Strategies

ELPS

Time Allocations

ILLP Implementation Training

Attachment A
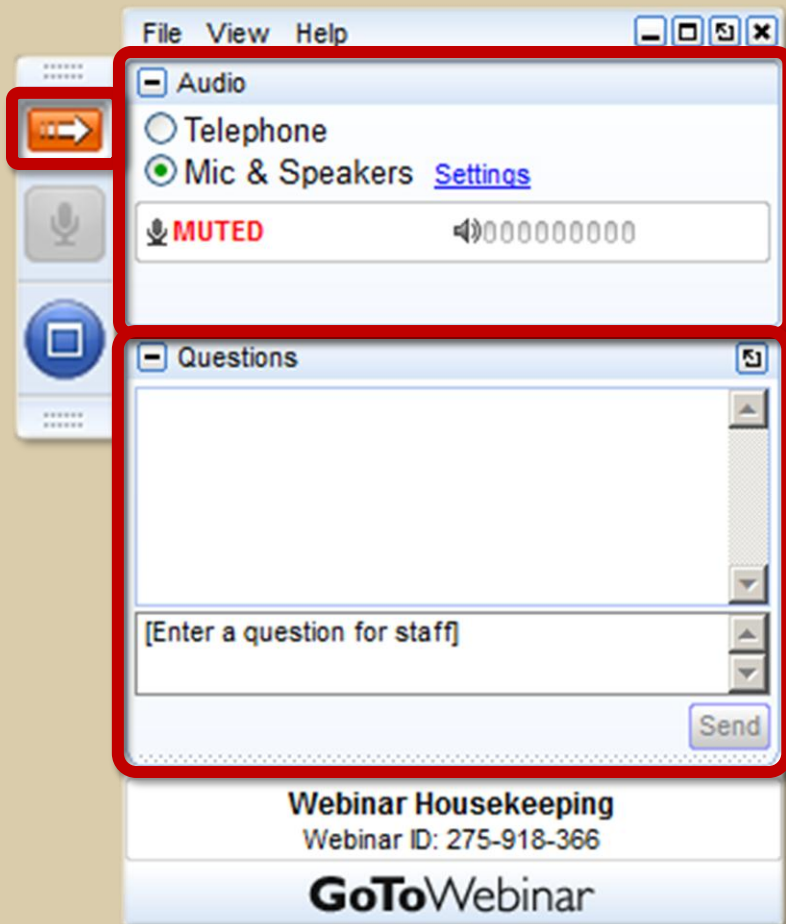
Methodologies

Assessment

ELD

Arizona
Department of Education

Webinar
Aug 2012

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ELPS

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ELD

Arizona
Department of Education

Webinar
April 2012

Presenters:

Tammara Ragsdale
Education Program Specialist - OELAS

Secily Downes
Education Program Specialist - OELAS

Poll Question

Agenda

- Required Forms

- ILLP Planning Phase

- ILLP Implementation Phase

- Differentiation/Strategies

- Methodologies

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)

Completion of Required ILLP Documents

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

- **Individual Language Learner Plan (ILLP) Document**
  - 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 constitute the ILLP team. To be completed as per Parent Notification time requirements (NCLB SEC. 3302a)

- **Attachment A**
  - Sample provided by ADE, or may be modified by LEA, but must have all components identified on the sample document. To be completed as per Parent Notification time requirements (NCLB SEC. 3302a)

- **Attachment B**
  - Sample provided by ADE, or may be modified by LEA, but must have all components identified on the sample document.

Individual Language Learner Plan (ILLP)
Required Documentation

Student Name: _____   Date: _____

School: _____   District: _____

Grade: _____   SAIS Number: _____   Date of Birth _____

This ILLP is for the exclusive use of schools with 20 or fewer English Language Learner (ELL) students within a three-grade span (including kindergarten for counting purposes).

The ILLP will be written after 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 plan will be signed by all parties of the team and will be placed in the student's ELL file for documentation/compliance/accountability purposes and for review by other classroom teachers of the English language learner.
- A copy of such plan will be located in the classroom for implementation by the mainstream classroom teacher.

