

**Second Language Regional Model Programs
World Languages
DISTRICT APPLICATION FORM/Self-Assessment
2011 - 2012**

SECTION I

Name of District _____ County: _____

Address _____

Telephone: _____ FAX: _____

District Contact/ Person responsible for completing application: _____

E-mail: _____

District Configuration (i.e., K-4; 5-8; K-8; K-12): _____

Type of program to be considered: (i.e., K-5, 6-8, 9-12, specialized population) _____

Chief School Administrator: _____

Signature: _____

SECTION II

PLEASE PROVIDE THE FOLLOWING INFORMATION:

A. Time and Frequency of World Language Instruction

1. Contact minutes per class period		2. Number of class periods per week	
K	7	K	7
1	8	1	8
2	9	2	9
3	10	3	10
4	11	4	11
5	12	5	12
6		6	

3. Middle and/or High School utilizes a non-traditional scheduling model (i.e., Block, A/B Day Schedule, etc.)

B. Staffing Model

4. Percentage of world languages teachers holding standard New Jersey certification:

5(a) Percentage of native-speaking elementary classroom teachers instructing world languages 50% or less of their instructional time: _____

5(b) Percentage of elementary teachers with a language minor or less instructing world languages 50% or less of their instructional time: _____

6. Teacher/student ratio: Elementary_____ Middle_____ High School_____

SECTION III

PLEASE COMPLETE ALL ITEMS AND PROVIDE COMMENTS WHERE SPECIFIED. A SEPARATE SHEET OF PAPER MAY BE USED. USE THE FOLLOWING SCALE:

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

C. Curriculum

7. Contains a mission statement and specific goals for the world languages program

3 2 1 N/A

8. Is a document that was written using the NJCCCS in World Languages and focuses on the CPIs with appropriate proficiency level benchmarks. (Please attach.)

3 2 1 N/A

9. Contains strong integration of culture with emphasis on cultural products, practices and perspectives. From the earliest levels, students are encouraged to examine their own products, practices, and perspectives as well as those of the target culture(s).

3 2 1 N/A

10. Contains thematic connections to grade-level appropriate curricula and standards for other content areas.

3 2 1 N/A

11. Was developed in collaboration with other curricular areas and has a cross-content focus that is appropriate for other content standards at each grade level.

3 2 1 N/A

12. Provides for multiple entry points (Specify)

3 2 1 N/A

13. Allows for a variety of language offerings (Specify)

3 2 1 N/A

14. Is articulated both vertically and horizontally

3 2 1 N/A

15. Reflects both current research and best practice

3 2 1 N/A

D. Instructional Practices

16. Teachers use the target language consistently for instruction in all classes and grade levels with minimal use of the English language.

3 2 1 N/A

17. Culture is integrated into all language learning activities.

3 2 1 N/A

18. Learning occurs in meaningful, communicative contexts relevant to students.

3 2 1 N/A

19. Comprehension is emphasized rather than speaking at beginning stages of the program, mirroring the process of first-language acquisition.

3 2 1 N/A

20. Inclusionary practices are evident in the classroom. (Specify)

3 2 1 N/A

21. The needs of heritage language speakers, gifted & talented students and special needs students are adequately addressed. (Specify)

3 2 1 N/A

22. Instructional adaptations are made to meet the diverse needs of students, addressing varying multiple intelligences and learning styles. (Specify)

3 2 1 N/A

23. Classroom activities incorporate opportunities for movement and physical activity (i.e., TPR, paired and group activities, cooperative learning, etc.).

3 2 1 N/A

24. Technology is integrated into instruction. Students use technology as a way to interact with native speakers, to post presentational work, to access authentic materials for a real-world purpose, and to connect with a real audience. (Specify)

3 2 1 N/A

25. A variety of print and non-print materials including authentic target language sources are incorporated into instruction.

3 2 1 N/A

26. There is more student activity than teacher activity during instruction; students and teachers are not text-driven.

3 2 1 N/A

27. Students are guided to use all levels of thinking skills, e.g., they repeat, recognize and recall as well as apply, create, and predict.

3 2 1 N/A

28. Innovative instructional practices are evident in the world languages program. (Specify)

3 2 1 N/A

29. The 4 C's (Communication, Collaboration, Critical Thinking & Problem Solving, and Creativity and Innovation) are embedded within meaningful and authentic learning experiences.

3 2 1 N/A

30. Travel opportunities or exchange programs are available to students. (Specify)

3 2 1 N/A

31. A variety of extra-curricular world languages activities are offered. (Specify)

3 2 1 N/A

E. Assessment Practices

32. Assessment practices mirror instructional practices and are an ongoing part of the learning process.

3 2 1 N/A

33. Performance-based assessment occupies a major place in the assessment plan and involves tasks that are real-life, meaningful and worthwhile.

3 2 1 N/A

34. Pencil-and-paper tests are used infrequently, and only to measure what students know about language, e.g., discrete points, facts.

3 2 1 N/A

35. Rubrics are used to measure student performance when using performance-based tasks and are based on proficiency levels appropriate to the level of the students.

3 2 1 N/A

36. Students are involved in the assessment of their own progress and that of their peers.

3 2 1 N/A

37. The elementary program has a mechanism for reporting student progress. (Specify)

3 2 1 N/A

38. A district program evaluation has been developed to assist with the articulation process, and to identify strengths as well as areas for program improvement. (Please Attach)

3 2 1 N/A

F. Parent/community Involvement

39. There is ongoing communication with parents. (Specify)

3 2 1 N/A

40. Parent/community publications are sent out on a regular basis. (Please Attach)

3 2 1 N/A

41. Native-speaking parents/members of the community are involved in the world language program. (Specify)

3 2 1 N/A

42. Consistent efforts are made to “showcase” the world languages program. (Specify)

3 2 1 N/A

G. Resources/Support

43. The district board of education has made a financial commitment to the establishment and maintenance of a quality world languages program.

3 2 1 N/A

44. School administrators demonstrate consistent support for the program in the areas of advocacy, planning, staffing, staff development and multicultural issues.

3 2 1 N/A

H. Professional Development

45. Opportunities are provided for in-district and out-of- district professional growth.

3 2 1 N/A

46. Teachers and supervisors/administrators are involved in a Professional Learning Community (PLC) that focuses on growing students' proficiency.

47. Opportunities are provided for in-district peer observations and for out-of-district visitations.

3 2 1 N/A

48. All teachers are members of world languages professional organizations.

3 2 1 N/A

49. Some teachers are involved in world languages leadership positions on the local, state or national level.

3 2 1 N/A

50. There is evidence of a district-wide plan for professional development of world languages teachers. (Specify)

3 2 1 N/A

SECTION IV

D. Describe the vision for your district's world languages program. Identify current features of the program that need improvement and strengths of the program that might be built upon. What could your district program look like in the next decade? Include how your district has already begun to address the 2009 NJCCCS for World Languages. (Please Attach)