

Exemplary French Program: AATF



American Association of Teachers of French

Would you like your French program to become a model for others? Would you like your department to be recognized in your school, in your city or town, and on the AATF website? Then you may be a candidate for the Exemplary French Program sponsored by the AATF. Read the indicators and apply on the official form by February 15, 2017.

An exemplary secondary program should:

Indicators	Examples	Outcomes
Maintain high enrollment in French language classes over an extended period; show stability or growth	<ul style="list-style-type: none"> • Numbers in Levels 1-4 (or 5) are equal to or higher than previous years • Classes have good numbers according to school criteria • Program has a history of success. 	Enrollment figures over 2-4 years
Demonstrate an extended sequence of instruction in French; well-articulated across all levels	FLES and middle school programs with an articulated sequence	List of programs and enrollment figures
Participate in AP, IB, level 5, and/or CIS (college courses in secondary) program	At least one of these programs in actual practice with examinations and results	Registration lists and grade reports
Demonstrate high teacher qualifications	<ul style="list-style-type: none"> • Teachers have appropriate certification, degrees, or National Board Certification • Minimum of Advanced Low on OPI scale 	Documentation: teacher CV
Implement Key Instructional Practices; provide strong Standards-based curriculum; engage in innovative and age-appropriate practices based on current methodology	<ul style="list-style-type: none"> • Use French 90% (or more) in a comprehensible way • Engage students in pair and small group communicative activities • Use innovative, age-appropriate activities in French • Integrate culture into daily language instruction • Integrate Standards into daily plan • Respect diverse learning styles 	Examples from syllabus, curriculum, and activities.

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Indicators	Examples	Outcomes
Administer standards-based, performance assessment(s) across two levels	<ul style="list-style-type: none"> • Assess at least one standard of the 11 National Standards (www.actfl.org) • Use performance-based testing with a rubric • Examples: IPA, SOPI, OPI, Grand Concours 	Examples of test and rubric with results
Engage in yearly staff development through AATF and other professional meetings	<ul style="list-style-type: none"> • Attend at least one local or national meeting, preferably AATF • Participate in state, regional or national meetings 	Verification of attendance
Demonstrate collaboration and support among teachers, parents, and administrators	<ul style="list-style-type: none"> • Collaborative curriculum and activities • Parent and administrator support 	Documentation; letters from parents and administrators supporting the program
Demonstrate self-evaluation and planning for teachers and program; motivate students to continue with French after graduation	<ul style="list-style-type: none"> • Future goals to expand the program • Well-articulated teacher goals for professional development • Planning for future resources • Students continue with French in college and workplace. 	Copy of strategic plan, self-evaluation, or goals; letters from administrator; reports from graduates
Provide special program features; connect French to the community	Activities that connect French students to outside resources & provide language practice outside of the classroom, such as travel abroad, exchanges, National French Week activities, National French Contest, Société Honoraire	Documentation with narrative of activities

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There are three categories for Secondary Programs:

** Indicators	Exemplary with Distinction	Exemplary with Honors	Exemplary
Maintain high enrollment in French classes over an extended period; show stability or growth.	All French classes in a 4-5 year sequence have good numbers with no split-level classes. Excellent teacher-student ratio; well-established program.	All French classes in a 4-5 year sequence have good numbers with one higher-level split-level (alternating curriculum). Good teacher-student ratio and program history.	First and second year classes well enrolled; 3, 4, or 5 satisfactory; may have one split-level. Adequate teacher-student ratio and program history.
Demonstrate an extended sequence in French with well-articulated curriculum across levels	9-12 years or more (sequential program begins in grade 4 or earlier) with good articulation	5-6 years (sequential program begins in grade 7 or 8) with good articulation	4 years sequential program through 11 th or 12 th grade; good articulation
Participate in AP, IB, level 5, and/or CIS program	More than one: AP, IB, CIS or Level 5 program with excellent assessment results	At least one such program with good results	At least one such class with adequate results
Demonstrate excellent teacher qualifications	All French teachers have appropriate certification, degrees, or National Board; all have minimum of Advanced Low on OPI scale	All teachers have appropriate certification, degrees, or National Board; most have minimum of Advanced Low on OPI scale	All teachers have appropriate certification or degrees; have minimum of Intermediate high on OPI scale
Implement Key Instructional Practices; strong standards-based curriculum	All French teachers follow key instructional practices as described with excellent examples	All French teachers follow key instructional practices as described with good examples	All French teachers follow key instructional practices as described with adequate examples
Administer standards-based, performance assessment(s) across 2 levels	School or district standards-based assessment at two benchmark levels over the past four years (OPI, SOPI, IPA, Grand Concours etc.)	School or District-wide, standards-based assessment at one level over the past four years (OPI, SOPI, IPA, Grand Concours etc.)	School or District-wide, standards-based assessment on one level over the past two years (OPI, SOPI, IPA, Grand Concours, etc.)