The ILLP will be reviewed quarterly (or in accordance with reporting period) by the teachers administering the ILLP and after each administration of the AZELLA.
- Documentation should be provided on Attachment B documenting the progress of the student during that instructional reporting period.
- Based on the review of Attachment A and documentation on Attachment B, modifications (if any) will be made on Attachment A.
- The ILLP will be completed annually for each student.

Most current student AZELLA composite proficiency level (circle one):

Date: _____   Pre-Emergent   Emergent   Basic   Intermediate

Subsequent AZELLA composite result(s) (circle one):

Date: _____   Pre-Emergent   Emergent   Basic   Intermediate   Proficient

Date: _____   Pre-Emergent   Emergent   Basic   Intermediate   Proficient

English language learners (ELLs) must receive instruction based on all time allocations in the SEI Models (unless using exceptions for Middle/High School).

This differentiated instruction will be provided by using the Arizona English Language Proficiency (ELP) Standards. Time allocations for all grade and proficiency levels are listed below.

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

ALL GRADE AND PROFICIENCY LEVELS

60 minutes	**Oral English/Conversation and Vocabulary**
60 minutes	**Reading**
60 minutes	**Writing**
60 minutes	**Grammar**

Documentation also required:

Attachment A (may be altered by LEA, but must have all components)
- *Documents the teacher responsible for instruction based on time allocations.*
- *Documents the ELP Standard(s) and Performance Indicators that will be used to differentiate the instruction for this student.*
- *Reviewed quarterly (or in accordance with reporting period) to update ELP Standards and Performance Indicators.*

Attachment B (may be altered by LEA, but must have all components)
- *Formative assessment information to document progress of the English language learner.*
- *Updated quarterly (or in accordance with reporting period).*

Arizona law requires materials and instruction to be in English. (A.R.S. §15-751. Definitions 2 and 5).

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

The goal set forth in Arizona law is that ELLs should become English proficient in a period not normally intended to exceed one year. (A.R.S. §15-752. English language education).

Classroom English/language arts teacher	Date		Parent/guardian	Date

ELL coordinator	Date		Site Administrator	Date

ATTACHMENT A
WHAT SHOULD BE INCLUDED?

- **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.**
  - Teachers strategically identify the ELP Standard(s) and Performance Indicators that will be used for differentiated instruction of ELLS in the mainstream classroom.
    - Be selective; be realistic with high expectations.
    - Collaboration between teachers on the ILLP .

- **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 (or in accordance with reporting period).**

- **Must be reviewed quarterly (or in accordance with reporting period).**
  - Revise any Performance Indicators that have been attained. New Performance Indicators should then be identified and included, as needed.

Individual Language Learner Plan (ILLP) – Attachment A

*Student Name:	*SAIS ID #:	*AZELLA Composite Result: *AZELLA Date:	
*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:

*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*Teacher Highly Qualified**	*ELP Standards and Performance Indicators to be Covered	*Target Date
*Oral English/Conversation and Vocabulary	*60 minutes		Y N		
*Reading	*60 minutes		Y N		
*Writing	*60 minutes		Y N		
*Grammar	*60 minutes		Y N		

Revised: November 2011

* Indicates required information to be included
** Indicates if content Highly Qualified / specify content area

Original Document placed in student's cumulative file.
Copy to identified ILLP classroom teacher(s)

ATTACHMENT B
WHAT SHOULD BE INCLUDED?

- This document is used to update assessment (formative and any other data) 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.

*Name_____

*SAIS ID #_____

The ILLP will be reviewed quarterly (or in accordance with reporting period) by the teachers identified on the ILLP and after each administration of the AZELLA. Recommendations for any modifications can be made to the ILLP team.

*Quarter: 1 *Date:	*Teacher Signature:
	(Classroom/Language Arts/English teacher)

*Formative Assessments Used and Results:

*Recommendations:

---

*Quarter: 2 *Date:	*Teacher Signature:
	(Classroom/Language Arts/English teacher)

*Formative Assessments Used and Results:

*Recommendations:

* Indicates required information

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www.azed.gov/english-language-learners

Poll Question

PLANNING PHASE

Overall Important Considerations:

- Administration should be selective when assigning mainstream teachers to provide the instruction for ELLs on an ILLP.

- All teachers instructing ELLs through an ILLP must be highly qualified in their respective area(s).

- The Language Arts teacher(s) will collaborate on the writing of the ILLP with other teachers working with ELLs on an ILLP.

