

# Professional Development Monthly Advisor and Planner (PD MAP)

## Theme: Differentiated and Multilevel Instruction for Adult Learners July/August 2011

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### Welcome to the July-August Professional Development MAP!

A perennial challenge facing adult education teachers is group instruction of learners of mixed abilities. ESL teachers often note that the standardized pre-test of one skill - reading, for example - has placed learners with like reading abilities in the same class, but those learners' different proficiencies in comprehending and speaking English creates a significant complication for instruction. The same situation can occur in ABE/ASE with differing abilities in reading, writing, and math. Small programs may not have enough learners or sufficient resources to support leveled classes, so that multilevel groups are the only option for instruction.

This PD MAP contains resources that address the challenge of differentiated instruction and multilevel instruction. Articles describe the factors that make a class multilevel, identify the challenges this creates for teachers and learners, and suggest techniques that enable teachers to address each learner at his or her skill level and point of need.

All adult education teachers in Colorado should be aware that the annual 2-day CDE/AEFL/Regional Assessment Trainings are taking place in August and September. The first day offers training in administering the state-approved standardized assessments: TABE, CASAS, BEST Plus, and CASAS FWA. The second day offers a workshop on using informal assessments of learners as a regular part of instruction. See the PD MAP section on Workshops, Trainings and Conferences, for the dates, sites, and registration information.

Best regards,

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### Self-Study:

[For ESL and ABE/ASE Teachers:](#)

#### ***Multilevel Classrooms***

Focus on Basics, Volume 1, Issue C, September 1997

<http://www.ncsall.net/index.php?id=168>

This special issue contains a dozen articles addressing challenges and solutions for multilevel instruction, both for ESL and ABE/ASE learners. Topics include: building community, using technology, teaching math, cultural and generational issues, planning for multilevel instruction, goal setting and techniques and activities for multilevel classes.

#### ***Multilevel Classes***

Connections – A Journal of Adult Literacy, Volume VII, Summer 1997

<http://hub1.worlded.org/docs/connections/tableofcontents.htm>

This journal contains 14 articles about multilevel instruction for ESL and ABE/ASE learners. The articles

are written by teachers who share their challenges and practical solutions to working with learners at different proficiency levels.

### For ABE/ASE Teachers:

#### ***Differentiated Instruction: Adjusting to the Needs of All Learners***

Corley, M.A., Focus on Basics, Volume 7, Issue C, March 2005

<http://www.ncsall.net/?id=736>

This article defines differentiated instruction, describes ways in which ABE/ASE teachers can differentiate content, process, and product, suggests instructional strategies, and outlines challenges in implementing differentiated instruction.

#### ***A Foundation for Learning Math***

Phillips, J., Focus on Basics, Volume 1, Issue C, September 1997

<http://www.ncsall.net/?id=439>

The author describes the reliable classroom structure she uses to give multilevel math learners a foundation for communication, interaction, and skill building in mathematics.

#### ***Differentiating Instruction for a Multilevel Class***

Saldana, C., Focus on Basics, Volume 7, Issue C, March 2005

<http://www.ncsall.net/?id=735>

The author describes how her ABE/ASE learners became enthusiastic and engaged with their learning once she started assigning 1-page research reports on topics chosen individually by the learners and written at their own ability levels.

### For ESL Teachers:

#### **Teaching Multilevel Adult ESL Classes**

Shank, C., and Terrill, L., Center for Adult English Language Acquisition (CAELA), 1995

[http://www.cal.org/caela/esl\\_resources/digests/SHANK.html](http://www.cal.org/caela/esl_resources/digests/SHANK.html)

This digest recommends ways to choose and organize content for multilevel classes. It explains grouping strategies, the use of self-access materials during instruction, managing independent work for individual learners, and suggestions for managing multilevel classes.

#### ***Promoting Success of Multilevel ESL Classes: What Teachers and Administrators Can Do***

Mathews-Aydinli, J., and Van Horne, R., Center for Adult English Language Acquisition (CAELA), 2006

[http://www.cal.org/caela/esl\\_resources/briefs/multilevel.pdf](http://www.cal.org/caela/esl_resources/briefs/multilevel.pdf)

This brief describes the factors that lead to challenges in teaching multilevel ESL classes. It then identifies seven strategies teachers can use. The article also describes four processes that program administrators can implement to support teachers of multilevel instruction.

#### ***Working with a Multilevel Class (Video)***

Florez, M., and Parrish, B., New American Horizons, Teacher Training Video

<http://www.newamericanhorizons.org/training-videos>

This 32-minute video shows a teacher in action in a multilevel ESL classroom. Segments of the video show whole group, like-ability small groups, and cross-ability small groups. A narrator comments on the teacher's techniques and the teacher occasionally shares her reflections on preparing for and implementing the multilevel lesson. This site has seven additional videos on other aspects of ESL instruction for adults.

