# New Jersey Department of Education
## 2025-2027 World Languages Model Program Guidance Document

Please use this guidance document to help you prepare for your district's or school's application submission to the New Jersey Department of Education (NJDOE) for World Languages Model Program recognition. Applications are submitted via Survey Monkey. Documentation is submitted to worldlang@doe.nj.gov through a link to an online folder (preferred) or attached to a single email. Review the entire document and prepare responses and gather documentation **before** beginning the application. Once the online application has been started, it cannot be saved for completion later.

Any questions about the application process should be sent to: worldlang@doe.nj.gov **prior to June 14, 2024** to allow time for a response.

## Section I - Contact Information (questions 1-6)

District:
County:
Point of Contact for application:
Contact Information (address, email, phone number):
Chief School Administrator:
- ☐ By checking this box, I am confirming that our district's Superintendent is aware that our district has applied for the World Languages Model Program.

## Section II - Program Information

7. Identify your district configuration (e.g., P to 5, K to 8, 9 to 12).
8. Identify the grade level configuration / program you would like to have considered for 2025-2027 Model Program status (e.g., K to 5, 4 to 5, 6 to 8, 9 to 12, specialized population).
9. Identify languages taught by grade level.
10. Describe your scheduling model (e.g. block schedule, traditional).
11. For every grade K to 12 select:
    a. The number of contact minutes per class period. If no language instruction is offered in a specific grade, please select 0.
    b. The number of class periods per week. If no language instruction is offered in a specific grade, please select 0.
12. Provide any information that you believe may not have been captured in the matrix.
13. Describe how your program allows for multiple entry points.

# Section III - Learning Environment

- **Submit:** 3 – 5 lesson plans per language that include: multiple grade and proficiency levels and address all criteria of this section. Submit documentation to worldlang@doe.nj.gov through a link to an online folder (preferred) or attached to a single email.
- **Question 14:** You are completing a self-assessment of your program. The following rating scale should be used. When making a rating, please remember the response selected should reflect what is happening at all grade and proficiency levels regularly.

| Not Applicable | Not Evident | Emerging | Partially Evident | Clearly Evident |
|---|---|---|---|---|
| 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 |

*Table 1:Rating scale for self-assessment.*

| Criteria | Rating |
|---|---|
| **A.** Target language is used as the vehicle and content of instruction at least 90% of the time.[1] | Choose an item. |
| **B.** 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. [1] | Choose an item. |
| **C.** A variety of instructional strategies are implemented to make language comprehensible (e.g., gestures, visuals, authentic materials, hands-on experiences). [1] | Choose an item. |
| **D.** 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. |
| **E.** Students are engaged in interpersonal communicative tasks with partners, in small groups, and/or as part of whole class instruction. [1] | Choose an item. |
| **F.** Learning experiences are designed to engage students in different levels of thinking (e.g., remembering, understanding, applying, analyzing, evaluating, creating). | Choose an item. |
| **G.** Scaffolding and follow-up tasks that promote interpretation for language learning are provided through interactive reading and listening comprehension tasks using authentic cultural texts of various kinds. [1] | Choose an item. |
| **H.** 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. |
| **I.** 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. |
| **J.** Grammar is taught as concept and used in context. Students focus on meaning before form. [1] | Choose an item. |

*Table 2: Learning environment criteria for self-assessment.*

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[1] For more information about the Core Practices, please see ACTFL's video.

# Section III - Assessment

- **Submit:** Evidence of summative assessment (performance-based assessments, rubrics, and assessments which reflect the New Jersey Student Learning Standards expectations and allow students to demonstrate what they can do with what they know) for each language. Submit documentation to worldlang@doe.nj.gov through a link to an online folder (preferred) or attached to a single email.
- **Question 15:** You are completing a self-assessment of your program. The following rating scale should be used. When making a rating, please remember the response selected should reflect what is happening at all grade and proficiency levels regularly.

| Not Applicable | Not Evident | Emerging | Partially Evident | Clearly Evident |
|---|---|---|---|---|
| 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 |

