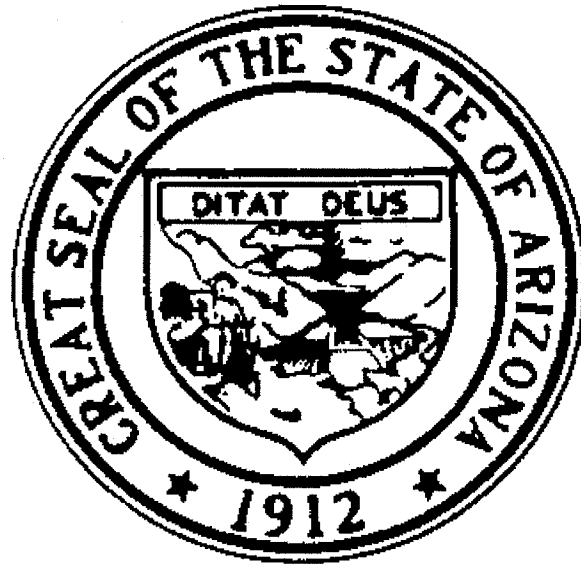


INDIVIDUAL LANGUAGE LEARNER PLAN (ILLP)

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.

7. **Task-based or Experiential Learning.** This provides appropriate contexts for developing thinking and study skills as well as language and academic concepts for students of different levels of language proficiency. Students learn by carrying out specific tasks or projects: for example, "doing science" and not just reading about it.
8. **Leveled Questions.** The teacher adapts the level of questions asked to the English Learners' language acquisition stage. Alternatively, the teacher can differentiate student responses, based on language proficiency.
9. **Multiple Intelligence Strategies.** The teacher employs instructional techniques that address the multiple intelligences present in each student. Teachers use a myriad of multiple instructional strategies to target the varied intelligences of English Learners. This method allows the student to actively use his own personal strengths in order to gain confidence in his abilities.
10. **Assessing All Students' Performance and Understanding.** Teachers should observe students in the process of accomplishing academic tasks; a form of authentic assessment. Student use of materials can be one indicator of involvement and understanding. When questioning, teachers need to be sure to provide adequate wait time. Teachers should give serious consideration to performance-based assessments for formal evaluation. They might also consider accepting drawings as indicators of learning within a science journal.

English Language Development Strategies in Social Studies

- 1. Pre-teach Reading Assignments.** Before students can read the social studies textbook assignment, the teacher models how to use features such as chapter overviews, chapter or lesson objectives, and bolded vocabulary words.
- 2. Use of Context Clues.** An effective strategy to support ELL vocabulary learning in social studies is the clues' proximity to the unknown word. Fluent readers use signal words (such as *or*) found close to the unknown word. Fluent readers also use punctuation clues, such as a comma that separates the unknown word with the rest of the sentence which might contain a definition or synonym. Teach students to look for these indicators.
- 3. Word Banks.** Word banks are used either as a whole class activity displayed as a word wall, or the teacher models for the students how to keep a personal list of newly learned social studies vocabulary.
- 4. Rehearsal Strategies.** Rehearsal is frequently used in social studies for verbatim recall of information. The teacher encourages and models the use of flashcards. Other rehearsal strategies include underlining or highlighting of important vocabulary and key concept points in the students' notes.
- 5. Teacher Lecture and Student Note Taking.** Effectively support student note taking during lectures by giving struggling students fill-in-the-blank guides or other forms of graphic organizers. During the lecture, the teacher indicates when to fill in the blanks. Further support student note taking by displaying or providing individuals a bank of key concepts and vocabulary words. Pause frequently to ask and answer questions and to give struggling students time to complete the blanks.
- 6. Role Playing.** Role playing can make difficult or abstract social studies concepts more understandable. If the ELL student lacks the language skills to participate in the role play, have them watch and listen as other students play the roles.
- 7. Primary Source Material and Artifacts.** Incorporate primary source materials, artifacts, or realia into the lesson to give ELL students a better understanding of difficult vocabulary, content, and concepts, as well as of historical periods. Photos, models, copies of documents, etc. can be used to enhance student understanding.
- 8. Jigsaw Learning.** In this cooperative learning strategy, divide the social studies chapter or material to be read into five or six parts. Divide the class into as many "home" groups, dividing your ELLs among the groups. Give each student one of the parts to read and later "teach" to a group. Students then leave their "home" group and meet in "expert" groups, who have the same material. The expert groups are a mixture of native speakers and ELLs who will work together to understand their section of the chapter. Last of all, the experts return to their "home" groups to teach their portion of the chapter and to learn from the other members of their "home" group. In this way, ELLs are not overwhelmed with the task of reading and understanding an entire chapter.
- 9. Graphic Organizers.** The use of graphic organizers helps students categorize the information they are learning. Organizers such as Venn diagrams, timelines, flow charts, etc., can lead to the understanding of key concepts and vocabulary.
- 10. Analogies.** Using analogies will help students link the familiar with the unfamiliar. Find examples within the classroom, school, and community that led to student understanding of social studies concepts. It is important to point out similarities as well as differences.