- The Language Arts teacher should always be involved in the instruction for the student on an ILLP.

- If a teacher is responsible for two (2) of the time allocations on the ILLP, the student's class schedule will identify two class periods of instruction with that specific teacher.

- The identification of specific ELP Standards and Performance Indicators should be selected **strategically** to assist English language learners in their language acquisition.

Time Allocations
for All Grades and All Proficiency Levels

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

Kindergarten

For students enrolled in half-day kindergarten programs, ILLP time allocations may be reduced proportionately.

Middle School / High School

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.

- o LEAs are reminded that these exceptions are allowed, but instruction may be given for all time allocations.

Poll Question

Arizona English Language Proficiency Standards

Listening & Speaking Domain

Comprehension of Oral Communication, Delivery of Oral Communication

Reading Domain

Print Concept, Phonemic Awareness/Decoding, Fluency, Comprehending Text

Writing Domain

Writing Applications, Standard English Conventions, Writing Process, Writing Elements, Research

Language Strand

Standard English Conventions, Vocabulary

Standard (annotation)
Stage → (annotation)

ELL Stage III: Grades 3-5

Language Strand (L)

Standard 1: The student will identify and apply conventions of standard English in his or her communications.

Proficiency Levels → (annotation)

Sub-concept (annotation)

Performance Indicators Numbered (annotation)

Concept (annotation)

Standard English Conventions (vertical label)

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
		The student will demonstrate knowledge of parts of speech by:				
Nouns (N)		PE-4: N/A Pre-Req: PE-1, 2	E-4: N/A Pre-Req: E-1, 2	B-4: distinguishing between count and non-count nouns (with definite and indefinite articles, as appropriate).	LI-4: using count and non-count nouns (with definite and indefinite articles, as appropriate).	HI-4: using count and non-count nouns (with definite and indefinite articles, and/or quantifiers, as appropriate). (*e.g., May I have a bottle of water? – "a bottle of water"*).
		PE-5: N/A Pre-Req: PE-1, 2	E-5: N/A Pre-Req: E- 1, 2	B-5: defining and listing collective nouns (with definite and indefinite articles, as appropriate).	LI-5: using collective nouns (with definite and indefinite articles, as appropriate).	HI-5: using collective nouns (with definite and indefinite articles, as appropriate).
		PE-6: N/A Pre-Req: PE-1	E-6: defining singular possessive nouns; repeating phrases with singular possessive nouns.	B-6: producing a response using a singular possessive noun (*e.g., It is Mary's book.*).	LI-6: using singular possessive nouns.	HI-6: distinguishing between plural nouns and singular possessive nouns.

Selection and Use of the ELP Standards

The English Language Proficiency Standards provide a logical and linear ordering of concepts, standards, and performance indicators to assist teachers in the design, development, and implementation of English Language Development (ELD) instruction for English language learners.

Choosing which ELP Standard and Performance Indicators to Use

- Identify which ELP Domain/Language Strand based on the Time Allocation

- Identify ELL's subtest proficiency level

- Identify ELL's need based on additional data available for each student

- Review ELP Performance Indicators that contribute to Content Standards to target specific matches

- Determine which level of Performance Indicator should be placed on Attachment A

- THE GOAL IS TO HAVE ELLS ATTAIN THE SKILL(S) AT THE HIGH INTERMEDIATE LEVEL

Individual Language Learner Plan (ILLP) – Attachment A

*Student Name:	*SAIS ID #:	*AZELLA Composite Result:Basic *AZELLA Date:	
*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:

*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*Teacher Highly Qualified**	*ELP Standards and Performance Indicators to be Covered	*Target Date
*Oral English/Conversation and Vocabulary	*60 minutes	Mrs. Kelley – 8th Grade Math	Y N	(IV-LS-1:LI-6) Listening & Speaking -LI-6: following multi-step instructions/ directions, procedures and processes which contain specific academic content vocabulary.	Oct. 2012
				(IV-LS-1:LI-8) Listening & Speaking LI-8: responding to questions and statements in an academic discussion by using key vocabulary in complete sentences.	Oct. 2012
				(IV-LS-2:HI-4) Listening & Speaking HI-4: participating in formal and informal conversation tasks using complete sentences.	Oct. 2012
				(IV-L-2:LI-4) Language – Vocabulary: LI-4: explaining the meaning of grade-specific academic vocabulary and symbols with instructional support.	Oct. 2012
				(IV-L-2:LI-7) Language – Vocabulary: LI-7 determining the meaning of base/root words and affixes to understand content area vocabulary.	Oct. 2012

