



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: Strength through SEL (Social Emotional Learning)

Course Description: This course will empower educators to successfully address the important task of cultivating empathy and social harmony in K-12 classrooms to improve equity within their schools for all learners, including student populations that have been historically underserved and marginalized. Participants will develop and deepen their knowledge, mindsets, and skills necessary to foster an environment in which adults and students display self-awareness and social awareness. In addition, participants will learn how to recognize and identify emotions, their root cause(s), and their impact on the larger community. Discussion and assignments incorporate strategies that can be used to foster acceptance and understanding for diverse individuals and promote social-emotional learning (SEL). Designed as a sort of “think tank,” educators will brainstorm and share various SEL activities in the following environments: classroom, remote learning, school, and home and community, so that by the end of the course, educators have access to dozens of turnkey ideas that they can implement the very next day with their students. This course is also beneficial to all educators that work in the school, not just the traditional classroom, but counselors, psychologists, and those working within the small group and/or alternative settings.

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 n 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

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| <p>Objectives</p> | <ul style="list-style-type: none"> ● Understand what it means to participate in a brave learning environment ● Share a personal introduction about their current teaching placement and experience in teaching ● Identify who the underrepresented and marginalized student populations are in their school and how their school tries to make an inclusive educational experience for them ● Share their school’s beliefs and practices that contribute to inequity and brainstorm what could be improved, specifically related to inequities such as preferential treatment for support services and lack of instructional differentiation ● Explain why SEL is an integral part of instruction for all students, including the underrepresented and marginalized student populations ● Make connections between SEL and the Next Generation Learning Standards ● Reflect how SEL can provide an opportunity for educators to navigate their own personal identity/culture to best meet the potential of all students ● Role-play how they might respond to students’ families that might criticize SEL ● Through resources that center the experiences and perspectives of non-dominant racial and cultural groups, define self-awareness and how it applies to critical consciousness and cultural responsiveness for all students, including the student populations in their school who have been historically underserved and marginalized ● Apply Carol Dweck’s theory of “yet” to students’ self-awareness ● Reflect about a time when they could have done better to meet the needs of student who have been historically underserved and marginalized ● Integrate various SEL and self-awareness activities within the following environments: classroom, remote, school, and home and community ● Make connections among Culturally Responsive Practices, SEL, and self-awareness <p>Push educators to critically question aspects of SEL that may be culturally influenced</p> |
| <p>Topics</p> | <ul style="list-style-type: none"> ● Brave learning environment ● Personal introductions ● Reflections on schools and inequity ● SEL and its detractors ● Identify the first core SEL competency: self-awareness ● Carol Dweck’s Theory of “Yet” ● Self-awareness in the following environments: classroom, remote, school, and home and community |
| <p>Application to Instruction & Student Learning</p> | <p>Participants will:</p> <ul style="list-style-type: none"> ● Understand what it means to participate in a brave learning environment ● Share a personal introduction about their current teaching placement and experience in teaching ● Identify who the underrepresented and marginalized student populations are in their school and how their school tries to make an inclusive educational experience for them ● Share their school’s beliefs and practices that contribute to inequity and brainstorm what could be improved |

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| | <ul style="list-style-type: none"> ● Explain why SEL is an integral part of instruction for all students, including the underrepresented and marginalized student populations ● Make connections between SEL and the Next Generation Learning Standards ● Reflect how SEL can provide an opportunity for educators to navigate their own personal identity/culture to best meet the potential of all students ● Role-play how they might respond to students’ families that might criticize SEL ● Define self-awareness and how it applies to critical consciousness and cultural responsiveness, especially students who have been historically underserved and marginalized ● Apply Carol Dweck’s theory of “yet” to students’ self-awareness ● Reflect about a time when they could have done better to meet the needs of student who have been historically underserved and marginalized ● Integrate various SEL and self-awareness activities within the following environments: classroom, remote, school, and home and community <p>Make connections among Culturally Responsive Practices, SEL, and self-awareness</p> |
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Session II

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| <p>Objectives</p> | <p>Participants will:</p> <ul style="list-style-type: none"> ● Through resources that center the experiences and perspectives of non-dominant racial and cultural groups, define social awareness and how it applies to critical consciousness and cultural responsiveness for all students, including the student populations in their school who have been historically underserved and marginalized ● Reflect how schools promote a “single story” and brainstorm how they can promote more diverse “stories” ● Identify problems that exist in their school (especially related to preferential treatment for support services and lack of instructional differentiation) that contribute to inequity for students that are economically disadvantaged, multilingual learners, LGBTQ+, or students with disabilities, and evaluate the effectiveness of the strategies that their school has in place to address the inequities ● Compare and contrast “tolerance”, “acceptance”, and “understanding” through the lens of implicit bias, and explain how this understanding can help to increase equity in schools ● Integrate various SEL and social awareness activities within the following environments: classroom, remote, school, and home and community ● Make connections among Culturally Responsive Practices, SEL, and social awareness <p>Push educators to critically question aspects of SEL that may be culturally influenced</p> |
| <p>Topics</p> | <ul style="list-style-type: none"> ● Identify the second core SEL competency: social awareness ● The dangers of a “single story” and how to promote more diverse stories in your classroom ● Inequities within your school ● Tolerance vs. Acceptance vs. Understanding ● Implicit Bias ● Social awareness in the following environments: classroom, remote, school, and home and community |
| <p>Application to Instruction & Student Learning</p> | <p>Participants will:</p> <ul style="list-style-type: none"> ● Define social awareness and how it applies to critical consciousness and cultural responsiveness, especially students who have been historically underserved and marginalized ● Reflect how schools promote a “single story” and brainstorm how they can promote more diverse “stories” ● Identify problems that exist in their school that contribute to inequity for students that are economically disadvantaged, multilingual learners, LGBTQ+, or students with disabilities, and evaluate the effectiveness of the strategies that their school has in place to address the inequities ● Compare and contrast “tolerance”, “acceptance”, and “understanding” through the lens of implicit bias, and explain how this understanding can help to increase equity in schools ● Integrate various SEL and social awareness activities within the following environments: classroom, remote, school, and home and community <p>Make connections among Culturally Responsive Practices, SEL, and social awareness</p> |

