EDU501

Social and Emotional Learning: Integrating Its Elements With Ease

Course Guide

This course examines the concepts of social and emotional learning and mindset along with their potential impact on teaching and learning. Participants in this course analyze how strategies related to social and emotional learning and having a growth mindset enhance student learning, engagement, and motivation in the classroom. Participants will leave with a repertoire of strategies to infuse social emotional learning into their practice.

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COURSE AT A GLANCE

COURSE DESCRIPTION

This course examines the concepts of social and emotional learning and mindset and their potential impact on teaching and learning. Participants in this course analyze how strategies related to social and emotional learning and having a growth mindset enhance student learning, engagement, and motivation in the classroom. Participants will leave with a repertoire of strategies to infuse social emotional learning into their practice.

COURSE DESIGN

EDU501, Social and Emotional Learning: Integrating Its Elements With Ease, was designed in partnership with The Teaching Channel for teachers in the classroom. This course utilizes a practical approach to exploring resources, strategies, and ideas with purposeful application to the classroom in each module. The discussions and assignments provide a forum for students to explore relevant resources and engaging videos around social and emotional learning. Students also archive their work in an ePortfolio as a showcase of their learning and created artifacts. This course is designed to accommodate flexible learning options where students can progress through each of the six modules at their own pace. All six modules are expected to be completed in approximately six weeks. If the student anticipates needing time beyond six weeks to complete the course, the instructor should be notified by Module 3. An extension of up to 30 days may be granted and an Incomplete Grade Request submitted on the student's behalf.

PACING GUIDE	
Approximate Time per Module	**Estimated Completion**
*1 week/module	6 weeks *average
2-3 days/module	3-4 weeks
2 weeks/module	12 weeks

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to

1. Analyze the tenets of social and emotional learning as it relates to instruction and the learning environment.
2. Evaluate the potential impact social and emotional learning has on student success.

3. Develop teaching practices that enhance social and emotional learning for students.

COURSE MATERIALS

REQUIRED RESOURCES

Articles

Anne, G., & Fergus, F. (2017). Social and emotional learning and equity in school discipline. *The Future of Children,* 27(1), 117-136. Retrieved from www.jstor.org

Bridgeland, J., Bruce, M., & Hariharan, A. (2013). The missing piece: A national teacher survey on how social and emotional learning can empower children and transform schools. A Report for CASEL. Executive Summary. Retrieved from https://files.eric.ed.gov/fulltext/ED558069.pdf

Cauthen, D. (2017, July 6). Tch talks 21: A student's perspective on SEL in the classroom [Blog post]. Retrieved from https://www.teachingchannel.org/blog/2017/07/06/students-perspective-on-sel/

Clayson, J. (2017, December 28). Angela Duckworth on grit and the power of perseverance. Retrieved from http://www.wbur.org/onpoint/2017/12/28/power-of-perseverance-duckworth

Davis, M. (2013, October 4). Restorative justice: Resources for your school [Blog post]. Retrieved from https://www.edutopia.org/blog/restorative-justice-resources-matt-davis

Denby, D. (2016, June 21). The limits of "grit." Retrieved from https://www.newyorker.com/culture/culture-desk/the-limits-of-grit

Dusenbury, L., & Weissberg, R. P. (2017). Social emotional learning in elementary school: Preparation for success. *Education Digest*, (1), 36-43. Retrieved from the EBSCOhost database.

Edutopia. (2016, September 15). Talking in class. Retrieved from https://www.edutopia.org/practice/oracy-classroom-strategies-effective-talk

Fuglei, M. (2013, December 20). Unconscious discrimination: How to defeat four hidden teacher biases. Retrieved from https://education.cu-portland.edu/blog/classroom-resources/unconscious-discrimination-avoiding-teacher-biases/

Hall, M. (2016, November 9). Tch talks 4: Infusing SEL in the classroom [Blog post]. Retrieved from https://www.teachingchannel.org/blog/2016/11/09/infusing-sel-in-the-classroom/

Hammond, Z. (2016, October 20). Culturally responsive teaching and the brain. [Blog post]. Retrieved from https://www.teachingchannel.org/blog/2016/10/20/crt-the-brain/

Hollenbach, L. (2017, June 23). I want to get better at...social emotional learning next year [Blog post]. Retrieved from https://www.teachingchannel.org/blog/2017/06/23/social-emotional-learning/

Jones, L. (2013, December 3). First steps toward emotional literacy [Blog post]. Retrieved from
https://www.teachingchannel.org/blog/2013/12/03/first-steps-emotional-literacy/

Kids Matter (2013). Decision-making: Suggestions for school staff. Retrieved from
https://www.kidsmatter.edu.au/sites/default/files/public/KMP_C2_HCMD_DecisionMaking_SuggestionsForSchoolStaff.pdf

Kimberly A. S. (2017). Social and emotional learning and teachers. *The Future of Children*, *27* (1), 137-155. Retrieved
from www.jstor.org

Matheny, K. (2016, December 11). Tch talks 6: social & emotional learning as a dedicated class [Blog post]. Retrieved
from https://www.teachingchannel.org/blog/2016/12/11/sel-dedicated-class/

McClure, L. (2016, October 10). Bringing restorative practices to your school. Retrieved from
https://www.edutopia.org/article/bringing-restorative-practices-to-your-school-laura-mcclure

Norris, J. A. (2003). Looking at Classroom Management through a Social and Emotional Learning Lens. *Theory into
Practice*, *42*(4), 313-318. https://doi.org/10.1207/s15430421tip4204_8

Otero, A. (2018, January 10). Socratic Seminars in World Language Classes. Retrieved from
https://www.edutopia.org/article/socratic-seminars-world-language-classes

Perlis, M. (2013, October 29). 5 characteristics of grit-how many do you have? Retrieved from
https://www.forbes.com/sites/margaretperlis/2013/10/29/5-characteristics-of-grit-what-it-is-why-you-need-it-and-do-you-have-it/#3e587cb64f7b

Pinola, M. (2013, September 19). How to use mind maps to unleash your brain's creativity and potential. Retrieved from
https://lifehacker.com/how-to-use-mind-maps-to-unleash-your-brains-creativity-1348869811

Rios, C. (2015, May 17). Debunking the pull yourself up by your bootstraps myth. Retrieved from
https://everydayfeminism.com/2015/05/debunking-bootstraps-myth/

Safir, S. (2016, March 14). 5 keys to challenging implicit bias. Retrieved from https://www.edutopia.org/blog/keys-to-challenging-implicit-bias-shane-safir

Smith, B., & Low, S. (2013). The role of social-emotional learning in bullying prevention efforts. *Theory into Practice*, *52*
(4). 280-287.

Valdes, K. S. (2017, March 30). Role-play as a SEL teaching tool [Blog post]. Retrieved from
https://www.edutopia.org/blog/role-play-sel-teaching-tool-kristin-stuart-valdes

Wheeler, R. (2017, October 27). Circling up for community building. Retrieved from
https://www.edutopia.org/article/circling-community-building

Yeager, D., & Dweck, C. (2012, January 1). Mindsets that promote resilience: When students believe that personal characteristics can be developed. *Educational Psychologist*, *47*(4). 302-314. Retrieved from the EBSCOhost database.

Zurawski, L., & Mancini, N. (2016). Engaging your growth mindset for a successful school year. *Perspectives of the ASHA Special Interest Groups, 1*(16), 91-98. doi:10.1044/persp1.SIG16.91

Multimedia

Adichie, C. (2009). *The danger of a single story* [Video file]. Retrieved from https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.

Benson, A. (Producer & Director) & Thompson, K. (Producer). (n.d.). *Caring and control create a safe, positive classroom.* Retrieved from https://www.teachingchannel.org/videos/create-a-safe-classroom

Duckworth, A. (2013, April). *Angela Lee Duckworth: Grit: the power of passion and perseverance* [Video file]. Retrieved from https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance

Gerhard Careers Australia. (2015, May 31). *Learn to write a smart goal in 2 minutes.* [Video file]. Retrieved from https://www.youtube.com/watch?v=8JrErGG113Y

PERT Mindset Kit. (n.d.). *A growth mindset means embracing challenge and mistakes* [Video file]. Retrieved from https://www.mindsetkit.org/topics/celebrate-mistakes/importance-of-mistakes

PERT Mindset Kit. (n.d.). *Give tasks that promote struggle and growth* [Video file]. Retrieved from https://www.mindsetkit.org/topics/give-tasks-promote-struggle-growth/short-closed-math-tasks-focus-students-on-performing

PERTS Mindset Kit. (2015). *Stereotypes and belonging.* [Video file]. Retrieved from https://www.mindsetkit.org/belonging/about-belonging/stereotypes-belonging

PERT Mindset Kit. (n.d.). *What is belonging?* [Video file]. Retrieved from https://www.mindsetkit.org/belonging/about-belonging/what-is-belonging

Ryan, C. (Producer) & Slattery, I. (Producer & Director). (n.d.). *Ms. Noonan: Morning meeting* [Video file]. Retrieved from https://www.teachingchannel.org/videos/classroom-morning-meeting

Ryan, C. (Producer), & Weimberg, G. (Director). (n.d.). *Socratic seminar: Patience and practice* [Video file]. Retrieved from https://www.teachingchannel.org/videos/bring-socratic-seminars-to-the-classroom

Teaching Channel. (n.d.). *Building class culture with social skills goals* [Video file]. Retrieved from https://www.teachingchannel.org/videos/social-skills-goals

Teaching Channel. (n.d.). *Building emotional literacy* [Video file]. Retrieved from https://www.teachingchannel.org/videos/emotional-literacy-building-nsf

Teaching Channel. (n.d.). *Creating a community of learners.* [Video file]. Retrieved from

      https://www.teachingchannel.org/videos/community-of-learners-cisco

Teaching Channel. (n.d.). *Emotional check-ins* [Video file]. Retrieved from

      https://www.teachingchannel.org/videos/emotional-check-in

Teaching Channel. (n.d.). *Encouraging appreciation* [Video file]. Retrieved from

      https://www.teachingchannel.org/videos/building-student-appreciation-nea

Teaching Channel. (n.d.). *Identifying feelings* [Video File]. Retrieved from https://www.teachingchannel.org/videos/pre-k-

      lesson-identifying-feelings#video-sidebar_tab_video-guide-tab

Teaching Channel. (n.d.). *Morning meetings: Building community in the classroom.* [Video File]. Retrieved from

      https://www.teachingchannel.org/videos/emotional-check-in#video-sidebar_tab_video-guide-tab

