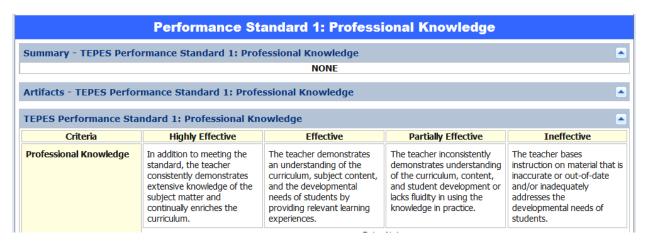
#### **Teacher Rubrics**



Performance Standard 2: Instructional Planning					
Summary - TEPES Performance Standard 2: Instructional Planning  NONE					
	Artifacts - TEPES Performance Standard 2: Instructional Planning  TEPES Performance Standard 2: Instructional Planning				
Criteria	Highly Effective	Effective	Partially Effective	Ineffective	
Instructional Planning	In addition to meeting the standard, the teacher actively seeks and uses alternative data and resources and consistently differentiates plans to meet the needs of all students.	The teacher plans using the New Jersey Core Curriculum Content Standards, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.	The teacher inconsistently uses the school's curriculum, effective strategies, resources, and data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using the school's curriculum, effective strategies, resources, and data.	

Performance Standard 3: Instructional Delivery						
Summary - TEPES Performance Standard 3: Instructional Delivery						
		NONE				
Artifacts - TEPES Perfor	rmance Standard 3: Instru	uctional Delivery		_		
TEPES Performance Sta	ndard 3: Instructional De	livery		•		
Criteria	Highly Effective	Effective	Partially Effective	Ineffective		
Instructional Delivery	In addition to meeting the standard, the teacher optimizes students' opportunity to learn by engaging them in higher order thinking and/or enhanced performance skills.	The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	The teacher inconsistently uses instructional strategies that meet individual learning needs.	The teacher's instruction inadequately addresses students' learning needs.		

Performance Standard 4: Assessment of/for Student Learning						
Summary - TE	Summary - TEPES Performance Standard 4: Assessment of and for Student Learning NONE					
	Artifacts - TEPES Performance Standard 4: Assessment of and for Student Learning  TEPES Performance Standard 4: Assessment of and for Student Learning					
Criter	ia	Highly Effective	Effective	Partially Effective	Ineffective	
Assessment of Student Learni		In addition to meeting the standard, the teacher uses a variety of informal and formal assessments based on intended learning outcomes to assess student learning and teaches students how to monitor their own academic progress.	The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.	The teacher uses a limited selection of assessment strategies, inconsistently links assessment to intended learning outcomes, and/or does not use assessment to plan/modify instruction.	The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions and/or does not report on student academic progress in a timely manner.	

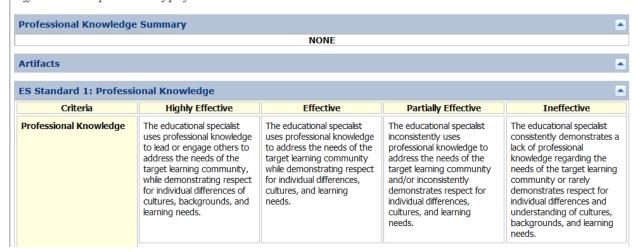
Performance Standard 5: Learning Environment					
Summary - TEPES Performance Standard 5: Learning Environment NONE					
Artifacts - TEPES Performance Standard 5: Learning Environment  TEPES Performance Standard 5: Learning Environment					
Criteria	Highly Effective	Effective	Partially Effective	Ineffective	
Learning Environment	In addition to meeting the standard, the teacher creates a dynamic learning environment that maximizes learning opportunities and minimizes disruptions within an environment in which students self-monitor behavior.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student-centered environment.	The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.	

