Department of Education

Language Allocation Policy

Facilitator's Guide

Office of English Language Learners

Spring 2011

INTRODUCTION

This guide is designed to provide resources and recommendations for in-school professional development activities related to the New York City Department of Education (NYCDOE) Language Allocation Policy (LAP). The resources in the guide can be used by individual school staff developers, Compliance and Performance Specialists (CPS) serving English Language Learners (ELLs), and all staff that support ELLs in the central office, Integrated Services Center, or School Support Organization. The resources contained here are designed (1) to develop the knowledge of key players in a school, (2) to assist a school with complying with New York State regulations as well as meeting NYC LAP requirements, and (3) to collect evidence that a school is successfully moving towards compliance and alignment.

Organization of the Guide

The guide is divided into five sections:

Section 1 introduces the purpose and organization of the guide and the learning packages.

Section 2 provides the guide user, or facilitator, with several recommendations for planning and implementing staff development at a school. This section also includes general recommendations for facilitators who have not had extensive experiences as trainers or staff developers.

Section 3 provides data collection forms. One form allows the school administration and the facilitator (i.e., the person who provides the staff development) to report on both staff development and targeted activities that will bring the school into compliance and alignment with other school plans. The form "School to ELL CPS" is sent to the ELL CPS. The form "ELL CPS to Central" is designed to summarize LAP staff development activities within districts in order to elucidate future support needs of district facilitators; this second form is sent to the Office of English Language Learners at the NYCDOE.

Section 4 includes several resources that are referred to in the learning packages or in the recommendations (Section 2). The Report Out and Problem Solving templates are duplicated and distributed with the Learning Packages during staff development activities. The National Staff Development Council's *Tools for Schools* publication on team values, the Ground Rules, and the Clarifying Protocol are additional resources for facilitators. They assist in establishing team-building skills, since most of the activities in the learning packages require team decision making.

Section 5 includes nine learning packages that are used by participants during staff development activities. Each of the first eight packages represents one of the eight LAP principles. The ninth learning package is focused on Special Education and the LAP.

The Learning Packages

The learning packages in Section 5 are designed so that staff development participants can develop their knowledge about specific LAP principles. Each principle consists of (1) a short introduction to the target principle that requires a review or study of key documents in the LAP tool kit, (2) a simulation activity that requires the identification of a problem in a case study, and (3) an exercise on identifying the status of target principles in schools and classrooms. The simulation activity allows participants to apply problem-solving skills using their own schools.

Organization of Learning Packages

1. Each learning package provides learning materials and directions for using the package.

2. Each package begins with a definition of the target principle and then specifies behaviors or situations that indicate appropriate implementation of the principle. The staff developer guides the participants in using relevant documents in the LAP tool kit so that they become used to referring to the contents of the tool kit.

3. All of the packages include sets of case studies that describe schools or classrooms that are not in compliance with New York State regulations (CR Part 154) and/or in alignment with the LAP. There are case studies for elementary, middle, and high school levels in each package. Participants form small problem-solving groups or teams and use case studies to identify compliance and alignment issues (i.e., problems), recommend changes or solutions, and develop timelines for implementing recommended changes. The teams report out to the whole group, answer questions about their report, and respond to observations by members of the whole group.

   Case Studies: Each case study purposely describes a school or classroom situation that is out of compliance with NYS regulations and not in alignment with the LAP. Case study activities allow school teams to identify missing information to include before making possible changes. The process of identifying missing information leads to discussions about differentiating between actual problems and symptoms of problems. Also, identifying needed information leads to a better understanding of how the practices of a school or teacher might deny ELL students access to appropriate and effective instruction. Finally, the analysis and concomitant discussion will allow participants to more readily analyze the implementation level of target principles in their own schools and classrooms. The case-study process emphasizes that the lack of complete information does not prevent the participants from identifying possible solutions and developing a timeline.

4. The next activity in each package allows participants to apply problem-solving strategies to an analysis of the implementation of the target LAP principle in their own schools.

5. After the small teams report out to their peers, the whole group comes to a consensus about which solutions or changes will be implemented and how they will be implemented. A school timeline is also developed.

LAP RECOMMENDATIONS

Planning For Staff Development

Assessing Needs: To prepare for LAP staff development, first determine the specific needs of the participating school. Conducting a needs-sensing activity will highlight what areas of the LAP to emphasize during staff development. This activity does not take much time and is designed as an information gathering activity. The information will help you identify the principles that are not in place and plan what to emphasize for each staff development meeting.

Needs-Sensing Activity:

- Interview key players in a school, e.g., the principal, ESL teacher, bilingual teacher.
- Review the school's LAP and CEP.
- Visit selected classrooms to determine the level of implementation of the LAP principles.

You may discover that the target school has implemented some of the LAP principles and you may not need to provide staff development using all of the learning packages.

Involve Administrators: Have a quick debriefing with the school's administrators on your findings. Highlight that you are only gathering information in order to better prepare for the staff development meetings. Encourage them to assist in planning, attend and participate in the staff development activities. *Emphasize the need for all key players to participate in the activities including representatives for the school community and school leadership team.*

Liaison: Ask the school's principal to appoint a staff member who can act as your liaison. This is someone you can contact on an on-going basis and will assist you with the following:

- Logistics for the staff development meetings
- Follow-up requirements such as distribution of resources to participants
- Preparing materials for the activities
- Ensuring that all announcements and reminders are made

Next Steps: Once you have gathered all of your information and have established your liaison, you are ready to begin preparation for the staff development meetings.

Preparation for Staff Development

Refresh your memory about details. Review each of the key documents that will be used during the initial training event. The key documents are:

- *Language Allocation Guidelines,*
- *LAP Handbook for ELL Programs,*
- *Language Allocation Policy Principles, and*
- *New York State Regulations (CR Part 154).*

A review of the glossary is also important. It includes definitions of key concepts that participants may ask you to comprehend and connect to their specific school and classroom situations. All of the documents are in your LAP tool kit.

Study each learning package before using it for staff development activities. Be sure you are thoroughly acquainted with the organization and contents of the tool kit so that you can access documents readily and make recommendations to participants.[1]

Materials: Prepare sufficient copies of handouts and the target learning package. Copy each resource on different colored paper to facilitate use. Make sure you have extras of all materials. Also, make sufficient copies of any of the documents in the Facilitator's Guide resource section that you will use during the staff development sessions.

Practice: If you have little or no experience in presenting to groups, you should practice using your agenda, the tool kit, key documents, and the learning packages with colleagues to iron out the wrinkles and get suggestions for a more effective presentation style. In addition, the learning packages give the same set of directions for small groups using them.

[1] After providing staff development sessions at a few schools, you will probably develop an in-depth knowledge of these documents, and this review will not be necessary.

Questions and Issues: The first few times you use the learning packages and conduct the staff development activities, try to reflect a little on the issues, concerns, and questions that might arise during a discussion and analysis of the target principle. Prepare a few responses for these possible questions and concerns, always aligning the response to the regulations and policies. Emphasize that complying with the regulations and policies supports ELLs; aligning programs with State and City requirements supports the student population.

First Training Session

If possible, provide light refreshments and networking time before the presentation. Explain the purpose of the session and provide a timeline and topics for future staff development activities. In this session, demonstrate how to use the tool kit—organization and content. You might want to spend a short amount of time at the beginning of each session pointing out the purpose of each resource or handout you are distributing.

Assessing participant knowledge level: At the first meeting with the key players—administrators, teachers, and specialists (ESL, Special Education, intervention specialists, cluster teachers, coaches, school leadership team members)—and after describing the purpose of the staff development meetings, ask members of the audience:

- To briefly identify the school's activities that are aligned with the LAP principles,
- To describe the school's plan for implementing each of these principles, and
- To define the status of the implementation for each principle.

This activity will acknowledge that the participating school already focuses on the LAP, and that staff development activities will further align the school's plan with the policy principles of the NYCDOE. It will also provide you with more insight into participants' level of knowledge about the target principle and/or the New York State (NYS) regulations. You might find that a principle still needs review even when you have been assured it is "in place" during the needs-sensing activities.

Content of the training session: The focus of the first meeting should be a discussion based on the key documents. Again, the key documents are the

- *Language Allocation Guidelines,*

- LAP Handbook for ELL Programs,
- LAP principles,
- NYS regulations (CR Part 154), and the
- glossary.

If a school's staff and school leadership team have not thoughtfully implemented the NYS regulations in the past, sufficient time will need to be spent during the first session on reviewing the CR Part 154 document, explaining the regulations, and guiding the participants in identifying school and classroom indicators of successful compliance with the regulations. All participants need to have a copy of the regulations.

Stress the need for participants to keep these readily available for review when placement, program, and instructional decisions are being made during grade, department, and school-wide meetings. This study may result in the need to devote two sessions to key documents.

Learning strategy: A reading jigsaw activity with discussion questions is probably the best staff development strategy to use for studying the documents.

Sessions Devoted to the Learning Packages and the LAP Principles

The learning packages include the same set of activities. Only the focus and case studies are different in each package. Again, be sure you are thoroughly acquainted with the organization and contents of the tool kit so that you can access documents readily and make recommendations to participants.

After the initial use of a learning package, you probably will not have to review the directions and activities for the rest of the packages. Participants will only be able to complete one package per session since they will need sufficient time to discuss the target case study and report out on what they have learned.

Creating Teams: Break participants into 3- or 4- member self-managing teams. Since you will not be able to facilitate every team's process, you might want to suggest that each team:

- Identify a scribe who can take notes and keep a record of decisions,
- Name a spokesperson who represents the team in the report-outs, and
- Appoint a team manager who keeps the team on task.

If the team is made up of four members, the fourth member can be designated as a liaison who will consult with you.

Activities: Now that the teams have been formed, participants can begin to read the case study selected. Instruct participants to analyze the case study, identify the problem, and identify strategies for rectifying the problem.

Report-outs: After the groups analyze the case study and identify strategies for rectifying the problem in the case study, have them report their plans. If the number of participants is large, you might want to choose a few groups to present their solutions. After the report-outs, members of the larger group can ask questions and make observations based on their group's work.

Making Connections: After groups report out, ask them to connect the problem they analyzed in a case study to their school and/or their classrooms. They should find strategies for making their school or classrooms more in alignment with the NYS regulations and/or LAP principles. Leave time for questions and observations from other participants until the end of the report-outs. Once all the problems are presented, the whole group must come to consensus about which solutions everyone will field test or try out in their schools or classrooms. That is, a plan and timeline will be established to rectify situations that are out of compliance or alignment.

To facilitate this activity, group members should have access to easel paper so that they can record their solutions and plans, and present to the full group. You will need to limit such presentations to a few minutes with the help of a timekeeper.

The First LAP Principle: If a school is not in compliance with State regulations and City policies, the session devoted to the first LAP principle will be the most complex because the case studies and Making Connections section assume a knowledge of the three mandated program design models, the components of NYS regulations explicated in CR Part 154, and the information provided in the LAP Guidelines. Although you introduced this material during the first and/or second session, you may have to closely review this information again. Again, the Next Steps activities for this learning package will probably take a considerable amount of meeting and planning time on the part of the school staff in collaboration with the school leadership team to develop a strategic plan for compliance.

Additional Considerations:

Be mindful of your time: Be sure to have enough time to complete the steps in the Closure/Next Meeting section. Review what was accomplished during the session and be sure everyone is clear about their assignments. If the group will move onto another principle at the next meeting, hand out the next learning package and ask them to review it before the next meeting.

Absentees: Work with the school's administration and school leadership team in planning activities for key players that are absent from any of the staff development/knowledge building meetings.

Follow-up visits and activities: When possible attend grade, department, or school-wide meetings to determine the status of planned changes. An excellent activity would be to show and discuss selected video materials from the LAP DVD in the tool kit.

Additional Recommendations

Visual focus: Use overheads or presentation slides of your agenda and key points. They will provide a visual focus for attendees.

Ice Breaker: If you have time, use an ice breaker—preferably one that relates to one of the topics that will be analyzed during the day's activity.

Start on time: If you announce you will start at 3:00 p.m., provide 10 to 15 minutes of networking before that time, and then start on time.

Protocols: Some staff developers and professional trainers find it helpful to post and refer to a participation protocol or a set of ground rules. Group protocols or ground rules are especially useful for the Making Connections and Next Steps sections of the learning packages. Participants are asked to brainstorm and make connections to school and classroom situations that will need to be changed to be in compliance with the LAP principles. Coming to consensus about issues and solutions is always a difficult activity, but when participants stay within the ground rules, the group is able to focus. You will find a set of ground rules in the attached article of this guide titled “Norms Put the ‘Golden Rule’ into Practice for Groups.”[2]

Group problem solving: You will be facilitating a simulation of group problem solving as teams work on their case studies. You will also be facilitating group problem solving as members connect the simulation activity to their school and classrooms in the Making Connections section of the activity. Effective problem solving usually follows a sequence of behaviors. There are several versions of this sequence. (You might know of one that differs from the one referred to in all of the learning packages.) If you feel more comfortable using your version, please feel free to do so, possibly displaying it on an overhead or presentation slide. However, be sure to introduce and discuss the steps of problem solving at the beginning of the first few staff development meetings. Encourage teachers who are participating to teach their students how to use a problem-solving protocol since it is an excellent, and challenging, procedural skill that will come in handy for academic and non-academic purposes. You will find a copy of the problem-solving steps in the resource section of this guide.[3] Be sure to make copies for participants.

