

**Second Language Regional Model Programs
World Languages
DISTRICT APPLICATION FORM/Self-Assessment
2009 - 2010**

SECTION I

Name of District _____ County: _____

Address _____

Telephone: _____ FAX: _____

District Contact/ Person responsible for completing application: _____

E-mail: _____

District Configuration (i.e., K-4; 5-8; K-8; K-12): _____

Type of program to be considered: (i.e., K-5, 6-8, 9-12, specialized population) _____

Chief School Administrator: _____

Signature: _____

SECTION II

PLEASE PROVIDE THE FOLLOWING INFORMATION:

A. Time and Frequency of World Language Instruction

1. Contact minutes per class period		2. Number of class periods per week	
K	7	K	7
1	8	1	8
2	9	2	9
3	10	3	10
4	11	4	11
5	12	5	12
6		6	

3. Middle and/or High School utilizes a non-traditional scheduling model (i.e., Block, A/B Day Schedule, etc.)

B. Staffing Model

4. Percentage of world languages teachers holding standard New Jersey certification:

5(a) Percentage of native-speaking elementary classroom teachers instructing world languages 50% or less of their instructional time: _____

5(b) Percentage of elementary teachers with a language minor or less instructing world languages 50% or less of their instructional time: _____

6. Teacher/student ratio: Elementary_____ Middle_____ High School_____

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

C. Curriculum

7. Contains a mission statement and specific goals for the world languages program

3 2 1 N/A

8. Is a written document closely aligned with the New Jersey and/or the National Standards (Please attach.)

3 2 1 N/A

9. Contains strong integration of Culture with emphasis on cultural products, practices and perspectives

3 2 1 N/A

10. Contains thematic connections to grade level curricula

3 2 1 N/A

11. Was developed in collaboration with other curricular areas and has a cross-content focus

3 2 1 N/A

12. Provides for multiple entry points (Specify)

3 2 1 N/A

13. Allows for a variety of language offerings (Specify)

3 2 1 N/A

14. Is articulated both vertically and horizontally

3 2 1 N/A

15. Reflects both current research and best practice

3 2 1 N/A

D. Instructional Practices

16. Teachers use the target language consistently for instruction in all classes and grade levels with minimal use of the English language.

3 2 1 N/A

17. Culture is integrated into all language learning activities.

3 2 1 N/A

18. Learning occurs in meaningful, communicative contexts relevant to students.

3 2 1 N/A

19. Comprehension is emphasized rather than speaking at beginning stages of the program, mirroring the process of first-language acquisition.

3 2 1 N/A

20. Inclusionary practices are evident in the classroom. (Specify)

3 2 1 N/A

21. The needs of heritage language speakers are adequately addressed. (Specify)

3 2 1 N/A

22. Instructional adaptations are made to meet the diverse needs of students, addressing varying multiple intelligences and learning styles. (Specify)

3 2 1 N/A

23. Classroom activities incorporate opportunities for movement and physical activity (i.e., TPR, paired and group activities, cooperative learning, etc.).

3 2 1 N/A

24. Technology is integrated into instruction. (Specify)

3 2 1 N/A

25. A variety of print and non-print materials including authentic target language sources are incorporated into instruction.

3 2 1 N/A

26. There is more student activity than teacher activity during instruction; students and teachers are not text-driven.

3 2 1 N/A

27. Students are guided to use all levels of thinking skills, e.g., they repeat, recognize and recall as well as apply, create, and predict.

3 2 1 N/A

28. Innovative instructional practices are evident in the world languages program. (Specify)

3 2 1 N/A

29. Travel opportunities or exchange programs are available to students. (Specify)

3 2 1 N/A

30. A variety of extra-curricular world languages activities are offered. (Specify)

3 2 1 N/A

E. Assessment Practices

31. Assessment practices mirror instructional practices and are an ongoing part of the learning process.

3 2 1 N/A

32. 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

33. Pencil-and-paper tests are used infrequently, and only to measure what students know about language, e.g., discrete points, facts.

3 2 1 N/A

34. Rubrics are used to measure student performance when using performance-based tasks.

3 2 1 N/A

35. Students are involved in the assessment of their own progress and that of their peers.

3 2 1 N/A

36. The elementary program has a mechanism for reporting student progress. (Specify)

3 2 1 N/A

37. A district program evaluation has been developed to assist with the articulation process, and to identify strengths as well as areas for program improvement. (Please Attach)

3 2 1 N/A

F. Parent/community Involvement

38. There is ongoing communication with parents. (Specify)

3 2 1 N/A

39. Parent/community publications are sent out on a regular basis. (Please Attach)

3 2 1 N/A

40. Native-speaking parents/members of the community are involved in the world language program. (Specify)

3 2 1 N/A

41. Consistent efforts are made to “showcase” the world languages program. (Specify)

3 2 1 N/A

G. Resources/Support

42. The district board of education has made a financial commitment to the establishment and maintenance of a quality world languages program.

