

BRIDGE TO INCLUSIVE PRACTICES

The Role of the General Education Teacher with UDL and SDI



Overview

Inclusive education isn't just a checklist or a feel-good initiative—it's a deeply rooted commitment to designing learning environments where all students feel safe, seen, and supported. This course is for general education teachers, special education teachers, instructional assistants, specialists and administrators who are or ready to become change agents, transformative thinkers, and ready to flip the script on what learning "should" look like, by building bridges through Universal Design for Learning (UDL) and Specially Designed Instruction (SDI).

Rooted in the 4 C's—compassion, curiosity, creativity, and collaboration—this journey challenges us to move beyond "what's always been done" and toward bold, beautiful, intentionally designed classrooms where learner variability is embraced and equity is the goal. Step-by-step, module-by-module, we'll intentionally explore, reflect, plan, and practice together. And just like any great bridge, it starts with a strong foundation and ends with a powerful connection.



Objectives

By the end of this course, you'll be able to

1. **Design with Purpose through Compassion & Creativity:** Define your personal "why" for inclusive education and apply UDL principles to design flexible, accessible instruction that honors learner variability and reflects empathy in action.
2. **Support with Intention through Curiosity:** Integrate Specially Designed Instruction (SDI) within universally designed lessons to meet the individual needs of students with disabilities—rooted in inquiry, clarity, and presuming competency.
3. **Lead with Connection & Collaboration:** Collaborate with special education partners to co-plan, co-teach, and use cycles of inquiry to build strong, sustainable, inclusive practices that thrive on shared vision and trust

INSTRUCTOR



Emily Mostovoy-Luna

Education Consultant

With over 15 years in educational leadership, she believes every student deserves compassionate, high-quality, and inclusive instructional environments that foster the love of learning and student voice.

Emily brings a wealth of expertise in special education and general education, holding past positions as a school counselor, principal, director of special education, and executive director, special education. Her most recent position was as the Associate Superintendent of Special Education Local Plan Area (SELPA) in Ventura County, California. She provided technical assistance to 21 districts, 12 charter schools, and over 19,000 students with Individualized Education Plans.

PREREQUISITES

It is recommended to begin this course with foundational knowledge of Universal Design for Learning.

All materials are linked freely throughout the course modules.

COURSE SYLLABUS

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Module	Objectives	Activities
1 The Foundation: Understanding our WHY	Objectives <ul style="list-style-type: none"> Examine personal assumptions and biases. Articulate a compelling personal "why" for inclusive education. Understand the legal frameworks, including IEPs, LRE, and the Gen Ed teacher's responsibilities. Essential Questions: <ul style="list-style-type: none"> How do my personal beliefs and assumptions influence my practice and the learning environments I create? What is my personal and professional "why" for inclusive education? What legal and ethical responsibilities do I have in supporting students with IEPs? 	<ul style="list-style-type: none"> Watch, read and/or listen to the course lesson Review at least 3-4 resources/lesson to dive deeper into the learning Options for Action and Expression <ul style="list-style-type: none"> Create a visual or written reflection that illustrates your personal "why" for inclusive education. Interview a colleague and compare your beliefs, assumptions, and legal responsibilities related to inclusive practices.
2 UDL as the Blueprint: Designing for Equity, Voice, and Agency	Objectives <ul style="list-style-type: none"> Analyze how lesson clarity, flexibility, and student voice influence learner agency. Identify shifts needed in current practice to move toward inclusive, student-centered UDL design. Redesign a lesson using UDL principles that promote agency, clarity, and access. Identify how inclusive lesson design opens opportunities for embedded SDI. Essential Questions <ul style="list-style-type: none"> What intentional design choices support agency, voice, and clarity for all learners? How can I create lessons that move from teacher-led to student-led? How can I use UDL to transform a lesson into one that invites, empowers, and includes? How does designing inclusively with UDL prepare the path for SDI in the classroom? 	<ul style="list-style-type: none"> Watch, read and/or listen to the course lesson Review at least 3-4 of resources to dive deeper into the learning Options for Action and Expression <ul style="list-style-type: none"> Redesign a current lesson using the UDL framework. Annotate a UDL checkpoint with examples from your own teaching.

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Module	Objectives	Activities
<div>3</div> <p>The Reinforcement : Specially Designed Instruction (SDI)</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Define SDI and understand how it differs from accommodations. • Identify opportunities to embed SDI into UDL-designed lessons. • Analyze how SDI supports student access and growth. <p>Essential Questions:</p> <ul style="list-style-type: none"> • What is SDI, and how does it support students with disabilities? • How is SDI distinct from accommodations or general strategies? • What's the relationship between SDI and UDL? • How can I embed SDI in general education instruction through the UDL framework? 	<ul style="list-style-type: none"> • Watch, read and/or listen to the course lesson • Review at least 3-4 resources/lesson to dive deeper into the learning • Options for Action and Expression <ul style="list-style-type: none"> ◦ Identify an IEP goal and brainstorm ways to integrate SDI supports into the general education classroom. ◦ Analyze an upcoming lesson and suggest embedded SDI supports.
<div>4</div> <p>The Crossbeam – Collaboration and Inquiry for Inclusive Practices</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Explore co-teaching models and collaborative strategies. • Understand how inquiry cycles sustain inclusive practices. • Apply collaborative reflection to strengthen instruction and equity. <p>Essential Questions:</p> <ul style="list-style-type: none"> • What does effective collaboration look like in inclusive classrooms? • How do co-teachers build trust and share ownership? • How can inquiry cycles support long-term growth and equity? • What structures can help us reflect and improve collaboratively? 	<ul style="list-style-type: none"> • Watch, read and/or listen to the course lesson • Review at least 3-4 of resources to dive deeper into the learning • Options for Action and Expression <ul style="list-style-type: none"> ◦ Co-design a lesson or unit plan using a co-teaching model. ◦ Reflect with a partner using a collaborative inquiry protocol.

COURSE SYLLABUS

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REGISTRATION

Individuals can register directly through the course site. Once registered, you will gain immediate access to the course. You will have six months to complete the course/access the materials.

If you will be paying with a PO, as an individual or as a group and require an estimate or an invoice, email Lon@NovakEducation.com.

Group pricing and all-inclusive memberships are available. Contact Education@NovakEducation.com for details.

- Please check in with your school or district prior to enrolling to determine if this alone will be sufficient for salary points or advancement. Some states require additional proof of completion such as clock hours, contact hours, or credits. We are committed to providing professional learning to help all educators grow, if you have any questions, [reach out](#) any time!
- CTLE and Clock Hours are available, [view our FAQs](#) for details or contact us.
- Before enrolling, please review our [withdrawal policy](#).
- This is a self-directed course, designed for independent learning at your own pace. Please note that there will be no direct interaction with the instructor outside of the final project. If you feel you would benefit from instructor support or group interaction through out a course, we invite you to explore our [facilitated courses](#), where more personalized guidance is available.

TECHNOLOGY

Courses are entirely online. To access them, you'll need a compatible web browser like Chrome or Firefox. For an optimal experience, we recommend using a desktop or laptop computer with a word processing tool or reader (i.e. Microsoft Word, Libre, or Google Docs). While our course platform is mobile-friendly, a larger screen will provide the best viewing and interactive experience. If you need personal assistance or have technical questions, you can [contact us](#) any time.

Novak Education is in compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA).