**Burbank ELD SLC Professional Learning: 2/25/2020**

**Teacher Reflection**

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| **Things that I want to try** | **Things that I will continue to improve in my practice** | **Things I will stop doing** |
| * Jigsaws: assign roles for accountability and responsibility; ex. 1,2,4, all - by yourself, with a partner, with a group, make a poster
* Concept attainment with various writing strategies
* Do more targeted language instruction: sentence frames, pre-teaching academic vocabulary before content vocabulary
* Slow down when I speak
* Sentence starters/ frames
* Make sure to write instructions; not just given orally
* Increase wait time: use a timer
* I do, We do, You do
* Engineered text to make text more accessible: amplify, not simplify; reformat; teach text genre context clues; increase white space and font size
	+ Genius Scan
* Consider different lexile levels when introducing new content; or in a language other than English
* Preview- View- Review strategy
* Recasting: repeating a word pronounced correctly in context
* Increase usage and variety of graphic organizers
* Finding ways to increase student use of language in reading, writing, speaking, and listening
 | * Use cognates (words that are similar from one language to another)
* Know who my English Learners are, so I can use targeted instruction
* Empathy: students are navigating multiple languages
* Visuals
* Repetition
* Use physical motions; non-linguistic cues
* Word Walls!
* Word Banks
* Graphic Organizers
* Video subtitles
* Multiple ways to demonstrate content knowledge: how to demonstrate content knowledge on assessments
* 1,2,4,all Jigsaw
* Wait Time for more than 3-5 seconds
* Sentence Frames/ Starters
* Video: slow down to 75%
* Model! Show rubric and exemplars?
* Multiple ways to express instructions
* Scaffolding is a mindset-- not more work for the teacher!
* Differentiate for all students
* Provide assessment options for how students show what they know
* Read alouds/ partner reading
* Continue developing connections and relationships with students
 | * Talking fast
* Talking too much
* Only providing oral directions (need to do better in providing written instruction as well)
* Being unconscious about ‘big’ words; be deliberate about the language I use; make sure to define academic and content vocabulary
* Stop being lazy about feedback on work/ homework
* Don’t assume they know the content
* Be conscious of asking students to translate for other students or adults; it is not their responsibility
* Offer other options besides Google Translate; use it for words only, not sentences or more
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