

Making ILLPs Work For YOU

Arizona Department of Education
Office of English Language Acquisition Services

Session Format

- ▶ **Overview of ILLP requirements**
- ▶ **Group work – Attachment A**
- ▶ **Wrapping It Up: The “Do Not Forgets”**

Attachment A

A Closer Look



Individual Language Learner Plan (ILLP) – Attachment A

*Student Name: Ruby Timson	*SAIS ID #: 1234567	*AZELLA Overall Proficiency Level: BASIC 2/21/14			
*ILLP Teacher Signature/Date: <i>Ann Kelley</i> 8/15/2014	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:		
*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*ESL, BLE, or SEI Training?	*ELP Standards and Performance Indicators to be Covered	*Target Date
*Oral English/Conversation and Vocabulary	*60 minutes	Ms. Kelley	<input type="radio"/> Y <input type="radio"/> N	Listening and Speaking Domain Language Strand: Standard 2 Document 4–5 Standards/ Performance Indicators ✓ Write out the Performance Indicators	10/7/14
*Reading	*60 minutes	Ms. Kelley	<input type="radio"/> Y <input type="radio"/> N	Reading Domain Document 4–5 Standards/ Performance Indicators ✓ Write out the Performance Indicators	10/7/14
*Writing	*60 minutes	Ms. Kelley	<input type="radio"/> Y <input type="radio"/> N	Writing Domain Document 4–5 Standards/ Performance Indicators ✓ Write out the Performance Indicators	10/7/14
*Grammar	*60 minutes	Ms. Kelley	<input type="radio"/> Y <input type="radio"/> N	Language Strand: Standard 1 Document 4–5 Standards/ Performance Indicators ✓ Write our the Performance Indicators	10/7/14

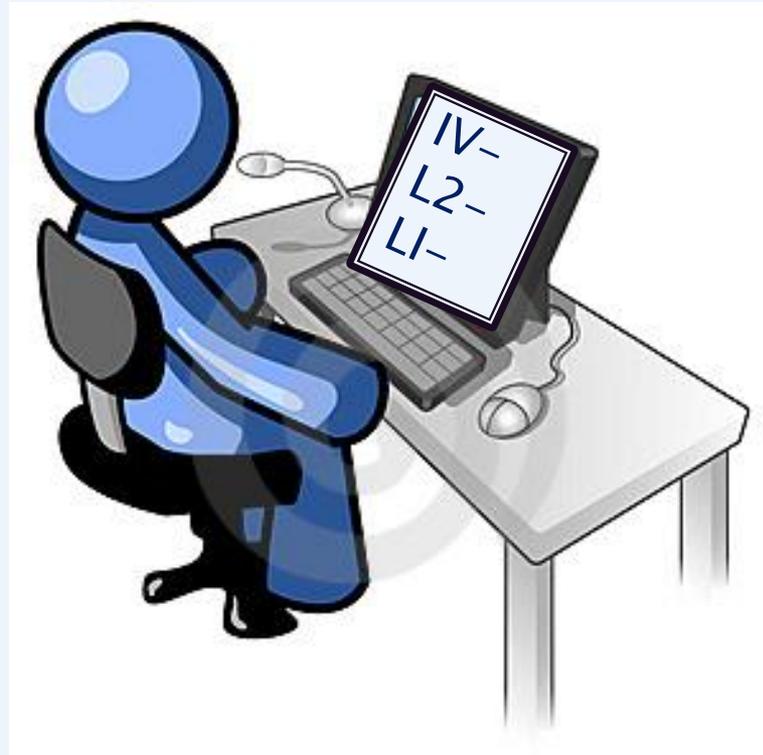
Documentation for the ILLP Classroom

- Document the ELP Standards/Performance Indicators from Attachment A that are being used for differentiated instruction.
 - ✓ Document in lesson plans or elsewhere in the classroom
 - ✓ Documentation may be daily or weekly
 - Use coding and write out the Performance Indicator
- ELP Standards/Performance Indicators are documented for each time allocation.
 - ✓ If a teacher is responsible for more than one time allocation, there must be documentation for each area of instruction.



