

Teacher Rubrics

Performance Standard 1: Professional Knowledge				
Summary - TEPEs Performance Standard 1: Professional Knowledge ▲				
NONE				
Artifacts - TEPEs Performance Standard 1: Professional Knowledge ▲				
TEPEs Performance Standard 1: Professional Knowledge ▲				
Criteria	Highly Effective	Effective	Partially Effective	Ineffective
Professional Knowledge	In addition to meeting the standard, the teacher consistently demonstrates extensive knowledge of the subject matter and continually enriches the curriculum.	The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	The teacher inconsistently demonstrates understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice.	The teacher bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.

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 Performance Standard 3: Instructional Delivery ▲				
TEPEs Performance Standard 3: Instructional Delivery ▲				
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 - 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

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
Assessment of and for Student Learning	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 Performance Standard 6: Professionalism

NONE

Artifacts - TEPES Performance Standard 6: Professionalism

*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.

Professional Knowledge Summary

NONE

Artifacts

ES Standard 1: Professional Knowledge

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
Professional Knowledge	The educational specialist uses professional knowledge to lead or engage others to address the needs of the target learning community, while demonstrating respect for individual differences of cultures, backgrounds, and learning needs.	The educational specialist uses professional knowledge to address the needs of the target learning community while demonstrating respect for individual differences, cultures, and learning needs.	The educational specialist inconsistently uses professional knowledge to address the needs of the target learning community and/or inconsistently demonstrates respect for individual differences, cultures, and learning needs.	The educational specialist consistently demonstrates a lack of professional knowledge regarding the needs of the target learning community or rarely demonstrates respect for individual differences and understanding of cultures, backgrounds, and learning needs.

Performance Standard 2: Program Planning and Management

Program Planning and Management Summary

NONE

Artifacts

ES Standard 2: Program Planning and Management

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
Program Planning and Management	The educational specialist engages others in the design of plans, then coordinates, and manages programs and services consistent with established guidelines, policies, and procedures. The work impacts the wider learning community	The educational specialist effectively plans, coordinates, and manages programs and services consistent with established guidelines, policies, and procedures.	The educational specialist attempts, but inconsistently plans, coordinates, and manages programs and services consistent with established guidelines, policies, and procedures.	The educational specialist rarely plans, coordinates, and manages programs and services consistent with established guidelines, policies, and procedures.

Performance Standard 3: Program Delivery

Program Delivery Summary	NONE
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Artifacts

ES Standard 3: Program Delivery

Criteria	Highly Effective	Effective	Partially	Ineffective
Program Delivery	The educational specialist uses professional knowledge in an innovative manner to provide a variety of exceptional services for the targeted learning community.	The educational specialist uses professional knowledge to implement a variety of services for the targeted learning community.	The educational specialist attempts to use professional knowledge to implement services, but efforts are inconsistent in addressing the needs of the targeted learning community.	The educational specialist rarely uses professional knowledge to implement services to meet the needs of the targeted learning community.

Performance Standard 4: Assessment

Assessment Summary	NONE
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Artifacts

ES Standard 4: Assessment

Criteria	Highly Effective	Effective	Partially	Ineffective
Assessment	The educational specialist consistently demonstrates a high level of performance and takes a leadership role in gathering, analyzing and using data to guide instructional and program planning, and provides timely feedback to learners, families, staff, and community.	The educational specialist gathers, analyzes, and uses data to determine learner/program needs, measure learner/program progress, guide instruction and intervention, and provide timely feedback to learners, families, staff, and community.	The educational specialist attempts, but is inconsistent in gathering, analyzing, and using data, and/or providing timely feedback to learners, families, staff, and community.	The educational specialist rarely uses data to measure learner progress, implement program planning, guide instruction, or to provide timely feedback to learners, families, staff, and the community.

Performance Standard 5: Communication and Collaboration

Communication and Collaboration Summary	NONE
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Artifacts

ES Standard 5: Communication and Collaboration

Criteria	Highly Effective	Effective	Partially	Ineffective
Communication and Collaboration	The educational specialist demonstrates initiative in enhancing effective communication and collaboration techniques between the learners, families, staff, and the community.	The educational specialist communicates and collaborates effectively with learners, families, staff, and the community to promote student learning and well-being.	The educational specialist attempts, but is inconsistent in communicating and has difficulty collaborating with learners, families, staff, and the community.	The educational specialist rarely communicates and collaborates effectively with learners, families, staff, and the community.