Consensus: In each of the staff development sessions on LAP principles, the small teams, which will be working on case studies, and the whole group, which will decide what changes will be made

---

[2] During the 1990s, the National Staff Development Council (NSDC) published a series called “Tools for Schools.” The August/September 1999 issue provides strategies for establishing norms for study, decision making, and focus groups (www.nsdc.org).

[3] Also see Sandy Pokras, (1995). *Team Problem Solving, Solving Problems Systematically.* Menlo Park, CA: Crisp Publications.

in their schools and classrooms, must come to a consensus on all decisions. This requires the participation of all members of the group. The experience needs to be characterized by all participants listening, discussing, being respectful, being patient, contributing, and following the ground rules. Group members should suggest modifications to original proposals and models, yielding revised agreements and group decisions.

Advantages of a consensus: Unlike a majority vote, decisions by consensus require a full commitment from all group members. Because everyone is involved in the decision and must indicate agreement, the outcome is likely to be accepted by most. Consensus means:

- Everyone's opinions are heard and encouraged.
- Differences are viewed as helpful.
- Everyone can paraphrase the issue.
- Everyone has a chance to express feelings about the issue.
- Those who disagree indicate a willingness to experiment for a certain period of time.
- All members share the final decision.
- All members agree to take responsibility for implementing the final decision.[4]

Reinforcing ideas: Similar to the use of "visual markers" in sheltered content instruction, each time you refer to a document, hold it up so all can see it. Additionally, when you use key words, write them on a chalkboard or a blank overhead transparency so participants see the terms as you introduce and repeat them. Underline them each time you re-enter the terms.

Facilitation style: While the groups are working on the tasks in the learning packages, walk around from group to group. Listen to the discussion and give input when appropriate or necessary. Jot down interesting or perceptive comments you hear, and work them into your directions or responses later during the activity. Always appear interested and involved in each group's process and progress. Never sit and do other work during the group activities.

[4] Building Systems for Professional Growth (1989), Chapter 4, Handout. Reading, MA: Northeast and Islands Educational LAB.

Spiraling up: Begin each successive session with a brief re-entry activity or warm up that re-introduces key concepts and terms. A word matching game or a cloze selection might be used.

Review and re-entry: Review one or two points from the CR Part 154 document, LAP principles, and LAP Guidelines at each new meeting. Activities may include completing a semantic web or chart with key points, participating in a cloze reading, or writing a group summary. Again, briefly remind participants of what is in the tool kit and where they can find specific documents.

Ignore late comers: If they ask questions about material covered before they arrived, politely let them know you have covered the content of their question before they arrived and you will gladly remain after the presentation to discuss the issue with them.

Dissemblers: Stick to the content of the activity. Dissemblers will try to get you to speak only to their agenda. Again, acknowledge the dissemblers but explain you are not prepared to speak to their issue(s) during the activity but will gladly remain after the presentation to discuss the issue with them. The need for change often causes people to be defensive and they want to ensure you that current situations are not their fault. Or, they may want to report all the actions they are personally taking to rectify the situation. Gently move them on to the issues at hand. Again, offer to meet them after the session so that they can share their experiences with you.

Staff development focus: Don't let the administrators or participants co-opt your agenda with other issues, such as announcements. If they want time at the end of the presentation, then let administrators or participants handle the teachers eager to leave. Decide on scheduling when you plan the presentation with the administration and liaison.

Follow up: If you promise to send something, send it. If you use a sign-in sheet and invite people to identify a concern or interest, then send a note telling them where they can find the information in one of the documents in the tool kit, or send them a copy of the relevant page or section. This reinforces the importance of what is covered during the session as well as the importance of their concern or interest.

Reflection: Talking about and planning how to respond to issues and needs is a form of reflection. However, if participants are to internalize and synthesize what they are learning in these staff development sessions, they need a moment or two to think about—or write about—their concerns and how they personally can contribute to bringing their school and classroom into compliance with the state regulations and city policy. If you can schedule such a reflective moment at each session, you will facilitate the internalization and synthesis of participants' learning.[5]

Scheduling sessions: To complete all the activities or options that are included in each learning package will likely require the full 100 minutes that is scheduled for professional development. If participants are expected to complete their field testing assignments (see the directions in the Next Steps and Closure/Next Meeting sections of the learning packages) and report their findings to their respective groups, time must be allotted for this activity at the next staff development meeting devoted to LAP training. Here are two options for completing the full course:

(1) Follow-up and report out about the field-testing activities can be concluded during grade-level, program or department meetings. A written summary can be shared with other participants at the next staff development session devoted to LAP training.

(2) If the 100-minute sessions are already planned and scheduled for other staff development activities, then the sessions devoted to LAP training should focus on the analysis of the definition and simulation/case study activity. Then, the study group, grade-level, program, or department meetings can be devoted to the Making Connections, Next Steps, and Closure/Next Meeting sections of the learning packages. This option will require considerably more planning and monitoring to ensure that other issues don't interrupt the flow of the process.

The frequency of meetings and intensity of the implementation of LAP staff development may depend on other staff development plans and schedules for completion of the LAP.

[5] Also see Germaine L. Taggart and Alfred P. Wilson (1998). *Promoting Reflective Thinking in Teachers: 44 Action Strategies.* Thousand Oaks, CA: Corwin Press. (e-mail: order@corwinpress.com)

Feedback Form

School to English Language Learner Compliance and Performance Specialist (ELL CPS)

School	Date
Principal (print)	ELL CPS (print)
Signature	Signature

1. How were the various staff development resources used? Were only the learning packages used? Were any of the optional implementation sequences used? Which ones? How were the video resources used?

2. How were the staff–development/knowledge-building activities passed along to those members of the school community that missed any of the activities?

3. Was there a need to update or develop a plan for implementing any of the language allocation policy (LAP) principles? Which principle(s) will your school focus on this school?

4. Briefly describe how this principle(s) will be designed, field tested, and implemented? What is the timeline?

5. How will the implementation of the LAP in your school be sustained? What school-wide or programmatic strategies will be used?

6. What issues or problems arose due to the staff development? Were there any changes? Did teachers and administrators need more time to study the regulations and policies (than was provided in the staff development activities) before they were able to plan for compliance with those regulations and policies?

Feedback Form

ELL Compliance and Performance Specialist (ELL CPS) to Central

District	Date
District Superintendent (print)	ELL CPS (print)
Signature	Signature
ELL Network Specialist (if applicable)	Signature

Staff Development:

1. How many schools completed the language allocation policy (LAP) staff-development and knowledge-building activities?

2. Which school community groups participated or were represented in the LAP staff-development and knowledge-building activities? What types of knowledge-building activities were provided to parents and community members?

3. Who facilitated or implemented the staff-development activities? How, if at all, was there collaboration between ELL CPS and school staff? (In what ways did the collaboration take place?)

4. What needs-sensing activities did you conduct before you implemented the knowledge-building activities? Summarize what you learned about your schools.

5. How did you use the various staff-development resources? Did you use the learning packages only? Did you use any of the optional implementation sequences as described in the recommendations section of the Facilitator's Guide? Which one? How did you use the DVD that is included in the tool kit? Describe your approach.

6. Summarize which principles required the most analysis and planning. What thoughts do you have about this?

7. Summarize issues or problems that arose in your schools because of the LAP staff development activities.

Implementation:

8. Did all schools implement all of the LAP principles this past school year? If not, why?

9. Describe how you will continue to work with schools so that they eventually implement all the LAP principles.

Analysis and Follow-up:

10. How do you plan to assist the schools in your district with the issues and problems that arise from or during the course of implementing the LAP?

Support Needed:

11. What support do you require from the Office of ELLs for those schools in your district that are working on the LAP implementation?

Tools For Schools™

AUGUST/SEPTEMBER 1999

nsdc

NATIONAL STAFF DEVELOPMENT COUNCIL

www.nsdc.org

INSIDE

3-4 Developing norms

5-6 Norms of the NSDC board and staff

7 Resources

8 Ask Dr. Developer

A bi-monthly publication supporting student and staff learning through school improvement

Norms put the 'Golden Rule' into practice for groups

By Joan Richardson

Lillian always arrives late and thinks nothing of chatting with her seatmate while someone else is trying to make a point. Arthur routinely reads a newspaper during each meeting. Barbara can't wait until each meeting ends so she can head to the parking lot to tell someone what she could have said during the meeting.

Later, most of them grumble that "these meetings are just a waste of my time. We never get anything accomplished.''

Having a set of norms—or ground rules—that a group follows encourages behaviors that will help a group do its work and discourages behaviors that interfere with a group's effectiveness.

Think of norms as "a behavior contract,'' said Kathryn Blumsack, an educational consultant from Maryland who specializes in team development.

Norms are the unwritten rules for how we act and what we do. They are the rules that govern how we interact with each other, how we conduct business, how we make decisions, how we communicate, even how we dress when we get together. "Norms are part of the culture. They exist whether or not you acknowledge them. They exist whether or not you formalize them,'' Blumsack said.

Pat Roy, director of the Delaware Professional Development Center, said identifying a set of norms is an effective way to democratize a group. Writing norms helps create groups that are able to have honest discussions that enable everyone to participate and be heard, she said.

WHO NEEDS NORMS?

Any group that meets regularly or that is trying to "do business'' needs to identify its existing norms or develop new norms. In school districts, that would include department groups, grade level teams, interdisciplinary teams, content area teams, school improvement teams, action teams, curriculum committees, leadership teams, advisory committees, and special project groups.

Although a group can pause and set norms at any time, Blumsack and Roy agree that it's ideal to set norms at the beginning of a group's work together.

"If you don't set norms at the beginning, when the behaviors become ineffective you have a harder time pulling behavior back to where it should be,'' Roy said.

Because every group has unspoken norms for behavior, groups need to work at being explicit about what they expect from each other. "Get those assumptions out on the table,'' Blumsack said.

CREATING NORMS

Some groups would prefer to have a set of norms handed to them. But Roy and Blumsack both said groups will feel more ownership of the norms

Continued on Page 2

Norms put 'Golden Rule' into practice

Continued from Page One

if they identify and write their own.

"If they don't do this, 10 minutes after you've handed them a list, they'll begin violating the norms because they aren't their norms,'' Roy said.

There are two distinct ways to write norms. The first is by observing and writing down the norms that already are in use.

That's how the NSDC Board of Trustees established the set of norms it has used for about eight years. The NSDC board meets for two days twice a year, each time with a lengthy agenda of material that must be addressed.

The norms (which are published on Page 5) grew out of a board discussion about how it operated and how it wanted to operate. Pat Roy, who was then a board member, was tapped to observe the board's implicit norms during one meeting and draft a set of norms. "Essentially, I wrote down what I saw in operation,'' Roy said.

Roy's first draft was edited and refined by staff and other board members. That set of initial norms has been largely unchanged over the years.

The second way is to have group members suggest ideal behaviors for groups, eventually refining those suggested behaviors into a set of norms. (See the tool on Page 3.)

Blumsack cautions that norms must fit the group. Not every group would feel comfortable with the same set of rules, which is why each group must create its own rules, she said.

For example, she recently worked with a group that was "very chatty, very extroverted.'' Initially, the group wanted a norm that banned side conversations. Two days into their work, the group was frustrated because Blumsack, as the facilitator, kept trying to enforce the norm against side conversations. Finally, the group agreed to modify the norm to fit its unique personality. Their new norm was: "If you need to make a comment, do so but return quickly to the main conversation."

PUBLICIZING THE NORMS

Simply writing norms does not guarantee that the group will remember and respect them. Groups need to continually remind themselves about the norms they've identified.

At a minimum, the norms should be posted in the group's meeting room, Roy said. "Post them and celebrate them,'' she said.

Blumsack recommends creating tented name cards for each group member. On the side facing out, write the group member's name; on the side facing the member, print the group's norms.

The NSDC board receives a list of its norms along with materials for each of its twice-a-year board meetings. Then, at the beginning of each meeting, the president reintroduces the norms to reacquaint board members with them. Since new board members join each year, this also helps to acculturate newcomers with the board's expectations.

Sometimes, the board uses activities to aid in that. During one meeting, for example, each board member was asked to illustrate one norm and the others tried to identify the norms based on those illustrations. Those illustrations were then taped to the meeting room's walls as visual reminders to be vigilant about the norms. Another time, board members were asked to write down as many board norms as they could recall from memory.

ENFORCING THE NORMS

Perhaps the toughest part of living with norms is having the norms enforced.

"The reality is that every group will violate every norm at one time or another. So you have to talk about violations and how you'll deal with them,'' Roy said.

Blumsack agrees. "If you don't call attention to the fact that a norm has been violated, in effect you're creating a second set of norms. For example, a common norm is expecting everyone to be on time. If you don't point out when someone violates that norm, then, in effect, you're saying that it's really not important to be on time,'' Blumsack said.

After a group identifies its norms, they suggest asking how they would like to be notified that they have violated a norm.

Roy recommends finding light, humorous ways to point out violations. One group she worked with kept a basket of foam rubber balls in the middle of the table. Violation of a norm meant being pelted with foam rubber balls. Other groups have used small colored cards, flags, or hankies that could be waved when a violation was noted.

Having all group members take responsibility for enforcing the norm is key, Blumsack said. Enforcing the norms should not be just the job of the group's leader.

EVALUATING THE NORMS

Finally, each group needs to periodically evaluate its adherence to the norms. A group that meets once or twice a year might evaluate each time they meet; a group that meets weekly might evaluate once a month or so.

Blumsack recommends giving each group member an opportunity to speak about what he or she has observed or take each statement and ask group members "how well did we do on this norm?''

