

MSEd 451: The Science of SEL

Summer Session 2021

Monday/Wednesday June 21 to July 28

9:30 am to 12:00 pm

Instructor: Dr. Timothy Dohrer

618 Garrett Place

Evanston, IL 60208

(847) 467-4831 (office)

tdohrer@northwestern.edu

Course Description

This course/Institute explores the scientific basis and rationale for teaching social and emotional learning skills in schools and life. Participants will learn from researchers directly and read studies on social and emotional learning, as well as connected topics such as stress, anxiety, trauma, equity, technology, physical health, and assessment. Participants will work independently and collaboratively to collect resources related to SEL and design a professional development plan for sharing their learning with other teachers.

Course Goals

1. Explore the modern SEL movement including its past, present, and future trajectory
2. Understand current research behind SEL and related areas
3. Collaborate with colleagues on the development of a shared resource of SEL research and tools
4. Design a professional development plan for sharing information with other teachers, students, and parents



Standard 1 - Teaching Diverse Students – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

Standard 2 - Content Area and Pedagogical Knowledge – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

Standard 3 - Planning for Differentiated Instruction – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

Standard 4 - Learning Environment – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

Standard 5 - Instructional Delivery – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

Standard 6 - Reading, Writing, and Oral Communication – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

Standard 7 - Assessment – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

Standard 8 - Collaborative Relationships – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

Standard 9 - Professionalism, Leadership, and Advocacy – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

Illinois Social and Emotional Learning Standards

Goal 1 - Develop self-awareness and self-management skills to achieve school and life success.

Goal 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Goal 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Teacher Leader Model Standards

Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning

Domain II: Accessing and Using Research to Improve Practice and Student Learning

Domain III: Promoting Professional Learning for Continuous Improvement

Domain IV: Facilitating Improvements in Instruction and Student Learning

Domain V: Promoting the Use of Assessments and Data for School and District Improvement

Domain VI: Improving Outreach and Collaboration with Families and Community

Domain VII: Advocating for Student Learning and the Profession

Academic Integrity

Students in this course are required to comply with the policies found in the booklet, "Academic Integrity at Northwestern University: A Basic guide". For details regarding academic integrity at Northwestern or to download the guide, visit: <http://www.northwestern.edu/provost/policies/academic-integrity/index.html>.

Accommodations for Students with Disabilities

Any student with a disability requesting accommodations must register with Services for Students with Disabilities (ssd@northwestern.edu; 847-467-5530) and request an SSD accommodation notification for his/her professor, preferably within the first two weeks of class. All information will remain confidential.

Student Attendance Policy

Student attendance at every class meeting is expected. You should also be on time. Your presence as part of a collaborative learning community is key to your development and the development of your colleagues. If for some reason you must be absent from a class session, you must inform the instructor before your absence. Because of the short number of overall class sessions in the quarter system, missing two class sessions puts your ability to pass the class in jeopardy. Missing three class sessions will result in an automatic grade of "Incomplete" and you will have to re-take the class at another time. Any absences or tardiness may impact your class participation grade.

Grading

If you are taking this as a graduate course for credit, you must complete all assignments. Assignments should be sent to the instructor via email, placed in the appropriate Google Drive folder, or posted to the discussion board by the assigned deadline or receive a half letter grade penalty for each day it is late. You should expect feedback on your assignments as well as number of points earned. In some cases, I will use a rubric for grading that you will receive ahead of time. All assignments can be resubmitted to be regraded up to the last day of the quarter.

Recording Policy

This class or portions of this class will be recorded by the instructor for educational purposes and available to the class during the quarter. Your instructor will communicate how you can access the recordings. Portions of the course that contain images, questions or commentary/discussion by students will be edited out of any recordings that are saved beyond the current term.

Unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Unauthorized recording is unethical and may also be a violation of University policy and state law. Students requesting the use of assistive technology as an accommodation should contact [AccessibleNU](#). Unauthorized use of classroom recordings – including distributing or posting them – is also prohibited. Under the University's Copyright Policy, faculty own the copyright to instructional materials – including those resources created specifically for the purposes of instruction, such as syllabi, lectures and lecture notes, and presentations. Students cannot copy, reproduce, display or distribute these materials. Students who engage in unauthorized recording, unauthorized use of a recording or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up.

Required Texts

Sprenger, Marilee. (2021). *Social Emotional Learning and the Brain: Strategies to help your students thrive*. Alexandria, VA: ASCD.

Optional Texts

Dohrer, T. & Golebiewski, T. (2019). Mental Health Resources. Available <https://tinyurl.com/mentalhealthresources2020>

Durlak, J. A., Weissberg, R. P., & Pachan, M. (2011). A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *American Journal of Community Psychology*, 45, 294-309.

Elias, M., & Arnold, H. (Eds.). (2006). *The Educator's Guide to Emotional Intelligence and Academic Achievement*. Thousand Oaks, CA: Corwin Press.

Elias, M., et al. (1997). *Promoting Social and Emotional Learning: Guidelines for Educators*. Alexandria, Virginia: ASCD.

Fisher, N., Frey, D., and Smith, D. (2019). *All learning is social and emotional: Helping students develop essential skills for the classroom and beyond*. Alexandria, VA: ASCD. ISBN# 978-1-4166-2704-4. Price: \$27.99

Guildner, B., & Merrell, K. (2011). *Social and Emotional Learning in the Classroom: Promoting Mental Health and Academic Success*. New York, NY: Guilford Press.

Zins, J., Weissberg, R., Wang, M., & Walberg, H. (2004). *Building Academic Success on Social and Emotional Learning*. New York, NY: Teachers College Press.