Performance Standard 6: Professionalism					
Summary-TPES Perfo	rmance Standard 6: Profess	sionalism		•	
		NONE			
Artifacts - TEPES Perf	formance Standard 6: Profe	ssionalism		•	
*TPES Performance S	*TPES Performance Standard 6: Professionalism				
Criteria	Highly Effective	Effective	Partially Effective	Ineffective	
Professionalism	In addition to meeting the standard, the teacher continually engages in high level personal/professional growth and application of skills, and contributes to the development of others and the well-being of the school.	The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for, and participates in, professional growth that results in enhanced student learning.	The teacher inconsistently practices or attends professional growth opportunities with occasional application in the classroom.	The teacher demonstrates inflexibility, a reluctance and/or disregard toward school policy, and rarely takes advantage of professional growth opportunities.	

#### **Ed Specialist Rubrics**

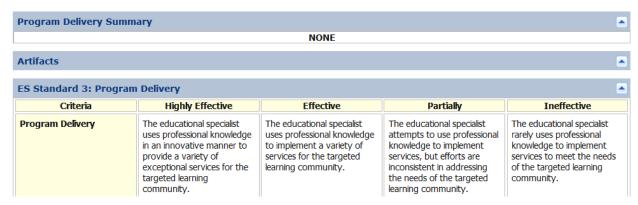
#### Performance Standard 1: Professional Knowledge

Effective is the expected level of performance.

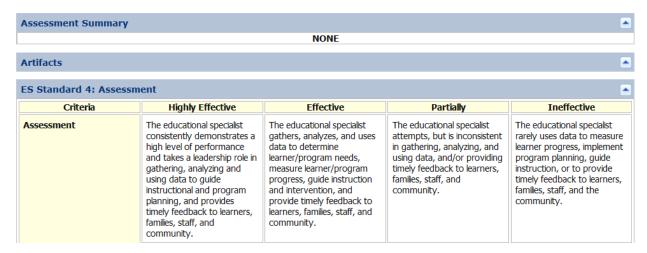


#### Performance Standard 2: Program Planning and Management **Program Planning and Management Summary** NONE Artifacts ES Standard 2: Program Planning and Management **Highly Effective** Effective **Partially Effective** Ineffective **Program Planning and** The educational specialist The educational specialist The educational specialist The educational specialist Management engages others in the design effectively plans, attempts, but inconsistently rarely plans, coordinates, and manages programs and of plans, then coordinates, coordinates, and manages plans, coordinates, and and manages programs and programs and services manages programs and services consistent with services consistent with consistent with established services consistent with established guidelines, established guidelines, guidelines, policies, and established guidelines, policies, and procedures. policies, and procedures. procedures. policies, and procedures. The work impacts the wider learning community

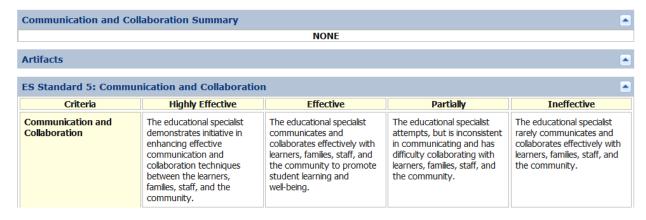
#### **Performance Standard 3: Program Delivery**



