

Assignment 3: Individual Language Development Plan

Purpose: The Individualized Language Plan Assignment allows you to demonstrate your skill and knowledge in determining where a particular EL in your classroom is in terms of developing prowess in language and literacy development. The ILDP asks you to get to know this student well, as a person and as a learner and then use what you learn to create goals and a plan. Acting on these would enable you, as a teacher, to promote the student's further development. You will use both formal and informal assessment to discover the student's strengths and needs and based on these consider how you might support them in progressing to proficiency in listening, speaking, reading, and writing in English.

Learning Outcomes Met:

1. **Language/Linguistics:** Knowledge and skills to construct learning environments that support development of English language proficiency: literacy, academic, and cognitive development.
2. **Cultural Diversity:** create a learning environment that is sensitive to and supportive of English language learner's cultural identities, language and literacy development, and content area knowledge.
2. **Instruction:** Know, understand, and use the Utah English Language Proficiency Standards in selection of programs, practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization, teaching strategies for development and integrating language skills, and choosing and adapting classroom resources.
3. **Assessment:** Demonstrate knowledge and use of a variety of on-going, classroom-based assessments adapted to student needs.

Directions:

1. This assignment asks you to collect information about an EL student in your classroom. Begin by consulting with your teacher and selecting a student.
2. Use the Inclusive Pedagogy Framework and A Theory of Instruction for Teaching ELs: Communication, Pattern, and Variability to guide your thinking and your exploration about the student you selected. The tools and their explanations are found in the [TELL Tools book](#).
3. Use the [Student Background Information Form](#) (both pages) to collect and record the information you find out. Most of this is probably found on the *cummulative file* in the student's file in the office at the school. The teacher can help you access it or provide you with this information. You will not turn this form in. Instead, it is a place to record the details of your exploration about the child.
4. You need to determine where this student is in terms of their cognitive, social, and linguistic learning and development and then set goals and make a plan to reach them using the Individualize Language Development Plan form linked later on this page. The following documents will help you gather pertinent and helpful information. In

addition to the Student Background Information form linked above, you will want to utilize at least the two documents linked below:

- **[Current Realities](#)**. This guides to determine the programs and classroom strategies that support and/or constrain your student in learning, and asks you to create implications for your student.
- **[Definitions and Needs](#)**. This form guides you to note strengths and needs of your student in cognitive, social/affective, linguistic, cultural, age, and schooling.

5. You can use the additional forms to collect other information about the child that could be of help as you complete the Individualized Language Plan and make goals for your student. This [link](#) will take you to those additional forms.

6. The assignment sheet and the reflection on the project are the only two documents you will turn in through Learning Suite.

7. The assignment sheet is called the [Individualized Language Plan](#), linked here. This document will help you develop goals and a plan for your student. This document called, IDLP Writing Goals.

5. You will find the rubric for this assignment [linked here](#). Consider it carefully as you create the Individual Language Development Plan.

8. After you finish the IDLP, you will write a reflection that reports your experience learning about, evaluating his/her language development, and setting goals and making plans for that student, you will then write a reflection about this experience. Use Appendix A to guide you and as your rubric for the reflection. The Inclusive Pedagogy Framework can be used as you think about and write your reflection. (Remember it is found in the TELL Tools book linked above).

If you need an example of what an IDLP should look like, read through this [sample](#).



This content is provided to you freely by Equity Press.

Access it online or download it at https://equitypress.org/ptd8/inclusive_pedagogy_f.