

**New Jersey Department of Education  
2018-2020 World Languages Model Program Application  
Guidance Document**

Please use this guidance document to help you prepare for your district's application submission to the New Jersey Department of Education (NJDOE) for World Languages Model Program recognition. Review the entire document and prepare responses and gather support materials (documentation) before beginning the online application. (Once the online application has been started, it cannot be saved for completion at a later time.) One administrator in the district should be designated to complete/submit the online application.

**Deadline to complete online application and submit documentation: August 15, 2017.**

**There are four sections to the online application:**

- Section I- Contact Information
- Section II- Program Information and Instructional Time / Frequency
- Section III – A. Learning Environment, B. Assessment, C. Professional Growth, and D. Program
- Section IV- Additional Information (Optional)

**Documentation for Sections I-IV**

**Sections I and II: Contact Information and Program Information and Instructional Time / Frequency**

These sections are completed entirely through the online application. There is no additional documentation required.

**Section III - Part A: Learning Environment**

For this section, please provide a collection of 3-5 lesson plans for the program configuration that you are asking to be considered for model program designation that reflect:

- multiple grade levels (at least 3 per language);
- multiple proficiency levels (at least 3 per language); and
- **ALL** indicators (1-10) of the section.

A lesson plan may span more than one day. All lesson plans and documentation must be submitted electronically as described in **Online Application Submission Directions** section (see below).

**Section III- Parts B - D: Assessment, Professional Growth, and Program**

For this section, some criteria request support materials and / or descriptions.

Support materials must be submitted electronically as described in the **Online Application Submission Directions** section (see below) as a separate email.

Descriptions, when requested, must be submitted via the online application according to character limits.

**Section IV – Additional Information**

Please enter this information via the online application and limit your response to a maximum of 10,000 characters.

### **Online Application Submission Directions:**

1. Complete the application using Survey Monkey at <https://www.surveymonkey.com/r/WLAPP>.
2. Provide all documents / requested information either through a *link to an online folder* (preferred) **OR** *attached to a single email* to [worldlang@doe.state.nj.us](mailto:worldlang@doe.state.nj.us) no later than **August 15, 2017**.
3. Identify your district name in subject line of the email.

Any questions about the application process should be sent to: [worldlang@doe.state.nj.us](mailto:worldlang@doe.state.nj.us) **prior to August 7, 2017** to allow time for a response.

**Note:** Pages 3-12 of this document are provided to assist you in preparing the responses and gathering the support materials (documentation) before you begin the online application

**New Jersey Department of Education  
2018-2020 World Languages Model Program Application**

**Section I- Contact Information**

Name of District (County):

District contact / Person responsible for completing the application:

Address:

Telephone number:

E-mail address:

Chief School Administrator:

**Section II- Program Information and Instructional Time / Frequency**

1. Identify your district configuration (e.g., P-5, K-8, 9-12).
2. Are the proficiency level and grade level performance benchmarks indicated in the [2014 New Jersey Student Learning Standards](#) for World Languages being met in your district?
3. Identify the grade level configuration / program you would like to have considered for 2018-2020 Model Program status (e.g., K-5, 4-5, 6-8, 9-12, specialized population).
4. Identify contact minutes per class period.
  - a. Select the number of contact minutes per class period for every grade K-12. If no language instruction is offered in a specific grade, please select 0.
  - b. Denote which language(s) are offered at each level in the textbox below the matrix.
5. Identify number of class periods per week.
  - a. Select the number of class periods per week for every grade K-12. If no language instruction is offered in a specific grade, please select 0.
  - b. Specify any information that you believe may not have been captured in the box below the matrix.
6. Describe your scheduling model (e.g., block schedule, traditional).
7. Describe how your program allows for multiple entry points.

### Section III – Learning Environment, Assessment, Professional Growth, Program

The following rating scale should be used for self-assessing your program. When completing each section, please keep in mind the response selected should reflect what is happening at *all grade and proficiency levels on a regular basis*.

| <b>Not Applicable</b>                      | <b>Not Evident</b>  | <b>Emerging</b>  | <b>Partially Evident</b>  | <b>Clearly Evident</b>  |
|--|---|--|---|---|
| Criteria is not applicable to this program | Evidence of criteria is apparent in a very limited capacity | Evidence of criteria is apparent in some grade or proficiency levels | Program has begun addressing criteria but outcomes are not yet fully evident at all grade or proficiency levels | Program has addressed criteria and outcomes are evident at all grade and proficiency levels |

**\*The Core Practices are noted with an asterisk.** For more information about the Core Practices, please see <http://www.langtalks.org/> (videos).