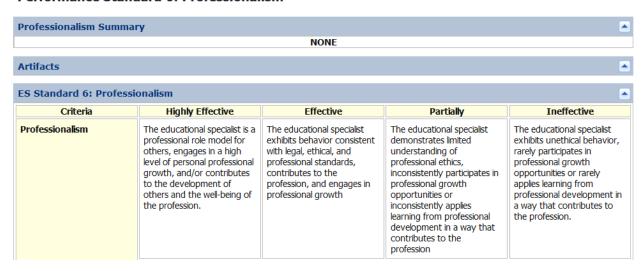
#### Performance Standard 4: Assessment



#### Performance Standard 5: Communication and Collaboration



#### **Performance Standard 6: Professionalism**



#### MLP District Leader Evaluation Rubrics

Performance Standard	Performance Standard 1 Mission, Vision, and Goals					
Criteria	Highly Effective In addition to meeting the requirements for Effective	Effective Effective is the expected level of performance.	Partially Effective	Ineffective		
Performance Standard 1: Mission, Vision, and Goals	The district leader actively and consistently employs innovative and effective leadership strategies that maximize student academic progress and result in a shared vision of teaching and learning that reflects excellence.	The district leader fosters the success of all students by facilitating the development, articulation, and stewardship of the district's shared vision of teaching and learning that leads to student academic progress and school improvement.	The district leader inconsistently facilitates the development, articulation, and stewardship of the district's shared vision of teaching and learning that leads to student academic progress and school improvement.	The district leader does not facilitate the development, articulation, and stewardship of the district's shared vision of teaching and learning that leads to student academic progress and school improvement.		

Criteria	Highly Effective In addition to meeting the requirements for Effective	Effective Effective is the expected level of performance.	Partially Effective	Ineffective
Performance Standard 2: Planning and Assessment	The district leader proactively seeks out research on the effective use of assessment data and ensures district personnel are aware of relevant findings and are using data to improve instructional programs, resulting in improved student academic performance.	The district leader fosters the success of all students by strategically gathering, analyzing, and using a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic progress.	The district leader inconsistently gathers analyzes and uses a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic progress.	The district leader does not gather, analyze and use a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures the result in student academic progress.

Criteria	Highly Effective In addition to meeting the requirements for Effective	Effective Effective is the expected level of performance.	Partially Effective	Ineffective
Performance Standard 3: Instructional/Operational Leadership	The district leader actively and consistently employs innovative and effective leadership strategies that empower staff and result in practices resulting in excellence.	The district leader fosters the success of all students, staff, and community by advocating and sustaining a culture and program conducive to learning and resulting in the professional growth of staff.	The district leader inconsistently advocates and sustains a culture and program conducive to learning and professional development of staff	The district leader does not advocates and sustains a culture and programs conducive to learning and professional development of staff

Performance Standard 4 Organizational Management				
Criteria	Highly Effective In addition to meeting the requirements for Effective	Effective Effective is the expected level of performance.	Partially Effective	Ineffective
Performance Standard 4: Organizational Management	The district leader is exemplary at organizational management, demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.	The district leader fosters the success of all students by supporting, managing, and overseeing the department's organization, operation, and use of resources for a safe, efficient and effective learning environment.	The district leader inconsistently supports,, manages and oversees the department's organization, operation, and use of resources for a safe, efficient and effective learning environment.	The district leader inadequately supports,, manages and oversees the department's organization, operation, and use of resources for a safe, efficient and effective learning environment.

DLEPES Performance Standard 5: Communication and Community Relations					
Criteria	Highly Effective In addition to meeting the requirements for Effective	Effective Effective is the expected level of performance.	Partially Efective	Ineffective	
Performance Standard 5: Communication and Community Relations	The district leader proactively seeks and creates innovative and productive methods to communicate and engage effectively with stakeholders.	The district leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	The district leader inconsistently supports,, manages and oversees the department's organization, operation, and use of resources for a safe, efficient and effective learning environment.	The district leader demonstrates inadequate or detrimental communication or collaboration with stakeholders.	

Performance Standard 6 Professionalism					
Criteria	Highly Effective In addition to meeting the requirements for Effective	Effective Effective is the expected level of performance.	Partially Effective	Ineffective	
Performance Standard 6: Professionalism	The district leader demonstrates professionalism beyond the school district through published works, formal presentation(s), and/or formal recognition(s) or award(s).	The district leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	The district leader is inconsistent in demonstrating professional standards, engaging in continuous professional development, or in contributing to the profession.	The district leader shows disregard for professional standards and ethics, engaging in continuous professional development, or contributing to the profession.	

