STETSON
& ASSOCIATES, INC.

Multi-Level Instruction
Success for Diverse Learners with a Standards-Based Curriculum

Participant Notebook

Introduction

Multi-Level Instruction:

Multi-level instruction is the process of teaching one primary subject or concept to the class while allowing for varying outcomes for an individual student or a small group of students.

Diversity of Your Students

What characteristics describe the diversity of your students? Consider a class that you taught recently or are currently teaching. Estimate the % of students in each category that commonly describe diversity.

Description	% of students	National Demographics
Have a home language other than English		ELL 10%
Receive special education or 504 support services		SpEd 13%, 504 2%
Qualify for free/reduced lunch		9% living in poverty
Read below grade-level		66% less than proficient in 8th grade reading
Lack grade-level math skills and concepts		66% less than proficient in 8th grade math
Work beyond grade-level curriculum expectations		6% enrolled in GT, 9% advanced in 8th reading and 10% advanced in 8th math

Write a Statement

Write a statement about how one of the common characteristics of classroom diversity is especially challenging for you.

Goals for your work in this course:

1. Describe how multi-level instruction addresses challenging classroom demographics and increased accountability standards

2. Use a three-step process to write a multi-level lesson based on grade-level standards

3. Answer seven questions to refine your multi-level lesson to include opportunities for the success of all students

Step 1: Select an Objective

Plan Your Lesson

Plan your lesson activity. This initial planning should take only 5-minutes.
You will have a chance to revise and elaborate later.

Adjust Your Lesson

Spend 10 minutes adjusting your lesson to address the characteristics of quality tier 1 instruction.

Step 1: Select an Objective

Two Costly Mistakes:

- Failure to address on-grade level standards
- The lesson's activities are not aligned to the lesson's objective

Identify the costly mistakes in each lesson.

Elementary Lesson	Secondary Lesson

Step 1 Conclusion

✓ Write a lesson that addresses an on-grade level standard.

✓ Make certain your lesson includes characteristics of quality tier 1 instruction:
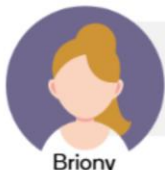
- activity-based with minimum teacher-led lecture
- multiple opportunities for students to make meaning of content through small group work and conversations
- monitoring of students' mastery and quick intervention by the teacher as necessary to offer scaffolds to support and/or extend learning

Step 2: Determine Support Needed

Graphic Organizer

Use this graphic organizer to determine what time of support is needed for each student.
A series of questions to guide your thinking will appear across the top of a graphic organizer.

Students who May Require Supports	1 As Designed?	2 Tier 1 Strategies in Place?	3 Instructional Accommodations?	4 Curricular Modifications?	5 Technology?	6 Behavioral Support?	7 Personal Support?
Jerome							
Briony							
Jason							

Levels of Curricular Modification

Partial modification

The student is able to master selected components but not the entire grade level objective

Complexity modified

The student masters the entire objective but at a different level of complexity (Bloom's Taxonomy)

Level modified – Same concept:

The student is able to achieve a below-level objective related to the concepts or big ideas of the lesson

Alternative objective:

The student is able to meet an alternative objective aligned to the concepts of the grade-level objective

Functional objective:

The student is able to master an objective designed to increase the student's level of independence in a functional life skill

Recommended Support

Recommend the support you might give as part of Briony's team to enable her to be successful in the grade/class that you teach.

Collaborative Planning for Advance Support Services
Using Technology to Prepare Instructional Accommodations

Type of Accommodation	Technology Available
Chapter Outlines	*Wynn Software: Create outlines using https://quicklyst.appspot.com/*
Partial or Full Lecture Notes	• *Use http://www.tagmydoc.com and QR codes to easily share notes in Word Documents and PDFs.* • *Use Google Docs to compose and collaborate on notes in documents, spreadsheets and presentations.* • *Use http://evernote.com/ to take extensive notes online that includes anything found on the internet* • *Use http://notes.io/ to share simple notes online.*
Response Cards	• *Use Google Docs to create your own paper response cards.* • *Use polleverywhere.com to collect student responses instantly to simple questions.* • *Use Socrative.com, a smart student response system, to collect student responses using smartphones, laptops and tablets.*
Recorded Materials	• *Create audio files using audacity.com or vozme.com.* • *Create a screencast using Jing at http://www.techsmith.com/jing.html* • *Annotate and record images and videos using voicethread.com* • *Create your own podcast at http://www.podbean.com*
Graphic Organizers	• *Use bubbl.us to brainstorm online using concept maps.* • *Use wisemapping.com to create mind maps online.*
Study Guides	• *Use http://www.exploratree.org.uk/ to create study guides.* • *Access premade study guides at http://www.shmoop.com/*
Math Manipulators	• *The National Library of Virtual Manipulatives has a lot of interactive activities for students learning the use of fractions, addition and subtraction, and the multiplication of fractions at http://nlvm.usu.edu/en/nav/grade_g_2.html* • *Thinking Blocks provides interactive templates that students use to model and solve problems at http://thinkingblocks.com*
Highlighted Text	• *http://marker.to/ allows you to highlight on webpages.* • *Using Marqueed.com you can highlight and discuss PDFs and images online.*
Braille Prep or Transcription	• *translate.google.com transcribes text between multiple languages,* • *text-to-speech tools on spokentext.com* • *Several audio books are available for free at http://www.booksshouldbefree.com*
Word Checker	• *Students can check the meaning of a word at dictionary.com and view an interactive word map of a word at the online graphical dictionary, Visuwords: http://www.visuwords.com/*
Read words or phrases, definitions	• *Students can have a word or collection of text read to them using the Chrome browser extensions Speak It and Select and Speak.*

Have typical behavior management techniques (contracts, location of seating, explicit instruction in appropriate behaviors, etc.) been tried?
Have the school social worker or counselor visited the student and observed in the classroom to suggest Tier One strategies for improving behavior for this student?
Has Functional Behavioral Analysis (FBA) been conducted? If no, should a FBA be requested?
If a BIP has been developed, is it implemented as designed and with fidelity?
If a BIP has been implemented, is it effective? Has appropriate training been provided?

