**Framingham State University**

**Course Number:** PRDV.72929

**Title:** Social-Emotional Learning in Early Childhood Education

**Credit:** 1

**Meeting dates & times:** Summer 2023

**Location:** Online CANVAS

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Bringing Social Emotional Learning principles to preschoolers to grade three students builds a foundation where students can better manage their emotions while developing a recognition that their peers have these same emotions. Using developmentally appropriate practices, SEL builds understanding that helps young learners regulate emotions and observe and empathize with others. Through growth and practice, the SEL principle and practice enables the students to feel positive about themselves and the world around them. Building empathy and possessing positive feelings about oneself and others provides students with the skills necessary to be better learners through self-regulation, acts of kindness through empathy, and understanding the world in which they reside.

**Course Description**

In this course, you will learn the theory, methodology, and principles of Social-Emotional Learning (SEL) to create an Early Childhood teaching and learning environment that is both inviting and engaging. You will analyze the principles of SEL while examining your misconceptions. You will learn how to apply SEL through proper planning and implementation, giving your students a sense of understanding and belonging while nurturing each learner's individuality. Finally, you will learn what teaching looks like when you implement the principles of SEL, and its strategies to the teaching and learning environment/ Students will feel challenged and empowered socially, emotionally, and intellectually.

**Course Goals**

**Course Goals are to:**

* fully inform participants on the importance of Social Emotional Learning (SEL).
* fully inform participants on the principles of Social Emotional Learning (SEL).
* provide examples of Social Emotional Learning (SEL) strategies.
* provide practice and assessments of Social Emotional Learning (SEL) in practice.

**Course Outcomes**

**Upon completion of the course, participants will be able to:**

1. Define the theory of Social Emotional Learning (SEL).
2. Describe the impact of Social Emotional Learning (SEL) on young children.
3. Describe the principles of Social Emotional Learning (SEL).
4. Describe what Social Emotional Learning (SEL) looks like in action.
5. Analyze the principles of Social Emotional Learning (SEL).
6. Apply the principles of Social Emotional Learning (SEL).
7. Define Social Emotional Learning (SEL) strategies.
8. Apply the strategies and of Social Emotional Learning (SEL) in the classroom.
9. Utilize Social-Emotional Learning strategies in and out of the classroom
10. Evaluate Social-Emotional Learning strategies in the classroom

Massachusetts Comprehensive Health Curriculum Framework. Social and Emotional Health Strand. Social and Emotional Learning in English Language Arts and Literacy. Guiding Principle 10

Social and emotional learning can increase academic achievement, improve attitudes and behaviors, and reduce emotional distress. Students should practice recognizing aspects of themselves in texts (self-awareness), struggling productively with challenging texts (self-management), tailoring language to audience and purpose (social awareness), grappling vicariously with choices faced by others (responsible decision-making), and collaboratively respectfully with diverse peers (relationship skills).

• Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.

• Indicator II-B. Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.

Department of Elementary and Secondary Education Guidelines for the Implementation of Social and Emotional Learning Curricula K-12 (Updated November 2017). Social and Emotional Learning in Massachusetts. <http://www.doe.mass.edu/sfs/sel/>

Preschool and Kindergarten Standards in Social-Emotional Development and Approaches to Play and Learning. <https://www.mass.gov/service-details/preschool-and-kindergarten-standards-in-social-emotional-development-and-approaches>

Massachusetts Standards for Preschool and Kindergarten. Preschool and Kindergarten Standards in Social-Emotional Development and Approaches to Play and Learning. June 2015. <https://www.mass.gov/service-details/preschool-and-kindergarten-standards-in-social-emotional-development-and-approaches>

**Course Requirements:** This is an asynchronistic course, a collaborative experience that relies upon course content-infused discussions. Participants are encouraged to draw on their personal teaching experiences to further the impact of course content on their thinking. This online, four-week experience is organized by modules, where all modules are available at the start of the course. Participants must review all content for each weekly discussion and cite readings and videos to support posts. A Discussion Board Rubric provides a guide to the quality of posts and expectations for the course. A final project is required and expected to incorporate content from the course, and outside resources to support the project.

