

PROFESSIONAL LANGUAGE ASSOCIATION OF NEVADA



**Nevada Global Education Model (GEM) Program  
High School Application**  
(Two-year Award for SY 2021-2022 and SY 2022-2023)

**This packet contains:**

1. Application Overview and Checklist
2. Rubric and Rationale
3. How to Determine Your Program Award Level
4. Sample Completed Rubric
5. Form A with the school contact information and required signatures
6. Form B with blank Rubric page, insert 10 brief descriptors in the appropriate row and column
7. 10 Indicator Cover Pages, one per Indicator, with rationale, definitions, and listing of required evidence. Insert brief descriptor (same as Form B), fill out charts provided, and append evidence to each cover sheet.

**Application Checklist**

\_\_\_\_\_ **At least one (1) PLAN membership is required.** To qualify for the award, PLAN memberships must be **renewed / paid by September 30, 2021.** Note: Your conference fee includes your PLAN membership dues.

**One scanned copy of the following to be sent as an email attachment or shared as a Google Drive Document:**

\_\_\_\_\_ Form A **scanned with original signatures**--blue ink preferred.

**Google Drive Document that contains:**

\_\_\_\_\_ Form B (Completed Rubric) If an award is given, this information will be used in the award showcase on the PLAN website. Make sure description is brief and accurate. Do not submit as a PDF.

**One scanned copy of the following to be sent as an email attachment or shared as a Google Drive Document:**

\_\_\_\_\_ 11 Sections—each with Program Indicator Cover Page, charts (where required), and attached evidence. PDFs are accepted.

**Ensure that:**

\_\_\_\_\_ Key information is highlighted. Math is shown. Abbreviations/acronyms are explained.

\_\_\_\_\_ Individual student names are blackened out.

\_\_\_\_\_ Only the last (summary) page of numbered computerized student enrollment forms are included.

\_\_\_\_\_ You retain a copy of everything submitted in the event that the materials are lost.

Failure to provide any of the required information (marked in a clear and consistent manner as specified above) will disqualify the entry. The school may resubmit the entry (with appropriate updated changes) the following year.

The application must be submitted no later than **October 29, 2021.**

**Email the completed application packet to: Anna Cicak at [planpreselect@gmail.com](mailto:planpreselect@gmail.com)**

If you have any questions, contact Anna Cicak, GEM Program Award Chair at [planpreselect@gmail.com](mailto:planpreselect@gmail.com)

## High School Rubric

To receive an award, a high school must meet or exceed 7 of 10 program indicators in a column. Only a Ruby Award may have 1 indicator not on the Rubric.

	Diamond Award	Sapphire Award	Emerald Award	Ruby Award
1. Maintain a significant percentage of total world language enrollment	90% to 100% of total school enrollment is enrolled in a foreign language class	77% to 89 % of total school enrollment is enrolled in a foreign language class	56% to 76 % of total school enrollment is enrolled in a foreign language class	35% to 55 % of total school enrollment is enrolled in a foreign language class
2. Provide a variety of languages in a 4 year high school sequence	1 language for schools with fewer than 350 students, 2 languages for 350 to 700, 3 languages per 701 to 1000, and 1 additional language for each additional 1000 students (all in four year sequence)	1 language for schools with fewer than 350 students, 2 languages for 350 to 700, 3 languages per 701 to 1500, and 1 additional language for each additional 1000 students in at least a 3 year sequence	1 language for schools with fewer than 350 students, 2 languages for 350 to 700, 3 languages per 701 to 1500, and 1 more language for each additional 1000 students in at least a 2 year sequence	1 language for schools with fewer than 350 students, 2 languages for 350 to 700, 3 languages per 701 and above
3. Retain students at higher levels	50% or more of students in a language in 9 <sup>th</sup> grade continue to level 3 and above	40% to 49% of students in a language in 9 <sup>th</sup> grade continue to level 3 and above	30% to 39% of students in a language in 9 <sup>th</sup> grade continue to level 3 and above	15% to 29% of students in a language in 9 <sup>th</sup> grade continue to level 3 and above
4. Schedule classes that are one level per class period	No multi-level world language classes per school in commonly taught languages	No more than 1 multi-level world language class per school in commonly taught languages	No more than 2 multi-level world language classes per school in commonly taught languages	No more than 3 multi-level world language classes per school in commonly taught languages
5. Implement NVACS for World Language	90% to 100% of world language teachers implement the NVACS for World Language	80% to 89% of world language teachers implement follow the NVACS for World Language	70 % to 79% of world language teachers implement the NVACS for World Language	60% to 69% of world language teachers implement the NVACS for World Language
6. Administer end-of-year, standards-based performance assessment(s)	School-wide, standards-based performance assessment in all traditional languages taught at two language levels (non-traditional language at 1 level)	School-wide, standards-based performance assessment in all languages taught at one language level	School-wide, standards-based performance assessment in all languages taught at one language level	School-wide, standards-based performance assessment in all languages taught at one language level
7. Connect language learners with school and global communities	Three program components that connect world language students to outside resources & provide language	Two program components that connect world language students to outside resources & provide language	One program component that connects world language students to outside resources & provides language	One program component that connects world language students to outside resources & provides language

