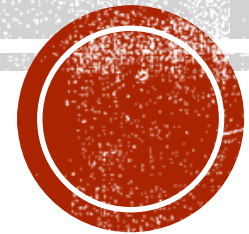


TAKING THE MYSTERY OUT OF OELAS MONITORING

Office of English Language Acquisition Services (OELAS)

Practitioners of English Language Learners (PELL)

September 7, 2018



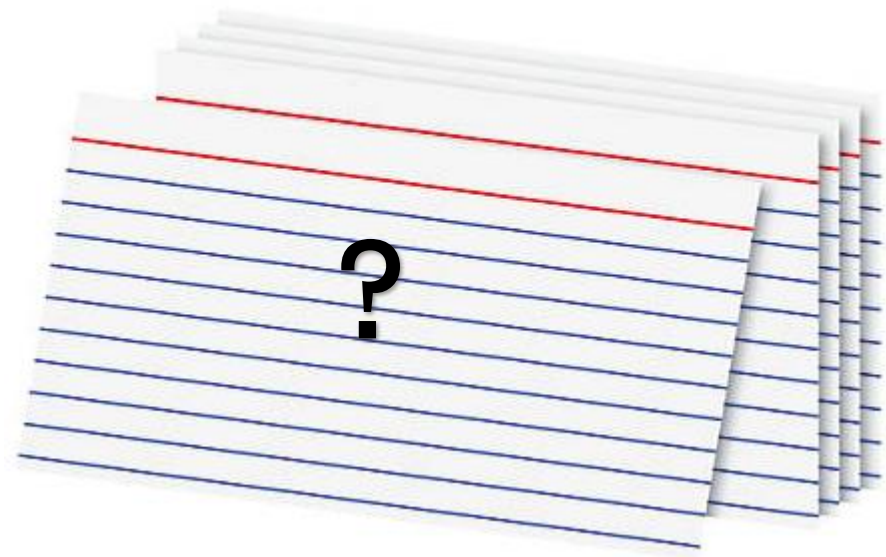
GOALS FOR TODAY'S SESSION

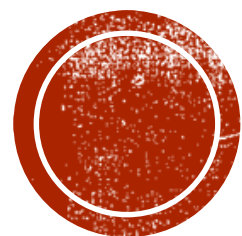
1. Overview of the *OELAS Monitoring Protocol*
2. Identify Top 3 Findings & Ways to Avoid Them
3. Answers to your Questions, Who to Contact for Assistance, and Begin to Plan Your Next Steps



PARTICIPANT GUIDE

- ❑ Questions – index cards
- ❑ Monitoring Protocols
- ❑ File Reviews
- ❑ Top 3 Findings
- ❑ Q & A
- ❑ Planning for your monitoring





MONITORING: EL FILES



EL FILES



EL Paperwork Checklist for Cumulative Files	
	Initial Enrollment Form <ul style="list-style-type: none">• 3 questions• signed and dated
	Initial Home Language Survey <ul style="list-style-type: none">• 3 questions• signed and dated
	Initial and current AZELLA Assessment Data or SDELL 70 Report
	Parent Notification-signed and dated within the timeframe or Parent Request for Student Withdrawal from an English Learner Program (if applicable)
	Parent Notification of Reclassification (if applicable)
	FEP Monitoring Form for FEP1 and FEP2 (if applicable)
	AZELLA Placement Teacher Referral Form (if applicable)
	ILLP Document - signed and dated (if applicable)
	Current year Attachment A and B in classroom (if applicable)

REVIEWING FILES

At your table, pair up with a partner and review the OELAS sample file.

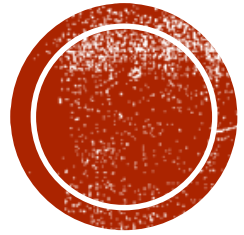


EL FILES DATA COLLECTION

Arizona Department of Education
Confidential Cumulative File Record Sheet

Date:		LEA:		School:			Reviewer:				
Student's Name ----- Student's SAIS #	G R A D E	Initial K-12 Enrollment Form Present	Initial Home Language Survey Present	Initial AZELLA Assessment Date & Reassessment Date(s) <i>6 years</i>	Parent Notification Date(s) of Placement <i>x6 years &/or Withdrawal</i>	Parent Notification of Reclassification	FEP Monitor	AZELLA Placement Teacher Referral Form	I L L P (current year)	W I C P (most recent) <i>x6 years</i>	AzMERIT (most recent)





