

# TEACHING LARGE MULTILEVEL CLASSROOMS

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April 25, 2019

## Teaching Large Multilevel Classrooms

- ❖ Session Objectives
- ❖ Warm-up
- ❖ Assessment
- ❖ Differentiation
- ❖ Multiple Intelligences
- ❖ Wrap up and Conclude



# Session Objectives:

During this session, Ps will:

- Discuss common dynamics faced in teaching large, multi-level classes
- Explore strategies for teaching large, multi-level classes



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# Session Objectives:

After this session, Ps will be able to:

- identify three key aspects of teaching multi-level classes
- demonstrate a grasp of assessment, differentiation, and techniques for incorporating multiple intelligences in teaching multi-level classes

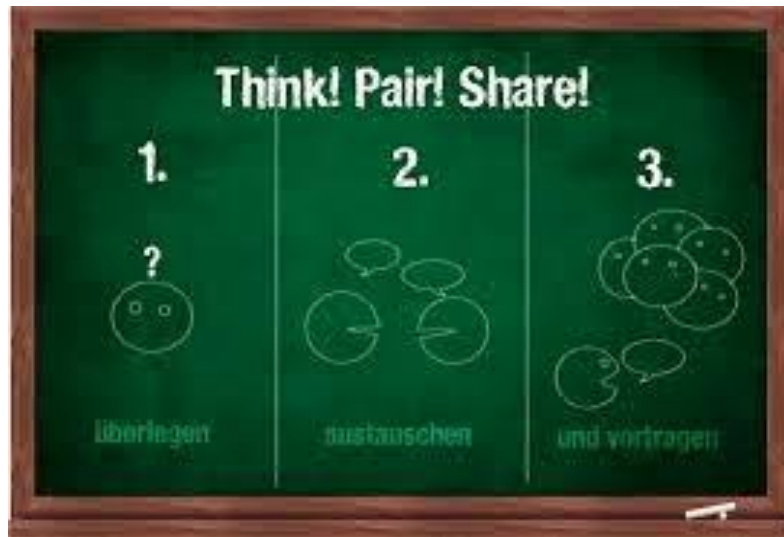


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# Warm up

- Activity: Think, Pair, and Share
  - Grouping



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# WARM UP!

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# Think, Pair, and Share

## □ Activity: Grouping

### ▣ Two groups

- 10 + years teaching
- Less than 10 years teaching

### ▣ Within Groups

#### ■ Month of Birth

- Jan and Feb
- March and April
- May and June
- July and August
- September and October
- November and December



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# Think, Pair, and Share

- Think:
  - Reflect on grouping activity.
    - How could it be employed in your classroom?
  
- Pair
  - In group
    - Assign group leader
    - Describe teaching context and self introductions
    - Discuss individual answer
      - How could the grouping be employed in your classroom?
    - Talk about
      - Challenges and solutions experienced with multi-level classes
    - Agree on one challenge and solution from conversation
  
- Share
  - Group Leaders Present
    - Summary of members teaching context
    - Summarized employment of grouping
    - One challenge and solution



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# Think, Pair, and Share

## □ Think:

□ Reflect on grouping activity.

■ How could it be employed in your classroom?



Think, think, think.

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# Think, Pair, and Share

## □ Pair

### ▣ In group

- Assign group leader
- Describe teaching context and self introductions
- Discuss individual answer
  - How could the grouping be employed in your classroom?
- Talk about
  - Challenges and solutions experienced with multi-level classes
- Agree on one challenge and solution from conversation



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# Think, Pair, and Share

## □ Share

### ▣ Group Leaders Present

- Summary of members teaching context
- Summarized employment of grouping
- One challenge and solution



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# Video

## □ Discussion Question

### ▣ Watch Video: Using Differentiated Instruction to Support all Learnings

- Listen
- Think about solutions offered with flexible grouping
- Answer Question: How will you work with grouping challenges, such as large classes, immovable desks, and crowded rooms?



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# Video

## □ Group Activity

### ▣ Discussion Question

- How will you work with grouping challenges, such as large classes, immovable desks, and crowded rooms?



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# All of my classes have 60 students at different levels? **What?**

ⓕ *Fellow*



- Teaching large, multilevel English classes can pose a number of challenges and can, understandably, make any one a little uneasy.
- However, you can help address many of these issues by using three aspects from your teaching tool box.
  - ▣ Assessment
  - ▣ Differentiation
  - ▣ Multiple Intelligences
- Hess, N. (2001). *Teaching Large, Multilevel Classes*. (Cambridge Handbook for Language Learners). Cambridge University Press.



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## Matching Activity



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# Presentation

- What is assessment?
- What are some examples?
- When is it done?



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## □ What is assessment?

- What are some ways to assess?

- When is it done?

