PLS 3rd Learning
Educators elevated.®

Social-Emotional Learning: Essential to Student Success™

Course Description

Social-Emotional Learning: Essential to Student Success is a PLS 3rd Learning course that focuses on the importance of supporting academics with social-emotional learning. Participants explore the five areas of social-emotional learning: self-awareness, self-management, responsible decision-making, social awareness, and relationship skills. Classroom-applicable strategies and activities for developing a social-emotional culture, while fostering each of the social-emotional areas in students, are modeled so that educators can maximize student learning and success. Recognizing social-emotional disorders in students and implementing corresponding strategies and interventions are discussed. Participants learn ways to develop character strengths in students of empathy and compassion, integrity and self-control, courage and perseverance, humility and gratitude, teamwork and communication, and curiosity and inquisitiveness.

Digital vs. Printed Course Materials

Please note:

- There is a **required** $10 material fee that provides access to digital course materials.* (The digital materials are identical to the printed materials.)
- You have the **option** to purchase a printed manual (and other printed corresponding materials) for an additional $30.

After you register and your class is confirmed, you will receive a confirmation letter outlining how to access digital materials. If you choose digital materials (no printed materials), there may be a small file of pages you will need to print and bring to class. You will also need to access these digital materials during the course, so be prepared to bring your own device (B.Y.O.D.) to each class. If you pre-ordered a printed manual, it will be provided to you on the first day of class.

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, implementing, and sharing methods, strategies, and activities related to, but not included in, the course curriculum.
3. Apply course concepts by reflecting on teaching and making correlations to the classroom and teacher practice.
4. Design self-oriented social-emotional strategies and activities that address self-awareness, self-management, and responsible decision making.
5. Design social-oriented social-emotional strategies and activities that address social awareness and relationship skills.
6. Construct a social-emotional intervention plan for a student who exhibits a social-emotional disorder.
7. Develop strategies or activities that foster character strengths in students.
8. Construct a plan to establish a social-emotional culture and social-emotional learning in the classroom.

Institutional Outcomes

(To be listed here)

Required Text

Selected research articles, research summaries, and topical articles drawn from educational literature and the course manual.

	List of Concepts
Section 1: Social-Emotional Learning	Welcome and introduction to the course; build a community of learners and conduct introductions; discuss the section overview, objectives, and research excerpts; discuss and define the SEL areas of: self-awareness, self-management, responsible decision-making, social awareness, and relationship skills; conduct a self-analysis of one's social-emotional capabilities; discuss the compelling why and research that supports integrating social-emotional learning into the curriculum; identify relevant strategies for use in the classroom; reflect on content learned and make correlations to the classroom and teacher practice

Section 2: The SEL Classroom Culture	Discuss the section, overview, objectives, and research excerpts; explore ways to lay the foundation for a classroom culture that supports social-emotional learning: physical environment, community of learners, common language, classroom norms, conversation time, and classroom responsibilities; experience strategies and activities that establish, teach, and support a social-emotional culture; identify relevant strategies for use in the classroom; reflect on content learned and make correlations to the classroom and teacher practice; develop a social-emotional culture for one's classroom
Section 3: Self-Awareness	Discuss the section, overview, objectives, and research excerpts; define and establish the components of "Self-Awareness": identify emotions, accurate self-perception, self-confidence, and social self-efficacy; experience strategies and activities that support each component of "Self-Awareness": identifying emotions, mindfulness, and mindset; identify relevant strategies for use in the classroom; reflect on content learned and make correlations to the classroom and teacher practice; design a strategy or activity to implement in the classroom that requires "Self-Awareness"
Section 4: Self-Management	Discuss the section, overview, objectives, and research excerpts; define and establish the components of "Self-Management": self-discipline, manage weaknesses, goal-setting, stress management, and organization; experience strategies and activities that support each component of "Self-Management": self-monitoring, utilizing strategies, and strategic planning; identify relevant strategies for use in the classroom; reflect on content learned and make correlations to the classroom and teacher practice; design a strategy or activity to implement in the classroom that requires "Self-Management"

Section 5: Responsible Decision-Making	Discuss the section, overview, objectives, and research excerpts; define and establish the components of "Responsible Decision-Making ": self-reflection, analyzing situations, problem-solving, and responsibility; experience strategies and activities that support each component of "Responsible Decision-Making": decision tendencies and objective decision-making; identify relevant strategies for use in the classroom; reflect on content learned and make correlations to the classroom and teacher practice; design a strategy or activity to implement in the classroom that requires "Responsible Decision-Making"
Section 6: Social Awareness	Discuss the section, overview, objectives, and research excerpts; define and establish the components of "Social Awareness": respect, appreciating diversity, and empathy; experience strategies and activities that develop each component of "Social Awareness": tuning, listening, and body language; identify relevant strategies for use in the classroom; reflect on content learned and make correlations to the classroom and teacher practice; design a strategy or activity to implement in the classroom that requires "Social Awareness"
Section 7: Relationship Skills	Discuss the section, overview, objectives, and research excerpts; define and establish the components of "Relationship Skills": teamwork, communication, and relationship building; experience strategies and activities that develop each component of "Relationship Skills": self-identity, assertive communication, collaboration, and leveled relationships; identify relevant strategies for use in the classroom; reflect on content learned and make correlations to the classroom and teacher practice; design a strategy or activity to implement in the classroom that requires "Relationship Skills"