MONITORING: SEI CLASSROOMS

CLASSROOM OBSERVATIONS



SEI CLASSROOM OBSERVATION PROTOCOL

SEI Classroom Observation	
All Questions MUST be answered	
Short description of class	
<ul style="list-style-type: none"> ✓ The description should be concise and short ✓ Title of class assigned by the school. Middle/HS, include name and course number if available ✓ Description of whether it is a self-contained class, or an individual section 	
Model Compliance	
Have they allocated 4 hours for ELD?	Y N
<ul style="list-style-type: none"> ✓ Evidence would be from lesson plans and/or master schedule. DOCUMENT EXPLICITLY ✓ Collaborate BEFORE observations as a team to determine if 4 hours at middle/high school is allocated so all "program" questions are consistent. ✓ If you answer NO, you MUST provide EXPLICIT documentation to support observation. <p>EXPLICIT DOCUMENTATION is time allocations and lesson plan items to document findings</p> <p>Evidence - Schedule on board and from lesson plan, and/or time allocations in lesson plan</p>	
If no, how many hours have they allocated?	0 1 2 3 NA
<ul style="list-style-type: none"> ✓ Provide written description of which hours of the SEI Models were being implemented ✓ Be sure to check NA if the answer is yes to question regarding the allocation of 4 hours of ELD <p>- all questions must be answered</p>	
Are the 4 hours the correct allocation?	Y N
<ul style="list-style-type: none"> ✓ Evidence would be from lesson plans and/or master schedule- DOCUMENT EXPLICITLY ✓ If you answer NO, you MUST provide documentation to support observation. <p>Unable to determine not acceptable answer</p> <p>Evidence - Schedule of school day on board and/or time allocations in lesson plans</p>	
Have they allocated a discrete hour of grammar?	Y N
<ul style="list-style-type: none"> ✓ Evidence would be from master schedule and/or teacher's lesson plans ✓ If you answer NO, you MUST provide explicit documentation to support observation <p>Unable to determine not acceptable</p>	
Are the lessons based on ELP standards?	Y N
<ul style="list-style-type: none"> ✓ Evidence would be from lesson plans ✓ Evidence observed that teacher is teaching to objective ✓ If you answer NO, provide documentation to support observation <p>Evidence - Information contained in lesson plans and/or on board</p>	
ELL students only, no mixing	Y N
<ul style="list-style-type: none"> ✓ Evidence would be from classroom roster Answer YES if approved exception ✓ If you answer NO, you MUST provide documentation to support observation 	

Is there evidence of differentiated instruction for the English language learner(s)?	Y	N
<ul style="list-style-type: none"> ✓ 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: <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 ✓ 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
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
<ul style="list-style-type: none"> ✓ 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
<ul style="list-style-type: none"> ✓ 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 <p>Evidence - names of materials, specific examples</p>		
Used minimal native language	Y	N EO
<ul style="list-style-type: none"> ✓ 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) 		

