complete. It will be graded within your Reflection Requirement in Module 3, where you'll revisit your Statement of Intention and Awareness to identify your growth and learning from the beginning of the course to the end.

3. Investigation: Watch, Read, and Respond
After reading the assigned resources, please respond in one paragraph or more for each prompt (unless otherwise noted). Please be sure that each paragraph meets our length requirement of 5 sentences, or more.

- "Educating the Heart Through Social Emotional Skills" by Keely Swartzer
- "The Psychological Approach to Educating Kids" by Victoria Clayton
- "How Social-Emotional Learning Transforms Classrooms" by Vicki Zakrzewski
- "How Social-Emotional Learning Helps Children Succeed in School, the Workplace, and Life" by CFC

All coursework is to be completed in the Teaching Channel online environment.

After reading the blog, articles and page linked above, please respond in one paragraph or more (unless otherwise noted) to each of the following prompts.

    A.  Define social emotional learning in your own words.
    B.  Describe what your current school or district or a local school or district is doing in relation to social emotional learning (SEL) for students.
    C.  Share the story of a student you have had who has been challenging to you as an educator or who has not done well with school. Explain how this student might have benefited from social emotional learning.
    D.  Share your thoughts on how SEL instruction could impact adulthood for your learners.
    E.  Describe how implementation of SEL in your school or district could positively impact you as an educator.

From the eBook, "How Social Emotional Learning Helps Children Succeed in School, the Workplace and Life":

    F.  Explain how social emotional learning (SEL) is critical for success in 21st Century work environments.
    G.  Summarize the one excerpt that stood out to you and share why it was impactful.
    H.  Describe how you might use the eBook for this assignment (linked above) with middle and/or high school students.
    I.  Do you feel SEL skill instruction should continue into middle and high school? Explain your reasoning.
    J.  Identify key individuals in your school or district that could be useful in improving SEL programming and outcomes and how you could encourage their involvement in any SEL initiative.

# Module 2

1. Tell us about yourself!
Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Approaches, Standards, and Curriculum
As with anything new, there are a number of ways to review and apply a concept. Each of the following options highlight a different aspect of planning for SEL, and we'd like you to dig deep and complete one option of your choosing. Please consider adaptations for distance and hybrid learning.

Option 1: Approaches
"HOW do I teach this?!" Explore a few strategies that increase SEL skills in learners:

    a.  Read "SEL in the Classroom," by CASEL for CASEL's recommendation to teach SEL in a sequenced, active, focused and explicit (SAFE) approach.
    b.  Review "Adopting Programs that Build SEL Competencies" from CASEL.

All coursework is to be completed in the Teaching Channel online environment.

c. Develop and submit an informational overview of one page or more to share with your colleagues. Please include the following information:

   - An explanation of the importance of explicitly teaching social emotional skills.
   - The importance of common language specific to social emotional skills, classroom management and school wide expectations.
   - Share two ideas for integrating SEL skill instruction within the context of academic curriculum/lesson(s).

Option 2: The Standards
SEL skills and instruction are quickly becoming a topic of discussion in educational circles, with inclusion of possible state and/or district standards.

Please watch the following videos, showing how such adoption has impacted SEL practices.

For this option, please complete the following:

a. Read the article, "What is Social and Emotional Learning?" then review the CASEL Collaborating States Brief to identify and understand your state's alignment with CASEL competencies. From this page you may open the PDF in your browser or download it to your computer.

   - Page 5 provides an overview of all 18 states that have developed K-12 SEL standards/competencies. Is your state represented?
   - In the Appendix beginning on page 15), you can find more detailed summaries for each of the 18 CASEL-aligned states.

b. If your state is not represented in the Collaborating States Brief (above), research any actions that have been taken to adopt/create SEL standards in your district or school.

c. Based on your research, respond to one the following prompts in a total of 2 paragraphs or more (please include the link to where you located the information):

   - If you have state and/or district standards, share how this could positively impact SEL instruction and learning for students.
   - If you do not have state and/or district standards, explain why you think such standards are or are not necessary.

All coursework is to be completed in the Teaching Channel online environment.

Option 3: The Curriculum
So many choices of curriculum options to teach SEL skills! Take a look at these programs or visit the CASEL Program Review Guide to explore a few evidence based programs:

a. A mindfulness based SEL program from Empowering Minds
b. Explore the Choose Love Enrichment Program,™ a free PreK through 12th grade SEL program that teaches educators and their students how to choose love in any circumstance, and helps them become connected, resilient, and empowered individuals.
c. The "mood meter" from the RULER curriculum developed by the Yale Center for Emotional Intelligence:

   (More information available on the RULER curriculum)

d. Now, it's YOUR turn to research and summarize 2 programs appropriate for the age level of students with whom you work. Submit the following to complete this option:

   o The citation or URL of where you found your information
   o A one paragraph or longer summary of EACH program you found, including what you liked and disliked about the program.

