Professional Development Institute

Flex Course Syllabus

Meeting Diverse Learning Needs through DEIB (K-12)

PDI Course Number: 143T02

UCSD Course Number: EDUC42481

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, please click here.

Course Timeline

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

Course Description

Are you searching for ways to embrace the principles of diversity, equity, inclusion, and belonging (DEIB) so that you can meet the unique needs of your diverse students? By following the five core competencies of social-emotional learning (SEL), educators can transform their teaching practices so that the unique needs of students can be met. Since in-person learning was interrupted by the global pandemic, many students are struggling not just with academics, but with their social-emotional skills as well. This online course provides K-12 teachers with the perfect approach to pair the five core SEL competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making with the principles of DEIB so that students feel safe, accepted, and included. Teachers will learn how to use data to address academic gaps and behavioral concerns using a multi-tiered system of supports. From there, they will learn how to determine the social-emotional needs of their students so that they can provide meaningful and inclusive practices in reading/ELA, mathematics, science, history, and social studies. Teachers will also explore a variety of inclusive practices that are based in SEL so that they can meet the needs of their diverse students, including those with emotional disabilities, autism, ADHD, and gifted and talented students. By the end of this course, teachers will feel more confident and successful in their quest to embed the principles of DEIB into their own SEL-inspired teaching practices.

Educational Outcomes

1. Teachers will understand the fundamentals of diversity, equity, inclusion, and belonging as it relates to specific populations (students of poverty, students with disabilities, and English language learners).
2. Teachers will begin to unpack diversity and social justice, especially as it relates to receiving an equitable and inclusive education.
3. Teachers will learn how to provide students with equitable access through such best practices as differentiation, inclusion, and embracing students' cultural and linguistic backgrounds.
4. Teachers will understand the impact that interrupted learning has on students' education, not only on academics, but also on students' mental health and equity practices.
5. Teachers will learn how to create a welcoming environment for their students in terms of the physical space, and they will learn specific strategies for building positive relationships with students and their families, as well as with the greater community.
6. Teachers will understand how the whole student approach to diversity, equity, inclusion, and belonging benefits a diverse student population, including students of color, homeless students and students of poverty, students with exceptionalities, English language learners, students with past traumas, and gifted and talented students.
7. Teachers will understand how diversity is affected by students' social and emotional skills, including those of the five core competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making).
8. Teachers will be introduced to Maslow's hierarchy of needs, and they will understand how each of those needs (physiological, safety and security, love and belonging, self-esteem, and self-actualization) plays a significant role in students' mental health and well-being.
9. Teachers will understand the important need for immediate intervention, and they will learn how to ensure that their baseline instruction is of high quality.
10. Teachers will learn how the issues that surround diversity, equity, inclusion, and belonging are related to teacher stress and overall wellness, and they will be given some simple tips to try right away to alleviate such stress.
11. Teachers will learn how to use the data-driven instruction process to make instruction more equitable and inclusive.
12. Teachers will learn how to address academic gaps and behavioral concerns using an MTSS format.
13. Teachers will learn how to determine various behavioral needs based on different types of anecdotal data.
14. Teachers will learn how unconscious bias affects student discipline.
15. Teachers will learn a variety of methods and strategies for determining the social-emotional needs of their students.
16. Teachers will learn about the specific social-emotional needs as they relate to diverse student populations, including those with emotional disabilities, autism, ADHD, and gifted and talented students.
17. Teachers will take a deep dive into a variety of strategies (student choice, differentiation, the use of culturally responsive texts, explicit instruction, and small-group instruction) to make Reading/ELA more inclusive and equitable for diverse classrooms.

18. Teachers will take a deep dive into a variety of strategies (incorporating STEM activities, addressing math anxiety, building foundational skills, building background knowledge, build conceptual understanding, and giving students the opportunity to make mistakes) to make mathematics and science more inclusive and equitable for diverse classrooms.
19. Teachers will learn how to incorporate the principles of culturally responsive teaching into the teaching practices as it relates to history and social studies.
20. Teachers will learn a variety of research-supported inclusive strategies to use with students with emotional disabilities, autism, ADHD, and gifted and talented students.
21. Teachers will explore a variety of classroom SEL strategies to meet the needs of students with emotional disabilities, autism, ADHD, and gifted and talented students across all five core SEL competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making).

Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

Evaluation

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Create Three SEL Activities (20% of final grade)
- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- Understanding the Fundamentals of Diversity, Equity, Inclusion, and Belonging
- The Effects of Interrupted Learning
- Creating a Welcoming Environment
- **Assignment #1**
  Write an autobiography including information about yourself, your grade level, and what you specifically hope to learn about embracing the principles of diversity, equity, and inclusion to help diverse learners succeed in a K-12 classroom. Your autobiography should be a minimum of three paragraphs.
- **Test #1**

Unit Two

- The Whole Student Approach to Diversity, Equity, Inclusion, and Belonging
- Maslow's Hierarchy and Students' Mental Health Needs
- Making the Case for Intervention
- **Assignment #2**
  As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.
- **Test #2**

Unit Three

- Using Data to Drive Instruction and Intervention
- Addressing Academic Gaps and Behavioral Concerns with MTSS
- Determining the Social and Emotional Needs of Students
- **Assignment #3**
  Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to embracing the principles of diversity, equity, and inclusion to help diverse learners succeed in a K-12 classroom. The tip, strategy, or idea that you share needs to make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to follow easily. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom.
- **Test #3**

Unit Four

- Inclusive Practices for Reading and ELA
- Inclusive Practices for Mathematics and Science
- Inclusive Practices for History and Social Studies
- **Test #4**

Unit Five

- Inclusive Practices for Students with an Emotional Disability
- Inclusive Practices for Students with Autism
- Inclusive Practices for Students with ADHD
- Inclusive Practices for Gifted and Talented Students
- **Test #5**

Unit Six

- Classroom SEL Strategies for Students with an Emotional Disability
- Classroom SEL Strategies for Students with Autism
- Classroom SEL Strategies for Students with ADHD
- Classroom SEL Strategies for Gifted and Talented Students
- **Assignment #4**
  Create an activity for three of the five core SEL competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making). Each of the activities must be designed to further develop students' competency in the chosen SEL skill while simultaneously appealing to a wide range of diverse students, and you may not duplicate any SEL competency more than once. Each activity needs to meet all the requirements of the assignment, including listing the grade level(s), the SEL competency to which the activity best applies, as well as the DEIB goal of the lesson, among others. The procedure for each activity should be discussed in at least five detailed steps, and it should be very easy to determine how each of the three SEL activities supports the equitable inclusion of a diverse set of learners so that they feel a sense of belonging to the classroom community. Follow the example in the assignment. To obtain full credit, be sure to follow all the parameters set forth in Assignment 4.
- **Assignment #5**
  The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.

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