	practice outside of the classroom	practice outside of the classroom	practice outside of the classroom	practice outside of the classroom
8. Engage in yearly staff development on world language topics	80% to 100% of world language teachers participate in at least one full day local, state, or national world language conference per year in addition to at least one district or school world language specific workshop	60% to 79% of world language teachers participate in at least one full day local, state, or national world language conference per year in addition to at least one district or school world language specific workshop	50 % to 59% of world language teachers participate in at least one full day local, state, or national world language conference per year in addition to at least one district or school world language specific workshop	40% to 49% of world language teachers participate in at least one full day local, state, or national world language conference per year
9. Maintain membership in professional organizations	90% to 100% of world language teachers belong to a professional world language organization	80% to 89% of world language teachers belong to a professional world language organization	70 % to 79% of world language teachers belong to a professional world language organization	40% to 69% of world language teachers belong to a professional world language organization
10. Disseminate state Seal of Biliteracy information	All students are informed of Nevada Seal of Biliteracy information annually.	All students are informed of Nevada Seal of Biliteracy information annually.	All students are informed of Nevada Seal of Biliteracy information annually.	All students are informed of Nevada Seal of Biliteracy information annually.

### Rationale

Indicator	Rationale
1. Maintain a significant percentage of total world language enrollment	A key purpose of the Professional Language Association of Nevada (PLAN) is to stimulate the interest of all peoples everywhere in the learning and preserving of skills in world languages. We assert that learning a world language is a critical component of education for all students in Nevada.
2. Provide a variety of languages in a 4 year high school sequence	The society of the United States is diverse and world language programs should reflect this diversity within reason. Additionally, students may be more motivated to attain standards with a language of their choosing.
3. Retain students at higher levels	Exemplary programs maintain student interest to continue their study and schools with high academic expectations for students will arrange student schedules to avoid conflicts that otherwise might prevent them from taking higher level classes.
4. Schedule classes that are one level per class period	PLAN posits that the challenges associated with achieving expected proficiency levels in multi-level classes significantly impair world language students.
5. Implement the Nevada Academic Content Standards (NVACS) for World Language	The State Board of Education approved the revision of the World (formerly Foreign) Language standards on July 10, 2014 to provide the guidance needed to develop high quality world language programs throughout Nevada schools. PLAN endorses these standards which promote quality world language program implementation.
6. Administer end-of-year, standards-based performance assessment(s)	There can be no standards-based program without a valid, reliable assessment that cuts across languages to determine student progress in attaining standards.

7. Connect language learners with school and global communities	These special program features may support the national standards areas: Communications, Cultures, Connections , and Communities Special programs/projects/activities tend to increase student motivation and participation in world language programs
8. Engage in yearly staff development on world language topics	As professionals, educators must maintain and improve their knowledge and skills. Educators must model the concept of “life-long learning”.
9. Maintain membership in professional organizations	As professionals, teachers must stay abreast of the research in the field, standards implementation, new materials, etc. Through their membership, teachers support the work of their professional organizations.
10. Disseminate state Seal of Biliteracy information	The Seal of Biliteracy encourages students to pursue biliteracy, honors the skills our students attain, and can be evidence of skills that are attractive to future employers and college admissions offices.

