

Supporting Diverse Learners

Participant Handout



Supporting Diverse Learners with Imagine Learning EL Education Grades 3-5 Session Handout

Component	Objectives
Welcome	Connect with your fellow teachers and the Imagine Learning EL Team. Review the day's agenda.
Tier 1 Scaffolds and UDL	Deepen your understanding of Universal Design for Learning (UDL) and how its principles can be applied to create more inclusive and flexible learning experiences. You will explore ways to connect UDL principles with specific scaffolds outlined in your lesson plans, ensuring that all learners have access to meaningful learning opportunities.
Break	Stretch and refresh
Lesson Level Supports	Understand how lessons anticipate variability in student needs, creating pathways for success through differentiated instructional strategies and materials. By integrating UDL principles, educators can foster a more inclusive classroom where every student has the opportunity to thrive.
Lunch	Take a break to enjoy lunch with the team.
Scaffolding to Access Complex Text: Language Dives	Examine how UDL strategies help create multiple access points for diverse learners, specially how Language Dives serve as an effective scaffold for helping students engage with and comprehend complex texts, breaking down challenging language structures to improve understanding and promote deeper analysis.
Writing with Scaffolds	Examine how UDL principles specifically enhance Writing for Understanding within the Imagine Learning EL Education Curriculum, ensuring that all students, regardless of ability, have the tools and scaffolds needed to engage meaningfully with the writing process.
Break	Stretch and Refresh
Scaffolding Towards Assessments	Gain an understanding of how scaffolding in assessments involves breaking down tasks into manageable steps, providing supports such as guided practice, modeling, and feedback, to help students gradually build their skills and confidence. This approach ensures that all learners, regardless of their starting point, can demonstrate their understanding and progress effectively.
Closing	Review the day's learning and provide feedback.

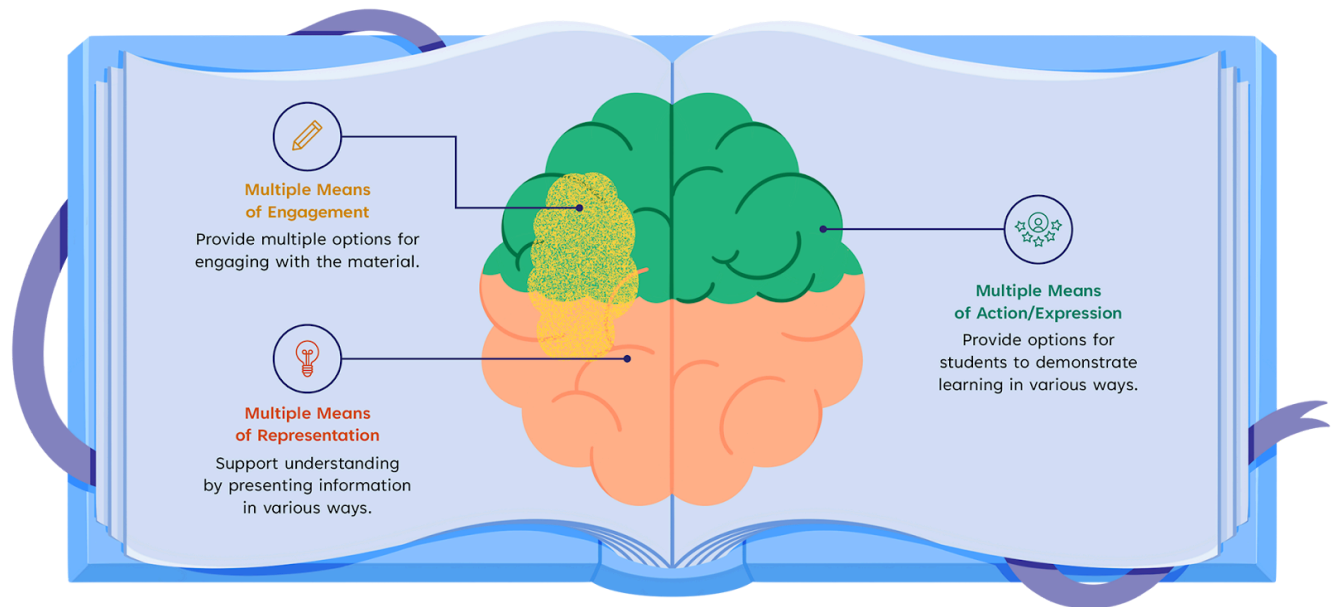
Session Learning Targets

- I can develop my understanding of Universal Design for Learning.
- I can make the connection between UDL principles and scaffolds outlined in my lesson.
- I can identify how the principles of Universal Design for Learning support all students at the lesson level.

