

**New Jersey**  
**Second Language Learning Regional Model Programs Initiative**  
**Bilingual/Bicultural Education**  
**District Application Form**  
**2020-2022**

**Districts or schools that consider their bilingual program to be exemplary are invited to apply for the state model program designation for SY 2020-2022.**

**Section I – District Information**

Name of District:

County:

Name of School(s):

(If school is being nominated)

Type of Bilingual Program (e.g., full-time bilingual program, bilingual intake center, newcomer, part-time bilingual, etc.):

Language(s) of Instruction:

District Address:

Telephone:

Fax:

District contact/person responsible for completing application:

E-mail:

District or school configuration (i.e., K through 4; 5 through 8; 9, K through 12):

Chief School Administrator's Name:

Chief School Administrators' Signature:

Date:



### Section III- Background Information

Please answer each of the following questions. You may append additional pages as needed. The purpose of this section is to provide a description of your district's program, highlight the areas that make it exemplary, and provide demonstrated proof of its success.

1. Has your district or school previously applied to the *New Jersey Second Language Learning Regional Model Programs Initiative*?

No    Yes                    (if yes, when?)

2. If "Yes", was your district successful in achieving recognition as a Model Program?

No    Yes

If "Yes", kindly describe in detail the updates in practice since your last application that go above and beyond.

3. Please describe your district's bilingual program or portion of the program being nominated.

You may include the following:

- The goal and mission of the program;
- Description of the philosophy and language policy which articulates how the native language and English are to be used for instruction and is aligned with current bilingual education research and meet NJSLS;
- How students are identified for program services (using native language and English), how progress is monitored and how a determination is made that students are ready to exit the program;
- The current enrollment of ELL students, the languages they speak, their grade levels and language proficiency levels;
- How the program is organized (i.e., the schools that offer bilingual services, classes offered, curriculum and/or materials used);
- Instructional practices that are typically used;
- How school administrators are involved in the planning, implementation and the supervision of the program;
- How the Bilingual Program is integrated into the school/district and how all teachers and staff demonstrate shared responsibility for ELLs;
- Professional development offered to all staff on addressing the needs of ELLs;
- The efforts made to involve parents;
- How exited ELL students are monitored in the mainstream program; and
- How students are supported to maintain their native language and move toward Biliteracy.

4. Describe what makes your bilingual education program or component(s) exemplary. Specify the features that are unique and distinctive.
  
5. Provide concrete evidence (data and other information) of student outcomes that demonstrate the success of the program.

<b>Section IV- Optional</b>
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The following describes some elements of successful bilingual education programs that you **may** use to rate your district’s program. Evidence to support your ratings **may** also be provided. This section is optional. The committee that conducts an on-site visit will utilize this checklist to determine eligibility for award, using the following scale:

<b>3. Meets Criteria</b>	<b>2. Partially Meets Criteria</b>	<b>1. Does Not Meet Criteria</b>	<b>N/A-Not Applicable</b>
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<b>A. Curriculum</b>				
<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>	1. The curriculum has specific goals for the bilingual program that reflect the district philosophy.
<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>	2. The curriculum includes guidelines regarding how and when transfer occurs between the two languages.
<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>	3. The curriculum is aligned with the New Jersey Student Learning Standards, WIDA English Language Development (ELD) Standards and native language development.
<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>	4. The curriculum contains a separate English as a Second Language curriculum which is aligned to the WIDA English Language Development Standards.
<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>	5. Curriculum and assessments incorporate the skills of listening, speaking, reading, and writing at all levels of proficiency in both languages.
<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>	6. The district/school has a systematic process in place for monitoring, evaluating, and renewing the curriculum that reflects a commitment to continuous improvement.
<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>	7. Curriculum is developed through a shared vision with the collaboration of bilingual, ESL, and content area teachers.

