



# Empowering Multilingual Learners

## UDL & Linguistically Responsive Practices for Inclusive Education

February 5, 2025 - April 11, 2025

45 Continuing Education Hours | Option for 3 Graduate-Level Credits

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## Instructor



### Pam Tupy

[Pam Tupy](#) has been a public school educator for 25 years, having taught in both elementary and secondary settings. In the classroom, Pam taught special education and developed a deep commitment to supporting inclusive practices. Having worked in a variety of learning environments and co-taught classrooms, she began looking for ways to develop as a coach to support general education and special education staff. She has worked at the site, district, county, regional and state levels to support a variety of educational initiatives. Her work currently focuses on implementation of Universal Design for Learning (UDL), Multi-tier System of Support (MTSS), supporting students.

## Course Description

Multilingual learners bring a richness of experience and diversity to our classrooms, but they also have unique support needs. In this course, you will delve into the intricacies of Culturally Responsive Teaching (CRT), Culturally and Linguistically Responsive Teaching (CLRT) and UDL, learning how to provide multiple pathways for engagement, representation, and expression to meet the varied language proficiencies of your students. You will explore practical strategies for integrating linguistically responsive practices into your teaching, ensuring that every learner, regardless of language background, can access and succeed in the curriculum.

Whether you have a strong background in UDL or are unsure of where exactly you are in your implementation of UDL, this course meets you where you are and is your gateway to mastering Universal Design for Learning (UDL) and linguistically responsive practices, tailored specifically to meet the diverse needs of multilingual learners. Discover how to unlock the full potential of your students by embracing their linguistic and cultural backgrounds as assets, not obstacles. Through a dynamic blend of theory, hands-on activities, and real-world examples, you will gain the tools and confidence to create truly inclusive learning environments where all students feel valued, supported, and empowered to reach their full potential.

## Course Objectives

- Develop a comprehensive understanding of Universal Design for Learning (UDL) principles and their application in supporting multilingual learners.




- Explore the unique support needs of multilingual learners in the context of the Culturally and Linguistically Responsive (CRLT) framework and gain practical strategies for integrating linguistically responsive practices into instructional planning and delivery, fostering a culturally inclusive classroom environment where language diversity is celebrated and leveraged for learning.
- Acquire the skills to design and implement inclusive learning experiences that address the linguistic and cultural assets of multilingual learners, enabling them to access and demonstrate their understanding of academic content while promoting equity and maximizing learning outcomes for all students.

## Evaluation & Grading Policy

The assignment/discussion forum accepts all file types, so you can contribute in writing, audio, video, or with a visual. You can also post infographics, PDFs, audio and video files, and/or multimedia presentations and we challenge you to stretch your learning and try new ways to convey your fab ideas! In each module, we will give you some options for response, but always welcome you to share your own idea for assessment if none of the options seem like the right fit for you. We want you to be innovative, creative, and take risks!

**Assignments/Discussions** will be graded based upon the following rubric:

Assignments will be an opportunity to bring together everything you have learned within a module. We will encourage you to **create** an amazing product or post to share with your **network!** Take a **risk** and share your learning in a new way - lots of options and choices available! We will provide feedback based on this rubric!

 <b>Killing it!</b> Evidence of going above and beyond answering the essential question	 <b>You Got This!</b> The target/goal criteria	 <b>Not Yet</b> Evidence of working toward answering the essential question
	Product is an original <b>creation</b> that: <ul style="list-style-type: none"> <li>• models an understanding of UDL</li> <li>• is clearly organized</li> <li>• answers the essential question of the module</li> <li>• is appropriate for the task, purpose, and audience.</li> </ul>	
<b>1 point</b> Meeting the standard, or going above and beyond, will earn you the full point value for the assignment.		

## Course Requirements

This course requires participants to be engaged and prepared for each and every assignment. The course will be offered online yet students will have the opportunity to communicate with fellow participants through Canvas discussion boards. Participants will be expected to pass in work by the due date, but will also be given the opportunity to revise and improve upon their work (just as students in their class should be given the same respect using the UDL framework). Extensions will be granted if you contact the instructor before the due date. All work should be your own - when you reference other's work or research, make sure to cite the work.

# Course Schedule

## Due Dates


- Feb 16- Module 1 due
- Feb 23 Module 2 due
- March 2- Module 3 due
- March 9- Module 4 due
- March 16- Module 5 due
- March 23- Module 6 due
- March 30- Module 7 due
- April 6 - Module 8 due

## Live Sessions

- Feb 12- Live Session 1
- Feb 26- Live session 2
- March 10- Live Session 3
- March 26- Live Session 4

Live sessions are held on zoom from 6:00-7:00 PM ET. Sessions will be live captioned and recordings will be shared within the course within 24 hours of each session. It is recommended to attend live, but not required.