Session III

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| Objectives | <ul style="list-style-type: none"> ● Create a lesson plan that embeds an instructional material created by someone who comes from a background or culture that is historically underserved and marginalized, and reflect how the lesson plan integrates self-awareness and/or social awareness and how it helps all students become more successful learners, including those who have been historically underserved and marginalized ● Through resources that center the experiences and perspectives of non-dominant racial and cultural groups, define relationship skills and how it applies to critical consciousness and cultural responsiveness for all students, including the student populations in their school who have been historically underserved and marginalized ● Explain how strong student-to-student and student-to-teacher relationships have a positive impact for all students ● Reflect when they held a false belief/assumption about a student that contributed to inequity ● Define bibliotherapy and explain how a diverse literary canon can affirm students' racial and cultural identities ● Analyze their school's literary canon and discuss how it could be diversified to meet the potential of all students ● Integrate various SEL and relationship skills activities within the following environments: classroom, remote, school, and home and community ● Make connections among Culturally Responsive Practices, SEL, and relationship skills |
| Topics | <ul style="list-style-type: none"> ● Midterm Assignment ● Identify the third core SEL competency: relationship skills ● Reflect on false belief/assumption and how it contributed to inequity ● Bibliotherapy and diversifying the literary canon ● Relationship skills in the following environments: classroom, remote, school, and home and community |
| Application to Instruction & Student Learning | <p>Participants will:</p> <ul style="list-style-type: none"> ● Create a lesson plan that embeds an instructional material created by someone who comes from a background or culture that is historically underserved and marginalized, and reflect how the lesson plan integrates self-awareness and/or social awareness and how it helps all students become more successful learners, including those who have been historically underserved and marginalized ● Define relationship skills and how it applies to critical consciousness and cultural responsiveness for all students, including the student populations in their school who have been historically underserved and marginalized ● Explain how strong student-to-student and student-to-teacher relationships have a positive impact for all students ● Reflect when they held a false belief/assumption about a student that contributed to inequity ● Define bibliotherapy and explain how a diverse literary canon can affirm students' racial and cultural identities ● Analyze their school's literary canon and discuss how it could be diversified to meet the potential of all students ● Integrate various SEL and relationship skills activities within the following environments: classroom, remote, school, and home and community ● Make connections among Culturally Responsive Practices, SEL, and relationship skills |

Session IV

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| Objectives | <ul style="list-style-type: none"> ● underserved and marginalized, and reflect how the lesson plan integrates self-awareness and/or social awareness and how it helps all students become more successful learners, including those who have been historically underserved and marginalized ● Through resources that center the experiences and perspectives of non-dominant racial and cultural groups, define self-management and responsible decision-making and how they apply to critical consciousness and cultural responsiveness for all students, including the student populations in their school who have been historically underserved and marginalized ● Explain how all five of the SEL core competencies work together to create a more equitable learning environment |
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| | <ul style="list-style-type: none"> ● Integrate various SEL, self-management, and responsible decision-making activities within the following environments: classroom, remote, school, and home and community ● Make connections among Culturally Responsive Practices, SEL, self-management, and responsible decision-making |
| Topics | <ul style="list-style-type: none"> ● Final Assignment ● Identify the final two core SEL competencies: self-management and responsible decision-making ● SEL core competencies and increased equity for all learners ● Self-management and responsible decision-making in the following environments: classroom, remote, school, and home and community |
| Application to Instruction & Student Learning | <ul style="list-style-type: none"> ● Create a lesson plan that embeds an instructional material created by someone who comes from a background or culture that is historically underserved and marginalized, and reflect how the lesson plan integrates self-awareness and/or social awareness and how it helps all students become more successful learners, including those who have been historically underserved and marginalized ● Define self-management and responsible decision-making and how they apply to critical consciousness and cultural responsiveness for all students, including the student populations in their school who have been historically underserved and marginalized ● Explain how all five of the SEL core competencies work together to create a more equitable learning environment ● Integrate various SEL, self-management, and responsible decision-making activities within the following environments: classroom, remote, school, and home and community ● Make connections among Culturally Responsive Practices, SEL, self-management, and responsible decision-making |