#### ***Multilevel Literacy Planning and Practice***

Shank, C., and Terrill, L., Focus on Basics, Vol.1, Issue C., September 1997

<http://www.ncsall.net/?id=453>

The authors describe the workings of one multilevel literacy class and then share some general plan-

ning and management strategies, as well as classroom activities and techniques which they have found successful for multilevel ESL classes.

### ***Managing the Multilevel Class***

Balliro, L., SABES Field Notes, Winter 2005

<http://sabes.org/resources/fieldnotes/vol15/f152balliro2.htm>

The author describes eight techniques for multilevel classrooms: clarifying realistic goals, establishing ground rules, creating a student file center, creating long-term projects, using experiential learning, adapting videos, using a topic-driven curriculum, and teaching to different groups at different times.

### ***Activities to Promote Interaction and Communication***

Practitioner Toolkit: Working with Adult English Language Learners, Part II

<http://www.cal.org/adultspeak/pdfs/InstructionalActivityPacketEPractitionerToolkit.pdf>

This chapter of the Practitioner Toolkit describes six activities that can be used in leveled or multilevel ESL classes – class survey, line dialogue, language experience approach, conversation grid, information gap, and games.

### ***Effective Lesson Planning for Adult English Language Learners***

The CAELA Guide, Section III-C, 2005

[http://www.cal.org/caela/scb/III\\_C\\_EffectiveLessonPlanning.pdf](http://www.cal.org/caela/scb/III_C_EffectiveLessonPlanning.pdf)

Pages 100-103 show a basic and annotated multilevel lesson framework, followed by a model multilevel lesson plan for Beginning Low, Beginning High, and Low Intermediate learners.

### ***Teaching ESL in a Multilevel Classroom***

ESL Starter Kit, Virginia Adult Learning Resource Center, 1998, pages E2 – E19 (pages 148-160 of the pdf file).

<http://www.eric.ed.gov/PDFS/ED431339.pdf>

This article describes factors to consider in a multilevel classroom, grouping strategies, the use of aides and volunteers, how to set up independent modules and describes three techniques – Language Experience Stories, Strip Stories, and Cloze Exercises.

### ***Teaching in the Multilevel Classroom***

Pearson Education, 2008

[http://www.longmanhomeusa.com/content/multilevel\\_monograph.pdf](http://www.longmanhomeusa.com/content/multilevel_monograph.pdf)

This article reviews eight basic sources creating a multilevel class, suggests basic strategies for grouping, lesson planning, and teaching conversation, writing, dictation, and listening.

### ***The Multilevel ESOL Class: A Multitude of Opportunities for Language Development***

Adelson-Goldstein, J. and Ramirez, S., 2010

TESOL virtual seminar, TESOL members only

[http://www.tesol.org/s\\_tesol/sec\\_document.asp?CID=5&DID=4442](http://www.tesol.org/s_tesol/sec_document.asp?CID=5&DID=4442)

[\(Scroll down to Previous TESOL Virtual Seminars\)](#)

In this archived virtual seminar, participants examine ways to organize multilevel classrooms, consider the principles of effective multilevel instruction, and work with specific presentation and group management strategies that address the challenges of multilevel instruction and enhance its benefits.

## **Collaboration with Colleagues:**

### ***Locally facilitated staff discussion***

To conduct a 60-90 minute staff discussion of any articles in the Self-Study strand, use the following resource:

*Guidelines for Facilitating Discussion Groups*

<http://www.calpro-online.org/pubs/DiscussionGuidelineforResearchPublications.pdf>

**ELL-U (English Language Learning University)**

Office of Vocational and Adult Education (OVAE)

<http://www.ell-u.org/>

Course catalog: [http://www.ell-u.org/assets/dl/ELLU\\_DOC\\_catalog.pdf](http://www.ell-u.org/assets/dl/ELLU_DOC_catalog.pdf)

ELL-U is a free interactive professional development network for adult ELL practitioners. ELL-U combines face-to-face events and online learning activities with collaborative social networking for a virtual university experience. Users working with ESL adults may register at no cost for 24-hour access to self-paced online courses, study circles, and training events that use evidence-based instruction. Forums and discussions are moderated by ELL-U’s experts and offer opportunities to collaborate with ELL professionals building a nationwide community of practice. Online office hours are held by ESL experts nationwide.

