Professional Development Institute

Flex Course Syllabus

Combining SEL and DEIB to Propel Learning Forward (PreK-5)

PDI Course Number: 149T02

UCSD Course Number: EDUC42480

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

As your classroom becomes more diverse, do you wish you had strategies to increase equity, inclusion, and belonging? Social-emotional learning (SEL) is a process for creating an environment where everyone feels welcome. With DEIB at the forefront, educators can use methods for teaching social-emotional skills that include all students and give them a voice. This online course provides the perfect approach to integrating SEL and DEIB to deal with a variety of societal issues. Teachers will be provided with thorough background information on SEL and DEIB as well as numerous activities that support DEIB while teaching each of the five core competencies of SEL. Teachers will explore Universal Design for Learning and culturally responsive teaching and will learn how these frameworks align with both SEL and DEIB. From acknowledging diversity to designing student-centered classrooms, teachers will feel empowered to lift up students' voices and allow them to make authentic choices about their learning. Finally, teachers will learn strategies to combat challenges of implementing SEL. By the end of this course, teachers will feel more confident and successful in their quest to embed the teaching of social-emotional skills to promote equity and excellence for all students.

Educational Outcomes

1. Teachers will understand the guiding principles of social-emotional learning (SEL).
2. Teachers will learn how to implement an SEL program based on the five core competencies of SEL.
3. Teachers will understand what diversity, equity, inclusion, and belonging (DEIB) entail, including how they are interrelated, while also being different from each other.
4. Teachers will learn about the internal and external characteristics of diversity, and they will learn strategies to bond with diverse students.
5. Teachers will learn how to develop an inclusive classroom environment.
6. Teachers will learn how to effect equity in the classroom through the convergence of SEL and DEIB best practices.
7. Teachers will learn about the three guiding principles of Universal Design for Learning (UDL).
8. Teachers will understand what each guiding principle of UDL looks like in the classroom, and they will explore specific strategies for effectively incorporating each principle into daily classroom practices.
9. Teachers will learn how to remove barriers from learning so that lessons can be created using the UDL framework that are specifically designed to accelerate learning.
10. Teachers will learn how to meet students' SEL and DEIB needs through the UDL framework.
11. Teachers will learn various activities to use in the classroom that promote the five core competencies of SEL while supporting DEIB.
12. Teachers will learn how to embrace culturally responsive teaching to propel SEL and DEIB forward.
13. Teachers will learn how to teach SEL with equity and excellence in mind.
14. Teachers will learn how to acknowledge diversity using student voice and choice.
15. Teachers will understand the importance of involving families in the teaching of SEL strategies.
16. Teachers will be able to identify challenges associated with SEL and will learn strategies to combat these challenges.
17. Teachers will understand the impacts educator stress and will learn strategies to improve their own social and emotional well-being.
18. Teachers will understand the challenges associated with teaching SEL in a digital space and will learn strategies to overcome these challenges.
19. Teachers will understand how to incorporate technology to teach SEL skills.

Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- 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 Three Lesson Plans (20% of final grade)
- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- Introduction to Social-Emotional Learning
- Introduction to Diversity, Equity, Inclusion, and Belonging
- The Confluence of SEL and DEIB
- **Assignment #1**
  Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about incorporating best SEL practices into the classroom in order to meet students' DEIB needs in the PreK-5 classroom. Your autobiography should be a minimum of three paragraphs.
- **Test #1**

Unit Two

- Universal Design for Learning
- Meeting Students' SEL and DEIB Needs with UDL
- Integrating UDL into the Classroom
- **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

- A Schoolwide Framework for SEL
- Core Competency #1: Self-Awareness
- Core Competency #2: Self-Management
- **Assignment #3**
  Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to incorporating best SEL practices into the classroom in order to meet students' DEIB needs in the PreK-5 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

- Core Competency #3: Social Awareness
- Core Competency #4: Relationship Skills
- Core Competency #5: Responsible Decision-Making
- **Test #4**

Unit Five

- Examining the Classroom through a Cultural Lens
- Leveraging SEL to Promote Equity and Excellence
- Incorporating Student Voice and Choice
- **Test #5**

Unit Six

- Challenges to Implementing SEL
- SEL in an Online Setting
- Integrating Technology and SEL
- **Assignment #4**
  Design three social-emotional lesson plans that are applicable to the PreK-5 level. The lesson plans must address three separate SEL competencies, and they must also incorporate the principles of DEIB. Each lesson needs to include a purpose, the grade level(s) to which the lesson best applies, the specific social-emotional core competency being addressed, a description of how it supports DEIB, a materials list (if necessary), and a minimum of six detailed steps to execute the procedure. If necessary, the teacher must also include links to any materials as well as book titles and author information.

Follow the example included in Assignment 4. 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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