

New Jersey
Second Language Learning Regional Model Programs Initiative
English as a Second Language
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 their progress targets for the ELL subgroup.

SECTION I

Name of District: _____ County _____

Name of School(s): _____
(If school is being nominated)

Address: _____

Telephone: _____ FAX: _____

District contact/person responsible for completing application: _____

E-mail: _____

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

Chief School Administrator: _____

Signature: _____

SECTION II- Teacher Information

PLEASE PROVIDE THE FOLLOWING INFORMATION

1. Total number of ESL teachers/ESL teachers holding standard ESL N.J. certification: ____/____
2. Number of additional teachers holding ESL or Bilingual certification: ESL ____ Bilingual ____
3. Number of teachers speaking additional languages: _____ Languages spoken:

4. Teacher/student ratio per instructional period: ____/____
5. Average number of ELLs in program.

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 _____
3. Please describe your district's 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 limited English proficient students, the languages they speak, their grade levels and language proficiency levels;
 - How the program is organized; i.e. the schools that offer ESL services, classes offered, curriculum and/or materials used;
 - Describe instructional practices and program types that are typically used;
 - How school administrators demonstrate support for the program;
 - How the ESL program 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 ESL 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

The following describes some elements of successful ESL 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.

Use the following scale:

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

A. CURRICULUM

3	2	1	N/A	Contains a mission statement and specific measurable goals and expectations for student learning. *provide evidence
3	2	1	N/A	Is a written document closely aligned with the current New Jersey Core Curriculum Content Standards, Common Core Standards, and the World-Class Instructional Design and Assessment (WIDA) Standards.
3	2	1	N/A	Contains thematic connections aligned to grade level curricula with a cross-content focus.
3	2	1	N/A	Reflects both current research and best practices for teaching English Language Learners (ELLs) and uses instructional methodology that is scientifically based and proven to be effective.
3	2	1	N/A	Incorporates the skills of listening, speaking, reading, and writing at all levels of proficiency.
3	2	1	N/A	Include a systematic process for monitoring, evaluating and renewing the curriculum that reflects a commitment to continuous improvement.

B. INSTRUCTIONAL PRACTICES

3	2	1	N/A	The needs of ELLs are consistently considered in school-wide academic planning and decision-making.
3	2	1	N/A	The learning environment provides ESL 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.
3	2	1	N/A	Learning time during the school day for ESL services is given the same priority as other instructional programs.
3	2	1	N/A	The techniques and materials used for instruction are appropriate to the English language proficiency levels of students or are adapted to meet their needs.
3	2	1	N/A	ESL students are provided with instruction in appropriate classroom behavior and instructional routines (i.e. small-group interactions, collaboration, how to plan, etc.) in a caring, safe environment.
3	2	1	N/A	There is ongoing communication among the teachers of ELLs and content area teachers.
3	2	1	N/A	There is an atmosphere that encourages students' confidence in their ability to communicate in English which considers students' linguistic and cultural diversity.
3	2	1	N/A	Instruction actively prepares students to function successfully in the 21st century.
3	2	1	N/A	Differentiated instruction is implemented to meet the diverse needs of students, addressing varying cultural factors and learning styles in order to enhance subject matter.
3	2	1	N/A	ESL teachers' classroom activities incorporate opportunities for meaningful communication.
3	2	1	N/A	Technology is integrated into instruction.
3	2	1	N/A	There is more student-centered activity than teacher-centered activity during instruction.
3	2	1	N/A	Student performance is continually analyzed to reveal strengths and limitations of student learning, and priorities for student learning are clearly defined.
3	2	1	N/A	The teacher/student ratio allows for maximum learning time.
3	2	1	N/A	Students are provided opportunities for meaningful practice of listening, speaking, reading, writing, and viewing in authentic contexts.
3	2	1	N/A	Classroom/Mainstream Teachers use sheltered instruction strategies.

C. IDENTIFICATION/ASSESSMENT PRACTICES

3	2	1	N/A	District has a process for identification, placement, monitoring, and mainstreaming ESL students.
3	2	1	N/A	Student assessments are used to inform the instructional decision-making process.
3	2	1	N/A	Assessment of ESL students who are being considered for special education services is conducted in the primary language (when applicable) and English to gain a complete picture of the student's language proficiency and academic skills.
3	2	1	N/A	ELLs are monitored for performance in mainstream classes before and after exiting the ESL program.

D. PARENT/FAMILY INVOLVEMENT AND COMMUNITY OUTREACH

3	2	1	N/A	Parents/families feel welcome and are encouraged to participate in all activities.
3	2	1	N/A	There is ongoing communication with parents in English and the native language (regarding students' progress, community and school activities, etc.).
3	2	1	N/A	Parents of the ESL students are involved in the ESL program via regularly scheduled meetings, home visits, etc.
3	2	1	N/A	Consistent efforts are made to "showcase" the ESL program in the district and in the community.
3	2	1	N/A	There are multicultural programs that showcase the cultures and languages represented within the district.
3	2	1	N/A	There is evidence of languages other than English at school.
3	2	1	N/A	Parents/families of ELLs know and understand policies regarding their children and the program options available.
3	2	1	N/A	Parents/families are provided the opportunity and support to acquire English language acquisition and integration into the cultures successfully.
3	2	1	N/A	Workshops are provided for bilingual parents.
3	2	1	N/A	School documents are translated.

E. RESOURCES/SUPPORT

3	2	1	N/A	The school's practices reflect an understanding that a quality educational program requires shared
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				responsibility and collaboration among all educational professionals working with ESL students and their families.
3	2	1	N/A	The ESL program is fully integrated into the school, and school leaders ensure that all teachers and staff understand the ESL program.
3	2	1	N/A	The ESL program is part of the overall school infrastructure, comparable to other content area instructional programs; therefore, the school also allocates comparable resources to the ESL program and its staff.
3	2	1	N/A	School administrators demonstrate consistent support for the ESL program in the areas of advocacy, planning, staffing, staff development, and multicultural programs.
3	2	1	N/A	The social and emotional, as well as academic, needs of ELLs are met by a variety of resource personnel.
3	2	1	N/A	All district and school leaders, teachers, and staff communicate concern for and interest in the success of ESL students.
3	2	1	N/A	District programs include contributions and perspectives of diverse cultural groups.

F. PROFESSIONAL DEVELOPMENT

3	2	1	N/A	ESL teachers and general education teachers attend professional conferences and workshops in the area of ESL education.
3	2	1	N/A	Professional development activities include cultural sensitivity training, peer coaching, team teaching, teacher study groups, collaborative learning, collegial planning sessions and other support structures.
3	2	1	N/A	The school'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 curriculum for ESL students.

3	2	1	N/A	The district can demonstrate evidence of significant progress in the English language acquisition of ESL students as a result of ESL instruction. (e.g. test results, portfolios, observation, etc.)
3	2	1	N/A	The district can demonstrate that exited ESL students have performed at a proficient level on classroom, statewide, and standardized tests.