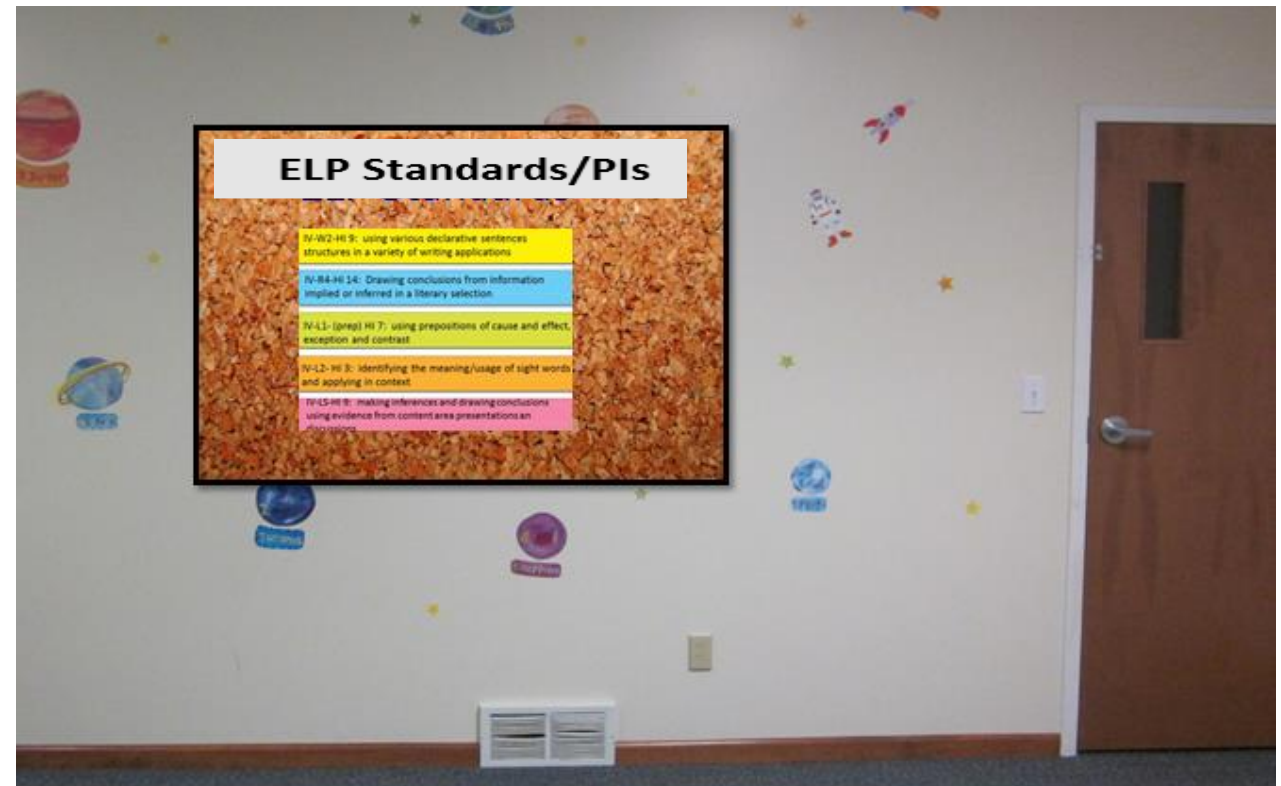


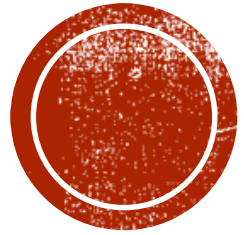
SEI CLASSROOM 4-HOUR MODEL EXAMPLE

Time	Time Allocation	Performance Indicator		Lesson
8:00-8:30	Oral English Conversation/ Vocabulary (30 min)	III-LS-1: HI-2: Summarizing main ideas/concepts and supporting details from read-alouds in complete sentences III-L-2: HI-7: analyzing the effect of affixes on base/root words		
8:30-9:30	Reading (60 min)	III-R-4: HI-7: summarizing the main idea and supporting details from text using appropriate vocabulary III-R-4: HI-8: locating sequential/chronological order signal words in text		
9:30-10:15	Specials			
10:15-11:15	Grammar (60 min)	III-L-1 (SC): HI-8: producing sentences in the negative conjunction with a subject + “to be” +adjective as the compliment, with subject verb agreement III-L-1 (Q): HI-14: producing interrogative sentences beginning with “When”		
11:15-12:00	Lunch			
12:00-1:00	Writing (60 min)	III-W-2: HI-2: spelling multi-syllable words using knowledge of syllabication and spelling patterns III-W-1: HI-5: writing a summary paragraph containing only key ideas and relevant content vocabulary summarizing a variety of text and of varying length		
1:00-1:30	Oral English Conversation/ Vocabulary (30 min)	III-LS-1: HI-2: Summarizing main ideas/concepts and supporting details from read-alouds in complete sentences III-L-2: HI-7: analyzing the effect of affixes on base/root words		
1:30-2:30	Math (60 min)			

SEI REQUIRED DOCUMENTATION EXAMPLES

(allocation)
Time frame(s): From XX:XX to XX:XX (60 minutes)
ELP Standards/ Performance Indicators
Include specific Performance Indicators





MONITORING: ILLP CLASSROOMS



ILLP CLASSROOM OBSERVATION PROTOCOL

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			
<ul style="list-style-type: none"> ✓ 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		
<ul style="list-style-type: none"> ✓ 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		
<ul style="list-style-type: none"> ✓ 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		
<ul style="list-style-type: none"> ✓ 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		
<ul style="list-style-type: none"> ✓ 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			
<ul style="list-style-type: none"> ✓ 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																								
<ul style="list-style-type: none"> ✓ 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: <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 ✓ 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																						
<ul style="list-style-type: none"> ✓ 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																									
<ul style="list-style-type: none"> ✓ 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																									
<ul style="list-style-type: none"> ✓ 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																							
<ul style="list-style-type: none"> ✓ 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) 																											



DOCUMENTATION FOR THE ILLP CLASSROOM

Document the ELP Standards and Performance Indicators **from Attachment A** that are used for differentiated instruction.

- Document in lesson plans or elsewhere in the classroom
- Documentation may be daily or weekly
- Use correct 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.



DOCUMENTING PERFORMANCE INDICATORS IN THE LESSON PLAN

Lesson Plan for the week of:

Lesson:

Content Standards:

ELPS/PI:

III-LS-1: HI-2: Summarizing main ideas/concepts and supporting details from read-alouds in complete sentences

III-L-2: HI-7: analyzing the effect of affixes on base/root words

III-R-4: HI-8: locating sequential/chronological order signal words in text

III-L-1(Q): HI-14: producing interrogative sentences beginning with “When”


III-W-1: HI-5: writing a summary paragraph containing only key ideas and relevant content

Weekly

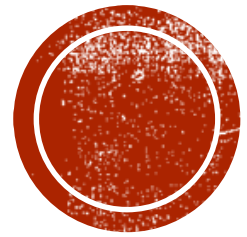
Daily

Mon	Tues	Wed	Thu	Fri
Content Standard	Content Standard	Content Standard	Content Standard	Content Standard
ELPS/PI R, W, G, LS, V	ELPS/PI R, W, G, LS, V	ELPS/PI R, W, G, LS, V	ELPS/PI R, W, G, LS, V	ELPS/PI R, W, G, LS, V
Lesson	Lesson	Lesson	Lesson	Lesson

If ELPS/PIS (must be from current Attachment A) can be listed daily or weekly, allocations that the teacher is responsible for must be present for every day of that week.

Bridging Language Learner Plan (BLLP) – Attachment A						
*Student Name	*MAG ID #		*AZELLA Overall Proficiency Level:			
*BLLP Teacher Signature Date:	*BLLP Teacher Signature Date:		*BLLP Date:		*BLLP Teacher Signature Date:	
<i>Mr. Jones</i> <i>June 2018</i>	<i>Mr. Jones</i> <i>June 2018</i>	<i>Mr. Jones</i> <i>June 2018</i>	<i>Mr. Jones</i> <i>June 2018</i>	<i>Mr. Jones</i> <i>June 2018</i>	<i>Mr. Jones</i> <i>June 2018</i>	<i>Mr. Jones</i> <i>June 2018</i>
*Registered BLLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*TEML, B.L., or MEL Training	*BLLP Standards and Performance Indicators to be Covered		*Target Date
*Oral English Conversation and Vocabulary	*40 minutes	Ms. Tina Smith		IV.LS.1.12-3: Following multi-step instructional directions, grammatical and grammatically complex containing specific academic content vocabulary. IV.LS.1.12-4: Participating in formal and informal conversations (audio using complex sentences). IV.L.1.12-4: explaining the meaning of grade specific academic vocabulary and symbols with instructional support. IV.L.1.12-7: determining the meaning of base root words and affixes to understand context area vocabulary. IV.L.1.12-11 applying knowledge of homonyms to context.		10/01/18





TOP 3 FINDINGS

Can you identify them?

