Arizona Department of Education
Office of English Language Acquisition Services

# English Language Learner Guide For Local Educational Agencies (LEA)

## A Guide to

- ✓ Identification
- ✓ Assessment
- ✓ Federal and State Compliance
- ✓ Forms
- ✓ **SEI Models**
- ✓ Title III
- ✓ Monitoring Protocol
- ✓ Frequently Asked Questions
- ✓ Glossary

# Structured English Immersion Models of the Arizona English Language Learners Task Force

## Authority

Effective September 21, 2006, under the authority of Laws 2006, Chapter 4, the Arizona English Language Learners (ELL) Task Force was established. The Arizona ELL Task Force was charged with developing and adopting research based models of structured English immersion (SEI) programs to be used in school districts and charter schools in Arizona. Arizona Revised Statutes (A.R.S.). §15-756.01, requires that the models include a minimum of four hours per day of English language development (ELD) for the first year in which a pupil is classified as an English Language Learner. Full text of the law regarding the responsibilities of the Task Force and the development of the SEI models is located in Title 15, Chapter 7, Article 3.1. ENGLISH LANGUAGE EDUCATION FOR CHILDREN IN PUBLIC SCHOOLS, §§ 15-751 through 15-757, Arizona Revised Statutes.

## Definitions

For Structured English Immersion Models,

*"AZELLA"* means Arizona English Language Learner Assessment. The AZELLA is used to determine the English language proficiency of Arizona K-12 students whose primary home language is other than English. AZELLA results include a composite proficiency level score, which is a composite of all of the subtest scores, and also separate subtest scores, i.e., Listening, Speaking, Reading, and Total Writing (Writing Conventions and Writing combined). The AZELLA also includes an oral language score, which combines listening and speaking subtest scores, and a comprehension score, which combines listening and reading subtest scores. Sub-level scores for grouping purposes are Oral Language, Reading, and Total Writing. (See A.R.S. §15-756.B)

*"ELD"* means English language development, the teaching of English language skills to students who are in the process of learning English. It is distinguished from other types of instruction, e.g., math, science, or social science, in that the content of ELD emphasizes the English language itself. ELD instruction focuses on phonology (pronunciation – the sound system of a language), morphology (the internal structure and forms of words), syntax (English word order rules), lexicon (vocabulary), and semantics (how to use English in different situations and contexts).

"*Hour*" (for purpose of 4 hours of ELD) means a normal classroom period structured to facilitate class scheduling on an hourly cycle, such as 55 minutes of class time and 5 minutes of transit time.

"*Discrete Skills Inventory*" means the specific teaching/learning objectives derived from the Arizona K-12 English Language Learner Proficiency Standards approved by the Arizona State Board of Education

(SBE), January 26, 2004, and refined as needed to remain synchronized with the Arizona K-12 Academic English Language Arts Standards.

*"English Language Learners"* mean K-12 PHLOTE students who do not obtain a composite proficiency level of "proficient" score on the AZELLA regardless of their tenure as English Language Learners.

*"PHLOTE"* means primary home language other than English and is determined by a home language survey and on the enrollment form completed by parents upon enrollment. PHLOTE students are administered the AZELLA to determine the level of their English language proficiency and their correct placement in classes. (A.R.S. §15-756.A)

*"Proficiency Level"* means the level of English language proficiency of a PHLOTE student, as determined by the AZELLA. The AZELLA proficiency levels are: (1) Pre-Emergent; (2) Emergent; (3) Basic; (4) Intermediate; and, (5) Proficient. A PHLOTE student whose composite AZELLA score is Proficient is not classified as an ELL and is not placed in an SEI Classroom.

*"Structured English Immersion Models"* means the models described herein. (A.R.S. § 15-756.01)

*"Structured English Immersion Classroom"* means a classroom in which all of the students are limited English proficient as determined by composite AZELLA scores of Pre-Emergent, Emergent, Basic, or Intermediate. The purpose of the classroom is to provide four hours of daily ELD instruction, as described in the definition of *"ELD"* in this section, in the manner prescribed herein.

*"Structured English Immersion Program"* means an intensive English-language teaching program for non-proficient English speakers, as designated by the AZELLA, designed to accelerate the learning of the English language intended to comply with provisions of Title 15, Chapter 7, Article 3.1, A.R.S. This program provides only ELD, as described in the definition of *"ELD"* in this section.

