



Professional Development Institute

Flex Course Syllabus

Using SEL and Intentional Read-Alouds to Promote DEI (Grades PreK-2)

PDI Course Number: 146T02

UCSD Course Number: EDUC42376

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, [please click here](#).

Course Timeline

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

Course Description

Are you trying to find ways to holistically incorporate the principles of diversity, equity, and inclusion (DEI) into your current teaching practices? Intentional read-alouds can be used as a conduit to bring culturally diverse students together, so that they learn to accept one another's differences and appreciate the value of being human. This online course provides the perfect approach to combining students' SEL skills with high-quality read-alouds to help students deal with a variety of diverse issues at the PreK-2 level. The course begins by helping teachers recognize the diversity within their own classrooms so that both academic and behavioral benefits can be acknowledged and nurtured. Teachers will learn how DEI connects to social-emotional learning, and they will explore how these two best practices work in tandem to promote equity within the classroom. Teachers will then take a deep dive into the inner workings of intentional read-alouds, and they will explore how to use this incredible tool to foster an inclusive and supportive classroom community. Throughout this course, teachers will learn how to select authentic literature for their intentional read-alouds to celebrate diversity and validate students, all while connecting to the standards and supporting students' social-emotional skills. Thorough examples of how intentional read-alouds can be incorporated into the curriculum are provided throughout the course. By the end of this course, teachers will feel more confident and

successful in their quest to build their diverse classroom libraries as a way to promote the principles of diversity, equity, and inclusion through intentional read-alouds.

Educational Outcomes

1. Teachers will be introduced to the different types of cultural diversity that exist within the classroom, and they will understand that exceptionalities are another type of cultural diversity as well.
2. Teachers will learn what it means to be included in the classroom, and they will learn strategies to help make those students feel appreciated and included.
3. Teachers will learn how diversity and inclusion are connected.
4. Teachers will learn a variety of strategies to recognize diversity within the classroom.
5. Teachers will learn several strategies to make communication easier with their diverse student populations.
6. Teachers will learn how to foster equity, inclusion, and awareness, which helps to make connections with both their students and their families.
7. Teachers will learn about the academic and behavioral benefits of diversity and inclusion.
8. Teachers will learn strategies to help their students become and stay motivated so that both their academic and social-emotional needs are met.
9. Teachers will understand the role that literature plays in their perceptions of themselves as well as each other.
10. Teachers will be introduced to the UDL framework as a way to make the curriculum more representative of diverse students.
11. Teachers will learn how to bring together all the aspects of diversity, equity, and inclusion to cultivate a classroom culture of love, respect, and safety.
12. Teachers will learn a variety of strategies to promote a positive classroom culture that meets the needs of diverse learners.
13. Teachers will be introduced to the concept of growth mindset, and how it can be used to cultivate a positive classroom culture that promotes diversity, equity, and inclusion.
14. Teachers will understand the effect that social-emotional learning has on diversity as well as the outcomes of using social-emotional learning best practices in the classroom.
15. Teachers will take a deep dive into the five core competencies of social-emotional learning (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making), and they will learn ways to identify and improve upon each SEL skill.
16. Teachers will learn how to promote equity through culturally responsive teaching best practices, including affirming students' experiences through their funds of knowledge.
17. Teachers will learn specific social-emotional strategies to address each of the core competencies at the PreK-2 level.
18. Teachers will understand the differences between traditional read-alouds and intentional read-alouds, and they will learn how to use intentional read-alouds to promote diversity.
19. Teachers will learn how to select authentic literature for their intentional read-alouds.
20. Teachers will learn how to develop intentional read-alouds as a way to meet the various individual needs of their students.

21. Teachers will be given a plethora of resources for which to find authentic literature for their intentional read-alouds.
22. Teachers will be given step-by-step instructions regarding how to select topics for their intentional read-alouds based on both external and internal characteristics of diversity.
23. Teachers will learn how to set up their classroom space for an intentional read-aloud.
24. Teachers will learn how to ask questions about the stories based on the current literature reading standards, and they will learn how to guide students to understand the difference between questions and comments.
25. Teachers will take a deep dive into a variety of reading materials (both fiction and non-fiction) that can be used throughout the year to teach students about diversity, equity, and inclusion.
26. Teachers will learn various ways to celebrate diversity, including such things as exploring diverse authors, listening to podcasts, using companion books to accompany the initial intentional read-aloud, and show and tell.
27. Teachers will learn how to build a diverse classroom library, as well as how to find resources to fund it.
28. Teachers will learn how books can be used as mirrors, windows, and sliding glass doors to teach diverse concepts to diverse students so that they can appreciate not only their own uniqueness, but also those of other cultures.

Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Required Textbook
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

Evaluation

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Design Five Intentional Read-Alouds (20% of final grade)

- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- Defining Cultural Diversity
- Classroom Inclusion
- Recognizing Diversity
- **Assignment #1**
Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about being able to better address diversity, equity, and inclusion through intentional read-alouds in the PreK-2 classroom. Your autobiography should be a minimum of three paragraphs.
- **Test #1**

Unit Two

- Academic and Behavioral Benefits of Diversity and Inclusion
- Student Perception
- Effects on Environment
- **Assignment #2**
As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.
- **Test #2**

Unit Three

- Diversity and Social-Emotional Learning
- The Five Core Competencies of SEL
- Promoting Equity
- **Assignment #3**
Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to being able to better address diversity, equity, and inclusion through intentional read-alouds in the PreK-2 classroom. The tip, strategy, or idea that you share needs to make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to follow easily. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom.
- **Test #3**

Unit Four

- Traditional vs. Intentional Read-Alouds
- How to Select Authentic Literature
- Developing Intentional Read-Alouds
- **Test #4**

Unit Five

- Setting the Stage for Intentional Read-Alouds
- Connecting the Standards
- Literature Resources for the Year
- **Test #5**

Unit Six

- Celebrating Diversity
- Building a Diverse Library
- Validating Diverse Students
- **Assignment #4**

*Choose three picture books that have not been used in the course (one intentional read-aloud for each picture book) that address diverse issues, all of which must be applicable to the PreK-2 level. Then, using the Intentional Read-Aloud Template found in the **Course Guides** folder, create an intentional read-aloud that incorporates these diverse topics across each of the chosen picture books. One of the three intentional read-alouds must also contain a list of vocabulary words to concentrate on within the story, and one of the three intentional read-alouds must also address a social-emotional issue in addition to the diversity topic. To obtain full credit, be sure to follow all the parameters set forth in Assignment 4.*

- **Assignment #5**

The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.

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Each Kindness by Jacqueline Woodson (Nancy Paulsen books)

How Full is Your Bucket? For Kids by Tom Rath and Mary Reckmeyer (Gallup Press)

The Mixed-Up Chameleon by Eric Carle (HarperCollins)

Red: A Crayon's Story by Michael Hall (HarperCollins Children's Books)

The True Story of the Three Little Pigs! by Jon Scieszka (Puffin Books)