

Balance the Mind and Heart
Creating Resilient Schools that Address the
Social, Emotional, Ethical, and Academic (SEAL)
Needs of Students
Course Syllabus

Instructor - Cecile Wren

Dates of Course - To Be Determined

Course Description

This online course will allow educators the opportunity to create resilient schools that meet the social, emotional, ethical, and academic (SEAL) needs of students. Participants will explore the research-based skills and competencies that have a positive impact on the organizational structure of their school, the delivery of instruction, and student performance.

SEAL teaching strategies and competencies should be naturally infused into the organizational structure of the school, as well as, into existing curricular activities. This online course will allow educators to build bridges by acknowledging past accomplishments, validating what is presently working well, and designing future SEAL goals to bring the existing programs to new levels of development. SEAL must be an ongoing process and “way of life” that can not be addressed in isolation.

Activities focus on alignment with the district’s and/or school’s goals, the New York State Learning Standards, and the New York State Guidelines for Social and Emotional Development. The skills, competencies, and strategies utilized in the activities and coursework are research-based and this knowledge base will enable individuals to reach new levels of emotional intelligence by applying these competencies to their personal and professional endeavors.

The workshop will provide educators with the necessary tools that will enable them to foster compassion, a workable set of values, the skills of cooperation, appropriate decision-making, goal setting, and high academic expectations in their school setting. Participants will develop a toolbox of SEAL strategies, and create a SEAL Portfolio that serve as a resource tool and guide for implementation.

Participants will be provided with the opportunity for independent inquiry, learning in cooperation with others, and reflective practice. By participating in these activities, participants will enhance professional dialogue and effectively blend different, innovative, and practical strategies for implementation.

Course Goals, Outcomes, and Objectives

Course Goals/Outcomes

1. Course expectations will be stated and participants will begin to explore how to translate and apply these expectations when designing a social, emotional, ethical, and academically literate environment in their school/classroom.
2. Students will translate and analyze the theory of "self-first", create professional goals, and define what they believe is a great teacher.
3. Students will explore ways that will enable them to create a resilient school/classroom environment grounded in SEAL skills, competencies, and benchmarks.
4. Students will develop an implementation plan for integrating SEAL into their delivery of instruction and into the curriculum.
5. Students will determine which values will create the "data bank" for this discussion.
6. Students will design and present an activity using resource materials that will be naturally integrated into their behavioral expectations, curriculum, and/or delivery of instruction.
7. Students will determine the success of their program by evaluating data, program implementation, and survey feedback.

Course Objectives

1. Students will review and be able to explain the expectations for the course.
2. Students will participate in the icebreaker activity which will encourage dialogue among the participants and create a non-threatening atmosphere. This will enable participants will become acquainted, develop a comfort zone, and take the first step in developing a professional community of learners.
3. Students will analyze how teachers can apply the theory of self-first and what attributes made them great teachers.
4. 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.
5. Students will examine, review, and interrupt the K-12 SEL benchmarks, the MSCEIT Blueprint, and CASEL competencies.

6. Students will select appropriate resources (literature and DVD) and align them with SEAL competencies.
7. Students will examine, compare and contrast the NYS Learning Standards, the NYS Social and Emotional Development and Learning - SEDL - guidelines and the State of Illinois K-12 SEL Benchmarks.
8. Students will synthesize information from research-based skills/competencies and select strands they will explore for integration into their school/classroom setting.
9. Students will review literature selections regarding SEAL values and determine the feasibility for implementation in their particular setting.
10. Students will examine MBV - Managing by Values and determine the appropriateness for SEAL implementation.
11. Students will examine and determine the appropriateness of website resources provided by the instructor.
12. Students will design an effective SEAL activity for school/classroom integration.
13. Students will collect data regarding the use of SEAL skills, competencies, and research-base best practices.
14. Students will create an SEAL Resource Portfolio that will act as a guiding light for program implementation for the coming school year.
15. Students will obtain input and feedback regarding the SEAL program implementation from their target audiences.

A bit about me . . .

My name is Cecile Wren and I have been involved in the field of education for over 35 years. My experiences include: Middle and High School Mathematics Teacher, Technology Coordinator and Teacher, Dean of Students, Elementary Principal, and Middle School Principal.