How can you avoid them?

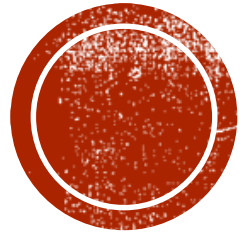
FINDINGS DISCUSSION

Rank	Finding	Percentage of LEAs with Finding
1	ELPS in ILLP Classroom	37%
2	ELPS in Attachment A	35%
3	ELPS in SEI Classroom	27%
4	Parent Notification	22%
5	Tie: 1) Attachment B Not Completed & 2) FEP 2 Year Form	10%
6	Identification and Assessment	8%
7	Tie: 1) SEI 4 Hour Block, 2) PHLOTE form, & 3) Notice of Reclassification	6%
8	SDELL 70 Reports	4%
9	Tie: 1) Groupings & 2) Enrollment forms	2%
10	Tie: 1) Waiver 1/2/3 & 2) WICPs	0%

In your group discuss the following:

- What surprises you about this data?
- What area do you feel most confident about with your LEA?
- What finding might your LEA be at risk of having?





#3




ELPS IN THE SEI CLASSROOM

ELPS IN SEI CLASSROOMS

- 27% of Monitored LEAs in Corrective Action had a finding where lessons were not driven by ELP Standards.
 - ✓ **good news:** this is down from 52% in 14-15 & was previously the #1 finding
- Objective did not match instruction
- PIs were incorrectly placed within allocations
 - This includes extra PIs from one allocation being documented in another allocation
- PIs were omitted



ELPS IN SEI CLASSROOMS: PI INCORRECTLY PLACED WITHIN ALLOCATIONS

<i>Time Allocation</i> 	Oral English/ Conversation <u>and</u> Vocabulary 60 minutes	Grammar 60 minutes	Writing 60 minutes	Reading 60 minutes
<i>Standards to Use</i> 	Listening & Speaking Domain  Language Strand Standard 2: Vocabulary	Language Strand Standard 1: Standard English Conventions	Writing Domain	Reading Domain

YOU BE THE JUDGE!

- ❑ PIs were incorrectly placed within allocations
 - This includes extra PIs from one allocation being documented in another allocation

Week of 8/2/18-8/7/18		Reading: 8:15 to 9:20
M	Reminders	III-R-4:HI-9 : locating signal words that indicate comparison/contrast.
		III-W-1-LI-3 : taking notes using teacher or student selected formats based upon knowledge of oral or written text structures with instructional support
		OECV: 9:50-10:50
		III-LS-1:HI-9 : asking questions to clarify ideas and concepts.

NO!



YOU BE THE JUDGE!

- ❑ PIs were correctly placed within allocations
 - This includes 2 PIs in OECV: 1 x Listening/Speaking + 1 x Language

Week of 8/2/18-8/7/18		Reading: 8:15 to 9:20
M	Reminders	III-R-4:HI-9: locating signal words that indicate comparison/contrast.
		OECV: 9:50-10:50
		III-LS-1:HI-9: asking questions to clarify ideas and concepts.
		III-L-2:HI-6: applying contractions in context.

YES!



ELPS IN SEI CLASSROOMS:

OBJECTIVE DID NOT MATCH INSTRUCTION

GOAL: The ELP Standards and performance indicators must be driving the lessons in an SEI classroom.

- This means **content** is appropriate to use as a topic to **teach the performance indicator** language skill
 - ❑ The objective in the SEI lesson **should not** be a Science objective, a Math objective, or a Social Studies objective
 - ❑ The objective in the SEI lesson **should be** a language objective aligned to the ELP Standards which *uses content* from Science, Math, or Social Studies



ELPS IN SEI CLASSROOMS

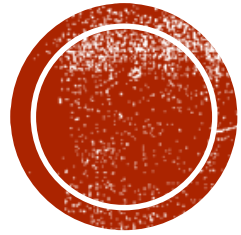
- Given this ELPS:

III-L-2:HI-1: classifying words into conceptual categories and providing rationale for classification.

- Which objective is in compliance for an SEI classroom?

1. Today I will sort penguin cards into categories to show adaptations for movement, eating, and survival.
2. Today I will explain how and why I chose to sort my penguin cards into each adaptation category.





#2

ELPS IN ATTACHMENT A

ELPS IN ATTACHMENT A

- 35% of LEAs monitored had problems with the way the ELPS were documented on the Attachment A forms.
 - ✓ **good news:** this is down from 40% in 14-15
- ELPS PIs were omitted or in the wrong allocation
- Not enough ELPS listed for each allocation every quarter



ELPS IN ATTACHMENT A

- ✓ 4-5 ELP Standards/Performance Indicators(PIs) for each allocation
- ✓ ELPS/PIs in the correct allocation
 - **Caution:** having an additional ELPS/PI from one allocation written in another allocation will result in a finding.
 - **Example:** Having a ELPS/PI for Writing included in lesson plans or Attachment A for the Reading allocation because the students will be writing a summary after they read a passage. *Reading = Reading only!*
- ✓ Each PI must be written out