Section 8: Social-Emotional Disorders	Discuss the section, overview, objectives, and research excerpts; define and discuss social-emotional disorders: Attention Deficit/Hyperactivity Disorder (ADHD), Obsessive Compulsive Disorder (OSD), Autism Spectrum Disorder (ASD), executive function disorders, anxiety disorders, and mood disorders; examine signs and symptoms of each disorder and basic strategies and interventions for each; identify relevant strategies for use in the classroom; reflect on content learned and make correlations to the classroom and teacher practice; design an intervention for a student with a social-emotional disorder
Section 9: Character Strengths I	Discuss the section, overview, objectives, and research excerpts; define and discuss the character strengths of empathy and compassion, integrity and self-control, and courage and perseverance; experience strategies and activities that develop the identified character strengths: acts of kindness and global citizenship, ethics and commitment, and grit and resilience; identify relevant strategies for use in the classroom; reflect on content learned and make correlations to the classroom and teacher practice, develop a strategy or activity to implement in the classroom that fosters character strengths
Section 10: Character Strengths II	Discuss the section, overview, objectives, and research excerpts; define and discuss the character strengths of humility and gratitude, teamwork and communication, and curiosity and inquisitiveness; experience strategies and activities that develop the identified character strengths: humility disciplines, gratitude journal, teamwork activity, genius hour and questioning; identify relevant strategies for use in the classroom; reflect on content learned and make correlations to the classroom and teacher practice; course review and closure

Course Portfolio Assessments
Correlations to Institutional Outcomes and Course Outcomes
Throughout the course, participants complete four assessments and a multi-component Action Research Project. The Action Research Project is 50% of the final grade and the Assessments are 50% of the final grade. Grades are assigned in accordance with the rubric for each assessment. Criteria specific to each assessment will be explained in conjunction with the instructional activities.

Course Portfolio	Pts.	Correlations to Course Outcomes	Correlations to Institutional Outcomes
Assessment 1: Resource Reviews	30	Outcome 1	
Assessment 2: Expanding Expertise	35	Outcome 2	
Assessment 3: Motivation Profile	25	Outcome 3	
Assessment 4: Student Mindset Strategies	20	Outcome 4	
Assessment 5: Motivating Learners	25	Outcome 5	
Assessment 6: The Motivational Leader	15	Outcome 6	
Assessment 7: Designing a Motivational Lesson	35	Outcome 7	
Assessment 8: Student Support Structures	15	Outcome 8	
Action Research Assessments Total	**100**		
Application Assessments Total	**100**		
Supplemental Assessment 1: Motivational Hooks	[20]	Outcome 7	
Supplemental Assessment 2: Motivation and Pop Culture	[15]	Outcome 7	
Course Portfolio Total	**200**		

Instructional Materials
Instructors and learners will use instructor-generated materials, learner-generated materials, print resources, and Web-based resources to facilitate learning.

Instructional Methodology
The instructional methodology of this course focuses on developing, enhancing, and improving the instructional expertise and pedagogical knowledge base of practicing educators. Strategies include instructor presentation of new content through short lecturebursts, active construction of knowledge during hands-on practice and problem solving, collaborative group work, personal reflection, in-class presentations and demonstrations, ad hoc and structured small-group or whole class discussion, analysis of assigned reading, and application of course content and skills to each participant's individual grade level, subject area, and classroom.

Evaluation

The evaluation of learner work will be based on the defined criteria for learner assessments, which will be processed with learners prior to their instructional activities and engagement with the student learning targets (outcomes). Grading is based solely on the evaluation of student learning targets and defined criteria for learner assessments.

Formative assessment of learning outcomes is conducted throughout the course, using a variety of means that include the following: completion of assessments; constructive contributions to class discussions (whole-class as well as small-group); sharing of valuable, pertinent, and/or applicable ideas and experiences; involvement in the inductive process; interactive journal entries with written instructor feedback; critical or reflective responses to assigned readings; oral discussions in a whole-class or small-group setting; active participation and general attentiveness to the instructor and others. It is expected that each student will contribute to the academic quality of the course.

Summative assessment includes the completion of a culminating assignment that requires the participant to synthesize class content, apply it to his or her specific teaching situation, and complete a reflective action plan for implementing the major components of content and skill acquired during the course.

