



# 2022-2023 One-Credit Hour Course: Social and Emotional Learning

- ▶ **Audience:** West Virginia Teachers/Educators and Administrators
- ▶ **Type:** Self-Paced with Rolling Enrollment
- ▶ **Enrollment:** September 1, 2022 - April 14, 2023
- ▶ **Duration:** September 1, 2022 - May 19, 2023

**Description:** Social and Emotional Learning is for ALL students and ALL adults. It is an integral part of development and the foundation for learning. Now more than ever, students need one caring adult in their lives.

This one-credit hour self-paced course contains a short pre-session as well as three topics:

*Topic One: Introduction to Social and Emotional Learning*

*Topic Two: Importance of Social and Emotional Learning in the Classroom*

*Topic Three: The Social and Emotional Friendly School*

All course topics have a similar format:

*Introduction and Goals*

*Resources*

*Assignments*

## Course Goals:

- ▶ *Demonstrate an understanding of social and emotional learning,*
- ▶ *Demonstrate an understanding of the importance of emotional safety in the classroom.*
- ▶ *Demonstrate an understanding of adult social and emotional learning.*
- ▶ *Identify the West Virginia College- and Career-Readiness Dispositions and Standards for Student Success.*
- ▶ *Incorporate the WVCCRDSS in classroom instruction.*
- ▶ *Identify how the integration of SEL into classroom instruction benefits both students and adults.*
- ▶ *Understand the correlation between equity and social and emotional learning,*
- ▶ *Understand the benefit and opportunities to extend social and emotional learning beyond the classroom.*
- ▶ *Understand how to build school-wide ownership and buy-in for social and emotional learning.*

## Session Overviews

### ▶ **Session 1 - Introduction to Social Emotional learning**

*Social and Emotional Learning is for ALL students and ALL adults. It is an integral part of development and the foundation for learning. Now more than ever, students need one caring adult in their lives. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL)\*, social and emotional learning (SEL) is an integral part of education and human development. SEL*



*is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.*

▶ **Session 2 - The Importance to Social and Emotional Learning in the Classroom**

*The purpose of this section of the Social and Emotional Learning (SEL) module is to demonstrate that SEL is not another add-on to the already busy agendas of teachers, school counselors, and administrators. Rather, SEL is intertwined with the work school personnel are already doing and is implicitly embedded throughout the school culture.*

*SEL integrates critical life skills into classroom instruction and the school community. Research indicates that students involved in SEL programs made gains socially, emotionally, behaviorally, and academically (Durlak et,al. 2011)*

*As with all new skills, if you want to see a skill or behavior, you must first teach it. Clear and consistent expectations and routines must be taught and in place in both the school and classroom. SEL is for ALL students and ALL staff. It is a process of developing competencies. Now more than ever, students need one caring adult in their lives.*

▶ **Session 3 - The Social and Emotional Friendly School**

*During the previous two sessions, we developed an understanding of the importance of Social and Emotional Learning (SEL) and the benefits of integrating SEL into the classroom. By integrating SEL schoolwide, a community of caring and educational equity is established.*

▶ **Session 4 - Exploring Artifacts as Primary Sources**

*Objects and artifacts have the power to motivate and challenge students' learning across the curriculum but seem to have a particular potential to do so in social studies. Using artifacts in the classroom sets the stage for inquiry and investigation. Children become motivated to learn when they are physically involved, have hands-on experiences, and generate questions. In this session participants learn the importance of teaching students to appreciate artifacts as primary sources.*

## **Course Grades**

All grades in the course gradebook must be a checkmark for successful course completion. A checkmark indicates that all work has been completed and the work meets the expectations for that assignment. Quiz scores must meet the minimum expectations as stated in the course.

