



1. Know the English learners in your classes
  - a. ESL Teacher/Consultant can tell you the language proficiency levels, “Can Do” descriptors can tell you what to expect from each level
  - b. Use standard Tier 1 interventions
2. Scaffold when/where you can
  - a. Frontload vocabulary
    - i. Explicit instruction
    - ii. Multiple exposures
    - iii. Provide exemplars when possible
  - b. Emphasize strategies, not just content
    - i. Teach students how to help themselves
    - ii. “Think Aloud” to model process
    - iii. Provide language/ sentence frames
  - c. Access prior knowledge / use student strengths
    - i. Graphic organizers
    - ii. Visuals
    - iii. Hands-on activities
  - d. Prioritize opportunity
    - i. Collaboration
    - ii. Time to practice
    - iii. Wait time
    - iv. Additional time to complete work
3. Differentiate when you must
  - a. Alternate texts
  - b. Adjusted/ alternate assignments
4. Be sure that you are testing what you think you are testing
  - a. Test items phrased as questions
  - b. Avoid negatives (*all of the following except, which one is not...*)
  - c. Remember that every test is also an English test