Teaching Channel. (n.d.). *Respectful talk* [Video file]. Retrieved from https://www.teachingchannel.org/videos/speaking-

      respectfully-nea

Teaching Channel. (n.d.). *Setting the stage for socratic seminar* [Video file]. Retrieved from

      https://www.teachingchannel.org/video-lounge/setting-up-socratic-seminar

Teaching Channel. (n.d.). *Stop sign: A conflict resolution tool* [Video file]. Retrieved from

      https://www.teachingchannel.org/videos/confliction-resolution-pre-k

Teaching Channel. (n.d.). *Tribes: Agreements for learning together* [Video file]. Retrieved from

      https://www.teachingchannel.org/videos/positive-class-culture-nea

Web Pages

CASEL (2017). Collaborative for academic, social, and emotional learning. Retrieved from https://casel.org/wp-

      content/uploads/2017/01/Competencies.pdf

CASEL (2018). What is SEL? Retrieved from https://casel.org/what-is-sel/

PERTS (2015). Celebrate mistakes. Retrieved from https://www.mindsetkit.org/topics/celebrate-mistakes

PERTS (2015). Graphic - fixed vs. growth mindset. Retrieved from

      https://www.mindsetkit.org/practices/Cl5aBHQO5O3iZdyP

Teaching Channel (2018). Tch deep dives: Growth mindset. Retrieved from https://www.teachingchannel.org/growth-

      mindset

Website

Mindmapping. (http://www.mindmapping.com/)

RECOMMENDED RESOURCES

Multimedia

Edutopia. (2014, April 29). *Teaching grit cultivates resilience and perseverance* [Video file]. Retrieved from
    https://www.youtube.com/watch?v=F0qrtsYg6kI

Gibbons, K. (2016, February 4). *How to teach failure, grit, and growth mindset* [Video file]. Retrieved from
    https://www.youtube.com/watch?v=I27u7e7esU8

Grant and rave. (2015, September 14). *Using grit to succeed in school* [Video file]. Retrieved from
    https://www.youtube.com/watch?v=q48fTWSGauA

Karafotas, K. (2017, May 5). *Why social-emotional intelligence matters in school-Kate Karafotas TEDxYouth@ISPrague*
    [Video file]. Retrieved from https://www.youtube.com/watch?v=QGfXKCh02xo

Lingos-Webb, T. (2015, February 10). *Proven steps to a better classroom* [Video file]. Retrieved from
    https://www.youtube.com/watch?v=sdDJsBPm51M

Paxton/Patterson. (2017, January 9). *Got grit? Challenging education* [Video file]. Retrieved from
    https://www.youtube.com/watch?v=Lbpvg7lEA8Y

TEDx Talks. (2014, February 2). *Social and emotional learning: Trish Shaffer at TEDxUniversity of Nevada* [Video file].
    Retrieved from https://www.youtube.com/watch?v=LbfpyJfI1ho

COURSE GRADING

Multiple measures of assessment are used in the course, allowing students opportunities to demonstrate their learning in more than one way and giving consideration to individual learning styles. Course components that will be assessed are noted below.

DISCUSSIONS

In each module, students will participate in online discussions with their instructor. Discussions relate to assigned readings, videos, and other resources pertaining to the module topic. These discussions replace the interactive dialogue that occurs in the traditional classroom setting and provide valuable opportunities to exchange ideas, communicate understanding, and engage in critical thinking. Students are expected to post an initial response for the instructor to review and provide feedback. While a specific number of days interacting in the discussion is not required, it is expected that students check back in to the discussion before advancing to the next module to address instructor feedback. **Discussions represent 37% of the overall course grade.**

ASSIGNMENTS

There are written assignments due in Modules 1, 2, 3, and 4 of this course. These assignments must reflect college-level writing. **Assignments represent 38% of the overall course grade.**

FINAL PROJECT

The final assignment for this course is a Final Project to be completed in Module 6 and is required to pass the course. The purpose of the SEL Presentation is for you to culminate the learning achieved in the course by summarizing how social and emotional learning will be infused into your classroom practice in a presentation format. **The Final Project represents 25% of the overall course grade.**

GRADING PERCENT BREAKDOWN

Activity	Grading Percent
Discussions	37
Assignments	38
Final Project	25
Total	**100**

MODULE 1

SEL: SELF-AWARENESS

To be completed during the first module and before advancing to Module 2.

Overview

Activity	Due Date	Format	Grading Percent
Post Your Introduction	Complete before advancing to Module 2	Discussion	5
Introduction to Your ePortfolio		Discussion	3
Classroom Application: Self-Awareness		Assignment	10

Module 1 Learning Outcomes

Students will

1. Analyze the social and emotional learning (SEL) component of self-awareness as it applies to current professional practice.
2. Evaluate how mindset impacts teaching and learning.
3. Propose a social and emotional classroom goal and strategies for classroom application.

Essential Questions

1. How can emotions influence the way we teach and students learn?
2. How can growth mindset be modeled?

Introduction

Emotions, emotions everywhere! In this module, you examine how emotions can influence student learning and impact the ability of students to develop a growth mindset. You explore specific strategies to help students identify their emotions to support student learning. Additionally, you set up your online portfolio which allows to you to archive and showcase the artifacts of your learning throughout the course.

Gather & Focus

It can be quite overwhelming when you sit back and consider your responsibilities as an educator in teaching the whole student. There are many elements involved in the process of teaching and learning that do not necessarily include academic components but social and emotional factors that teachers often do not have much control over. It is important to have awareness of how emotions can not only influence the behavior of your students but your own behavior as well. This is critical in supporting and improving the academic achievement of your students.

The identification of emotions can reveal an affinity towards a fixed or growth mindset. Just consider how many times emotions may have tainted your own self-perception and influenced you to perhaps avoid taking a risk for fear of failure. While you may not be able to control how students may feel, you can certainly help them identify and manage those emotions through various classroom strategies that can be infused into your daily practice.

Module 2 Preview

In Module 1, you have gained a greater understanding of how emotions can influence teaching and learning and one's mindset. In Module 2, we will explore how mindset could potentially impact the ability to empathize and gain alternative perspectives that ultimately support a culturally responsive learning environment.

Required Resources

Article

Kimberly A. S. (2017). Social and emotional learning and teachers. *The Future of Children*, *27* (1), 137-155. Retrieved from www.jstor.org

- This article examines how teachers can boost social and emotional competence within themselves and their students. This will assist you in your Introduction and Classroom Applications: Self-Awareness assignment in this module.

  Accessibility Statement

  Privacy Policy

Zurawski, L., & Mancini, N. (2016). Engaging your growth mindset for a successful school year. *Perspectives of the ASHA Special Interest Groups, 1*(16), 91-98. doi:10.1044/persp1.SIG16.91

- This article provides information about the value of a growth mindset and will assist you in your Classroom Applications: Self-Awareness assignment in this module.

Multimedia

Benson, A. (Producer & Director) & Thompson, K. (Producer). (n.d.). *Caring and control create a safe, positive classroom.* Retrieved from https://www.teachingchannel.org/videos/create-a-safe-classroom

- This video provides information about ways to create a safe and positive classroom and will assist you in your Classroom Application assignment in this module.
Accessibility Statement does not exist.
Privacy Policy

Gerhard Careers. (2015, May 31). *How to write SMART goals in 2 minutes* [Video File]. Retrieved from https://www.youtube.com/watch?v=8JrErGG113Y

- This video provides information on how to write a SMART goal and will assist you in your Classroom Application assignment in this module.
Accessibility Statement does not exist.
Privacy Policy

Ryan, C. (Producer) & Slattery, I. (Producer & Director). (n.d.). *Ms. Noonan: Morning meeting* [Video file]. Retrieved from https://www.teachingchannel.org/videos/classroom-morning-meeting

- This video provides information about a morning meeting and will assist you in your Classroom Application assignment in this module.
Accessibility Statement does not exist.
Privacy Policy

Teaching Channel. (n.d.). *Morning meetings: Building community in the classroom.* [Video File]. Retrieved from https://www.teachingchannel.org/videos/emotional-check-in#video-sidebar_tab_video-guide-tab

- This video provides information about morning meetings and will assist you in your Classroom Application assignment in this module.
Accessibility Statement does not exist.
Privacy Policy

Teaching Channel. (n.d.). *Identifying feelings* [Video File]. Retrieved from https://www.teachingchannel.org/videos/pre-k-lesson-identifying-feelings#video-sidebar_tab_video-guide-tab

- This video provides information about a morning meeting and will assist you in your Classroom Application assignment in this module.

Accessibility Statement does not exist.

Privacy Policy

Teaching Channel. (n.d.). *Building emotional literacy* [Video file]. Retrieved from

https://www.teachingchannel.org/videos/emotional-literacy-building-nsf

- This video provides information about building emotional literacy and will assist you in your Classroom

    Application assignment in this module.

    Accessibility Statement does not exist.

    Privacy Policy

Teaching Channel. (n.d.). *Emotional check-ins* [Video file]. Retrieved from

https://www.teachingchannel.org/videos/emotional-check-in

- This video provides information about how to help students identify and share feelings and will assist you

    in your Classroom Application assignment in this module.

    Accessibility Statement does not exist.

    Privacy Policy

Web Pages

CASEL (2017). Collaborative for academic, social, and emotional learning. Retrieved from https://casel.org/wp-

content/uploads/2017/01/Competencies.pdf

- This website provides information about the five different competencies of social and emotional learning

    (SEL) and will assist you in your Classroom Application assignment in this module.

    Accessibility Statement does not exist.

    Privacy Policy does not exist.

CASEL (2018). What is SEL? Retrieved from https://casel.org/what-is-sel/

- This website provides information about the five competencies of social and emotional learning (SEL)

    and will assist you in your Classroom Application assignment in this module.

    Accessibility Statement does not exist.

    Privacy Policy does not exist.

PERTS (2015). Celebrate mistakes. Retrieved from https://www.mindsetkit.org/topics/celebrate-mistakes

- This website provides information about being able to celebrate mistakes, and it will assist you in writing

    your introduction response and Classroom Application Assignment in this module.

    Accessibility Statement does not exist.

    Privacy Policy does not exist.

PERTS (2015). [Graphic - fixed vs. growth mindset](). Retrieved from

    https://www.mindsetkit.org/practices/Cl5aBHQO5O3iZdyP

- This website provides information about the differences between a growth and fixed mindset, and it will assist you in writing your introduction response in this module.

  Accessibility Statement does not exist.

  Privacy Policy does not exist.