3 2 1 N/A

43. School administrators demonstrate consistent support for the program in the areas of advocacy, planning, staffing, staff development and multicultural issues.

3 2 1 N/A

H. Professional Development

44. Opportunities are provided for in-district and out-of- district professional growth.

3 2 1 N/A

45. Opportunities are provided for in-district peer observations and for out-of-district visitations.

3 2 1 N/A

46. All teachers are members of world languages professional organizations.

3 2 1 N/A

47. Some teachers are involved in world languages leadership positions on the local, state or national level.

3 2 1 N/A

48. There is evidence of a district-wide plan for professional development of world languages teachers. (Specify)

3 2 1 N/A

SECTION IV

D. Describe the vision for your district's world languages program. Identify current features of the program that need improvement and strengths of the program that might be built upon. What could your district program look like in the next decade? (Please Attach)

June 1, 2009

TO: Chief School Administrator
 Charter School Leader
 World Languages Supervisor
 Bilingual/ESL Supervisor

FROM: Janis Jensen, Director
 Office of Academic and Professional Standards

 Suzanne Ochse, Director
 Office of Student Achievement and Accountability

SUBJECT: Second Language Regional Model Programs Initiative
 Application Deadline: July 10, 2009

The New Jersey Department of Education, in collaboration with the New Jersey Supervisors of World Languages and the Statewide Advisory Committee for Bilingual and ESL Education have developed criteria for the designation of model second language programs. These criteria will be used to identify districts or schools with outstanding programs throughout the state.

Districts or schools that are designated as model program sites will serve as resource centers for other districts. These centers will enable educators to witness firsthand exemplary practices in second language instruction and assessment through visitations of district personnel.

Districts or schools wishing to apply to be designated as regional model program centers should complete an application and submit supporting documentation by July 10, 2009.

The application for world languages model programs may be accessed at http://www.state.nj.us/njded/aps/cccs/wl/model_app.pdf and the application for Bilingual/ESL programs may be accessed at www.nj.gov/njded/bilingual. Applications will be reviewed by a committee of world languages and Bilingual/ESL supervisors and other experts in the field to determine finalists. District or school programs that have been selected as finalists will receive an on-site visitation by the model program committee. Recognition and awards will be presented in May 2010 at a special ceremony.

Please note that applications may be submitted for world languages programs, bilingual or ESL-only programs. Applications may be submitted for any of the following programs or a combination of programs:

- K-12
- Pre-school
- K-5
- 6-8
- 9-12
- Specialized population, i.e., heritage, newcomer, family literacy, dual-immersion or sheltered instruction

Districts or schools that have been previously designated as model programs may also apply.

Schools and school districts that may not feel qualified to apply for model program status at this time they are strongly encouraged to use the respective applications as self-assessment tools.

Please e-mail world languages applications by July 10, 2009 to cheri.quinlan@doe.state.nj.us Documentation that is not available electronically should be mailed to:

Cheri Quinlan, World Languages, International Education and Gifted and Talented
Coordinator
Office of Academic and Professional Standards
New Jersey State Department of Education
100 River View Plaza
P.O. Box 500
Trenton, NJ 08625-0500

Please e-mail Bilingual and/or ESL applications by July 10, 2009 to lep@doe.state.nj.us. Documentation that is not available electronically should be mailed to:

Office of Student Achievement and Accountability
New Jersey Department of Education
100 River View Plaza
P.O. Box 500

Trenton, NJ 08625-0500

Should you have questions about the world languages model program initiative, please contact Cheri Quinlan at (609) 777-1478 or cheri.quinlan@doe.state.nj.us. For questions related to the Bilingual/ESL model program initiative, please contact Lori Ramella at (609) 292-8777 or lep@doe.state.nj.us.

JJ/SO/LR/G:/LORI/ModelPrograms2009-2010/ModelProgram2009Letter

c: Members, State Board of Education

Commissioner Lucille E. Davy

Willa Spicer

John Hart

Senior Staff

County Superintendents

Garden State Coalition of Schools

NJ LEE Group

Cheri Quinlan

Lori Ramella