ILLP ATTACHMENT A: SELF CONTAINED

1st Quarter

3rd Grade

Individual Language Learner Plan (ILLP) – Attachment A

*Student Name: Moby Toby		*SAIS ID #: 1234567		*AZELLA Overall Proficiency Level: Intermediate *AZELLA Date: 2/2/14	
*ILLP Teacher Signature/Date: <i>Harriet Breeze 2/20/15</i>		*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	Harriet Breeze	<input checked="" type="radio"/> Y <input type="radio"/> N	III-L-3-1:HI-2: summarizing main ideas/concepts and supporting details from read alouds (fiction and nonfiction) in complete sentences. III-L-3-1:HI-3: sequencing events from read alouds, presentations and conversations in complete sentences. III-L-3-2:HI-4: participating in socio-functional communication tasks using complete sentences. III-L-2:HI-6: applying contractions in context. III-L-2:HI-8: associating common/academic language abbreviations and acronyms with words.	10/5/18
*Reading	*60 minutes	Harriet Breeze	<input checked="" type="radio"/> Y <input type="radio"/> N	III-R-2:HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context. III-R-2:HI-12: reading contractions III-R-4:HI-5: retelling a story or event with a beginning, middle, and end using transition words and complete sentences. III-R-4:HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary. III-R-4: HI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.	10/5/18
*Writing	*60 minutes	Harriet Breeze	<input checked="" type="radio"/> Y <input type="radio"/> N	III-W-1:HI-5: writing a summary paragraph containing only key ideas and relevant content vocabulary summarizing a variety of text and of varying length. (e.g., science text chapter, article, book, oral presentations, etc.) III-W-2:HI-2: spelling multi-syllable words using knowledge of syllabication and spelling patterns. III-W-3:HI-3: using a prewriting plan to draft an essay with an introductory paragraph, body, transitions, and concluding paragraph. III-W-4:HI-1: producing two or more paragraphs with an identifiable main idea and supporting details that reflect the audience and purpose in a variety of genres.	10/5/18
*Grammar	*60 minutes	Harriet Breeze	<input checked="" type="radio"/> Y <input type="radio"/> N	III-L-1(V):HI22:differentiating between the use of simple past tense and the present perfect tense III-L-1(SC):HI-8: producing sentences in the negative construction with a subject + "to be" + adjective as the complement, with subject-verb agreement (S-V-C). III-L-1(Q): HI-7: producing Yes/No questions in the past progressive tense. III-L-1(Q): HI-14: producing interrogative sentences beginning with "When".	10/5/18



ILLP ATTACHMENT A: DEPARTMENTALIZED

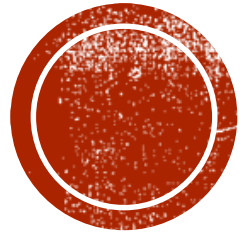
2nd Quarter

Individual Language Learner Plan (ILLP) – Attachment A

8th Grade

*Student Name: Middle School Student	*SAIS ID #: 1234567	*AZELLA Overall Proficiency Level: Basic 4/15/18			
*ILLP Teacher Signature/Date: Mrs. Long 10/20/18	*ILLP Teacher Signature/Date: Mr. Wilson 10/20/18	*ILLP Teacher Signature/Date: Mrs. Smith 10/20/18	*ILLP Teacher Signature/Date: Mrs. Ross 10/20/18		
*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. Long	Y N	IV-LS-1:LS-4: summarizing the main ideas and key points/details of presentations. IV-LS-1:LS-8: summarizing main ideas and supporting details from content area presentations and discussions. IV-LS-2:LS-4: participating in formal and informal conversation tasks using complete sentences. IV-L-2:LI-8: applying contractions in context. IV-L-2:B-7: determining the meaning of Anglo-Saxon base/root words and affixes to understand content area vocabulary.	12/12/18
*Reading	*60 minutes	Mr. Wilson	Y N	IV-R-2:LI-8: applying knowledge of basic syllabication rules when decoding unfamiliar words in content area text. IV-R-2:LI-13: reading contractions. IV-R-4:LI-8: summarizing the main idea and supporting details from text using academic vocabulary. IV-R-4:LI-12: determining the author's main purpose. IV-R-4: E-19: identifying the main problem or conflict of a plot in a fictional text.	12/12/18
*Writing	*60 minutes	Mrs. Smith	Y N	IV-W-1:LI-3: taking notes using teacher or student selected formats based upon knowledge of oral or written text structures. IV-W-2:LI-2: using common spelling of homonyms, inflectional endings. IV-W-3:LI-1: generating, organizing, and maintaining a record of ideas for pre-writing. IV-W-4:LI-1: writing clearly focused text that incorporates relevant details.	12/12/18
*Grammar	*60 minutes	Mrs. Ross	Y N	IV-L-1(P):LI-4: using prepositions of action and movement IV-L-1(V):LI-17: distinguishing between the auxiliary (helping) verb and the main verb. IV-L-1(SC): LI-2: identifying the predicate in all sentence construction patterns. IV-L-1(Q): LI-4: producing questions in the present progressive tense, which require a yes or no response.	12/12/18





#1

ELPS IN ILLP CLASSROOM

ELPS IN THE ILLP CLASSROOM

- 37% of Monitored LEAs in Corrective Action had a finding where classroom teachers with students on ILLPs had no evidence of ELPS/Pis in their lesson plans or classroom.
 - ✓ **good news:** this is down from 51% in 14-15