Performance Standard 7 Evidence of Progress					
Criteria	Highly Effective In addition to meeting the requirements for Effective	Effective Effective is the expected level of performance.	Partially Effective	Ineffective	
Performance Standard 7: Evidence of Progress	In addition to meeting the standard, the district leader's leadership results in a high level of student academic progress with all populations of learners.	The district leader's leadership results in acceptable, measurable, student academic progress based on established standards.	The district leader's leadership results in student academic progress that inconsistently meets the established standard.	The district leader's leadership consistently results in inadequate student academic progress.	

#### MLP School Administrator Evaluation Rubrics

LEPES Performance Standard 1: Instructional Leadership				
Criteria	Highly Effective	Effective  Effective is the expected level of performance.	Partially Effective	Ineffective
Performance Standard 1: Instructional Leadership	The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.	The principal inconsistently fosters the success of students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.	The principal actively and consistently employs innovative and effective leadership strategies that maximize student academic progress and result in a shared vision of teaching and learning that reflects excellence.	The principal does not foster the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

LEPES Performance Standard 2: School Climate				
Criteria	Highly Effective	Effective  Effective is the expected level of performance.	Partially Effective	Ineffective
Performance Standard 2: School Climate	The principal seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive, and the rigor of academic expectations has significantly increased as evident through results.	The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	The principal inconsistently promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.	The principal does not promote the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.

LEPES Performance Standard 3: Human Resources Management				
Criteria	Highly Effective	Effective  Effective is the expected level of performance.	Partially Effective	Ineffective
Performance Standard 3: Human Resources Management	The principal consistently demonstrates expertise in human resources management, which results in a highly productive workforce (e.g., highly satisfied stakeholders, increased student learning, teacher leaders).	The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.	The principal inconsistently assists with selection and induction, or inconsistently supports, evaluates, and retains quality instructional and support personnel.	The principal inadequately assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel.

LEPES Performance Standard 4: Organizational Management				•
Criteria	Highly Effective	Effective  Effective is the expected level of performance.	Partially Effective	Ineffective
Performance Standard 4: Organizational Management	The principal is exemplary at organizational management, demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.	The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	The principal inconsistently supports, manages, or oversees the school's organization, operation, or use of resources.	The principal inadequately supports, manages, or oversees the school's organization, operation, or use of resources.

LEPES Performance Standard 5: Communication and Community Relations					
Criteria	Highly Effective	Effective  Effective is the expected level of performance.	Partially Effective	Ineffective	
Performance Standard 5: Communication and Community Relations	The principal proactively seeks and creates innovative and productive methods to communicate and engage effectively with stakeholders.	The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.	The principal inconsistently communicates or infrequently collaborates on issues of importance to stakeholders.	The principal demonstrates inadequate or detrimental communication or collaboration with stakeholders.	

LEPES Performance Standard 6: Professionalism				
Criteria	Highly Effective	Effective  Effective is the expected level of performance.	Partially Effective	Ineffective
Performance Standard 6: Professionalism	The principal demonstrates professionalism beyond the school district through published works, formal presentation(s), and/or formal recognition(s) or award(s).	The principal fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	The principal is inconsistent in demonstrating professional standards, engaging in continuous professional development, or in contributing to the profession.	The principal shows disregard for professional standards and ethics, engaging in continuous professional development, or contributing to the profession.

	presentation(s), and/or formal	engaging in continuous professional development, and	professional development, or	professional development, o	
	recognition(s) or award(s).	contributing to the profession.	in contributing to the profession.	contributing to the profession.	
		11	'		
LEPES: School-wide Stu	dent Growth Percentile (	ONLY SCORE IF APPLICA	BLE)		
Criteria	Highly Effective	Effective	Partially Effective	Ineffective	
School-wide Student Growth Percentile from NJDOE (if applicable - 0%, 20%					
or 30%)	<u>Enter Notes</u>				
		Rubric Score: 0/0			
LEPES: AP/VP: Average	Student Growth Objection	ve for all Teachers		_	
Criteria	Highly Effective	Effective	Partially Effective	Ineffective	
Average Student Growth Objective for all Teachers (10%)					
		<u>Enter</u>	<u>Notes</u>		
		Rubric Score: 0/0			
LEPES: Administrator Go	oals				
Criteria	Highly Effective	Effective	Partially Effective	Ineffective	
Administrator Goal(s) (10%, 20% or 40%)					