## Structured English Immersion Model Components

All SEI models are research-based and include three major components: policy, structure, and classroom practices. These components are uniform in all SEI models because they reflect legal requirements established in state law. However, application of the structure and classroom practices components results in various SEI classroom configurations because of "the size of the school, the location of the school, the grade levels at the school, the number of English language learners and the percentage of English language learners." (A.R.S. §15-756.01.C.)

### 1. Policy

Arizona law requires schools to teach English. (A.R.S. §15-752. English language education)

Arizona law requires materials and subject matter instruction to be in English. (A.R.S. §15-751. Definitions, 5 and A.R.S. §15-752)

Arizona law requires English language learners to be grouped together in a structured English immersion setting. (A.R.S. §15-751. Definitions, 5)

The goal set forth in Arizona law is for ELLs to become fluent English proficient in a year. (A.R.S. §15-752. English language education)

Arizona law requires a minimum of four hours per day of English language development during the first year a pupil is classified as an ELL. (A.R.S. §15.756.01 Arizona English language learners task force; research based models of structured English immersion for English language learners; budget requests; definitions)

Arizona state law requires cost efficient, research based models that meet all state and federal laws. (A.R.S. §15-756.01 (D)) Arizona English language learners task force; research based models of structured English immersion for English language learners; budget requests; definitions)

## 2. Structure

The structure of the SEI Models consists of multiple elements: SEI Classroom content; SEI Classroom program entry and exit; student grouping for SEI Classrooms, including grouping process and class size standards; scheduling and time allocations; and teacher qualification requirements. This structure is uniform for all SEI Models. The application of the grouping process will yield different classroom configurations based on the individual school's number of ELLs, their proficiency levels, and their grade levels.

### *Structured English Immersion Classroom Content*

The Structured English Immersion (SEI) Classroom content is a minimum of four hours daily of English Language Development (ELD). ELD is a type of instruction that has as its orientation the teaching of English language skills to students who are in the process of learning English. It is distinguished from other types of instruction, e.g., math, science, or social science, in that the content of ELD emphasizes the English language itself. ELD instruction focuses on phonology (pronunciation - the sound system of a language), morphology (the internal structure and forms of words), syntax (English word order rules), lexicon (vocabulary), and semantics (how to use English in different situations and contexts). While there are some obvious connections to English language arts instruction, ELD is foundational for English language acquisition work, since listening, speaking, reading, and writing tasks conducted in English are considerably more difficult in the absence of knowledge about how English operates. Reading and writing, aligned to the Arizona K-12 English Language Learner Proficiency Standards, are also considered content in SEI Classrooms.

### *SEI Classroom Entry and Exit*

SEI Classroom entry and exit is determined solely by AZELLA score. Students whose AZELLA composite proficiency level scores are Pre-Emergent, Emergent, Basic, or Intermediate shall be grouped in SEI Classrooms. New ELLs, in the first year of education in an Arizona school, shall take the AZELLA at least twice during the first school year, once at the beginning of the year, or upon initial entry to school, and once at the end of the school year for purposes of measuring progress. Continuing ELLs shall be reassessed with the AZELLA at the end of each school year. English language learners shall be given the opportunity to take the AZELLA at a mid-point of the academic year for the purpose of measuring progress toward English language proficiency. No student shall take the AZELLA more than three times in a school year. On-going alternative proficiency-based assessments related to the Arizona

K-12 English Language Learner Proficiency Standards and the Discrete Skills Inventory should be utilized to guide instruction and to determine the opportunity to administer the AZELLA for purposes of exiting the SEI Classroom. (A.R.S. §§ 15-756.B, 15-756.05.A)

### *Student Grouping for SEI Classrooms*

The primary determinant of the appropriate student grouping for SEI Classrooms is the English proficiency level of the students. The proficiency levels and grade levels of the ELLs must be used in order to determine appropriate student placement. The configurations are similar, but not identical, for all grade levels.

### Elementary Schools

In elementary schools, generally those grades in which students receive most of their academic instruction in a single class as a single group, if there are enough ELLs by proficiency level within a specific grade, overall proficiency level within grade is used as the method for student grouping. The AZELLA composite proficiency level score determines the overall proficiency level. If there are not enough ELLs by proficiency level within a grade, then proficiency levels may be banded together within a grade. If there are not enough ELLs by proficiency level band within a grade, then ELLs from different grade levels may be combined into an SEI Classroom. Note that, regardless of SEI Classroom configuration, Pre-Emergent and Emergent ELLs shall be grouped together rather than separately. Also note that regardless of SEI Classroom configuration, kindergarten students shall be grouped separately from students in other grades.