Universal Design for Learning (UDL)

Our approach to supporting all students' learning needs is based on the principles of the Universal Design for Learning (UDL) framework. This framework for learning emerged from a similar concept in architecture. Universal design in architecture means that buildings are designed to accommodate - from the outset - the physical needs of all people. Rather than retrofitting the staircase entry to a building with a wheelchair ramp, universal design architects would use landscaping and other design elements to eliminate the need for stairs altogether. An entry without stairs helps people in wheelchairs, but it also helps all people access the building more easily (e.g., those with strollers, luggage).

Principles of Universal Design (UDL)



Different Tiers of Support

Tier 1	<ul style="list-style-type: none"> • Student instruction utilizes the high-leverage strategies identified in the Literacy and Math Instructional Guidelines. • Scaffolding of content, processes, and products occurs based on students' needs. • Students who are at-risk for a learning gap experience re-teaching of essential standards, skills and strategies. • Classroom teachers implement strategies to build a classroom community and increase students' sense of belonging. • Social-emotional skills are taught explicitly, and multiple opportunities for practice and engagement with these skills are provided each day.
Tier 2	<ul style="list-style-type: none"> • Students receive support with Tier 2 supplemental adaptive programs that enhance but do not supplant the core curriculum. • Students experience a Tier 2 intervention that directly targets a skill deficit, or specific learning need in order to decrease a learning gap. • Students receive evidence-based Tier 2 intervention that targets the identified deficit and/or the skill areas that need to be strengthened. • Tier 2 intervention occurs for 6-8 weeks
Tier 3	<ul style="list-style-type: none"> • Students receive daily Individualized and tailored instruction targeted for deficits with a focus on academic-level mastery with acceleration into grade-level mastery • Small group instruction occurs with 1-3 students; duration and frequency of Tier 3 interventions increase with lowering the student-teacher ratio • Supports are implemented in both individual and group format depending on the individualized need of students

UDL Practices in IL EL Education

Multiple Means of Engagement (MME): Provide multiple options of engaging the material.

Multiple Means of Representation (MMR): Supports understanding in various ways.

Multiple Means of Action and Expression (MMAE): Provide options for students to demonstrate learning in various ways.

1. When introducing a new routine, it's helpful to not only explain the steps verbally but also create a visual chart outlining each stage and have two students demonstrate the process together. ____
2. Lessons will sometimes suggest using audiobook versions of texts to assist students who benefit from listening while reading. Similarly, teaching notes will also prompt you to read certain texts or excerpts aloud. ____
3. Activities like Gallery Walks or "Infer the Topic," where students engage with a collection of related materials, should include a variety of artifacts such as written text, images, videos, or drawings for students to examine. ____
4. Protocols are often used in our lessons to incorporate physical movement. If appropriate, feel free to substitute with more movement-based activities that achieve the same instructional goals when your students need additional or varied physical engagement. ____
5. After each assessment, students should engage in ongoing goal-setting and reflection. ____
6. Students are encouraged to use rubrics and checklists to provide peer feedback on each other's writing ____

Planning to Support My Students

Review the Lesson Narrative and the Meeting Students Needs for your next lesson. Identify all the scaffolds you will use for your target student.

Module: _____ Unit: _____ Lesson: _____ Date: _____

Lesson Component	Scaffolds Identified	UDL Principle(s) reflected in the scaffolds
Opening		
Work Time		
Closing		

Scaffolding to Access Complex Text: Language Dives

A Language Dive empowers students to analyze, understand, and use the language of academic sentences, which often seems opaque to students. During a Language Dive, the teacher and students slow down for 10–20 minutes to have a conversation about the meaning, purpose, and structure of a compelling sentence from a complex text, or from a learning target, checklist, or rubric included in the curriculum.

Language Dive Practice

The palm viper _____ and listens to the anole, the enemy it _____.