ELPS IN ILLP CLASSROOMS

- ✓ ELPS should be posted somewhere visible and apparent in the classroom and/or in teacher's lesson plans for day/week

2 nd Quarter		Individual Language Learner Plan (ILLP) – Attachment A				8 th Grade
*Student Name: Middle School Student	*SAIS ID #:	1234567	*AZELLA Overall Proficiency Level: *AZELLA Date: Basic 4/15/18			
*ILLP Teacher Signature Date: Mrs. Long 10/20/18	*ILLP Teacher Signature Date: Mr. Wilson 10/20/18	*ILLP Teacher Signature Date: Mrs. Smith 10/20/18	*ILLP Teacher Signature Date: Mrs. Ross 10/20/18			
*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. Long	Y N	IV-12-12-4: summarizing the main ideas and key points/details of presentations. IV-12-12-5: summarizing main ideas and supporting details from content area presentations and discussions. IV-12-12-6: participating in formal and informal conversations using complete sentences. IV-12-12-7: applying corrections in context. IV-12-12-8: demonstrating the meaning of Anglo-Saxon basic four words and affixes to understand content area vocabulary.	12/12/18	
*Reading	*60 minutes	Mr. Wilson	Y N	IV-8-12-2: applying knowledge of basic syllabification rules when decoding unfamiliar words in content area text. IV-8-12-3: reading comprehension. IV-8-12-4: summarizing the main idea and supporting details from text using academic vocabulary. IV-8-12-5: determining the author's main purpose. IV-8-12-6: identifying the main problem or conflict of a plot in a fictional text.	12/12/18	
*Writing	*60 minutes	Mrs. Smith	Y N	IV-8-12-2: using notes using teacher or student selected formats based upon knowledge of oral or written text structures. IV-8-12-3: using common spelling of homonyms, inflectional endings. IV-8-12-4: generating, organizing, and maintaining a record of ideas for pre-writing. IV-8-12-5: writing clearly focused text that incorporates relevant details.	12/12/18	
*Grammar	*60 minutes	Mrs. Ross	Y N	IV-6-12-1: using prepositions of action and movement. IV-6-12-2: distinguishing between the auxiliary (helping) verb and the main verb. IV-6-12-3: identifying the predicate in all sentence construction patterns. IV-6-12-4: producing questions in the present progressive tense, which require a yes or no response.	12/12/18	

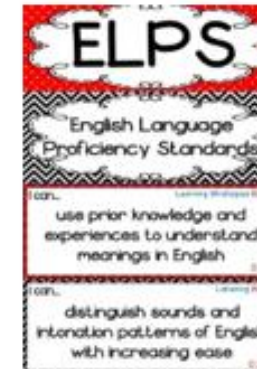
Revised: June 2013

* Indicates required achievement to be included

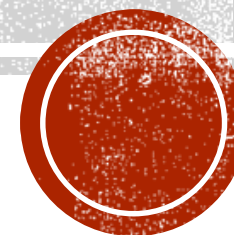
Original Document placed in student's cumulative file

** Indicates if teacher Highly Qualified - search content area

Check to standard ILLP classroom teacher(s)



Q & A



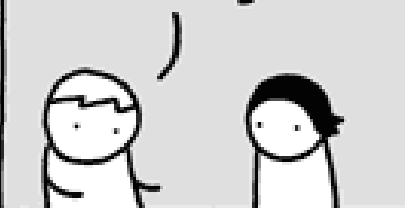
i started
panicking a
few minutes
ago



i was like:
don't panic
don't panic
don't panic



that made
it worse so i
thought:



don't tell
yourself not
to panic, don't
tell yourself
not to panic

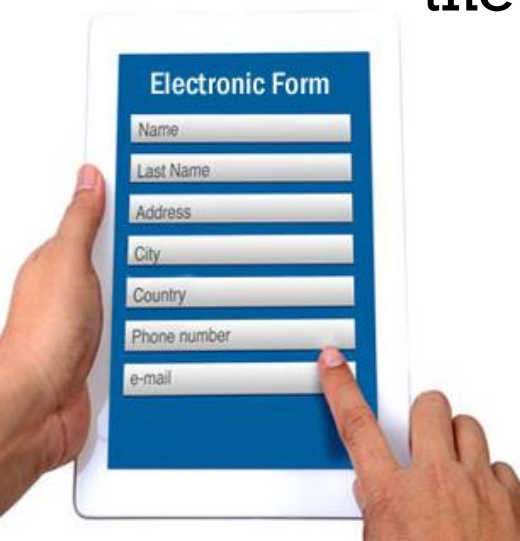


Q: WHAT IF THE DOCUMENTATION IS ALL ELECTRONIC?

A: Files - Enrollment forms, PHLOTE forms, and Parent Notification letters must be accessible for the monitoring team when they are reviewing cumulative files.

A: Teachers- Our office asks the teachers to print hard copies of the plans, documentation for the window of the monitoring visit.

