**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 |