### References

- Strasheim, L. (1983). COPING WITH MULTI-LEVEL CLASSES EFFECTIVELY AND CREATIVELY. Paper presented at the American Classical League Conference, Fredericksburg, VA. (ERIC Document Reproduction Service No. ED 232 454).
- Pennsylvania State Modern Language Association. (2017). *2017 PSMLA Exemplary Program (PEP) Awards*. Erie, Pennsylvania: Author.

## HOW TO DETERMINE YOUR AWARD LEVEL

There are different combinations possible to attain a particular award level:

1. Diamond Award—school must meet or exceed seven (7) out of ten (10) program INDICATORS in the Diamond column (up to 3 items may be in the Sapphire, Emerald, or Ruby Award columns, but none may be “off the rubric”). Examples include but are not limited to:
  - a. 10 Diamond
  - b. 7 Diamond, 3 Sapphire
  - c. 7 Diamond, 1 Sapphire, and 2 Emerald
  - d. 7 Diamond, 1 Sapphire, 1 Emerald, and 1 Ruby
2. Sapphire Award—school must meet or exceed seven (7) out of ten (10) program INDICATORS in the Sapphire column (up to 3 items may be in the Emerald or Ruby Award columns, but none may be “off the rubric”). Examples include but are not limited to:
  - a. 10 Sapphire
  - b. 8 Sapphire, 2 Emerald
  - c. 7 Sapphire, 2 Emerald, and 1 Ruby
  - d. 7 Sapphire, 1 Emerald, and 2 Ruby
3. Emerald Award—school must meet or exceed seven (7) out of ten (10) program INDICATORS in the Emerald column (up to 3 items may be in the Ruby Award column, but none may be “off the rubric”). Examples include but are not limited to:
  - a. 10 Emerald
  - b. 7 Sapphire, 2 Emerald, and 1 Ruby
  - c. 7 Sapphire, 1 Emerald, and 2 Ruby
4. Ruby Award--school must meet or exceed seven (7) out of ten (10) program INDICATORS in the Ruby column (up to 3 items may be in another column, but only one may be “off the rubric”). Examples include but are not limited to:
  - a. 10 Ruby
  - b. 7 Ruby, 2 Emerald, and 1 Sapphire
  - c. 7 Ruby, 1 Emerald, 1 Sapphire, and one “off” the rubric

### Sample Completed Rubric

	Diamond Award	Sapphire Award	Emerald Award	Ruby Award
1. Maintain a significant percentage of total world language enrollment		71% of school population is enrolled in World Language in grades 9-12. A total of 1669 students are enrolled in a World Language class out of 2358 students in Sample High School in grades 9-12.		
2. Provide a variety of languages in a 4 year high school sequence	With a 9-12 district enrollment of 2358, we have French, German, Mandarin, and Spanish, in a 6 year sequence of courses culminating in AP language courses. We have Latin in a 3 year sequence culminating in AP Latin.			
3. Retain students at higher levels	In 9th grade, there are 555 students enrolled in World Language classes. In levels 4 and above, there are 441 students enrolled in World Language classes for a retention rate of 80%.			
4. Schedule classes that are one level per class period	All courses are scheduled one level per period.			
5. Implement NVACS for World Language	Through classroom observations and lesson plans, it was determined that 100% of teachers grades 9-12 use the NVACS for WL on a daily basis.			
6. Administer end-of-year, standards-based performance assessment(s)	Each course administers 5 common assessments among the four modern languages: French,			

	<p>German, Mandarin Chinese, and Spanish. Four common assessments are performance-based assessments and one is a growth-measure. The writing and speaking rubrics are proficiency-based by level from ACTFL.</p>			
7. Connect language learners with school and global communities	<p>The World Language Department participates regularly in extra-curricular activities involving world language competitions, world language clubs, and world language field trips in the community.</p>			
8. Engage in yearly staff development on world language topics	<p>90% (9/10) of the staff participated in district World Language Staff Development Workshop on Comprehensible Input on September 1, 2017. 80% (8/10) of the staff participated in the PLAN conference during the fall 2017.</p>			
9. Maintain membership in professional organizations	<p>9/10 teachers are members of a professional organization= 90%.</p>			
10. Disseminate state Seal of Biliteracy information	<p>All students and their families were informed of Nevada Seal of Biliteracy information on August 14, 2017 in their back to school packet.</p>			