- ✓ Less distraction: instruction and setting
- ✓ No need to access the teacher's computer
- ✓ Less time spent in the classroom



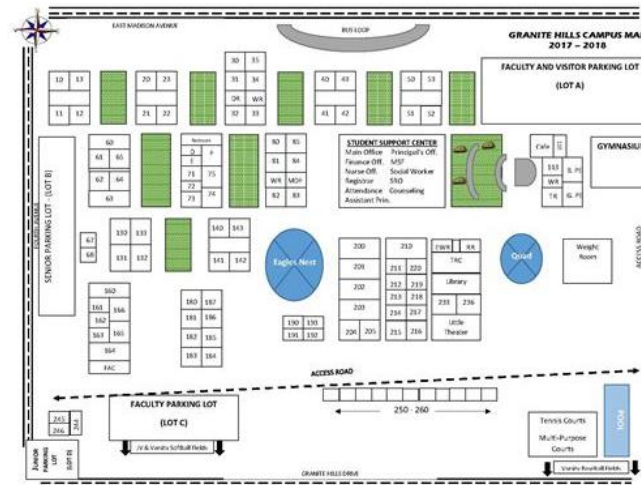
Q: WILL YOU PROVIDE FEEDBACK TO PRINCIPALS OR TEACHERS?

A: No. Information or findings are not shared at a given site. All information will be shared at the LEA's *Exit Meeting* on the final day of monitoring.



Q: WILL YOU NEED SOMEONE TO WALK YOU AROUND CAMPUS?

A: No - the monitors are self-directed. The monitoring team will receive a map of the campus and the class schedules so we can find our way around independently.



Q: WILL THE OELAS MONITORS NEED A WORKSPACE?

A: Yes, the team of monitors will need a workspace at each campus, preferably close to the student cumulative files.



Q: WILL THE MONITORING TEAM TALK WITH TEACHERS OR STAFF?

A: Yes. The monitoring team may talk to teachers and staff for a couple of reasons:

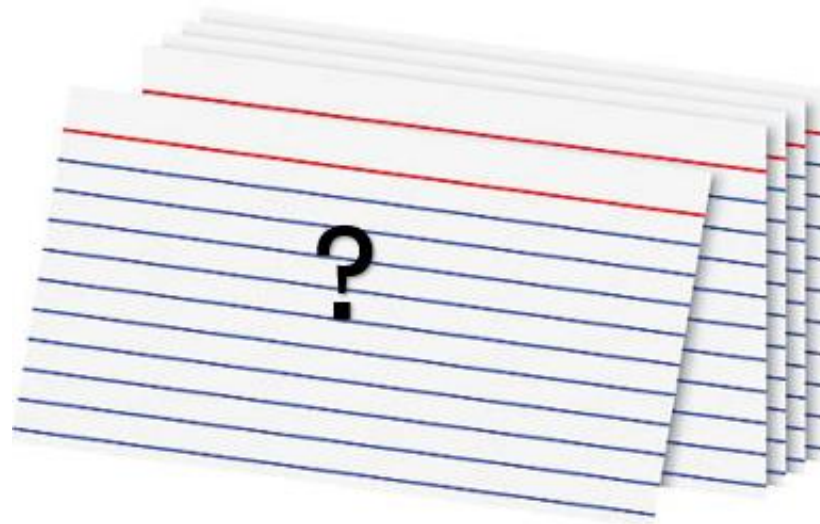
- to conduct EL Teacher Interviews
- to ask clarifying questions



This does NOT mean there is a problem!

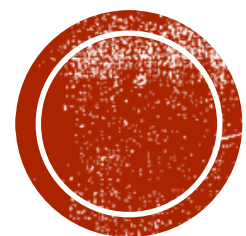


Q & A CARDS



- Take a moment to jot down any questions about monitoring that we have not answered for you during this session
- Give your question cards to a Regional Specialist (be sure it has your contact information on it)