Each member should be encouraged to identify the group's areas of strength as well as its areas of weakness, but not to single out violators.

"The more 'up front' you are about how the group is doing, the easier it will be to communicate about the other issues you're dealing with,'' Blumsack said.

Developing norms

COMMENTS TO THE FACILITATOR: This activity will enable a group to develop a set of operating norms or ground rules. In existing groups, anonymity will help ensure that everyone is able to express their ideas freely. That is the reason for suggesting that the facilitator provide pens or pencils and ask that everyone use the same type of writing implement.

SUPPLIES: Index cards, pens/pencils, poster paper, display board, tape, tacks.

TIME: Two hours.

Writing norms helps create groups that are able to have honest discussions that enable everyone to participate and be heard.

Directions

1. Indicate to the group that effective groups generally have a set of norms that governs individual behavior, facilitates the work of the group, and enables the group to accomplish its task.

2. Provide examples of norms by posting the list of norms that appears on Page 5 of this issue of *Tools for Schools*.

3. Recommend to the group that it establish a set of norms:
   - To ensure that all individuals have the opportunity to contribute in the meeting;
   - To increase productivity and effectiveness; and
   - To facilitate the achievement of its goals.

4. Give five index cards and the same kind of writing tool to each person in the group.

5. Ask each person to reflect on and record behaviors they consider ideal behaviors for a group. Ask them to write one idea on each of their cards. Time: 10 minutes.

6. The facilitator should shuffle all the cards together. Every effort should be made to provide anonymity for individuals, especially if the group has worked together before.

7. Turn cards face up and read each card aloud. Allow time for the group members to discuss each idea. Tape or tack each card to a display board so that all group members can see it. As each subsequent card is read aloud, ask the group to determine if it is similar to another idea that already has been expressed. Cards with similar ideas should be grouped together.

8. When all of the cards have been sorted into groups, ask the group to write the norm suggested by that group of cards. Have one group member record these new norms onto a large sheet of paper.

9. Review the proposed norms with the group. Determine whether the group can support the norms before the group adopts them.

Source: *Adapted from **Tools for change workshops** by Robby Champion. Oxford, Ohio: National Staff Development Council, 1993.*

Developing norms

WHEN ESTABLISHING NORMS, CONSIDER:	PROPOSED NORM
TIME • When do we meet? • Will we set a beginning and ending time? • Will we start and end on time?	
LISTENING • How will we encourage listening? • How will we discourage interrupting?	
CONFIDENTIALITY • Will the meetings be open? • Will what we say in the meeting be held in confidence? • What can be said after the meeting?	
DECISION MAKING • How will we make decisions? • Are we an advisory or a decision-making body? • Will we reach decisions by consensus? • How will we deal with conflicts?	
PARTICIPATION • How will we encourage everyone's participation? • Will we have an attendance policy?	
EXPECTATIONS • What do we expect from members? • Are there requirements for participation?	

__Source: Keys to successful meetings__ by Stephanie Hirsh, Ann Delehant, and Sherry Sparks. Oxford, Ohio: National Staff Development Council, 1994.

Norms of the NSDC Board of Trustees and Staff

WE WILL WORK TOGETHER as a community that values consensus rather than majority rule.

WE WILL BE FULLY "PRESENT'' at the meeting by becoming familiar with materials before we arrive and by being attentive to behaviors which affect physical and mental engagement.

WE WILL INVITE AND WELCOME the contributions of every member and listen to each other.

WE WILL BE INVOLVED to our individual level of comfort. Each of us is responsible for airing disagreements during the meeting rather than carrying those disagreements outside the board meeting.

WE WILL OPERATE in a collegial and friendly atmosphere.

WE WILL USE HUMOR as appropriate to help us work better together.

WE WILL KEEP CONFIDENTIAL our discussions, comments, and deliberations.

WE WILL BE RESPONSIBLE for examining all points of view before a consensus is accepted.

WE WILL BE GUIDED BY the NSDC mission statement which focuses on organization and professional development which enhances success for all students.

Norms for meetings

- Start on time.
- Develop and review the agenda.
- Conduct one piece of business at a time.
- Participation is a right…and a responsibility.
- Initiate ideas.
- Support…challenge…counter. Differences resolved constructively lead to creative problem solving.
- Give others a chance to talk. Silence does not always mean agreement.
- Communicate authentically; what a person says should reflect what he thinks as well as what he feels.
- Conduct group business in front of the group.
- Conduct personal business outside of the meeting.
- Develop conditions of respect, acceptance, trust, and caring.
- Develop alternative approaches to the solution of a problem.
- Test for readiness to make decisions.
- Make the decision.
- Assign follow-up actions and responsibilities.
- Summarize what has been accomplished.
- End on time.

***Source: Building systems for professional growth: An action guide**, by the Regional Laboratory for Educational Improvement of the Northeast and Islands, 1989. Reprinted from **Keys to successful meetings** by Stephanie Hirsh, Ann Delehant, and Sherry Sparks. Oxford, Ohio: National Staff Development Council, 1994.*

Norms within which we agree to work

WE WILL:

- Expect a leadership team member to make a commitment for one year.
- Meet only when there is a meaningful agenda.
- Start and end on time.
- Dress comfortably.
- Have refreshments.
- Have a different facilitator and recorder for each meeting.
- Keep meetings open.
- Differentiate between brainstorming and discussion.
- Only address schoolwide issues.
- Express disagreement with ideas, not individuals.
- Feel responsible to express differing opinions within the meeting.
- Maintain confidentiality regarding disagreements expressed during the meeting.
- Reach decisions by consensus.

***Source:** Hamilton Park Pacesetter School, Richardson Independent School District, Dallas, Texas.*

Learning about developing norms

■ **How to Make Meetings Work** by Michael Doyle and David Straus. New York: Jove Books, 1982. Describes how to stop wasting time and make meetings more effective. ISBN 0-515-09048-4. Check your local bookstore or library for a copy.

■ **Joining Together: Group Theory and Skills** (6th edition) by David Johnson and Frank Johnson. Needham, MA: Allyn & Bacon, 1996. Explores trust, leadership, and group development theory, including development of norms and why they are needed. Provides activities and simulations. ISBN 0-2205-19750-7. Check your local bookstore or library for a copy.

■ **Keys to Successful Meetings** by Stephanie Hirsh, Ann Delehant, and Sherry Sparks. Oxford, Ohio: NSDC, 1994. A manual that provides the knowledge, skills, and processes necessary to conduct team meetings. Includes more than 70 guide sheets for immediate reproduction and use in meetings. NSDC stock # B39. Price: $80, non-members; $64, members. To order, phone (513) 523-6029 or visit the NSDC Web site at www.nsdc.org.

■ **Skilled Facilitator** by Roger Schwarz. San Francisco, Calif.: Jossey-Bass, 1994. Practical guide for leading groups effectively, including many suggestions about developing norms. ISBN 1-55542-638-7. Price: $30.95. To order, phone (415) 433-1740.

■ **Team Building Toolkit** by Deborah Harrington-Mackin. New York: American Management Assn., 1994. Spells out guidelines for turning a diverse group of employees into an effective team. Offers helpful lists of tips and tactics for team members and group leaders. ISBN 0-8144-7826-3. Price: $ 17.95. Phone (212) 586-8100.

■ **Tools for Change Workshops** by Robby Champion. Oxford, Ohio: National Staff Development Council, 1993. Eighteen workshop modules help groups learn more about the four phases of organizational change. Includes ready-to-use structured exercises, case studies, instruments, transparencies, and handouts. Includes discusson about development of norms. NSDC stock # B27. Price: $150, non-members; $120, members. To order, phone (513) 523-6029 or visit the NSDC Web site at www.nsdc.org.

Tools For Schools

Tools For Schools is published five times a year by the National Staff Development Council.

MAIN BUSINESS OFFICE
P.O. Box 240, Oxford, Ohio 45056
(513) 523-6029
(800) 727-7288
(513) 523-0638 (fax)
E-mail: NSDCoffice@aol.com
Web site: www.nsdc.org

Editor: Joan Richardson
Designer: Susan M. Chevalier

SUBSCRIPTIONS
Subscriptions to this publication are included in NSDC membership but additional copies may be ordered at the following rates.

1-25 copies:	$2.50 each, non-members; $2 each, members.
26-49 copies:	$1.75 each, non-members; $1.40 each, members.
50-100 copies:	$1.50 each, non-members; $1.25 each, members.
100+ copies:	$1.25 each, non-members; $1each, members.

To order, contact NSDC's main business office.

August/September 1999

Tools For Schools

Ask Dr. Developer

Dr. Developer has all the answers to questions that staff developers ask. (At least he thinks he does!)

A simple test can be revealing

Q *I think spending hours to develop norms is a waste of time. Everyone attending these meetings is an adult. Adults know how to behave and participate in meetings. We just want to get to work when we get into one of these meetings. We don't want to sit around and talk about how we're going to do that work.*

A I wonder if everyone attending these meetings agrees that everyone knows how to behave. Whenever I've asked groups if they need to develop norms, I usually hear from at least two or three persons who like the idea. I've discovered that these individuals often haven't been able to fully participate in meetings. Often, they believe that one or two individuals dominate the discussion, resulting in decisions that they can't support.

Answering these questions may help you decide whether your group needs to spend time developing norms:

- Does every member join in your group's discussions?
- Does each member listen as the others speak?
- Does any single member dominate the discussions?
- Do all members arrive on time and stay for the entire meeting?
- Is everyone prepared to do their work when they arrive?
- Does each member of the group believe his or her time at the meeting has been well spent?

One way to test whether everyone agrees on the norms that guide your meetings is to ask the members of your group. Distribute index cards and, on each card, ask each member to write one norm that they believe governs the group's behavior. Post those responses so that all members can see the responses.

If you find that the group identifies the same norms and wants to continue those norms, then you merely need to assemble them into a list that can be easily shared with your group.

On the other hand, if your group is not in agreement on the norms, you still have work to do.

Ultimately, all members of the group should have a voice in deciding whether the group needs to spell out norms and then in working to identify what they should be.

NATIONAL STAFF DEVELOPMENT COUNCIL
Member Services
PO Box 240
Oxford, Ohio 45056
Membership info: (800) 727-7288

NON-PROFIT
U.S. Postage
PAID
Permit No. 79
Wheelersburg, OH
45694

PRINCIPLE 1: A COHERENT LANGUAGE ALLOCATION POLICY FOR EACH SCHOOL

Discuss the definition and indicators of the target principle. You may want to review related concepts and terms in the Glossary in the resources section of the tool kit.

Definition

A school's language allocation policy (LAP) document describes how and when the student's native/home language and English are used for instruction and student demonstration of learning. A school's LAP must comply with federal Title III requirements and Part 154 of Commissioner's Regulations. All stakeholders should be able to articulate clearly the school's LAP and all practitioners should be able to implement it.

Indicators

1. There is an easily accessed document that includes a description of the school's LAP and how it is applied to each English Language Learners (ELL) program—Transitional Bilingual Education (TBE), Dual Language, and freestanding English as a Second Language (ESL)—in the school.
2. All stakeholders (administrators, teachers, special education, and other specialists, parents, students, and others) are able to articulate clearly how, when, and why the students' native language and English are used in teaching and learning.
3. LAP implementation and refinement plans are included in the school's CEP.
4. A coherent LAP is reflected in planning and in classroom instruction to ensure continuity of the components of the policy.
5. The teachers' schedules reflect the language(s) of instruction and are prominently posted.
6. The knowledge level is sustained through ongoing professional development for all staff members on changes and status of the school's LAP.
7. There are sustained activities for informing and orienting parents to the school's LAP.

Interactive Activity: Simulation and Application of Learning

Directions and Prompt

1. Establish a 3- or 4-member group.
2. Choose one of the cases listed in the next box. The case should match your school level (or a school level that is relevant to your school or classroom context).
3. As a group, analyze the problem or issue in the case and identify a possible solution or action (or a set of solutions/actions) for dealing with the problem or issue.
4. Generate a strategic plan for implementing your recommended solution or strategy.
5. Refer to "Steps in the Problem-Solving Process" on the last page of this package. These steps will guide you through the problem-solving and plan-development process.
6. If team members are not sure of some of the terminology or concepts referred to in the case study, the team should spend time looking up the term(s) or concept(s) in the:
   a. *Language Allocation Policy Glossary*
   b. LAP principles
   c. *Language Allocation Policy Guidelines: The LAP Handbook for ELL Programs*
   d. New York State Regulations CR Part 154.

   All items can be found in the LAP Tool Kit.
7. Once the group members have developed a strategic plan, they present it to the other groups who have focused on the same case study. Organize your report on the template that accompanies this learning package.

CASE STUDIES

ELEMENTARY SCHOOL:
PS 999 sends a letter, in English only, to the parents of TBE students, informing them that the native language will be the language of instruction during the fall term. ESL instruction will be provided to those students. By January, children should have enough English proficiency to warrant instruction only in English. This is in keeping with the recently mandated New York City Department of Education Language Allocation Policy (LAP). How would you guide the administrators of this school in re-thinking this plan so that it is in compliance with State regulations and the LAP? What new program components and practices would you suggest they implement?