**Form A**

**Exemplary Program Application for 2021-2023 Awards**

Name of high school:

Address of high school:

Phone number of the high school:

Name of school district (if applicable):

Name of superintendent / or equivalent:

Name of high school principal / headmaster / or equivalent:

Name of world language department chair / curriculum director / supervisor:

Name of person completing this application:

Email address of person completing this application:

Phone number of person completing this application:

Name of one staff person who is a 2020 PLAN member:

Number of world language teachers in the high school:

List of foreign languages taught in the high school:

Name/address of language feeder schools and their principals *if* the language sequence starts before high school:

Elementary:

Middle/Jr. High:

I have read and verified the accuracy of the information presented in this application packet (Forms A, B, and 11 Indicators). My signature (in ink) below indicates that I understand the terms of the award and that, to the best of my knowledge; the information provided by the school is accurate. I agree that the information provided on the Form B page may be made public on the PLAN website, in various PLAN publications, and in news releases.

\_\_\_\_\_  
Signature of the Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of the Principal / Headmaster

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of the World Language Chairperson  
Or Curriculum Director/Supervisor

\_\_\_\_\_  
Date

**Form B**

**Your Profile**

Name of School:

Name of City/Town:

Name of Application Contact:

	Diamond Award	Sapphire Award	Emerald Award	Ruby Award
1. Maintain a significant percentage of total world language enrollment				
2. Provide a variety of languages in a 4 year high school sequence				
3. Retain students at higher levels				
4. Schedule classes that are one level per class period				
5. Implement NVACS for World Language				
6. Administer end-of-year, standards-based performance assessment(s)				
7. Connect language learners with school and global communities				

8. Engage in yearly staff development on world language topics				
9. Maintain membership in professional organizations				
10. Disseminate state Seal of Biliteracy information				

Cut and paste the brief explanations from your 11 indicator cover pages in the appropriate box on this form. When completed, only 11 boxes will be filled, one per row in one of the 4 columns. A few criteria are repeated in two columns, you may insert your program information in the higher of the two columns.

If an award is made, **this page will be made public** (PLAN website, publications, news releases, etc.) Please be certain that all of the information is accurate. **Only items that have supporting documentation may be included on this page. Do not include additional information.** The committee will look at each item on this page and compare it to the supporting documentation. (Failure to comply with this may result in disqualification.) (See application Rubric and Definitions / Explanations pages for types of supporting documentation needed.)

Please keep the information concise. However, the cells may be enlarged somewhat so that the information is complete.

## Indicator 1 Cover Page

### Indicator 1

Maintain a significant percentage of total world language enrollment

#### Rationale

A key purpose of the Professional Language Association of Nevada (PLAN) is to stimulate the interest of all peoples everywhere in the learning and preserving of skills in world languages. We assert that learning a world language is a critical component of education for all students in Nevada.

#### Definitions / Exceptions

Total School Enrollment will be defined as all students enrolled in the school.

Special education students whose 504 Individual Education Plan precludes participation in a world language program may be subtracted from the total. Please note, not all IEP students are excluded from world language study, thus not all IEP students should be subtracted.

#### Evidence

Attach computer generated printouts from the school database (current school year) that clearly show the

1. Total student enrollment of the high school (just a summary page showing the amount of students, please don't send pages of student data)
2. Total number of high school students enrolled in world language classes (again just a summary page with students numbered)
3. Number/percentage of students with IEPs who are excluded from language study (this is optional)

Use the above to calculate the percentage of all students in the high school enrolled in world languages.

**Highlight the 2 totals and the resulting percentage** and show the math.

Important notes:

The **total school student enrollment printout** is usually applicable for Indicators 1-3, so make three copies.

A chart or table created by the applicant is not considered evidence—it must be a school generated computer printout from the school database.

Send only the summary page of the student enrollment lists.

All student names and identifying information must be redacted according to FERPA regulations.

