



Self-Reflection Tool

My Roles in Supporting Children's Oral Language Development

Educator Roles	Strong	Partial	Not really	Priority to work on this
Language model: I am conscious of my role as a language model, being intentional about the expressiveness <i>and</i> quality of language I use around children, thinking ahead about the vocabulary I want them to be hearing.				
Conversationalist: I regularly engage children in conversation, and help children maintain a conversation through multiple exchanges by responding and asking new questions.				
Questioner and Prompter: I ask a variety of types of good questions (<i>e.g., recall, open-ended, prediction, connections</i>). I think ahead about prompts to use in specific centers, for specific activities and related to the theme.				
Narrator: As we are doing activities, I speak out loud narrating what we are doing - giving words to the actions. I think-aloud for children also about the things I am considering related to our work.				
Facilitator: I create opportunities and support children to talk together, including Partner Talk, offering sentence “starters”, setting up collaborative projects, etc.				
Vocabulary Teacher: I am thoughtful about the vocabulary I want children to learn and use, and then use strategies to teach that vocabulary “in context” - including sketches, photos, hands-on experiences, gestures, etc.				
Talking about Books: I engage children in talking about books. For many read-alouds I identify key useful vocabulary and pre-plan how I will give meaning to those words and engage children with that vocabulary. I pre-plan prompts and questions to engage children in talking about the books (<i>e.g., recall, summarizing, predicting, connecting</i>). I select books with wonderful language.				
Work with Families: I work with families regarding their crucial roles in oral language development and home language development.				