Currently I am an educational consultant who is a senior faculty member at the Center for Social and Emotional Education, was a senior coach for the Academy of Educational Development, an administrative mentor for Southern Westchester BOCES, and I am a certified test administrator and coach for the Mayer-Salovey-Caruso Emotional Intelligence Test.

I was the past-president of the Nassau County Middle School Principals' Association; was a Liaison to the New York State Education Department;

I am a member of the Social and Emotional Literacy Forum (SELF), and serve on the Love Is Not Abuse Advisory Board for Liz Claiborne Inc.

I have presented at local, state, and national conferences and I provide school districts with specialized training programs for teachers and administrators.

My passion is educating the heart as well as the mind. As a result, I work with school districts in designing programs that focus on social, emotional, ethical, and academic literacy - SEAL.

I look forward to learning, growing, and achieving with all of you.

NYS Standards Addressed

ELA Standard 1 - 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.

ELA Standard 2 - Students will read, write, listen, and speak for literary response and expression. They will listen to electronically produced DVDs.

ELA Standard 3 - 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.

ELA Standard 4 - 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.

LOTE Standard 2 - Cultural Understanding Students will develop cross-cultural skills and understandings.

HPEFCS Standard 2 - Students will acquire the knowledge and ability necessary to create a safe and healthy environment.

HPEFCS Standard 3 - Resource Management - Students will understand and be able to manage their personal and community resources.

CDOS Standard 2 - Integrated Learning - Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

CDOS Standard 3a - Universal Foundation Skills - Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

MST Standard 2 - Information Systems - Students will access, generate, process, and transfer information using appropriate technologies.

MST Standard 5 - Technology - Students will apply technological knowledge and skills to design, construct, use, and evaluate products and system to satisfy human and environmental needs.

SEL Standards

SEL Standard 1A - Identifying and managing one's emotions and behaviors. Students will evaluate how expressing one's emotions and ideas in different situations affects others.

SEL Standard 1A.4a - 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.

SEL Standard 1B.4a - Recognize personal qualities and external supports. Students will set priorities in building on strengths and identifying areas for improvement and growth.

SEL Standard 1B.5a - Recognize personal qualities and external supports. Students will implement a plan to build on strength, meet a need, or address a challenge.

SEL Standard 1C.5a - 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.

SEL Standard 1C.5b - Students will demonstrate skills related to creating and monitoring a goal with action steps, timeframes, and criteria for evaluating progress as it relates to the short story and video implementation in their school setting.

SEL Standard 2A.4a - Recognize the feelings and perspective of others - Students will analyze similarities and differences between one's own and others' perspectives.

SEL Standard 2B.5a - Students will recognize individual and group similarities and differences. They will evaluate strategies for being respectful of others and opposing stereotyping and prejudice.

SEL Standard 2D.5b - 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.

SEL Standard 2D.2a.4a. - 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.

SEL Standard 3A.5b - Examine how the norms of different societies and cultures influence their members' decisions and behaviors.

SEL Standard 3B.4b - Apply decision-making skills to deal responsibility with daily academic and social situations. Students will apply decision-making skills to establish responsible social and work relationships.

SEL Standard 3C.4a - 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.

SEL Standard 3C.4b - 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.

Contact Information

Cecile Wren
mindandheart@optonline.net
917-834-0936 Cell

Prerequisite Skills Requirements

Knowledge and use of:

Microsoft Word, Excel, and Power Point

Internet searches

Email capabilities

A genuine commitment to being a reflective practitioner who is committed to learning, growing, and achieving with the instructor and participants in the course.

Software requirements

Microsoft Word, Excel, and Power Point capabilities

Internet Access

Email capabilities

The DVDs you select for use in your required activity can be purchased or borrowed from your local library.

The choices are:

The Freedom Writers
The Ron Clark Story

Additional literature selections will also be used throughout the course and once again they can be purchased or borrowed from your local library.

Recommendations for in-service credit

This is a 15 hour in-service course. Assignments have been created to accommodate that period of time over a seven week period. Completion of all assignments includes: participation in class discussions, completion of required readings, participation in and completion of group activities, posting of appropriate constructive criticism and reflections comments, as well as, posting of completed assignments. All assignments must meet at least a satisfactory level of performance in order for course credit to be given.