



LILIE, LLC Course Information

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**More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

Title of Course: Building Connections in the Post – Pandemic Classroom

Course Description: In this course, participants will reflect upon the changes we have seen in both our students and classrooms post-pandemic and how we can help our students to be successful in the post -pandemic world - while developing skills of independence along with social and emotional needs. There needs to be a focus on building meaningful and strong relationships, trust and voice in the classroom, and helping our students to become more aware of their needs as learners through focusing on identity and making personal connections to not only the content, but to their peers and communities as well. As educators, we need to help our students to find and be proud of their identity – while maintaining the respect and flexibility to understand others' identities, perspectives, and ideas. The course will begin by sharing our reflections and observations of our students along with what diverse students need in order to be successful and how the pandemic has changed that in both a positive and negative aspect. We will discuss specific instructional activities and classroom interactions that will help students to find their identity and purpose, while building strong personal connections to the content, teacher, diverse learning community and peers. We will delve into the social and emotional needs of our students while focusing on the assets that each brings to the learning community and themselves as a way to amplify their own voice in the classroom. Additionally, specific strategies will be discussed in order to guide underserved populations in building connections and identifying their own needs as learners.

Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

Proof of Course Completion

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Session I

<p>Objectives</p>	<ul style="list-style-type: none"> • Participants will introduce themselves to the class including teaching experience and any prior knowledge or thoughts regarding regaining student connection in the classroom post-pandemic • Participants will reflect upon their own mindset of cultural responsiveness and perceptions as it relates to connecting with all students in the learning environment • Participants will be aware of the importance of a teacher’s reaction and attitude towards various cultures within the classroom • Participants will learn about common mental and emotional health struggles of students and how to recognize these behaviors and offer help • Participants will learn specific strategies to implement in order to know students and build trust within the classroom • Participants will facilitate activities and discussions in the classroom that help to foster strong peer relationships
<p>Topics</p>	<ul style="list-style-type: none"> • Personal introductions • Review of course objective – how it will be attained, methodology and philosophy of both instructor and participants • Fostering strong peer relationships among diverse populations • Building connection and trust in the classroom post-pandemic • Reflection of self and interacting within various social and emotional situations
<p>Application to Instruction & Student Learning</p>	<ul style="list-style-type: none"> • Educators will introduce themselves and learn about educational experiences of all course participants • Educators will understand academic, social and emotional effects of the pandemic on diverse learning groups • Educators will discuss how to adapt positive interactions that help to facilitate trust in the classroom. • Educators will know how to identify various means of diversity among students and how to best serve them • Educators will facilitate an environment of diversity and tolerance for all students • Educators will be aware of their role in reacting to various diversity within the classroom and fostering strong peer relationships • Educators will gain knowledge of cultural proficiency in order to help all students be active participants in the classroom and feel welcomed by all

Session II

Objectives	<ul style="list-style-type: none">• Participants will reflect upon connection to students in their classroom pre and post pandemic• Participants will discuss the importance of guiding our students to making connections to the content• Participants will know and model text to self-connections, text to text connections, and text to world connections• Participants will help students to make strong self-connections to the content and increase self-awareness and student voice• Participants will learn, model and implement instructional activities and strategies that build connections for students• Participants will build classroom resources and texts that value and represent all students and various perspectives in the classroom• Participants will reflect upon current resources and how to add diverse resources to current instruction.
Topics	<ul style="list-style-type: none">• Review of course objective – how it will be attained, methodology and philosophy of both instructor and participants• Fostering content connections among diverse populations• Building connection and trust in the classroom and content area post-pandemic• Reflect upon resources and instructional methods used to foster student perspective and voice
Application to Instruction & Student Learning	<ul style="list-style-type: none">• Educators will reflect upon how they connect to text and various resources and model this for students in the classroom• Educators will listen and learn to student viewpoints on making personal connections to the content resources• Educators will guide students into becoming more self-aware of personal connections and awareness of needs as learners• Educators will gather resources that provide a variety of perspectives and opinions for students to be exposed to for self-reflection and sharing with peers.• Educators will learn how to help students in writing personal memoirs and autobiography in order to grow self-reflection• Educators will foster and encourage diverse perspectives in all classroom interactions• Educators will review and share resources for diverse populations

Session III

Objectives	<ul style="list-style-type: none">• Participants will learn and share the theory of social identity in the classroom.• Participants will share ideas in how we can encourage students to showcase their identities in the classroom.• Participants will value the diverse student voice in their classroom through instruction and daily interactions
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	<ul style="list-style-type: none"> • Participants will identify the loss of self from the pandemic in our students • Participants will consider what students need and how to regain the sense of self and value post- pandemic • Participants will know how to integrate various instructional activities and class discussion that allow for self-awareness and growth • Participants will explore and share various teaching methods with colleagues and specific implementation ideas • Participants will reflect upon their own social identity both in and outside of the classroom and how they can model this mindset for their own students
Topics	<ul style="list-style-type: none"> • Review of course objective – how it will be attained, methodology and philosophy of both instructor and participants • Fostering content connections among diverse populations • Building connection and trust in the classroom and content area post-pandemic • Reflect upon resources and instructional methods used to foster student identity
Application to Instruction & Student Learning	<ul style="list-style-type: none"> • Educators will learn how to make student observations about identity in the classroom • Educators will help students to become more aware of their own personal identity through instruction and daily interactions in the classroom • Educators will help to strength student identity through opportunity of varied resources and discussions • Educators will implement specific instructional activities that provide students the ability to create a stronger sense of self • Educators will have the opportunity to review several lessons and activities to share with colleagues • Educators will consider lesson implementation as well for the blended or virtual setting • Educators will reflect upon their own social identity and how we can model this for our students – instructionally and how we live our own lives.

Session IV

Objectives	<ul style="list-style-type: none"> • Participants will learn to recognize social and emotional needs of all learners • Participants will be able to make connections between SEL and the pandemic • Participants will observe the specific SEL needs of underserved communities • Participants will learn how to use students assets to implement SEL in the classroom • Participants will see the benefits of SEL in the classroom • Participants will learn how to design and implement SEL activities that targets assets and helps all learners • Participants will connect SEL needs to that of the culturally responsive classroom community • Participants will reflect on how they have changed their mindset during this course and the change they will enact in their classrooms
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Topics	<ul style="list-style-type: none"> • Review of asset-based trauma and SEL • Implement, share and reflect upon SEL activities in the diverse classroom • Reflection of course and how to make instructional improvement and increase engagement among diverse learners
Application to Instruction & Student Learning	<ul style="list-style-type: none"> • Educators will observe social and emotional needs of learners and use this data to assess needs of diverse learners • Educators will use data to further drive SEL instruction in diverse learning communities • Educators will consider the effects of virtual instruction – both positively and negatively and how it can shape SEL needs • Educators will learn how to use students’ assets when evaluating SEL needs • Educators will learn specific ways to implement SEL activities in all classrooms while giving students a voice and choices • Educators will know how to integrate SEL within a culturally responsive classroom • Educators will focus on the positives of the pandemic to increase social and emotional needs for diverse learners • Educators will reflect upon their own self-growth and what they have learned about needs of students post-pandemic