Teaching Channel (2018). [Tch deep dives: Growth mindset](). Retrieved from https://www.teachingchannel.org/growth-

    mindset

- This website provides information about a growth mindset, and it will assist you in writing your introduction response and Classroom Application Assignment in this module.

  Accessibility Statement does not exist.

  [Privacy Policy]()

Discussions

Participate in the following discussions:

1. **Post Your Introduction [MLO: 2] [CLO: 2].** *Complete prior to advancing to Module 2*. Welcome to this class! Complete the module and receive feedback prior to advancing to the next module unless you have confirmed approval from the instructor to advance in the module sequence prior to receiving a score from completed modules.

   Post an initial response in the discussion that includes the following steps:

   STEP 1

   Please take a few moments to introduce yourself by stating

   - Your name, where you are from, and a fun fact about yourself.
   - Your professional background.
   - Why you are taking this course and what you hope to learn.

   STEP 2

   a) Download and examine the infographic that illustrates the difference between a growth and fixed mindset.

b) Select and share one area (challenges, obstacles, effort, criticism or success of others) in which you feel you show a growth mindset (give an example) and one area you feel you show a fixed mindset (give an example).

c) Describe how these different mindsets could impact your teaching and student learning.

d) Please read the journal article Social and Emotional Learning and Teachers to frame the ideas and importance of SEL. Include your insights and connections to these ideas.

Respond to Instructor: It is important that you check back into the discussion prior to moving on to the next module and address all feedback left by your instructor. Part of your learning includes an exchange of ideas and critical thinking on the topics of discussion. While a specific number of responses or days of interaction are not required, the opportunity to communicate one-on-one with your instructor offers different perspectives and experiences to consider as well as depth to your understanding, greatly enhancing your online learning experience.

2. **Introduction to Your ePortfolio.** *Complete prior to advancing to Module 2.* Complete the module and receive feedback prior to advancing to the next module unless you have confirmed approval from the instructor to advance in the module sequence prior to receiving a score from completed modules.

Prepare

This discussion introduces you to Portfolium, the electronic portfolio (ePortfolio) tool being used by this university. As an Ashford student, you will not only have access to Portfolium during your time at Ashford, but you will retain lifetime unlimited access after leaving the university, without fees or capacity limit. It is important to set up your account early on as other activities require use of your Portfolium.

Step 1: Explore

View the multimedia ePortfolio *Portfolium Introduction* developed for the university (2:19).

Step 2: Create

- Select the Portfolium link in the course.
- Click anywhere to access your account.
- Set up your Profile located under "Me."

Complete the following:

- Avatar (may be a picture or other avatar to represent you)

- Cover image

- Tagline

- Introduction: Write a brief introduction. As an option, you may use what you composed for Discussion 1: Post your introduction. This should be a representation of you that is appropriate to share with other professionals

- Initial Post: Post an initial response in the discussion that includes

    o A link to your ePortfolio.

    o A brief description of

        ▪ Your early impressions and use with Portfolium.

        ▪ How you could use it as a means for capturing your work and sharing it with others.

Respond to Instructor: Post reply prior to advancing to Module 2. It is important that you check back into the discussion prior to moving on to the next module and address all feedback left by your instructor. Part of your learning includes an exchange of ideas and critical thinking on the topics of discussion. While a specific number of responses or days of interaction are not required, the opportunity to communicate one-on-one with your instructor offers different perspectives and experiences to consider as well as depth to your understanding, greatly enhancing your online learning experience.

Assignment

1. **Classroom Application: Self-Awareness [MLOs: 1, 3] [CLOs: 1, 2, 3].** *Complete prior to advancing to Module 2*. Complete the module and receive feedback prior to advancing to the next module unless you have confirmed approval from the instructor to advance in the module sequence prior to receiving a score from completed modules.

Prepare

Read

- Review the Collaborative for Academic, Social, and Emotional Learning (CASEL) website.

- Study the Core Competencies of SEL graphic with attention to the Self-Awareness component.

- Read the journal article Engaging Your Growth Mindset for a Successful School Year.

Watch

- [5 Keys to Successful Social and Emotional Learning](#) (6:03)
- [Deep Dive](#) to explore what it means to have a growth mindset.
- View three videos on SEL: Self-Awareness to examine how teachers infuse this competency within their classroom practice
  - *[Ms. Noonan: Morning Meeting](#)* (4:27)
  - *[Identifying Feelings](#)* (4:57)
  - *[Building Emotional Literacy](#)* (4:10)
  - *[Emotional Check-Ins](#)* (1:47)
  - *[Caring and Control Create a Safe Positive Classroom](#)* (4:53)
  - *[Morning Meetings: Building Community in the Classroom](#)* (14:05)
- Utilize the [Growth Mindset Tracking Language Worksheet](#) to identify how you might be using both fixed and growth mindset language in your educational setting. ([Instructions](#) on how to use the worksheet.)

Reflect

- Consider this worksheet and set a goal for yourself for how you might further develop self-awareness as it relates to a growth mindset

Content Instructions

Create a two- to four-minute video or audio recording along with a written script. This recording should include responses to the following questions:

- Identify the problem of practice or interest around self-awareness and growth mindset.
- Based on the Language Tracking Worksheet, develop and share your SMART goal around self-awareness, as it relates to growth mindset.
  - Use the SMART format for goal setting. Watch this quick video, *[Learn to Write a SMART goal in 2 Minutes](#)* (2:11), to get started.
- Share the steps, ideas, or strategies on how you will implement that goal.
- Refer to the Module 1 Resources to support your classroom application.

Written Communication Instructions

- Length Requirement: Two- to four-minute video or audio recording link is provided, along with a written script of one to two pages. Please utilize the help document, Video Recordings/Sharing Instructions, located in the Module 1 Resources to assist with creating and uploading a video recording.

- Syntax and Mechanics: Display meticulous comprehension and organization of syntax and mechanics, such as spelling and grammar.

- Source Requirement: Cite and reference the Module 1 Resources within your script. Exemplary assignments will include at least one other resource from your own research.

- APA Formatting: Use APA formatting consistently throughout the assignment. Refer to the Ashford Writing Center for assistance with APA style and formatting.

Submitting Your Assignment

- Archive your assignment in your ePortfolio by uploading to your Portfolium account. Once assignments are uploaded to your ePortfolio, they are considered artifacts and will be referenced as such.

- Once logged in to your Portfolium account, select "Add Work." Follow the step-by-step instructions.

- Once uploaded, add a title (e.g., Classroom Application: Self-Awareness) and a one- to two-sentence description.
    - Select "Education" as the category and give it the same title as the previous step.
    - Your artifact should now be viewable in your Portfolio.

- You will submit your assignment for your instructor to review using the "Submit Assignment" button (the rubric is utilized here). Include the link to your ePortfolio in the comments box when uploading. Instructions for creating or accessing an ePortfolio through Portfolium can be found in the Module Lessons.

- Notify your instructor by email upon submitting for grading. Failure to notify instructor will result in delayed receipt of valuable instructor feedback.

MODULE 2

SEL: SOCIAL AWARENESS & BIAS

To be completed during the second module and before advancing to Module 3.

Overview

Activity	Due Date	Format	Grading Percent
Bias & Social Awareness	Complete before Advancing to Module 3	Discussion	5
Classroom Application: Social Awareness		Assignment	11

Module 2 Learning Outcomes

Students will

1. Analyze the impact of mindset on classroom practices.

2. Expose unconscious bias revealing its impact on classroom practices.

3. Propose an SEL classroom goal and strategies for classroom application.

Essential Questions

1. How can you develop social awareness strategies and practices in your classroom to best support students?

2. How does having a growth mindset support empathy and diversity?

Introduction

Taking on the perspective and viewpoint of others is an important life skill, especially those who are different than you. Consider how social awareness plays out in the classroom and the need for your students to exhibit empathy and acceptance.

Gather & Focus

Imagine a classroom where students politely and pleasantly acknowledge each other's ideas, even when they are different than their own. Imagine that they treat each other with respect, compassion, and generosity. Now expand your view to a more global one. Imagine a world where people not only recognize each other's cultural identity, but also respond with interest and genuine support with active listening and respectful dialogue.

As you know, some of your students (and colleagues) come to you savvy with reading emotions of others, discerning the thoughts and feelings of others, understanding social cues and norms to situations, and responding appropriately whereas others are missing those insights and skills. But this awareness and mindset can be taught and you can make a difference. Through your direct intervention within your school, classroom, and community, you can integrate social awareness practices, along with a growth mindset, to enhance your classroom climate and develop these crucial skills in others.

Module 3 Preview

In the next module, you can look forward to reflecting on the next component of social and emotional learning: responsible decision-making. You will continue implementing new strategies and reflecting on your mindset and classroom practices as well.

Required Resources

Articles

Anne, G., & Fergus, F. (2017). Social and emotional learning and equity in school discipline. *The Future of Children,* 27(1), 117-136. Retrieved from www.jstor.org

- This article examines how social and emotional learning can support student equity in schools with regards to discipline. This will assist you in your Bias & Social Awareness discussion and Classroom Application: Social Awareness assignment in this module.
Accessibility Statement does not exist.
Privacy Policy

Fuglei, M. (2013, December 20). Unconscious discrimination: How to defeat four hidden teacher biases. Retrieved from https://education.cu-portland.edu/blog/classroom-resources/unconscious-discrimination-avoiding-teacher-biases/

- This article provides information about an awareness of teacher bias and will assist you in your Bias & Social Awareness discussion in this module.

Accessibility Statement does not exist.

Privacy Policy

Hammond, Z. (2016, October 20). Culturally responsive teaching and the brain. [Blog post]. Retrieved from

https://www.teachingchannel.org/blog/2016/10/20/crt-the-brain/

- This article provides information about culturally responsive teaching and will assist you in your

  Classroom Application assignment in this module.

  Accessibility Statement does not exist.

  Privacy Policy

Rios, C. (2015, May 17). Debunking the pull yourself up by your bootstraps myth. Retrieved from

https://everydayfeminism.com/2015/05/debunking-bootstraps-myth/

- This article examines how social and emotional learning can support student equity in schools with

  regards to discipline. This will assist you in your Bias & Social Awareness discussion and Classroom

  Application: Social Awareness assignment in this module.

  Accessibility Statement does not exist.

  Privacy Policy

Safir, S. (2016, March 14). 5 keys to challenging implicit bias. Retrieved from https://www.edutopia.org/blog/keys-to-

challenging-implicit-bias-shane-safir

- This article provides information about an awareness of teacher bias and will assist you in your Bias &

  Social Awareness discussion in this module.

