



<p><b>Objective 1:</b> Students will analyze how teachers can apply the theory of self-first and what attributes made them great teachers.</p>	<p>1. Students will read and reflect on the short story "Letters from Teddy" and <i>The Ron Clark Story</i> or <i>Freedom Writers</i>. 2. Participants will read the responses of at least one classmate and respond to their comments.</p>	<p>1. Students will select, list, and post 3-5 qualities that enabled the teachers in the story and video to meet the social, emotional, ethical, and academic needs of students. 2. Students will define in narrative form and post those attributes that makes a "great" teacher. 3. Participants responses to classmates activities will be posted in Moodle.</p>	<p><b>ELA Standard 2</b> - Students will read, write, listen, and speak for literary response and expression. They will listen to electronically produced DVDs. <b>LOTE Standard 2</b> - Cultural Understanding Students will develop cross-cultural skills and understandings.</p>	<p><b>SEL Standard 1A.4a</b> - Identifying and managing one's emotions and behaviors. Students will evaluate how expressing one's emotions and ideas in different situations affects others. Students will also analyze how thoughts and emotions affect decision making and responsible behavior.</p>	<p>2.25</p>
<p><b>Objective 2:</b> Participants will reflect and examine ways in which they can integrate social, emotional, ethical, academic skills into their relationships with students, parents, colleagues and administrators.</p>	<p>1. Students will utilize and apply the criteria, discussed in the assignment for objective 1, to their school setting/classroom setting. 2. Participants will read the responses of at least one classmate and respond to their comments.</p>	<p>1. Students will discuss in a paragraph and post in Moodle how they will: a. integrate these qualities into their relationships with students, parents, colleagues and administrators and b. translate these skills into meaningful resource tools for each of their constituencies. 2. Participants responses to classmates activities will be posted in Moodle.</p>	<p><b>ELA Standard 2</b> - Students will read, write, listen, and speak for literary response and expression. Students will view and listen to the selected DVD and relate the story line to their own lives, and develop an understanding fo the diverse social, historical, and cultural dimenion the video represents. <b>HPEFCS Standard 2</b> - Students will acquire the knowledge and ability necessary to create a safe and healthy environment. <b>HPEFCS Standard 3</b> - Resource Management - Students will understand and be able to manage their personal and community resources.</p>	<p><b>SEL Standard 2B.5a</b> - Students will recognize individual and group similarities and differences. They will evaluate strategies for being respectful of others and opposing stereotyping and prejudice. <b>SEL Standard 3C.4a</b> - Contribute to the well-being of one's school and community. Students will plan, implement, and evaluate one's participation in activities and organizations that improve school climate.</p>	<p>0.5</p>
<b>WEEK 3</b>					
<p><b>Essential Question:</b> Participants will explain how SEAL skills, competencies, and K-12 benchmarks can be utilized as a vehicle that enables them to provide their students with opportunities to become socially, emotionally, ethically, and academically (SEAL) literate.</p>					
<p><b>Outcome/Goal:</b> Students will explore ways that will enable them to create a resilient school/classroom environment grounded in SEAL skills, competencies, and benchmarks.</p>					
<p><b>Objective 1:</b> Students will examine, review, and interrupt the K-12 SEL benchmarks, the MSCEIT Blueprint, and CASEL competencies.</p>	<p>1. Students will determine which EI skills/competencies/benchmarks can be utilized and integrated into the organizational structure of their school/classroom setting as it relates to: a. classroom management b. behavior expectations c. interpersonal relationships with peers and teachers. 2. Participants will read the responses of at least one classmate.</p>	<p>1. Students will delineate what was determined in the assignment for objective 1 and post their "steps for moving forward" in Moodle. 2. Participants will respond to at least one classmate's comments and post in Moodle.</p>	<p><b>ELA Standard 3</b> - Students will read, write, listen, and speak for critical analysis and evaluation. Students will analyze experiences, ideas, and information on the integration of research-based emotional intelligence skills and competencies.</p>	<p><b>SEL Standard 1C.5a</b> - Students will demonstrate skills related to achieving academic goals. Students will set short-term goals for SEL implementation and make a plan for achieving it.</p>	<p>0.75</p>