# Course Outline

MODULE	Topics
 Module 1 due- June 23	<h2>Module 1: The Multilingual Learner Experience</h2> <h3>Objectives</h3> <ul style="list-style-type: none"><li>• Explore the linguistic and cultural diversity of multilingual learners</li><li>• Understand the academic mindsets supported by culturally responsive teaching</li><li>• Recognize the impact of language on learning and identity</li></ul> <h3>Lessons</h3> <ul style="list-style-type: none"><li>• <b>Lesson 1:</b> Understanding Culturally Responsive Teaching and Learning</li><li>• <b>Lesson 2:</b> Shifting Mindsets about Multilingual Learners</li></ul> <h3>Essential Questions</h3> <ul style="list-style-type: none"><li>• <i>What is culturally responsive design and how does it shape our work with multilingual learners?</i></li></ul> <h3>Assignment</h3> <ul style="list-style-type: none"><li>• Participants will participate in self-reflection options to explore biases, mindset shifts, and/or characteristics of culturally responsive teachers.</li></ul>

# 2

Module 2 due-  
June 27

## Module 2: UDL Review & Self-Assessment

### Objectives

- Learn about (or go deeper with) the 3 principles of UDL
- Explore the role of variability in expert learning
- Conduct a self-assessment on current UDL implementation

### Lessons

- **Lesson 1:** UDL Review
- **Lesson 2:** Self-Awareness and Variability

### Essential Questions

- *How can I self-assess where my UDL implementation currently is so that I can grow it as I strive to meet the needs of multilingual learners?*

### Assignment

- Complete a UDL self-assessment to gauge your understanding of your current practices and set goals for where you would like to improve to better support multilingual learners next year.

# 3

Module 3 due-  
July 3

## Module 3: Bridging UDL with Culturally Responsive Practices

### Objectives

- Explore how variability, language and culture impact brain development
- Understand core design principles for UDL and culturally responsive teaching
- Dive into a crosswalk connecting UDL and culturally responsive design

### Lessons

- **Lesson 1:** Culturally Responsive Practices, UDL & the Brain
- **Lesson 2:** Culturally Responsive Lesson Design
- **Lesson 3:** The CLRT and UDL Crosswalk

### Essential Questions

- *How do the UDL and culturally responsive teaching frameworks support one another to best meet the needs of multilingual learners?*

### Assignment

- Participants will explore their current lesson design and identify an instructional focus for the remainder of the course that braids UDL and CLRT.

# 4

Module 4 due-  
July 9

## Module 4: Representation and Culturally Responsive Teaching

### Objectives

- Learn how the principle of representation can be utilized to remove barriers to learning content
- Understand how academic language and academic literacy connect to UDL
- Explore strategies and tools to develop vocabulary and comprehension

### Lessons

- **Lesson 1:** Cognitive Routines that Support Learning
- **Lesson 2:** Academic Language and Academic Literacy
- **Lesson 3:** Strategies for Supporting Vocabulary and Comprehension

### Essential Questions

- *How can the UDL principle of representation support deeper culturally responsive instruction and learning for multilingual learners?*

### Assignment

- Participants will identify 1-2 strategies or resources that support their course instructional goal and support the development of cognitive routines, vocabulary or comprehension skills.

# 5

Module 5 due-  
July 15

## Module 5: Opportunities for Customizing Assessments

### Objectives

- Understand the types of feedback that best drive learning
- Explore how feedback can be more culturally responsive
- Learn strategies for developing choice boards to support multilingual learners

### Lessons

- **Lesson 1:** The Role of Culturally Responsive Feedback
- **Lesson 2:** Culturally Responsive Action and Expression

### Essential Questions

- *How can we provide feedback that is effective and supports the development of multilingual students while increasing opportunities for choice in action and expression?*

### Assignment

- Participants will design a rubric that supports their instruction goal or identify strategies to provide more choice and opportunities for feedback and reflection in their learning environment.

# 6

Module 6 due-  
July 21

## Module 6: Linguistically Responsive Scaffolding

### Objectives

- Understand how language acquisition develops and emerges as linguistic behaviors
- Explore strategies and routines to scaffold instruction and provide support for oral language development

### Lessons

- **Lesson 1:** Linguistic Behaviors and Language Acquisition
- **Lesson 2:** Scaffolding Routines to Support Oral Language Development

### Essential Questions

- *How can an understanding of language acquisition and development impact scaffolds and routines to support oral language development?*

### Assignment

- Brief description of the module assignment.
- Participants will identify scaffolding options to support oral language based on the language acquisition levels in their learning environment.

# 7

Module 7 due-  
July 26

## Module 7: Relationships & The Learning Partnership

### Objectives

- Understand the role that relationships play in creating a culturally responsive learning environment for multilingual learners
- Explore the Pedagogy of Listening to build trust and gain Cognitive Insight into student needs
- Develop a mindset that supports and encourages family engagement

### Lessons

- **Lesson 1:** Trust, Rapport and Alliance
- **Lesson 2:** Affirmation, Validation and Leading with Love
- **Lesson 3:** Family Engagement and Partnerships

### Essential Questions

- *Why are relationships a core element of culturally responsive teaching and learning?*

### Assignment

- Participants will develop a plan for strengthening positive student-teacher relationships while encouraging family partnerships.



Module 8 Due-  
Aug 1

## Module 8: Goal Setting & Reflecting

### Objectives

- Reflect on the course experience and how it has impacted your mindsets around UDL and culturally responsive teaching.
- Set a firm goal for next steps in your journey

### Lessons

- **Lesson 1:** The Reflective Teacher
- **Lesson 2:** Setting Goals and Identifying Next Steps

### Essential Questions

- *How can I develop a plan to better braid the UDL and culturally responsive teaching frameworks in my learning environment?*

### Assignment

- Participants will have a variety of options to reflect and identify their next steps on their UDL and CLRT journey (case study, lesson plan, newsletter, etc. ).

## Professional Learning

If you receive a grade of C or better, you will receive a completion certificate at the end of the course for 45 hours. You have the option to register and to receive 3 graduate level professional development credits from our university partners upon successfully completing this course. Please check in with your school or district to determine if this alone will be sufficient for salary points or advancement prior to registering.