*Table 3: Rating scale for self-assessment.*

| Criteria | Rating |
|---|---|
| **A.** Students regularly identify and monitor their own goals for language proficiency and cultural competence using "Can Do" statements. | Choose an item. |
| **B.** Multiple methods are used to check for understanding throughout a lesson. | Choose an item. |
| **C.** 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. [1] | Choose an item. |
| **D.** Data (evidence of student performance) from formative and summative assessments are used to modify subsequent learning experiences to reach targeted performance objectives. [2] | Choose an item. |
| **E.** Performance-based assessments play a major role in the world languages program and involve tasks that are real-life, meaningful, and worthwhile. | Choose an item. |
| **F.** 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. | Choose an item. |
| **G.** 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. | Choose an item. |
| **H.** 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). [2] | Choose an item. |
| **I.** Grading systems weigh performance more heavily than language knowledge. | Choose an item. |

*Table 4: Assessment criteria for self-assessment.*

- **Question 16-17:** Upload open-ended responses in the application.

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[1] For more information about the Core Practices, please see ACTFL's video.
[2] Open-ended response required.

# Section III - Professional Growth

- **Submit:** District-wide Professional Development Plan to worldlang@doe.nj.gov through a link to an online folder (preferred) or attached to a single email.
- **Question 18:** You are completing a self-assessment of your program. The following rating scale should be used. When making a rating, please keep in mind the response selected should reflect what is happening at all grade and proficiency levels on a regular basis.

| Not Applicable | Not Evident | Emerging | Partially Evident | Clearly Evident |
|---|---|---|---|---|
| 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 |

*Table 5:Rating scale for self-assessment.*

| Criteria | Rating |
|---|---|
| **A.** A process is in place in which educators self-assess their professional growth and identify areas in need of improvement (e.g. rubrics, Teacher Effectiveness for Language Learning –TELL) [2] | Choose an item. |
| **B.** 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. | Choose an item. |
| **C.** 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). [2] | Choose an item. |
| **D.** Educators are reflective practitioners who regularly engage in professional learning experiences based on their individual needs and interests. | Choose an item. |
| **E.** 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. [2] | Choose an item. |

*Table 6: Professional growth criteria for self-assessment.*

- **Question 19-21:** Upload open-ended responses in the application.

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[2] Open-ended response required.

# Section III - Program

- **Submit:** Curriculum for all language courses, communication with stakeholders about language learning, world language opportunities at school and opportunities to recognize student achievement in world language. Submit documentation to worldlang@doe.nj.gov through a link to an online folder (preferred) or attached to a single email.
- **Question 22:** You are completing a self-assessment of your program. The following rating scale should be used. When making a rating, please keep in mind the response selected should reflect what is happening at all grade and proficiency levels on a regular basis.

| Not Applicable | Not Evident | Emerging | Partially Evident | Clearly Evident |
|---|---|---|---|---|
| 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 |

*Table 7: Rating scale for self-assessment.*

| Criteria | Rating |
|---|---|
| **A.** Belief that second language acquisition is essential 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). [2] | Choose an item. |
| **B.** Belief that *all* 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. |
| **C.** Core practices of language learning are evident in *all* 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. |
| **D.** 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 2020 New Jersey Student Learning Standards for World Languages. | Choose an item. |
| **E.** The district educational community (e.g., administrators, educators, students, parents, community members) recognize the integral role the world languages program plays in preparing students to become productive members of a global society. | Choose an item. |
| **F.** 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). | Choose an item. |
| **G.** 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. |

| Criteria | Rating |
|---|---|
| **H.** Opportunities for students to engage in extracurricular activities related to world languages are provided (e.g., clubs, field trips, travel, exchange programs). | Choose an item. |
| **I.** Students have opportunities to be recognized for their language proficiency (e.g., Seal of Biliteracy, AP courses, World Language Honor Society). | Choose an item. |
| **J.** Elementary program has a mechanism for reporting student progress. [2] | Choose an item. |
| **K.** 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. [2] | Choose an item. |
| **L.** 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. |
| **M.** 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. [2] | Choose an item. |

*Table 8: Program criteria for self-assessment.*

- **Questions 23-26:** Upload open-ended responses in the application.

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[2] Open-ended response required

## Section IV- Additional Information (question 27)

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.