<p><b>Objective 1:</b> Students will examine and determine the appropriateness of website resources provided by the instructor.</p>	<p>1. Students will review five website resources appropriate for their grade level(s). 2. Participants will review, and examine, the websites selected by at least classmate.</p>	<p>1. Students will select and give a brief written overview of five website resources appropriate for their grade level(s). 2. Participants will comment on at least one classmate's website recommendations.</p>	<p><b>ELA Standard 2</b> - Students will read, write, listen, and speak for literary response and expression. Students will view website resources and develop an understanding for the diverse social, historical, and cultural dimensions the website may have to offer. <b>MST Standard 2 - Information Systems</b> - Students will access, generate, process, and transfer information using appropriate technologies.</p>	<p><b>SEL Standard 3C.4b</b> - Contribute to the well-being of one's school and community. Students will plan, implement, and evaluate one's participation in a group effort to contribute to one's local community.</p>	<p>1.5</p>
<p><b>Objective 2:</b> Students will design an effective SEAL activity for school/classroom integration.</p>	<p>1. Students will design an SEAL activity that integrates the NYS Learning Standards, the SEDL guidelines, MSCEIT Blueprint, CASEL Competencies, and/or the Illinois SEL Benchmarks and website resource information. 2. Participants will read the responses of at least one classmate and respond to their comments.</p>	<p>1. Students will write up and post the SEAL activity designed in objective two, assignment one. 2. Participants will comment on at least one classmate's activity and post their reactions.</p>	<p><b>ELA Standard 1</b> - Students will read, write, listen, and speak for information and understanding. As listeners and readers, students will use knowledge from electronically produced text and interpret and apply information to the online course environment. <b>MST Standard 5 - Technology</b> - Students will apply technological knowledge and skills to design, construct, use, and evaluate products and system to satisfy human and environmental needs.</p>	<p><b>SEL Standard 1B.5a</b> - Recognize personal qualities and external supports. Students will implement a plan to build on a strength, meet a need, or address a challenge. <b>SEL Standard 2A.4a</b> - Recognize the feelings and perspective of others - Students will analyze similarities and differences between one's own and others' perspectives.</p>	<p>1</p>
<p><b>WEEK 7</b></p>					
<p><b>Essential Question:</b> How can using EI skills/competencies to become SEAL impact balancing the minds and hearts of our students?</p>					
<p><b>Outcome:</b> Students will determine the success of their program by evaluating data, program implementation, and survey feedback.</p>					
<p><b>Objective 1:</b> Students will collect data regarding the use of SEAL skills, competencies, and research-based best practices.</p>	<p>1. Students will collect and review data on one student as it relates to attendance, behavior referrals, academic performance, and/or classroom management. 2. They will evaluate the data and decide the effectiveness of the SEAL implementation. 3. Participants will read and review the data information that is posted by at least one classmate.</p>	<p>1. Students analyze the data collected on one student and write a narrative that determines the impact on attendance, behavior referrals, academic performance, and/or classroom management. 2. They will evaluate the data and write a paragraph that describes the effectiveness of the SEAL implementation. 3. Participants will post their response to the comments of at least one classmate.</p>	<p><b>ELA Standard 3</b> - Students will read, write, listen, and speak for critical analysis and evaluation. Students will analyze experiences, ideas, and information.</p>	<p><b>SEL Standard 2D.2a.4a</b> - Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. Students will describe causes and consequences of conflicts, evaluate strategies for preventing and resolving interpersonal problems and analyze how listening and talking accurately (using SEL competencies) helped in resolving conflicts.</p>	<p>0.75</p>
<p><b>Objective 2:</b> Students will create an SEAL Resource Portfolio that will act as a guiding light for program implementation for the coming school year.</p>	<p>1. Students will select two activities that they piloted during the course as entries to begin an SEAL Resource Portfolio. 2. Students will reflect on the activities and document any suggested modifications for phase II of the SEAL implementation process. 3. Students will read and review modifications suggested by another classmate.</p>	<p>1. Students will reflect on the selected activities and document and post any suggested modifications for phase II of the SEAL implementation process. 2. Students will share their reactions to their classmates</p>	<p><b>ELA Standard 3</b> - Students will read, write, listen, and speak for critical analysis and evaluation. Students will analyze experiences, ideas, and information.</p>	<p><b>SEL Standard 2D.5b</b> - Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. Students will evaluate the current SEL conflict-resolution skills/competencies and plan how to improve them and create next steps.</p>	<p>0.5</p>

<p><b>Objective 3:</b> Students will obtain input and feedback regarding the SEAL program implementation from their target audiences.</p>	<p>Students will design and administer a questionnaire in order to receive input and feedback from their audiences and utilize the information in setting goals for the next phase of SEAL implementation.</p>	<p>1. Students will summarize and post input received from the questionnaire and utilize the information in setting goals for the next phase of SEAL implementation.</p>	<p><b>ELA Stanadard 4</b> - Students will read, write, listen, and speak for social interaction. Students will use written language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views. <b>HPEFCS Standard 2</b> - Students will acquire the knowledge and ability necessary to create a safe and healthy environment.</p>	<p><b>SEL Standard 3C.4a</b> - Contribute to the well-being of one's school and community. Students will plan, implement, and evaluate one's participation in activities and organizations that improve school climate. <b>SEL Standard 2D.5b</b> - Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. Students will evaluate the current SEL conflict-resolution skills/competencies and plan how to improve them and create next steps.</p>	<p>0.5</p>
<b>COURSE EVALUATION</b>					0.25
					15
<b>Total Hours</b>					