MIDDLE SCHOOL:
Middle School X2Y uses a modified version of the TBE program model. A majority of the English Language Learners (ELLs) perform at low proficiency levels in both Spanish and English, according to a program-developed English placement instrument administered to new enrollees. Beginner students receive native language arts, social studies, science, and math in Spanish as well as two periods of ESL. Intermediate- and advanced-level students are enrolled in native language arts (NLA), social studies, and science, as well as ESL. Math is taught in English. Materials in the native language classes are in Spanish. Recently, ELL Specialist reminded the principal that the LAP Guidelines suggest that native language content courses should gradually spiral up the use of English so that instruction eventually would be 75 percent English and 25 percent Spanish for advanced ESL level students. How could the administration in collaboration with the native language and ESL teachers revise the programmatic and instructional practices in order to meet this goal?

HIGH SCHOOL:
The ELL department in a high school provides courses in NLA, native language content, Foreign Languages, Heritage Languages, and ESL. Students who score at the beginner and advanced-beginner levels of English proficiency and who have limited literacy skills in their home language are placed in native language content areas and literacy as well as in two periods of ESL. Students who are classified as intermediate and advanced in ESL are placed in content classes taught by teachers who are proficient enough in the students' native language to explain complex vocabulary, concepts, and assignments; but the language of instruction and materials are in English. This latter population is also provided test-prep support in English. Recently, the principal of the school asked the assistant principal of the department to implement staff development activities that would lead to the implementation of more appropriate "language shift" practices in the content classes. That is, both languages would be used in all of the content courses appropriate to the high and low demand of the content of the lesson. Finally, instruction is to be contextualized and designed to mediate learning when the concepts and principles are complex. The objective is to begin using this language allocation approach in the winter/spring semester and be fully implemented by the following fall term. What programmatic and instructional practices would you recommend to the assistant principal and department teachers for redesigning the current language allotment model so that it is more aligned with the principal's goal?

Report Out After Discussion and Problem Solving

1. The teams report out to the whole group, and respond to questions and observations by the whole group. If possible, each team writes its plan on easel paper* (or on an overhead acetate) so that the other participants see the main points of the recommended solution and plan as well as the timeline.
2. Each team responds to clarification questions and observations from other teams.
3. Volunteers from the participants make connections amongst the various team reports, noting their differences and similarities.

*The facilitator might want to save the report-outs on easel paper for future reference.

Making Connections

1. Participants use the above case study method to analyze a similar problem in their school that relates to the target principle.
2. Teams of 3–4 members follow the problem-solving process to analyze the problem, identify a possible solution or intervention, and generate a strategic plan.
3. Each team can focus on an individual problem or all teams can focus on one problem.
4. Again, each team reports out to the other teams and responds to questions and observations.

Next Steps

1. Members of a team come to agreement on which solutions they will practice implementing in their classrooms or in their school. (Remember that the solution represents the appropriate implementation of the LAP principle that this card focuses on.)
2. Participants in collaboration with the school's administration develop a timeline for implementing the target principle in their classrooms and/or school.
3. Participants "field test" in their classrooms or school the solutions or interventions they have proposed in the Making Connections activity. (The activities in the previous box.)
4. At the next professional development meeting, the team members report out on the status of their implementation of the solution. This might require meetings before the next professional development session.

Options

1. All participants practice implementing one solution in their classrooms or in the school, and meet periodically to determine the effect of the solution or change.
2. Before implementing the Next Steps, if the participants feel they need to explore other resources to successfully understand and implement the target principle, they might want to spend another professional development meeting conducting further "study" of the principle. In addition, an ad hoc study group can be established that conducts research into other solutions or interventions and reports its findings to the whole group at the next staff development meeting.

Closure / Next Meeting

1. Participants review or retell the next steps, emphasizing responsibilities and assignments expected for the next professional development meeting.
2. The facilitator identifies the date and time of the next meeting of the whole group and for any of the ad hoc groups.
3. If the whole group is moving on to a new principle, a copy of the learning folder for the new principle is distributed to the participants for review.

Optional Reflection

Participants summarize in a short paragraph what they have learned about the target principle and the strategies that can be used to implement it in a classroom and a school.

Dissemination Activities

If school members and/or key players are not in attendance during the Learning Package activities, participants act as facilitators who report to grade-level teams, faculty, leadership team, or departmental meetings.

Steps in the Problem-Solving Process – Adapted for School Use

The team members, when exploring issues and problems in their school:

1. Define the problem based on an analysis of the evidence or indications (after ensuring it is a problem and not a symptom of the problem).
2. Identify any information that might help them better understand the problem. Often team members will be able to infer some of the missing information by closely analyzing the available information.
3. Brainstorm possible strategies, solutions or actions for dealing with the problem. This may require an exploration of the information in the tool kit or the professional development experiences of the team members.
4. Develop a strategic plan and timeline for applying or "field testing" one of the strategies. As an option, each team member can apply one of the actions or solutions.
5. Identify how they will collect evidence of the impact of the strategy, solution, or action.
6. Review the impact data or results of the "field test." Each team member describes how they implemented the target strategy and the results.
7. Revise the solution or strategy if it did not have the desired effect, or revise aspects of the strategy so that it aligns with the language and learning needs of the students in a classroom.
8. Bring closure or move on to another problem.
9. Share their findings with others who might benefit from the information.

Discuss the definition and indicators of the target principle. You may want to review related concepts and terms in the Glossary in the resources section of the tool kit.

Definition

Academic Rigor describes the learning and performance tasks that a student completes during class time as well as the assignments completed outside of class. Rigorous learning and performance tasks are complex and multiple-step tasks that require the application of more than one skill area and the use of more than one learning resource. Rigorous performance tasks require a student to demonstrate what he/she knows and can do with this knowledge at a more abstract and detailed performance level. The benchmark is that a student can complete rigorous tasks without teacher mediation relative to the student's age and cognitive level. Academic rigor is demonstrated in both languages in Transitional Bilingual Education (TBE) and Dual Language programs.

Indicators: Students demonstrate academic rigor by:

1. producing complex compositions, demonstrations, and exhibits that require multiple steps to complete.
2. showing technical/digital proficiency, including, but not limited to, maintenance of an electronic portfolio or learning log, research on the Web, and word processing.
3. comprehending and defining principles and concepts.
4. applying academic discourse and language in discussions, group work such as problem solving, teacher and peer conferences, and compositions.
5. collecting, organizing, and analyzing data to determine its appropriateness for inclusion in a response or assignment.
6. planning and self-monitoring multiple-step performance tasks.
7. describing how they think about their learning.
8. revising plans and products based on new learning.

Interactive Activity: Simulation and Application of Learning

Directions and Prompt

1. Establish a 3- or 4-member group.
2. Choose one of the cases listed in the next box. The case should match your school level (or a school level that is relevant to your school or classroom context).
3. As a group, analyze the problem or issue in the case and identify a possible solution or action (or a set of solutions/actions) for dealing with the problem or issue.
4. Generate a strategic plan for implementing your recommended solution or strategy.
5. Refer to "Steps in the Problem-Solving Process" on the last page of this package. These steps will guide you through the problem-solving and plan-development process.
6. If team members are not sure of some of the terminology or concepts referred to in the case study, the team should spend time looking up the term(s) or concept(s) in the:
   a. *Language Allocation Policy Glossary*
   b. LAP principles
   c. *Language Allocation Policy Guidelines: The LAP Handbook for ELL Programs*
   d. New York State Regulations CR Part 154.

   All items can be found in the LAP tool kit.
7. Once the group members have developed a strategic plan, they present it to the other groups who have focused on the same case study. Organize your report on the template that accompanies this learning package.

CASE STUDIES

ELEMENTARY SCHOOL:
Although fourth and fifth graders at PS 2004 have participated in all-English instruction since the third grade, those who are performing at the intermediate and advanced English as a Second Language (ESL) levels still lack the necessary language and affective skills to participate effectively in the reading and writing workshop procedures. Teachers have experimented with pre-teaching and such scaffolding strategies as continuous review and demonstrations of how to complete the steps of the model with special emphasis on the reading workshop steps. However, a majority of the students have yet to internalize these steps to use them unsupported by the teacher. Several of the students refuse to follow the procedures resulting in much classroom time focused on disciplinary actions on the part of the teacher. The teachers, who had hoped to use project-based learning as a method for extending the reading and writing workshop activities, have abandoned this plan to focus on the affective and language skills needs of the students. How could these teachers (1) develop and reinforce communicative competencies and affective skills, (2) use the workshop model, and (3) extend the students' learning with short-term projects related to the reading and writing skills the teachers are teaching through the workshop model?

MIDDLE SCHOOL:
At a middle school, bilingual and ESL teachers are encouraged to emphasize vocabulary lists from a vocabulary development book that was purchased and distributed by the school administration. The practice is to assign weekly lists of 10–12 vocabulary words (that align with a topic) and lists of ten spelling words (that represent a spelling rule, or a sound, or a word family). Students are required to memorize the 20–22 words and write a sentence for each word. At the end of the week, teachers give spelling and vocabulary quizzes. Students who score at 80 percent or higher are recognized as making adequate academic and linguistic developmental growth. These students are moved along to the next stage of the language allocation continuum. Test papers are displayed at the school entrance as exemplars of ELL achievement. Forty-one percent of these students scored at the second performance level on the eighth-grade ELA examination, 17 percent at the third level, and 6 percent at the fourth level. What programmatic and instructional practices would you recommend to the school administration that would raise the academic rigor of instruction so that it is more aligned with the language and learning expectations of the eighth-grade ELA examination?

HIGH SCHOOL:
Last school year, the principal of Standards Based High School identified student use of academic language and discourse as one of his academic goals. He provided several professional development activities about the topic and required department assistant principals to emphasize academic language and discourse in their supervisory activities. Recently, during a walk-through with the ELL CPS, he noticed that most of the instruction in the ESL, Native Language Arts (NLA), and native language content classes focused on teacher-led comprehension work where students responded with short responses that reflected vernacular language and not academic or accountable talk. The ESL and NLA instruction remained textbook-oriented with recitation based on grammar lessons and traditional reading selections. Finally, in almost all the ELL classes, there was no group work where students discussed concepts or collaborated on producing products that were presented to their peers. What programmatic strategies would you recommend to the principal, and what instructional strategies would you recommend to the teachers to rectify this lack of academic rigor?

Report Out After Discussion and Problem Solving

1. The teams report out to the whole group, and respond to questions and observations by the whole group. If possible, each team writes its plan on easel paper* (or on an overhead acetate) so that the other participants see the main points of the recommended solution and plan as well as the timeline.
2. Each team responds to clarification questions and observations from other teams.
3. Volunteers from the participants make connections amongst the various team reports, noting their differences and similarities.

*The facilitator might want to save the report-outs on easel paper for future reference.

Making Connections

1. Participants use the above case study method to analyze a similar problem in their school that relates to the target principle.
2. Teams of 3–4 members follow the problem-solving process to analyze the problem, identify a possible solution or intervention, and generate a strategic plan.
3. Each team can focus on an individual problem, or all teams can focus on one problem.
4. Again, each team reports out to the other teams and responds to questions and observations.

Next Steps

1. Members of a team come to agreement on which solutions they will practice implementing in their classrooms or in their school. (Remember that the solution represents the appropriate implementation of the LAP principle that this card focuses on.)
2. Participants in collaboration with the school's administration develop a timeline for implementing the target principle in their classrooms and/or school.
3. Participants "field test" in their classrooms or school the solutions or interventions they have proposed in the Making Connections activity. (The activities in the previous box.)
4. At the next professional development meeting, the team members report out on the status of their implementation of the solution. This might require meetings before the next professional development session.

Options

1. All participants practice implementing one solution in their classrooms or in the school, and meet periodically to determine the effect of the solution or change.
2. Before implementing the Next Steps, if the participants feel they need to explore other resources to successfully understand and implement the target principle, they might want to spend another professional development meeting conducting further "study" of the principle. In addition, an ad hoc study group can be established that conducts research into other solutions or interventions and reports its findings to the whole group at the next staff development meeting.

Closure / Next Meeting

1. Participants review or retell the next steps, emphasizing responsibilities and assignments expected for the next professional development meeting.
2. The facilitator identifies the date and time of the next meeting of the whole group and for any of the ad hoc groups.
3. If the whole group is moving on to a new principle, a copy of the learning folder for the new principle is distributed to the participants for review.

Optional Reflection

Participants summarize in a short paragraph what they have learned about the target principle and the strategies that can be used to implement it in a classroom and a school.

Dissemination Activities

If school members and/or key players are not in attendance during the Learning Package activities, participants act as facilitators who report to grade-level teams, faculty, leadership team, or departmental meetings.

Steps in the Problem-Solving Process – Adapted for School Use

The team members, when exploring issues and problems in their school:

1. Define the problem based on an analysis of the evidence or indications (after ensuring it is a problem and not a symptom of the problem).
2. Identify any information that might help them better understand the problem. Often team members will be able to infer some of the missing information by closely analyzing the available information.
3. Brainstorm possible strategies, solutions, or actions for dealing with the problem. This may require an exploration of the information in the tool kit or the professional development experiences of the team members.
4. Develop a strategic plan and timeline for applying or "field testing" one of the strategies. As an option, each team member can apply one of the actions or solutions.
5. Identify how they will collect evidence of the impact of the strategy, solution, or action.
6. Review the impact data or results of the "field test." Each team member describes how they implemented the target strategy and the results.
7. Revise the solution or strategy if it did not have the desired effect, or revise aspects of the strategy so that it aligns with the language and learning needs of the students in a classroom.
8. Bring closure or move on to another problem.

Share their findings with others who might benefit from the information.

