Supporting Diverse Learners

6-8 Participant Handout

Supporting Diverse Learners with Imagine Learning EL Education
6-8 Session Agenda

Component	Objectives
Welcome	Participants will connect with fellow teachers and the Imagine Learning EL Education team, reviewing the day's agenda.
Tier 1 Scaffolds and UDL	Participants will deepen their understanding of Universal Design for Learning (UDL) and how its principles can be applied to create more inclusive and flexible learning experiences. They will explore ways to connect UDL principles with specific scaffolds outlined in lesson plans, ensuring that all learners have access to meaningful learning opportunities.
Lesson Level Supports	Participants will 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.
Break	Stretch and refresh.
Lesson Level Supports (continued)	Participants will apply their knowledge of UDLs and scaffolds to a lesson of their own. They will also plan the steps to implement a specific strategy.
Writing with Scaffolds	Participants will examine how UDL principles specifically enhance Writing for Understanding within Imagine Learning EL Education, ensuring that all students, regardless of ability, have the tools and scaffolds needed to engage meaningfully with the writing process.
Lunch	Take a break and enjoy lunch with the team.

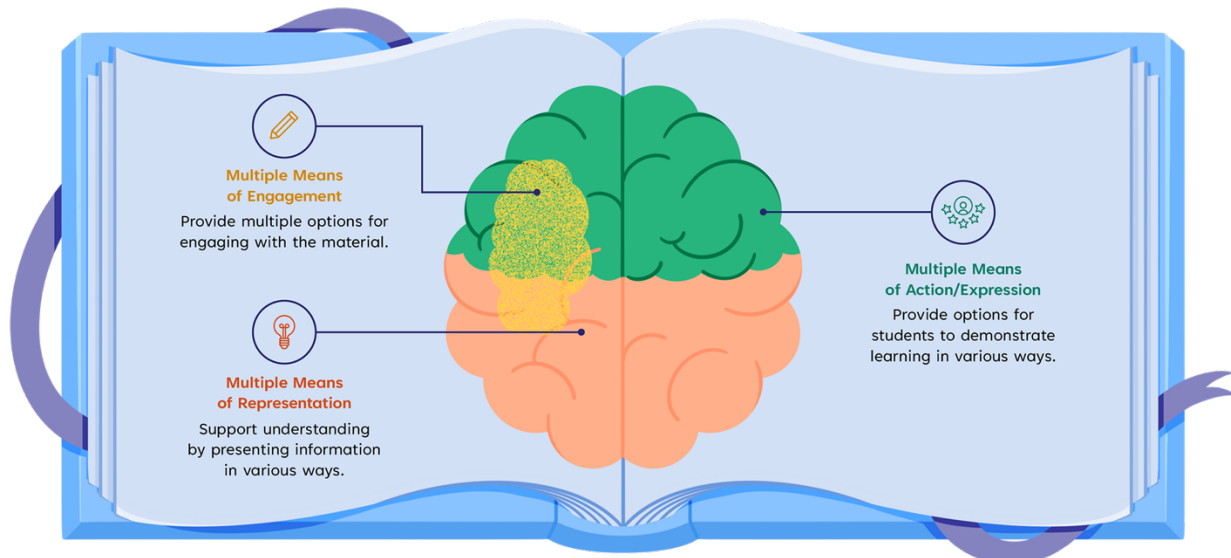| Component	Objectives
Debrief	Participants will debrief on the morning's learning by thinking about continuing challenges and how to address challenges with new learning.
Scaffolding to Access Complex Text: Language Dives	Participants will examine how UDL strategies help to create multiple access points for diverse learners, specifically 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.
Break	Stretch and refresh.
Scaffolding Towards Assessments	Participants will gain an understanding of how scaffolding in assessments involves breaking tasks down 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	Participants will review the day's learning and provide feedback.

Session Learning Targets

- I can make the connection between UDL principles and scaffolds outlined in my lesson.
- I can identify how the principles of UDL support all students at the lesson level.
  - I can examine how UDL principles support writing for understanding in IL EL Education.
  - I can demonstrate how Language Dives scaffold students' access to complex text.
  - I can explain how assessments are scaffolded for student achievement.

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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 and luggage).

Principles of Universal Design (UDL)

Multiple Means of Engagement
Provide multiple options for engaging with the material.

Multiple Means of Representation
Support understanding by presenting information in various ways.

Multiple Means of Action/Expression
Provide options for students to demonstrate learning in various ways.

Different Tiers of Support

Tier 1	• 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	• 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	• 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 individual need of students.

Thinking about the Student Experience

Use these profiles to help you think about how you will apply the scaffolds to diverse learners.

Student 1	Student 2
• Reads on grade level • Struggles to write • Trouble sitting still • Volunteers to answer questions	• Arabic is first language • Reads very little English • Can write name and knows English letters • Newcomer to the US from Jordan • Shy
Student 3	**Student 4**

• Reads on grade level
• Writes on grade level
• Seems bored in class
• Doesn't participate regularly
• Does pretty well on tests
	• Reads well below grade level
	• Writes below grade level
	• IEP with
	   ○ Text read aloud
	   ○ Answers recorded
	   ○ Additional time
	• Engages in the lesson and is eager to learn

Planning to Support My Students

> Multiple Means of Engagement (MME): Provide multiple options of engaging with 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.