## A. LEARNING ENVIRONMENT

| Criteria  | Required Support Materials   | Rating          |
|---|--|-----------------|
| <i>At all grade and proficiency levels, the program strives to implement the following on a regular basis:</i>  |  |                 |
| 1. Target language is used as the vehicle and content of instruction at least 90% of the time.*   | 3-5 lesson plans (per language) from the program that you would like to be considered. The collection of lesson plans for each language must include: multiple grade and proficiency levels and address ALL criteria (1-10) of this section. | Choose an item. |
| 2. Lessons and tasks are designed with functional goals and objectives that clearly specify the language and activities needed to support and meet the communicative objective.*  |  | Choose an item. |
| 3. A variety of instructional strategies are implemented to make language comprehensible (e.g., gestures, visuals, authentic materials, hands-on experiences).  |  | Choose an item. |
| 4. Technology is leveraged (by teachers and students) for authentic purposes: communicating in target language, interacting with native speakers, accessing authentic materials and/or engaging in a real-world instructional task. |  | Choose an item. |
| 5. Students are engaged in interpersonal communicative tasks with partners, in small groups, and/or as part of whole class instruction.*  |  | Choose an item. |
| 6. Learning experiences are designed to engage students in different levels of thinking (e.g., remembering, understanding, applying, analyzing, evaluating, creating).  |  | Choose an item. |
| 7. Scaffolding and follow-up tasks that promote interpretation for language learning is provided through interactive reading and listening comprehension tasks using authentic cultural texts of various kinds.*                    |  | Choose an item. |
| 8. Tasks are adapted to meet the needs and interests of the students enabling them to engage in relevant, content-rich experiences that increase in complexity across grade and proficiency levels.                                 |  | Choose an item. |

9. Opportunities are provided for students to explore their own culture and make comparisons with other cultures in a meaningful way. Interactions with global communities provide opportunities for students to know, understand, and appreciate people from other cultures along with the capacity to acknowledge other points of view.

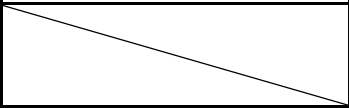
Choose an item.

10. Grammar is taught as concept and used in context. Students focus on meaning before form.\*

Choose an item.

## B. ASSESSMENT

| <b>Criteria</b><br><i>At all grade and proficiency levels, the program strives to implement the following on a regular basis:</i>  | <b>Required Support Materials</b>                                | <b>Rating</b>   |
|--|--|-----------------|
| 1. Students regularly identify and monitor their own goals for language proficiency and cultural competence using “Can Do” statements.   | /  | Choose an item. |
| 2. Multiple methods are used to check for understanding throughout a lesson.   | /  | Choose an item. |
| 3. A variety of feedback strategies (e.g., speech, written) are used to assist students in meeting performance objectives. Evidence from student performance is incorporated in feedback.*   | /  | Choose an item. |
| 4. Data (evidence of student performance) from formative and summative assessments are used to modify subsequent learning experiences to reach targeted performance objectives.  | Describe via online application (5,000 character limit)          | Choose an item. |
| 5. Performance-based assessments play a major role in the world languages program and involve tasks that are real-life, meaningful, and worthwhile.  | Provide evidence via email (online link to folder or attachment) | Choose an item. |
| 6. Rubrics describing clear expectations for student performance based on proficiency levels and grade level benchmarks are an integral part of the world languages program. Rubrics are shared with students in advance.  | Provide evidence via email (online link to folder or attachment) | Choose an item. |
| 7. Assessments are designed to reflect the expectations of the New Jersey Student Learning Standards. They allow students to demonstrate what they can do with what they know across the three modes of communication based on proficiency level and grade level benchmarks. | Provide evidence via email (online link to folder or attachment) | Choose an item. |

|   |  |                        |
|---|--|------------------------|
| <p>8. A process is established for students and teachers to document and review student growth over time (e.g., proficiency-based assessments, “Can Do” statements with student work examples, portfolios).</p> | <p>Describe via online application (5,000 character limit)</p>                     | <p>Choose an item.</p> |
| <p>9. Grading systems weigh performance more heavily than language knowledge.</p>   |  | <p>Choose an item.</p> |



