

REQUIREMENTS FOR MULTI-LEVEL INSTRUCTION

Multi-level instruction does not consist of strategies designed for use only in certain situations. It is a process that can be developed across the curriculum. Therefore, it requires a great deal of commitment and planning by teachers. It does not require extensive training, although it does challenge teachers to rethink material previously taught. It may mean that a teacher must abandon lesson plans used many times before, and be open to new approaches to that same material. It requires time to plan new lessons and a willingness to give up the role of presenter for that of facilitator.

Multi-level instruction requires movement away from a teacher-controlled classroom and towards more choice and autonomy for students. It is a means of meeting the needs of students at their level while also meeting the needs of the curriculum. This however, entails a great deal of work on the part of teachers. Why should teachers be willing to expend the energy that is necessary to bring about these changes?

Rationale for Multi-Level Instruction

One rationale for multi-level instruction is that it encourages inclusion and integration. At the same time it addresses different learning styles. It allows teachers to reach all of the students some of the time (it is not possible to meet all of the needs of the students all of the time). However, the use of a variety of techniques within the same unit or lesson eliminates the need to teach the lesson many different times, in many different ways, to meet the individual styles of the students.

The multi-level instruction approach does take students beyond the knowledge and comprehension levels of Bloom's Taxonomy. It allows for enrichment for very able students as well as modification for students who have difficulties in learning. It stresses cooperation among students and allows