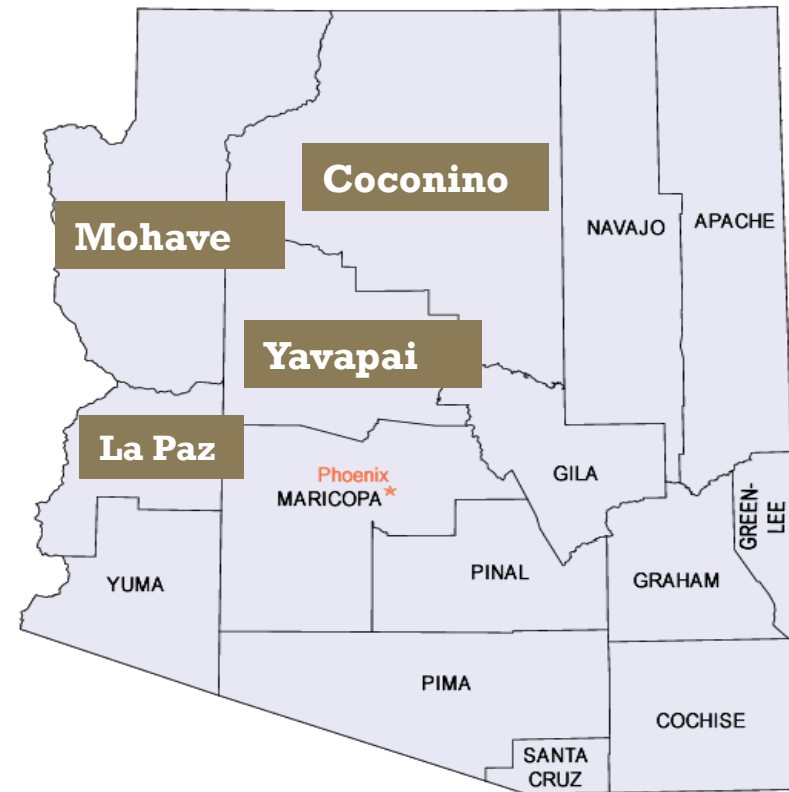




**WHO DO I CONTACT FOR
ASSISTANCE AS MY LEA
PREPARES FOR MONITORING?**

NORTHWEST REGIONAL SPECIALIST

Denella Kirkland



MARICOPA EAST REGIONAL SPECIALISTS

Lindsey Barnes



Secily Meza Downes



NORTHEAST REGIONAL SPECIALIST

Andrea Grabow

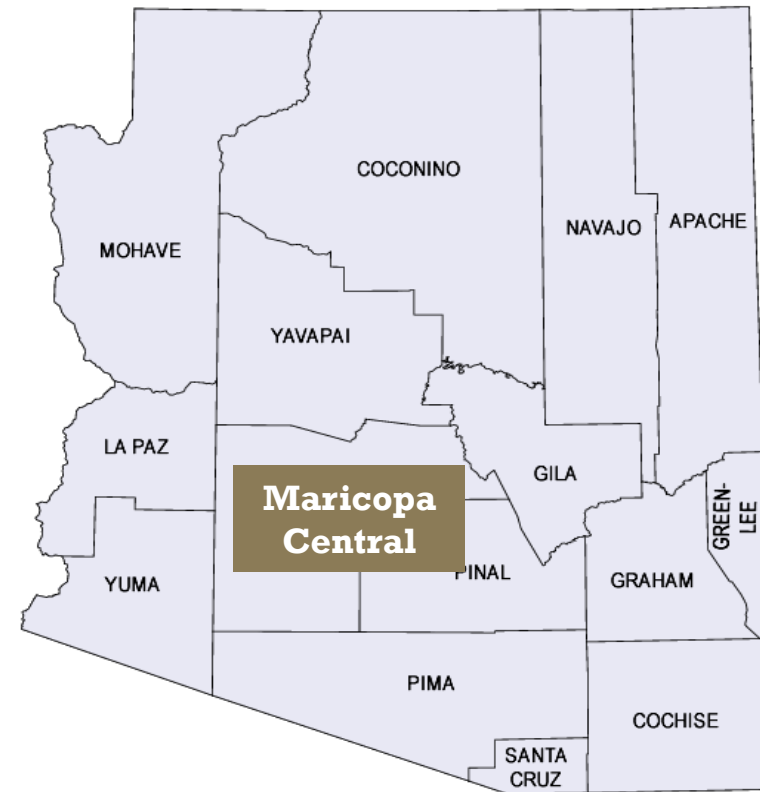


MARICOPA CENTRAL REGIONAL SPECIALISTS

Cristina Brownfield



Andrea Grabow



SOUTHWEST REGIONAL SPECIALIST

Cindy Bizjak



MARICOPA WEST REGIONAL SPECIALIST

Roxanne Reese

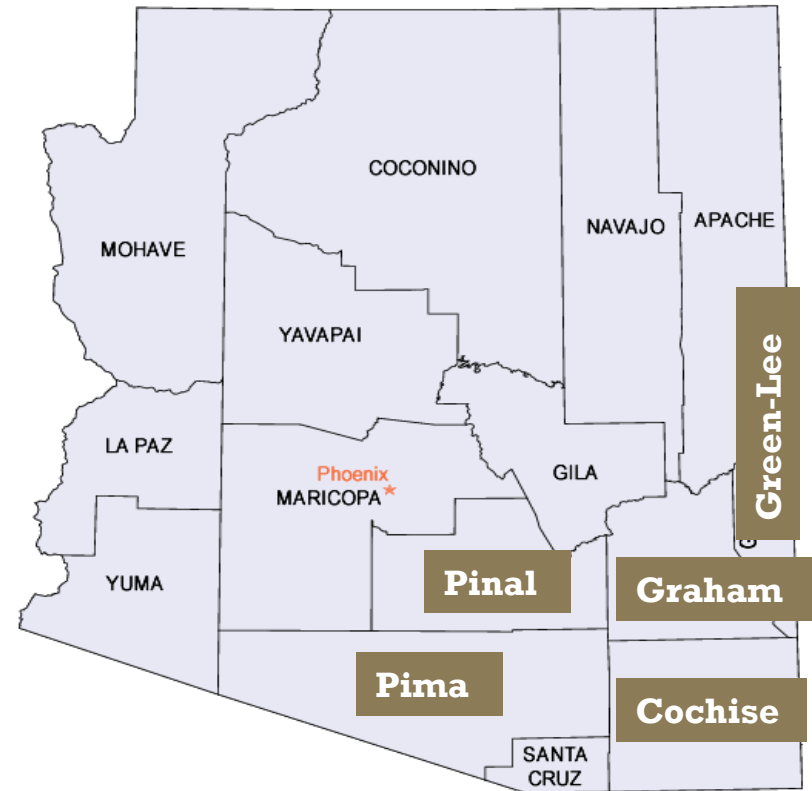


SOUTHEAST REGIONAL SPECIALIST

**Supported by the
OELAS Team**



Cindi Wingfield, Contact



NEXT STEPS...

Action Step	Person(s) Responsible	Date Due





“We’ve got this!”



THANK YOU FROM OELAS!

- Survey
- Certificate
- Find us our on website @ <http://www.azed.gov/oelas/>
- Come see us at:



- ✓ EL Coordinator Boot Camp Part 2, 1/11/19
- ✓ Spring PELL Meeting, May, 2019

