

Differentiating Instruction and Assessment for ELLs

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Session Description

- This session is for mainstream and ESL teachers who have ELLs in their classes, and for the ESL/bilingual coordinators who are responsible for the professional development of all educators who work with ELLs.
- It draws on the WIDA ELP Standards, and shows teachers how to select appropriate instructional and assessment strategies for their ELLs at different English language proficiency levels.
- We also consider how other important factors (e.g., literacy in the first language, prior education, cultural differences) inform a teachers' efforts to differentiate instruction for the ELLs in their classes.
- We highlight the importance of collaboration among ESL and mainstream educators so that ALL teachers who have ELLs in their classes have the knowledge and skills they need to ensure that ALL students, particularly ELLs, can participate and achieve.

Differentiating Instruction and Assessment for English Language Learners

A Guide for K-12 Teachers



Shelley Fairbairn
Stephaney Jones-Vo

AGENDA

Before

Content and language objectives

During

Essential questions for reflective practitioners

Student can-do descriptors

Student profiles

Strategies for differentiating instruction
and assessment

After

Taking it to your classrooms →

What stood out? What did you learn?

What can you use?