PRINCIPLE 3: USE OF TWO LANGUAGES

Discuss the definition and indicators of the target principle. You may want to review related concepts and terms in the Glossary in the resources section of the tool kit.

Definition

At schools with Transitional Bilingual Education (TBE) and Dual Language programs, the school's language allocation policy (LAP) explicitly describes how the two languages are used to support oral and written fluency, content knowledge, and the completion of rigorous learning tasks. The school's plan to accomplish this is clear and aligned with the school's goals and objectives as well as the New York City and New York State content and performance standards.

Indicators

1. There are ongoing cross-articulation meetings among all staff serving English Language Learners (ELLs).
2. Assessments of content-area learning and language development match the language of instruction and programmatic goals.
3. Class libraries are clearly organized by language.
4. There is consistency of language use for each program design.
5. There are adequate instructional materials in each language.
6. The walls are print rich in each language.
7. Languages are clearly defined by color in the lower grades consistent with New York City Department of Education practices.
8. There is evidence of the students' work in each language.
9. There is evidence of implementation of the core curriculum in all content areas in both languages.
10. Teachers maintain a portfolio for each student in which reading and writing products in both languages are collected for assessment periodically by the student, teacher, and parents.

Interactive Activity: Simulation and Application of Learning

Directions and Prompt

1. Establish a 3- or 4-member group.
2. Choose one of the cases listed in the next box. The case should match your school level (or a school level that is relevant to your school or classroom context).
3. As a group, analyze the problem or issue in the case and identify a possible solution or action (or a set of solutions/actions) for dealing with the problem or issue.
4. Generate a strategic plan for implementing your recommended solution or strategy.
5. Refer to "Steps in the Problem-Solving Process" on the last page of this package. These steps will guide you through the problem-solving and plan-development process.
6. If team members are not sure of some of the terminology or concepts referred to in the case study, the team should spend time looking up the term(s) or concept(s) in the:
    a. *Language Allocation Policy Glossary*
    b. LAP principles
    c. *Language Allocation Policy Guidelines: The LAP Handbook for ELL Programs*
    d. New York State Regulations CR Part 154.

    All items can be found in the LAP tool kit.
7. Once the group members have developed a strategic plan, they present it to the other groups who have focused on the same case study. Organize your report on the template that accompanies this learning package.

CASE STUDIES

ELEMENTARY SCHOOL:
An assistant principal recently visited an elementary TBE classroom where the teacher was excessively code-switching and using Spanglish (e.g., *rufo* for *roof*, *lonch* for *lunch*) during her lesson. The teacher believes that the practices of code-switching and Spanglish are acceptable for students learning two languages. The teacher's rationale for the excessive use of code switching and Spanglish is that it facilitates learning, and that because of students' low economic standing, they would not understand academic vocabulary. Also, she wants to appear empathetic with her students' struggle to learn in their second language. Finally, she wants to appear sympathetic with the acculturation struggles of the immigrant community. How would you convince this teacher that excessive code-switching and the use of Spanglish are not proven or appropriate practices for second language learning classrooms? How would you help her re-think her rationale? What other practices and strategies would you recommend that she use?

MIDDLE SCHOOL:
In a middle school, the TBE teachers use the "structured immersion" approach in native language and literature as well as content classes. That is, English is the language of instruction and a majority of the learning resources are in English. Most of the resources are easy-read materials. The teachers use mainly remedial types of practices and strategies for teaching language and content lessons. The students' native language is used to clarify vocabulary and multiple-step assignments. Some teachers speak the students' language as a second language and are only able to use it to provide minimal native language support. The assistant principal for curriculum supports this approach because he feels the students need to know English for the eighth-grade English Language Arts examination and other state-mandated tests. How would you convince the assistant principal that this approach does not align with New York State regulations? What practices and strategies would you recommend so that instruction is more aligned with the TBE model?

HIGH SCHOOL:
In a high school, native language content teachers use texts and traditional activities in the native language. They use short-answer quizzes and short papers to evaluate student progress. No English is used during class. According to the teachers, they use only the native language because the students lack native language literacy skills and prior knowledge, although a majority of the students have been enrolled in Native Language Arts (NLA) and English as a Second Language (ESL) classes for at least two years. This year the department is focusing on staff development to accelerate English acquisition for academic purposes. The native language content teachers have stated that they "don't need training." Also, the Learning Support Organization (LSO) has mandated that native language content courses in high schools start working towards the use of the 60:40 model in native language content courses. Consequently, the department is requiring that all staff members participate in the accelerated English staff development. How would you convince the bilingual teachers that the 60:40 model will eventually benefit the students and lead to acceleration of content knowledge as well as skills? What instructional strategies would you recommend that the bilingual teachers use in their classes so that communicative competencies in both languages will be developed through the content of their courses?

Report Out After Discussion and Problem Solving

1. The teams report out to the whole group, and respond to questions and observations by the whole group. If possible, each team writes its plan on easel paper* (or on an overhead acetate) so that the other participants see the main points of the recommended solution and plan as well as the timeline.
2. Each team responds to clarification questions and observations from other teams.
3. Volunteers from the participants make connections among the various team reports, noting their differences and similarities.

*The facilitator might want to save the report outs on easel paper for future reference.

Making Connections

1. Participants use the above case study method to analyze a similar problem in their school that relates to the target principle.
2. Teams of 3–4 members follow the problem-solving process to analyze the problem, identify a possible solution or intervention, and generate a strategic plan.
3. Each team can focus on an individual problem or all teams can focus on one problem.
4. Again, each team reports out to the other teams and responds to questions and observations.

Next Steps

1. Members of a team come to agreement on which solutions they will practice implementing in their classrooms or in their school. (Remember that the solution represents the appropriate implementation of the LAP principle that this card focuses on.)
2. Participants in collaboration with the school's administration develop a timeline for implementing the target principle in their classrooms and/or school.
3. Participants "field test" in their classrooms or school the solutions or interventions they have proposed in the Making Connections activity. (The activities in the previous box.)
4. At the next professional development meeting, the team members report out on the status of their implementation of the solution. This might require meetings before the next professional development session.

Options

1. All participants practice implementing one solution in their classrooms or in the school, and meet periodically to determine the effect of the solution or change.
2. Before implementing the Next Steps, if the participants feel they need to explore other resources to successfully understand and implement the target principle, they might want to spend another professional development meeting conducting further "study" of the principle. In addition, an ad hoc study group can be established that conducts research into other solutions or interventions and reports its findings to the whole group at the next staff development meeting.

Closure / Next Meeting

1. Participants review or retell the next steps, emphasizing responsibilities and assignments expected for the next professional development meeting.
2. The facilitator identifies the date and time of the next meeting of the whole group and for any of the ad hoc groups.
3. If the whole group is moving on to a new principle, a copy of the learning folder for the new principle is distributed to the participants for review.

Optional Reflection

Participants summarize in a short paragraph what they have learned about the target principle and the strategies that can be used to implement it in a classroom and a school.

Dissemination Activities

If school members and/or key players are not in attendance during the Learning Package activities, participants act as facilitators who report to grade-level teams, faculty, leadership team, or departmental meetings.

Steps in the Problem-Solving Process – Adapted for School Use

The team members, when exploring issues and problems in their school:

1. Define the problem based on an analysis of the evidence or indications (after ensuring it is a problem and not a symptom of the problem).
2. Identify any information that might help them better understand the problem. Often team members will be able to infer some of the missing information by closely analyzing the available information.
3. Brainstorm possible strategies, solutions, or actions for dealing with the problem. This may require an exploration of the information in the tool kit or the professional development experiences of the team members.
4. Develop a strategic plan and timeline for applying or "field testing" one of the strategies. As an option, each team member can apply one of the actions or solutions.
5. Identify how they will collect evidence of the impact of the strategy, solution or action.
6. Review the impact data or results of the "field test." Each team member describes how they implemented the target strategy and the results.
7. Revise the solution or strategy if it did not have the desired effect, or revise aspects of the strategy so that it aligns with the language and learning needs of the students in a classroom.
8. Bring closure or move on to another problem.
9. Share their findings with others who might benefit from the information.

PRINCIPLE 4: EXPLICIT ENGLISH AS A SECOND LANGUAGE (ESL), ENGLISH LANGUAGE ARTS (ELA), AND NATIVE LANGUAGE ARTS (NLA) INSTRUCTION

Discuss the definition and indicators of the target principle. You may want to review related concepts and terms in the Glossary in the resources section of the tool kit.

Definition

ESL, ELA, and NLA include literature and content-based instruction that is explicitly aligned with New York State learning standards in ESL, ELA, NLA, and the content areas. ESL, ELA and NLA instruction must comply with CR Part 154 regulations.

Indicators

1. Teachers scaffold academic language and complex content to support students' participation in content areas.
2. Language functions and structures are taught within the context of the lesson.
3. Teachers use a rich repertoire of scaffolds to support students' understanding of the main academic content.
4. Teachers use a wide range of print, visual, and digital resources designed for developing English and native language proficiency.
5. Teachers model the use of the language in ways in which the students are expected to participate.
6. Teachers use stories that are based on the students' culture and will connect to students' prior experiences.
7. Students participate in activities that promote academic discourse such as accountable talk.

Interactive Activity: Simulation and Application of Learning

Directions and Prompt

1. Establish a 3- or 4-member group.
2. Choose one of the cases listed in the next box. The case should match your school level (or a school level that is relevant to your school or classroom context).
3. As a group, analyze the problem or issue in the case and identify a possible solution or action (or a set of solutions/actions) for dealing with the problem or issue.
4. Generate a strategic plan for implementing your recommended solution or strategy.
5. Refer to "Steps in the Problem-Solving Process" on the last page of this package. These steps will guide you through the problem-solving and plan-development process.
6. If team members are not sure of some of the terminology or concepts referred to in the case study, the team should spend time looking up the term(s) or concept(s) in the:
    a. *Language Allocation Policy Glossary*
    b. LAP principles
    c. *Language Allocation Policy Guidelines: The LAP Handbook for ELL Programs*
    d. New York State Regulations CR Part 154.

    All items can be found in the LAP tool kit.
7. Once the group members have developed a strategic plan, they present it to the other groups who have focused on the same case study. Organize your report on the template that accompanies this learning package.

CASE STUDIES

ELEMENTARY SCHOOL:
The principal of PS 1960 recently observed a lesson taught by an experienced ESL teacher. The principal congratulated the teacher on the exemplary lesson that used the following instructional methodology:

- Speak loudly and slowly.
- Use non-standard English.
- Use simple, undemanding vocabulary and structures.
- Focus on drilling patterns.
- Have students practice repetition activities for the first 15 minutes of class.
- Use ditto sheets that lack comprehension prompts.
- Have students study vocabulary, structures, and forms in isolation.

What practices and learning strategies would you recommend to both the teacher and the principal that would make the lesson more aligned with current ESL and ELA standards, as well as more aligned with the current practice of interactive and contextualized instruction (e.g., communicative competence developed through meaningful experiences)?

MIDDLE SCHOOL:
In a middle school, a large number of ESL students lack literacy in their first language. Several have experienced interrupted schooling and a few have never attended school. Consequently, this population lacks a fundamental background for content learning, especially in science and social studies. What recommendations would you make to the ESL and NLA teachers about what to teach these students and how to teach them? Would a common syllabus developed in collaboration with the native language content-area teachers help the students? How would they show that students are moving toward (eventually) meeting the NLA, ELA and ESL standards?

HIGH SCHOOL:
In a high school, upper-beginner- and intermediate-level students demand Spanish be used during ESL classes, often interrupting class with their demands. They often refuse to participate in interactive and group activities if Spanish is not used. The teachers use traditional ESL texts but enhance the textbooks with short-term projects and real-life problem-solving simulations that align with topics and themes of the stories in the reading text. Grammar activities are assigned for homework and reviewed in class. What teaching strategies could the teacher use to engage the students in learning activities that motivate students and are aligned to ESL/ELA standards? What strategies would you suggest that the teacher and department use to heighten the value of English as the language of instruction and learning? What teaching strategies could the teachers use to engage the students in learning activities that connect to their lives and expectations? What strategies would you suggest that the teachers and department use to convince the students of the importance of English as the language of instruction and learning?

Report Out After Discussion and Problem Solving

1. The teams report out to the whole group, and respond to questions and observations by the whole group. If possible, each team writes its plan on easel paper* (or on an overhead acetate) so that the other participants see the main points of the recommended solution and plan as well as the timeline.
2. Each team responds to clarification questions and observations from other teams.
3. Volunteers from the participants make connections among the various team reports, noting their differences and similarities.

*The facilitator might want to save the report outs on easel paper for future reference.

Making Connections

1. Participants use the above case study method to analyze a similar problem in their school that relates to the target principle.
2. Teams of 3–4 members follow the problem solving process to analyze the problem, identify a possible solution or intervention, and generate a strategic plan.
3. Each team can focus on an individual problem or all teams can focus on one problem.
4. Again, each team reports out to the other teams and responds to questions and observations.

Next Steps

1. Members of a team come to agreement on which solutions they will practice implementing in their classrooms or in their school. (Remember that the solution represents the appropriate implementation of the LAP principle that this card focuses on.)
2. Participants in collaboration with the school's administration develop a timeline for implementing the target principle in their classrooms and/or school.
3. Participants "field test" in their classrooms or school the solutions or interventions they have proposed in the Making Connections activity. (The activities in the previous box.)
4. At the next professional development meeting, the team members report out on the status of their implementation of the solution. This might require meetings before the next professional development session.

