**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 |