  Accessibility Statement does not exist.

  Privacy Policy

Smith, B., & Low, S. (2013). The role of social-emotional learning in bullying prevention efforts. *Theory into Practice*, *52*

(4). 280-287.

- This article examines how social and emotional learning can be used to prevent bullying in schools. This

  will assist you in your Classroom Application: Social Awareness assignment in this module.

  Accessibility Statement does not exist.

  Privacy Policy does not exist.

Multimedia

Adichie, C. (2009). *The danger of a single story* [Video file]. Retrieved from

https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.

- This video provides information about creating a positive classroom culture and will assist you in your Bias and Social Awareness discussion in this module.

  Accessibility Statement does not exist.

  <u>Privacy Policy</u>

Gerhard Careers Australia. (2015, May 31). *Learn to write a smart goal in 2 minutes.* [Video file]. Retrieved from

https://www.youtube.com/watch?v=8JrErGG113Y

- This video provides information about creating and writing SMART goals and will assist you in your Classroom Application assignment in this module.

  Accessibility Statement does not exist.

  <u>Privacy Policy</u>

PERTS Mindset Kit. (2015). *Stereotypes and belonging.* [Video file]. Retrieved from

https://www.mindsetkit.org/belonging/about-belonging/stereotypes-belonging

- This video provides information about ways to create a safe and positive classroom and will assist you in your Classroom Application assignment in this module.

  Accessibility Statement does not exist.

  Privacy Policy does not exist.

Teaching Channel. (n.d.). *Creating a community of learners.* [Video file]. Retrieved from

https://www.teachingchannel.org/videos/community-of-learners-cisco

- This video provides information about ways to create a safe and positive classroom and will assist you in your Classroom Application assignment in this module in this module.

  Accessibility Statement does not exist.

  <u>Privacy Policy</u>

Teaching Channel. (n.d.). *Respectful talk* [Video file]. Retrieved from https://www.teachingchannel.org/videos/speaking-respectfully-nea

- This video provides information about creating a positive classroom culture and will assist you in your Bias and Social Awareness discussion and Classroom Application assignment in this module.

  Accessibility Statement does not exist.

  <u>Privacy Policy</u>

Teaching Channel. (n.d.). *Emotional check-ins* [Video file]. Retrieved from

https://www.teachingchannel.org/videos/emotional-check-in

- This video provides information about creating a positive classroom culture and will assist you in your Bias and Social Awareness discussion and Classroom Application assignment in this module.

Accessibility Statement does not exist.

[Privacy Policy](#)

Teaching Channel. (n.d.). *Encouraging appreciation* [Video file]. Retrieved from

https://www.teachingchannel.org/videos/building-student-appreciation-nea

- This video provides information about creating a positive classroom culture and will assist you in your Bias and Social Awareness discussion and Classroom Application assignment in this module. Accessibility Statement does not exist.

    [Privacy Policy](#)

Teaching Channel. (n.d.). *Building class culture with social skills goals* [Video file]. Retrieved from

https://www.teachingchannel.org/videos/social-skills-goals

- This video provides information about creating a positive classroom culture and will assist you in your Bias and Social Awareness discussion and Classroom Application assignment in this module. Accessibility Statement does not exist.

    [Privacy Policy](#)

Web Page

CASEL (2018). [What is SEL?](#) Retrieved from https://casel.org/what-is-sel/

- This webpage provides information about social and emotional learning and will assist you in your Bias & Social Awareness Discussion and Classroom Application assignment in this module. Accessibility Statement does not exist.

    Privacy Policy does not exist.

Discussion

Participate in the following discussions:

1. **Bias & Social Awareness [MLOs: 1, 2] [CLOs: 1, 2]**. *Complete before advancing to Module 3*. Complete the module and receive feedback prior to advancing to the next module unless you have confirmed approval from the instructor to advance in the module sequence prior to receiving a score from completed modules.

    Prepare

    Read

    - Review the Core Competencies handout again.

- Social and Emotional Learning and Equity in School.

Watch

- View three videos on SEL: Social-Awareness to examine how teachers integrate this competency within their classroom:
    o [Creating a Community of Learners](#) (4:10)
    o [Respectful Talk](#) (2:01)
    o [Emotional Check-Ins](#) (1:47)
    o [Encouraging Appreciation](#) (1:59)
    o [Building Class Culture with Social Skills Goals](#) (3:35)
- View the videos on bias while considering your own "single story" moments.
    o [The Danger of a Single Story](#) (18:43)

Read

- [Unconscious Discrimination: How to Defeat Four Hidden Teacher Biases](#)
- [5 Keys to Challenging Implicit Bias](#)
- [Debunking the Bootstrap Myth](#)

Reflect

Consider how you will acknowledge and address your own implicit biases and further develop SEL around the tenet of social awareness by reflecting on the following questions:

- Hypothesize how implicit biases connect with SEL around the tenet of social awareness.
- How might you connect your own biases with those that could emerge from your students?
- What ideas, considerations, or strategies resonated with you?

Post

You can reply via the video/audio option in the discussion or develop a written response.

Address the following in your post:

- Discuss what social awareness strategies would empower your students while promoting empathy and diversity.

- Describe assumptions previously formed based on your students/colleagues' background, culture, religion, skin color, gender, or perceived experiences. Or, describe how you have experienced a type of single story moment yourself from others.
- Explain which beliefs or biases you want to combat or address in your own classroom and are a result of your fixed or growth mindset.

Respond to Instructor: It is important that you check back into the discussion prior to moving on to the next module and address all feedback left by your instructor. Part of your learning includes an exchange of ideas and critical thinking on the topics of discussion. While a specific number of responses or days of interaction are not required, the opportunity to communicate one-on-one with your instructor offers different perspectives and experiences to consider as well as depth to your understanding, greatly enhancing your online learning experience.

Assignment

1. **Classroom Application: Social Awareness Assignment [MLO: 3] [CLOs: 1, 2]**. *Complete prior to advancing to Module 3*. Complete the module and receive feedback prior to advancing to the next module unless you have confirmed approval from the instructor to advance in the module sequence prior to receiving a score from completed modules.

   Prepare
   - Read the article <u>Culturally Responsive Teaching and the Brain,</u> to support your Classroom Application: Social Awareness Assignment.
   - Watch the video <u>Belonging </u>(4:19).
   - Read the journal article The Role of Social-Emotional Learning in Bullying Prevention.

   Reflect
   Consider the social awareness resources you have explored and set a goal for yourself as it relates to unconscious bias and mindset.

   Content Instructions
   Create a two- to four-minute video or audio recording, along with a written script. This recording should include responses to the following questions:

- Identify the challenge or interest around social awareness as relates to culturally responsive teaching.
- Develop and share your SMART goal around social awareness, as it relates to mindset and bias.
    - Watch this quick video, *Learn to Write a Smart Goal in 2 Minutes* (2:11), for support in creating your goal if needed.
- Share the steps, ideas, or strategies on how you will implement that goal. Refer to the course learning resources from Module 2 to support your classroom application.

Written Communication Instructions

- Length Requirement: Two- to four-minute video or audio recording link is provided, along with a written script of one to two pages. Please utilize the Video Recordings/Sharing Instructions located in the Module 2 Resources to assist with creating and uploading a video recording.
- Syntax and Mechanics: Display meticulous comprehension and organization of syntax and mechanics, such as spelling and grammar.
- Source Requirement: Cite and reference the Module 1 and 2 Resources within your script. Exemplary assignments will include at least one other resource from your own research.
- APA Formatting: Use APA formatting consistently throughout the assignment. Refer to the Ashford Writing Center for assistance with APA style and formatting.

Submitting Your Assignment

- Archive your assignment in your ePortfolio by uploading to your Portfolium account. Once assignments are uploaded to your ePortfolio, they are considered artifacts and will be referenced as such.
- Once logged in to your Portfolium account, select "Add Work." Follow the step-by-step instructions.
- Once uploaded, add a title (e.g., Classroom Application: Self-Awareness) and a one- to two-sentence description.
    - Select "Education" as the category and give it the same title as the previous step.
    - Your artifact should now be viewable in your Portfolio.
- You will submit your assignment for your instructor to review using the "Submit Assignment" button (the rubric is utilized here). Include the link to your ePortfolio in the comments box when uploading. Instructions for creating or accessing an ePortfolio through Portfolium can be found in the Module Lesson.

MODULE 3

SEL: RESPONSIBLE DECISION-MAKING

To be completed during the third module and before advancing to Module 4.

Overview

Activity	Due Date	Format	Grading Percent
Responsible Decision-Making	Complete before advancing to Module 4	Discussion	4
Classroom Application: Infographic Design		Assignment	6

Module 3 Learning Outcomes

Students will

1. Analyze various classroom strategies that allow students to evaluate their decisions.
2. Evaluate the SEL component of responsible decision-making as it applies to current or anticipated professional practice.
3. Synthesize SEL-responsible decision-making ideas with a graphic representation.

Essential Questions

1. How can you develop responsible decision-making strategies and practices in your classroom to best support students?
2. How does having a growth mindset support responsible decision-making?

Introduction

Can't we all just get along? In this module, we will explore how we can use social and emotional learning to support students in making responsible decisions that consider how their choices not only affect oneself but also others.

Gather & Focus

Have you ever made a decision in your life that you wish you could have changed knowing what you know now? We have all had experiences where our decisions were made on impulse or emotion without giving much thought to any consequences.

Living in a digital world, our students can bear the burden of poor decisions for a lifetime as they are documented forever. Therefore, it is important that we teach our students how to make responsible decisions by not only examining the implications their choices have on their own lives but on the lives of others as well.

Module 4 Preview

In the last three modules, we have discussed methods in which we can make students aware of their own emotions, the ability to empathize with others, and making responsible decisions. The ability for our students to develop competency in these three areas will assist them in better regulating their emotions and behaviors. In Module 4, you will explore the fourth competency of Social and Emotional Learning: Self-Management.

Required Resources

Articles

Davis, M. (2013, October 4). Restorative justice: Resources for your school [Blog post]. Retrieved from

https://www.edutopia.org/blog/restorative-justice-resources-matt-davis

- This article provides information about restorative practices and will assist you in your Responsible Decision-Making discussion and Classroom Application: Infographic Design assignment in this module. Accessibility Statement does not exist.

Privacy Policy

Kids Matter (2013). Decision-making: Suggestions for school staff. Retrieved from

https://www.kidsmatter.edu.au/sites/default/files/public/KMP_C2_HCMD_DecisionMaking_SuggestionsForSchoolStaff.pdf

- This article provides information about teaching students effective decision-making skills and will assist you in your Responsible Decision-Making discussion and Classroom Application: Infographic Design assignment in this module. Accessibility Statement does not exist.