Language Dive: Your Turn



Writing With Scaffolds

Writing Task(s)	Scaffolds for Writing Task(s)

Writing With Scaffolds Bingo

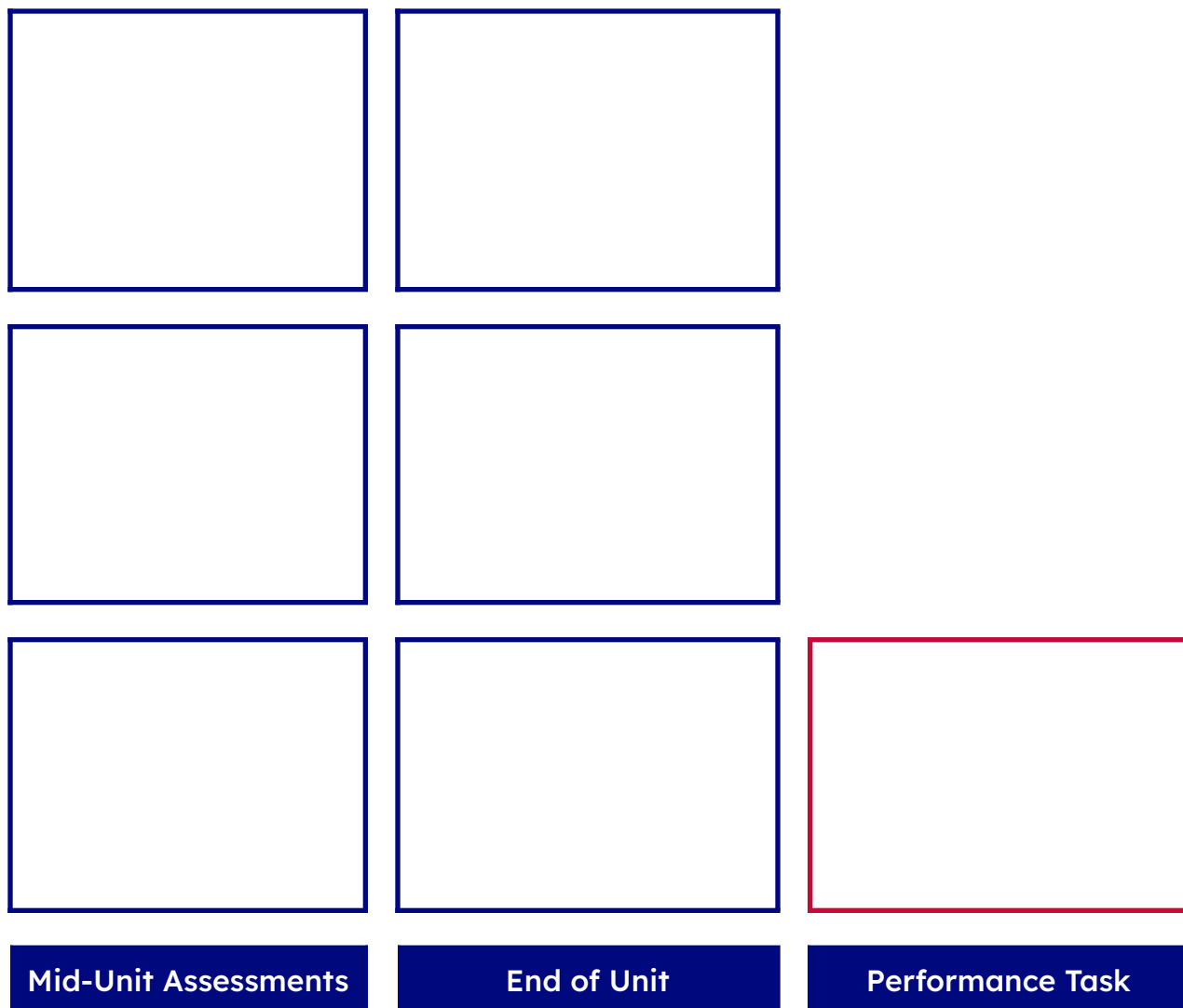
Generate your bingo card from the link in the Padlet and use this template to write in the lessons containing the scaffolds that match your bingo card.

Scaffolds for Success

Assessment:

Lesson	Lesson	Lesson	Assessment

Scaffolding Towards Assessments



Performance Task: Quick Draw



Keep It, Leave It, Pick It Up

