**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
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