#### **NJDOE Evaluation Leadership: Principal Component**

Each of the 14 rows of the rubric are scored, and then an average taken on the Composite Score form to comprise 20% of the overall rating.

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
1A. Preparing Teachers for Success	Actively solicits teacher input and involvement in providing ongoing opportunities to increase teachers' knowledge of evaluation instrument and shared understanding of effective teaching	Provides ongoing opportunities to increase teachers' knowledge of evaluation instrument and shared understanding of effective teaching	Inconsistently provides opportunities to increase teachers' knowledge of evaluation instrument and shared understanding of effective teaching	Fails to provide opportunitie to increase teachers' knowledge of evaluation instrument and shared understanding of effective teaching

NJ Evaluation Leader	ship: Principal: 1B. Building	Collaboration		4		
Criteria	Highly Effective	Effective	Partially Effective	Ineffective		
1B. Building Collaboration	Provides effective, collaborative leadership to School Improvement Panel (ScIP), ensuring the group exceeds required responsibilities	Ensures SCIP fulfills required responsibilities	Holds ScIP accountable inconsistently for fulfilling required responsibilities	Fails to ensure ScIP fulfills required responsibilities		
		Enter Notes				
	Enables shared learning from aggregate evaluation data	Shares aggregate evaluation data with ScIP	Inconsistently shares aggregate evaluation data with ScIP	Fails to share aggregate evaluation data with ScIP		
		<u>Enter</u>	Notes			
	Leads evaluation process with transparent, regular communication	Provides regular communication on evaluation issues	Provides limited communication about evaluation issues	Fails to communicate about evaluation issues		

NJ Evaluation Leadership: Principal: 2A. Fulfilling Requirements of the Evaluation System					
Criteria	Highly Effective	Effective	Partially Effective	Ineffective	
2A. Fulfilling Requirements of the Evaluation System	Always completes observations with fidelity to district and state requirements	Always completes observations with fidelity to district and state requirements	Usually completes observations with fidelity to district and state requirements	Fails to complete observations with fidelity to district and state requirements	
	Enter Notes				
	Meets all evaluation deadlines and ensures that other administrators who report to the principal also do	Meets all evaluation deadlines	Meets majority of evaluation deadlines	Fails to meet multiple evaluation deadlines	
		<u>Enter</u>	Notes		
	Regularly coordinates and/or conducts "walkthroughs" of all classrooms in building	Regularly coordinates and/or conducts "walkthroughs" of classrooms of struggling teachers	Rarely coordinates and/or conducts "walkthroughs" of classrooms	Fails to coordinate or conduct "walkthroughs" of classrooms	

NJ Evaluation Leadership: Principal: 2B. Providing Feedback and Planning for Growth				
Criteria	Highly Effective	Effective	Partially Effective	Ineffective
2B. Providing Feedback and Planning for Growth	Guarantees observation reports and annual performance reports provide thorough, personalized feedback aligned to components of evaluation rubric	Guarantees observation reports and annual performance reports provide satisfactory level of feedback aligned to components of evaluation rubric	Allows some observation reports and annual performance reports to provide limited feedback aligned to components of evaluation rubric	Fails to guarantee observation reports and annual performance reports provide feedback aligned to components of evaluation rubric
		<u>Enter</u>	Notes	
	Analyzes trends in evaluation and student learning data to guide targeted professional development	Identifies trends in evaluation and student learning data to guide targeted professional development	Inadequately identifies trends in evaluation and student learning data to guide targeted professional development	Fails to use trends in evaluation and student learning data to guide targeted professional development