The image shows a 'Lesson Planner' grid. The grid has columns for 'READING', 'Math', 'Writing', 'Science', 'Social Studies', 'Spelling', 'Vocabulary', and 'Daily Checklist'. The rows are labeled with days of the week: 'M', 'T', 'W', 'Th', and 'F'. A purple box labeled 'ELP Standards' is overlaid on the bottom row of the grid, specifically covering the 'Math' and 'Writing' columns.

Coding ELP Standards



Coding ELP Standards

- ✓ Language Strand – Standard 2
- ✓ Listening & Speaking Domain
- ✓ Reading Domain
- ✓ Writing Domain

For every
allocation
EXCEPT
Grammar

Stage – Strand/Domain – Standard #: Performance Indicator

Example:

II-W-3:B-2 - Participating in a discussion of the purpose for a writing piece and who the intended audience will be.



Coding ELP Standards

- ✓ Language Strand– Standard 1
(*Used for the Grammar Allocation*)

For
Grammar
allocation
ONLY

Stage – Strand – Standard # **(Sub-concept):** Performance Indicator

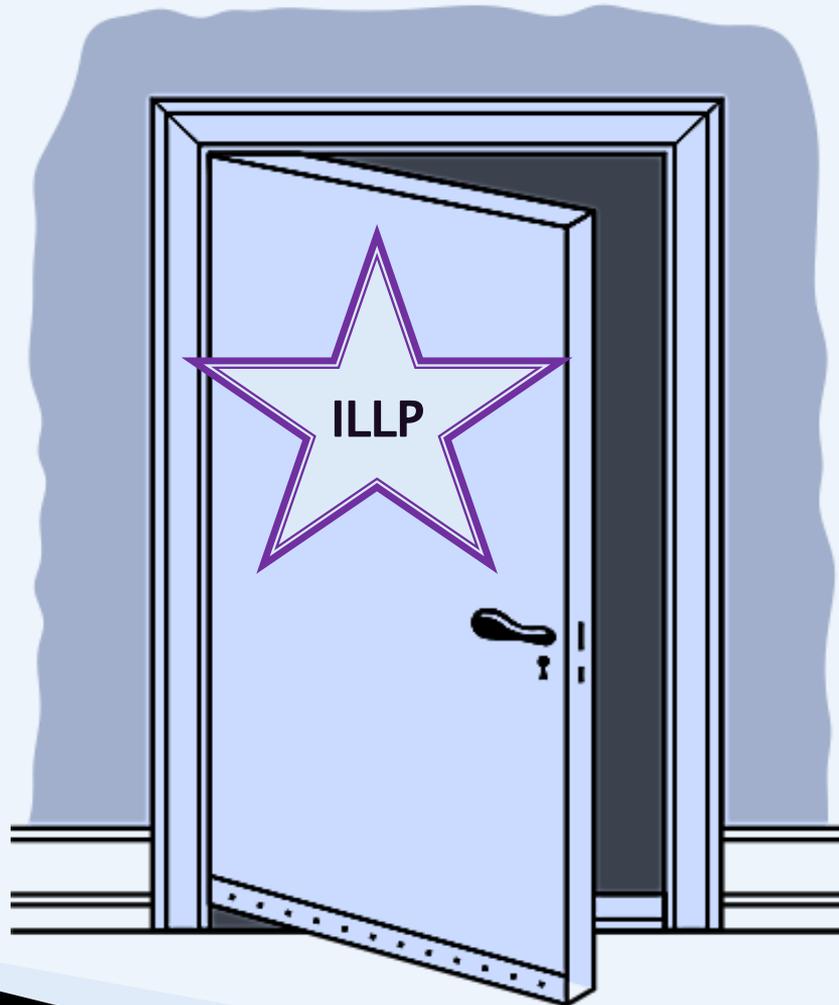
Example:

I–L–1 **(Prep)** LI–3

Selecting prepositions of time (*e.g., on, at, in, by*) to complete a given sentence.



