EDU 57414 KA Improving Lesson Plans with SEL
(2 credits)

Course Description: Through a book study and time to plan, educators will discover the research and options involved in incorporating SEL into every lesson plan at all levels and subjects. Participants will need to purchase the required text and read assigned chapters as outlined below. Coming to class prepared with completed reading is a requirement for participating in the class meeting day. Assignments and presentations will be completed during the class meeting day. Participants will discover options, strategies, and direction for incorporating SEL within lesson plans. Utilizing SEL as a tool to influence the culture and learning environment is an ability that puts students first and ensures educators are utilizing reflective practices and proactive steps to support all students and their development as life-long learners.

Class Meeting Days, Times, and Dates and Ending Date: One day class session on June 15 **in person and on Zoom** from 9:00am -4:00pm

Ending Date: July 6th - all assignments are due by 11:59pm

Attendance: Attendance for the entire class time is required. Due to the condensed class time, students who do not attend class all day will not be able to pass the course. Partial credit is not possible within the class. Students requesting to attend via zoom **are required to email Dr. Johnson** to explain why they cannot attend in person and will be provided with the zoom room link if zoom attendance is approved.

Contact Information: Dr. Kasey Johnson- Kasey.johnson@ottawa.edu or 913-266-8671

Instructor Bio-

- Doctorate in Ethical Leadership
- Masters in Transformational Leadership
- Masters of Education
- Started in Education in 2000 with the Olathe School District
- Joined Ottawa University in 2019
- Taught K-12 in music, ELA, History, and ELL

Course Prerequisites: none

Course Materials: Improve Every Lesson Plan with SEL by Jeffery Benson – book will be provided to you when the class meetings.

Course Objectives:

- Develop strategies and skills for implementing SEL within lesson plans
- Discover verbiage and approaches to support SEL awareness and application in the learning environment
- Appreciate the need for modeling, teaching, and cultivating SEL skills within individual students
- Gaining awareness regarding cultural and societal differences in regard to SEL and how those differences should be addressed and appreciated.
- Evaluate practices and create plans for implementing SEL strategies and tools within lesson plans.

Professional Education Program requires the statement
Kansas Education Systems Accreditation Framework: The Five R's
Classification for this course are Results, Relationships, & Relevance.

Course Methods and Procedures: Educators will hone reflective practitioner skills, which include thoughtful consideration of how to implement SEL strategies and skills within lessons. Educators will participate in reading, presentations, group work, and assignments demonstrating mastery and application of course content.

Assignments At-A-Glance

Assignment/Activity	Qty.	Points	Total Points
Reading Responses	4	50	200
Application and Reflection	1	200	200
TOTAL POINTS			**400**

Course Outline:

- Attend workshop on Saturday, September 25th
- Complete reading responses during and after class
- Complete class activities/presentations
- Submit application and reflection before Saturday, October 16th at 11:59pm CST to Blackboard

Grading Scale

Grade	Percentage	Points
A	90 to 100%	
B	80 to 89%	
C	70 to 79%	

D	60 to 69%	
F	< 60%	

University Policies and Procedures

University Policies and Procedures: Students are to review the Student Handbook for all policies and procedures. Student Handbooks can be found on the Ottawa University website (www.ottawa.edu)

Academic Dishonesty and Plagiarism: Academic dishonesty will result in failure on a particular assignment or possible failure in the course. Dishonesty includes such actions as cheating on examinations or assignments, turning someone else's work in as if it were your own, and plagiarism. Plagiarism includes failing to adequately cite sources of information, using someone's ideas, information, and/or words as if they were your own, etc.

The Ottawa University Student Handbook states, "The penalty for plagiarism or any other form of academic dishonesty will be failure in the course in which the academic dishonesty occurred."

Instructional Variance: Course content and schedule may vary from outline to meet the needs of a particular group of students. The instructor will explain the rationale for any variance as it occurs.

Homework requirement information: Homework for accelerated courses requires 4-8 hours of independent work each week (outside of class). Some students may conclude homework study in fewer hours and some students may require additional hours beyond this estimate. Careful consideration should be given to this estimate when planning your personal schedule for this course. Online students should also follow this expectation beyond the time he/she spends interacting within the online course.

Information Literacy: Ottawa University supports the information literacy of its faculty and students. Faculty and students will receive ongoing training in the use of academic resources through its library personnel. Faculty members are advised to utilize the Myers' Library online databases for class preparation and student assignments. Students are encouraged to incorporate research materials from the Myers' Library online databases in fulfilling course assignments. Each database in the Myers' Library collection offers a tutorial for its use. Additionally, an online tutorial regarding research for all academic disciplines will be available.

Special Accommodations: If you are a student with a disability that may affect your learning, please contact the campus ADA Coordinator, (Dr. Kristen Moore or 913/266-8604), immediately to evaluate your request and implement any special

accommodations required. The following is the procedure for requesting accommodation:

1. Students must declare their disabilities and request related classroom accommodations by: (a) completing an Accommodations Request Form, and (b) submitting recent documentation of a disability.
2. Requests for accommodation, along with documentation, must be received for evaluation at least one to two weeks prior to implementation of accommodations (that is, 1 – 2 weeks prior to the term start).
3. Additional information is available in the "General Policies" section of the Student Handbook at www.ottawa.edu under "**General Policies.**"

Ottawa University

Mission Statement

The mission of Ottawa University
Building on its foundation as a Christ-inspired community of grace and open inquiry, Ottawa University prepares professional and liberal arts graduates for lifetimes of personal significance, vocational fulfillment, and service to God and humanity.