Provide a **brief** \*description below for Indicator 1 - then copy and paste to Form B in the appropriate column and row:

\*Descriptions / explanations should be in **summary** form with no more than about 20-50 words so that it will fit into the Nevada GEMs Showcase template.

**Append evidence to this cover page** (printouts).

## Indicator 2 Cover Page

### Indicator 2

#### Provide variety of languages in a 4 year high school sequence

##### Rationale

Students may be more motivated to attain standards in a language of their choosing. U.S. society is diverse, reflecting various heritage languages. There are more and more career opportunities for bilingual workers of various languages. School programs should reflect diversity within reason.

##### Definitions / Exceptions

The four-year high school sequence (do not count K-8 classes) must be year-long with daily instruction or the equivalent in a block schedule.

##### Evidence

Attach

1. a printout of current teacher schedules highlighting the variety of classes.
2. copy of current Total Student Enrollment printout (may be a copy of the same data used in Indicator #1) since the number required depends on the size of the school

Important notes:

The Total Student Enrollment printout may be applicable to Indicators 1 - 3.

The same **Teacher Schedules** may be applicable to Indicators 3-6 (**make 4 copies, you will highlight different items on each**).

A chart or table created by the applicant is not considered evidence- the sheet must be a school generated computer printout from the school database.

For Total Student Enrollment send only the last page, (showing students numbered). Sometimes in Excel the numbers don't show on the printout; therefore, you might try a print screen ("Prnt Scrn") to cut and paste.

All student names and identifying information must be redacted according to FERPA regulations.

Provide a **brief** \*description below for Indicator 2 - then copy and paste to Form B in the appropriate column and row:

\*Descriptions / explanations should be in **summary** form with no more than about 20-50 words so that it will fit into the Nevada GEMs Showcase template.

**Append evidence to this cover page** (printouts).

## Indicator 3 Cover Page

### Indicator 3 Retain students at higher levels

#### Rationale

A minimum of 4 years are needed (in a 5 period per week standards-based program) for most students to attain an Intermediate Low level of speaking proficiency (ACTFL Scale). Exemplary programs maintain student interest to continue their study and schools with high academic expectations for students will arrange student schedules to avoid conflicts that otherwise might prevent them from taking higher level classes.

#### Definitions / Exceptions

Retention to the higher grades may be made by comparing **current number of 9<sup>th</sup> graders enrolled in language classes with students enrolled in level 3 and above.**

#### Evidence

Attach

1. computer generated printout from the school's database showing current 9<sup>th</sup> graders enrolled in a world language class (numbered names, language, grade 9, school year in a student listing) (just the last page if students are numbered). **Highlight** the total number of 9<sup>th</sup> graders in world languages.
2. printout showing current world language enrollment of level 3 and above (attach just the last page if students are numbered) **or** official teachers' schedules that include numbers of students per class). **Highlight** the total number of students in levels 3 and higher. (Show the addition.)

Use these two documents to determine the percentage of students in the upper levels (levels 3+) compared to the current 9<sup>th</sup> grade. **Highlight** totals by grade/level and the percentage. Show the math.

Important notes:

A chart or table created by the applicant is **not** considered evidence- these must be computer generated from the district database.

All student names and identifying information must be redacted according to FERPA regulations.

Provide a **brief** \*description below for Indicator 3 - then copy and paste to Form B in the appropriate column and row:

\*Descriptions / explanations should be in **summary** form with no more than about 20-50 words so that it will fit into the Nevada GEMs Showcase template.

**Append evidence to this cover page** (printouts).

## Indicator 4 Cover Page

### Indicator 4 Schedule classes that are one level per period

#### Rationale

Time on task is critical for attainment of standards. Multi-level (or split) classes often result in students receiving a half period (or less) of instruction rather than a full period.

#### Definitions / Exceptions

Multi-level or split classes are those that have students from two or sometimes even three or more different levels assigned to the same class period. The teacher moves from one level to the other, teaching a separate curriculum to each group. The result is that students end up with 50% instructional time (or less) for the year.

#### Exceptions

Less Commonly Taught (LCT) language classes that are split (multi-level) are exempt from this requirement (although the practice should be avoided whenever possible).

Also exempted is the practice that is sometimes used in the upper levels (4-5 or higher) where two levels are combined –but one curriculum is taught to the entire group and flipped with a second curriculum the following year.