Individual Language Learner Plan (ILLP) – Attachment A

*Student Name:	*SAIS ID #:	*AZELLA Composite Result:Basic *AZELLA Date:	
*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:

*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*Teacher Highly Qualified**	*ELP Standards and Performance Indicators to be Covered	*Target Date
*Grammar	*60 minutes	Mr. Barrera – 8th Grade Language Arts	Y N	(IV-L-1(V):LI-15) Language- Standard English Conventions LI-15: using linking verbs of sensation (e.g., taste, smell, sound, feel) and linking verbs of being (e.g., act, seem, appear, look) to complete a declarative, negative, and interrogative sentence with subject-verb agreement.	Oct. 2012
				(IV-L-1(PREP):LI-6) Language- Standard English Conventions LI-6: differentiating among prepositions of action and movement, location, direction, and time.	Oct. 2012
				(IV-L-1(PH/CL):LI-5) Language- Standard English Conventions HI-5: using a prepositional phrase in a complete sentence.	Oct. 2012
				(IV-L-1(SC):HI-1) Language- Standard English Conventions HI-1: identifying the subject (e.g., singular, plural, compound, collective nouns) in a sentence.	Oct. 2012
				(IV-L-1(SC):HI-2) Language- Standard English Conventions HI-2: identifying the predicate in all sentence construction patterns.	Oct. 2012

Individual Language Learner Plan (ILLP) – Attachment A

*Student Name:		*SAIS ID #:		*AZELLA Composite Result:Basic *AZELLA Date:	
*ILLP Teacher Signature/Date:		*ILLP Teacher Signature/Date:		*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:

*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*Teacher Highly Qualified**	*ELP Standards and Performance Indicators to be Covered	*Target Date
*Reading	*60 minutes	Mrs. Heck – Life Science	Y N	(IV-R-2:LI-10) Reading- Decoding LI-10: Applying knowledge of inflectional endings to include regular and irregular forms of words in content area text.	Oct. 2012
				(IV-R-4:HI-5) Reading- Comprehending Text: HI-5: Generating clarifying questions about text.	Oct. 2012
				(IV-R-4:HI-21) Reading- Comprehending Text: HI-21 Applying understanding of content area vocabulary within math, science and social studies texts.	Oct. 2012
				(IV-R-4:HI-22) Reading- Comprehending Text: HI-22: following a set of written multi-step instructions to perform unfamiliar procedures, answer questions or solve problems in math, science and social studies.	Oct. 2012

Individual Language Learner Plan (ILLP) – Attachment A

*Student Name:	*SAIS ID #:	*AZELLA Composite Result:Basic *AZELLA Date:	
*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:

*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*Teacher Highly Qualified**	*ELP Standards and Performance Indicators to be Covered	*Target Date
*Writing	*60 minutes	Mr. Smith- American History	Y N	(IV-W-1:HI-3) Writing Applications: HI-3: Taking notes using self selected formats based upon knowledge of oral or written text structures.	Oct. 2012
				(IV-W-1:B-8) Writing Applications: B-8: writing a persuasive paragraph using facts, ideas and concepts to influence the reader.	Oct. 2012
				(IV-W-2:LI-5) Standard English Conventions: LI-5: using various subjects in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P, S-V-DO-IO, S-V-IO-DO) in a variety of writing applications.	Oct. 2012
				(IV-W-5:LI-4) Research: LI-1: writing simple reports, based on research, using topic sentences, main ideas, relevant facts, details, and concluding statements.	Oct. 2012

Academic Content - Math

Review What You Know!

Vocabulary

Choose the best term from the box.

- addend
- array
- factor
- multiply

1. When you put together equal groups to get the total number, you __?__.

2. When numbers are multiplied, each

---

13. **Writing to Explain**   Is an array for 2×9 the same as or different from an array for 9×2? Draw a picture and explain your answer.