**Elementary School Student Grouping Prioritization**

A. Overall Proficiency Level within Grade
B. Overall Proficiency Level Band within Grade
C. Overall Proficiency Level Band within Grade Band

### Middle Grades and High Schools

In middle grades and high schools, generally those grades in which students receive academic instruction in different classrooms in different groups throughout the day, if there are enough ELLs by proficiency sub-level scores (i.e., reading score, total writing score, and oral language score), within a specific grade, the sub-level proficiency level within grade is used as the method for student grouping. If there are not enough ELLs by proficiency sub-level within a grade, then grades may be banded together within a proficiency sub-level. If there are not enough ELLs by proficiency sub-level within a grade, then overall proficiency level may be used within a grade. If there are not enough ELLs within an overall proficiency level, then multiple grades may be combined into an SEI Classroom. If there are not enough ELLs within an overall proficiency level and within a grade band, then multiple proficiencies and multiple grade levels can be combined into an SEI Classroom. Note that, regardless of SEI Classroom configuration, Pre-Emergent and Emergent ELLs shall be grouped together rather than discretely.

**Middle Grades and High School Student Grouping Prioritization**

A. Proficiency Sub-level within Grade
B. Proficiency Sub-level within Grade Band
C. Overall Proficiency Level within Grade
D. Overall Proficiency Level within Grade Band
E. Overall Proficiency Level Band within Grade Band

### Class Size Standards

Target and maximum class sizes are based on the proficiency level of the ELL student provided that the class size shall not exceed the class size for non-ELLs in the school district. The target class size for Pre-Emergent and Emergent is 20; the maximum is 23. The target class size for Basic and Intermediate is 25; the maximum is 28.

### Grouping Process

Students are grouped into classes based on Class Size Standards using the Elementary or the Middle Grades and High School Student Grouping Prioritization method. In the event there are insufficient students to assemble a class at the first given student grouping priority, the next student grouping priority shall be used. In the event that there are insufficient ELLs based on the class size standards in the school for any of the student groupings to work, then several other options are available. The students may be grouped into a single classroom for ELD instruction by an SEI-funded district-level ELD teacher for three hours a day with a fourth hour of ELD Reading. Students at a charter school or single school district may be grouped into a single classroom for ELD instruction by an SEI-funded ELD teacher for four hours a day. Schools with 20 or fewer ELLs within a three grade span (including kindergarten), may provide instruction through the development of Individual Language Learner Plans (ILLPs) created for each ELL. Scheduling and time allocations in the ILLPs must meet the requirements of the scheduling and time allocations specified herein for Elementary Schools or Middle and High School as appropriate for each ELL.

### Scheduling and Time Allocations

The scheduling and time allocations are somewhat different for Elementary School than for Middle Grades and High School. However, at all grade levels, the SEI Classroom must have a minimum of four hours of English language development daily which is time-allocated consistent with the Arizona K-12 English Language Learner Proficiency Standards and the related Discrete Skills Inventory (DSI).

### Elementary School Scheduling and Time Allocations

Each student who qualifies for SEI program placement receives four hours of daily English language development instruction that is governed by certain time allocations and skill teaching and learning objectives. Each of these discrete sections of ELD is based on specific categories of language instruction based on the skills identified by the ELL Proficiency Standards and further delineated in detail by the Discrete Skills Inventory (DSI). The discrete time blocks do not have to be sequential during the day, but they must sum to four hours of ELD instruction.

The English language skills categories are the same for all students in SEI Classrooms, but the time allocations vary by the composite AZELLA proficiency level of the student. Time allocations for each ELD instructional time block may vary by up to ten percent (10%) as long as the total daily English language development instruction equals four hours.

Students at the Pre-Emergent and Emergent composite AZELLA levels receive four hours of ELD instruction divided into the following specific areas: oral English and conversation instruction, 45minutes; grammar instruction, 60 minutes; reading instruction, 60 minutes; vocabulary instruction, 60 minutes; and, pre-writing instruction, 15 minutes (Total: four hours).

Students at the Basic composite AZELLA level receive four hours of ELD instruction divided into the following specific areas: oral English and conversation instruction, 30 minutes; grammar instruction, 60 minutes; reading instruction, 60 minutes; vocabulary instruction, 60 minutes; and, writing instruction, 30 minutes (Total: four hours).