Commonly taught languages are defined as French and Spanish. All others are considered LCT languages.

#### Evidence

- Attach a copy of the Teacher Schedules
- **Highlight** any split or multi-level classes, if there are none please write and highlight **NONE**

Explain why specific split classes should be exempt (when appropriate based on the exceptions listed above) in the box below.

All student names and identifying information must be redacted according to FERPA regulations.

Provide a **brief** \*description below for Indicator 4 - then copy and paste to Form B in the appropriate column and row:

\*Descriptions / explanations should be in **summary** form with no more than about 20-50 words so that it will fit into the Nevada GEMs Showcase template.

**Append evidence to this cover page** (printouts).

## Indicator 5 Cover Page

### Indicator 5

#### Implement the Nevada Academic Content Standards (NVACS) for World Language

##### Rationale

PLAN advocates the implementation of the State of Nevada Board of Education's standards, which offer a vision of excellence for K-12 world language education in Nevada.

##### Definitions / Exceptions

The NVACSWL refers to the State Board of Education approved World (formerly Foreign) Language standards adopted on July 10, 2014.

##### Evidence

###### To be completed by the Principal / Supervisor / Headmaster / or Equivalent:

Based on classroom observations and to the best of my judgment, \_\_\_\_\_ % of world language teachers implement the NVACS for World Language at \_\_\_\_\_.  
(name of school)

\_\_\_\_\_  
Signature of Principal or Headmaster (or equivalent)

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

Provide a **brief** \*description below for Indicator 5 - then copy and paste to Form B in the appropriate column and row:

\*Descriptions / explanations should be in **summary** form with no more than about 20-50 words so that it will fit into the Nevada GEMs Showcase template.

## Indicator 6 Cover Page

### Indicator 6 Administer standards-based, performance assessment(s) across levels

#### Rationale

There can be no standards-based program without a **valid, reliable assessment that cuts across languages** to determine student progress in attaining standards. To be valid and reliable, it is necessary to have a common measurement tool such as the ACTFL Scale.

#### Definitions / Exceptions

The school **must administer at least one assessment yearly** which includes all of the following characteristics:

- **assesses at least one standard** of the NVACSWL
- **is performance-based** (where the focus is on function, what students **can do** with the language, **not discrete-item grammar testing**). Do not submit multiple choice, fill in the blank, or true/false components of any tests. **AP exams are NOT acceptable**, given the lack of a specific performance rubric. The scores of the performance sections are not disaggregated to show a rating aligned with ACTFL Scale.
- is rated using a rubric that is tied to performance criteria. The rubric used must be included in the documentation.

Newly established, non-traditional language programs will be exempted from the testing requirement until year (not level) four. Submit evidence of program development such as a signed letter from your principal. Classical languages must relate to the standards for classical languages. The test must be appropriate to assess the Classical Standard(s). Results from The National Latin Exam and the AP Latin Test will be accepted as evidence.

#### Evidence:

Attach:

1. a sample copy of one test, IPA, portfolio project, or interview procedure that is used across every world language offered at the school at one or more levels from the previous school year or current year.
  - Show / explain and **highlight** which standard(s) is/are being assessed.
  - **Highlight** the level(s) at which this test was given and the school year
2. the rubric that was used to assess the performance.
3. the final, overall scores/ratings (**highlighted**) from the rubric (Blacken out student names or submit number/percentage of students attaining each rating from computer printouts)

#### For classical languages:

1. the language (**highlighted**)
2. an explanation of how this test is appropriate to meet at least one of the NV standard(s) for classical languages.
3. the level at which this test is given (**highlighted**)
4. provide final overall scores from the previous school year (do not include student names).

Provide a **brief** \*description below for Indicator 6 - then copy and paste to Form B in the appropriate column and row:

\*Descriptions / explanations should be in **summary** form with no more than about 20-50 words so that it will fit into the Nevada GEMs Showcase template.

Append evidence to this cover page.

## Indicator 7 Cover Page

### Indicator 7

Connect language learners with school and global communities

#### Rationale

Special programs/projects/activities tend to increase student motivation and participation in world language programs, increase time on task, and often help students make connections between the target language and other subject areas and communities.