**Workshops, Trainings, Conferences:**

***Building Reading Fluency with Adult Developing Readers***

EFF Online Mini-course, August 1-15, Cost \$189

[http://eff.cls.utk.edu/products\\_services/online\\_courses-mini.htm](http://eff.cls.utk.edu/products_services/online_courses-mini.htm)

This 6-8 hour mini-course focuses on immediately applicable techniques for improving adult readers’ fluency. The course is designed to be completed independently within a two-week period, with a subject-expert facilitator providing support and feedback. The course defines fluency, covers assessing fluency to determine learner needs, describes how to incorporate fluency activities into everyday quality reading instruction, and shares specific instructional techniques that target different aspects of fluency.

***Vocabulary: Teaching Word Meanings***

EFF Online Mini-course, August 15 – 29, Cost \$189

[http://eff.cls.utk.edu/products\\_services/online\\_courses-mini.htm](http://eff.cls.utk.edu/products_services/online_courses-mini.htm)

This 8 hour mini-course focuses on immediately applicable techniques for helping adult learners build their knowledge of word meanings. The course is designed to be completed independently within a two-week period, with a subject-expert facilitator providing support and feedback. The course covers selecting appropriate vocabulary for instruction, introducing new words, assessing learner understanding of word meanings, and techniques for regular review of word meanings.

***CDE/AEFL Regional Assessment Trainings***

Day 1 (9:00 am – 4:30 pm) provides trainings on adult education standardized assessments: CASAS (reading and listening), BEST Plus (ESL listening and speaking), CASAS Functional Writing Assessment, and TABE (ABE/ASE reading and math).

Training is free.

Day 2 (9:00 am – 3:30 pm) offers “*How Do I Know They Got It? Assessing My Learners Informally*,” two concurrent sessions: 1) ESL, 2) ABE/ASE/GED

Training is free.

Links to online registration are on the CDE/AEFL web calendar at <http://www.cde.state.co.us/cdeadult/adultcalindex.htm>. Scroll down to August. For training session descriptions, scroll further down to AEFLA Critical Dates, FY2011-12.

**Aug. 11–12, Colorado Springs, Adult and Family Education, SD-11**

For registration questions, contact: Connie Davis, [ncpdc@stvrain.k12.co.us](mailto:ncpdc@stvrain.k12.co.us), 720-652-8155. For local details, contact: Melissa Burkhardt-Shields, [burkhma@d11.org](mailto:burkhma@d11.org), 719-328-3002.

**Aug. 15-16, Montrose, Holiday Inn Express**

For registration questions, contact: Connie Davis, [ncpdc@stvrain.k12.co.us](mailto:ncpdc@stvrain.k12.co.us), 720-652-8155. For local details, contact: Norma McBryde, [nmcbryde@mcsd.k12.co.us](mailto:nmcbryde@mcsd.k12.co.us), 970-249-2028.

**Aug. 18-19, Glenwood Springs, Colorado Mountain College**

For registration questions, contact: Connie Davis, [ncpdc@stvrain.k12.co.us](mailto:ncpdc@stvrain.k12.co.us), 720-652-8155. For local details, contact: Junella Montoya, [jmontoya@coloradomtn.edu](mailto:jmontoya@coloradomtn.edu), 970-947-8350.

**Aug. 26-27, Denver/Metro Region, Red Rocks Community College**

For registration questions, contact: Connie Davis, [ncpdc@stvrain.k12.co.us](mailto:ncpdc@stvrain.k12.co.us), 720-652-8155. For local details, contact: Ruth Wengrovius, [Ruth.Wengrovius@rrcc.edu](mailto:Ruth.Wengrovius@rrcc.edu), 303-914-6701.

**Sept. 9-10, Longmont, St. Vrain Valley Adult Education**

For registration questions, contact: Connie Davis, [ncpdc@stvrain.k12.co.us](mailto:ncpdc@stvrain.k12.co.us), 720-652-8155. For local details, contact: Maria Hernandez, [ncpdc@stvrain.k12.co.us](mailto:ncpdc@stvrain.k12.co.us), 720-652-8155.

**Courses for Credit:*****EDU 132 Planning, Organizing, and Delivering Adult Education Instruction***

Red Rocks Community College, [www.rrcc.edu/onlineenroll/](http://www.rrcc.edu/onlineenroll/), start date July 23

Community College of Aurora, <http://www.ccaurora.edu/students/getting-started>, start date August 27

***EDU 134 Teaching English as a Second Language (ESL) to Adult Learners***

Morgan Community College, [www.morgancc.edu](http://www.morgancc.edu), start date July 30

***EDAE 590-815 Teaching English as a Second Language (ESL) to Adult Learners***

Equivalent to EDU 134, Colorado State University, <http://www.online.colostate.edu/degrees/aet-online/curriculum.dot>, start date August 22

**Book Corner:**

The CDE /AEFL office supports three professional development resource centers from which teachers in AEFLA-funded programs can check out books. Check out is free and the books are mailed to the teacher's home for review. It is the teacher's responsibility to mail the books back to the center.