Course Schedule and Topics

Session 0, Complete before Monday June 21

- Open the link to our independent Canvas site
- Write a “Who am I?” post on the Discussion Board
- Make sure you have received a copy of Marilee Sprenger’s book *Social Emotional Learning and the Brain*

Session 1, Monday June 21: Building Community

- Getting to know each other
- Getting to know the course
- Setting an Intention
- SEL 101: An Introduction

For next class:

1. Read Sprenger Chapters Introduction and 1

Session 2, Wednesday June 23: SEL 101

- Overview of SEL
- History of the SEL movement and CASEL
- Current state of SEL in schools
- Guest Speaker: Paul Goren

For next class:

1. Read Sprenger Chapters Introduction and 1
2. Read 2011 Durlak et al study
3. Discussion Board Post 1 in Google Classroom. Post one comment and two replies by Monday!

Session 3, Monday June 28: Stress, Anxiety, Trauma

- Community building
- Context of life and school and its impact on all of us
- Deep dive into Stress, Emotion, Anxiety, Trauma
- The importance of sleep and health
- Guest Speaker: Emma Adam
- Guest Speaker: Tom Golebiewski

For next class:

1. Read: Sprenger Chapter 2
2. Complete stress and self-care inventories
3. Read: articles on stress, anxiety, and trauma

Session 4, Wednesday June 30: Diversity, Equity, Inclusion

- Impact of race, gender, identity, ability, etc. on students, teachers, and families
- Intersection of equity skills and SEL skills
- Guest speaker: Onnie Rogers
- Guest speaker: Corrie Wallace

For next class:

1. Read Sprenger Chapter 2
2. Read articles on equity and SEL
3. Discussion Board Post 2 in Google Classroom. Post one comment and two replies by Monday!

Session 5, Monday July 5

- No class due to July 4 holiday

For next class:

1. Read Sprenger Chapters 3 and 4

Session 6, Wednesday July 7: Self-Awareness and Self-Management

- What is self-awareness and self-management?
- Metacognition, Mindfulness, Meditation
- The power of goal setting

For next class:

1. Read Sprenger Chapters 3 and 4
2. Discussion Board Post 3 in Google Classroom. Post one comment and two replies by Monday!

Session 7, Monday July 12: Social Awareness and Relationship-building

- Listening, visual cues, body language
- The Power of Relationships
- Circle-keeping
- Guest Speaker: Tom Golebiewski

For next class:

1. Read Sprenger Chapters 5 and 6

Session 8, Wednesday July 14: Decision-Making

- Decision-making models
- Impact of technology
- Guest speaker: Courtney Blackwell

For next class:

1. Read Sprenger Chapters 5 and 6
2. Discussion Board Post 4 in Google Classroom. Post one comment and two replies by Monday!
3. Read Chawla articles on nature and the environment

Session 9, Monday July 19: SEL in our Lives

- Importance of SEL for teachers and parents
- Impact of nature and the natural world on our lives
- Guest speaker: Terry Horton

For next class:

1. Read Sprenger Chapters 7 and 8
2. Read Chawla articles on nature and the environment

Session 10, Wednesday July 21: Application of SEL Skills

- What are the ways we can apply the science of SEL in our classrooms, schools, and lives?
- SEL and Extra-Curriculars: A Lesson from Athletics
- Guest speakers: Randy Oberembt and Bob Prusator

For next class:

1. Read Sprenger Chapters 7 and 8
2. Discussion Board Post 5 in Google Classroom. Post one comment and two replies by Monday!

Session 11, Monday July 26: Application of SEL Skills

- What are the ways we can apply the science of SEL in our classrooms, schools, and lives?
- Assessment of SEL Skills, School Climate
- Guest speaker: Tim Hayes

For next class:

1. Write your Professional Development Plan
2. Prepare an oral report on your PD plan
3. Finish adding all resources and annotated bibliography to our shared SEL Resource File

Session 12, Wednesday July 28: Implementation of your SEL PD Plan

- Sharing of your SEL PD Plan with everyone
- Submit your final PD Plan
- Submit your final reflection
- Course evaluation and final words!

MS ED 451: The Science of SEL Graded Assignments

Class Participation (50 pts.)

Your attendance and engagement in each class session will be part of your final grade.

Discussion Board (50 pts)

Write a post and two replies on the Discussion Board. These posts should be at least one paragraph in length and comment/reflect on our readings, videos, guest speakers, or topics related to SEL. It is often helpful to pose a question somewhere in your post. You must also reply to at least 2 other posts on the Discussion Board. These can be shorter and can reflect on what your colleague has written or build upon what is there. Feel free to use these posts and replies to also include links to online resources or to attach documents. All posts and replies should be completed by Monday morning.

Shared Resource and Annotated Bibliography (50 points)

Research and identify at least 10 research-based articles/texts/resources related to your selected area of SEL. Write an annotated bibliography about each resource in which you briefly describe the content and offer some commentary on the usefulness and/or application of the resource. Please use APA style if you can!

Professional Development Plan (50 points)

Write an outline or “thick description” of a plan for sharing what you have learned in this class with at least one teacher. You will also be asked to share this plan with the rest of the class. Your plan should address:

- Audience
- Method of engagement
- Time frame of engagement
- Materials/Resources
- Outcome(s)
- Evaluation/Measurement of Impact

Final Reflection of Learning (50 points)

Write a 2-3 page reflection of what you have learned in this course/institute. This could include what you knew before taking this course/institute, what new information you learned, the parts of the course/institute that had the most impact on you, your plans for continuing your learning, thoughts on the specific topics, and any commentary about SEL in general. There’s really no right or wrong answer here! Just go into some depth on how this has impacted you and your feelings/ruminations about “The Science of SEL”!