

# EMPOWERING MULTILINGUAL LEARNERS

UDL & Linguistically Responsive Practices for Inclusive Education

JUNE 21, 2026 - AUGUST 2, 2026

## COURSE INSTRUCTOR



### Overview

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 and Linguistically Responsive Teaching 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. 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.



### Outcomes

By the end of this course, participants will be able to...

1. Apply the core principal of UDL to design instruction that supports multilingual learners.
2. Analyze the needs of multilingual learners through a Culturally and Linguistically Responsive lens and implement practical, linguistically responsive strategies that foster inclusive, asset-based classroom environments.
3. Design and facilitate inclusive learning experiences that leverage students' linguistic and cultural assets, enabling multilingual learners to access content, demonstrate understanding, and thrive within equitable learning environments.



### Pam Tupy

Education Consultant

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) and Multi-tiered System of Support (MTSS).

# COURSE OUTLINE

This course requires participants to be engaged and prepared for each and every assignment. 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, or use AI, make sure to cite the work.

## 1

### Module 1: The Multilingual Learner Experience

#### Objectives

- Explore the linguistic and cultural diversity of multilingual learners
- Understand the academic mindsets supported by culturally responsive teaching
- Recognize the impact of language on learning and identity
- Develop a mindset that supports and encourages family engagement

#### Lessons

- Lesson 1: Understanding Culturally Responsive Teaching and Learning
- Lesson 2: Shifting Mindsets about Multilingual Learners
- Lesson 3: Family Engagement and Partnerships

#### Essential Question

- What is culturally responsive design and how does it shape our work with multilingual learners?

#### To Do

- Attend the live session (or watch the recording) - **Thursday, June 25, 2026 from 9am-10 am PST**
- Watch, read and/or listen to the course resources
- Participate in self-reflection options to explore biases, mindset shifts, and/or characteristics of culturally responsive teachers and develop a plan for strengthening positive student-teacher relationships while encouraging family partnerships.

## 2

### Module 2: Frameworks to Support Multilingual Learners

#### Objectives

- Learn about (or go deeper with) the 3 principles of UDL
- Explore the role of variability in learning
- Understand core design principles for UDL and culturally responsive teaching
- Conduct a self-assessment on current UDL implementation

#### Lessons

- Lesson 1: UDL Review & Variability
- Lesson 2: Culturally Responsive Lesson Design
- Lesson 3: The CLRT and UDL Crosswalk

## Essential Question

- Where is my UDL implementation now, and what should I shift to more effectively meet the needs of multilingual learners?

## To Do

- Attend the live session (or watch the recording) - **Thursday, July 2, 2026 from 9am-10 am PST**
- Watch, read and/or listen to the course resources
- 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: The Representation Principle 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 Question

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

## To Do

- Attend the live session (or watch the recording) - **Thursday, July 9, 2026 from 9am-10 am PST**
- Watch, read and/or listen to the course resources
- Identify 1-2 strategies or resources that support the course instructional goal and the development of cognitive routines, vocabulary or comprehension skills.

# 4

## Module 4: 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 Question

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

## To Do

- Attend the live session (or watch the recording) - **Thursday, July 16, 2026 from 9am-10 am PST**
- Watch, read and/or listen to the course resources
- Design a rubric to support an instruction goal or identify strategies to provide more choice and opportunities for feedback and reflection in your learning environment.

# 5

## Module 5: 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 Question

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

### To Do

- Attend the live session (or watch the recording) - **Thursday, July 23, 2026 from 9am-10 am PST**
- Watch, read and/or listen to the course resources
- Identify and develop scaffolding options to support oral language based on the language acquisition levels in your learning environment.

# 6

## Module 6: 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 Question

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

## To Do

- Attend the live session (or watch the recording) - **Thursday, July 30, 2026 from 9am-10 am PST**
- Watch, read and/or listen to the course resources
- Reflect and identify your next steps in your UDL and CLRT journey (case study, lesson plan, newsletter, etc. ).