



## **Professional Development Institute**

### **Flex Course Syllabus**

# **Educating the Whole Student: Mindfulness and Social-Emotional Learning in the Classroom (K-12)**

**PDI Course Number: 105T02**

**ACE Course Number: LE5391**

**UCSD Course Number: EDUC40154**

If you would like information about receiving 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 in need of ways to help integrate social-emotional learning practices into your daily teaching? This online course is designed for K-12 teachers who want to focus on the whole student by supporting social-emotional learning skills. Teachers will learn specific strategies for addressing students' social and emotional needs through mindfulness practices. Teachers will also learn about the role they play in nurturing students' self-efficacy and grit to persevere through challenging times and situations. Strategies for helping students manage everyday relationships by making the right choices will be shared as well as techniques for regulating and resolving conflict when it occurs. Teachers will also gain suggestions to share with students for better communication as they deal with diverse groups of students and to help them become more socially aware. Components of character education are also shared within the course as they relate to social-emotional learning concepts. Teachers will also learn how to develop a strong school-family partnership. Finally, teachers will learn how to use the responsive classroom approach to build and support an inclusive classroom community. By the end of this course, teachers will understand the importance of SEL as a process for teaching students essential life skills.

## Educational Outcomes

1. Teachers will understand what the whole student approach to learning encompasses, and how social and emotional learning relates to it.
2. Teachers will be introduced to how students typically develop in terms of their social and emotional growth.
3. Teachers will learn some overall strategies to address each of the five basic tenets of the whole student approach to learning.
4. Teachers will learn about the guiding principles of social and emotional learning, as well as its five key competencies.
5. Teachers will learn specific strategies for engaging students in each of the guiding principles of social and emotional learning.
6. Teachers will understand what mindfulness is and will learn specific strategies for incorporating the practice of same into their everyday classroom routines.
7. Teachers will understand how Maslow's hierarchy of needs impacts students' SEL skills.
8. Teachers will learn specific strategies for addressing certain "soft skills," including positive attitude, compassion, gratitude, and grit.
9. Teachers will learn about specific instructional practices and classroom management techniques that have been proven to foster a supportive, caring, and positive classroom environment and to positively affect students' social-emotional growth.
10. Teachers will learn specific strategies for helping students make good decisions.
11. Teachers will learn about emotional regulation and different coping mechanisms.
12. Teachers will learn important conflict resolution skills and be introduced to activities that promote the resolution of same.
13. Teachers will learn the basics of peer mediation and how it can be used to resolve conflict.
14. Teachers will learn about culturally responsive teaching and how it can be used to support students' social and emotional skills.
15. Teachers will learn strategies for addressing students' social and emotional needs across a variety of diverse populations, including students of poverty, English language learners, special education students, and students of incarcerated parents.
16. Teachers will learn strategies to improve students' communication skills to support their social and emotional needs.
17. Teachers will learn what it means to be socially aware, and how those skills (or the lack thereof) may affect students' social status at school.
18. Teachers will learn the steps involved in addressing social skills deficits.
19. Teachers will have a basic understanding of character education, including a brief introduction to each of the six pillars of character.
20. Teachers will have a basic understanding of bullying and be introduced to the role that SEL skills play therein.
21. Teachers will learn how to promote self-efficacy through learner-centered instruction.
22. Teachers will learn about the guiding principles of the responsive classroom approach and how this approach to learning impacts students' social and emotional skills.

23. Teachers will learn what school-family partnerships are and be introduced to specific strategies for implementing and integrating them into their classrooms to support social emotional learning.

## 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: Integrate SEL Skills into Three Existing Lesson Plans (20% of final grade)
- Culminating Practicum (20% of final grade)

## Topical Outline

### Unit One

- The Whole Student Approach to Learning
- Social and Emotional Learning: A Schoolwide Approach
- Minding Mindfulness
- **Assignment #1**  
*Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about applying social and emotional learning in your classroom. Your autobiography should be a minimum of three paragraphs.*
- **Test #1**

## Unit Two

- The Teacher's Role in the Whole Student Classroom
- Teaching the Intangibles
- Connecting SEL and Mindfulness Practices to 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

- Coaching Students to Manage Everyday Relationships
- Making the Right Choices
- Regulating and Resolving Conflict and Intense Emotions

- **Assignment #3**

*Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to effectively implementing social and emotional skills and will 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 easily follow. 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

- Dealing with Diversity
- Communication is Key
- Becoming Socially Aware
- **Test #4**

## Unit Five

- The Character Education Connection
- Using SEL to Prevent Bullying and Improve School Climate
- Nurturing Self-Efficacy
- **Test #5**

## Unit Six

- Building and Supporting an Inclusive Classroom Community

- Responsive Classroom Approach and Social-Emotional Learning
- Establishing and Nurturing School-Family Partnerships
- **Assignment #4**  
*Choose three intangible SEL skills that were not discussed in the course and integrate them into three existing lesson plans. The lessons should be detailed and specific so that someone else can teach them. Be sure to include the learning outcome(s) and grade level(s) to which each lesson best applies, as well as the specific social-emotional skill being addressed in each plan.*
- **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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