

**Montana Adult ESOL Conference
May 2010**

Next Steps

Professional Development Assignments

Part A: Reading Reflection

1. Please read **one** of the five selected readings from Jill Bell's *Teaching Multilevel Classes in ESL*. Each of the selected readings corresponds to one of our five conference strands.
 - Chapter 1 "The Multilevel Class," pp. 13-20; Chapter 8 "Individual Self-Access Material," pp. 159-171
 - Strand: Who are Adult ESOL Students?
 - Chapter 2 "Planning the Curriculum," pp. 32-42
 - Strand: What is Effective Multilevel Instruction?
 - Chapter 4 "Classroom Management," pp. 89-100
 - Strand: Who is an Effective Adult ESL Teacher?
 - Chapter 7 "Pair Work," pp. 143-157
 - Strand: How Are Languages Learned?
 - Chapter 9 "Using Technology in the Multilevel Classroom," pp. 173-186
 - Strand: How Can Technology Be Used in Adult ESL?
2. Fill out the *Reading Reflection for Practitioners* form for your selected reading.
3. Exchange your completed form with a colleague who read a different section in the book, and discuss your responses.
4. Email your completed form to syoung@cal.org by July 1, 2010 for posting and sharing on the Montana LINCS website.

Part B: Lesson Reflection

1. Read Chapter 10 "A Sample Lesson Sequence," pp. 187-201 in *Teaching Multilevel Classes in ESL*. Note how the author describes the student population, the flow of the lesson, and how activities are tailored to different levels/abilities within the class.
2. Write a 3-5 paragraph reflection on a recent lesson that you've taught that reflected these areas. You can model your written reflection on Jill's "Sample Lesson Sequence."
3. Email your completed reflection to syoung@cal.org by August 31, 2010 for posting and sharing on the Montana LINCS website.

ConnectPro Meetings

Mark these dates on your calendar:

September 13, 2010

October 11, 2010

November 8, 2010

January 10, 2011

February 14, 2011

April 11, 2011

Contact Information

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PART A: Reading Reflection

Your Name:

Chapter Title:

Write a brief summary or overview of the reading:

What was the most interesting part(s) of this reading for you?

How might what you read influence your instructional practice?

What benefits may results from this influence?

What challenges might arise?

What would you like to study further?