



# Building Relationships on the UDL Journey

45 Continuing Education Hours | 3-credit graduate option

Course start date: July 12, 2021 - Course end date: September 6, 2021

Instructor	
<p>Lisa Reece J.D.</p> <p>Cell Phone: (209) 607-3999 Email: <a href="mailto:LReece1016@gmail.com">LReece1016@gmail.com</a></p>	<p><b>Communicate with Us!</b></p> <p>Use text or email to communicate with your classmates and me. Don't wait until you're struggling or feeling overwhelmed. Reach out when you need help developing a strategy either for a problem or for managing the course as we will help you to develop a personalized plan that will ensure your success. Also, we will ask you throughout the course what is going well and what needs improvement! We look forward to your feedback to help make this course accessible, engaging, and challenging for everyone.</p>

## Course Description

Over a year into a pandemic and following the vast changes in learning environments, students are reporting strained connections with both teachers and peers. Building relationships with students is crucial to their ability to learn in both remote or traditional classrooms. Building UDL lessons and a culture and climate in the classroom for ALL students is the goal, especially those students who have been historically marginalized. Knowing how to create effective relationships and a classroom community is just one step on the UDL journey. This course will provide the why, what, and how of building relationships to assure that the teacher-student relationship is strong in order to face barriers together. We will examine how the involvement of students providing feedback and exploration of trauma informed teaching will springboard your profession and add many strategies to your teaching toolbox along the way.

## Course Objectives & Learning Outcomes

- Participants will explore why building effective relationships with students is necessary in the course of their education by assessing strengths and determining areas where students need support to determine if current practices are obstacles or allies to student learning.
- Participants will learn how to incorporate various relationship building strategies that can be used throughout the school year, including those that focus on technology and distance learning.

- Participants will examine ways to use student feedback to improve their teaching practice and guide the delivery of instruction to better fit the needs of ALL students.
- Participants will understand how traumatic experiences affect students' ability to learn as well as developing strategies and techniques to improve educational outcomes for ALL students.
- Participants will have an opportunity to design and create products that have a strong foundation of relationship building interwoven throughout to create conditions of nurture, remove barriers and establish a partnership with people in their learning environment, that can be used in a remote or traditional setting.

## Course Requirements

This course requires participants to be engaged and prepared for each and every assignment. The course will be offered fully online yet students will have the opportunity to communicate with fellow participants through Canvas discussion boards. Participants will be expected to pass in work by the due date, but will also be given the opportunity to revise and improve upon their work (just as students in their class should be given the same respect using the UDL framework).

## Assignment Submission




Assignments should be submitted by the designated due dates/times as outlined within Canvas. Extensions will be granted if you contact the instructor before the due date. Students will be provided with the option to resubmit assignments to improve their practice, and enhance their learning. All work should be your own - when you reference other's work or research, make sure to include your proper citations.

## Evaluation & Grading Policy




The assignment/discussion forum accepts all file types, so you can contribute in writing, audio, video, or with a visual. You can also post infographics, PDFs, audio and video files, and/or multimedia presentations and we challenge you to stretch your learning and try new ways to convey your great ideas! In each module, we will give you some options for response, but always welcome you to share your own idea for assessment if none of the options seem like the right fit for you. We want you to be innovative, creative, and take risks!



**Assignments/Discussions** will be graded based upon the following rubric:




Assignments will be an opportunity to bring together everything you have learned within a module. We will encourage you to **create** an amazing product or post to share with your **network**! Take a **risk** and share your learning in a new way - lots of options and choices available! We will provide feedback on a single-point rubric. Learn more about [single-point rubrics here](#).

 Killing it! Evidence of going above and beyond answering the essential question	 You Got This! The target/goal criteria	 Not Yet Evidence of working toward answering the essential question
	Product is an original <b>creation</b> that: <ul style="list-style-type: none"> <li>● models an understanding of UDL</li> <li>● is clearly organized</li> <li>● answers the essential question of the module</li> <li>● is appropriate for the task, purpose, and audience.</li> </ul>	
<p><b>10 points</b></p> <p>Meeting the standard, or going above and beyond, will earn you the full point value for the assignment.</p>		