**Weekly Modules**

Week 1 – Social-Emotional Learning and Early Childhood

Week 2 – Principles & Characteristics of Social-Emotional Development & Learning

Week 3 - Social-Emotional Learning Strategies

Week 4 – Social-Emotional Learning Practice & Assessment

**Grades**

**Grading Components:**

40 points = Readings and Videos (See Rubric for Discussion Board).

40 points = Weekly Assignments (See Rubric for Weekly Assignments).

20 points = Final Project: PowerPoint, Podcast, or Research Paper (APA)

**100 points**

**Grading/Grade Points**

Grading Criteria: Points for each assignment are listed above. Assignments will be assessed using corresponding grading rubrics which you can find on Canvas. The following scale will be used to determine final letter grades (based on 100%): A 94-100% B+ 87-89% C+ 77-79% A- 90-93% B 84-86% C 74-76% B- 80-83% C- 70-73%

**How to use the Discussion Board Prompts**

Each weekly discussion will be based on the required readings/viewings. Each weekly Discussion Board will begin with one or more questions or prompts. Each Discussions Boards run week to week, once a week closes, posts cannot be made up. Please see the **Rubric for Asynchronous Discussion Participation.**

**Discussion Board Rubric for Asynchronous Discussion Participation**

**A Quality of Postings Indicator**

Asynchronous discussion enhances learning as participants share their ideas, perspectives, and experiences with the class. Participants develop and refine their thoughts through the writing process, plus broaden their classmates' understanding of the course content. Each weekly discussion is organized around the Guiding Questions, which participants must respond to through posts throughout the week.

Post your thoughts and provide supporting evidence using the readings and videos. DO NOT just give the facts. Posts MUST reflect how the readings and videos have impacted upon your thinking and the work that you do.

Participants will use the following guidelines to improve the quality of their discussion contributions.

**Grading Discussion Board Posts**

Discussion postings that meet all criteria for a grade level will receive the highest points possible at that level. Postings that meet mixed levels of criteria will receive a score within the point range of the appropriate levels.

Participation in discussion activities can only be measured by the date on the discussion posting. For example, participating 3 times during the week is measured by postings on 3 different days; there may be 5-6 postings, but participation only occurred 3 times during the week.

**My commitment to cultivating an antiracist classroom**

At Framingham State University, faculty, staff, and students work together to sustain learning, working and living community free from hate, discrimination, harassment, and intolerance. We recognize the damaging effects of systemic racism—including policies, structures, and historical practices—on the experience and success of communities of color. Coming from different backgrounds and different levels of privilege, we can all affirm and engage in antiracist work. Diversity of voices, and of minds, strengthens our ability to solve problems and to ask and answer questions about the world we share. As your instructor, I commit to upholding community values of inclusion, civility, accessibility, and mutual respect. I expect this class to commit to creating a community that affirms and welcomes all persons from diverse backgrounds and experiences and supports the realization of everyone's potential.

**College Policy Regarding Academic Honesty**

Integrity is essential to academic life. Consequently, students who enroll at Framingham State College agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic honesty. Refer to *FSU Graduate Catalog, Student Conduct section, page 7 at:* [*http://www.framingham.edu/graduate-and-continuing-education/documents/grad-catalog-0910.pdf*](http://www.framingham.edu/graduate-and-continuing-education/documents/grad-catalog-0910.pdf)**.**

**Research/ Library Access**

Additional supporting information can be researched at the Framingham State University Online Library. Just log on to your FSU My Campus account and go to the Library tab.Go to: My Framingham; Click on the **Library tab;** Choose Books, Articles, or Key E-resources.

**Academic Accommodations Policy**

Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments. The University is committed to making reasonable accommodations as are necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, based on disability. Academic Support serves students with learning and psychiatric disabilities as well as students with visual, mobility and hearing impairments. For further information about this, please visit the website at: <https://www.framingham.edu/academics/center-for-academicsuccess-and-advising> or contact Ms. LaDonna Bridges, Director of Academic Support/Disability Services, in the Center for Academic Support and Advising (CASA) at 508-626-4906 or lbridges@framingham.edu

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