Stage III Listening and Speaking Performance Indicators

Individual Language Learner Plan (ILLP) – Attachment A

*Student Name:	*SAIS ID #:	*AZELLA Composite Result: Basic	
		*AZELLA Date:	
*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:

*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*Teacher Highly Qualified**	*ELP Standards and Performance Indicators to be Covered	*Target Date
*Oral English/Conversation and Vocabulary	*60 minutes	Ms. Brown Third Grade	Y N	(III-L-2:HI-4) Vocabulary HI-4: Explaining the meaning and usage of grade-specific academic vocabulary and symbols. (III-L-2:HI-7) Vocabulary HI-7: Using knowledge of base/root words and affixes (prefixes and suffixes) to determine the meaning of unknown grade-level content words. (III-LS-1:LI-6) Listening and Speaking LI-6: Responding to comprehension questions by analyzing the content for relationships among facts, ideas, or events using appropriate academic vocabulary. (III-LS-2: HI-5) Listening and Speaking HI-5: Asking and responding to academic questions in complete sentences. (III-LS-2: HI-6) Listening and Speaking HI-6: Stating multi-step procedures or processes using specific academic/content vocabulary in complete sentences.	

		sentences.	movement in complete sentences.	academic/content vocabulary in complete sentences.
(math, science, social studies)	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)

Individual Language Learner Plan (ILLP) – Attachment A

*Student Name:	*SAIS ID #:	*AZELLA Composite Result: High School Basic *AZELLA Date:	
*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:

*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*Teacher Highly Qualified**	*ELP Standards and Performance Indicators to be Covered	*Target Date
*Oral English/Conversation and Vocabulary	*60 minutes		Y N		
*Reading	*60 minutes		Y N		
*Writing	*60 minutes		Y N		
*Grammar	*60 minutes	Sophomore English Mrs. Terri	Y N	(V-L-1(V): LI-7) Language LI-7: producing declarative, negative, and interrogative simple sentences using present progressive tense verbs with subject-verb agreement and with instructional support. (V-L-1(PREP): B-3) Language B-3: using prepositions of time with instructional support. (V-L-1(ADV): B-1) Language B-1: using "when" adverbs with instructional support. (V-L-1(SC): LI-24) Language LI-24: completing a sentence frame consisting of a dependent clause + comma + independent clause to form a complex sentence. (V-L-1(Q): HI-4) Language HI-4: producing questions in the present progressive tense that require a yes or no response.	

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
   a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
   b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
   c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
   d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

	PE-1: repeating classroom directions with "when" adverbs. (e.g., first, next, then; "First take out your book.")	E-1: define an adverb; selecting "when" adverbs to complete a given sentence.	B-1: using "when" adverbs with instructional support.	LI-1: using "when" adverbs.	HI-1: using "when" adverbs.
			VL1(ADV):B-1		
	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)
	PE-3: selecting prepositions of time to complete a given sentence.	E-3: selecting prepositions of time to complete a given sentence and justifying selection.	B-3: using prepositions of time with instructional support.	LI-3: using prepositions of time.	HI-3: using prepositions of time.
			VL1(PREP):B-3		
	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)
	PE-24: N/A	E-24: N/A	B-24: N/A	LI-24: completing a sentence frame consisting of a dependent clause + comma + independent clause to form a complex sentence.	HI-24: producing a complex sentence consisting of a dependent clause + comma + independent clause.
			VL1(SC):LI-24		

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Grade 4 Social Studies

Strand 2:
World History

Concept 1: Research Skills for History
PO 1. Use the following to interpret historical data:
a. timelines – B.C.E. and B.C.; C.E. and A.D.
b. graphs, tables, charts, and maps
PO 2. Describe the difference between primary and secondary sources.

Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of reading comprehension by:					
Comprehending Text — Non-Fiction	PE-24: identifying external text within nonfiction text. (*e.g., illustrations, photographs, charts, maps, diagrams, graphs, etc.*)	E-24: identifying and selecting external text (*e.g., illustrations, photographs, charts, maps, diagrams, graphs, tables, timelines, symbols, etc.*) within nonfiction text for a specific purpose (*e.g. "Which external text will tell me_____?"*).	B-24: locating specific information from external text in nonfiction text for a specific purpose.	LI-24: interpreting information from external text in nonfiction text for a specific purpose. (*e.g., "According to the population map, most people live in the Northeast."*)	HI-24: interpreting information from external text in nonfiction text for a specific purpose.
	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)

Which Performance Indicator Should I Use?

