

New Jersey
Second Language Learning Regional Model Programs Initiative
Bilingual/Bicultural Education
DISTRICT APPLICATION FORM
2016-2018

Districts or schools that are eligible to apply are those that have met the Title III annual measurable achievement objectives (AMAOs) for student progress in learning English, attainment of English language proficiency, and its progress targets for the ELL subgroup.

SECTION I

Name of District: _____ County _____

Name of School(s): _____

(If school is being nominated)

Type of Bilingual Program (e.g., dual language, full-time bilingual program, bilingual intake center, newcomer, part-time bilingual, etc.) _____

Language(s) of Instruction _____

Address: _____

Telephone: _____ FAX: _____

District contact/person responsible for completing application: _____

E-mail: _____

District or school configuration (i.e., K-4; 5-8; 9, K-12) _____

Chief School Administrator: _____

Signature: _____ Date: _____

SECTION II- Teacher Information

PLEASE PROVIDE THE FOLLOWING INFORMATION:

Teacher Certification/Staffing Model

1. Number of bilingual teachers holding the bilingual education endorsement certification: _____
2. Number of ESL teachers holding the English as a second language certification: _____
3. Number of teachers holding both bilingual and ESL certification: _____

4. Teacher/student ratio per class: _____
5. Number of support staff: _____
6. Type of support staff (describe): _____

SECTION III- Background Information

Please answer each of the following questions. If a narrative response is requested, you may append additional pages. The purpose of this section is to provide a description of your district's program, highlight the areas that make it exemplary, and provide demonstrated proof of its success.

1. Has your district or school previously applied to the *New Jersey Second Language Learning Regional Model Programs Initiative*? No _____ Yes _____ (when?) _____
2. If "Yes", was your district successful in achieving recognition as a Model Program?
No _____ Yes _____
 - a. If "Yes", what has been implemented to go above and beyond the previous application?
3. Please describe your district's bilingual/ESL program. You may include the following:
 - The goal and mission of the program:
 - How students are identified for program services and how a determination is made that students are ready to exit the program;
 - The current enrollment of ELL students, the languages they speak, their grade levels and language proficiency levels;
 - How the program is organized (i.e. the schools that offer language assistance services, classes offered, curriculum and/or materials used
 - Instructional practices that are typically used);
 - Philosophy regarding the use of students' native languages;
 - How school administrators demonstrate support for the program;
 - How the ESL/Bilingual is integrated into the school/district and how all teachers and staff demonstrate shared responsibility for ELLs;
 - Professional development offered to all staff regarding ELLs;
 - The efforts made to involve parents; and
 - How exited ELL students are monitored in the mainstream program.

4. What makes your program an exemplary bilingual education program? Include a specific description of those components that are unique and distinctive

5. Provide concrete evidence (data and other information) of student outcomes that demonstrate the success of the program.

SECTION IV- Optional

1. The following describes some elements of successful bilingual education programs that you **may** use to rate your district’s program. Evidence to support your ratings **may** also be provided. This section is optional.
2. The committee that conducts an on-site visit will utilize this checklist to determine eligibility for award.

Use the following scale:

3. Meets Criteria 2. Partially Meets Criteria 1. Does Not Meet Criteria
N/A-Not Applicable

A. CURRICULUM

3	2	1	N/A	1. Has specific goals for the bilingual program that reflect the district philosophy.
3	2	1	N/A	2. Contains a language policy which articulates how the native language and English are to be used for instruction and is aligned with current bilingual education research.
3	2	1	N/A	3. Includes guidelines for making decisions regarding how and when content instruction in English should be initiated.
3	2	1	N/A	4. Includes guidelines for making decisions regarding reading level placement when making a transition to the English Language Arts program.
3	2	1	N/A	5. Is aligned with the Common Core State Standards and the World-Class Instructional Design and Assessment English Language Development Standards
3	2	1	N/A	6. Contains a separate English as a Second Language curriculum which is aligned to the World-Class Instructional Design and Assessment (WIDA) Standards.
3	2	1	N/A	7. Curriculum and assessments incorporate the skills of listening, speaking, reading, and writing at all levels of proficiency.

3	2	1	N/A	8. Has a systematic process in place for monitoring, evaluating, and renewing the curriculum that reflects a commitment to continuous improvement.
3	2	1	N/A	9. Is developed through a shared vision with the collaboration of bilingual, ESL, and content area teachers.

B. INSTRUCTIONAL PRACTICES

3	2	1	N/A	10. Student assessment data on language proficiency are used in determining the language of instruction.
3	2	1	N/A	11. Students' cultural backgrounds are reflected in the instructional materials and activities used in the classroom so as to create a successful academic experience.
3	2	1	N/A	12. The district has an articulated philosophy regarding the appropriate use of the native language and English which is reflected in instruction.
3	2	1	N/A	13. Learning occurs in meaningful, communicative contexts that are relevant to students.
3	2	1	N/A	14. Instructional practices use effective questioning techniques and a variety of approaches that are scientifically based and address all levels of thinking skills, including higher order cognitive skills.
3	2	1	N/A	15. The same or comparable material is used in both the native language and English language instruction.
3	2	1	N/A	16. English Language Learners are held to the same high standards expected of other students.
3	2	1	N/A	17. Instructional practices support students in their process of acculturation to the school.
3	2	1	N/A	18. Instruction builds on students' native language proficiency to assure that concepts are well-developed and then transferred to English. Literacy in the native language is used as the basis for developing language arts skills in English.
3	2	1	N/A	19. Materials are appropriate to the needs of the students and sufficient to provide enriched content.
3	2	1	N/A	20. Clear statements are made to students about accurate completion of the learning tasks and level of mastery expected from them.
3	2	1	N/A	21. Bilingual, ESL, and mainstream teachers collaborate