<b>B. Instructional Practices</b>				
3	2	1	N/A	1. Student assessment data on language proficiency are used in determining the language of instruction.
3	2	1	N/A	2. The district's language policy is reflected in instruction.
3	2	1	N/A	3. Learning occurs in meaningful, communicative contexts that are relevant to students.
3	2	1	N/A	4. 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	5. The same or comparable material is used in both the native language and English language instruction.
3	2	1	N/A	6. English language learners are held to the same standards (NJSLs) expected of other students, as evidenced in instructional practices.
3	2	1	N/A	7. Instructional practices and materials are culturally responsive.
3	2	1	N/A	8. Instruction builds on students' native language, which is used as the basis for developing academic skills in English.
3	2	1	N/A	9. Evidence of multiple opportunities to practice or use both languages in academic settings.
3	2	1	N/A	10. Learning goals (objectives) are clearly stated and students are provided feedback on how to meet the goal.
3	2	1	N/A	11. Evidence of bilingual and general education teachers' collaboration to regularly plan instruction and design appropriate evaluation to benefit all students.

<b>C. Identification/Assessment Practices</b>				
3	2	1	N/A	1. 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	2. Students are being prepared for state assessments in all benchmark grades by using materials aligned with the NJSLs.

<b>D. ESL Program</b>				
3	2	1	N/A	1. Teachers provide opportunities for meaningful practice in listening, speaking, reading, and writing based on the WIDA ELD Standards.
3	2	1	N/A	2. Teachers provide ongoing feedback to students and apply scaffolds appropriate to their ELP level that support students' second language acquisition process.
3	2	1	N/A	3. Students' engagement in their learning is maximized by emphasizing both essential knowledge and higher order thinking skills.

<b>E. Parent/Family Involvement and Community Outreach</b>				
3	2	1	N/A	1. The bilingual parent advisory committee in the district meets on a regular basis.
3	2	1	N/A	2. Parental input is considered in the selection and design of a Bilingual/ESL program that is consistent with the characteristics of the ELL population.
3	2	1	N/A	3. Parent/community publications are disseminated on a regular basis in English and the language(s) of the bilingual program(s).
3	2	1	N/A	4. Parents/guardians of bilingual students and native-speaking members of the community are considered assets in the school(s) and the school demonstrates appreciation for and knowledge of parents' and families' cultural heritage.
3	2	1	N/A	5. Highlights of the bilingual/ESL education program are celebrated within the district and the community through the district's public relations campaign (e.g., website, newsletters, press releases).
3	2	1	N/A	6. Parents are informed of policies regarding bilingual students and the program options available.
3	2	1	N/A	7. Workshops are provided in native language(s) for parents and families of bilingual students.
3	2	1	N/A	8. School documents are translated into native language.

<b>F. Resources/Support</b>				
3	2	1	N/A	1. The bilingual/ESL program receives resources comparable to the general education program (materials, supplies, equipment, funding, personnel, etc.).
3	2	1	N/A	2. The district provides ELLs with equitable access to all school programs and services (including technology, 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	3. School administrators demonstrate consistent support for the program in the areas of advocacy, planning, staffing, professional development, and culturally responsive pedagogy.

<b>G. Professional Development</b>				
3	2	1	N/A	1. Bilingual/ESL staff (including para-professionals) are provided opportunities for professional development comparable to the general education program, in addition to professional development specific to native language instruction.
3	2	1	N/A	2. 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	3. The school or district's professional development program helps administrators, teachers, and paraprofessionals attain and develop the content knowledge, pedagogical skills and assessment measures necessary to design and deliver high-quality curricula for ELLs.
3	2	1	N/A	4. Professional development activities are evidence-based.

<b>H. Outcomes</b>				
3	2	1	N/A	1. The district can demonstrate evidence of progress in the English language acquisition of the Bilingual students as a result of bilingual/ESL instruction.
3	2	1	N/A	2. 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	3. The district can substantiate a high retention and low dropout rate for ELLs.