•The goal is to have the ELL attain the High Intermediate skill.

Grade 8 Science
(Responsible for Writing Time Allocation)

Concept 4: Communication

Communicate results of investigations.

1. Communicate the results of an investigation.
2. *Choose an appropriate graphic representation for collected data:*
   - *line graph*
   - *double bar graph*
   - *stem and leaf plot*
   - *histogram*

(See M08-S2C1-03)

3. Present analyses and conclusions in clear, concise formats.
(See W08-S3C6-02)

4. Write clear, step-by-step instructions for conducting investigations or operating equipment (without the use of personal pronouns).
(See W08-S3C3-01)

5. *Communicate the results and conclusion of the investigation.*
(See W08-S3C6-02)

ELL Stage IV: Grades 6-8

Writing

Standard 5: The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.

Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks as evidenced by the following:				
PE-2: visually representing the observations of scientific investigations.	E-2: writing questions for further inquiry based on a scientific investigation, with instructional support.	B-2: writing original questions and predictions for further inquiry based on the conclusions of a scientific investigation.	LI-2: organizing student collected data (*e.g., facts they learn, procedures they conduct*) in appropriate format.	HI-2: recording hypotheses, reflections, questions, speculations, decisions, and conclusions structured around a scientific investigation.
(science)	(science)	(science)	(science, social studies)	(science, social studies)

Survey

IMPLEMENTATION PHASE

Implementation Phase

The teacher utilizing the ILLP for English language learners will continue to identify strategically specific ELP Standards and Performance Indicators. These should be based on the time allocation assigned and on the appropriate use of these in the content instruction:

- Lesson plans must contain the Performance Indicators identified on Attachment A.

- If a teacher is responsible for more than one ILLP area/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.

Implementation Phase

Teacher's lesson plans will contain which Performance Indicator from Attachment A that will be used to differentiate the instruction for the student on the ILLP.

PUTTING THE PLAN INTO ACTION

Differentiation…

always teaches up. It's never a way out of rigor – but rather to support to achieve rigor.

Tomlinson (March 2012)

WHAT DOES DIFFERENTIATED INSTRUCTION MEAN?

Excerpts from *Differentiated Instructional Strategies One Size Doesn't Fit All* by Gayle H. Gregory and Carolyn Chapman

Differentiated Instruction:

Principles:

- The teacher sets clear learning goals and high expectations for all students.

- Instruction is driven by assessment; that is, teachers base what they are teaching on what their students do and do not know, as identified before lessons begin.

- Differentiated instruction is proactive, not reactive. Teachers plan to address learners' different needs, rather than planning one lesson for everyone and adjusting it when it does not work for some students. (Mitchell and Hobson, 2005)

- Teachers must know students' ability levels in order to scaffold their learning with appropriate materials and placement. (Tate & Debroux, 2001)

Differentiation of Curriculum

Curriculum can be differentiated in three ways:

- By Content

- By Process

- By Product

All three methods are tied to the teacher's knowledge of the students' needs and abilities, which stems from appropriate, well-planned, and ongoing assessment.

Tomlinson (1999)

Differentiating by Content

- **Teachers vary the materials with which students are working**
  - o different texts
  - o supplementary materials

- Differentiation of content exists on a continuum of difficulty, ranging from giving few directions to many directions and from concrete to abstract tasks.

- Teachers match the starting point in the content with the child's readiness level. The goal is to move children along the continuum as quickly and as deeply as they can.
(Association for Supervision and Curriculum Development, 1997)

Differentiation by Process

- **Teachers vary the ways in which students work with the same content.**

- Using tiered activities through which all learners work with the same important understandings and skills, but proceed with different levels of support, challenge, or complexity. (Tomlinson 2000)

- Mainstream science class – students are expected to outline a chapter. The ELL student may be provided a graphic organizer that identified the key terms and information to locate in the text.

Differentiation by Product

- **Teachers vary the assignment options.**

- Student works with the same content and process as the others, but the student has an individualized end point in mind.