Step 3: Prepare to Teach

This Instructional Design Tool is basically a thinking map, although many teachers and co-teachers benefit from using it as a lesson plan to record their decisions. *Download an editable version on the Stetson website.*

Instructional Design Tool

What am I teaching? *Source: Curriculum Planning Guides*	*Concept/Generalization*

Pre-Assessment Tool/Information

As Designed

Instructional Strategies/Activities	Grouping				Assessment/Product
	Whole Group	Individual	Partner	Small Group	
1st					
2nd					
3rd					
4th					

Additional Instructional Decisions:
If needed, determine instructional support for individual students.   Indicate initials of staff member(s) responsible.

Students who Require Instructional Supports	Accommodations	Modifications	In-Class Support	Individual Assessment (differentiated assessment)
1.				
2.				
3.				

Accommodation: A change made to teaching or testing procedures (the HOW) in order to increase the student's access to information and to create an equal opportunity to demonstrate knowledge and skills.
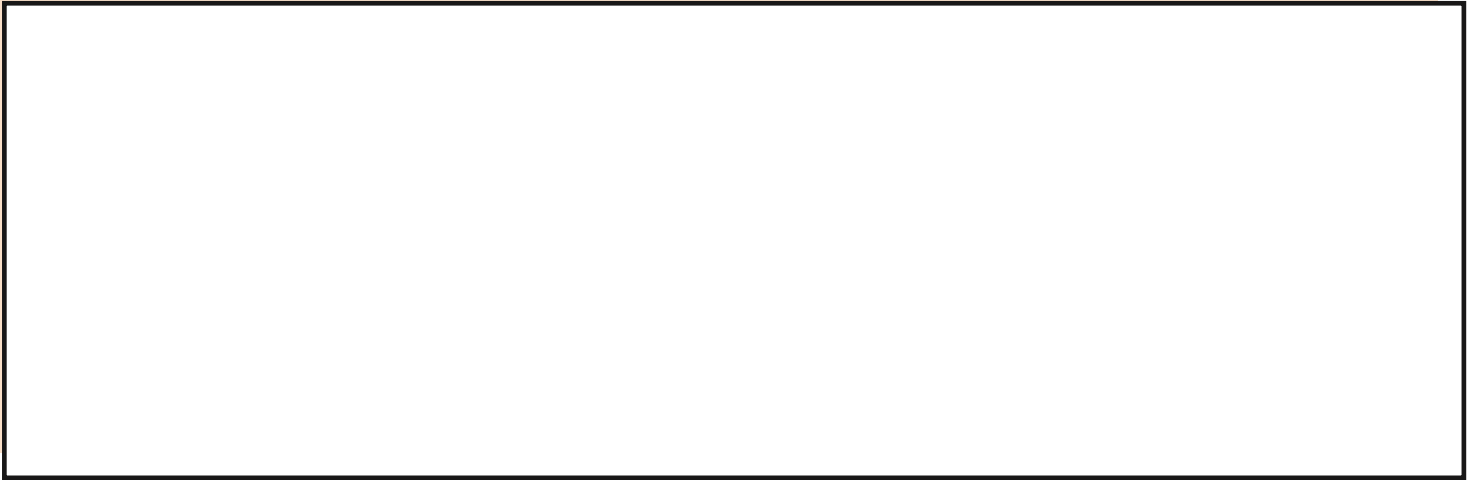
Quality Standards of a Multi-Level Lesson: A Rubric

Rubric of Quality Standards for Multi-Level Instruction

Standard	In Place	Improvement Needed	Not in Place	Not Appropriate for the Lesson
1. The lesson addresses an on-grade level standard derived from district general-education curriculum.				
2. The lesson relies on characteristics of quality Tier 1 instruction: activity-based with minimum teacher-led lecture; multiple opportunities for students to make meaning of content through small group work and conversations; monitoring of students' mastery and quick intervention by teacher as necessary to offer scaffolds to support and/or extend learning.				
3. Accommodations that are part of students' plans for Specially Designed Instruction are delivered in a non-stigmatizing way, are used independently by students, and are effective in supporting success.				
4. For students whose IEP documents the need for curriculum modification, are modified lesson objectives written into lesson plans and specific to each student's needs and abilities.				
5. Is available technology used effectively to provide access for students in general education instruction?				
6. Are procedures in place that create a positive classroom environment and, if necessary, are behavioral supports used effectively to re-direct behavior?				
7. For students whose IEP documents the need for personal support, what role will each of the two adults fulfill to maximize the success of all students?				

Reflection

I have learned...

As a result, I will do the following different in my classroom...

Regarding Multi-Level instruction effective practices and thoughts about instruction, I want to know...