Students at the Intermediate composite AZELLA level receive four hours of ELD instruction divided into the following specific areas: oral English and conversation instruction, 15 minutes; grammar instruction, 60 minutes; reading instruction, 60 minutes; vocabulary instruction, 60 minutes; and, writing instruction, 45 minutes (Total: four hours).

For kindergarten classes operating on a half-day basis, the time allocations are proportionately reduced.

### Middle Grades and High School Scheduling and Time Allocations

Each student who qualifies for SEI program placement receives four hours of daily English language development instruction. This instruction is divided into four discrete courses, each bearing a specific title and focus. The subject designation and subject matter of each of the four courses is based on specific English language skills categories that derive from the ELL Proficiency Standards and that are further delineated by the Discrete Skills Inventory (DSI). The four ELD courses do not have to be sequential during the school day. For schools with class periods other than one hour in duration, discrete ELD classes totaling at least four hours daily shall be established based on the course subject matter categories specified below. ELLs are to receive four hours of ELD daily or 20 hours a week of ELD. Schools must ensure that ELLs receive 20 hours of ELD a week, 5 hours in each of the ELD subject areas.

Students at the Pre-Emergent and Emergent AZELLA levels shall be grouped together and receive daily a one hour ELD class titled "Conversational English and Academic Vocabulary," a one hour ELD class titled "English Reading," a one hour ELD class titled "English Writing" and a one hour ELD class titled "English Grammar."

Students at the Basic AZELLA level shall receive daily a one hour ELD class titled "Conversational English and Academic Vocabulary," a one hour ELD class titled "English Reading," a one hour ELD class titled "English Writing" and a one hour ELD class titled "English Grammar."

Students at the Intermediate AZELLA level shall receive daily two hours of English Language Arts, as aligned to the Arizona Language Arts Academic Standards (this class is within the SEI Program), a one-hour ELD class titled "Academic English Reading," and a one hour ELD class titled "Academic English Writing and Grammar." In their second or subsequent years as ELLs, students who have scored proficient on the Reading subtest of AZELLA may be excused from the one hour ELD "Academic English Reading" class. In their second or subsequent years as ELLs, students who have scored proficient on the Total Writing subtest may be excused from the one hour ELD "Academic English Writing and Grammar" class.

### *Teacher Qualification Requirements*

#### Elementary School Teacher Qualifications

All teachers in SEI Classrooms must have a valid Arizona teaching certificate (charter school teachers are exempt from this requirement). Teachers in grades K-6 must be highly qualified in elementary content as defined by the federal No Child Left Behind Act of 2001. Additionally, they must have a Structured English Immersion endorsement (Provisional endorsement or full endorsement) (SBE Rules, R7-2-613.J), an English as a Second Language endorsement (Provisional endorsement or full endorsement) (SBE Rules, R7-2-613.I), or a Bilingual endorsement (Provisional endorsement or full endorsement) (SBE Rules, R7-2-613.H).

#### Middle Grades and High School Teacher Qualifications

All teachers in SEI Classrooms must have a valid Arizona teaching certificate (charter school teachers are exempt from this requirement). Teachers in grades 7-8 must be Highly Qualified in Language Arts or English as defined by the federal No Child Left Behind Act of 2001 Teachers in grades 9-12 must be Highly Qualified in English as defined by the federal No Child Left Behind Act of 2001. Additionally, they must have a Structured English Immersion endorsement (Provisional endorsement or full endorsement) (SBE Rules, R7-2-613.J), an English as a Second Language endorsement (Provisional endorsement or full endorsement) (SBE Rules, R7-2-613.I), or a Bilingual endorsement (Provisional endorsement or full endorsement) (SBE Rules, R7-2-613.H).

## 3. Classroom Practices

Classroom practices include sections on SEI Classroom Language Use policies, SEI Classroom Objective, SEI Classroom Materials and Testing, SEI Classroom Instructional Methods, Assessment, and SEI Teacher Training required to ensure teachers have the skills and knowledge needed to teach in an SEI Classroom.

### *SEI Classroom Language Use*

All SEI classes shall be taught in English, in a manner consistent with A.R.S. §15-751. Definitions, 5.

### *SEI Classroom Objective*

The objective of the SEI Classroom is to teach one or more specific identified skills within the Discrete Skills Inventory appropriate for the English proficiency level(s) of students in the class.