NJ Evaluation Leadership: Principal: 2C. Assuring Reliable, Valid Observation Results				
Criteria	Highly Effective	Effective	Partially Effective	Ineffective
2C. Assuring Reliable, Valid Observation Results	Leads calibration activities such as ongoing training, viewing instruction with other observers, and discussing shared understandings of effective classroom instruction	Participates in calibration activities such as ongoing training, viewing instruction with other observers, and discussing shared understandings of effective classroom instruction	Minimally participates in calibration activities such as ongoing training and viewing instruction with other observers	Fails to participate in calibration activities such as ongoing training and viewing instruction with other observers
		<u>Enter</u>	Notes	
	Completes State requirement for co-observing twice during school year; provides opportunity for all observers in school to share learning from co-observation experience	Completes State requirement for co-observing twice during school year	Completes only 1 of 2 State required co-observations during school year	Fails to complete any of the State required co-observations during school year

NJ Evaluation Leadershi	p: Principal: 2D. Assuring	High-Quality Student Gr	owth Objectives (SGOs)		
Criteria	Highly Effective	Effective	Partially Effective	Ineffective	
2D. Assuring High-Quality Student Growth Objectives (SGOs)	Makes certain all teachers create rigorous, curriculum-aligned SGOs with specified methods of assessing achievement of goals  Makes certain all teachers create feasible, curriculum-aligned SGOs with specified methods of assessing achievement of goals		Makes certain a majority of teachers create feasible, curriculum-aligned SGOs with specified methods of assessing achievement of goals	Fails to ensure a majority of teachers create feasible, curriculum-aligned SGOs with specified methods of assessing achievement of goals	
		<u>Enter</u>	Notes		
	Ensures SGOs are recorded, monitored, and assessed accurately while enabling real-time learning from pursuit of objectives		Inconsistently ensures SGOs are recorded, monitored, and assessed accurately	Fails to ensure SGOs are recorded, monitored, and assessed accurately	

# BILINGUAL/ESL THREE-YEAR PROGRAM PLAN SCHOOL YEARS 2014-2017

NEW JERSEY DEPARTMENT OF EDUCATION
Division of Student and Field Services
Office of Title I
Bureau of Bilingual/ESL Education
P.O. Box 500
Trenton, NJ 08625-0500

Email completed plan to: ellreports@doe.state.nj.us

Save the plan using the following file name format: countycode-districtcode-districtname (e.g. 00-0000-sampledistrict.docx)

NOTE: Districts that are requesting a waiver from a full-time bilingual education program must submit a bilingual waiver on http://homeroom.state.nj.us/ under "Bilingual" in addition to completing this plan.

#### **District Information**

Morris / 27County Name/Code	Randolph Twp. /4330
L.Hernandez, Supervisor/M. Land, Teacher Name and Title of Person Completing	Laura Hernandez, Supervisor Name and Title of Contact Person
(_973_)361-2400_ Telephone Number of Person Completing Plan	(_973_)_361-0808 xt.6219
mland@rtnj.org Email Address	lhernandez@rtnj.org Email Address
25 School House Rd. Street Address of District	Randolph NJ 07869  City State Zip