Privacy Policy

McClure, L. (2016, October 10). Bringing restorative practices to your school. Retrieved from

> https://www.edutopia.org/article/bringing-restorative-practices-to-your-school-laura-mcclure

- • This article provides information about restorative practices and will assist you in your Responsible Decision-Making discussion and Classroom Application: Infographic Design assignment in this module.

    Accessibility Statement does not exist.

    Privacy Policy

Norris, J. A. (2003). Looking at Classroom Management through a Social and Emotional Learning Lens. *Theory into Practice*, *42*(4), 313-318. https://doi.org/10.1207/s15430421tip4204_8

- • This article provides information about how one school used SEL strategies for classroom management. This will assist you in your Responsible Decision-Making discussion in this module.

    Accessibility Statement does not exist.

    Privacy Policy

Valdes, K. S. (2017, March 30). Role-play as a SEL teaching tool [Blog post]. Retrieved from

> https://www.edutopia.org/blog/role-play-sel-teaching-tool-kristin-stuart-valdes

- • This article provides information about restorative practices and will assist you in your Responsible Decision-Making discussion in this module.

    Accessibility Statement does not exist.

    Privacy Policy

Wheeler, R. (2017, October 27). Circling up for community building. Retrieved from

> https://www.edutopia.org/article/circling-community-building

- • This article provides information about restorative practices and will assist you in your Responsible Decision-Making discussion in this module.

    Accessibility Statement does not exist.

    Privacy Policy

Multimedia

Edutopia (2017, July 17). *Justice committee: Using restorative practices to resolve conflicts* [Video file]. Retrieved from

> https://www.edutopia.org/video/justice-committee-using-restorative-practices-resolve-conflicts

- • This video provides information about restorative practices and will assist you in your Responsible Decision-Making discussion and Classroom Application: Infographic Design assignment in this module.

    Accessibility Statement does not exist.

Privacy Policy

Gerhard Careers (2015, May 31). *How to write SMART goals in 2 minutes* [Video File]. Retrieved from

https://www.youtube.com/watch?v=8JrErGG113Y

- This video provides support for writing a SMART goal will assist you in your Responsible Decision-Making discussion in this module.

    Accessibility Statement does not exist.

    Privacy Policy

Teaching Channel (n.d.). *Stop sign: A conflict resolution tool* [Videofile]. Retrieved from

https://www.teachingchannel.org/videos/confliction-resolution-pre-k

- This article provides information about restorative practices and will assist you in your Responsible Decision-Making discussion in this module.

    Accessibility Statement does not exist.

    Privacy Policy

Web Page

CASEL (2017). Collaborative for academic, social, and emotional learning. Retrieved from https://casel.org/wp-content/uploads/2017/01/Competencies.pdf

- This website provides information about the five different competencies of social and emotional learning (SEL) and will assist you in your Classroom Application: Infographic Design assignment in this module.

    Accessibility Statement does not exist.

    Privacy Policy does not exist.

Discussion

Participate in the following discussion:

1. **Responsible Decision-Making [MLOs: 1, 2] [CLOs: 1, 2, 3].** *Complete before advancing to Module 4.* Complete the module and receive feedback prior to advancing to the next module unless you have confirmed approval from the instructor to advance in the module sequence prior to receiving a score from completed modules.

    Prepare

    Read

- [Core Competencies handout](#)
- [Circling Up for Community Building](#)
- [Role-Play as an SEL Teaching Tool](#)
- [Looking at Classroom Management through a Social and Emotional Learning Lens](#)

Watch

View the two videos showcasing how schools are assisting students in making better decisions and even evaluating the ones they have already made.

- *[Justice Committee: Using Restorative Practices to Resolve Conflicts](#)* (4:30)
- *[Stop Sign: A Conflict Resolution Tool](#)* (1:36)
    - Review several of the following links: [Restorative Justice: Resources for Schools](#) (successful restorative practice implementation, specific school examples, tips, resources and research)
    - Conduct your own online search to find a lesson plan that teaches students how to make responsible decisions based on your interest or goal for your classroom. Consider how you would use this with your students.

Reflect

Consider how you might implement responsible decision-making ideas and strategies into your own classroom practice or even school-wide.

Post

You can reply via the video/audio option in the discussion or develop a written response.

Address the responses in your post:

- Describe how the videos relate to the SEL: Responsible Decision-Making competency (see Core Competency handout).
- List strategies that you found interesting and most applicable for your context.
- Paste in the link for a lesson plan you located that was useful.
- Describe how the lesson plan would help you embed these SEL ideas into your classroom and address mindset. Include what changes you would also recommend for the lesson to be the most effective.

Respond to Instructor: It is important that you check back into the discussion prior to moving on to the next module and address all feedback left by your instructor. Part of your learning includes an exchange of ideas and

critical thinking on the topics of discussion. While a specific number of responses or days of interaction are not required, the opportunity to communicate one-on-one with your instructor offers different perspectives and experiences to consider as well as depth to your understanding, greatly enhancing your online learning experience.

Assignment

1. **Classroom Application: Infographic Design [MLO 3:] [CLOs: 1, 2, 3].** *Complete before advancing to Module 4.* Complete the module and receive feedback prior to advancing to the next module unless you have confirmed approval from the instructor to advance in the module sequence prior to receiving a score from completed modules.

   You will create an infographic for your classroom that would remind students of the process of making responsible decisions that can serve as a reference for students. An infographic is a condensed visual mode of sharing related ideas and approaches. Refer to the Module 3 announcement as you develop your infographic. Be creative and express your ideas in a visually appealing way to capture the ideas of responsible decision-making. Your infographic may be something you want to include in your Module 6 Final Project as well.

   Prepare
   - A variety of infographic models and free design resources such as Google Piktochart are available for your reference in this modules' lesson. Sign up for a free account at this or any other digital source listed in this module's lesson.
   - Review the Creating Infographics guide published by the Writing Center
   - Read the article, 12 Infographic Tips That You Wish You Knew Years Ago.
   - Eleven of the 12 tips (excluding Tip 5: Promote it) serve as the criteria for the design of your infographic and are included in the content instructions below with some of the criterion combined.

   Reflect
   Determine what type of infographic would help to visually represent responsible decision-making for your classroom, as a part of SEL, in a concise and visually appealing manner. Consider how to succinctly communicate key information for your students that would make this complex concept comprehensible and this infographic useable in your classroom.

Consider how making responsible decision-making is connected to SEL: Self-Awareness and SEL: Social Awareness.

Content Instructions

Select a template from the software you select and construct an infographic including the following components:

- Target Audience: Infographic is relevant to your specific and targeted audience of your own classroom.

- Simplicity and Focus: Less is more. Written and visual information is consumable by the reader. It is streamlined and focused on a single topic.

- Visual Balance: There is balance between visual and written information and white space that helps guide the viewers.

- Readability: Font size is readable, not too small to read. Length and overall size is manageable for viewer.

- Flow: Ideas flow from one phase to another, moving viewers through a thought process sequentially and seamlessly.

- Headline: Describes the infographic, grabs the student's attention, and is short enough to understand at a glance (Less than 70 characters, approximately).

- Data: Includes accurate and relevant statistics from reliable, current sources cited at the end of the infographic or within the body in a non-distracting way for the viewer.

Written Communication Instructions

- Length Requirement: Two-page document, including infographic and title page.

- Syntax and Mechanics: Display meticulous comprehension and organization of syntax and mechanics, such as spelling and grammar. The Writing Center provides 24/7 support to help you. Learn about their Student Services.

- Source Requirement: As part of your infographic, reference the digital tool used to make your infographic as well as the research used to inform the subject matter of your infographic. Exemplary assignments will include at least one other resource from your own research, from those listed as a Recommended Resource, or found in the Module Lesson.

- APA Formatting: Title page is formatted according to APA requirements. Refer to the Ashford Writing Center page on Introduction to APA for assistance with APA style and formatting.

Submitting Your Assignment

- Save your infographic as a png or pdf file if the digital software permits.
- Add your infographic to your Portfolium as a new project. Once uploaded, add a title (e.g., Blog Infographic) and a one- to two-sentence description.
  - Select "Education" as the category and give it the same title as the previous step.
  - Your artifact should now be viewable in your Portfolio.
- Upload your infographic for evaluation using the "Submit Assignment" button.
- Include the link to your Portfolium in the comments box when uploading.
- Notify your instructor by email upon submitting for grading. Failure to notify instructor will result in delayed receipt of valuable instructor feedback.

MODULE 4

SEL: SELF-MANAGEMENT & GRIT

To be completed during the fourth module and before advancing to Module 5.

Overview

Activity	Due Date	Format	Grading Percent
Grit & Resilience Debate	Complete before advancing to Module 5	Discussion	5
Classroom Application: Self-Management		Assignment	11

Module 4 Learning Outcomes

Students will

1. Evaluate the impact of self-management, grit, perseverance, and resilience studies on classroom practice and application.
2. Justify if the concepts of grit and resilience can be nurtured or are innate.
3. Propose an SEL classroom goal and strategies for classroom application.

Essential Questions

1. How can you develop self-management strategies and practices in your classroom to best support students?
2. How can you support the development of grit and resilience along with a growth mindset in your classroom?

Introduction

An important life skill for students is the ability to regulate their own emotions and to identify those emotions in themselves and others. This allows students to uncover their own mindset and recognize how their emotions could potentially impact their behavior in different situations. As a result, the way in which students manage their emotions could affect their ability to bounce back during challenges and persevere. This module will focus on SEL: Self-Management.

Gather & Focus

When students realize how their emotions can influence their behavior, teachers can then assist students in knowing how to deal with these emotions in various situations. Rather than allowing emotions to take control that may promote a fixed mindset, students can begin regulating their emotions, thoughts, and behaviors to promote perseverance, resilience, and grit. Students can learn how to use their emotions to set realistic goals that they are motivated and disciplined towards achieving.

Module 5 Preview

Next module, you will tackle the final component of SEL: Relationship Skills. This will give you the complete view of all the tenets of social emotional learning. You continue exploring ideas and strategies around mindset and grit.

Required Resources

Articles

Clayson, J. (2017, December 28). Angela Duckworth on grit and the power of perseverance. Retrieved from
  http://www.wbur.org/onpoint/2017/12/28/power-of-perseverance-duckworth

- This article provides information about a growth mindset and perseverance and will assist you in creating your Grit and Resilience Debate and your Classroom Application Assignment in this module.
  Accessibility Statement does not exist.
  Privacy Policy does not exist.