### *SEI Classroom Materials and Testing*

Class textbooks, materials, and assessments used in an SEI Classroom must be aligned to the Arizona K-12 English Language Learner Proficiency Standards and the Discrete Skills Inventory. Each district superintendent or charter operator shall sign an attestation that these materials are properly aligned, which will be verified by the Arizona Department of Education when conducting monitoring visits. Classroom materials used in an ELD class may reflect content from a variety of academic disciplines. Classroom materials must be appropriate for the students' level of English language proficiency. Selection of content materials must be based on the materials' effectiveness in facilitating and promoting the specific English language objective(s) of the class. Such materials must predominantly feature specific language constructions that align with the English language objectives based on the ELL Proficiency Standards and the Discrete Skills Inventory.

### *SEI Classroom Instructional Methods*

All instructional methods in SEI Classrooms will conform to teaching objectives outlined by the Arizona K-12 English Language Learner Proficiency Standards and specified in the Discrete Skills Inventory.

### *DSI Review*

The Arizona Department of Education shall oversee an independent review of the DSI to ensure that the content of the DSI is consistent with the English Language Learners Proficiency Standards.

### *Assessment*

All assessments in SEI Classrooms will conform to teaching objectives outlined by the Arizona K-12 English Language Learner Proficiency Standards and specified in the Discrete Skills Inventory.

### *SEI Teacher Training*

Three sets of training are essential for successful implementation of the SEI Models: Implementation Training, Discrete Skills Inventory Training, and Discrete Skills Inventory Teaching Methods Training. All SEI Classroom teachers shall receive all three trainings. Principals, District Superintendents, Counselors, and school and district personnel responsible for ELL programs also shall receive the Implementation Training.

#### Implementation Training

SEI Classroom teachers, Principals, District Superintendents, Counselors, and any school and district personnel responsible for English Language Learner Programs shall receive Implementation Training. This training provides background information on the policy, principles, structures, and classroom practices within the SEI Models. School personnel who prepare student schedules shall receive additional implementation training on scheduling.

#### Discrete Skills Inventory Training

All SEI Classroom teachers and instructional personnel responsible for instructional supervision shall receive training on the content of the Discrete Skills Inventory.

#### Discrete Skills Inventory Teaching Methods Training

SEI Classroom teachers and instructional personnel responsible for instructional supervision shall receive training on the methods and strategies to be used in teaching the content of the Discrete Skills Inventory.

# Time Allocations

## for All Grades and All Proficiency Levels

| *Time Allocation* | **Oral English/ Conversation and Vocabulary**<br><br>**60 minutes** | **Grammar**<br><br>**60 minutes** | **Writing**<br><br>**60 minutes** | **Reading**<br><br>**60 minutes** |
|---|---|---|---|---|
| ***Standards to Use*** | **Listening & Speaking Domain**<br><br>**Language Strand**<br>•Vocabulary | **Language Strand**<br>•Standard English Conventions | **Writing Domain** | **Reading Domain** |

# Middle/High School Exemptions for

## Intermediate Proficiency Level

| | | | If Proficient on the Writing subtest | If Proficient on the Reading subtest |
|---|---|---|---|---|
| Time Allocation | Oral English/ Conversation and Vocabulary<br><br>60 minutes | Grammar<br><br>60 minutes | Writing<br><br>60 minutes | Reading<br><br>60 minutes |
| *Recommended* ***Standards to Use*** | **Listening & Speaking Domain**<br><br>**Language Strand**<br>•Vocabulary | **Language Strand**<br>•Standard English Conventions | **Writing Domain** | **Reading Domain** |

# INDIVIDUAL LANGUAGE LEARNER PLAN (ILLP)

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Schools with 20 or fewer ELLs within a three grade span (including kindergarten), may provide instruction through the development of Individual Language Learner Plans (ILLPs) created for each ELL ~

**Structured English Immersion Models**
**of the Arizona English Language Learners Task Force**

# DOCUMENTS

**December 2011**

Office of English Language Acquisition Services
Arizona Department of Education

# Guidance Document

## Authority

"Schools with 20 or fewer ELLs within a three grade span (including Kindergarten), may provide instruction through the development of Individual Language Learner Plans (ILLPs) created for each ELL. Scheduling and time allocations in the ILLPs must meet the requirements of the scheduling and time allocations specified herein for Elementary or Middle and High School as appropriate for each ELL." (Structured English Immersion ELD Models, 9/15/07).

