**Burbank ELD SLC Professional Learning: 1/28/2020**

**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** |
| * Give students more opportunities to read aloud * Use more gestures and visuals * Continue to speak slowly * Slowing speeds on video clips * Pair share students with similar home language when learning new content * Engineering text with more white space and larger font * Try website on textbook summaries in multiple languages * Model * Google Assistant * Pre-teach and repeat vocabulary * Sentence Frames * Vocabulary development in other ways besides lists * Increase wait time * Check for understanding individually by circulating and checking work * Jigsaw/ group work * Verbal and written directions * Check in with each student and give individual feedback * Look at lexile levels and textbook websites * Create a word wall * Use synonyms and define academic terms * Use word banks for assessments * Address bullying and xenophobia immediately * Make a safe and brave space for learning; language is an asset | * Verbal and written directions * Wait time * Provide background knowledge * Amplify text * Sentence starters * Visuals * Vocabulary building * Video: slow to .75 with captions * Student-led instructions * Error analysis * Slow down * Google Assistant * Talk moves * Thinking of differentiation as a mindset * Provide a structure for students to leave notes if they don’t feel comfortable talking/ asking questions * Chunking text * Enlarging text * Provide background knowledge for students to access content * Word banks with academic and content vocabulary * SMILE * Focus on assets and growth mindset * Check in with students before, during, and after class to build relationships * Point out progress and compliment * Concept attainment * Writing structures for different genres * Using non-linguistic cues * Point of cognates * Give definitions for academic and content vocabulary * Identify ELs at the beginning of the school year and use their ELPAC scores to differentiate * Use the ELD Standards | * Talking fast: Slow down! 3-5 sec wait time * “If you don’t understand, let me know by waving at me” * Repeating the same instructions in a louder tone * Stop assuming students understand if they don’t ask questions * No large blocks of text * Not being strategic with creating groups/ jigsaws * Multiple choice tests: instead, use alternate assessments that test content, not language * Using only verbal directions and only giving them once * Less independent work * Unchunked time periods |