

New Jersey Department of Education
2020-2022 Dual Language Immersion Model Program Application

Thank you for your willingness to apply for the New Jersey Department of Education’s Dual Language Immersion (DLI) Model Program recognition for the 2020-2022 cohort. Please review this application thoroughly and prepare all evidence before submitting the entire packet via email to: ELL@doe.nj.gov and worldlang@doe.nj.gov

Deadline to complete online application and submit documentation: August 12, 2019.

There are four sections to the online application (Section IV is optional):

- Section I – Contact Information
- Section II –
 - A. Program Information and Instructional Time/Frequency
 - B. Program Structure
- Section III –
 - A. Program Design
 - B. Instructional Quality
 - C. Assessment / Outcomes
 - D. Professional Development
 - E. Community Involvement
- Section IV – Additional Information (Optional)

Please note: Programs must have been in existence for at least *three years* in order to qualify for DLI Model Program recognition.

Documentation:

Sections I and II (A and B): Contact Information, Program Information and Instructional Time/Frequency and Program Structure

There is no additional documentation required for this section.

Section III: Program Design, Instructional Quality, Assessment / Outcomes, Professional Development, and Community Involvement

In addition to individual section narratives (Sections A through E), districts must include requested evidence via one email or by providing a link to the online folder with resources included.

Note on narrative word limits: Various sections of this application provide word limit maximums. It may become clear through the application submission process that the limits are much higher than expected. They are provided as a maximum limit. Should you wish to provide more information for a specific section, use Section IV to do so.

Section I – Contact Information

Name of District:

Name of County:

District contact / Person responsible for completing the application:

Address:

Telephone number:

E-mail address:

Chief School Administrator:

Section II-A – Program Information and Instructional Time/Frequency

1. Identify your program configuration (e.g., P to 5, K to 5, K to 8)
2. Describe your schedule model (e.g., block schedule, traditional)
3. Describe how your program allows for multiple entry points (e.g., students are able to enroll in different grade levels or at varied times throughout the year)

Insert Narrative for Section II-A here (500-word maximum) addressing all three points from previous page:

Section II-B – Program Structure

Write a narrative that describes your program ensuring that all of the following points are addressed:

1. Student Characteristics
 - a. Describe how language dominance (including what instrument is used to obtain data) is assessed and addressed;
 - b. Give detailed information regarding age groups; and
 - c. Provide the population breakdown of first language (L1) English population versus second language (L2) population
2. School/Program Structure
 - a. Describe how the DLI program fits into larger school instruction (e.g., strand, stand-alone, magnet)
3. Scheduling
 - a. Detail how the program design (e.g., 50-50 one-way dual, 90-10 immersion two-way dual) is met with fidelity as demonstrated by the schedule for students based on language (e.g., 1-day L1/1-day L2, 1week L1; 1week L2); and
 - b. Describe how language is addressed in courses such as art, music, and physical education
4. Equity
 - a. Describe how access to the program is equitable; and
 - b. Detail how all students (e.g., gifted and talented, English Language Learners, students with special needs, students from various socio-economic backgrounds) are provided an equitable education

Insert Narrative for Section II-B here (1,000-word maximum per number above):

Narrative for Section II-B, continued (1,000-word maximum):

Narrative for Section II-B, continued (1,000-word maximum):

Section III – Program Design, Instructional Quality, Assessment / Outcomes, Professional Development, and Community Involvement

Please check the appropriate box to indicate your program design:

A. Program Design

| One-Way Dual | Two-Way Dual |
|--|--|
| <input type="checkbox"/> 50-50 immersion: one language group receives half the instruction in the native language and half in English. | <input type="checkbox"/> 50-50 immersion: two language groups receive half of the instruction in English and half in the other language. |
| <input type="checkbox"/> 90-10 immersion: one language group is taught in two languages, gradually evolving from 90% in the native language to half in the native language and half in English. | <input type="checkbox"/> 90-10 immersion: two language groups receive integrated instruction in English and other language. Gradually evolves from 90% in minority language to 50-50. |

