

Bilingual and ESL Program

The Committee

- Michael Welborn – Chair
- Richard A. Kaye – Board of Education Representative
- Ann Breitman – Supervisor for BI/ESL
- Roseann Zingaro – Assistant Principal
- Chang, Inja – Bilingual Teacher
- Christie, Shayne – Bilingual Teacher
- Gil, Donna – ESL Teacher
- Grodnick, Lynn – ESL Teacher
- Jones, Matthew – Grade 1 Teacher
- Mandell, Marcey – ESL Teacher
- McNamara, Tim – Social Studies Teacher 6-8
- Pearson, Melissa - Math Teacher 9-12
- Ray, Rashmi – Grade 2 Teacher
- Vera Wu – Parent
- Beth Han - Parent

The Consultant

Virginia Rojas, Ed.D.

Commendations

1. West Windsor-Plainsboro Regional School District is commended for its solicitation of this *linguistic audit*.
2. West Windsor-Plainsboro Regional School District is commended for the assignment of a *Supervisor to oversee the ESL and Bilingual Program*.

Commendations

3. West Windsor-Plainsboro Regional School District is commended for the establishment of the *ESL and Bilingual Task Force*.
4. West Windsor-Plainsboro Regional School District is commended for the hiring of *sufficient numbers of instructional support teachers* over past years and for ensuring that representative language groups are provided with bilingual teachers.

Commendations

5. West Windsor-Plainsboro Regional School District is commended for its *strong, instructionally effective, and knowledgeable ESL and bilingual staff members.*

6. West Windsor-Plainsboro Regional School District is commended for its ongoing provision of *instructional materials for its ESL and bilingual programs.*

WIDA

***World-Class
Instructional
Design and
Assessment***

WIDA

- Social and Instructional language
- the language of Language Arts
- the language of Mathematics
- the language of Science
- the language of Social Studies

Recommendations

1. It is recommended that West Windsor-Plainsboro Regional School District refine its ESL and bilingual program design for the purposes of moving towards *whole-district inclusion and ownership of the program and its students.*
2. It is recommended that West Windsor-Plainsboro Regional School district develop an *assessment and accountability action plan* with specific emphases should be placed on the alignment of student achievement with the *New Jersey WIDA ESL and Bilingual Standards.*

Recommendations

3. It is recommended that West Windsor-Plainsboro Regional School District systematically implement a *standards-based ESL and bilingual curriculum framework* as per the New Jersey WIDA ESL and bilingual standards and *integrate WIDA benchmarks into mainstream classrooms.*
4. It is recommended that *all* West Windsor-Plainsboro Regional School District *administrators and teachers* build a repertoire of best instructional practices for its changing student population, grounded in the WIDA benchmarks and focusing on the provision of responsive instructional conditions for linguistically- and culturally-diverse students.

Recommendations

5. It is recommended that West Windsor-Plainsboro Regional School District continues to build consensus about who they are, who they service and why, and about the roles of English and the primary languages and cultures of students – and to create equitable language policies and practices to represent the changing demography of the district.
6. It is recommended that West Windsor-Plainsboro Regional School District establishes a structure for ongoing focus groups with students, parents and community members as its demographic nature continues to shift in the coming years.

Driving Questions

1. How can the ESL and bilingual program *be institutionalized* to address the needs of the changing demography and to ensure equity for all groups?

Driving Questions

2. How can assessment be used as a cornerstone to connect the work of second language and mainstream classrooms?

Driving Questions

3. How can the ESL and bilingual program fully articulate a high-quality, standards-based and assessment-driven curriculum which is vertically and horizontally aligned within the program and with the *WIDA ESL and bilingual standards*?

Driving Questions

4. How can responsive ESL and bilingual instruction *extend into mainstream classrooms* in ways that meet the needs of English native speakers, English proficient speakers, and multilingual students of the district?

Driving Questions

5. How can the ESL and bilingual program provide a long-term quality ***professional development*** program which expands all administrators' and teachers' knowledge about and capacities for supporting second language education?

Driving Questions

6. How can the ESL and bilingual program continue to develop a responsive infrastructure for positive, active, and sustained *relations with students' families and the community?*

Common Threads

- Teaching the Whole Child
- Teaching Each Child
- Creation of systems to generate meaningful student performance data
- Creation of processes to use student performance data to inform instruction
- Communication between all staff horizontally and vertically
- Communication with all stakeholders

Meeting the Recommendations

Work of Lynn Grodnick and Donna Gil

- Program
- Performance Data
- Professional Development

Bilingual and ESL Program