



Professional Development Institute

Flex Course Syllabus

Using SEL to Drive Inclusive Practices in High School (9-12)

PDI Course Number: 130T02

UCSD Course Number: EDUC42277

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 a busy high school teacher, does the prospect of finding the time to incorporate social and emotional learning (SEL) skills into your classroom feel like it is just one more “thing” to fit into your schedule? This online course provides high school teachers with a host of suggestions to successfully incorporate SEL best practices into their classrooms in an effort to address the needs of the whole student, completely and holistically. The course covers many important topics such as making the classroom accessible and equitable to all learners, building positive relationships, and fostering students’ internal motivation and drive. Throughout the course, teachers will learn how to use specific SEL strategies as they tailor their instruction to each student’s zone of proximal development while gradually releasing the responsibility of learning to the student. Teachers will learn how to design engaging instructional activities that appeal to students’ interests while simultaneously incorporating SEL strategies. The topic of assessment is also addressed, and teachers will have a better understanding of how to design consistent, clear assessments that thoughtfully take students’ social and emotional needs into account. By the end of this course, teachers will feel more confident and successful in their quest to incorporate SEL best practices so that their high school students are empowered to become effective and engaged lifelong learners.

Educational Outcomes

1. Teachers will learn about social and emotional learning and the benefits of incorporating same into their teaching practices for the good of all students.
2. Teachers will understand the background of inclusion, including its many benefits and how it pertains to the various styles of learning — visual, auditory, verbal, and kinesthetic.
3. Teachers will learn strategies to help all students succeed in the general education high school classroom, regardless of a special education diagnosis.
4. Teachers will learn the difference between equality and equity, and they will learn how to make the content accessible to all students.
5. Teachers will learn about several causes of inequity in the high school classroom, and they will understand that incorporating social and emotional learning strategies provides many benefits for students.
6. Teachers will learn several SEL strategies for building positive relationships so that a safe classroom environment can be built and nurtured.
7. Teachers will learn about the importance of family involvement, and they will learn strategies to make these important connections.
8. Teachers will learn how to connect content to the real world to help students build their internal motivation.
9. Teachers will learn about the zone of proximal development and how it can be used to meet students where they are in the learning process to drive their instruction forward.
10. Using the gradual release of responsibility model, teachers will learn strategies to guide students as they begin to take control over their own learning.
11. Teachers will learn a variety of SEL strategies that are specifically designed to make the material more engaging for students.
12. Teachers will learn how to use the backwards design process to incorporate student feedback and revision into their daily classroom routines.
13. Teachers will learn a variety of SEL strategies for incorporating students' interests into their lessons so that they are more engaging and motivating.
14. Teachers will explore some of the various responsibilities that students commonly encounter outside of school in an effort to get to know their students more holistically so that they can support their students' SEL skills by creating a more manageable workload.
15. Teachers will learn how to employ a variety of assessments to better support their students' SEL needs.
16. Teachers will learn how to create consistent, clear assessments so that students' social and emotional needs are met and supported.
17. Teachers will learn how to appeal to students' sense of engagement as they use specific SEL strategies to empower students to become effective and engaged lifelong learners.

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 a Survey and Scaffold Instruction (20% of final grade)
- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- Social and Emotional Learning: A Driving Force in Education
- The Inclusive Classroom
- Accessibility and Equity
- **Assignment #1**
Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about using social and emotional best practices to drive your classroom instruction forward at the high school general education setting. Your autobiography should be a minimum of three paragraphs.
- **Test #1**

Unit Two

- Building Positive Relationships
- Connecting with Families
- Creating Authentic Connections
- **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

- Fostering Internal Motivation in Students
- Building Self-Confidence
- Real-World Applications
- **Assignment #3**
Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to using social and emotional best practices to drive your classroom instruction forward at the high school general education setting. 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

- Zone of Proximal Development
- Gradual Release of Responsibility
- Designing Engaging Material
- **Test #4**

Unit Five

- Incorporating Feedback and Revision into Daily Classroom Routines
- Incorporating Students' Interests into Lessons
- Creating a Manageable Workload
- **Test #5**

Unit Six

- Understanding Assessments
- Creating Consistent, Clear Assessments
- Empowering Students to Become Effective and Engaged Lifelong Learners
- **Assignment #4**
***PART I:** Choose a standard (academic, behavioral, or social-emotional) at your grade level with which you believe students might struggle. Then, design an instructional plan to meet this standard, making sure that it also appeals to students' interests. Your plan should consider where students currently are in their understanding and development and should scaffold from there. Your instructional plan must be written in a minimum of three detailed paragraphs, as outlined in Assignment #4. The instructional plan should*

clearly outline how you plan to move struggling students through the process so that they are continuously supported throughout the learning process.

PART II: Create an assessment related to the chosen standard from the instructional plan in Part I above. The assessment should consist of a series of at least ten test questions (multiple-choice, open-ended, or a mixture of both) and should assess the chosen standard. Next, create a rubric (holistic or analytical) or checklist to evaluate the aforementioned assessment. Be sure to follow the criteria, as laid out 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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