The ILLP Classroom



Choosing ELP Standards/Performance Indicators for Attachment A

1. Identify which ELP Domain or Language Strand to pull Performance Indicators from based on the time allocation.
2. Determine which level of Performance Indicator should be placed on Attachment A
 - a. Look at the AZELLA Student Report
 - i. Identify the Overall Proficiency Level
 - ii. Identify the proficiency levels on the subtests
 - b. Look at other available data
3. Review ELP Performance Indicators that contribute to Content Standards to target specific matches.

Ask yourself which Content Standards am I teaching and which ELP performance indicators will align/support these standards?

Determine the Performance Indicators that contribute to the content standards

Arizona Science Standard:

7th grade – S6 C3 PO 2: Explain the interrelationship between the Earth's tides and the Moon.

AZ K-12 Academic Standards

Writing Literacy in History/Social Studies, Science, and Technical Subjects

6-8 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

IV-W-1:HI-3: taking notes using self selected formats based upon knowledge of oral or written text structures.

IV-W-5:HI-2: recording hypotheses, reflections, questions, speculations, decisions, and conclusions structured around a scientific investigation.

IV-W-1:HI-4: writing essays and reports, based on a synthesis of research, using topic sentences, main ideas, relevant facts, details, and concluding statements.

Determine the Performance Indicators that contribute to content standards

Some AZ K-12 Academic Standards may correlate directly to one Performance Indicator.

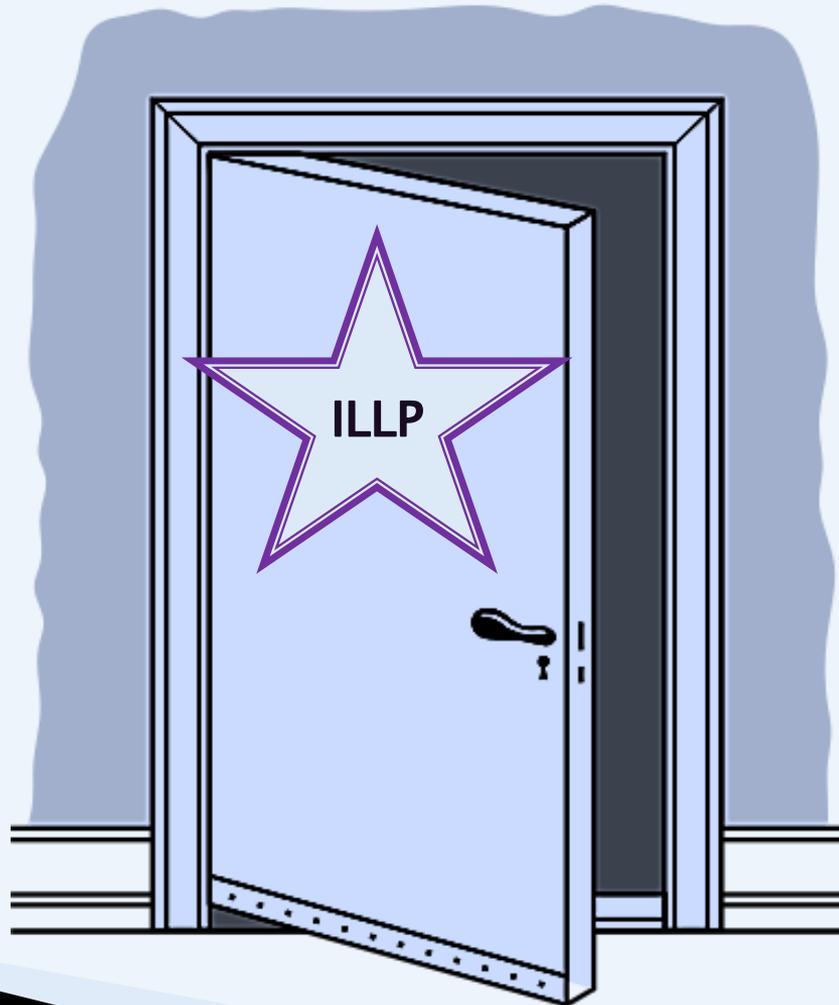
	Kinder	1 st Grade	2 nd Grade
ELA Standards	K.W.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book	1.W.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	2.W.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
ELPS Writing Performance Indicators	I-W1:HI-5: responding to literary selections by writing simple sentences.	II-W1:HI-8: writing a short response to a literary selection that connects text to self, text to world, or text to other text.	

