

Beyond Basics: Multilevel ESOL Classes

Course Description and Overview:

Most adult ESOL classes are multilevel in some respect; therefore, teachers of adult ESOL become experienced in teaching multilevel classes. For example, students may come with different reading or speaking levels, different levels of home country education, and/or differing lengths of time living in the U.S. In some programs, limited resources or program size may mean that native speakers and English language learners are in the same class. The multilevel nature of adult ESOL classes can be a benefit, not a detriment, to learning. But, it can be challenging to manage as well.

This course is designed for teachers who want to tackle the challenges of teaching multilevel classes. It is for teachers who want to address the varied learning needs of individual students without planning individual lessons and burning out. It is for teachers who want to become highly effective multilevel classroom teachers by using strategies that work.

Learning Outcomes:

You will be learning to...	You will express and demonstrate that learning by....
Identify strategies for building community and promoting interaction in the multilevel classroom.	<ul style="list-style-type: none">● Participating in Building Community in Your Classroom discussion.
Identify and apply strategies for determining shared needs and goals among students.	<ul style="list-style-type: none">● Writing and sharing a plan for identifying goals of your students.● Participating in a discussion about these strategies.

<p>Identify and apply methods and strategies for differentiating instruction in a multilevel ESOL class.</p>	<ul style="list-style-type: none"> ● Developing or adapting a text and comprehension questions for your class. ● participating in discussions on strategies and how you might use them in your class.
<p>Identify effective grouping strategies for the multilevel classroom.</p>	<ul style="list-style-type: none"> ● Responding to Your Experience with Groups survey questions.
<p>Identify standards in adult ESOL education and articulate how those standards can be used for effective planning of a multilevel class.</p>	<ul style="list-style-type: none"> ● Including information on standards in your instructional plan.
<p>Develop an instructional plan that supports the needs and goals of students.</p>	<ul style="list-style-type: none"> ● Developing an activity or series of activities for your multilevel class. ● Commenting on at least two of your peers' lesson plans.

Course Schedule and Weekly Format

Each lesson addresses a different aspect of teaching a multilevel ESL class. The lessons are developmental and sequential, so it is important to work through them in order. The lessons and materials for each week are organized in modules. Each module contains all of the materials and resources for the week. At the top of each module is the *Assignments*

section with an overview of all the assignments for the week. The *Assignments* section is followed by the *Lesson* section with a video presentation of the lesson. The *Resources* section is next and it contains all of the readings for the week. The *Discussion Board* follows and contains all of the information and links to complete the week's discussions.

Throughout, you will have opportunities to discuss important topics with your classmates, thereby learning from each other. The assignments provide an opportunity for you to apply ideas to your particular teaching context, put your new knowledge into practice, and make it concrete.

The schedule below lists the dates that assignments are due. Posts to discussions may be made at any time within the week in which the topic is presented. Please be sure to adhere to the schedule. Lessons are self-paced within the week. Return as often as you wish to the activities and discussions.

Week #	Lessons	Assignments
Week 1	Context and Getting Started: Benefits and Challenges of a Multilevel Class and Building Community	<ul style="list-style-type: none"> ● Complete the Online Learner Agreement. ● View weekly video presentation. ● Read at least 2 short articles. ● Respond to Introduction questions in the <i>Discussion Board</i>. ● Respond to Reflection- Multilevel ESL Teaching Context in the <i>Discussion Board</i>. ● Post written or uploaded audio response to someone else's post.
Week 2	Finding Common Ground: Shared Goals and Needs in a Multilevel Class	<ul style="list-style-type: none"> ● View weekly video presentation. ● Review Week 2 resource articles. ● Respond to Reflection -Needs Assessment in the <i>Discussion Board</i>. ● Plan and post a strategy for identifying individual and shared student goals. ● Post written or uploaded audio response to someone else's post.
Week 3	Differentiated Instruction part 1	<ul style="list-style-type: none"> ● View weekly video presentation. ● Review at least 3 resource articles. ● Respond to Reflection - Differentiated Instruction Part 1 in the <i>Discussion Board</i>. ● Develop or adapt a text and text questions for your multilevel class and post in the <i>Discussion Board</i>. ● Post written or uploaded audio response to someone else's post.

Week #	Lessons	Assignments
Week 4	Differentiated Instruction part 2	<ul style="list-style-type: none"> ● View weekly video presentation. ● Read or view 3 Recommended resources from the list. ● Respond to Reflection - Differentiated Instruction Part 2 in the <i>Discussion Board</i>. ● Write a report on a strategy you read about using one of 2 rubrics as a guide. Post in the <i>Discussion Board</i>. Post written or uploaded audio response to someone else's post.
Week 5	Putting it All Together with Standards	<ul style="list-style-type: none"> ● Respond to Reflection - Standards in the <i>Discussion Board</i>. ● Prepare an activity or series of activities for a multilevel class. ● Post in the <i>Discussion Board</i>. ● Post one resource or technology tool in the Discussion Board. ● Post written or uploaded audio response to someone else's post.
Week 6	Review and Farewell	<ul style="list-style-type: none"> ● Respond to Reflection – Farewell in the <i>Discussion Board</i>. ● Post responses to peers' planned activities. ● Complete the end-of- course survey.

Student Expectations

In order to receive a certificate of completion, you must submit all assignments on time. Remember that although you will benefit from doing the activities, you will learn most from discussions with your online colleagues and facilitator(s). To keep discussions as productive as possible, please post and respond within the assigned week. You may refer to the *Syllabus*, or *Calendar* for specific dates. In order to stay on track, be sure to check your weekly progress in the *Grades* tab on the left.

Discussion Board Posts

You will either be writing a thoughtful response to a *Discussion Board* prompt, or posting an activity directly to the *Discussion Board*. For prompts, write a one- to two paragraph response for each *Discussion Board* question. For activities, make sure to follow the directions and include all necessary components. In order to receive full credit for your peer response post, your writing should include some details or depth. (Cursory responses such as "I agree with your answer." or "That is a good point." will not receive full credit.) Please do not create your own thread when responding to *Discussion Board* questions. All that is needed is to click the "reply" button.

Participants who do not post to the *Discussion Board* within the first week will be removed from the course. This will then place you on "waiting list only" status for future online courses and trainings. If you do not post for more than one week at any time during the course or if you fall more than one week behind in your assignments, you may be removed from the course and will be placed on "waiting list only" status for future online courses. If you find that you cannot post for more than two weeks, please contact your technical facilitator at valrccourses@vcu.edu or 1-800-237-0178 as soon as possible to discuss the situation and your further participation in the course.

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