B. Instructional Quality

| Descriptor | Criteria | Evidence |
|--|--|--|
| All teachers hold the appropriate certification for the courses/students that they teach | Acceptable certifications: <ul style="list-style-type: none"> ➤ Bilingual/bicultural certified teachers ➤ World language certified teachers ➤ ESL teachers | Provide statement of assurance regarding certifications in narrative. |
| All curricula align to the New Jersey Student Learning Standards | <ul style="list-style-type: none"> ➤ Teaching language through academic content ➤ Thematic teaching ➤ Preview, view, review ➤ Connected to students' lives ➤ Standards-based ➤ Language will be used for instruction, rather than translation ➤ Curriculum should mirror the district curriculum ➤ Proof of quality resources in both English and target language in all content areas | Please provide four ¹ unit plans in addition to the narrative demonstrating all pieces in the "criteria column." Two-unit plans should show progression in literacy (e.g., one unit from first-grade literacy and one unit from third-grade literacy); the other two-unit plans can show <i>progression</i> within any other content area (e.g., social studies or science). |

¹ Only four total units are to be submitted

Insert Narrative for Section III-B here (2,000-word maximum for total section):

Narrative for Section III-B, continued. (2000-word maximum)

Narrative for Section III-B, continued. (2000-word maximum)

Narrative for Section III-B, continued. (2000-word maximum)

C. Assessments / Outcomes

| Descriptor | Criteria | Evidence |
|---|--|---|
| Instruments/assessments to demonstrate student growth | <ul style="list-style-type: none"> ➤ Must be analyzed according to the years of exposure ➤ Must separate and analyze differences in outcomes between L1 and L2 (both groups expected to show progress) | Write a short narrative describing how your program takes into consideration length of time in program and how progress is monitored in both languages. |
| Clear positive trajectory on standardized tests over years in program | <ul style="list-style-type: none"> ➤ Expectation that both L1 students and L2 students demonstrate academic growth by Year 4 ➤ Expectations that students are meeting language proficiency targets | Provide data (student-level data with names redacted). |

Insert Narrative for Section III-C here (1,000-word maximum for total section):

Narrative for Section III-C, continued (1,000-word maximum)

Narrative for Section III-C, continued (1,000-word maximum)

D. Professional Development

| Descriptor | Criteria | Evidence |
|--|---|---|
| Opportunities for Professional Growth | <ul style="list-style-type: none"> ➤ School/district involvement in development of instructional techniques ➤ Teachers, principals, and district administrators are provided with opportunities to advance (e.g., support to attend conference, support for obtaining other certifications, on-site opportunities for growth) ➤ There is a plan in place for professional development in order to meet short and long-term instructional goals | Provide a list of professional development programs within the past two years. |
| School District Administrator Essentials | <ul style="list-style-type: none"> ➤ Administrators support the program and the components of the model ➤ Administrators support and promote teacher collaboration (e.g., clear scheduled time for teachers to plan together) | <p>Write a short narrative.</p> <p>Provide one sample schedule demonstrating teacher planning time.</p> |

Insert Narrative for Section III-D here (250-word maximum for total section):

E. Community Involvement

| Descriptor | Criteria | Evidence |
|---|--|--|
| The Parent Advisory Committee meets regularly and provides input/feedback to the district | <ul style="list-style-type: none"> ➤ Both English and L2 parents participate | <p>Proved agenda and meeting minutes.</p> <p>Provide a short narrative of how meeting includes both sets of parents/guardians.</p> |
| Participation of parents includes a cultural component | <ul style="list-style-type: none"> ➤ Both languages and cultures must be viewed as equal | <p>Write a short narrative.</p> |
| The staff, school, and larger community demonstrate a supportive culture and climate | <ul style="list-style-type: none"> ➤ Positive relationship between dual population and general population is facilitated by district ➤ Members of the larger community embrace the Dual Language Program | <p>Write a short narrative.</p> |

Insert Narrative for Section III-E here (1,000-word maximum for total section):

Narrative for Section III-E, continued (1,000-word maximum)

Narrative for Section III-E, continued (1,000-word maximum)

Section IV- Additional Information

This section is **optional**. It is provided for you to describe aspects of your program that you do not believe were captured in the application. Please limit your narrative to 500 words maximum.

Insert Narrative for Section IV here (500-word maximum):