



TLPL 688J: Community and Instruction through Social Emotional Learning (3-Credits)



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COURSE INFORMATION

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Summer Session 1-A: June 1 through June 19

This is a 3-week online course involving a steady release of asynchronous eLearning modules and once per week web conferencing. You have a choice of web conferencing times of either Tuesdays 4:15pm to 5:30pm or Thursdays 7:00pm to 8:15pm

Office Hours

By Appointment using Skype, Zoom or other Video Conferencing Platforms

Required Resources

You need a basic membership to ASCD to access the journal, *Educational Leadership*.. A basic membership costs \$49. You can use the following link to join.

<http://www.ascd.org/membership/basic.aspx>

Required Technology

This is an online course. Use of Canvas and Zoom are required. You also need the capacity to download and upload documents and work collaboratively using google docs.

Campus Policies

Please visit <https://gradschool.umd.edu/policies> for the Office of Graduate Studies' full list of campus-wide policies and follow up with me if you have questions.

Course Policies

Visit www.elms.umd.edu to see specific policies related to this course.

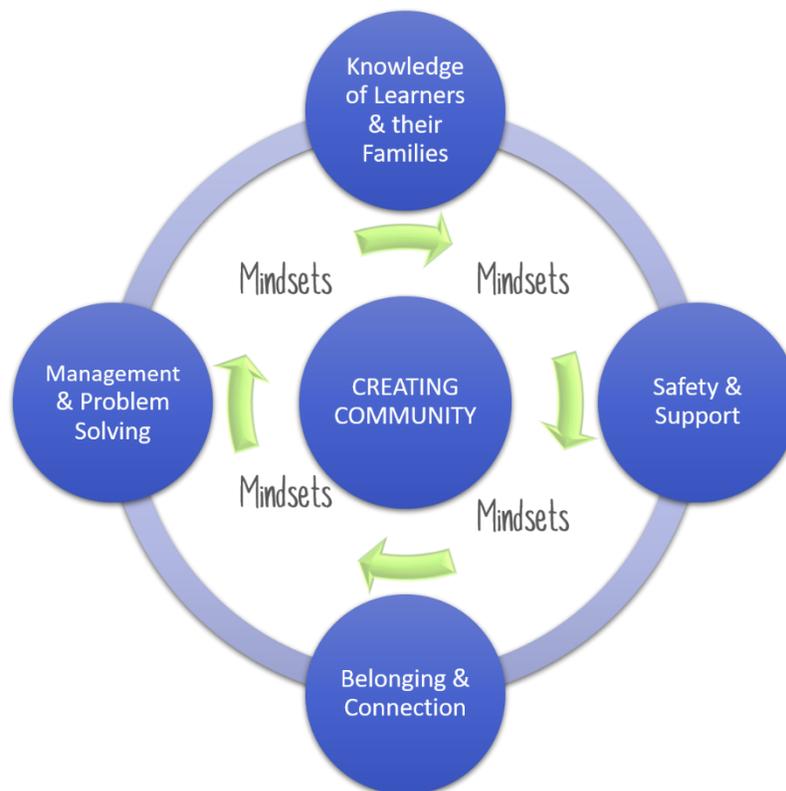
PERSPECTIVE AND CONCEPTUAL FRAMEWORK

“When physical distancing is deemed necessary, social and emotional connectedness is even more critical.”

Karen Niemi, President and CEO of CASEL

Powerful instruction and healthy relationships are both principles for successful teaching and social-emotional learning (SEL) is the link between the two. The conceptual framework for this course starts with analysis of our mindsets around classroom engagement, behavior and climate. From there we build an infrastructure of teacher practices that set the stage for SEL by considering the features of safe and inclusive learning environments (including online environments) and the value of developing healthy relationships with our students and their families. The work of this course situates you to become a leader who advocates for an effort to build SEL into every aspect of school, from intentional coaching of SEL through explicit classroom activities to integrated coaching that embeds SEL into the learning experience creating powerful instruction.

Social-Emotional competency can set students up for improved academic success and improved behavior including classroom behavior and mental health. With competencies that include a focus on expressing emotions, stress -management, empathy, and relationship building, there’s never been a more obvious time to consider the merits of SEL. When the need for social-distancing ends and this pandemic is over, critical social issues will continue to challenge our world and make their presence felt in our classrooms. Social-Emotional Learning will remain a powerful contributor to hope and prevention in students’ lives.



OUTCOMES

The course outcomes were established with consideration of the National Board for Professional Teaching Standards (NBPTS) and the InTASC Model Core Teaching Standards.

Course Outcomes

- To leverage professional communities for learning
- To strengthen skills and dispositions foundational to reflective teaching
- To know the impact of classroom climate on learners and learning
- To enact strategies for building healthy relationships with students and their families
- To develop community activities that intentionally coach SEL
- To integrate the coaching of SEL into academic experiences
- To consider SEL as a response to critical social issues
- To identify a need in your professional setting that can be addressed with the content of this course

NBPTS - <http://www.nbpts.org/>

Standard 1: Knowledge of Students
 Standard 2: Respect for Diversity
 Standard 3: Establishing an Environment for Learning
 Standard 7: Professionalism, Leadership, and Advocacy
 Standard 8: Responsiveness to Change
 Standards 9: Reflective Practice

InTASC Model Core Teaching Standards

- <https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>

Standard #2 Learning Differences
 Standards #3 Learning Environments
 Standard #7 Planning for Instruction
 Standard #9 Professional Learning and Ethical Practice
 Standard #10 Leadership and Collaboration

EXPECTATIONS AND GRADING

Engagement is the most valuable investment you can make in your own professional development and therefore accounts for 75% of your final grade. Engagement includes work with the eLearning modules which incorporate voice-over-PowerPoint presentations (VOPP), videos and articles, professional development tasks, and contribution to our discussion board. Engagement also includes participation in our weekly live webinars.

In addition, you will propose your own final project to help you apply this content to your professional setting including advocacy for SEL. Your uniquely applicable final project accounts for 25% of your final grade.

SCHEDULE AND TOPICS

The course consists mainly of asynchronous eLearning modules. Modules are found on our Canvas space. The Modules are built around the following topics:

- A System for Getting to Know Learners and their Families
- An Ethic of Care for a Safe and Inclusive Climate
- Culturally Responsive Strategies for a Safe and Inclusive Climate
- Social Emotional Learning (SEL) Competency for a Safe & Inclusive Climate
- SEL for Challenging Times
- Building SEL Competency through Intentional Coaching
- Building SEL Competency through Integrated Coaching
- The Dual Focus Needed for Powerful Instruction
- Creating Community as Intentional Practice
- Advocacy, Leadership and Professional Learning Communities