#### BILINGUAL/ESL THREE-YEAR PROGRAM PLAN SCHOOL YEARS 2014-2017 SECTION I: GENERAL ASSURANCES

A. General Ass	urances Based	on N.J.A.	C. 6A:15	Mark "X	." for each	if in com	pliance
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- 1. <u>x</u> The bilingual and/or ESL program is operated in compliance with New Jersey statutes and regulations.
- 2. <u>x</u> The ESL curriculum has been developed, aligned to the WIDA English Language Proficiency Standards for English Language Learners, and adopted by the local board of education.
- 3. <u>x</u> The parents/guardians of ELLs are notified annually by mail in their dominant language that their child has been identified as eligible for enrollment in a bilingual, ESL or English language services program and of their right to decline program services in accordance with New Jersey regulations. In addition, parents are notified by mail in their dominant language when a determination has been made to exit a student from a program. Parents/guardians also receive individual student progress reports as indicated in N.J.A.C.6A:15-1.13.
- 4. <u>x</u> A budget for the bilingual and/or ESL program is developed that specifies how state/local funds are directly related to the bilingual/ESL program instructional services and materials.
- 5. <u>x</u> The district uses a screening process, initiated by a home-language survey, to determine which students must be tested for English proficiency.
- 6. <u>x</u> All ELLs are identified for services and tested annually with one of the following assessments:
  - Maculaitis Test of English Language Proficiency (MACII)
  - Language Assessment Scale (LAS)
  - Language Assessment Scale Links
  - Comprehensive ELL Assessment (CELLA)
  - IDEA Proficiency Test (IPT)
  - WIDA-ACCESS Placement Test (W-APT)
  - WIDA ACCESS for ELLs
  - WIDA MODEL
- 7.  $\underline{x}$  The district uses the following multiple measures to determine which students are ready to exit a language assistance program:
  - Department-established standard on an English language proficiency test:
  - Classroom performance and the student's reading level in English:
  - Judgment of the teaching staff member(s): and
  - Performance on achievement tests in English.

Chief School Administrator	Signature	Date Signed
Date of Board Approval		

#### BILINGUAL/ESL THREE-YEAR PROGRAM PLAN SCHOOL YEARS 2014-2017 SECTION II: GENERAL PROGRAM INFORMATION

#### A. PROGRAM STAFF

Indicate the number of certified teachers in the chart. Teachers counted in 1 and 2 should not be duplicated in 3.

	TEACHER CERTIFICATION	NUMBER OF TEACHERS
1.	Bilingual-certified	
2.	ESL-certified	3
3.	Bilingual/ESL (dual certification)	

#### B. PROGRAM TYPE

For each program type, indicate the number of students in bilingual and/or ESL programs, and language(s) used for instruction in bilingual programs (if applicable). If any of the program types are not applicable, leave the section blank. Please refer to N.J.A.C. 6A:15 -1.2 located at: <a href="http://www.state.nj.us/education/code/current/title6a/chap15.pdf">http://www.state.nj.us/education/code/current/title6a/chap15.pdf</a> for definitions of program types.

Program Type	Number of Students	Language(s)
Full-Time Bilingual (self-contained or departmentalized) (list by language)		
Alternative programs that use students' native-language for instruction (Bilingual Part-time, Bilingual Tutorial, Bilingual Resource)		
Dual-Language (Two Way Immersion)		
Alternative programs that are Englishbased ( High-Intensity ESL, Sheltered English Instruction)	78	
ESL-Only Programs		
Other (Please specify)		

NOTE: <u>ESL-ONLY</u> PROGRAMS SHOULD CONTINUE TO SECTION V ON PAGE 7.

Morris	/_	27
County Name/Code		

## BILINGUAL/ESL THREE-YEAR PROGRAM PLAN SCHOOL YEARS 2014-2017 SECTION III: FULL-TIME BILINGUAL AND ALTERNATIVE PROGRAM DESCRIPTION

#### A. Full-Time Bilingual and Alternative\* Program Information

\*Alternative programs are implemented as a result of a district requesting a waiver from the requirement to implement a full-time bilingual education program.

Name of language	
Name or language	
- · · · · · · · · · · · · · · · · · · ·	

Mark "X" in the appropriate box indicating the program(s) implemented in each school. Complete one SECTION III Part A form for each language for which you provide full-time bilingual and/or alternative programs.

