How SEL & UDL Intersect

30 continuing education hours
Final Project Optional: 3 Graduate Credits + 15 Cont. Ed. Hours

Instructor

Lisa Bosio

Lisa Bosio has been a passionate educator for over 19 years with one goal: to equip and empower teachers to invest in and impact the whole child, academically, behaviorally, socially and emotionally. Lisa has extensive experience as a classroom teacher, master teacher and district instructional coach. Lisa is also a Consulting Partner with two universities, Western Governors University and Teachers College of San Joaquin in California, and designs coursework focused on the implementation of Universal Design for Learning (UDL) and social emotional learning. She is also an Adjunct Professor in a teacher preparatory program at the Teachers College of San Joaquin.

Course Description

As education has evolved, it has become clear that in addition to academics, it is critical for students to learn 21st-century skills, like collaboration, communication, critical thinking, and creativity to succeed in school and life. Our instruction must go beyond "teaching to the test" to empower students to excel.

This requires us to integrate social-emotional instruction into our lessons every day. Universal Design for Learning and Social-Emotional Learning create a powerful partnership in educating our youth. Yet, educators often feel like implementing too many initiatives at once can be overwhelming. There is a beautiful overlap between these two frameworks and this course explores how they complement each other to engage learners and focus on the whole child.

When learners are self-aware and able to identify and regulate their emotions and can work well independently or with peers, they can tap into parts of their brain that may otherwise be shut off to learning. Throughout this course, we will explore how to create an environment that fosters social, emotional, behavioral, and academic growth using both UDL and SEL in your learning environment.

Suggested Prerequisites

- Introduction to UDL course or a 101 understanding of UDL

Required Text
- No required text, all content is included within the course.

Course Objectives & Learning Outcomes

- Learn about the components of SEL and why social-emotional learning is vital for both students and teachers.
- Learn how to integrate SEL practices in your teaching content throughout the day.
- Understand how to create a safe environment for students where the whole child can thrive.
- Develop a deep understanding of the relationship between UDL and SEL.
- Learn techniques to help students develop emotional regulation and stress management through a UDL and SEL lens.
- Design and create lesson plans that remove barriers to academic and social-emotional learning.
- Build a community of like-minded educators who believe in educating the whole child.

Course Modules

MODULE	Topics
1	**Module 1: UDL & SEL: A Match Made in Heaven** **Objectives** - Review the fundamentals of both the UDL & SEL frameworks - Start building connections on how these frameworks are related - Understand the different approaches to implementation for UDL and SEL **Essential Questions** - How can we use UDL and SEL together to create more equitable learning environments? **Activities** - Take the self-assessment - Watch/listen to the video - Review resources to deepen your knowledge - Participate in the discussion board - Reflection: Reflecting on Your UDL & SEL journey

2

Module 2: Unpacking the Learning Brain

Objectives
- Understand the neuroscience of the brain and how emotions and learning are connected.
- Take a look at the ruler approach and how it can be used in your classroom.

Essential Questions
- What role do emotions play in learning?

Activities
- Watch/listen to the video
- Review resources to deepen your knowledge
- Participate in the discussion board

3

Module 3: Changing Mindsets

Objectives
- Understand common mindsets, for both students and educators, and how they affect learning.
- Dive into strategies that help with building academic mindsets.
- Investigate the relationship of CASEL's self-awareness competency and how it can help students recognize when their mindsets are interfering with their learning.

Essential Questions
- How can we foster mindsets in ourselves and our students that empower us to grow and learn?

Activities
- Watch/listen to the video
- Review resources to deepen your knowledge
- Participate in the discussion board

4

Module 4: Designing Nurturing Learning Environments

Objectives
- Learn about the roles that the physical, emotional, and intellectual environments have on learning and social emotional skills.
- Understand how to design and create a safe and nurturing environment.
- Evaluate your classroom culture and environment and determine how to make it safer and more nurturing.

Essential Questions
- What can I do as an educator to foster a safe and nurturing environment where students can thrive?

Activities
- Take the self-assessment
- Watch/listen to the video
- Review resources to deepen your knowledge
- Participate in the discussion board

(5)

Module 5: Forging Strong Relationships

Objectives
- Learn core SEL strategies for building strong relationships within your learning environment.
- Understand the importance of establishing classroom norms in fostering respectful relationships
- Dive into CASEL's competencies on social awareness and relationship skills and how they relate to sustaining effort and persistence and self-regulation.