Options

1. All participants practice implementing one solution in their classrooms or in the school, and meet periodically to determine the effect of the solution or change.
2. Before implementing the Next Steps, if the participants feel they need to explore other resources to successfully understand and implement the target principle, they might want to spend another professional development meeting conducting further "study" of the principle. In addition, an ad hoc study group can be established that conducts research into other solutions or interventions and reports its findings to the whole group at the next staff development meeting.

Closure / Next Meeting

1. Participants review or retell the next steps, emphasizing responsibilities and assignments expected for the next professional development meeting.
2. The facilitator identifies the date and time of the next meeting of the whole group and for any of the ad hoc groups
3. If the whole group is moving on to a new principle, a copy of the learning folder for the new principle is distributed to the participants for review.

Optional Reflection

Participants summarize in a short paragraph what they have learned about the target principle and the strategies that can be used to implement it in a classroom and a school.

Dissemination Activities

If school members and/or key players are not in attendance during the Learning Package activities, participants act as facilitators who report to grade level teams, faculty, leadership team, or departmental meetings.

Steps in the Problem Solving Process-Adapted for School Use

The team members when exploring issues and problems in their school:

1. Define the problem based on an analysis of the evidence or indications (after ensuring it is a problem and not a symptom of the problem).
2. Identify any information that might help them better understand the problem. Often team members will be able to infer some of the missing information by closely analyzing the available information.
3. Brainstorm possible strategies, solutions or actions for dealing with the problem. This may require an exploration of the information in the tool kit or the professional development experiences of the team members.
4. Develop a strategic plan and timeline for applying or "field testing" one of the strategies. As an option, each team member can apply one of the actions or solutions.
5. Identify how they will collect evidence of the impact of the strategy, solution or action.
6. Review the impact data or results of the "field test." Each team member describes how they implemented the target strategy and the results.
7. Revise the solution or strategy if it did not have the desired effect, or revise aspects of the strategy so that it aligns with the language and learning needs of the students in a classroom.
8. Bring closure or move on to another problem.
9. Share their findings with others who might benefit from the information.

PRINCIPLE 5: LITERACY INSTRUCTION IN TRANSITIONAL BILINGUAL EDUCATION (TBE)/DUAL LANGUAGE PROGRAMS

Discuss the definition and indicators of the target principle. You may want to review related concepts and terms in the Glossary in the resources section of the tool kit.

Definition
Standards-based literacy instruction is provided in the native language and in English for the duration of students' education in Transitional Bilingual Education (TBE) and Dual Language programs. Literacy instruction is consistent with the program model design.

Indicators

1. All teachers have copies of the Learning Standards in English as a Second Language (ESL), Native Language Arts (NLA), English Language Arts (ELA), and the content areas, and use them appropriately.
2. Explicit literacy development and refinement are provided to target students.
3. All classrooms have leveled libraries in English and in the native languages. Students have easy access to reading materials in English and their native language.
4. All students have access to standards-based instructional materials.
5. Literacy instruction is consistent with the instructional goals and objectives of the individual program design.
6. Instructional strategies and activities reflect scientifically based research.
7. Instructional practices align with age and previous life and educational experiences of students.

Interactive Activity: Simulation and Application of Learning

Directions and Prompt

1. Establish a 3- or 4-member group.
2. Choose one of the cases listed in the next box. The case should match your school level (or a school level that is relevant to your school or classroom context).
3. As a group, analyze the problem or issue in the case and identify a possible solution or action (or a set of solutions/actions) for dealing with the problem or issue.
4. Generate a strategic plan for implementing your recommended solution or strategy.
5. Refer to "Steps in the Problem-Solving Process" on the last page of this package. These steps will guide you through the problem-solving and plan-development process.
6. If team members are not sure of some of the terminology or concepts referred to in the case study, the team should spend time looking up the term(s) or concept(s) in the:
    a. *Language Allocation Policy Glossary*
    b. LAP principles
    c. *Language Allocation Policy Guidelines: The LAP Handbook for ELL Programs*
    d. New York State Regulations CR Part 154.

    All items can be found in the LAP tool kit.
7. Once the group members have developed a strategic plan, they present it to the other groups who have focused on the same case study. Organize your report on the template that accompanies this learning package.

CASE STUDIES

ELEMENTARY SCHOOL:
In a TBE kindergarten class, all the students scored 1 percent on the Revised Language Assessment Battery (LAB-R). The language of instruction during literacy development activities is English. The students' native language is used to give directions, explain vocabulary, and to clarify. All the instructional materials in the classroom are in English, as are the displays of student work, student portfolios, and student notebooks. What recommendations would you make to the teacher to ensure that instruction aligns with New York State regulations and New York City Department of Education language allocation policy (LAP) guidelines?

MIDDLE SCHOOL:
In a middle school, several newcomer and long-term students in the 7th grade have limited English literacy skills. The school provides a literacy development period of instruction in English. The materials consist of short reading selections with comprehension questions, vocabulary and spelling drills, choral reading, word games, and crossword puzzles. Students sit in rows, and recitation includes oral reading by individual students. The rest of the day the students are enrolled in ESL and native language science, social studies, and mathematics. Teachers who work with these students are divided on whether this is a viable approach. What recommendations would you make to the teachers so that their approach would be more in compliance with New York State regulations and the LAP? Also, what instructional strategies and practices would you recommend that are more closely aligned with the academic language and learning needs of pre-literate or semi-literate adolescents?

HIGH SCHOOL:
In a high school, several newcomer students have limited native language literacy skills and little or no English literacy skills. The school provides a special daily literacy development period of instruction in English. The materials are traditional English remedial texts consisting of short reading selections with comprehension questions, vocabulary and spelling drills, choral reading, word games, and crossword puzzles. Student recitation includes oral reading by individual students and the acting out of dialogues. The rest of the day the students are enrolled in beginner ESL as well as native language science, social studies, and mathematics. What recommendations would you make to the teachers (and department assistant principal) so that their approach would be more in compliance with New York State regulations and the LAP? Also, what instructional strategies and practices would you recommend that are more closely aligned with the academic language and learning needs of pre-literate or semi-literate young adults?

Report Out After Discussion and Problem Solving

1. The teams report out to the whole group, and respond to questions and observations by the whole group. If possible, each team writes its plan on easel paper* (or on an overhead acetate) so that the other participants see the main points of the recommended solution and plan as well as the timeline.
2. Each team responds to clarification questions and observations from other teams.
3. Volunteers from the participants make connections among the various team reports, noting their differences and similarities.

*The facilitator might want to save the report outs on easel paper for future reference.

Making Connections

1. Participants use the above case study method to analyze a similar problem in their school that relates to the target principle.
2. Teams of 3–4 members follow the problem-solving process to analyze the problem, identify a possible solution or intervention, and generate a strategic plan.
3. Each team can focus on an individual problem or all teams can focus on one problem.
4. Again, each team reports out to the other teams and responds to questions and observations.

Next Steps

1. Members of a team come to agreement on which solutions they will practice implementing in their classrooms or in their school. (Remember that the solution represents the appropriate implementation of the LAP principle that this card focuses on.)
2. Participants in collaboration with the school's administration develop a timeline for implementing the target principle in their classrooms and/or school.
3. Participants "field test" in their classrooms or school the solutions or interventions they have proposed in the Making Connections activity. (The activities in the previous box.)
4. At the next professional development meeting, the team members report out on the status of their implementation of the solution. This might require meetings before the next professional development session.

Options

1. All participants practice implementing one solution in their classrooms or in the school, and meet periodically to determine the effect of the solution or change.
2. Before implementing the Next Steps, if the participants feel they need to explore other resources to successfully understand and implement the target principle, they might want to spend another professional development meeting conducting further "study" of the principle. In addition, an ad hoc study group can be established that conducts research into other solutions or interventions and reports its findings to the whole group at the next staff development meeting.

Closure / Next Meeting

1. Participants review or retell the next steps, emphasizing responsibilities and assignments expected for the next professional development meeting.
2. The facilitator identifies the date and time of the next meeting of the whole group and for any of the ad hoc groups.
3. If the whole group is moving on to a new principle, a copy of the learning folder for the new principle is distributed to the participants for review.

Optional Reflection

Participants summarize in a short paragraph what they have learned about the target principle and the strategies that can be used to implement it in a classroom and a school.

Dissemination Activities

If school members and/or key players are not in attendance during the Learning Package activities, participants act as facilitators who report to grade-level teams, faculty, leadership team, or departmental meetings.

Steps in the Problem-Solving Process – Adapted for School Use

The team members when exploring issues and problems in their school:

1. <u>Define</u> the problem based on an analysis of the evidence or indications (after ensuring it is a problem and not a symptom of the problem).
2. <u>Identify</u> any information that might help them better understand the problem. Often team members will be able to infer some of the missing information by closely analyzing the available information.
3. <u>Brainstorm</u> possible strategies, solutions or actions for dealing with the problem. This may require an exploration of the information in the tool kit or the professional development experiences of the team members.
4. <u>Develop</u> a strategic plan and timeline for applying or "field testing" one of the strategies. As an option, each team member can apply one of the actions or solutions.
5. <u>Identify</u> how they will collect evidence of the impact of the strategy, solution or action.
6. <u>Review</u> the impact data or results of the "field test." Each team member describes how they implemented the target strategy and the results.
7. <u>Revise</u> the solution or strategy if it did not have the desired effect, or revise aspects of the strategy so that it aligns with the language and learning needs of the students in a classroom.
8. <u>Bring</u> closure or move on to another problem.
9. <u>Share</u> their findings with others who might benefit from the information.

Discuss the definition and indicators of the target principle. You may want to review related concepts and terms in the Glossary in the resources section of the tool kit.

Definition
The native language and English are used consistently to teach core academic content areas—native languages, mathematics, science, and social studies—for students' duration in Transition Bilingual Education (TBE) and Dual Language programs.

Indicators
1. Content area instruction is aligned with the New York City (NYC) and New York State (NYS) standards in mathematics, social studies, and technology, and is provided in both English and the native language according to the school's language allocation policy (LAP).
2. Content area instruction is supported by instructional materials in both languages in sufficient numbers and of appropriate quality.
3. Content instruction is conducted in the languages identified on the LAP schedule in Dual Language and TBE programs.
4. Content instruction teachers develop obligatory academic language and cognitive skills through content topics and themes.
5. Ongoing assessment strategies are used to determine movement toward content standards.
6. Instruction is designed to mediate the learning of various proficiency classifications: newcomers; Students with Interrupted Formal Education (SIFE); long-term ELLs; beginner, intermediate, and advanced levels.

Interactive Activity: Simulation and Application of Learning

Directions and Prompt
1. Establish a 3- or 4-member group.
2. Choose one of the cases listed in the next box. The case should match your school level (or a school level that is relevant to your school or classroom context).
3. As a group, analyze the problem or issue in the case and identify a possible solution or action (or a set of solutions/actions) for dealing with the problem or issue.
4. Generate a strategic plan for implementing your recommended solution or strategy.
5. Refer to "Steps in the Problem-Solving Process" on the last page of this package. These steps will guide you through the problem-solving and plan-development process.
6. If team members are not sure of some of the terminology or concepts referred to in the case study, the team should spend time looking up the term(s) or concept(s) in the:
   a. *Language Allocation Policy Glossary*
   b. LAP principles
   c. *Language Allocation Policy Guidelines: The LAP Handbook for ELL Programs*
   d. New York State Regulations CR Part 154.

   All items can be found in the LAP tool kit.
7. Once the group members have developed a strategic plan, they present it to the other groups who have focused on the same case study. Organize your report on the template that accompanies this learning package.

CASE STUDIES

ELEMENTARY SCHOOL:
Mrs. R, an experienced TBE elementary teacher, teaches the content areas in more than one language. For example, sometimes science is taught in Spanish for three days, followed by a month of science instruction in English. This practice is based on: her personal opinion that some topics within a content area lend themselves more favorably to instruction in a particular language; the availability of materials in the school; and her own language dominance and scholarship in the target content area. What recommendations would you make to Mrs. R so that instruction is more aligned with the NYC LAP and aligned with appropriate instructional practices for teaching content in a TBE program?

MIDDLE SCHOOL:
In a middle school stand-alone English as a Second Language (ESL) program, English Language Learners (ELLs) are placed in ESL classes as well as sheltered English content-area classrooms that use easy-read stories and practice sheets for materials. The content area teachers focus on teaching the basic information in the texts (aligned with State and City standards). Weekly short-answer, matching, and fill-in quizzes determine student progress. Extra classes are provided in test-taking skills. Students who perform at low levels of English, as determined by the teachers during grade-level meetings, are enrolled in specially designed English intervention classrooms that focus on drilling reading and writing skills. Students continue to perform poorly on mandated tests and end-of-term examinations. What programmatic and curriculum suggestions would you make to this school so that instruction is more appropriate to students' needs and in compliance with NYS and NYC policies and regulations concerning content instruction for ELLs?

HIGH SCHOOL:
In a high school bilingual/ESL program, newcomer and beginner ESL students (classified at this proficiency level by a school-developed English writing-sample placement examination) are placed in double periods of ESL as well as in Native Language Arts (NLA) and native language science, social studies, and mathematics. Intermediate and advanced ESL students are placed in content classes that are taught in English with English materials designed for remedial education students. Some of the content-area teachers speak the students' home language and use it to assist comprehension in the classroom. The students, when in cooperative groups, usually use their first language to complete the activities, but written work and report-outs are done in English. The NLA teachers have designed their courses to develop the skills necessary for success on the New York Advanced Placement Spanish examination. What programmatic and curriculum suggestions would you make to this program that would help it be in compliance with NYS and NYC policies and regulations concerning content instruction for ELLs?