The following books about multilevel instruction were recommended by the Southern and Northern Colorado Professional Development Centers. Use the link below to access the online catalog for the three centers. Enter the AUTHOR name, or enter Multilevel as a KEYWORD.

[https://athena.cde.state.co.us/screens/opacmenu\\_s2.html](https://athena.cde.state.co.us/screens/opacmenu_s2.html).

Contact the appropriate resource center coordinator for information about the check out process:

- State PDR Center (Denver): Debra Fawcett, [Fawcett\\_D@cde.state.co.us](mailto:Fawcett_D@cde.state.co.us)
- Northern Colorado PDR Center (Longmont): Connie Davis, [ncpdc@stvrain.k12.co.us](mailto:ncpdc@stvrain.k12.co.us)
- Southern Colorado PDR Center (Trinidad): Susan Harris, [susan.harris@trinidadstate.edu](mailto:susan.harris@trinidadstate.edu)

***Teaching Large Multilevel Classes***

Hess, N., 2001, Cambridge University Press

Call number: [PE1128.A2 H468 2001](#)

This book provides practical advice and easy to follow techniques for working with large, mixed-ability classes. Eleven principles of coping in large multilevel classes is described in the Introduction. The book offers a wide variety of activities to develop student motivation, interest, participation and responsibility.

***Teaching Multilevel Classes in ESL***

Bell, J. 1991, Dominie Press

Call number: [PE1128.A2 B42 1991](#)

This classic text discusses curriculum planning, assessment, classroom management, activities, and sample lessons for multilevel ESL classes. Second Edition (2004) is available from [www.pippinpub.com/](http://www.pippinpub.com/)

**ESL Multilevel Handbook**

Clark, M. 1990, MGC/Delta Systems

Call number: [PE1128.A2 C52 1990](#)

Discusses grouping, a variety of methods, structuring the curriculum, and lesson planning. Includes sample plans.

**61 Cooperative Learning Activities in ESL**

Hirsch, C. 1996, J. Weston Walch

Call number: [PE1128.A2 H57 1996](#)

Instructional strategies and reproducibles develop language acquisition through a conversation-based cooperative learning approach for mixed-level classes.

**Teaching Adult ESL: A Practical Introduction**

Parrish, B., 2004, McGraw Hill

Call number: [PE1128.A2 P377 2004](#)

This text (used in EDU134) discusses multilevel ESL classes in Chapter 7. It identifies traits of multi-level classes, discusses establishing goals, and provides teaching strategies.

**CDE/AEFL Professional Development Hours**

All professional development options listed on this PD MAP earn CDE/AEFL PD Hours as described in the *Guide to Professional Development Reporting* at <http://www.cde.state.co.us/cdeadult/download/PD/Policy/GuideToPDRreporting0110.pdf>

For annual AEFLA reporting, teachers completing Self-Study or Collaboration with Colleagues options simply confer with their program director and record the number of PD Hours earned on their *Teacher's Annual Professional Development Activity Record*. Teachers completing workshops, training, or courses for credit receive certificates with PD Hours or transcripts.

<http://www.cde.state.co.us/cdeadult/download/pdf/AnnualPDActivityRecordFY09v3.pdf>

The PD options listed under the Self-Study strand are not acceptable for the LIA Portfolio training hours or for renewing a LIA. <http://www.cde.state.co.us/cdeadult/LIAIndex.htm>

**Follow-up to This Month's Professional Development**

The CDE/AEFL office is hosting one 1-hour discussion on Thursday, **August 25**, at 3:00 pm to follow-up with teachers who complete any of the PD options listed in this month's PD MAP. The conference call allows teachers across the state to connect with each other to ask and answer questions about this month's theme of *Differentiated and Multilevel Instruction for Adult Learners* and to share successful strategies and ask for advice regarding challenges. Teachers who participate in the conference call earn 1 additional PD Hour. Please register online by Tuesday, **August 23**, 2011 at <http://spreadsheets.google.com/viewform?formkey=dFlnem5sQUiaVHU3UTNsajNpWVN6eHc6MA>

**PD Advisory Group Mission Statement**

*To create an integrated, accessible, and flexible system of professional development for adult education teachers in Colorado.*

**September 2011 PD Monthly Advisor & Planner**

**Theme: Principles of Adult Learning**

**CDE/AEFL Professional Development Advisory Group members:**

Jane Miller, CDE/AEFL

Mary Jo Sobocinski, McLain Community High School, Lakewood

Connie Davis, Northern Colorado Professional Development Center, Longmont

Dave Askeland, CMC Adult Education, Breckenridge

Karin Hostetter, Summer Scholars, Denver

Carmen Collins, SD-11 Adult and Family Education, Colorado Springs