English Language Development Strategies in Mathematics

- 1. Grouping Structures.** It is important for teachers to incorporate different grouping structures in the classroom. Possible grouping structures include partners, triads, and small groups of 4-5 students. The choice of structure will depend upon the purpose of the lesson/activity. Partners can be very powerful when students are involved in problem-solving. Think-pair-share is a simple structure for students to learn and practice. Each student thinks individually about the problem or question. This think time allows students an opportunity to gather their thoughts so they can contribute to a later conversation with ideas or questions. After think time, students pair with a peer to discuss their ideas and reconcile their understandings. Using this structure allows teachers to pair students of different language development levels to work together on a common task and work toward achieving specific language objectives. Small groups can accomplish the same language goals of reading, writing, listening, and speaking by working together on tasks. Students can be assigned various roles of facilitator, recorder, or reporter.
- 2. Understanding the Problem/Reading the Story.** Students should be encouraged to think of word problems as short stories. Thus, they can apply the same reading strategies they use for making meaning from other texts. Engaging students in asking questions and discussing the word problems is very beneficial for English Language Learners (ELLs). Pertinent questions would be: What do I know for sure? What do I want to know or do? Are there any special conditions I need to consider? Another important step is to encourage students to make connections to prior experience, to the world, and to their important mathematical ideas. After the students have made sense of the problem, they must plan how to solve it. Guiding students to consider different representations (manipulative, pictures, graphs, written language, symbols, tables, equations, action movement, oral language, or mental images of real world situations) will be especially beneficial for ELLs (Hyde, 2006).
- 3. Writing Problems.** Giving students opportunities to write their own problems, specifically word problems, will support numerous writing skills. When students engage in writing problems, they demonstrate their understanding of the mathematics but also their understanding of sentence structure, vocabulary, grammar, and punctuation. Writing problems demands clear, concise, and complete ideas. After writing problems, their peers should read them to make sure they are complete and make sense. Students can then revise their problems based on that feedback.
- 4. Deciphering the Language of Mathematics.** Language can be confusing because some words are used in both everyday English and mathematics (square, similar, range). Also, certain terms learned together can be challenging (equation and expression, hundreds and hundredths, intersect and intercept). One strategy to use with students is a partnering activity where students study the terms and uncover the differences between them. They focus on these differences and create a poster, skit, web page, or other product that highlights what each term means and how the terms are different. Some type of visual artifact may be posted on a word wall for future reference (Hunsader, Kersaint, Richards, Rubenstein, and Thompson, 2008).

Real-Life Example	Mathematical Example
Explanation in Words	Visual Example

5. Use of Graphic Organizers. Graphic organizers are an instructional tool that visually organizes information so that it can be understood, remembered, and applied. These organizers aid students in reading comprehension, writing, and oral conversation. In mathematics, concepts webs, charts, KWL charts, Venn diagrams, and the Frayer Model are particularly useful. Graphic organizers allow students to make sense of the important ideas of mathematics. Students make connections between existing knowledge and new concepts to be learned. They are able to organize information obtained from written or oral texts, develop and practice reading strategies, increase retention, activate schema as a pre-reading or pre-listening activity, and organize ideas for writing or discussion. Multiple Representations Charts support students in vocabulary and language development. These charts help students develop conceptual understanding through writing by giving them an opportunity to explain and make connections among vocabulary symbols, concepts, and procedures (Hunsader, Kersaint, Richards, Rubenstein, and Thompson, 2008).

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 overall proficiency level (circle one):

Date: _____ Pre-Emergent/Emergent Basic Intermediate

Previous AZELLA 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

Individual Language Learner Plan (ILLP) – Attachment A

*Student Name:	*SAIS ID #:			*AZELLA Overall Proficiency Level:		*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				

ILLP Progress Report (cont.)

*Quarter: 3	*Date:	*Teacher Signature: (Classroom/Language Arts/English teacher)
*Formative Assessments Used and Results:		
*Recommendations:		

*Quarter: 4	*Date:	*Teacher Signature: (Classroom/Language Arts/English teacher)
*Formative Assessments Used and Results:		
*Recommendations:		