- 
- Assessment
- outcomes
- systematic
- learning
- programs
- measurement
- rubrics
- mission
- analysis
- goals
- actions
- measurable
- degree
- program
- information
- purpose
- cognitive
- alignment
- curriculum
- map
- development
- use
- undertaken
- collection
- improve
- recommended
- affective
- specific
- behavioral
- surveys
- educational
- student
- review
- objectives



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## □ Groups

- 



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# Assessment: Matching Activity Answer Key

Strategy/Activity	Implementation
1. Anecdotal Records	D. Keep a record of how each group typically performs in class. If you notice one or more groups are repeatedly struggling, provide more differentiated support or one-on-one attention.
2. Exit Cards	E. Assign an exit slip that requires Ss to demonstrate their proficiency and/or understanding of the day's lesson and collect them from a different student in each group every week (assign Ss in each a different color and collect different colors each week).
3. Extension/Follow-up Questions	F. Ask a follow-up question and require groups to discuss. Then, several students from different groups share their responses as a class. (Call on a specific color and randomly select different groups to ensure all groups are engaged.)
4. Gallery Walk	A. Groups post their learning products, and T walks around the room with students in order to assess class understanding.
5. KWL	B. Similar to exit slips, have Ss complete a KWL chart and then select a sample of students' KWL charts in order to evaluate Ss understanding or identify points not clarified in the lesson.
6. Traffic Light	C. Provide groups with different color cards—red (do not understand), yellow (somewhat understand), and green (clearly understand)—and ask each group to hold up the appropriate card that represents their level of understanding regarding the day's lesson or instructions.



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# Group Discussion Questions and Assignment

- Discussion Questions:

- Q1: Have you or your colleagues used any of the strategies in your class? How did they work? What were some challenges/outcomes?
- Q2: Which strategies have you not used and would be willing to try? What would be a challenge and outcome of it?
- Q3: What other strategies have you used in the classroom?
- Q4: How have you implemented them in your class. What was a challenge/outcome?

- Group assignment:

- Discuss questions
- Choose
  - 1 from the list
  - 1 not used and willing to try
  - 1 other used in classroom
- Present
  - Strategy
  - Implementation
  - Challenge
  - Outcome



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# Differentiation

## Activity: KWL

K.W.L. Chart		
Topic: <u>Differentiation</u>		
K What I Already Know	W What I Want to Know	L What I Have Learned



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# Activity: KWL

K.W.L. Chart		
Topic: <u>Differentiation</u>		
K What I Already Know	W What I Want to Know	L What I Have Learned
Something to do with ways to teach students with different needs.	How do I differentiate needs?	

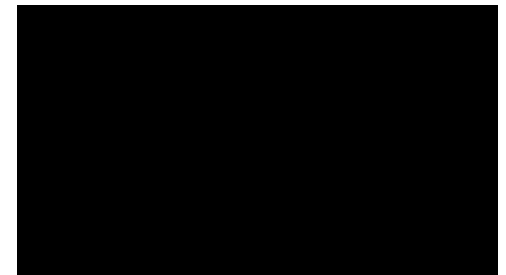


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# Activity: KWL

- Brainstorm
- Watch the video: Differentiation in Teaching Learning
  - What are the main ideas?
  - What stuck out to you? And why?
  - What are some ways you can incorporate differentiation?
  - What is a small step you can take?

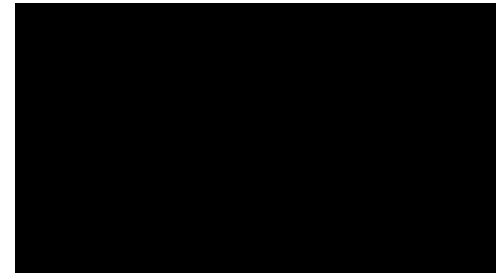


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# Activity: Individual Discussion Question

- Watch video: Differentiated Learning –Incredible Teaching Tip.
- Answer Question
  - Think of a lesson or activity you tried last term that you want to try again.
  - How can you modify it to provide different levels of support and challenge?



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# Activity: KWL

K.W.L. Chart		
Topic: <u>Differentiation</u>		
K What I Already Know	W What I Want to Know	L What I Have Learned
Something to do with ways to teach students with different needs.	How do I differentiate needs?	



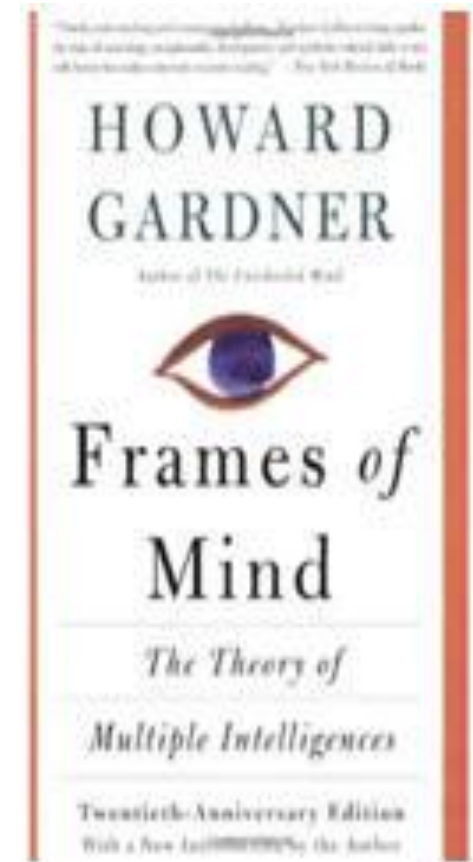
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# Multiple Intelligences

- Activities
  - ▣ Lecture
  - ▣ TPR
  - ▣ Matching



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# Activity: Presentation

- Multiple Intelligences
  - ▣ What does it mean?
  - ▣ What do we do with them?
  - ▣ How can they help with learning?



