



Course Approval Request Form

Use this customized approval request form to print and share with your district or state teaching licensure authority when seeking approval for a Professional Development Institute course.

About PDI

The Professional Development Institute (PDI) has been offering quality online courses to K-12 educators for decades and providing training to teachers across the globe. Every PDI course is approved for graduate-level credit through the prestigious University of California San Diego Division of Extended Studies, ranked in the top ten universities in the United States.

UC San Diego is part of the University of California system and is accredited by the Western Association of Schools and Colleges Senior College and University Commission (WSCUC).

Every PDI course is instructor-led and includes practical strategies for immediate implementation into the classroom, opportunities to interact with the instructor and other participants, rich content, and valuable assignments. Every PDI course is approved as 3 1/3 semester units (or 5 quarter units) of graduate-level credit, equivalent to 50 training hours. Teachers must spend a minimum of three weeks in each course (consecutively, when taking multiple courses) before a final grade is released.

Teacher Information

Last Name:	First Name:	ID #:
School Name:	Address:	
Email Address:	Grade Level:	Daytime Phone:

Course Number and Title:

130T02/ EDUC42277 Using SEL to Drive Inclusive Practices in High School

I am taking this course:

_____ for 3 1/3 semester unit of graduate level credit. Upon completion, I will receive a transcript from UC San Diego Division of Extended Studies.

_____ as an in-service course. I may request a PDI Grade Report to document my completion.

**This course is approved as 50 training hours, whether taken for graduate credit or in-service.*

Course Description:

As a busy high school teacher, does the prospect of finding the time to incorporate socioemotional learning (SEL) skills into your classroom send you into panic mode? Does it often seem that SEL is just one more "thing" to fit into your schedule? Although it can be difficult for high school teachers to find the time to incorporate these important skills into their classrooms, once a conscious decision has been made to do so, the outcomes can improve the quality of students' lives for many years to come. This online course provides high school teachers with a host of suggestions to successfully incorporate SEL best practices into their classrooms in an effort to form a united front in addressing the needs of the whole student, completely and holistically. This, in turn, helps teachers drive their inclusive classroom practices forward. The course covers many important topics such as making the classroom accessible and equitable to all learners, building positive relationships, and fostering students' internal motivation and drive. Throughout the course, teachers will learn how to use specific SEL and special education strategies to address their students' development using student feedback as they tailor their instruction to each student's zone of proximal development while gradually releasing the responsibility of learning to the student. Teachers will learn how to design engaging instructional activities that appeal to students' interests while simultaneously incorporating student feedback and revision best practices into their daily classroom routines. The topic of assessment is addressed, and teachers will have a better understanding of how to design consistent, clear assessments that thoughtfully take students' social and emotional needs into account. By the end of this course, teachers will feel more confident and successful in their quest to incorporate SEL and special education best practices so that their high school students are empowered to become effective and engaged lifelong learners.

Seeking approval for:

_____ recertification/relicensure

_____ personal and/or professional growth

_____ district or state requirement

Signature

Date