Your Turn

Break into Groups:

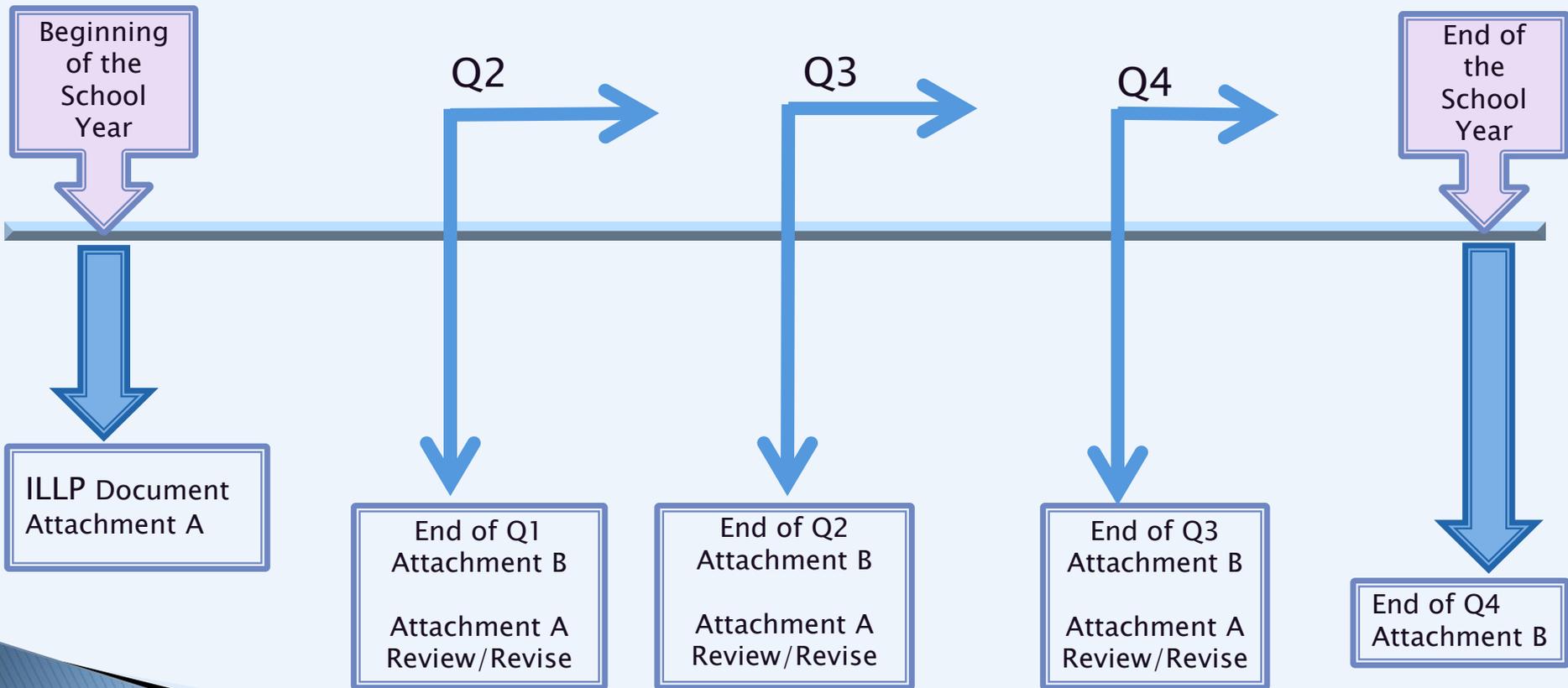
- K – 5
- 6 – 8
- 9 – 12

The “Don’t Forgets”



Do....