				regularly to plan instruction and design evaluation to improve achievement of language minority students.
3	2	1	N/A	22. The level of English used by the teacher is based on student needs.
3	2	1	N/A	23. Specific portions of content area lessons are designed for practicing English.
3	2	1	N/A	24. Instruction for ELLs in general classrooms integrates language and content objectives in accordance with sheltered instruction methodology and it incorporates the four language domains.
3	2	1	N/A	25. The learning environment provides Bilingual/ESL program students with multiple opportunities to use English, interact with others as part of a challenging educational program, and receive feedback on their language acquisition and content knowledge.

C. IDENTIFICATION/ASSESSMENT PRACTICES

3	2	1	N/A	26. The district has a written policy which outlines procedures for the identification, screening, placement, mainstreaming, and exit of English Language Learners.
3	2	1	N/A	27. Rubrics are used to measure student performance when using performance-based tasks.
3	2	1	N/A	28. Ongoing assessment practices match academic and linguistic characteristics of the learner and are an ongoing part of the learning process.
3	2	1	N/A	29. Students are being prepared for state assessments in all benchmark grades by using materials aligned with the CCSS and NJCCS.
3	2	1	N/A	30. Students are involved in the assessment of their own progress and that of their peers.
3	2	1	N/A	31. Native language proficiency is assessed on intake and annually for purposes of program placement and instructional planning.

D. ESL PROGRAM

3	2	1	N/A	32. There is an atmosphere that encourages students' confidence in their ability to use English.
3	2	1	N/A	33. ESL activities incorporate opportunities for authentic communicative interaction.
3	2	1	N/A	34. Teachers provide opportunities for meaningful

				practice in listening, speaking, reading, writing, and viewing and incorporate the WIDA English Language Proficiency Standards.
3	2	1	N/A	35. Teachers provide ongoing feedback to students, are judicious in correcting and analyzing errors in order to determine patterns and focus instruction accordingly.
3	2	1	N/A	36. Students' engagement in their learning is maximized by emphasizing both essential knowledge and higher order thinking skills.
3	2	1	N/A	37. The ESL teachers collaborate with bilingual and mainstream teachers to ensure that ELLs acquire the English skills they need in content-area classes.

E. PARENT/FAMILY INVOLVEMENT AND COMMUNITY OUTREACH

3	2	1	N/A	38. There is a bilingual parent advisory committee in the district.
3	2	1	N/A	39. Parents/guardians are informed in their native language of their child's progress in learning English and learning core subjects.
3	2	1	N/A	40. Parent input is considered in the selection and design of a bilingual/ESL program that is consistent with the characteristics of the ELL population.
3	2	1	N/A	41. Parent/community publications are disseminated on a regular basis in English and the language(s) of the bilingual program(s).
3	2	1	N/A	42. Parents/guardians of bilingual students and native-speaking members of the community are involved in the bilingual education program so as to enhance the educational experience of students.
3	2	1	N/A	43. Consistent efforts are made to "showcase" the bilingual/ESL education program within the district and the community.
3	2	1	N/A	44. Efforts are made to develop cultural competence among district staff about the types of schooling and classroom practices common in the societies bilingual students represent and to recognize the funds of knowledge represented by parents' and families' cultural heritage.
3	2	1	N/A	45. Parents understand policies regarding bilingual students and the program options available.
3	2	1	N/A	46. Workshops are provided for bilingual parents and

				families.
3	2	1	N/A	47. School documents are translated.

F. RESOURCES/SUPPORT

3	2	1	N/A	48. The bilingual/ESL program receives resources comparable to the mainstream program.
3	2	1	N/A	49. The district provides ELLs with equitable access to all school programs and services (including gifted and talented, special services for classified students, counseling, speech, athletic activities, fine arts, school plays, extra-curricular activities, etc.).
3	2	1	N/A	50. School administrators demonstrate consistent support for the program in the areas of advocacy, planning, staffing, staff development, and multicultural issues.

G. PROFESSIONAL DEVELOPMENT

3	2	1	N/A	51. Bilingual/ESL staff is provided opportunities for professional development comparable to the mainstream program.
3	2	1	N/A	52. The school provides professional development for all staff members to assist them in learning about their students' cultures and languages and ways to appropriately communicate with students, parents/guardians, and community members.
3	2	1	N/A	53. The school or district's professional development program helps administrators, teachers, and paraprofessionals attain and develop the content knowledge and pedagogical skills necessary to design and deliver high-quality curricula for bilingual/ESL program students.
3	2	1	N/A	54. Professional development activities are based on scientific research, effective in improving participants' understanding of the use of curricula, assessment measures, and instructional strategies for ELLs and are of sufficient intensity and duration to have a lasting impact on teachers' classroom performance.

H. OUTCOMES

3	2	1	N/A	55. The district can demonstrate evidence of significant progress in the English language acquisition of the Bilingual students as a result of bilingual/ESL instruction.
3	2	1	N/A	56. The district can demonstrate that exited bilingual students are progressing have performed at a proficient level on state, classroom, and standardized tests.
3	2	1	N/A	57. The district can substantiate a high retention (as opposed to dropout) and low dropout rate for ELLs