- It is vital to clearly explain what is expected for each assignment.
  - Often teachers use a rubric to make these expectations very clear. (Mitchell & Hobson, 2005)

Strategies

- Supporting or scaffolding student language development to promote success

- Interactive lessons with hands-on activities and cooperative learning

- Look at Resources provided in ILLP Guidance Document

ELL Strategies in Science - Guidance Document

- Group Work
- Graphic Organizers
- Prior Knowledge
- Academic Language Scaffolding
- Context Clues
- Realia
- Experiential Learning
- Leveled Questions
- Multiple Intelligences
- Formative Assessment

ELL Strategies in Social Studies- Guidance Document

- Pre-Teach Reading
- Context Clues
- Word Banks
- Rehearsal Strategies
- Lecture and Note-Taking
- Role Playing
- Artifacts
- Jigsaw
- Graphic Organizers
- Analogies

ELL Strategies in Math - Guidance Document

- Grouping Strategies
- Discussing and Understanding Word Problems
- Writing Problems
- Deciphering the Language of Math
- Graphic Organizers

Strategies Used to Differentiate

13. Writing to Explain Is an array for 2×9 the same as or different from an array for 9×2? Draw a picture and explain your answer.

HI-6: responding to comprehension questions by demonstrating relationships among facts, ideas or events and extending the information to other relevant contexts using appropriate academic vocabulary. (*e.g., problem/solution, cause/effect, compare/contrast, etc.*)

Possible Sentence Frames you could use to give students the language necessary to respond orally to the comprehension question.

•Both _____and _____ equal _____, but _____.

•The array for _____ is _____and an array for _____ is _____.

•While an array for _____ is _____, an array for _____ is _____.

Additional Sentence Frames

- I hypothesize that _____ will _____ because _____.

- I conclude that _____ was an outcome of _____.

- In order to solve that problem, I _____ and then _____.

Using Sentence Frames

- Explain the purpose of the response frame.
- Display the frame.
- Model the frame.
- Prompt rehearsal using the frame.
- Identify the unfamiliar vocabulary.
- Identify a grammar target.

-Kate Kinsella

Super **SEI Strategies**

- Always establish the language objective

- ALWAYS use the 50/50 Rule

  Teacher speaks 50%

  Student speaks 50%

- ALWAYS push students to their productive discomfort level

- ALWAYS have students respond in complete sentences

- ALWAYS remember the teacher does nothing students can do themselves

ELD Methodologies

- **Language Warm-Up**
- **Vocabulary Frames**
- **Vertical Sentences**
- **Four Picture Story/Process Re-Tell**
- **Syntax Surgery**
- **What We Know**
- **Verb Tense Study**
- **Function Junction**
- **Morph House**
- **This or That**
- **Single Picture Text Webbing**
- **Reverse Questioning**

QUARTERLY REVIEW

Attachment B

- Identify the assessments being used to inform instruction.
  - DIBELS
  - Unit Tests
  - Benchmark Data
  - Writing Samples
  - Observation Checklists
  - Lab Write-Ups

ATTACHMENT B SAMPLE

3rd Grader

ILLP Progress Report - Attachment B

*Name_____

*SAIS ID #_____

The ILLP will be reviewed quarterly (or in accordance with reporting period) by the teachers identified on the ILLP and after each administration of the AZELLA. Recommendations for any modifications can be made to the ILLP team.

*Quarter: 1 ***Date:**	***Teacher Signature:**
	(Classroom/Language Arts/English teacher)

*Formative Assessments Used and Results:

DIBELS - ORF 55

Writing Diagnostic Prompt 28/42

Spelling Tests 33%/ 46%/ 67%/ 60%

Reading Vocab Quiz 1 - 30%   Quiz 2 - 40%   Quiz 3 – 60%   Quiz 3 – 70%

Math   Unit 1 Test- 40%   Unit 2 Test- 63%

Journal Entries 71%

Reading Program Comprehension Quiz 1 - 40%   Quiz 2 - 40%   Quiz 3 – 60%   Quiz 4 – 60%

Reading Program Unit 1 Assessment 57%

*Recommendations: Reading - Change to Low Intermediate decoding PIs; Writing – change spelling PIs to the Low Intermediate Level, add IIIW5-HI1; Oral English/Conv and Vocab – change IIILS1-B4 to HI4

ATTACHMENT B SAMPLE

8th Grader

ILLP Progress Report – Attachment B

*Name_____

*SAIS ID #_____

The ILLP will be reviewed quarterly (or in accordance with reporting period) by the teachers identified on the ILLP and after each administration of the AZELLA. Recommendations for any modifications can be made to the ILLP team.