**If you are not sure where to start, you may find the information below in the "Extra Edge" helpful. Otherwise, a Google search of "SEL curriculum" or "Social Emotional Programs" should do the trick!  Remember your school social worker: a great resource here!

3. Application: Innovate
Kids (and adults) are spending significant time on social media, prompting constant and split-second decision making:

• What should I post?
• What shouldn't I post?
• Which picture should I like?
• Who should I follow?

Social media provides an example of the need to teach responsible decision making as a life skill, including decisions specific to the use of technology.

Here's your opportunity to connect values to decision making for both you and your learners. To complete the application, please follow these steps:

A. Watch the video, What Makes a Good Decision? about one model of decision making: organizing decision skills via a decision quality chain.
B. Review the information in the articles, "What are Decision-Making Skills and What is a Good Decision?" and "Decision Chain Element: Clear Values."

   All coursework is to be completed in the Teaching Channel online environment.

C. Next, develop a lesson or activity you can use with students to encourage values identification and how their values are relative to social media and decision making. Include opportunities for discussion and/or reflection. Provide enough detail so a colleague could teach the lesson, or lead the activity in your absence. Be creative!

D. Submit your lesson plan or activity and any insights you had following creation (or better yet, implementation) of the lesson/activity in one paragraph or more.

## 4. Application: Social Awareness

Social awareness is defined by CASEL as, "the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports." To learn more about how you can provide social awareness support for your students, complete one of the following options:

### Option 1: Empathy and Technology

There is no doubt that the increase in the use of technology has impacted social awareness, including empathy. For this option, complete the following:

- o Read the articles:

  "Can Technology Make Us More Human?" from Psychology Today
  "Can Virtual Reality Teach Empathy" by Chris Berdik

For this option, create a three paragraph or more blog post or newsletter article that includes the following information for readers:

- o How the use of technology impacts social awareness and/or empathy in learners.

- o Explain what you have done, in your role, to increase social awareness and/or empathy in your learners.

- o Share two ideas you have to use technology to increase social awareness and/or empathy in your learners. Be as specific as possible including the names of programs, applications or websites you might use and how you would use them.

- o Provide a resource for readers to learn more about this topic.

### Option 2: Celebrating Diversity

Take some uninterrupted time to explore the website Learning for Justice. As you explore, find one resource you can use to assist learners in celebrating diversity and increasing social awareness.

All coursework is to be completed in the Teaching Channel online environment.

For this option, create a three paragraph or more blog post or newsletter article that includes the following information for readers:

- Describe the importance of celebrating diversity and increasing social awareness in students.
- Explain what you have done, in your role, to celebrate diversity and increase social awareness in your learners.
- Share two ideas you have to continue this practice. Be as specific as possible including the names of programs, applications or websites you might use and how you would use them.
- Provide a resource for readers to learn more about this topic.

5. Investigation: Resource Review
To complete the Resource Review, identify two resources related to (but not directly from) the course content to enhance your professional practice, and deepen your understanding of the course content.

Resources may include blog posts, podcasts, websites, videos, documentaries, films, articles, books, or journals, published within the last five years. To find a resource, we suggest a web search (Google, Bing, etc.) using terms or ideas from the course you'd like to learn more about, or that relate to your specific professional learning needs.

- Please provide the resource title, author, copyright or publishing date, and URL (if applicable). Then, in two paragraphs or more per resource, respond to one or more of the following:
- Share information about how the resource information could impact your professional practice
- Explain how each resource supports or challenges your professional assumptions
- Summarize any questions that remain, i.e.: gaps in information or contradictions

To meet "A" criteria as outlined in the course rubric, for each resource, include two or more different examples of how the resource supports or challenges assumptions, and explain two ways this resource will impact your professional practice.