Denby, D. (2016, June 21). The limits of "grit." Retrieved from https://www.newyorker.com/culture/culture-desk/the-limits-of-grit

- This article provides information about a growth mindset and perseverance and will assist you in creating your Grit and Resilience Debate and your Classroom Application Assignment in this module.
  Accessibility Statement does not exist.
  Privacy Policy does not exist.

Perlis, M. (2013, October 29). 5 characteristics of grit-how many do you have? Retrieved from
  https://www.forbes.com/sites/margaretperlis/2013/10/29/5-characteristics-of-grit-what-it-is-why-you-need-it-and-do-you-have-it/#3e587cb64f7b

- This article provides information about a growth mindset and perseverance and will assist you in creating your Grit and Resilience Debate and your Classroom Application Assignment in this module.

Accessibility Statement does not exist.

[Privacy Policy](#)

Yeager, D., & Dweck, C. (2012, January 1). Mindsets that promote resilience: When students believe that personal characteristics can be developed. *Educational Psychologist*, *47*(4). 302-314. Retrieved from the EBSCOhost database.

- The full-text version of this article is available through the British Library Document Supply Centre Inside Serials & Conference Proceedings database in the Ashford University Library. This article examines how mindsets can promote resilience. This will assist you in your Grit and Resilience Debate discussion in this module.

Multimedia

Duckworth, A. (2013, April). *Angela Lee Duckworth: Grit: the power of passion and perseverance* [Video file]. Retrieved from https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance

- This video provides information about a growth mindset and perseverance and will assist you in creating your Grit and Resilience Debate and your Classroom Application Assignment in this module. Accessibility Statement does not exist.

  [Privacy Policy](#)

PERT Mindset Kit. (n.d.). *A growth mindset means embracing challenge and mistakes* [Video file]. Retrieved from https://www.mindsetkit.org/topics/celebrate-mistakes/importance-of-mistakes

- This video provides information about a growth mindset and will assist you in creating your Grit and Resilience Debate and your Classroom Application Assignment in this module. Accessibility Statement does not exist.

  [Privacy Policy](#)

PERT Mindset Kit. (n.d.). *Give tasks that promote struggle and growth* [Video file]. Retrieved from https://www.mindsetkit.org/topics/give-tasks-promote-struggle-growth/short-closed-math-tasks-focus-students-on-performing

- This video provides information about a growth mindset and perseverance and will assist you in creating your Grit and Resilience Debate and your Classroom Application Assignment in this module. Accessibility Statement does not exist.

  [Privacy Policy](#)

PERT Mindset Kit. (n.d.). *What is belonging?* [Video file]. Retrieved from https://www.mindsetkit.org/belonging/about-belonging/what-is-belonging

- This video provides information about a growth mindset and perseverance and will assist you in creating your D Grit and Resilience Debate and your Classroom Application Assignment in this module.

  Accessibility Statement does not exist.

  Privacy Policy

Teaching Channel. (n.d.). *Building emotional literacy* [Video file]. Retrieved from

https://www.teachingchannel.org/videos/emotional-literacy-building-nsf

- This video provides information about an emotional literacy and will assist you in writing your Classroom Application Assignment in this module.

  Accessibility Statement does not exist.

  Privacy Policy

Teaching Channel. (n.d.). *Emotional check-ins* [Video file]. Retrieved from

https://www.teachingchannel.org/videos/emotional-check-in

- This video provides information about a self-management strategies and will assist you in writing your Classroom Application Assignment in this module.

  Accessibility Statement does not exist.

  Privacy Policy

Web Pages

What is SEL? (n.d.). Retrieved from https://casel.org/what-is-sel/

- This web page provides information about the five competencies of social and emotional learning (SEL), including this module's focus on self-management, and it will assist you in your Classroom Application assignment in this module.

  Accessibility Statement does not exist.

  Privacy Policy does not exist.

Discussion

Participate in the following discussion:

1. **Grit & Resilience Debate [MLOs: 1, 2] [CLOs: 1, 2, 3].** *Complete before advancing to Module 5.*
   Complete the module and receive feedback prior to advancing to the next module unless you have confirmed approval from the instructor to advance in the module sequence prior to receiving a score from completed modules.

Prepare

Watch: View the following videos regarding grit, resilience, and growth mindset:

- *Belonging* (5:39)

- *Grit: The Power of Passion and Perseverance* (6:12)

- *Celebrate the Importance of Mistakes* (1:51)

Read

Read the following articles and handout regarding grit and mindset:

- Angela Duckworth on Grit and the Power of Perseverance

- The Limits of Grit

- 5 Characteristics of Grit-How Many Do You Have?

- Mindsets That Promote Resilience: When Students Believe That Personal Characteristics Can Be Developed.

Post

You can reply via the video/audio option in the discussions along with a written script. Based on your last name, you are assigned a position to defend using research and evidence. Regardless of whether you personally support that belief, you will take on this assigned belief for the purpose of this task. (You will have the opportunity to reveal your true beliefs in one of your replies!)

Your assigned beliefs:

Last names A-L: *I believe grit and resilience is innate and cannot be nurtured and developed.*

Last names M-Z: *I believe grit and resilience can be developed and nurtured.*

Consider your *assigned* position and formulate a defense statement in a one- to three-minute video using the built-in recording feature directly in the discussion response toolbar, and include a written script and references. Include the following:

- Clearly state your position.

- Indicate your rationale for that belief.

- Provide at least three reasons for your position that are supported by the research.

Respond to Instructor: It is important that you check back into the discussion prior to moving on to the next module and address all feedback left by your instructor. Part of your learning includes an exchange of ideas and critical thinking on the topics of discussion. While a specific number of responses or days of interaction are not required, the opportunity to communicate one-on-one with your instructor offers different perspectives and experiences to consider as well as depth to your understanding, greatly enhancing your online learning experience.

- Respond to your instructor with a different position from your assigned one and offer a rebuttal which includes evidence to support your opposition.
- Respond to your original post and provide your own opinion of grit and resilience based on the evidence from the research.
  - o Did your thinking change after reading the research?
  - o How might this gained knowledge impact your instruction?
  - o Be sure to respond to any queries or comments posted by your instructor.

Assignment

1. **Classroom Application: Self-Management [MLOs: 3] [CLOs: 3].** *Complete before advancing to Module 5.* Complete the module and receive feedback prior to advancing to the next module unless you have confirmed approval from the instructor to advance in the module sequence prior to receiving a score from completed modules.

Prepare

Watch:

Review the following videos showcasing self-management in the classroom.

- *Building Emotional Literacy* (4:10)
- *Emotional Check-Ins* (1:47)
- Give Tasks that Promote Struggle and Growth (1:35)

Read

- Core Competencies handout
- Review the Module 4 Resources.

Reflect

Consider the self-management, grit, perseverance, and resilience resources you have explored and set a goal for yourself.

Content Instructions

Create a two- to four-minute video or audio recording, along with a written script. This recording should include responses to the following questions:

- Identify the challenge or interest around self-management and grit/resilience ideas that are most applicable for your context.
- Develop and share your SMART goal around self-management, as it relates to grit, perseverance, resilience, and growth mindset
  - Watch this quick video, *Learn to Write a Smart Goal in 2 Minutes* (2:11), for support in creating your goal if needed.
- Share the steps, ideas, or strategies on how you will implement that goal. Refer to the course learning resources from the Module 4 to support your classroom application.

Written Communication Instructions

- Length Requirement: Two- to four-minute video or audio recording link is provided, along with a written script of one to two pages. Please utilize the Video Recordings/Sharing Instructions located in the Module 4 Resources to assist with creating and uploading a video recording
- Syntax and Mechanics: Display meticulous comprehension and organization of syntax and mechanics, such as spelling and grammar.
- Source Requirement: Cite and reference the Module 4 Resources within your script. Exemplary assignments will include at least one other resource from your own research.
- APA Formatting: Use APA formatting consistently throughout the assignment. Refer to the Ashford Writing Center for assistance with APA style and formatting.

Submitting Your Assignment

- Archive your assignment in your ePortfolio by uploading to your Portfolium account. Once assignments are uploaded to your ePortfolio, they are considered artifacts and will be referenced as such.
- Once logged in to your Portfolium account, select "Add Work." Follow the step-by-step instructions.
- Once uploaded, add a title (e.g., Classroom Application: Self-Management) and a one- to two-sentence description.

- o   Select "Education" as the category and give it the same title as the previous step.
- o   Your artifact should now be viewable in your Portfolio.
- You will submit your assignment for your instructor to review using the "Submit Assignment" button (the rubric is utilized here). Include the link to your ePortfolio in the comments box when uploading. Instructions for creating or accessing an ePortfolio through Portfolium can be found in the Module Lesson.
- Notify your instructor by email upon submitting for grading. Failure to notify instructor will result in delayed receipt of valuable instructor feedback.

MODULE 5

SEL: RELATIONSHIP SKILLS

To be completed during the fifth module and before advancing to Module 6.

Overview

Activity	Due Date	Format	Grading Percent
Relationship Skills	Complete before advancing to Module 6	Discussion	5
Final Project Early Design		Discussion	5

Module 5 Learning Outcomes

Students will

1. Analyze various classroom strategies that teach students how to build positive relationships and effectively communicate to resolve conflict.
2. Examine the SEL component of relationship skills as it applies to current professional practice.
3. Describe the early design of the final project and gather and provide peer feedback.

Essential Questions

1. How can you integrate relationship skills, strategies, and practices in your classroom to best support students?

Introduction

An important life skill is the ability to build and maintain positive relationships with others. This will require the ability to not only know how to communicate effectively, but also know how to truly listen to diverse perspectives which requires one to have a growth mindset. Building relationships is the last SEL component that we will discuss in this module.

Gather & Focus

It is imperative that educators teach students effective communication skills that help to build and maintain positive relationships. These skills will support students in knowing how to work collaboratively with others as they enter the workforce, handle conflict in a constructive manner, avoid succumbing to peer pressure and seeking out help if one finds themselves in a troubled relationship. Additionally, Maslow's Hierarchy of Needs suggests that a student requires their psychological needs to be met first (feeling loved and having a sense of belonging) before learning can occur. Therefore, it is equally crucial that teachers work to build those positive relationships with students so that they can work towards achieving their academic potential.