Grading Policy

(To be listed here)

Absence and Tardy Policy

(To be listed)

PLS 3rd Learning's Academic Integrity Policy

PLS 3rd Learning expects absolute academic honesty and integrity from every course participant. The specific Academic Integrity and Honor Code Policies of our partner colleges and universities are embraced and enforced by PLS 3rd Learning instructors. The following are considered to be serious violations:

- Plagiarism: the use of another's ideas, data, or words without proper acknowledgement.
- Fabrication: the use of invented information or the falsification of research or other findings with the intent to deceive.
- Collusion: improper collaboration with another in preparing assignments or projects.
- Cheating: an act of deception by which a student misrepresents that he or she has mastered information on an academic exercise that he or she has not mastered.
- Academic Misconduct: tampering with grades, or taking part in obtaining or distributing any part of student work that is not his or her own.

Violation or suspected violation will be investigated and pursued according to specific college/university procedures.

Identity Authentication

The college/university, PLS 3rd Learning, and students share a joint responsibility to ensure that each student's contribution in an online course activity comes from that student alone. For the student, this responsibility has two parts:

1. Students are responsible for positively ensuring that every contribution to an online course created with the students' computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student's name, then this constitutes cheating and will be treated as a violation of academic honesty.

2. Students are responsible for ensuring the integrity of their computer account security by following the actions required of them by the PLS 3rd Learning Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by PLS 3rd Learning, and reporting breaches of the security policy to the IT Helpdesk.

Participant Professionalism Policy

As a courtesy to other participants and to your instructor, please refrain from text messaging, checking e-mail, or answering your cell phone during class time. Breaks are provided throughout the course so you can attend to personal matters. Using your personal electronic devices during class time is distracting and disrupts instruction and participant communication and collaboration. If you have an emergency or justifiable reason to leave your cell phone turned on during class time, please make arrangements with the instructor prior to the beginning of class.

Course Outcome Correlations With Model Core Teaching Standards (InTASC)

Course Outcomes

Standard 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

1, 2, 3, 4, 5, 6, 7, 8

Standard 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

1, 2, 3, 4, 5, 6, 7, 8

Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

1, 2, 3, 4, 5, 6, 7, 8

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

1, 2, 3, 4, 5, 6, 7, 8

Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

1, 2, 3, 4, 5, 6, 7, 8

Standard 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

1, 2, 3, 8

Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	**1, 2, 3, 4, 5, 6, 7, 8**

Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	**1, 2, 3, 4, 5, 6, 7, 8**

Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	**1, 2, 3, 4, 5, 6, 7, 8**

Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	**1, 2, 3, 4, 5, 6, 7, 8**

Course Outcome Correlations With National Board for Professional Teaching (NBPTS) Five Core Propositions

Proposition 1: Teachers are Committed to Students and Their Learning.	Course Outcomes
NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.	**1, 2, 3, 4, 5, 6, 7, 8**
They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.	**1, 2, 3, 4, 5, 6, 7, 8**
NBCTs understand how students develop and learn.	**1, 2, 3, 4, 5, 6, 7, 8**
They respect the cultural and family differences students bring to their classroom.	**1, 2, 3, 4, 5, 6, 7, 8**
They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.	**1, 2, 3, 4, 5, 6, 7, 8**
NBCTs are also concerned with the development of character and civic responsibility.	**1, 2, 3, 4, 5, 6, 7, 8**

Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.	
NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.	**1, 2, 3, 4, 5, 6, 7, 8**
They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.	**1, 2, 3, 4, 5, 6, 7, 8**
They are able to use diverse instructional strategies to teach for understanding.	**1, 2, 3, 4, 5, 6, 7, 8**

Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.	
NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.	**1, 2, 3, 4, 5, 6, 7, 8**

They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.	**1, 2, 3, 4, 5, 6, 7, 8**
NBCTs know how to assess the progress of individual students as well as the class as a whole.	**1, 2, 3, 4, 5, 6, 7, 8**
They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.	**1, 2, 3, 4, 5, 6, 7, 8**

Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.

NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.	**1, 2, 3, 4, 5, 6, 7, 8**
They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.	**1, 2, 3, 4, 5, 6, 7, 8**
They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.	**1, 2, 3, 4, 5, 6, 7, 8**

Proposition 5: Teachers are Members of Learning Communities.

NBCTs collaborate with others to improve student learning.	**1, 2, 3, 4, 5, 6, 7, 8**
They are leaders and actively know how to seek and build partnerships with community groups and businesses.	**1, 2, 3, 4, 5, 6, 7, 8**
They work with other professionals on instructional policy, curriculum development and staff development.	**1, 2, 3, 4, 5, 6, 7, 8**
They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.	**1, 2, 3, 4, 5, 6, 7, 8**
They know how to work collaboratively with parents to engage them productively in the work of the school.	**1, 2, 3, 4, 5, 6, 7, 8**

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