*Quarter: 1   *Date: *Teacher Signature: (Classroom/Language Arts/English teacher)
*Formative Assessments Used and Results: Basic School Related Directions Checklist 5 out of 11
Math Vocabulary Assessment 67%
Prefix Assessment 79%
Lang Arts Writing Sample 18/36 (Conventions 3/6)
English Basics Unit Review 77% (identifying subject 3/5 -identifying predicate 2/5- prepositions 3/10)
Life Science Labs 67% (trouble with generating questions)
Life Science Unit Test 54%
American History Weekly Notes 88%
American History Civil War Unit Test 53% (difficulty with written responses)
American History Persuasive writing sample 12/36
American History Report 68%
*Recommendations: Continue with all 1st quarter PIs, provide student with sentence frames to answer Amer. History written responses. Add PI for forming questions to Lang Arts teacher section of Attachment A.

Attachment A

- Based on review:
  - Changes can be documented on initial Attachment A

  -or-

  - Revised Attachment A can be added to initial Attachment A

- Middle/High school Attachment A may need to be revised 2nd semester to reflect a student's schedule change.

Revised Attachment A

Individual Language Learner Plan (ILLP) – Attachment A

*Student Name:	*SAIS ID #:	*AZELLA Composite Result: Basic *AZELLA Date:	
*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:

*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*Teacher Highly Qualified**	*ELP Standards and Performance Indicators to be Covered	*Target Date
*Oral English/Conversation and Vocabulary	*60 minutes	Mrs. Kelley – 8th Grade Math	Y N	(IV-LS-1:LI-6) Listening & Speaking -LI-6: following multi-step instructions/ directions, procedures and processes which contain specific academic content vocabulary.	~~Oct. 2012~~ Dec 2012
				(IV-LS-1:LI-8) Listening & Speaking LI-8: responding to questions and statements in an academic discussion by using key vocabulary in complete sentences.	~~Oct. 2012~~ Dec 2012
				(IV-LS-2:HI-4) Listening & Speaking HI-4: participating in formal and informal conversation tasks using complete sentences.	~~Oct. 2012~~ Dec 2012
				(IV-L-2:LI-4) Language – Vocabulary: LI-4: explaining the meaning of grade-specific academic vocabulary and symbols with instructional support.	~~Oct. 2012~~ Dec 2012
				(IV-L-2:LI-7) Language – Vocabulary: LI-7 determining the meaning of base/root words and affixes to understand content area vocabulary.	Oct. 2012
				(IV-LS-1:LI-2) Listening and Speaking LI-2: reciting poems, chants, and tongue twisters, with appropriate rhythm, rate, phrasing, and expression.	Dec 2012

New Attachment A

Individual Language Learner Plan (ILLP) – Attachment A   2nd Quarter

*Student Name:	*SAIS ID #:	*AZELLA Composite Result: Basic *AZELLA Date:	
*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:

*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*Teacher Highly Qualified**	*ELP Standards and Performance Indicators to be Covered	*Target Date
*Oral English/Conversation and Vocabulary	*60 minutes	Ms. Brown Third Grade	Y N	(III-L-2:HI-4) Vocabulary HI-4: Explaining the meaning and usage of grade-specific academic vocabulary and symbols.	12/15/2012
				(III-L-2:II-8) Vocabulary LI-8: stating the words represented by common/academic language abbreviations and acronyms. *changed*	12/15/2012
				(III-LS-1:LI-6) Listening and Speaking LI-6: Responding to comprehension questions by analyzing the content for relationships among facts, ideas, or events using appropriate academic vocabulary.	12/15/2012
				(III-LS-2: HI-9) Listening and Speaking HI-9: asking questions to clarify ideas and concepts. *changed*	12/15/2012
				(III-LS-2: HI-6) Listening and Speaking HI-6: Stating multi-step procedures or processes using specific academic/content vocabulary in complete sentences.	12/15/2012

Questions