

Self-Reflection Questions

Adapted from Klingner, Hoover, Baca, 2008

1. What evidence suggests that I have developed a strong, positive, relationship with the child and their family?
2. What information has been gathered about the child's cultural background, linguistic practices, and prior experiences including academic experiences?
3. How is instruction personalized, valuing the child's linguistic and cultural background? In what ways does instruction connect classroom learning to the child's daily experiences?
4. In what ways does instruction give sufficient attention to affect, interest, and motivation?
5. How does instruction pay sufficient attention to the development of oral language?
6. How has instruction accommodated aspects of reading that can be confusing for MLs?
7. In what ways is instruction adjusted for sounds and letters that are different in the child's first language from English so that misunderstandings can be clarified and additional practice can be provided?
8. Which instructional adjustments are made to provide MLs with additional support when they do not seem to understand (e.g., explicit instruction at their level, more opportunities for meaningful practice, etc.)?
9. Are the books used at the most appropriate levels so that students can read and understand them?
10. What strategies are used to pre-teach vocabulary to ensure the use of multimedia, real items, appealing photos, charts, and other visuals to help make instruction comprehensible?
11. What evidence demonstrates that the student's teachers maintain a focus on the content of the student's response, over form, when checking for comprehension, providing multiple and varied ways of demonstrating learning?