Report Out After Discussion and Problem Solving

1. The teams report out to the whole group, and respond to questions and observations by the whole group. If possible, each team writes its plan on easel paper* (or on an overhead acetate) so that the other participants see the main points of the recommended solution and plan as well as the timeline.
2. Each team responds to clarification questions and observations from other teams.
3. Volunteers from the participants make connections amongst the various team reports, noting their differences and similarities.

*The facilitator might want to save the report outs on easel paper for future reference.

Making Connections

1. Participants use the above case study method to analyze a similar problem in their school that relates to the target principle.
2. Teams of 3–4 members follow the problem-solving process to analyze the problem, identify a possible solution or intervention, and generate a strategic plan.
3. Each team can focus on an individual problem or all teams can focus on one problem.
4. Again, each team reports out to the other teams and responds to questions and observations.

Next Steps

1. Members of a team come to agreement on which solutions they will practice implementing in their classrooms or in their school. (Remember that the solution represents the appropriate implementation of the LAP principle that this card focuses on.)
2. Participants in collaboration with the school’s administration develop a timeline for implementing the target principle in their classrooms and/or school.
3. Participants “field test” in their classrooms or school the solutions or interventions they have proposed in the Making Connections activity. (The activities in the previous box.)
4. At the next professional development meeting, the team members report out on the status of their implementation of the solution. This might require meetings before the next professional development session.

Options

1. All participants practice implementing one solution in their classrooms or in the school, and meet periodically to determine the effect of the solution or change.
2. Before implementing the Next Steps, if the participants feel they need to explore other resources to successfully understand and implement the target principle, they might want to spend another professional development meeting conducting further "study" of the principle. In addition, an ad hoc study group can be established that conducts research into other solutions or interventions and reports its findings to the whole group at the next staff development meeting.

Closure / Next Meeting

1. Participants review or retell the next steps, emphasizing responsibilities and assignments expected for the next professional development meeting.
2. The facilitator identifies the date and time of the next meeting of the whole group and for any of the ad hoc groups.
3. If the whole group is moving on to a new principle, a copy of the learning folder for the new principle is distributed to the participants for review.

Optional Reflection

Participants summarize in a short paragraph what they have learned about the target principle and the strategies that can be used to implement it in a classroom and a school.

Dissemination Activities

If school members and/or key players are not in attendance during the Learning Package activities, participants act as facilitators who report to grade-level teams, faculty, leadership team, or departmental meetings.

Steps in the Problem-Solving Process - Adapted for School Use

The team members when exploring issues and problems in their school:

1. Define the problem based on an analysis of the evidence or indications (after ensuring it is a problem and not a symptom of the problem).
2. Identify any information that might help them better understand the problem. Often team members will be able to infer some of the missing information by closely analyzing the available information.
3. Brainstorm possible strategies, solutions or actions for dealing with the problem. This may require an exploration of the information in the tool kit or the professional development experiences of the team members.
4. Develop a strategic plan and timeline for applying or "field testing" one of the strategies. As an option, each team member can apply one of the actions or solutions.
5. Identify how they will collect evidence of the impact of the strategy, solution or action.
6. Review the impact data or results of the "field test." Each team member describes how they implemented the target strategy and the results.
7. Revise the solution or strategy if it did not have the desired effect, or revise aspects of the strategy so that it aligns with the language and learning needs of the students in a classroom.
8. Bring closure or move on to another problem.
9. Share their findings with others who might benefit from the information.

PRINCIPLE 7: ASSESSMENT IN TWO LANGUAGES

Discuss the definition and indicators of the target principle. You may want to review related concepts and terms in the Glossary in the resources section of the tool kit.

Definition

Ongoing assessments in academic content areas as well as language development inform teaching and learning. Collecting and analyzing multiple sources of data in two languages and setting annual measurable goals help improve areas that most impact teaching and learning, and assessment for ELLs. Assessment of content and language development matches the language of instruction and programmatic goals in Transitional Bilingual Education (TBE) and Dual Language programs.

Indicators

1. Formative testing data are continuously analyzed by study groups, grade-level teams, or departments for placement and planning purposes. In TBE and Dual Language programs, this is completed in two languages.
2. Ongoing assessments, systematically implemented across grades and programs, are designed to provide evidence of student learning or need for mid-course changes, and drive instruction.
3. Cross-grade, cross-content, cross-program, and school-wide teams meet to evaluate student work and collect anchor papers (exemplars) for commonly used rubrics.
4. Students are administered assessments in the language(s) of instruction.
5. The School Leadership Team as well as cross-grade, cross-content, and cross-program teams use data to inform decision making.

Interactive Activity: Simulation and Application of Learning

Directions and Prompt

1. Establish a 3- or 4-member group.
2. Choose one of the cases listed in the next box. The case should match your school level (or a school level that is relevant to your school or classroom context).
3. As a group, analyze the problem or issue in the case and identify a possible solution or action (or a set of solutions/actions) for dealing with the problem or issue.
4. Generate a strategic plan for implementing your recommended solution or strategy.
5. Refer to "Steps in Problem-Solving Process" on the last page of this package. These steps will guide you through the problem-solving and plan-development process.
6. If team members are not sure of some of the terminology or concepts referred to in the case study, the team should spend time looking up the term(s) or concept(s) in the:
   a. *Language Allocation Policy Glossary*
   b. LAP principles
   c. *Language Allocation Policy Guidelines: The LAP Handbook for ELL Programs*
   d. New York State Regulations CR Part 154.

   All items can be found in the LAP tool kit.
7. Once the group members have developed a strategic plan, they present it to the other groups who have focused on the same case study. Organize your report on the template that accompanies this learning package.

CASE STUDIES

ELEMENTARY SCHOOL:
A Dual Language program in PS XYZ provides one period of native language instruction per day. For the rest of the school day, the language of instruction is English. The classroom environment reflects this programmatic decision: charts, word lists, student work, and a majority of learning resources and leveled reading libraries are in English. Finally, students are assessed with informal and formal assessments in English. The rationale to de-emphasize the native language and emphasize English is that students must meet the performance standards on the English standardized tests. Thus, English must be used as the language of instruction and learning as much as possible. How would you work with the school's administration to align their programmatic approach with New York State regulations? What effective options, strategies and research would you suggest to the administration and teachers of the school?

MIDDLE SCHOOL:
In Middle School MMM, the language of instruction determines the language of assessment. Teachers usually use traditional short-answer quizzes, end-of-term tests, and check lists. The three English as a Second Language (ESL) teachers use a text series that includes computer-based, short-answer quizzes and unit tests. For the students at the intermediate and advanced levels, the computer-based testing requires students to write two or three sentence responses as well as the short answers and fill-ins. The assistant principal in charge of curriculum has been attending grade-level meetings and has noticed that there is no consistency of understanding among teachers in each grade level about skill or knowledge control of the students in both languages. He also has noticed that more advanced assessment tasks are not used to evaluate students' movement toward meeting standards in either language. What assessment strategies and teacher collaborative activities would you recommend so that the middle school teachers have a common understanding of what their students know and can do with their knowledge and skills?

HIGH SCHOOL:
The Bilingual/ESL/Foreign Language/Native Language Arts department at Rogers High School uses an informal strategy that includes a very brief interview and collection of a writing sample (a page-size paragraph) to determine the first and second language proficiency of new enrollments or course-level placements. However, once students are placed in their ESL, NLA, and/or native language content classes, a fairly large number of the new students are found to be lacking in prior knowledge, content learning experiences, procedural skills (e.g., how to read a text book, complete research assignments, prepare for tests), and academic-level language in either language. Reassignments often have to take place, slowing down the finalization of scheduling and, of course, teaching, and learning. What would be a better diagnostic strategy for determining the proficiency level for course-level placement in a secondary school?

Report Out After Discussion and Problem Solving

1. The teams report out to the whole group, and respond to questions and observations by the whole group. If possible, each team writes its plan on easel paper* (or on an overhead acetate) so that the other participants see the main points of the recommended solution and plan as well as the timeline.
2. Each team responds to clarification questions and observations from other teams.
3. Volunteers from the participants make connections amongst the various team reports, noting their differences and similarities.

*The facilitator might want to save the report outs on easel paper for future reference.

Making Connections

1. Participants use the above case study method to analyze a similar problem in their school that relates to the target principle.
2. Teams of 3–4 members follow the problem solving process to analyze the problem, identify a possible solution or intervention, and generate a strategic plan.
3. Each team can focus on an individual problem or all teams can focus on one problem.
4. Again, each team reports out to the other teams and responds to questions and observations.

Next Steps

1. Members of a team come to agreement on which solutions they will practice implementing in their classrooms or in their school. (Remember that the solution represents the appropriate implementation of the LAP principle that this card focuses on.)
2. Participants in collaboration with the school’s administration develop a timeline for implementing the target principle in their classrooms and/or school.
3. Participants “field test” in their classrooms or school the solutions or interventions they have proposed in the Making Connections activity. (The activities in the previous box.)
4. At the next professional development meeting, the team members report out on the status of their implementation of the solution. This might require meetings before the next professional development session.

Options

1. All participants practice implementing one solution in their classrooms or in the school, and meet periodically to determine the effect of the solution or change.
2. Before implementing the Next Steps, if the participants feel they need to explore other resources to successfully understand and implement the target principle, they might want to spend another professional development meeting conducting further "study" of the principle. In addition, an ad hoc study group can be established that conducts research into other solutions or interventions and reports its findings to the whole group at the next staff development meeting.

Closure / Next Meeting

1. Participants review or retell the next steps, emphasizing responsibilities and assignments expected for the next professional development meeting.
2. The facilitator identifies the date and time of the next meeting of the whole group and for any of the ad hoc groups.
3. If the whole group is moving on to a new principle, a copy of the learning folder for the new principle is distributed to the participants for review.

Optional Reflection

Participants summarize in a short paragraph what they have learned about the target principle and the strategies that can be used to implement it in a classroom and a school.

Dissemination Activities

If school members and/or key players are not in attendance during the Learning Package activities, participants act as facilitators who report to grade-level teams, faculty, leadership team, or departmental meetings.

Steps in the Problem-Solving Process – Adapted for School Use

The team members when exploring issues and problems in their school:

1. Define the problem based on an analysis of the evidence or indications (after ensuring it is a problem and not a symptom of the problem).
2. Identify any information that might help them better understand the problem. Often team members will be able to infer some of the missing information by closely analyzing the available information.
3. Brainstorm possible strategies, solutions or actions for dealing with the problem. This may require an exploration of the information in the tool kit or the professional development experiences of the team members.
4. Develop a strategic plan and timeline for applying or "field testing" one of the strategies. As an option, each team member can apply one of the actions or solutions.
5. Identify how they will collect evidence of the impact of the strategy, solution or action.
6. Review the impact data or results of the "field test." Each team member describes how they implemented the target strategy and the results.
7. Revise the solution or strategy if it did not have the desired effect, or revise aspects of the strategy so that it aligns with the language and learning needs of the students in a classroom.
8. Bring closure or move on to another problem.
9. Share their findings with others who might benefit from the information.

Discuss the definition and indicators of the target principle. You may want to review related concepts and terms in the Glossary in the resources section of the tool kit.

Definition

Educational programs for English Language Learners (ELLs) are staffed with teachers who demonstrate strong academic language proficiency, in both English and other languages of instruction, and are equipped with the appropriate teaching certifications, engaged in professional development, and skilled in both content and pedagogy.

Indicators

1. Teachers hold the appropriate teaching certifications.
2. Language use for instruction is standards-based.
3. There is consistency of language use for each program design.
4. Teachers articulate principles of effective instruction for ELLs.
5. Teachers plan for the development of both academic and social language.
6. Teachers have both content and language objectives for each unit of study.
7. Language functions, language structures, and vocabulary lessons are planned as part of every topic.
8. Teachers set up small group, task-oriented situations in which students have purpose and direction for their talk.
9. Teachers give students who are less proficient in language the necessary time to interact with those who are more proficient.
10. Teachers model academic language and consistently spiral language so that students' language skills grow increasingly more complex.
11. Teachers continuously monitor students' understanding of the lesson.
12. The daily schedule reflects the flow of the day in grades K-8.
13. Teachers scaffold language and content for students.
14. Teachers demonstrate knowledge of current research in the fields of bilingual and ESL, academic literacy, Cognitive Theory, and Brain-Based Learning.

Interactive Activity: Simulation and Application of Learning

Directions and Prompt

1. Establish a 3- or 4-member group.
2. Choose one of the cases listed in the next box. The case should match your school level (or a school level that is relevant to your school or classroom context).
3. As a group, analyze the problem or issue in the case and identify a possible solution or action (or a set of solutions/actions) for dealing with the problem or issue.
4. Generate a strategic plan for implementing your recommended solution or strategy.
5. Refer to "Steps for the Problem-Solving Process" on the last page of this package. These steps will guide you through the problem-solving and plan-development process.
6. If team members are not sure of some of the terminology or concepts referred to in the case study, the team should spend time looking up the term(s) or concept(s) in the:
   a. *Language Allocation Policy Glossary*
   b. LAP principles
   c. *Language Allocation Policy Guidelines: The LAP Handbook for ELL Programs*
   d. New York State Regulations CR Part 154.

   All items can be found in the LAP tool kit.
7. Once the group members have developed a strategic plan, they present it to the other groups who have focused on the same case study. Organize your report on the template that accompanies this learning package.

