

NEW JERSEY'S MODEL FOR HIGH SCHOOL REFORM IN WORLD LANGUAGES

Building a Linguistically and Culturally Competent Workforce

Pilot Program Executive Summary

Background

In 2006, a consortium was formed consisting of representatives from the American Council on the Teaching of Foreign Languages, the Foreign Language Educators of New Jersey and the New Jersey Department of Education. These organizations sought to examine, within the context of high school reform, an effective way to improve world languages instruction in high school programs that will result in a greater number of students achieving higher levels of language proficiency for use in the global workplace and in New Jersey's diverse communities.

Need

High school programs continue to produce few students who can function even at a novice level in another language. Many high school world languages programs function in the same manner they have since the early 1900s. College-bound students take additional years of world languages to fulfill college admissions requirements and most non-college bound students elect not to continue language study beyond the state requirement. Course offerings are organized by levels, and in some schools, culminate with a level V Honors Program and/or an Advanced Placement Program which serve a very small percentage of the student population. Curriculum content is based on variations of the same themes, and the dominant instructional model is teacher-centered with a focus on grammar as the organizing principle of both instruction and assessment.

Pilot Program Goals

The primary goal of high school reform in world languages is to provide students the opportunity to achieve higher levels of proficiency in a world language other than English. Upon completion of high school, students should be able to communicate with usable levels of language proficiency required to function in a variety of occupations and careers in the contemporary workplace. In addition, they should be able to continue the study of a world language without remediation in colleges, universities and technical schools.

Proposed Plan

The world languages high school reform plan is based on the following key concepts:

- 1. Increased student language proficiency is periodically measured by reliable and valid proficiency-based assessments;**
- 2. Results measured in terms of increased language proficiency are rewarded by valued incentives; and**
- 3. Measuring and rewarding results in terms of language proficiency (the ability to function in the language in real world situations), will enable students to realize the value of acquiring language competency as a major asset in any chosen career path.**

The plan includes a four-year pilot program in high schools (north, central and southern regions) that offers options and resources to assist in improving student outcomes in world languages. The program is voluntary and is open to high schools that exhibit a desire to participate and that meet the criteria below. **Pilot schools commit to a four-year pilot program beginning September 2009 through June 2013.**

Criteria for Participation

Criteria include documentation of administrative, local school board, staff and community support and a commitment to all of the following:

- Permitting teachers to engage in professional development workshops designed for and supported by the pilot;
- Allowing ongoing proficiency assessment (Proficiency testing will be conducted at no-cost to participating pilot districts) at specified intervals during the 4-year pilot;
- Providing suggested incentives to students for demonstration of increasing language proficiency;
- Collecting longitudinal data on student proficiency levels; and
- Sharing experiences and data from the pilot with other school districts.

Program Benefits

Students:

- Receive recognition of growing language/culture proficiency through valued incentives;
- Possess documentation of their language proficiency level for admission to college and for college course placement;
- Possess documentation of their language proficiency level for future employment;
- Are motivated to continue post-secondary language study as they have experienced success and evidence of growth in prior language learning experiences;
- Are able to utilize tuition monies towards language courses with new, meaningful and challenging content, rather than for remedial courses; and
- Have options for college course selection in world languages that are relevant for future career plans.

Districts and Teachers:

- Receive high quality, sustained professional development that includes training on how to target instruction based on performance data;
- Are able to promote and support language programs that produce students who can use languages and cultural knowledge to meet real-world needs and demands as demonstrated by student attainment of higher levels of language proficiency; and
- Are able to better articulate language courses and district programs.

Research and Assessment

The Department of Education, in collaboration with a third-party evaluator, will regularly review the pilot program in order to gather appropriate data and information to gauge progress. Selected pilot schools will be asked to participate in activities related to the review of program process and outcomes. Selected pilot schools and stakeholders will have the opportunity to provide feedback on the challenges and successes of participating in the pilot study.

Technical Support

In addition to professional development provided through the pilot program, the Department of Education will provide technical support through electronic communication and Web 2.0 tools.

A complete description of the pilot program may be found at: www.state.nj.us/education/aps/cccs/wl.

New Jersey's Model for High School Reform in World Languages Application Form
SUBMISSION DEADLINE: AUGUST 20, 2009

Please complete all three of the following forms. If you are unable to provide a signed form via email, please email the unsigned forms to cheri.quinlan@doe.state.nj.us and fax the signed forms to (609) 292-7276 to Cheri Quinlan's attention.

District Information (A-1)

District				
Chief School Administrator				
Address				
City	County	State	Zip Code	DFG
Telephone Number				
Email				
Pilot School Name			No. of anticipated freshmen (September 2009)	
Address				
City		State	Zip Code	
Telephone Number		Fax Number		
School Principal Name				
Telephone Number		Fax Number		
Email				
Pilot Program Coordinator Name				
Telephone Number		Email		

CERTIFICATION-The information contained in the application is true and accurate.

Name	Signature	Date
Chief School Administrator		
School Business Administrator		
School Principal		

District Agreement Form (A-2)

The Chief School Administrator of _____ School District agrees to the following requirements of the High School Reform Pilot Program in World Languages and will:

- Release participating teachers for professional development opportunities that will be provided at no cost to districts;
- Allow for assessment of students' proficiency levels at specified intervals during their four years in high school;
- Select value-added incentives to award students who have documented proficiency growth over the course of the pilot study;
- Provide an opportunity for teachers within the district to receive turnkey training from teachers participating in the pilot program; and
- Release one teacher and/or supervisor from the pilot district for one or two days over the four-year pilot program to present at a local, regional, or national world languages conference.

The _____ School District agrees to implement two or more of the following value-added incentives related to documented proficiency growth and will:

- Document proficiency on student transcripts.
- Include the proficiency level on the diploma for students in the intermediate range or higher.
- Award additional high school credit for moving up a proficiency level.
- Weigh Grade Point Average (GPA) based on proficiency level.
- Provide opportunities for Option 2 credit through internships or community service projects that require proficiency at the intermediate level.
- Award special certificates from the District and the NJDOE to students who move up a proficiency level at the school's awards' ceremony.
- Recognize OPI ratings at a specific level at the language-specific honor society inductions.
- Enter into an articulation agreement with a New Jersey state college for awarding of college credit in world languages based on American Council on Education (ACE) recommendations.

Other Incentives:

- _____
- _____
- _____

- Allow 10% of the supervisor's/coordinator's salary to be used for matching funds in the event that a Foreign Language Assistance Program (FLAP) grant is secured.
 - o Name of supervisor/coordinator _____
 - o Salary of supervisor/coordinator _____
- Allow the cost of hiring a substitute for up to 4 teachers for each professional development opportunity during the first year of the project to be used for matching funds in the event that a FLAP grant is secured. During Years 2 & 3 of the grant, districts will be reimbursed up to \$100 per day per teacher for substitute costs.
 - o Substitute per diem _____

Signature-Chief School Administrator

Date

Signature-Business Administrator

Date

Signature-School Principal

Date

**New Jersey's Model for High School Reform in World Languages:
*Building a Linguistically and Culturally Competent Workforce***

PILOT PROGRAM BOARD RESOLUTION TO SUBMIT APPLICATION

Form (A-3)

The _____ Board of Education hereby certifies that permission has been granted to apply for the pilot program entitled, **New Jersey's Model for High School Reform in World Languages: *Building a Linguistically and Culturally Competent Workforce*** from September 2009 to June 2013.

The filing of this application was authorized at the Board meeting held on _____, 2009.

Signature-Secretary of the Board

_____, 2009.
Date