Performance Standard 6: Professionalism

Professionalism Summary

NONE

Artifacts

ES Standard 6: Professionalism

Criteria	Highly Effective	Effective	Partially	Ineffective
Professionalism	The educational specialist is a professional role model for others, engages in a high level of personal professional growth, and/or contributes to the development of others and the well-being of the profession.	The educational specialist exhibits behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth	The educational specialist demonstrates limited understanding of professional ethics, inconsistently participates in professional growth opportunities or inconsistently applies learning from professional development in a way that contributes to the profession	The educational specialist exhibits unethical behavior, rarely participates in professional growth opportunities or rarely applies learning from professional development in a way that contributes to the profession.

MLP District Leader Evaluation Rubrics

Performance Standard 1 Mission, Vision, and Goals ▲

Criteria	Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	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.

DLEPES Performance Standard 2: Planning and Assessment ▲

Criteria	Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	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 that result in student academic progress.

Performance Standard 3 Instructional-Operational Leadership ▲

Criteria	Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	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 <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	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 <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	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 <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	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 <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	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 <i>Effective is the expected level of performance.</i>	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 <i>Effective is the expected level of performance.</i>	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 <i>Effective is the expected level of performance.</i>	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 <i>Effective is the expected level of performance.</i>	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 <i>Effective is the expected level of performance.</i>	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 <i>Effective</i> 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.

LEPES: School-wide Student Growth Percentile (ONLY SCORE IF APPLICABLE)

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
School-wide Student Growth Percentile from NJDOE (if applicable - 0%, 20% or 30%)				
Enter Notes				
Rubric Score: 0/0				

LEPES: AP/VP: Average Student Growth Objective for all Teachers

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
Average Student Growth Objective for all Teachers (10%)				
Enter Notes				
Rubric Score: 0/0				

LEPES: Administrator Goals

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.

NJ Evaluation Leadership: Principal: 1A. Preparing Teachers for Success

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 opportunities to increase teachers' knowledge of evaluation instrument and shared understanding of effective teaching

NJ Evaluation Leadership: Principal: 1B. Building Collaboration

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
	Enter 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
	Enter Notes			

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
	Enter 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
	Enter Notes			

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
	Enter 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
	Enter Notes			

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
	Enter 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
	Enter Notes			

NJ Evaluation Leadership: Principal: 2D. Assuring High-Quality Student Growth 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 Notes</u>				
	Ensures SGOs are recorded, monitored, and assessed accurately while enabling real-time learning from pursuit of objectives	Ensures SGOs are recorded, monitored, and assessed accurately	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://homerom.state.nj.us/> under “Bilingual” in addition to completing this plan.

District Information

Morris / 27
County Name/Code

Randolph Twp. / 4330
District Name/Code

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
Telephone Number of Contact Person

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 Assurances Based on N.J.A.C. 6A:15 [Mark “X” for each if in compliance]

1. x The bilingual and/or ESL program is operated in compliance with New Jersey statutes and regulations.
2. x 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. x 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. x 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. x The district uses a screening process, initiated by a home-language survey, to determine which students must be tested for English proficiency.
6. x 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. 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: <http://www.state.nj.us/education/code/current/title6a/chap15.pdf> 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 English-based (High-Intensity ESL, Sheltered English Instruction)	78	
ESL-Only Programs		
Other (Please specify)		

NOTE: ESL-ONLY PROGRAMS SHOULD CONTINUE TO SECTION V ON PAGE 7.

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

1. x A parent advisory committee has been established in the district consisting primarily of the parents of the ELL students.
2. x District staff receives professional development in strategies to meet the needs of ELL students.
3. x 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 COMMITTEE**

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 for the district’s bilingual parent advisory committee.

2014-15	November 5 th 2014 February 5 th , 2015 May 5 th , 2015
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B. Select which of the following groups participate in the bilingual parent advisory committee. [Mark (X) each if applicable]

- Bilingual/ESL teachers
 - Mainstream teachers
 - Special education teachers
 - Parents
 - Paraprofessionals
 - Community representatives
- Other: Administrator
 - Other: _____
 - Other: _____

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.

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

1. 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.