

**Second Language Regional Model Programs**  
**Bilingual/Bicultural Education**  
**DISTRICT APPLICATION FORM**  
**2012-2014**

**Districts that are eligible to apply are those that have met the State's objectives for student progress in learning English and exiting Bilingual/ESL programs.**

**SECTION I**

Name of District: \_\_\_\_\_ County \_\_\_\_\_

Name of School: \_\_\_\_\_  
(If school is being nominated)

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: \_\_\_\_\_

**SECTION II**

**PLEASE PROVIDE THE FOLLOWING INFORMATION:**

**A. 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. What steps has your district taken to hire adequate numbers of bilingual and ESL-certified staff? (Please explain on a separate sheet of paper).

## **B. Program Organization**

Please describe how your bilingual program is organized, including the goals of the program and how the students' native language and English are used to achieve the goals of the program. You may choose to submit the district bilingual program narrative of the district's 2005-08 three-year bilingual/ESL plan.

### **SECTION III**

**PLEASE COMPLETE ALL ITEMS AND PROVIDE COMMENTS WHERE SPECIFIED. USE THE FOLLOWING SCALE:**

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

Comments may be provided to explain any of the statements below.

## **C. CURRICULUM**

**Briefly describe the curriculum for bilingual classes. Include copies of district bilingual curriculum adaptations. Please attach a copy of the bilingual 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 New Jersey Core Curriculum Content Standards and contains clear learning objectives.
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. Includes developmental language arts instruction in the students' native language with objectives specific to that language.
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 worked out by bilingual, ESL, and content area teachers.

#### **D. 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 strategies 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 is initiated in the first language and 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 integrates language and content objectives as recommended by sheltered instruction methodology.

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.
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**E. 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. (Attach policy)
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 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.

**F. 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.
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**G. PARENT/FAMILY INVOLVEMENT AND COMMUNITY OUTREACH**

**Include evidence of parent communication**

3	2	1	N/A	38. There is a bilingual parent advisory committee in the district. What is its role?
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. (Specify)
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). (Please provide samples).
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. (Provide examples).
3	2	1	N/A	47. School documents are translated.

**H. 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.

**I. 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.

**J. 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. (e.g. test results, portfolios, observation, etc.). (Specify)
3	2	1	N/A	56. The district can demonstrate that exited bilingual students 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) rate for ELLs (high school level). (Specify)

**SECTION IV**

**What makes your program an outstanding native language instruction model for language acquisition? (Please attach a narrative which describes the aspects of your program design and the practices and outcomes that you consider exemplary).**

**\*References:**

*English Language Learners at School: A Guide for Administrators (2006). Library of Congress. Editors – Else Hamayan, Rebecca Freeman.*

*National Board for Professional Teaching Standards English as a New Language Standards (1998).*

*No Child Left Behind Act of 2001 Title III: language Instruction for Limited English Proficient and Immigrant Students(2001).*

*Program Evaluation: English as a Second Language, A Comprehensive Guide for Standards-based Program Evaluation for Schools Committed to Continuous Improvement (2002). National Study of School Evaluation, 1699 Woodfield Road, Schaumburg, IL.*