- ✓ Verify that all three parts of the ILLP (ILLP, Attachment A, and Attachment B) are being completed within the timeline.



Attachment A – Rewritten for Revisions

2nd Quarter

<p>*Grammar</p>	<p>*60 minutes</p>	<p>Mr. Smith Language Arts</p>	<p style="text-align: center;"> Y N </p>	<p>IV-L-1(V): LI-15 using linking verbs of sensation (<i>e.g., taste, smell, sound, feel</i>) and linking verbs of being (<i>e.g., act, seem, appear, look</i>) to complete a declarative, negative, and interrogative sentence with subject-verb agreement.</p> <p>IV-L1-(PREP): HI-7: using propositions of cause and effect, exception and contrast .</p> <p>IV-L-1(PH/CL): LI-5 using a prepositional phrase in a complete sentence.</p> <p>IV-L-1(SC): HI-1 identifying the subject (<i>e.g., singular, plural, compound, collective nouns</i>) in a sentence. (math, science, social studies)</p> <p>IV-L-1(SC): HI-2 identifying the predicate in all sentence construction patterns.</p>	<p>Dec16, 2014</p> <p>Dec16, 2014</p> <p>Dec16 2014</p> <p>Dec16 2014</p> <p>Dec 16 2014</p>
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Revisions Documented on the Original Attachment A

*Grammar	*60 minutes	Mr. Smith Language Arts	<div style="text-align: center;"> Y N </div>	<p>IV-L-1(V): LI-15 using linking verbs of sensation (<i>e.g., taste, smell, sound, feel</i>) and linking verbs of being (<i>e.g., act, seem, appear, look</i>) to complete a declarative, negative, and interrogative sentence with subject-verb agreement.</p> <p>IV-L-1(PREP): LI-6 differentiating among prepositions of action and movement, location, direction, and time.</p> <p>IV-L-1(PH/CL): LI-5 using a prepositional phrase in a complete sentence.</p> <p>IV-L-1(SC): HI-1 identifying the subject (<i>e.g., singular, plural, compound, collective nouns</i>) in a sentence. (math, science, social studies)</p> <p>IV-L-1(SC): HI-2 identifying the predicate in all sentence construction patterns.</p> <p>IV-L1-(PREP): HI-7: using propositions of cause and effect, exception and contrast .</p>	<p>October 1, 2014 12/16/14</p> <p>October 1, 2014 12/16/14</p> <p>October 1, 2014 12/16/14</p> <p>October 1, 2014 12/16/14</p> <p>12/16/14</p>
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Do....

- ✓ **Be sure the mainstream teacher has a copy of Attachment A and B for each ELL in the classroom.**
 - ✓ The original ILLP document (with parent/guardian, teacher, principal, coordinator signatures) may be filed in the cumulative folder.
 - This is a recommendation from OELAS since this document is required for compliance.
 - ✓ File original documents in CUM folders.
- ✓ **Check each quarter's Attachment A to make sure there are 4–5 ELPS Performance Indicators in each allocation.**
- ✓ **Verify that Attachment A documents are being reviewed and/or revised quarterly.**

Do....

- ✓ Verify each teacher listed on the Attachment A has the student in class.
- ✓ Ensure only one teacher is responsible per allocation.
- ✓ Confirm each teacher has signed the Attachment A.
- ✓ Ensure your mainstream teachers with ILLPs have evidence of ELPS Performance Indicator(s) from Attachment A posed in the classroom or in their weekly lesson plans.

Do....