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		

Writing with Scaffolds

Entrance Ticket

Directions: As you enter class, read the conclusion below then answer the question that follows. It might be helpful to reread to the whole article "Kindness Contagion" if it is difficult to recall from memory. Annotate the paragraph as you read it, noting the following:

- Sentence(s) that follow from and support the information from earlier in the article
- Sentence(s) that offer a reflection or new idea about the information from the article

Conclusion: "Kindness Contagion: Witnessing Kindness Inspires Kindness, Causing It to Spread Like a Virus" by Jamil Zaki

The battle between dark and light conformity likely depends on which cultural norms people witness most often. Someone who is surrounded by grandstanding and antagonism will tend towards hostile and exclusionary attitudes herself. Someone who instead learns that her peers prize empathy will put more work to empathize herself, even with people who are different from her. By emphasizing empathy-positive norms, we may be able to leverage the power of social influence to combat apathy and conflict in new ways. And right now, when it comes to mending ideological divides and cultivating kindness, we need every strategy we can find.

What makes this a strong conclusion?

_____

Differentiated Entrance Ticket

Directions: As you enter class, read the conclusion below then answer the question that follows. It might be helpful to reread to the whole article "Kindness Contagion" if it is difficult to recall from memory. Annotate the paragraph as you read it, noting the following:

- Sentence(s) that follow from and support the information from earlier in the article
- Sentence(s) that offer a reflection or new idea about the information from the article

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Gist: People should emphasize positivity to help kindness spread.

What makes this a strong conclusion?

_____ This is a strong conclusion because it _____

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.

Scaffolding to Access Complex Text: Language Dives

A Language Dive empowers students to analyze, understand, and use the language of academic sentences, which often seem 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

It seems _____ (+adjective) that _____ (+noun phrase) can help us make sense of _____ (+noun phrase).

Language Dive: Your Turn

Scaffolds for Success

Assessment:

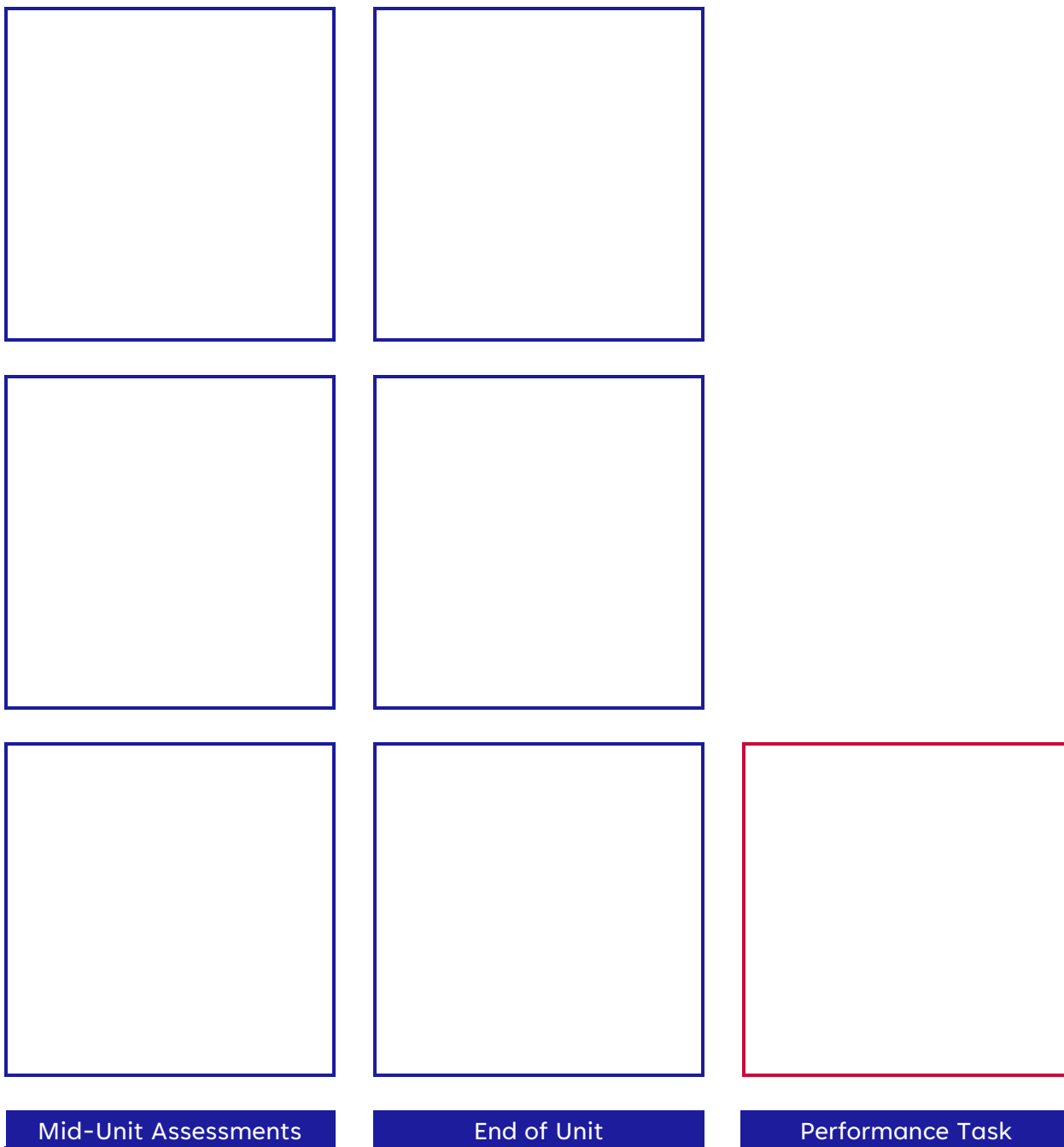Lesson | Lesson | Lesson | Assessment

Scaffolding Toward Assessments

Mid-Unit Assessments	End of Unit	Performance Task

Performance Task: Reflection-Connection

Keep It, Leave It, Pick It Up