

**New Jersey**  
**Second Language Learning Regional Model Programs Initiative**  
**English as a Second Language**  
**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)

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**

**PLEASE PROVIDE THE FOLLOWING INFORMATION:**

**A. Time and Frequency of ESL Instruction**

Describe your English as a second language (ESL) program. Include how much ESL instructional time students are provided daily. If there are differences among grade levels or proficiency levels, indicate these.

**B. Staffing Model**

1. Number of ESL teachers holding standard ESL New Jersey certification: \_\_\_\_\_
2. Teacher/student ratio per instructional period: \_\_\_\_\_

3. Number of teachers with dual (Bilingual and ESL) certification \_\_\_\_\_
4. Number of teachers speaking additional languages \_\_\_\_\_
5. What steps has your district taken to hire adequate numbers of ESL-certified staff?  
Describe on a separate sheet of paper.

**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**

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

**B. CURRICULUM**

**Please provide the district ESL curriculum.**

<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>	<b>1. Contains a mission statement and specific measurable goals and expectations for student learning.</b>
<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>	<b>2. 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.</b>
<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>	<b>3. Contains thematic connections aligned to grade level curricula with a cross-content focus.</b>
<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>	<b>4. 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.</b>
<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>	<b>5. Incorporates the skills of listening, speaking, reading, and writing at all levels of proficiency.</b>
<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>	<b>6. Include a systematic process for monitoring, evaluating and renewing the curriculum that reflects a commitment to continuous improvement.</b>

#### **D. INSTRUCTIONAL PRACTICES**

3	2	1	N/A	7. The needs of ELLs are consistently considered in school-wide academic planning and decision-making.
3	2	1	N/A	8. 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	9. Learning time during the school day for ESL services is given the same priority as other instructional programs.
3	2	1	N/A	10. 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	11. 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	12. There is ongoing communication among the teachers of ELLs and content area teachers.
3	2	1	N/A	13. 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	14. Instruction actively prepares students to function successfully in the 21 <sup>st</sup> century.
3	2	1	N/A	15. 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	16. ESL teachers' classroom activities incorporate opportunities for meaningful communication.
3	2	1	N/A	17. Technology is integrated into instruction.
3	2	1	N/A	18. There is more student-centered activity than teacher-centered activity during instruction.
3	2	1	N/A	19. 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	20. The teacher/student ratio allows for maximum learning time.
3	2	1	N/A	21. Students are provided opportunities for meaningful practice of listening, speaking, reading, writing, and viewing in authentic contexts.
3	2	1	N/A	22. Rubrics are provided to clearly define teacher and student expectations.

3	2	1	N/A	23. Classroom/Mainstream Teachers use sheltered instruction strategies.
				24. Ongoing student assessment is consistently analyzed to acquire information on ELL student performance.

**E. IDENTIFICATION/ASSESSMENT PRACTICES**

3	2	1	N/A	25. The English proficiency of the ELLs is assessed annually.
3	2	1	N/A	26. District has a process for identification, placement monitoring, and mainstreaming ESL students. (Describe)
3	2	1	N/A	27. Student assessments are used to inform the instructional decision-making process and mirror instructional practices..
3	2	1	N/A	28. 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	29. Rubrics are used to measure student performance when using performance-based tasks.
3	2	1	N/A	30. Teachers use ESL student assessment results to enhance instruction, improve student performance, and aid program placement.
3	2	1	N/A	31. The academic success of ELLs is recognized. (e.g. newsletter, award assemblies, notice board, etc.).
3	2	1	N/A	32. ELLs do not exit before they have acquired the necessary English language proficiency skills.
3	2	1	N/A	33. Test-taking skills are taught to students.
3	2	1	N/A	34. ELLs are monitored for performance in mainstream classes before and after exiting the ESL program. (Please specify monitoring procedures)
3	2	1	N/A	35. 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.
				36. The ESL teacher, classroom teacher, content area teacher, and administrators meet on a regular basis. (Explain).

**E. PARENT/FAMILY INVOLVEMENT AND COMMUNITY OUTREACH**

**Include evidence of parent/family communication.**

3	2	1	N/A	37. Parents/families feel welcome and are encouraged to participate in all activities.
3	2	1	N/A	38. 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	39. Parents of the ESL students are involved in the ESL program via regularly scheduled meetings, home visits, etc.
3	2	1	N/A	40. Consistent efforts are made to “showcase” the ESL program in the district and in the community.
3	2	1	N/A	41. There are multicultural programs that showcase the cultures and languages represented within the district.
3	2	1	N/A	42. Is there evidence of languages other than English at school? (Provide examples).
3	2	1	N/A	43. Parents/families of ELLs know and understand policies regarding their children and the program options available.
3	2	1	N/A	44. Parents/Families are provided the opportunity and support to acquire English language acquisition and integration into the cultures successfully.
3	2	1	N/A	45. Workshops are provided for bilingual parents.
3	2	1	N/A	46. School documents are translated.

**G. RESOURCES/SUPPORT**

3	2	1	N/A	44. The school’s practices reflect an understanding that a quality educational program requires shared responsibility and collaboration among all educational professionals working with ESL students and their families.
3	2	1	N/A	47. 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	48. 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	49. 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	50. The social and emotional, as well as academic, needs of ELLs are met by a variety of resource personnel.
3	2	1	N/A	51. All district and school leaders, teachers, and staff communicate concern for and interest in the success of ESL students.
3	2	1	N/A	52. District programs include contributions and perspectives of diverse cultural groups.

## **H. PROFESSIONAL DEVELOPMENT**

**Please provide examples.**

3	2	1	N/A	53. ESL teachers attend professional conferences and workshops in the area of ESL education.
3	2	1	N/A	54. 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	55. 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.
				56. Professional Development activities are: based on scientific research; effective in improving participants' understanding of the use of curricula, instructional strategies for ELLs, and assessment measures; and are of sufficient intensity and duration to have a lasting impact on teachers' classroom performance.

## **I. OUTCOMES**

<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>	<b>57. 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.) (Show supporting materials)</b>
<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>	<b>58. The district can demonstrate that exited ESL students have performed at a proficient level on classroom, statewide, and standardized tests. (Please include data)</b>
<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>	<b>59. The district is meeting adequate yearly progress requirements or has achieved “safe harbor” status for the LEP sub-group.</b>

## **SECTION IV**

**What makes your program an outstanding model for English language acquisition?  
(Please attach a narrative which describes the practices that make your ESL program 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 East Woodfield Road, Schaumburg, IL.*