## Background

The ILLP language was included in the SEI Models to address the special circumstance created at schools with low numbers of ELL students where it is not possible to provide SEI classrooms with highly-qualified SEI teachers assigned to provide the required four hours of English Language Development. It is important to note that the use of the ILLP is permitted, not required. **The preferred method for the delivery of ELD is for all four hours to be provided in an SEI classroom, by a Highly Qualified teacher in Elementary content at the Elementary level, Language Arts or English at the Middle School level and English at the High School level, and who is trained in the use of the English Language Proficiency (ELP) Standards.**

## Provisions

- The ILLP is the written plan in the mainstream classroom that specifies what happens, instructionally, for the particular English language learner (ELL).
- The use of the ILLP will necessitate a commitment on the part of the administration and the teachers of the ELL on an ILLP.
- The communication process is an integral part in the planning, the reviewing, and the revising of the ILLP.
- The English Language Proficiency (ELP) Standards and Performance Indicators will be used in the instruction of ELLs on an ILLP. (Please see Guidance for Implementation section)
- All time allocations are required to be covered (unless using the exceptions for middle/high school students).
- The original ILLP (which includes Attachment A and Attachment B) will be placed in the student's cumulative files.
- A copy of the ILLP will be given to each teacher who has a responsibility in implementing the plan.
- Mainstream teachers should utilize strategies for ELD instruction when working with English language learners.

# GUIDELINES FOR COMPLETION OF THE REQUIRED ILLP DOCUMENTS

There are **THREE** required documents that must be completed.

**Individual Language Learner Plan (ILLP) Document**

- This document will be completed in consultation between parent/guardian, English/language arts teacher, mainstream teacher(s) who will be involved in the instruction based on the ILLP, ELL coordinator and a site administrator. This will comprise the ILLP team.
- The original document will be placed in the student's cumulative file.
- This document will be completed yearly.

**Attachment A (sample provided by ADE, or may be altered by LEA, but must have all components identified on the sample)**

- This document must be completed and signed by all teachers responsible for instruction.
- ELP Standards and Performance Indicators must be identified for each time allocation.
    - It is recommended that teachers strategically identify the Performance Indicators that will be used for the differentiated instruction of English language learners in the mainstream classroom.
        - The identification of specific Performance Indicators should be based on:
            - Review of AZELLA Student Report as to student's needs and proficiency level and possible pre-assessment of student's knowledge and abilities as they pertain to specific instruction based on the time allocation.
            - Specific Performance Indicators that align to the mainstream class standards being used.
        - The goal should be achievement of Performance Indicators at the High Intermediate proficiency level.
    - It is recommended that each ILLP area address four (4) to five (5) Performance Indicators, on an average, identified for each quarter. These can be from a combination of different ELP Standards.
    - This document must be reviewed quarterly.
        - Teachers will review Performance Indicators and revise those that the English language learner has attained.
        - New Performance Indicators would be identified to replace those that the student has attained.
    - Collaboration with all teachers responsible for the ILLP should be an ongoing. This will assure that skills are being reinforced in all classrooms.

**Attachment B (sample provided by ADE, or may be altered by LEA, but must have all components identified on the sample)**

- This document is used to update assessment (formative and benchmark) information used to show the progress of the English language learner.
- This document will be updated quarterly (or in accordance with reporting period) for each student.
- Teacher's signature is one of the following: classroom teacher, Language Arts teacher, English teacher.

# GUIDELINES FOR IMPLEMENTATION

**Overall Considerations**

- LEAs/schools should provide due diligence when selecting mainstream teachers who will provide the instruction to English language learners on an ILLP.
    - All teachers instructing English language learners through an ILLP must be highly qualified in their respective area(s).
- The English/Language Arts teacher should always be involved in the instruction for the student on an ILLP.
- LEAs/schools should identify a specific person(s) to ensure that the ILLP implementation process is being completed and updated quarterly (or in accordance with reporting period).
- All time allocations must be addressed on the ILLP (unless using exceptions for Middle/High School).
- The identification of specific ELP Standards/Performance Indicators should be selected strategically to assist English language learners in their language acquisition.

