

New Jersey
Second Language Learning Regional Model Programs Initiative
English as a Second Language
DISTRICT APPLICATION FORM
2010-2012

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 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.

3	2	1	N/A	1. Contains a mission statement and specific measurable goals and expectations for student learning.
3	2	1	N/A	2. Is a written document closely aligned with the current New Jersey Language Arts Literacy Core Curriculum Content Standards and the World-Class Instructional Design and Assessment (WIDA) Standards.
3	2	1	N/A	3. Contains thematic connections aligned to grade level curricula with a cross-content focus.
3	2	1	N/A	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.
3	2	1	N/A	5. Incorporates the skills of listening, speaking, reading, and writing at all levels of proficiency.
3	2	1	N/A	6. Include a systematic process for monitoring, evaluating and renewing the curriculum that reflects a commitment to continuous improvement.

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 st 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

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

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

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.