Essential Questions
- How can we help students build strong relationships in the classroom with teachers and other students?

Activities
- Take the self-assessment
- Watch/listen to the video
- Review resources to deepen your knowledge
- Participate in the discussion board

(6)

Module 6: Cultivating Social-Awareness & the Role of Feedback

Objectives
- Learn how mastery-oriented feedback can help improve student SEL skills.
- Learn about CASEL's social awareness core competency and how it connects to UDL.

Essential Questions
- How does UDL relate to CASEL's core competency on social awareness?
- Why is regular mastery-oriented feedback such an essential part of student academic and social-emotional learning and how is it connected to social awareness?

Activities
- Take the self-assessment
- Watch/listen to the video
- Review resources to deepen your knowledge
- Participate in the discussion board

Module 7: Making Responsible Decisions & Supporting Executive Functions

7

Objectives
- Understand the role of executive functioning in making responsible decisions
- Investigate the relationship of CASEL's Responsible Decision-Making competency and its relationship to the UDL framework
- Learn how to foster responsible decisions making using SEL best practices

Essential Questions
- How can we encourage responsible decision making in our learning environment?

Activities
- Take the self-assessment
- Watch/listen to the video
- Review resources to deepen your knowledge
- Participate in the discussion board

Module 8: Putting it All Together

8

Objectives
- Understand the importance of reflection and how it helps you grow as an educator.
- Create a UDL/SEL lesson plan, a plan for a faculty meeting where you will scale the work of implementing UDL and SEL in your school or district or reflect on your UDL/SEL journey.

Essential Question
- How can we intentionally plan both UDL and SEL elements in our learning environments that support the whole child and use reflection towards continuous improvement of inclusive practices and grow as educators?

Activities
- Take the self-assessment
- Watch/listen to the video
- Review resources to deepen your knowledge
- Participate in the discussion board

Final Project

At the end of the course, learners have the opportunity to take their learnings from the course and put it together to create a final project. We will encourage you to create an amazing product to share with your network! Take a risk and share your learning in a new way - lots of options and choices available!

Final Project Assignment

The Goal

Students will demonstrate their understanding of how Universal Design for Learning and Social-emotional learning are integrated throughout their learning day to support the whole child.

The Ask

Once you reach the end of the course, you are invited to produce a final project.

You can start from scratch or use an existing syllabus/lesson plan/etc. and modify it using UDL and SEL best practices.

This course is worth 30 continuing education hours. The final project is worth an additional 15 hours continuing education hours and 3 graduate-level continuing education credits. You will receive feedback for your final project only if you register for graduate credit. Feedback will be provided on a holistic rubric. Learn more about **universally designed rubrics here.**

The Logistics

Regardless of format choice, your project should have the following four sections:

1. **Introduction: Before integrating UDL and SEL in your lesson design and throughout your teaching day** - This section describes what your practice was like before you integrated UDL and SEL and took this course.
2. **Philosophical/Theoretical Understandings:** Create an annotated bibliography in which you share with us the key resources from the course that impacted your thinking the most and the ways in which your thinking was impacted by each resource. You may use any citation format to cite your work (APA, MLA, etc.). There should be at least 10 sources cited from within the course text, videos, or supplemental resources. All of CASEL's five core competencies have to be referenced in this bibliography. While the actual citation page needs to be on a document in text form, you may choose to do the "annotation" of each source in other formats (text/audio/video/multimedia/other).
3. **Practical Understandings and Implementations:** This will be the actual "product" for this final, so it will be something tangible that you are/will/can use in your role. Again, you can

choose to create a course syllabus/outline, series of lessons, an entire unit, professional learning experience for your learners, or anything else that will demonstrate the practical implementation and integration of both UDL and SEL elements(based on CASEL's five core competencies) of what you learned in this course and how it applies to your role in education.

4. **Reflection**: In this last section, you should take some time to reflect on your time in this course, how the final product you created that demonstrates how you incorporated both the UDL framework(the principles, guidelines and checkpoints) and SEL(CASEL's five core competencies) in your learning environment, and what's next for you and your work with UDL and SEL.

Graduate Credits

You have the option to receive 3 continuing education graduate credits with the course. Register for the course + final project for graduate credits or add on the graduate credit section at any time. Upon successful completion of the course and graduate final project, you will receive 3 accredited graduate credits from your choice of one of our university partners (University of Massachusetts Global or Teachers College of San Joaquin).