How SEL & UDL Intersect

10 hour self-directed course

Optional: 1 graduate level continuing education credit with additional 5-hr final project

Course Designer	
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.

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 academic instruction to empower students to excel in their lives and relationships.

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

- Intro to UDL online course or a 101 understanding of UDL

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 alongside UDL.
- 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.

Course Modules

MODULE	Topics
1	**Module 1: UDL and SEL as One** **Objectives** - Understand how emotions and learning are connected. - Start building connections on how the UDL and SEL frameworks are related. - Understand the different approaches to implementation for SEL within the context of UDL. **Essential Questions** - What role do emotions play in learning? - How can we use UDL and SEL together to create more equitable learning environments? **Lessons** - Lesson 1: Why SEL? - Lesson 2: Emotions and the Brain - Lesson 3: The Integrated Approach **Activities** - Watch/listen to the video (5 minutes) - Review resources to deepen your knowledge (2.5 hours) - Participate in the course community board to discuss with your peers (30 minutes) - Dive into the module assessment (15 minutes)
2	**Module 2: Environments to Set the Stage** **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 that supports social and emotional learning using the best practices of UDL and SEL.

- 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?

Lessons
- The Physical Environment
- The Emotional Environment
- The Intellectual Environment

Activities
- Watch/listen to the video (5 minutes)
- Review resources to deepen your knowledge (2.5 hours)
- Participate in the course community board to discuss with your peers (30 minutes)
- Dive into the module assessment (15 minutes)

3

Module 3: All Learning is Social and Emotional

Objectives
- Investigate the relationship of CASEL's core competencies to UDL on a deeper level.

Essential Questions
- How can we help students build strong relationships in the classroom with teachers and other students?
- Why is regular mastery-oriented feedback such an essential part of student academic and social-emotional learning?
- How can we encourage responsible decision making in our learning environment?

Lessons

- Social Awareness and Relationship Skills
- Self-Awareness and Self-Regulation
- Responsible Decision Making

Activities
- Watch/listen to the video (5 minutes)
- Review resources to deepen your knowledge (2.5 hours)
- Participate in the course community board to discuss with your peers (30 minutes)
- Dive into the module assessment (15 minutes)

You have the option to receive 1 continuing education graduate credit with the course. Register for the course + graduate credit or add on the graduate credit section at any time. Upon successful completion of the course and graduate final project, you will receive 1 accredited continuing education graduate credits from your choice of one of our university partners (University of Massachusetts Global or Teachers College of San Joaquin) and a completion certificate for 5 additional continuing education hours (in addition to the 10 hours you received for the course).

UDL/SEL Lesson Plan

The Goal: Students will demonstrate their understanding of Social Emotional Learning and Universal Design for Learning (UDL) and how to implement them both by creating a learning experience and reflecting on the design process.

The Ask: At the end of this course you are invited to produce a final project. This course is worth 10 continuing education hours. The final project is worth an additional 5 continuing education hours and 1 graduate-level continuing education credit. You will receive feedback for your final project only if you register for graduate credit. You can start from scratch or use an existing lesson plan or professional learning experience and modify it using UDL best practices. Once you have completed your final project using the guidelines and rubric below, submit it here for a grade and feedback. You should spend approximately 5 hours on your final project.

Your final project will be an opportunity to bring together everything you have learned. Take a risk and share your learning in a new way - lots of options and choices available! We will provide feedback on a holistic rubric. Learn more about underlined universally designed rubrics here.

The Project: regardless of format choice, your project should have three main sections:

1. **Introduction:** Give a quick explanation of what grade and subject you teach, how you would usually develop and deliver a lesson or professional learning experience and why you chose this specific learning experience for your final project.

    ○ Questions to Ponder: *Where have my learners struggled social-emotionally in the past? Why is this learning experience important to you and your learners? How do you think it can be improved by incorporating more UDL and SEL-aligned supports?*

2. **Learning Experience Design:** This will be the actual "product" for this final, so it will be something tangible that you are/will/can use in your role. Choose to create a lesson plan, or professional learning experience for your learners, including any supporting rubrics, scaffolds, assignments, etc. This lesson should support the "whole child" (or "whole educators" if you are a leader!). The lesson plan doesn't have to be in a traditional format. Feel free to create it in audio/video/text/or graphics format.

○ Questions to Ponder: *Where have included options and choices to support my learner's self-regulation? Where have I incorporated opportunities to build social connections? How have I supported responsible decision making and executive functions?*

3. **Reflection:** In this last section, you should take some time to reflect on your time in this course, the final product you created, and what's next for you and your work with UDL and SEL. Within your reflection, be sure to cite at least **5 resources** from the course that impacted your thinking when you were creating your final project. You may use any citation format to cite your work (APA, MLA, etc.)

   ○ Questions to Ponder:

   - *How has my thinking about social emotional learning changed through this course?*
   - *What resources really supported my learning in this course and affected the way I designed or updated this learning experience?*
   - *What was your thought process as you started to design your lesson plan? What things did you consider?*
   - *How did the process of designing a lesson that supports the whole child differ from the way you planned a traditional lesson? Did you notice any similarities?*
   - *Which of UDL principles (Engagement, Representation, and/or Action and Expression) options did you deliberately incorporate as a part of the learning experience? Why?*
   - *What CASEL Core Competency/Competencies did you deliberately plan for and weave into your lesson plan? Why?*

Resources to Support You with Your Work

Feel free to use the following resources listed below to guide your lesson plan creation and/or reflection.

- UDL Lesson Plan Review Template
- Teacher's Guide to Creating a UDL Lesson Plan
- UDL/SEL Lesson Plan Reflection Guide - *As you are planning or assessing your lesson plan, you **do not** have to answer each of the questions listed, just use them as a guide.*

Final Project Rubric

The rubric below highlights project requirements. All projects need to "meet expectations" in all sections. Worry not - you are welcome to resubmit as many times as it takes to be successful.

Not there yet!	Met Expectations. Hooray!	Nailed It
	Introduction: Your quick explanation of what grade and subject you teach, how you usually develop and deliver a lesson or PD and why you chose your final project	

	integrates UDL and SEL appropriately for your use. (1 point)	
	Learning Experience Design: Your "product" is something tangible that you are/will/can use in your role. You have created a lesson plan, or professional learning experience for your learners and included any supporting rubrics, scaffolds, assignments, etc. (2 points)	
	Reflection - You have reflected on your time in this course, the final product you created, and what's next for you and your work with UDL and SEL. You have included/used at least 5 citations/resources from the course. (2 points)	

5 Points

Meeting the standard, or going above and beyond, will earn you the full point value for the assignments.