### C. PROFESSIONAL GROWTH

| <b>Criteria</b><br><i>At all grade and proficiency levels, the program strives to implement the following on a regular basis:</i>  | <b>Required Support Materials</b>                                | <b>Rating</b>   |
|--|--|-----------------|
| 1. A process is in place in which educators self-assess their professional growth and identify areas in need of improvement (e.g. rubrics, <a href="#">Teacher Effectiveness for Language Learning –TELL</a> )   | Describe via online application (5,000 character limit)          | Choose an item. |
| 2. A plan is developed (and implemented) for district-wide professional development that includes a variety of experiences based on the input and experiences of its educators in combination with the needs and interests of its students.  | Provide evidence via email (online link to folder or attachment) | Choose an item. |
| 3. Educators are provided with opportunities to engage in regular collegial discussions and interactions at the school, district, and global level (e.g., EdCamps, conferences, peer observations, online communities, professional organizations, professional learning communities). | Describe via online application (5,000 character limit)          | Choose an item. |
| 4. Educators are reflective practitioners who regularly engage in professional learning experiences based on their individual needs and interests.   | /  | Choose an item. |
| 5. The district supports educators in their efforts to develop skills beyond their individual classroom and assume leadership roles in the school community (e.g., coach, mentor), professional organization, or other educational venues.   | Describe via online application (5,000 character limit)          | Choose an item. |

## D. PROGRAM

| Criteria<br><i>At all grade and proficiency levels, the program strives to implement the following on a regular basis:</i>   | Required Support Materials                                       | Rating          |
|--|--|-----------------|
| 1. Belief that second language acquisition is <u>essential</u> in preparing students for the global economy and for becoming contributing members of local, national, and international communities. The belief is institutionalized in the district at all levels (e.g., administrators, educators, students, parents, community members).  | Describe via online application (5,000 character limit)          | Choose an item. |
| 2. Belief that <i>all</i> students are language learners. Effective language learning experiences are carefully orchestrated by teachers through building relationships with students giving consideration to their unique needs and interests and collaborating with them to create an environment where they are safe and can flourish as language learners.   | /  | Choose an item. |
| 3. Core practices of language learning are evident in <i>all</i> aspects of the world language program (e.g., curriculum design, learning experiences, resource selection and use, assessment design, course offerings, extracurricular experiences, professional learning experiences).   | /  | Choose an item. |
| 4. Standards-based curricula reflective of current research and best practices are used in all grade and proficiency levels. Vertical and horizontal articulation of curricula is evident by the use of instructional tasks which increase in complexity in all three modes of communication according to proficiency level and grade level performance benchmarks. Curricula reflect the <a href="#">2014 New Jersey Student Learning Standards for World Languages</a> . | Provide evidence via email (online link to folder or attachment) | Choose an item. |
| 5. The district educational community (e.g., administrators, educators, students, parents, community members) recognize the <u>integral</u> role the world languages program plays in preparing students to become productive members of a global society.   | /  | Choose an item. |

|  |  |                 |
|--|--|-----------------|
| 6. Multiple methods are used to expand perspectives and attitudes about language learning opportunities with stakeholders including highlighting the accomplishments of students (e.g., administrators, educators, students, parents, community members).  | Provide evidence via email (online link to folder or attachment) | Choose an item. |
| 7. Community stakeholders (e.g., native speakers, organizations, agencies, businesses) are leveraged to provide support to the world languages program (e.g., serving as authentic audiences, sharing experiences and expertise, aiding students in real-world performance tasks).   | /  | Choose an item. |
| 8. Opportunities for students to engage in extracurricular activities related to world languages are provided (e.g., clubs, field trips, travel, exchange programs).   | Provide evidence via email (online link to folder or attachment) | Choose an item. |
| 9. Students have opportunities to be recognized for their language proficiency (e.g., Seal of Biliteracy, AP courses, World Language Honor Society).   | Provide evidence via email (online link to folder or attachment) | Choose an item. |
| 10. Elementary program has a mechanism for reporting student progress.   | Describe via online application (5,000 character limit)          | Choose an item. |
| 11. A process is established for stakeholders (e.g., administrators, teachers, students) to review the world languages program across all proficiency and grade levels for the purpose of identifying strengths and areas for program improvement.   | Describe via online application (5,000 character limit)          | Choose an item. |
| 12. A strong sense of community exists among educators at all grade and proficiency levels. The culture is supportive, collaborative, and values continual professional growth in support of student learning.   | /  | Choose an item. |
| 13. The district recognizes its important role of supporting the field of teaching by providing pre-service teachers with meaningful field and clinical experiences through interactions with effective teachers. In addition, it has established a comprehensive induction program that supports novice teachers for multiple years in gaining the skills, knowledge, and dispositions to become effective world language teachers. | Describe via online application (5,000 character limit)          | Choose an item. |

#### **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 enter this information via the online application and limit your response to a maximum of 10,000 characters.