Module 6 Preview

Hopefully by now, you have seen how the five competencies support the social and emotional development of students. Often, the skills required in these five competencies will overlap. For example, utilizing Socratic Seminar teaches students how to gain alternative perspectives (self-awareness) in addition to learning how to effectively communicate and listen to others (relationships skills). In Module 6, you will have an opportunity to further reflect on these five competencies and begin choosing one area that you would like to further develop or refine and share with a certain audience at your educational setting as you complete your final project.

Required Resources

Articles

Edutopia. (2016, September 15). Talking in class. Retrieved from https://www.edutopia.org/practice/oracy-classroom-
      strategies-effective-talk

- This article provides information about how students can develop effective communication skills and will assist you in your Relationship Skills and Pre-Planning Final Project discussion in this module. Accessibility Statement does not exist.

  Privacy Policy

Otero, A. (2018, January 10). Socratic Seminars in World Language Classes. Retrieved from
      https://www.edutopia.org/article/socratic-seminars-world-language-classes

- This article provides information about how students can develop effective communication skills by using a Socratic Seminar and will assist you in your Relationship Skills and Pre-Planning Final Project discussion in this module.
  Accessibility Statement does not exist.

Privacy Policy

Multimedia

Ryan, C. (Producer), & Weimberg, G. (Director). (n.d.). *Socratic seminar: Patience and practice* [Video file]. Retrieved from https://www.teachingchannel.org/videos/bring-socratic-seminars-to-the-classroom

- This video provides information about how students can develop effective communication skills by using a Socratic Seminar and will assist you in your Relationship Skills and Pre-Planning Final Project discussion in this module.
  Accessibility Statement does not exist.
  Privacy Policy

Teaching Channel. (n.d.). *Stop sign: A conflict resolution tool* [Video file]. Retrieved from https://www.teachingchannel.org/videos/confliction-resolution-pre-k

- This video provides information about how students can resolve their conflicts and will assist you in your Relationship Skills and Pre-Planning Final Project discussion in this module.
  Accessibility Statement does not exist.
  Privacy Policy

Teaching Channel. (n.d.). *Tribes: Agreements for learning together* [Video file]. Retrieved from https://www.teachingchannel.org/videos/positive-class-culture-nea

- This video provides information about how students can work together in creating a positive learning environment and will assist you in your Relationship Skills and Pre-Planning Final Project discussion in this module.
  Accessibility Statement does not exist.
  Privacy Policy

Teaching Channel. (n.d.). *Respectful talk.*[Video file]. Retrieved from https://www.teachingchannel.org/videos/speaking-respectfully-nea

- This video provides information about how teachers can encourage positive and productive discussions and will assist you in your Relationship Skills and Pre-Planning Final Project discussion in this module.
  Accessibility Statement does not exist.
  Privacy Policy

Teaching Channel. (n.d.). *Setting the stage for socratic seminar* [Video file]. Retrieved from https://www.teachingchannel.org/video-lounge/setting-up-socratic-seminar

- This video provides information about how students can develop effective communication skills by using a Socratic Seminar and will assist you in your Relationship Skills and Pre-Planning Final Project discussion in this module.

  Accessibility Statement does not exist.

  [Privacy Policy](#)

Discussions

Participate in the following discussions:

1. **Relationship Skills [MLOs: 1, 2] [CLOs: 1, 2, 3].** *Complete prior to advancing to Module 6.*

Complete the module and receive feedback prior to advancing to the next module unless you have confirmed approval from the instructor to advance in the module sequence prior to receiving a score from completed modules.

Prepare

Read

- Review the [Core Competencies handout](#) again.

Watch:

Watch two of the following videos highlighting relationship skills.

- [Stop Sign: A Conflict Resolution Tool](#) (1:36)
- [Tribes: Agreement for Learning Together](#) (2:31):
- [Respectful Talk](#) (2:01)

Read:

Examine different ways that teachers are helping students learn to effectively communicate with each other and listen to each other by reviewing these various resources:

- [Socratic Seminars in World Language Classes](#)

Watch

- [*Socratic Seminars: Patience and Practice*](#) (7:24)
- [*Setting the stage for the Socratic Seminar*](#) (5:53).

Reflect

Note which strategies resonated with you to use in your own context. What ideas were new and which ideas were reinforced?

Post

Respond to the following in your posting:

- Choose one relationship skill (e.g., communication, social engagement, relationship building, or teamwork) that your students may struggle with.
- Identify one strategy that you will implement to help them overcome this challenge.
- Discuss what challenges you anticipate could occur when implementing the strategy and how you would address those.
- Include evidence that would indicate your strategy has been successfully implemented (i.e., imagine what behavioral changes you could observe, such as engagement, motivation, etc.). How would you know that this strategy is successful?

Respond to Instructor: It is important that you check back into the discussion prior to moving on to the next module and address all feedback left by your instructor. Part of your learning includes an exchange of ideas and critical thinking on the topics of discussion. While a specific number of responses or days of interaction are not required, the opportunity to communicate one-on-one with your instructor offers different perspectives and experiences to consider as well as depth to your understanding, greatly enhancing your online learning experience.

2. **Final Project Early Design [MLOs: 3] [CLOs: 1, 2, 3].** *Complete prior to advancing to Module 6.*
This Discussion allows you to gather insight and feedback from your instructor on your early design of your Final Project due in Module 6. Complete the module and receive feedback prior to advancing to the next module unless you have confirmed approval from the instructor to advance in the module sequence prior to receiving a score from completed modules.

Prepare

Consider the audience (colleagues, community/parents, or students) that would most benefit from hearing about your identified competency and implementation plans.

Reflect

Choose an SEL competency (self-management, self-awareness, social awareness, relationship skills, or responsible decision-making) that you would like to further hone and refine in your classroom.

Post

Include the following considerations in your written initial response:

- Develop a SMART goal around that specific competency.
- Discuss specific steps for implementation within your educational setting. (Utilize the Module Classroom Application discussions/assignments you conducted over the past five modules to determine how you will integrate SEL practices to enrich your educational setting.)
- Describe your audience for the presentation (colleagues, community/parents, or students).
- Identify the rationale as to why this group would most benefit from hearing about your identified competency and implementation plans.
- Pose at least two questions to gather specific feedback and suggestions from your instructor.

Support your response with evidence from the course learning resources.

Respond to Instructor: It is important that you check back into the discussion prior to moving on to the next module and address all feedback left by your instructor. Part of your learning includes an exchange of ideas and critical thinking on the topics of discussion. While a specific number of responses or days of interaction are not required, the opportunity to communicate one-on-one with your instructor offers different perspectives and experiences to consider as well as depth to your understanding, greatly enhancing your online learning experience.

MODULE 6

SEL: INFUSION

To be completed during the sixth module which is the last module in this series.

Overview

Activity	Due Date	Format	Grading Percent
SEL Mind Mapping	Complete to conclude the course	Discussion	5
SEL Presentation		Final Project	25

Module 6 Learning Outcomes

Students will

1. Synthesize the SEL components, strategies, and resources in a mind map.
2. Develop a presentation demonstrating how a specific component of SEL is infused in classroom practice.
3. Analyze the impact of SEL on professional practice.

Essential Questions

1. How can you fully infuse SEL strategies and practices to enrich your classroom culture and student relationships?
2. How can you support the development of grit and resilience along with a growth mindset in your classroom?

Introduction

You have now explored all the SEL components and strategies, including grit and growth mindset that offer additional perspectives to enhance your classroom culture. This final module allows you to be reflective and consider how you can infuse SEL into your instructional practices.

Gather & Focus

With whom do you want to share all the ideas you have accumulated over the past five modules? Do your students need to know about growth mindset, resilience, and social and emotional learning? Would your students' families benefit from having a greater understanding of how they can cultivate grit and an encouraging climate at home? Are your colleagues curious as to some of the shifts in practice, talk, or attitude that are emerging in your classroom? This module is about reflection and future planning. Utilize your creative powers to develop an engaging presentation to showcase your learning and future SEL implementation.

Required Resources

Articles

Bridgeland, J., Bruce, M., & Hariharan, A. (2013). The missing piece: A national teacher survey on how social and emotional learning can empower children and transform schools. A Report for CASEL. Executive Summary. Retrieved from https://files.eric.ed.gov/fulltext/ED558069.pdf

- This article provides a summary of a survey given to teachers that reveals the impact of social and emotional learning on student success as well as suggestions for schools to successfully implement SEL. This may assist you in your SEL Mind Mapping Discussion and SEL Presentation in this module.

Cauthen, D. (2017, July 6). Tch talks 21: A student's perspective on SEL in the classroom [Blog post]. Retrieved from https://www.teachingchannel.org/blog/2017/07/06/students-perspective-on-sel/

- This blog provides information about SEL and may assist your SEL Mind Mapping Discussion and SEL Presentation in this module.
  Accessibility Statement does not exist.
  Privacy Policy

Dusenbury, L., & Weissberg, R. P. (2017). Social emotional learning in elementary school: Preparation for success. *Education Digest*, (1), 36-43. Retrieved from the EBSCOhost database.

- The full-text version of this article is available through the EBSCOhost database in the Ashford University Library. This article provides an overview of the five SEL competencies and the impact of SEL programs on schools. This may assist you in your SEL Mind Mapping Discussion and SEL Presentation in this module.

Hall, M. (2016, November 9). Tch talks 4: Infusing SEL in the classroom [Blog post]. Retrieved from https://www.teachingchannel.org/blog/2016/11/09/infusing-sel-in-the-classroom/

- This blog post provides information about infusing SEL into your classroom and may assist you in your SEL Mind Mapping Discussion and SEL Presentation in this module.
  Accessibility Statement does not exist.
  Privacy Policy

Hollenbach, L. (2017, June 23). I want to get better at...social emotional learning next year [Blog post]. Retrieved from

https://www.teachingchannel.org/blog/2017/06/23/social-emotional-learning/

- This blog post provides information about integrating the various SEL components and may assist you in your SEL Mind Mapping Discussion and SEL Presentation in this module.
  Accessibility Statement does not exist.
  Privacy Policy

Jones, L. (2013, December 3). First steps toward emotional literacy [Blog post]. Retrieved from

https://www.teachingchannel.org/blog/2013/12/03/first-steps-emotional-literacy/

- This blog provides information about emotional literacy and may assist you in your SEL Mind Mapping Discussion and SEL Presentation in this module.
  Accessibility Statement does not exist.
  Privacy Policy

Matheny, K. (2016, December 11). Tch talks 6: social & emotional learning as a dedicated class [Blog post]. Retrieved from https://www.teachingchannel.org/blog/2016/12/11/sel-dedicated-class/

- This blog provides information about emotional learning and may assist your SEL Mind Mapping Discussion and SEL Presentation in this module.
  Accessibility Statement does not exist.
  Privacy Policy

Pinola, M. (2013, September 19). How to use mind maps to unleash your brain's creativity and potential. Retrieved from https://lifehacker.com/how-to-use-mind-maps-to-unleash-your-brains-creativity-1348869811

- This article provides information about mind mapping and may assist your SEL Mind Mapping Discussion.
  Accessibility Statement does not exist in this module.
  Privacy Policy

Websites

Mindmapping. (http://www.mindmapping.com/)

- This website provides information about mind mapping and may assist your SEL Mind Mapping
  Discussion in this module.
  Accessibility Statement does not exist.
  Privacy policy does not exist.