## Elementary School K-6
## (If departmentalized, refer to Middle/High School guidelines)

- The teacher utilizing the ILLP for English language learners will strategically identify specific ELP Standards and Performance Indicators based on the time allocation.
    - Teacher's lesson plans will contain which Performance Indicator from Attachment A will be used to differentiate the instruction for the student.
    - If a teacher is responsible for more than one time allocation, the lesson plan(s) will document the Performance Indicator for each area of differentiated instruction.
    - If more than one teacher is responsible for the instruction for a specific student(s), collaboration should be ongoing to ensure that coordination of instruction is reinforced during the various time allocations.

## Middle/High School

- The Language Arts/English teacher(s) will collaborate on the writing of the ILLP with other teachers working with ELLs on an ILLP.
- The Language Arts/English teacher(s) should be included in the instruction of the student based on the time allocations required.
- Teacher's lesson plans will contain which Performance Indicator from Attachment A will be used to differentiate the instruction for the student.
- Students at the Intermediate proficiency level and who have passed the subtest of Reading and/or Writing may have their ILLP written according to the SEI Task Force Models time allocations exceptions.
    - LEAs are reminded that these exceptions are allowed, but instruction may be given for all time allocations.
- If a teacher is responsible for more than one time allocation, each time allocation will be documented separately.
    - In cases such as this, the student's class schedule will reflect instruction.
        - For instance, if a teacher is responsible for two (2) of the time allocations, the student's class schedule will identify two class periods of instruction with that specific teacher.
- Teacher collaboration should be ongoing to ensure that coordination of instruction is reinforced during the various time allocations.

## English Language Development Strategies in Science

1. **Group Work**. This could be through partners or cooperative groups. Group work provides frequent opportunities for students to communicate, to share observations and insights, test hypotheses, and jointly construct knowledge. In this method, students of different linguistic and educational backgrounds and different skill levels work together on a common task for a common goal in either the language or the content classroom. Depending on their language proficiency, students can be assigned various roles as facilitator, recorder, reporter, or illustrator. The teacher might consider heterogeneously grouping by language for some activities: students can learn both science and English from their peers. Group reports can be helpful as this provides frequent restating and expansion of important concepts.

2. **Use of Graphic Organizers**. Graphic organizers are an instructional tool that visually organizes and presents information so that it can be understood, remembered, and applied. Graphs, concept maps, concept webs, KWL charts, tables, maps, flow charts, timelines, and Venn diagrams are used to help students place information in a comprehensible context and make connections between existing knowledge and new concepts to be learned. They enable students to organize information obtained from written or oral texts, develop reading strategies, increase retention, activate schema as a pre-reading or pre-listening activity, and organize ideas during the prewriting stage.

3. **Activation of Prior Knowledge**. Connect learning objectives to the students' background experiences and knowledge. Students can be expected to share their prior knowledge through short verbal responses or by making a nonverbal choice from pictures or realia. This can be done by simply asking students what they already know about a subject. It can also be done through discussions, creating visuals like 'semantic webs', language experience stories, or free-writing on a topic. The key is to engage students in making connections between what they are learning in class and their own interests and experiences.

4. **Use of Academic Language Scaffolding**. Language Scaffolding is a step-by-step process of building students' ability to complete tasks on their own. Students identify science vocabulary by participating in an introductory activity. Scaffolding consists of several strategies used in conjunction to "shelter" curriculum content for ELLs. These strategies include modeling the use of academic or technical language; contextualizing academic or technical language through the use of visuals, gestures, graphic organizers, and demonstrations; and using hands-on learning activities that involve the use of academic or technical language.

5. **Context Clues through Visual Scaffolding**. The teacher uses concurrent verbal explanation and physical demonstration of directions or concepts by using gestures, visuals, and demonstrations while giving directions. Gestures or actions in addition to graphs, visuals and other props can be used to communicate meanings. The teacher can display drawings or photographs while giving directions or to use as non-linguistic representation of science concepts. Students can respond by physically acting out or visually modeling their responses using gestures or realia.

6. **Realia, Manipulatives, and Materials**. Science lessons for ELL students should include activity-based lessons with all students having hands on access to materials. Using concrete objects in the classroom creates cognitive connections with vocabulary, stimulates conversation, and builds background knowledge. The use of realia gives students the opportunity to use all of their senses to learn about a subject. Laboratory equipment, measurement tools, rocks, plants, or any real object that relates to the language objective of a lesson can be used as realia. When real objects are not available, photographs, illustrations, and artwork make effective substitutes for realia.