

STATE UNIVERSITY OF NEW YORK COLLEGE AT OSWEGO
Oswego, New York 13126

Course Syllabi
Project SMART
(Student-centered, Multicultural, Active, Real world Teaching)
Topics in Education

- I. COURSE NUMBER AND CREDIT: EDU 525 - 3 SH
- II. COURSE TITLE: Project SMART Topics in Education: Social Emotional Learning (SEL) in High Needs Schools
- III. COURSE DESCRIPTION: Participants will examine current research and experience practices relating to SEL, particularly focusing on high needs urban and rural schools, with the aim of improving teaching and learning to meet NYS Learning Standards.
- IV. PREREQUISITES: Acceptance in Project SMART.
- V. JUSTIFICATION FOR COURSE: Since NYS adopted the Common Core Learning Standards (CCLS), school districts have been in the process of aligning curriculum and assessments to the CCLS and preparing students to successfully meet new performance standards. Project SMART course offerings focus on both the substance of these standards and how to support students in achieving them, as well as how to assess learning called for by the standards. Each year the Project SMART course focuses in depth on one topic related to the SMART model, which aims to meet state and national learning standards.

The past two years we focused on mindfulness in education, and mindful language and literacy. This year's course builds on those courses by focusing deeply on the role of SEL in students academic and real world success, particularly in the context of high needs and often traumatized communities and schools. SEL components studied will include self-awareness, self-management, social awareness, relationship skills, responsible decision-making and emotional intelligence. We will focus on the role of emotional intelligence in learning, examine components of SEL programs, and explore the current research on fostering resilient learners through trauma sensitive classrooms and schools.

We will continue to support school-based teacher teams by providing ongoing, sustained, collaborative, and inquiry-oriented experiences for teachers and college faculty on the selected topic. Participants will develop a research project implementing some aspect of research-based SEL practices in their classrooms and professional lives. Participants will include educators supported by the Project SMART grant: namely K-12 educators from Oswego County schools, the Syracuse City schools, the Onondaga Nation School, Albany

and Rochester City schools, and other schools across the state, and assigned SUNY Oswego higher education faculty.

VI. COURSE OBJECTIVES: As a result of taking this course, participants will be able to:

1. Experience and reflect about practices related to SEL and their impact on teaching and learning, including cognitive, moral, social, psychological and emotional development of students and teachers, and including practices that engage and inform parents (AUTHENTIC LEARNING, REFLECTION).
2. Examine the research base related to emotional intelligence, SEL and trauma sensitive schools and draw implications for teaching and learning. Selected topics contribute to the Project SMART focus on student centered, multicultural, active, real world teaching (KNOWLEDGE, SOCIAL JUSTICE).
3. Critically examine SEL programs, practices and assessments in light of promoting strength based views of learners, acknowledging the complexity of the concepts, and incorporating socio-cultural perspectives aimed at teaching for social justice.
4. Choose a focus for deeper exploration and develop a project to examine in depth one of the SEL programs or practices in the classroom and/or daily life (KNOWLEDGE, PRACTICE).
5. Collect data on impacts on teacher and students, and articulate learning outcomes for teachers and students in the area of focus of the project (REFLECTION).
6. Cultivate community in classrooms, school and teams, consciously and according to insights from SEL.

VII. COURSE OUTLINE: Teacher study group teams will:

1. Experience and explore various practices linked to SEL as articulated by the Collaborative for Academic, Social, and Emotional Learning (CASEL) standards for SEL.
2. Critically examine research on SEL, emotional intelligence and trauma sensitive schools, and plan an action research project implementing some aspect of research-based practice relating to the topic.
Each topic involves (1) examination of research on teacher behaviors linked to student achievement, and; (2) data collection on one's own teaching behaviors in these areas, as well as identification of the underlying beliefs that shape these behaviors.
Exploration of personal and others' stories will be central to this process.
3. Explore the topic of engaging parents in SEL programming and communicating with parents about SEL.
4. Implement action research project/s exploring one program or approach in depth, collecting and analyzing data on its impact on teacher and student learning.

VIII. METHODS OF INSTRUCTION: Mindful reading, writing, listening, speaking, and viewing practices in the area of SEL; reflection, and team discussions.

- IX. COURSE REQUIREMENTS: Each student will work (individually, or on a team) to: (1) review, reflect, and share the past year's professional development activities, (2) learn more about cultivating communities through SEL, addressing the NYS Learning Standards to support student learning, and (3) plan and implement an individual or group action research project, and provide a final data report on one's own and/or the group's practices and learning.
- X. MEANS OF EVALUATION: 33% action plan for infusing educational topic into practice, 33% teacher and student learning outcomes final report, and, 33% attendance and participation.
- XI. RESOURCES: This course will place no additional demands upon the Department or the College. All costs for personnel and materials will be defrayed through a Project SMART TLQP grant to the Institute for Interdisciplinary Educational Studies at SUNY Oswego.
- XI. FACULTY REQUIREMENTS: The course will be instructed by an interdisciplinary team of teacher educators, Project SMART teachers, and consultants involved in Project SMART.

XII. BIBLIOGRAPHY:

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