- ✓ **Make certain your teachers with ILLPs are completing an Attachment B at the end of each quarter or reporting period.**
 - ✓ **Attachment B acts as a progress report to the performance indicators selected at the beginning of the quarter on Attachment A.**
 - ✓ **Any assessments that would determine mastery or progress of ELPS may be used.**

- ✓ **Make certain that teachers are providing recommendation as to ‘what they are going to do differently’ based on the student’s progress or lack of progress.**

ILLP ELLs in a Mainstream Classroom Observation

All Questions MUST be Answered

Please note: ILLP class is not intended to be an ELD class

Short description of class

- ✓ The description should be concise and short
- ✓ Title of class assigned by the school
- ✓ Description of whether it is a self-contained class, or an individual section

Model Implementation

Does the teacher have an ILLP for each ELL? Y N

- ✓ Evidence of an ILLP in the classroom for each ELL
- ✓ If you answer NO, you MUST provide documentation to support observation
Unable to determine not acceptable answer

Has the Required Documentation been signed by parents, and teachers utilizing the ILLP? Y N

Are specific ELP Standards/Performance Indicators included on the Attachment A? Y N

- ✓ Standards can be the same for all students in the specific proficiency level
- ✓ If you answer NO, you MUST provide documentation to support observation

Do the ILLPs accurately reflect the SEI allocations as per the SEI Models? Y N

- ✓ Evidence that all areas (reading, writing, grammar, oral English/conversation and vocabulary) are identified on an ILLP
- ✓ If you answer NO, you MUST provide documentation to support observation
unable to determine not acceptable

Is there evidence of a Performance Indicator located in the lesson plan or evident in classroom? Y N

- ✓ Evidence that what is reflected on the ILLP is actually completed in this class for the ELL.
Evidence - If reading was noted on the ILLP, the teacher actually works with ELL(s) using the ELP Reading Standards
Evidence of Performance Indicator may be posted elsewhere in classroom
- ✓ If not observed during the time the monitor is in the classroom, a conversation may take place with the teacher to ask what he/she does to address this portion of the instruction for the ELL(s) in the class.
QUESTION TO ASK: How do you use the Performance Indicator to differentiate the instruction for the ELL?

Is there evidence of differentiated instruction for the English language learner(s)? Y N

- ✓ If not observed during the time monitor is in the classroom, a conversation may take place with the teacher to ask what he/she does to address this portion of the instruction for the ELL(s) in the class.
- ✓ Some examples of differentiated instruction might include:
 - Teacher works with students individually
 - Small group instruction
 - Teacher indicates at some time they will work with individual students to address ELP standards
- ✓ If you answer NO, you MUST provide documentation to support observation

Mainstream class size	1	2	3	4	5	6	7	8	9	10	11	12	13
	14	15	16	17	18	19	20	21	22	23	24	25	26
	27	28	29	30	31	32	33	34	35				

Number of English language learners 1 2 3 4 5 6 7 8 9 10 11 12 13

Proficiency levels of ELL(s) (check all that apply) PE E B I

- ✓ List all proficiency levels that apply. Indicate number of students at each proficiency level in details

Is there evidence of periodic review and/or revisions of Attachment A? Y N

Unable to determine not acceptable answer

Has documentation been completed for Attachment B? Y N

Unable to determine not acceptable answer

State Compliance

Instruction in English Y N

- ✓ All instruction is required to be in English
- ✓ If you answer NO, you MUST provide documentation to support observation

Books & materials in English Y N

- ✓ Any instructional materials that are observable (other than dictionaries) in any language other than English constitutes a "NO" response
- ✓ If you answer NO, provide documentation to support observation
Evidence - names of materials, specific examples

Used minimal native language Y N EO

- ✓ EO=English Only; Yes=uses minimal native language; No=used more native language than for clarification
- ✓ Minimal use of native language for clarification is permitted (as a last resort)

- ✓ Clarification should be a word or phrase rather than translation of all instructions or translating written materials
- ✓ Use of native language in providing guidance in an emergency situation is acceptable
- ✓ If you answer NO, provide documentation to support observation

Thank you!

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