SCHOOL	Full-time progr	e bilingual ram(s)	Alternativ	ve bilingual j	program(s)	Alternati based p	SCHOOL GRADE SPAN		
NAME	Bilingual Full- Time	Dual Language	Bilingual Part- Time	Bilingual Tutorial	Bilingual Resource	High Intensity ESL	Sheltered English Instruction	FROM - TO (one grade per box)	
High School						х	X	9	12
Middle School						X	X	6	8
Center Grove						х		K	5
Fernbrook						X		K	5
Ironia						X		K	5
Shongum						X		K	5

#### B. Full-Time Bilingual and Alternative\* Program Assurances [Mark (X) each if applicable]

- 1. <u>x</u> A parent advisory committee has been established in the district consisting primarily of the parents of the ELL students.
- 2. <u>x</u> District staff receives professional development in strategies to meet the needs of ELL students.
- 3. <u>x</u> ELLs are instructed by teachers who have appropriate certifications/training that corresponds to their program type as follows:
  - All ELLs are provided at least one full period of ESL instruction per day from a certified ESL teacher. A period is the time allocated in the school schedule for instruction in core subjects.
  - Students in High-Intensity ESL programs receive at least 2 periods of ESL per day from a certified ESL teacher.
  - Students enrolled in a bilingual program receive instruction from bilingual teachers who are certified in bilingual education and the applicable content area(s) (unless otherwise noted in a bilingual waiver approved by the NJDOE).
  - Teachers in Sheltered English classes are regular classroom teachers who have received training on strategies to make subject-area content comprehensible for ELL students.

## BILINGUAL/ESL THREE-YEAR PROGRAM PLAN SCHOOL YEARS 2014-2017 SECTION IV: FULL-TIME BILINGUAL AND ALTERNATIVE PROGRAM PARENT ADVISORY COMITTEE

Pursuant to N.J.A.C. 6A:15-1.15, "each district board of education implementing a bilingual education program shall establish a parent advisory committee on bilingual education on which majority will be parent(s) of students of limited English proficiency."

Note: Districts with an alternative program as the result of a bilingual waiver must also have a bilingual parent advisory committee and complete this section.

A.	Please	provide	tentative	meeting	dates f	for the	district's	bilingual	parent advis	ory committee

2014-15	November 5 <sup>th</sup> 2014
	February 5 <sup>th</sup> , 2015
	May 5 <sup>th</sup> , 2015

### B. Select which of the following groups participate in the bilingual parent advisory committee. [Mark (X) each if applicable]

<u>x</u> Bilingual/ESL teachers	_x_ Other:_Administrator
Mainstream teachers	Other:
Special education teachers	Other:
_x_ Parents	
Paraprofessionals	
x Community representatives	

### C. Please succinctly provide examples of parental involvement in providing input and feedback regarding the bilingual program.

Questionnaires are filled out at each Parent Advisory Committee meeting and the feedback guides our department in regards to our program as well as our future Parent Advisory meetings. In addition, there is a question and answer period at each meeting during which we are able to immediately record and respond to feedback and input.

#### BILINGUAL/ESL THREE-YEAR PROGRAM PLAN SCHOOL YEARS 2014-2017 SECTION V: ENGLISH AS A SECOND LANGUAGE PROGRAM DESCRIPTION

#### A. ESL-Only Program Information

Indicate the name of the school and the grade span in which an ESL-Only program is provided. ESL-Only programs are for students who are not enrolled in a Full-Time Bilingual or Alternative program in a school district with 10 or more ELLs.

SCHOOL NAME	SCHOOL GRADE SPAN
	FROM - TO (one grade
	per box)

Randolph	/_4330_
D' ( ' ( N	

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#### **B.** ESL-Only Program Assurances [Mark (X) each if applicable]

١.	Students are provided at least one full period of ESL instruction per day by a
	certified ESL teacher. A period is the time allocated in the school schedule for
	instruction in core subjects.

- 2. \_\_\_ Districtwide, there are less than 20 ELL students in any one language classification enrolled in the ESL-Only program.
- 3. \_\_\_\_ District staff receives professional development in strategies to meet the needs of ELL students.