CASE STUDIES

ELEMENTARY SCHOOL:
Although an elementary school has over 20 English Language Learners (ELL) enrollments, no one group represents one language and, consequently, there is no critical mass among ELLs. The administration of this school has the permission of parents to enroll the ELLs in standard-curriculum, age-appropriate classrooms and provide them pull-out and push-in support using parent volunteers. If there is time in their busy schedules, teaching aides and intervention staff will also provide English-development services. On a walk-through by the Superintendent, the principal was informed that the plan was unacceptable and the school was out of compliance with the New York State (NYS) regulations as articulated in CR Part 154. What would be a more acceptable programmatic approach based on an English as a Second Language (ESL) daily schedule that is in compliance with the NYS regulations?

MIDDLE SCHOOL:
In a middle school, newcomers and ELLs who have been enrolled in New York City schools for two or three years but score on a placement test at the beginner level of ESL proficiency are enrolled in the same ESL classroom. The teacher uses grammar workbooks and a well-known ESL series. Reading comprehension and vocabulary are developed through chapter and short story books for 2nd- through 4th-grade English-dominant students. Recently, after attending a workshop series about appropriate instruction and materials for adolescent ESL students, the assistant principal suggested that the teacher redesign her curriculum so that ESL is taught through more relevant content topics and materials, aligning the curriculum with student proficiency levels. What recommendations would you make to the teacher about practices and materials that would be more relevant to age groups but also more aligned with the communicative competencies and academic language needs of the target students?

HIGH SCHOOL:
In a high school, recently there has been an influx of Students with Interrupted Formal Education (SIFE) enrollments. A majority is diagnosed at the beginner and advanced-beginner proficiency levels. However, class enrollments are very high and SIFE-only classes are viewed as a poor practice. Consequently, the students are sprinkled across beginner and intermediate classes as well as enrolled in a special literacy development class. However, students do not appear to be developing their English skills for academic purposes and are frustrated by the lack of development, as are their teachers. What programmatic and instructional recommendations could you make to help the department change this untenable situation?

Report Out After Discussion and Problem Solving

1. The teams report out to the whole group, and respond to questions and observations by the whole group. If possible, each team writes its plan on easel paper* (or on an overhead acetate) so that the other participants see the main points of the recommended solution and plan as well as the timeline.
2. Each team responds to clarification questions and observations from other teams.
3. Volunteers from the participants make connections amongst the various team reports, noting their differences and similarities.

*The facilitator might want to save the report outs on easel paper for future reference.

Making Connections

1. Participants use the above case study method to analyze a similar problem in their school that relates to the target principle.
2. Teams of 3–4 members follow the problem solving process to analyze the problem, identify a possible solution or intervention, and generate a strategic plan.
3. Each team can focus on an individual problem or all teams can focus on one problem.
4. Again, each team reports out to the other teams and responds to questions and observations.

Next Steps

1. Members of a team come to agreement on which solutions they will practice implementing in their classrooms or in their school. (Remember that the solution represents the appropriate implementation of the LAP principle that this card focuses on.)
2. Participants in collaboration with the school's administration develop a timeline for implementing the target principle in their classrooms and/or school.
3. Participants "field test" in their classrooms or school the solutions or interventions they have proposed in the Making Connections activity. (The activities in the previous box.)
4. At the next professional development meeting, the team members report out on the status of their implementation of the solution. This might require meetings before the next professional development session.

Options

1. All participants practice implementing one solution in their classrooms or in the school, and meet periodically to determine the effect of the solution or change.
2. Before implementing the Next Steps, if the participants feel they need to explore other resources to successfully understand and implement the target principle, they might want to spend another professional development meeting conducting further "study" of the principle. In addition, an ad hoc study group can be established that conducts research into other solutions or interventions and reports its findings to the whole group at the next staff development meeting.

Closure / Next Meeting

1. Participants review or retell the next steps, emphasizing responsibilities and assignments expected for the next professional development meeting.
2. The facilitator identifies the date and time of the next meeting of the whole group and for any of the ad hoc groups.
3. If the whole group is moving on to a new principle, a copy of the learning folder for the new principle is distributed to the participants for review.

Optional Reflection

Participants summarize in a short paragraph what they have learned about the target principle and the strategies that can be used to implement it in a classroom and a school.

Dissemination Activities

If school members and/or key players are not in attendance during the Learning Package activities, participants act as facilitators who report to grade-level teams, faculty, leadership team, or departmental meetings.

Steps in the Problem-Solving Process - Adapted for School Use

The team members when exploring issues and problems in their school:

1. Define the problem based on an analysis of the evidence or indications (after ensuring it is a problem and not a symptom of the problem).
2. Identify any information that might help them better understand the problem. Often team members will be able to infer some of the missing information by closely analyzing the available information.
3. Brainstorm possible strategies, solutions or actions for dealing with the problem. This may require an exploration of the information in the tool kit or the professional development experiences of the team members.
4. Develop a strategic plan and timeline for applying or "field testing" one of the strategies. As an option, each team member can apply one of the actions or solutions.
5. Identify how they will collect evidence of the impact of the strategy, solution or action.
6. Review the impact data or results of the "field test." Each team member describes how they implemented the target strategy and the results.
7. Revise the solution or strategy if it did not have the desired effect, or revise aspects of the strategy so that it aligns with the language and learning needs of the students in a classroom.
8. Bring closure or move on to another problem.
9. Share their findings with others who might benefit from the information.

LEARNING PACKAGE 9: ALIGNMENT OF SPECIAL EDUCATION REQUIREMENTS AND THE LANGUAGE ALLOCATION POLICY

Discuss the definition and indicators of the principle statement.

Principle Statement

All schools serve the needs of individual Special Education students based on their Individual Education Plan (IEP) while also moving students toward meeting the content-area standards using appropriate modifications and in alignment with the language allocation policy (LAP).

Indicators

1. An IEP is in place for all Special Education students.
2. Each emotionally disturbed English Language Learner (ELL) has a Behavior Plan and the student's first language is reflected in that plan.
3. Students 13 years and older have a Transition Plan that focuses on school-to-work topics, with parental input.
4. All teachers who serve Special Education ELLs have the required qualifications and language competencies.
5. The first language is maintained, and knowledge and communicative skills in English are developed through activities of daily life topics.
6. Instruction is organized around task and learning groups.
7. There are ample opportunities for parental input and participation at every level, such as information in the home language and access to knowledge of medical terminology.
8. There are ample opportunities for Special Education teachers to develop and refine their individualized instructional skills in both languages.
9. There are ample opportunities for mainstream teachers to develop instructional management skills for integrated and inclusion environments.

Interactive Activity: Simulation and Application of Learning

Directions and Prompt

1. Establish a 3- or 4-member group.
2. Choose one of the cases listed in the next box. The case should match your school level (or a school level that is relevant to your school or classroom context).
3. As a group, analyze the problem or issue in the case and identify a possible solution or action (or a set of solutions/actions) for dealing with the problem or issue.
4. Generate a strategic plan for implementing your recommended solution or strategy.
5. Refer to "Steps in the Problem-Solving Process" on the last page of this package. These steps will guide you through the problem-solving and plan-development process.
6. If team members are not sure of some of the terminology or concepts referred to in the case study, the team should spend time looking up the term(s) or concept(s) in the:
    a. *Language Allocation Policy Glossary*
    b. LAP principles
    c. *Language Allocation Policy Guidelines: The LAP Handbook for ELL Programs*
    d. New York State Regulations CR Part 154.

    All items can be found in the LAP tool kit.
7. Once the group members have developed a strategic plan, they present it to the other groups who have focused on the same case study. Organize your report on the template that accompanies this learning package.

CASE STUDIES

LEARNING-DISABLED STUDENTS:
This past fall, two Special Education students were placed in a second-grade monolingual classroom for literacy activities. The teacher is very skilled at organizing instruction by groups. The teacher has not participated in staff development opportunities about integrating learning disabled students into task groups. A paraprofessional accompanies the two students, but she is not bilingual and has not participated in many staff development activities. The teacher immediately conducts a diagnostic to determine the English reading proficiency levels of both students for placement in specific leveled books. During diagnosis, the teacher discovers that one student, who is hard of hearing, is an ELL dominant in Spanish. The second student, who is autistic, scores at a reading level higher than the rest of the class. This child also acts out during learning activities and the teacher learns to be very specific in giving directions to this student that include specific parameters. What are the linguistic and Special Education issues in this case? What instructional and programmatic recommendations could you make to the school that would help the school be aligned with the LAP principles and Special Education requirements?

SEVERELY MULTIPLY CHALLENGED STUDENT:
In a school in District 75, an eight-year-old student who is multiply challenged recently enrolled from Honduras, where he did not receive services. He lives with his parents, who do not speak English and are not knowledgeable about the medical and educational terminology used by school personnel. A paraprofessional pushes the child in a wheelchair so he can access learning stations and materials. The paraprofessional also ensures the student has a position change three times a day, uses a prone stander for 45 minutes each day, and is placed on special bolsters for 45 minutes each day. Although the student uses an output device for producing yes/no and single word responses, he is able to move his hands, reach, grasp, and respond by smiling and eye tracking. He responds to his name and to music. He comprehends symbols and real pictures, follows one-step directions, and participates in alternate assessment activities. Because the student is not able to respond orally, the staff has decided to focus on developing comprehension and the use of augmentative communication systems in English. The multi-sensory materials will be in English as will the in-class and pull-out services provided by the staff. The classroom teacher is a certified bilingual special education teacher and this is her first position. What are the linguistic and Special Education issues in this case? What instructional and programmatic recommendations could you make to the school that would help the school be aligned with the LAP principles and Special Education requirements?

Report Out After Discussion and Problem Solving

1. The teams report out to the whole group, and respond to questions and observations by the whole group. If possible, each team writes its plan on easel paper* (or on an overhead acetate) so that the other participants see the main points of the recommended solution and plan as well as the timeline.
2. Each team responds to clarification questions and observations from other teams.
3. Volunteers from the participants make connections amongst the various team reports, noting their differences and similarities.

*The facilitator might want to save the report outs on easel paper for future reference.

Making Connections

1. Participants use the above case study method to analyze a similar problem in their school that relates to the target principle.
2. Teams of 3–4 members follow the problem solving process to analyze the problem, identify a possible solution or intervention, and generate a strategic plan.
3. Each team can focus on an individual problem or all teams can focus on one problem.
4. Again, each team reports out to the other teams and responds to questions and observations.

Next Steps

1. Members of a team come to agreement on which solutions they will practice implementing in their classrooms or in their school. (Remember that the solution represents the appropriate implementation of the LAP principle that this card is focused on.)
2. Participants in collaboration with the school's administration develop a timeline for implementing the target principle in their classrooms and/or school.
3. Participants "field test" in their classrooms or school the solutions or interventions they have proposed in the Making Connections activity. (The activities in the previous box.)
4. At the next professional development meeting, the team members report out on the status of their implementation of the solution. This might require meetings before the next professional development session.

Options

1. All participants practice implementing one solution in their classrooms or in the school, and meet periodically to determine the effect of the solution or change.
2. Before implementing the Next Steps, if the participants feel they need to explore other resources to successfully understand and implement the target principle, they might want to spend another professional development meeting conducting further "study" of the principle. In addition, an ad hoc study group can be established that conducts research into other solutions or interventions and reports its findings to the whole group at the next staff development meeting.

Closure / Next Meeting

1. Participants review or retell the next steps, emphasizing responsibilities and assignments expected for the next professional development meeting.
2. The facilitator identifies the date and time of the next meeting of the whole group and for any of the ad hoc groups.
3. If the whole group is moving on to a new principle, a copy of the learning folder for the new principle is distributed to the participants for review.

Optional Reflection

Participants summarize in a short paragraph what they have learned about the target principle and the strategies that can be used to implement it in a classroom and a school.

Dissemination Activities

If school members and/or key players are not in attendance during the Learning Package activities, participants act as facilitators who report to grade-level teams, faculty, leadership team, or departmental meetings.

Steps in the Problem-Solving Process – Adapted for School Use

The team members when exploring issues and problems in their school:

1. Define the problem based on an analysis of the evidence or indications (after ensuring it is a problem and not a symptom of the problem).
2. Identify any information that might help them better understand the problem. Often team members will be able to infer some of the missing information by closely analyzing the available information.
3. Brainstorm possible strategies, solutions or actions for dealing with the problem. This may require an exploration of the information in the tool kit or the professional development experiences of the team members.
4. Develop a strategic plan and timeline for applying or "field testing" one of the strategies. As an option, each team member can apply one of the actions or solutions.
5. Identify how they will collect evidence of the impact of the strategy, solution or action.
6. Review the impact data or results of the "field test." Each team member describes how they implemented the target strategy and the results.
7. Revise the solution or strategy if it did not have the desired effect, or revise aspects of the strategy so that it aligns with the language and learning needs of the students in a classroom.
8. Bring closure or move on to another problem.
9. Share their findings with others who might benefit from the information.

Documenting Your Problem Solving: An Organizer

Names of Group Members:	**School(s):**
Principle No.:	**Case No.:**
What is the problem or issue? Is it a problem or a symptom of a problem?	
What programmatic and/or instructional changes, solutions, or behaviors do you recommend for solving the problem? (Remember, solutions must align with New York State regulations and NYCDOE policies.)	
How would you implement these changes? In what order?	
What evidence do the educators in the case study need to collect to determine if the solution or behavior is working? How should they collect this evidence?	