**Burbank ELD SLC Professional Learning: 2/26/2020**

**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** |
| * Increase opportunities to check for understanding
* Make sure to define academic vocabulary, especially if they have multiple meanings
* Play videos using subtitles and altered speed
* Concept Attainment
* Expert Jigsaws with defined group roles and strategic grouping
* How I can incorporate error correction into class as a positive
* Google Assistant
* Text to Speech
* Accessibility supports for ELs on standardized assessments
* Read aloud to students; have students read aloud with partners
* Increase think time and wait time
* Identify key vocabulary prior to lesson and be deliberate with language instruction
* Use ELD standards for planning
* Writing frames for different text genres
* Slow down, give think time, check for understanding before moving on
 | * 10-30 seconds of private think time; then share with your partner; use a timer!
* Images with vocabulary; vocabulary matrix- student-friendly definition, symbol/ visual, examples/ non-examples
* Remember that just because a strategy doesn’t work the first time doesn’t mean that it doesn’t work at all-- reflect on how to make it better!
* Visuals on handouts
* Have students draw symbols as a check for understanding
* More and varied graphic organizers
* Talk Moves
* Jigsaw
* Writing Structures, Sentence Starters, Writing Frames
* Different ways to teach the same content/ concept
* Pre-teach academic vocabulary (not content vocabulary) deliberately and explicitly
* Repetition
* Using gestures
* Think-Pair-Share: more student talking than teacher talking
* Model! Give examples of what you expect
* Use incorrect work to build understanding and language
* Reinforce growth mindset and build on student strengths
* Verbal and written directions every time
 | * Stop talking so fast
* “Everybody get that?” “Got it?” “Any questions?”
* Stop only giving verbal directions; also include written directions, broken into steps where I check for understanding
* Public shaming; stop assuming that students have background knowledge
* Stop just looking at overall ELPAC score; look at domain scores
* Allow students to use Google translate for words, not phrases or whole texts
* Multi-step/ task instructions: break it up
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