

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	
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- ✓ 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	
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Are specific ELP Standards/Performance Indicators included on the Attachment A?	Y	N	
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- ✓ 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	
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- ✓ 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	
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- ✓ 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											
<p>✓ 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.</p> <p>✓ Some examples of differentiated instruction might include:</p> <ul style="list-style-type: none"> → Teacher works with students individually → Small group instruction → Teacher indicates at some time they will work with individual students to address ELP standards <p>✓ If you answer NO, you MUST provide documentation to support observation</p>													
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											
<p>✓ All instruction is required to be in English</p> <p>✓ If you answer NO, you MUST provide documentation to support observation</p>													
Books & materials in English	Y	N											
<p>✓ Any instructional materials that are observable (other than dictionaries) in any language other than English constitutes a "NO" response</p> <p>✓ If you answer NO, provide documentation to support observation</p> <p>Evidence - names of materials, specific examples</p>													
Used minimal native language	Y	N	EO										
<p>✓ EO=English Only; Yes=uses minimal native language; No=used more native language than for clarification</p> <p>✓ Minimal use of native language for clarification is permitted (as a last resort)</p>													

