

Glacier High School Math Department Individualized Learning Pathway (ILP)

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Explanation

- ILP is a course format offered in three standard level math courses; Algebra 1, Geometry, & Algebra 2
- ILP is a **course format**. It is not a different course; ILP math courses follow the same set of standards as traditionally formatted math courses.
- ILP is an asynchronous learning model.
- The ILP math course format delivers content, learning goals, tasks, assessments, and competency requirements via an online platform. Each student accesses content and progresses at their own pace.
- The learning environment is student-centered, utilizing both individual and small group formats. Students read, take notes, view worked examples, watch videos, complete explorations and interactive modules.
- The teacher provides targeted individual instruction or “mini lessons” based on individual needs.
- Instruction is not whole class instruction. Instruction is not based on what section a student “should be” on, or what their classmate is completing. Instruction is timely and personal.
- **The ILP format does not provide daily direct instruction for all students, for each learning goal.**
- Students must independently monitor, check, and evaluate their level of understanding on individual assignments and learning goals (using provided resources), taking ownership of their own learning.
- The instructor monitors progress, provides feedback, and assess competency. The instructor grades both formative and summative assessments such as quizzes and tests. Based on proficiency, the instructor will differentiate, providing multiple opportunities and pathways for the learner to gain competency.
- Course materials include pacing guides with the suggested numbers of days to spend on content, and suggested due dates.
- Weekly monitoring of progress helps determine and communicate if a student is “on pace” to complete the course in a given term.

Benefits / Drawbacks for Students

- **Benefit:** Students that are slightly faster can move quicker because pace is not determined by the teacher or other students.
- **Benefit:** Students that work slightly slower have an option that does not penalize them for needing extra time to learn. The ILP format provides resources and pathways that remain in place at the end of a traditional semester or yearlong term.
- **Benefit:** It is flexible! Students may progress quickly when “they already get it”, and can slow down when necessary. There is not one predetermined pace.
- **Benefit:** Students never miss a lesson when absent. Students pick up right where they left off when they return from any absence, illness, or activity.
- **Benefit:** Students may complete work outside of class meeting time, allowing them to “work ahead”. All assessments (Quizzes & Tests) are to be completed IN CLASS.
- **Benefit:** It may take less than 90 days to earn a semester credit.
- **Drawback:** It may take more than 90 days to earn a semester credit.
- **Benefit & Drawback:** F’s and D’s are not allowed. Students must score a C or higher on all graded work, formative assessments, and summative assessments. Scores lower than a C require students to revisit the learning objectives; practicing before reassessing competency.
- **Benefit:** Absent/sick students are not left behind. In a traditionally formatted class, the course moves on when a student is absent. Instruction and pacing does not stop when someone misses a day. Consequently, upon returning, the absent student must attempt to learn today’s lesson even though they have not learned what has lead up to the lesson. Any skill deficit that may exist will continue to grow, compounding the problem. They may be perpetually be working from behind.
- **Drawback:** Students do not “move on” without demonstrating proficiency/competency. Students cannot fake it, and hope they make it later.
- **Benefit & Drawback:** Students will not have missing assignments. Students must complete all course work to earn credit. This means they cannot skip an assignment
- **Benefit:** No F’s at the end of a term. Students that have not completed the coursework receive no “grade.” An X is recorded, and no credit is awarded.

Who should take an ILP formatted math course?

Good candidates for the independent learning pathway (ILP) format include:

- Students that are prepared to advance to the next sequential standard level course.
 - Algebra 1, Geometry or Algebra 2
- Students that are interested in a self-paced course. The student should want to be in this format!
- Students that may want or need a little more time.
- Students that are able to move faster (possibly a little impatient with traditional pace).
- Students that can read a textbook, follow worked examples, watch instructional videos, and then apply the content to new learning.
- Students that demonstrate understanding and competency, not just completion.
- Students that demonstrate positive independent learner behaviors.
- Students that can function and make daily progress even without daily teacher directed instruction.
- Students that consistently complete daily work.
- Students that “make up” their work when absent.

Who should not take an ILP formatted math course?

Not all students are good candidates for ILP. The ILP format is not recommended for:

- Students that are not ready / prepared to advance to the next sequential standard level course.
 - Algebra 1, Geometry, or Algebra 2.
- Students that want/need direct instruction for most lessons.
- Students who are receiving a high level of support services.
- Students that do not self-regulate or self-pace.
- Students that require teacher interventions regularly for disruptive or off-task behaviors.

What are other support options for math?

Students needing extra structural or curricular support are be placed into one of the following courses: Algebra 1A, Algebra 1B, Applied Geometry, Intermediate Algebra, or Strategic Math.

- Algebra 1A&1B, Applied Geometry, Intermediate Algebra, and Strategic Math include daily direct instruction, and para educator support. They include customized course pacing. These courses include remediation and / or strategic emphasis on selected course standards.
 - **Algebra 1A** (1 Credit, Year Long Course) followed by **Algebra 1B** (1 Credit, Year Long Course) provide direct instruction, with other supports, on ALL standards covered in a traditional Algebra 1 course but is completed over two years. Alg 1A (1 Credit) + Alg 1B (1 credit) = 2 math credits for graduation
 - **Applied Geometry** is an appropriate placement for students that have completed Algebra 1 (or both Alg1A and 1B) but need more direct teacher or para supports than are offered in a traditional geometry course. (1 Credit, Year Long Course)
 - **Intermediate Algebra** is appropriate for students that have completed Geometry, but need more direct teacher or para supports than are offered in a traditional Algebra 2 course. (1 Credit, Year Long Course)
 - **Strategic Math (Strat Math)** is the appropriate placement for students with identified math goals as determined by their IEP team. Case managers shall review the placement of all students on an IEP. Students may not be placed in strategic math without consulting the student’s case manager.

End Of Course Nuances for ILP

What happens when a student finishes a course before the end of a term?

- Once a student completes the semester or course, they receive credit regardless of the date earned.
- They may start another course or subsequent semester immediately.
- They may have an opening in their schedule.

What happens if a student does not finish a course before the end of a term?

- If a student has not completed the course objectives at the end of the term, credit is not awarded, and no A-F grade is recorded for the term. An “X” will be put in place until the course (or semester) is completed.
 - The student will continue working on content in the subsequent term.
 - Alternate scheduling such as summer school may allow a student to continue and complete a course after the conclusion of the traditional school year.
 - When the course is completed, the “x” will be replaced with the appropriately earned grade.
 - Students do not have to fail before finding success; they just have to keep working.