# Course Content/Topical Outline

MODULE	Topics
	<p><b>Module 1: Why Relationships?</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"><li>• Understand how personal experiences with educators have molded you as an educator.</li><li>• Evaluate your understanding and level of implementation of student-teacher relationships and their importance.</li></ul> <p><b>Essential Question</b></p> <ul style="list-style-type: none"><li>• Why is it important to build strong, effective relationships with students?</li></ul> <p><b>Activities</b></p> <ul style="list-style-type: none"><li>• <b>Discussion:</b> Reflect on positive and/or negative teacher relationships in your educational journey. How did those experiences form the teacher/educator you are today? What mistakes/discoveries did you make along the way?</li></ul>
	<p><b>Module 2: Compassion and Trust</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"><li>• Explore various ways to build relationships with a strong foundation of compassion and trust.</li></ul> <p><b>Essential Question</b></p> <ul style="list-style-type: none"><li>• How can compassion and trust assist in authentic relationships in the education setting?</li></ul> <p><b>Activities</b></p> <ul style="list-style-type: none"><li>• <b>Discussion:</b> Develop commitments you are willing to make to enhance your educational relationships. How do you plan to instill trust and include compassion in your daily work?</li></ul>
	<p><b>Module 3: Beginning of the Year, or New Beginning, Ideas</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"><li>• Research various ideas to implement to create strong relationships (great for beginning of the year but also effective at any time!)</li><li>• Create a product that you will be able to foster meaningful relationships in your learning environment at the beginning of the year or to kickstart new beginnings.</li></ul>

	<p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>• How can a strong start in relationship-building benefit educational relationships?</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• <b>Assignment:</b> Create an action/lesson plan that will guide you in your first two weeks of the school year or your next two weeks of teaching, which is a new beginning for relationship building. Take into consideration options for distance learning as well as face-to-face learning.</li> </ul>
	<p><b>Module 4: Building Classroom Community</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Identify your own sense of community and those things to implement into your educational space.</li> <li>• Develop a system for building community in your educational setting.</li> </ul> <p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>• Why is a sense of community essential in the educational setting?</li> <li>• How can community be developed in the educational setting?</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• <b>Assignment:</b> Develop a product (lesson plan, action plan, document, checklist, professional development plan, etc.) that demonstrates the development of community in the educational setting.</li> </ul>
	<p><b>Module 5: Teambuilders with and without Technology</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of team builders both in the digital and face-to-face settings.</li> <li>• Generate a “tool-box” of team builders that can be used in the educational setting that you are currently in.</li> </ul> <p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>• Why are team builders important in the educational setting?</li> <li>• How can team builders be used in the virtual setting?</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• <b>Assignment:</b> Find a creative way to organize a compilation of team builders that can be used to build relationships in your educational setting. This could be a Pinterest board, virtual bulletin board,</li> </ul>

	<p>Google Doc, Hyperdoc, etc. Include title, directions, and examples of how it could be used.</p>
	<p><b>Module 6: Student Feedback</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>● Develop an understanding of how student feedback can affect the culture of the classroom and deepen the student-teacher relationship.</li> <li>● Establish a method for collecting effective student feedback after lessons, units, trainings, etc.</li> </ul> <p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>● How can allowing students to provide feedback to the instructor assist in the development of your craft?</li> <li>● Why does effective use of student feedback build stronger relationships?</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>● <b>Assignment:</b> Develop a system for collecting feedback from students. This could be a survey, a lesson plan teaching students how to provide effective feedback, a database of questions, or some other product to add to your toolbox in the category of student feedback.</li> </ul>
	<p><b>Module 7: Trauma-Informed Teaching</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>● Understand your role in Trauma-Informed Teaching and Learning</li> </ul> <p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>● How can trauma-informed practices be used in various educational settings to foster learning and effective, nurturing relationships?</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>● <b>Assignment:</b> After reviewing the resources provided or others that you found, create a blog, podcast, reflection, multimedia presentation, etc. that demonstrates your reflection on your learning and next steps in relation to trauma-informed teaching in your educational setting as a means to foster effective learning and relationships.</li> </ul>
	<p><b>Module 8: Implementation and Self-Care</b></p> <p><b>Objectives</b></p>

- Determine next steps for building relationships within your educational network.
- Commit to a game-plan of your own self-care.

### Essential Question

- Why will my educational relationships suffer if I am not in touch with my own self-care?
- How can I assure that my own self-care is a priority?

### Activities

- **Discussion:** Produce 3-5 SMART goals (using the worksheet, in a podcast, video, mindmap, or other creative form) for your self-care. Share these detailed and specific goals in the discussion forum and answer the following questions: How will you keep this a priority? How will you encourage yourself and each other?