Recommended Resources

Multimedia

Edutopia. (2014, April 29). *Teaching grit cultivates resilience and perseverance* [Video file]. Retrieved from

https://www.youtube.com/watch?v=F0qrtsYg6kI

- This video provides information about SEL and may assist you in your SEL Mind Mapping Discussion
  and SEL Presentation in this module.
  Accessibility Statement does not exist.
  Privacy Policy

Gibbons, K. (2016, February 4). *How to teach failure, grit, and growth mindset* [Video file]. Retrieved from

https://www.youtube.com/watch?v=I27u7e7esU8

- This video provides information about SEL and may assist you in your SEL Mind Mapping Discussion
  and SEL Presentation in this module.
  Accessibility Statement does not exist.
  Privacy Policy

Grant and rave. (2015, September 14). *Using grit to succeed in school* [Video file]. Retrieved from

https://www.youtube.com/watch?v=q48fTWSGauA

- This video provides information about SEL and may assist you in your SEL Mind Mapping Discussion
  and SEL Presentation in this module.
  Accessibility Statement does not exist.
  Privacy Policy

Karafotas, K. (2017, May 5). *Why social-emotional intelligence matters in school-Kate Karafotas TEDxYouth@ISPrague*

[Video file]. Retrieved from https://www.youtube.com/watch?v=QGfXKCh02xo

- This video provides information about SEL and may assist you in your SEL Mind Mapping Discussion
  and SEL Presentation in this module.
  Accessibility Statement does not exist.
  Privacy Policy

Lingos-Webb, T. (2015, February 10). *Proven steps to a better classroom* [Video file]. Retrieved from

   https://www.youtube.com/watch?v=sdDJsBPm51M

- This video provides information about SEL and may assist you in your SEL Mind Mapping Discussion
  and SEL Presentation in this module.

  Accessibility Statement does not exist.

  Privacy Policy

Paxton/Patterson. (2017, January 9). *Got grit? Challenging education* [Video file]. Retrieved from

   https://www.youtube.com/watch?v=Lbpvg7lEA8Y

- This video provides information about SEL and may assist you in your SEL Mind Mapping Discussion
  and SEL Presentation in this module.

  Accessibility Statement does not exist.

  Privacy Policy

TEDx Talks. (2014, February 2). *Social and emotional learning: Trish Shaffer at TEDxUniversity of Nevada* [Video file].

   Retrieved from https://www.youtube.com/watch?v=LbfpyJfI1ho

- This video provides information about SEL and may assist you in your SEL Mind Mapping Discussion
  and SEL Presentation in this module.

  Accessibility Statement does not exist.

  Privacy Policy

Discussion

Participate in the following discussion:

1. **SEL Mind Mapping [MLOs: 1] [CLOs: 1, 2, 3].** *Complete to conclude the course.*

   You are tasked with creating a mind map to synthesize the concepts from the course. This serves as a visual reference of the most important content to use in your own classroom. Review new ideas and strategies you have accumulated over the past five modules. Consider the SEL components and where you still feel like your understanding and classroom application could be enhanced.

   Prepare

   Read:

   - Core Competencies handout
   - I Want to Get Better at Social Emotional Learning Next Year

- [A Student's Perspective on SEL in the Classroom](#)
- [Infusing SEL in the Classroom](#)
- [First Steps Towards Emotional Literacy](#)
- [Social and Emotional Learning as a Dedicated Class](#)
- Social Emotional Learning in Elementary School: Preparation for Success

Post

Review the following Mind mapping resources:

- [Mind Mapping](#)
- [How to Use Mind Maps to Unleash Your Brain's Creativity and Potential](#)

Follow the seven steps for mind mapping (see Module 6 announcement). Include the following components in your Discussion response:

- Place SEL Competency at the center of your map.
- Five SEL competencies branched out from the center.
- Within each of those branches, include the following:
    - Definition (can include keywords)
    - Key words or ideas
    - Specific classroom strategies
    - Links to a supporting resource for that competency
    - Illustrations throughout the mind map
- Show connections to grit, resilience, perseverance
    - Include specific classroom ideas/strategies
    - Include a specific relevant resource
- Show connections to growth mindset
    - Include specific classroom ideas/strategies
    - Include a specific relevant resource

Upload your image/picture or paste the link for your mind map into the discussion board.

Respond to Instructor: It is important that you check back into the discussion prior to moving on to the next module and address all feedback left by your instructor. Part of your learning includes an exchange of ideas and

critical thinking on the topics of discussion. While a specific number of responses or days of interaction are not required, the opportunity to communicate one-on-one with your instructor offers different perspectives and experiences to consider as well as depth to your understanding, greatly enhancing your online learning experience.

Final Project

1. **Final Project: SEL Presentation [MLOs: 2, 3] [CLOs: 1, 2, 3].** *Complete to conclude the course.*
For this presentation, you will use an innovative presenter tool of your choosing (see the list below) to narrate your presentation. You may appear on camera with your content or just have your voice recorded.

Prepare
Review the following resources to support your planning:
- CASEL, SEL overview of components
- Module 5 Discussion - Pre-Planning Final Project
- The journal article The Missing Piece: A National Teacher Survey on How Social and Emotional Learning Can Empower Children and Transform Schools.
- Mind map you created in Module 6
- Classroom Applications over the past five modules (discussions/assignments)

Innovative Presenter Tools
- Digital Software (http://www.digitalsoftwareinc.com/)
- Bubbl.us (https://bubbl.us/)
- Coggle (https://coggle.it/)
- Inspiration (http://www.inspiration.com/)
- MindMaple (http://www.mindmaple.com/Default.aspx)
- Popplet (http://popplet.com/)
- Prezi (https://prezi.com/)
- Storybird (https://storybird.com/)

Reflect

Consider which presentation tool will engage your selected audience and provide them with insight on how your next cycle of research will support their knowledge and success.

Content Instruction

Must have six to 10 content slides with recorded video or voiceover and a written script/notes that support the slide content.

Introduction/Rationale:

- Identify the chosen SEL component and rationale as to why this is an area of interest for your educational setting.
- Describe the importance of the SEL component for student learning.
- Use evidence from the course learning resources to support your rationale. (Option: You may also use outside resources.)

SMART Goal:

- Describe the goal, in SMART format, of your SEL focus.

Implementation ideas:

- Describe the ideas for SEL component implementation into your specific educational setting.
- Identify specific ideas/strategies/visuals or tips to share with your identified audience to help them best comprehend/retain the information you are providing about SEL.
  - o Consider how you are specifically engaging, informing, and supporting this audience. (Example: If your audience is parents, how might you provide them SEL tips that they could use at home) Remember that SEL encompasses mindset, grit, resilience, and perseverance as well.

Conclusion:

- Include a final reminder of the specific ideas that are most impactful for your educational setting and reinforce the need/rationale for SEL learning.
- Elaborate how this specific SEL goal will positively impact your educational setting.

Written Communication Instructions

- Length Requirement: Must be six to 10 slides in length (not including title and references slides) along with four to six pages of written notes/script and formatted according to APA style as outlined in the Ashford Writing Center's APA Style or How to Make a PowerPoint Presentation resource.
- Must include a separate title slide with the following:
  - o Title of presentation

- o Student's name
- o Course name and number
- o Instructor's name
- o Date submitted
- o The written notes/script include your written words in the presentation, along with more formalized support using and citing the research and ideas from the resources
- Syntax and Mechanics: Verbally and in writing, display meticulous comprehension and organization of syntax and mechanics, such as spelling and grammar. The Writing Center provides 24/7 support to help you. Learn about their Student Services.
- Source Requirement: Reference at least three of the Module Resources from throughout the course and at least one additional resource.
- APA Formatting: Use APA formatting consistently throughout the assignment. Refer to the Ashford Writing Center Introduction to APA source for assistance with APA style and formatting.

COURSE MAP

The course map illustrates the careful design of the course through which each learning outcome is supported by one or more specific learning activities in order to create integrity and pedagogical depth in the learning experience.

Learning Outcome	Module	Activity
1. Analyze the tenets of social and emotional learning as it relates to instruction and the learning environment.	1	▪ Classroom Application: Self-Awareness - Assignment
	2	▪ Bias & Social Awareness - Discussion
	2	▪ Classroom Application: Social Awareness - Assignment
	3	▪ Responsible Decision-Making-Discussion
	3	▪ Classroom Application: Infographic Design
	4	▪ Grit & Resilience Debate - Discussion
	5	▪ Relationship Skills - Discussion:
	5	▪ Final Project Early Design-Discussion
	6	▪ SEL Mind Mapping - Discussion
	6	▪ Final Project: SEL Presentation – Final Project
2. Evaluate the potential impact social and emotional learning has on student success.	1	▪ Post Your Introduction - Discussion
	1	▪ Classroom Application: Self-Awareness - Assignment
	2	▪ Bias & Social Awareness - Discussion
	2	

	3	▪ Classroom Application: Social Awareness - Assignment
	3	▪ Responsible Decision-Making - Discussion
	4	▪ Classroom Application: Infographic Design
	5	▪ Grit & Resilience Debate - Discussion
	5	▪ Relationship Skills - Discussion
		▪ Final Project Early Design - Discussion
	6	▪ SEL Mind Mapping - Discussion
	6	▪ Final Project: SEL Presentation – Final Project
3. Develop teaching practices that enhance social and emotional learning for students.	1	▪ Classroom Application: Self-Awareness - Assignment
	3	▪ Responsible Decision-Making - Discussion
	3	▪ Classroom Application: Infographic Design
	4	▪ Grit & Resilience Debate - Discussion
	4	▪ Classroom Application: Self-Management - Assignment
	5	▪ Relationship Skills - Discussion
	5	▪ Final Project Early Design- Discussion
	6	▪ SEL Mind Mapping - Discussion
	6	▪ Final Project: SEL Presentation – Final Project