# Module 3
1. Tell us about yourself!
Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Collaborate
The outer ring of CASEL's Wheel is "Family and Community Partnerships," which gives us a chance to increase relationship skills in learners. To reinforce social emotional skills, we must communicate and collaborate with families to ensure all are on board! Begin this application by watching the videos below:

To complete this application, create a family night presentation with 5 or more slides using PPT, Google Slides, or any other presentation tool of your choice. When creating your presentation, please include the following:

- The importance of SEL

- The CASEL Wheel (5 competencies)

- Strategies being used in school to teach the relationship skills of:

  - Communication

  - Social engagement

  - Relationship building

  - Teamwork

- Strategies that can be used at home to reinforce these relationship skills

- A list of five community organizations that families or schools could get involved with to increase social emotional skills in learners

3. Application: Implement
Finding time to teach *another* lesson can be a struggle, but instruction in SEL competencies like self-management makes it worth it!

For this application, complete one of the following options:

Option 1: Questionnaire
1. Skim this questionnaire offered by the The Center on Alcoholism, Substance Abuse, and Addictions via the University of New Mexico (pages 4-5 or 6-8).

2. Next, create your version of the questionnaire, making sure it is accessible and age-appropriate for your students.

- While the questionnaires have 63 questions, please create your questionnaire to include between 15 and 30 questions. You should add, adapt, and adjust the questions (and perhaps include pictures where appropriate) based on the age of your students and the focus of your questionnaire
- Your plan to implement the questionnaire with students
- A two paragraph or more summary, including:

  - How you will use the data from the questionnaire to improve SEL competencies in your classroom, school, or district

All coursework is to be completed in the Teaching Channel online environment.

Option 2: Learning with Literature
Find an age-appropriate book or text selection you can read aloud (and is age appropriate for the age of students with whom you work) to teach a self-management skill. Include the title and author of the book you selected with this assignment.

Create an activity, using the book or text selection as a focus by using the literature selection.

Please submit the following for this application:

- The activity, including the goals or objectives and procedural steps you used with students
- A two paragraph or more summary, including how you will implement the activity with students

4. Application: Challenging the Status Quo
Challenge the Status Quo nudges you to consider new learning, and how that learning might transform your own work, or the work of colleagues.

According to CASEL, self-awareness is "the ability to accurately recognize one's own emotions, thoughts, and values and how they influence the behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a 'growth mindset.'" This includes:

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

To challenge the status quo around self-awareness, please complete 1 of the following options.

Option 1: Intrinsic motivation
It's one thing to teach the habits of self-awareness to your students, and quite another thing to adopting habits to your daily routines. It turns out that SEL competencies are good for students and teachers! Please complete the following steps to learn how to nourish your self-awareness:

Go to "33 Self-Awareness Activities for Adults and Students," via DevelopGoodHabits.com and review ideas for honing your self-awareness skills.

All coursework is to be completed in the Teaching Channel online environment.

Select one or more of the suggestions (there are 33 good ones!) that you will commit to for at least 30 days- to develop your self-awareness. Then, submit the following, in one paragraph or more per bullet point:

- A summary of why you chose the activities you did, and how you think it/they would help you to become more self-aware.
- How you will know the activities worked, and how you can infuse them into your daily life.

Option 2: Extrinsic Motivation
For this application, choose one of the following articles to read OR an article you found on the above topics in the bulleted list below. (If using a different article from those below, be sure it was published within the last 3 years.)

- "Self-Awareness: How Kids Make Sense of Life Experiences" by Dr. Marilyn Price-Mitchell
- "10 Tips for Teaching Emotional Regulation (& Improving Classroom Behavior at the Same Time)" by We Are Teachers Staff

After you have read the article of your choice, please complete the following to submit a mini-lesson for your students, incorporating one idea from the article to build skills in the area of self-awareness.

Please submit your plan for a mini-lesson, including:

- A one paragraph or more summary of how the mini lesson will directly impact students
- A list of five open-ended questions to use with your students to discuss the skill.
- An exit ticket to assess student learning of the targeted skill.

Be sure to include enough detail in your plan that a colleague could step in to teach in your absence.

5. Reflection
In 2 or more double-spaced pages (12pt font), synthesize your learning by summarizing how your learning in this course has evolved your professional practice. To meet "A" criteria as outlined in the course rubric, your reflection should include:

- A comparison of your learning goals from your Statement of Intention and Awareness in Module 1 with your new learning, to assess how you've grown.
- One key takeaway from your learning.
- One future learning goal related to course content.
- Three or more detailed connections to specific course applications, information from readings, and other completed course activities.

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And your choice of *one* of the following:

- Two or more specific ideas for changes to your professional practice with timelines for implementing changes.
- Two or more detailed action steps you'll take to positively influence others (students, parents, colleagues, administrators, community members, etc.), including implementation timelines.

All coursework is to be completed in the Teaching Channel online environment.