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** Indicators	Exemplary with Distinction	Exemplary with Honors	Exemplary
Engage in yearly professional development	All French teachers participate in at least two or more local, state, or national conferences per year (one preferably AATF)	All French teachers participate in at least one local, state, or national conference or webinar per year, preferably AATF	Most French teachers participate in at least one local, state, or national conference or webinar per year (preferably AATF)
Demonstrate collaboration and support among teachers, parents, and administrators	Evidence of excellent collaborative curriculum and activities, parent and administrator support	Evidence of good collaborative curriculum and activities, parent and administrator support	Evidence of adequate collaborative activities, parent and administrator support
Demonstrate self-evaluation and future goals for teachers and program; direct students toward future studies in French	Evidence of future goals to expand the program ; well-articulated teacher goals for professional development; evidence of student success in college or workplace	Evidence of future goals; most teachers have goals for professional development; some students continue with French	Some evidence of program and teacher goals; some student success after graduation
Provide special program features; connect French to the community	Three or more program features per school that connect French students to outside resources & provide language practice outside of the classroom; one must be National French Contest or Société Honoraire	Two program features per school that connect French students to outside resources & provides language practice outside of the classroom; one must be National French Contest or Société Honoraire	One program feature per school that connects French students to outside resources & provides language practice outside of the classroom; preferably National French Contest or Société Honoraire

** To receive the **distinction or honors** award, the school must meet **8 out of 10** indicators in a column. None may be off the rubric. *Example: Distinction* may have 8 in column 1, one under column two, and one under column 3. **Exemplary** may have **9 out of 10; one off**.

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Exemplary Post-secondary Programs

An exemplary post-secondary program should:

Indicators	Examples	Outcomes
Maintain high enrollment in French classes over an extended period; show stability or growth; French program is an on-going visible presence on campus; faculty have good rapport with students.	<ul style="list-style-type: none"> • Classes have good numbers according to institutional criteria • Program has a history of success. • College/university has a language requirement • Appropriate faculty-student ratio with favorable student evaluations • Students continue with elective courses 	Course listing and enrollment figures over 2-4 years; student evaluations
Offer French major and minor (or graduate program) over an extended period of time with good enrollment	<ul style="list-style-type: none"> • Traditional French major • Innovative majors, emphasizing a special feature of French, such as culture, Business, Education • Double majors • Innovative minors • Innovative graduate programs 	Catalogue descriptions; enrollment figures
Participate in Interdisciplinary programs which require upper level French courses	<ul style="list-style-type: none"> • International Business or Technology • International /Global Studies • Innovative programs or courses 	Catalogue descriptions; enrollment figures
Demonstrate high faculty qualifications	<ul style="list-style-type: none"> • Faculty have appropriate degrees • Minimum of Advanced High on OPI scale • Faculty have regular experience in Francophone countries • Faculty is nationally or regionally recognized for their contributions in the fields of literary, cultural, linguistic, and pedagogical scholarship. 	Documentation
Implement Key Instructional Practices; provide strong Standards-based curriculum; engage in innovative practices based on current methodology	<ul style="list-style-type: none"> • Use French 90% (or more) in a comprehensible way; 100% in upper level classes • Engage students in pair and small group communicative activities • Use innovative activities in French • Integrate Standards into daily plan • Create innovative courses • Respect diverse learning styles 	Examples from syllabus, curriculum, and activities.
Administer standards-based, performance assessment(s) as entrance and exit requirements for major and regular assessment in courses	<ul style="list-style-type: none"> • Use performance-based testing with a rubric <ul style="list-style-type: none"> ○ Examples: IPA, SOPI, OPI • Standards-based course assessments 	Examples of test and rubric with results

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Indicators	Examples	Outcomes
Engage in faculty development through AATF and other professional meetings with institutional support	<ul style="list-style-type: none"> • Attend at least one local or national meeting; preferably AATF • Participate and present in state, regional or national meetings 	Verification of attendance
Demonstrate collaboration and support among department members, colleagues, administrators, and other institutions	<ul style="list-style-type: none"> • Meet regularly as a department to organize events, share teaching ideas, consider best practices, discuss the progress of individual students, and plan and implement curricular and co-curricular initiatives. • Maintain strong ties with other departments and institutions • Receive administrative support 	Department meeting minutes Letters from other departments Letters of support from administration and other institutions
Demonstrate self-evaluation and planning for faculty and department; motivate students to continue with French in graduate school and French-related careers	<ul style="list-style-type: none"> • Future goals to expand the program • Well-articulated faculty goals for professional development • Planning for future resources • Students continue with French in graduate school, workplace, or other contacts. 	Copy of strategic plan, self-evaluation, or goals letters from administrator reports from graduates
Provide special program features; connect French to the community	Activities that connect French students to outside resources & provide language practice outside of the classroom, such as study abroad programs, exchanges, National French Week activities, film festivals, French Honor Society.	Documentation with narrative of activities

Awards:

- *Who may apply:* any K-16 program with a four-year (high school) sequence or better, or a college/ university program with a major in French. **All full-time teachers must be members of AATF.**
- *How to apply:* Submit evidence as listed above on the application form by February 15 of current year. You may submit a renewal application after two years.
- *Who determines:* AATF committee.
- *Award given:*
 - Exemplary schools will be featured on the website for two years, with the option of renewal, and noted at the National Conference.
 - Materials will be provided for local publicity.
 - School will receive a certificate and a plaque.
 - Department will receive a voucher for materials from AATF store.
 - Other awards may be added depending on number of applicants.