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# Presentation: Multiple Intelligences

- Students are unique
  - ▣ Different needs, intelligences, and learning styles.
    - Visual
    - Kinesthetic
    - Interpersonal



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# Presentation: Multiple Intelligences

## □ Visual Learners

### ▣ What are some attributes?

- Strong visualization skills
- Learn by seeing
- Can see can understand
- Pictures, charts, or diagrams



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# Presentation: Multiple Intelligences

## □ Kinesthetic Learners

### ▣ What are some attributes?

- Best when actively involved
- Learn by doing
- Hands-on approach
- Hard time sitting and listening



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# Presentation: Multiple Intelligences

## □ Interpersonal Learners

### ▣ What are some attributes?

- Best through conversations
- Cooperating
- Building trust
- Understanding others



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# Presentation: Multiple Intelligences

## □ Job of Teachers

- Provide opportunities
- Engagement in different tasks
- Match learning style and intelligence



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# Presentation: Multiple Intelligences

- Opportunity Outcomes
  - ▣ Comfortable learning environment
  - ▣ Personal challenge
  - ▣ Students and teachers preferred learning style



Interpersonal  
Skills



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# Presentation: Multiple Intelligences

## □ Conclusion

- Task diversity
- Balance of activities
- Meet various needs



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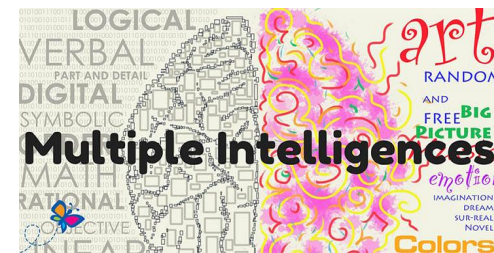


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# Activity: Question Discussion Answers

- ❑ Multiple Intelligences
  - ❑ What does it mean?
    - ❑ Students have different needs and learning styles.
  - ❑ What do we do with them?
    - ❑ Provide opportunities to engage in different tasks.
  - ❑ How can they help with learning?
    - ❑ Provide a comfortable and challenging learning environment.



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# Multiple Intelligences

## □ Activity: TPR

▣ Listen and follow directions

▣ Reflection

■ What was the catered learning style?



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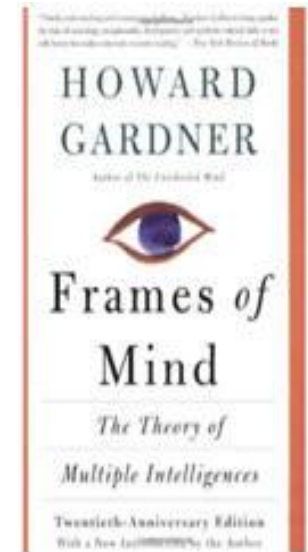


# Multiple Intelligences

## □ Activity: Matching

### ▣ Reflection

- How could you adapt this activity to meet different students' levels?



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# Multiple Intelligences

- Activity: Class Share
  - ▣ Visual, Kinesthetic, and Interpersonal
    - Provide specific learning style activities



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# Multiple Intelligences

## Activity: Matching

### 3 Groups

- Most familiar
- Some familiarity
- Least familiar



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# Multiple Intelligences

## Activity: Matching

### Reflection

- How can you adapt the activity to your classroom?



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# Wrap and Conclude

- Session Objectives:
  - ▣ After this session, Ps will be able to:
    - identify three key aspects of teaching multi-level classes
    - demonstrate a grasp of assessment, differentiation, and techniques for incorporating multiple intelligences in teaching multi-level classes
- What did you learn?
  - ▣ Provide a specific example
- How can you use it in your class?
  - ▣ Provide a specific example



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- ❑ Angelo, T. K., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers* (2nd ed.). San Francisco, CA: Jossey-Bass.
- ❑ Hess, N. (2001). *Teaching Large, Multilevel Classes*. (Cambridge Handbook for Language Learners). Cambridge University Press.
- ❑ Stiggins, R. & DuFour, R. (2009, May). *Maximizing the power of formative assessments*. Phi Delta Kappan, 90(9), 640–644.
- ❑ [Visual Learners - Penn State York](http://www2.yk.psu.edu/learncenter/acskills/visual.html)  
[www2.yk.psu.edu/learncenter/acskills/visual.html](http://www2.yk.psu.edu/learncenter/acskills/visual.html)



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# Teaching Large Multilevel Classes

- What did you like about the session?
- What could have been done differently?
- What are your other comments?



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