#### Definitions / Exceptions

This indicator is an opportunity to showcase special program features between June 2018 and May 2019. These may include (but are not limited to):

- programs that make connections to the local, state, and/or international communities,
- language/culture related travel,
- long term partnerships with schools, either local or abroad,
- exemplary uses of various forms of technology to make outside connections,
- PBLs,
- world language competitions,
- after school clubs, etc.

These program features occur outside of the regular scheduled class time and should be more than a one time occurrence (at least 10 hours). A project that takes weeks to prepare and culminates in a one day finale is appropriate. The special program features should help students connect to outside resources that include use of the target language, related subject areas, and/or cultural activities.

(Communities/Connections/Comparison Standards)

#### Evidence

**To be completed by the Principal / Supervisor / Headmaster / or Equivalent:**

Description of the exemplary program feature(s) **with proof of completion** such as

- an itinerary of the completed trip
- one sample of a student product,
- newspaper or otherwise published account, photos, etc.
- results or accounts of world language competitions

Please do not send more than one or two pages per feature.

Itineraries, news accounts **must include published date (this school year or previous school year)** -- please **highlight**. You may also use a letter (signed in blue ink) by the principal to attest to this indicator.

(Focus is on what was already done, NOT what you are planning to do.)

Provide a **brief** \*description below for Indicator 5 - then copy and paste to Form B in the appropriate column and row:

\*Descriptions / explanations should be in **summary** form with no more than about 20-50 words so that it will fit into the Nevada GEMs Showcase template.

Append evidence to this cover page.

## Indicator 8 Cover Page

### Indicator 8

Engage in yearly staff development on world language topics

#### Rationale

As professionals, teachers must maintain and improve their knowledge and skills. Educators must model the concept of “lifelong learning”. Outside resources should provide new insights, techniques, and research. In-house activities should provide opportunities for departmental collaboration and support.

#### Definitions / Exceptions

The **outside** world language conference/seminar and **in-house world language specific workshop** must be daylong or the equivalent of 5 hours in combination. University /college post baccalaureate world language specific courses and/or travel with students to a non-English speaking country/territory may be included. **In-house** professional development activities may include in-service workshops, webinars, curriculum development, and textbook adoption, etc. An activity that features an **outside presenter** may count as either an in-house activity or outside activity—but the same workshop may not be counted twice.

#### Evidence

Evidence from last school year and/or current year:

##### 1. Outside Professional WL Activities:

- For world language specific conferences/seminars/classes: copies of receipts for workshop registration fees, course grades, or other documentation.. **Highlight** names, dates, etc.
- For travel abroad with students: paid invoice / paid receipts, and a detailed itinerary of activities completed during the trip (counts up to 5 hours).

##### 2. In-House Professional WL Activities:

- For in-services: copies of agendas and sign-in/sign-out sheets or written confirmation by the principal. **Highlight** all relevant names, topics, and times. (If there is an outside presenter, be sure to identify the individual and his/her affiliation.)
- Curriculum work & textbook adoptions – name of work, hours, dated sign-in sheet(s), signed by principal or curriculum supervisor.
- Webinars are acceptable if they are attended as a group and include interaction among teachers with evidence that includes agenda, date, webinar name, production institution (if applicable) presenter name, statement of the nature of the teacher interaction related to the webinar, and an attendance sheet (with date and hours) signed/dated by the principal.

It is not necessary to document attendance that exceeds what is required for the GEM Program. Doing so will not result in a higher rating.

Provide a **brief** \*description below for Indicator 8 - then copy and paste to Form B in the appropriate column and row:

\*Descriptions / explanations should be in **summary** form with no more than about 20-50 words so that it will fit into the Nevada GEMs Showcase template.

Append evidence to this cover page.

## Indicator 9 Cover Page

### Indicator 9

Maintain membership in professional organizations

#### Rationale

As professionals, teachers must **stay abreast of the research** in the field, standards implementation, new materials, etc. Through their membership, teachers **support the work of their professional organizations.**

**Examples** of appropriate professional organizations:

- Professional Language Association of Nevada (Please note: at least one teacher of the applying school must belong to PLAN. **All PLAN membership(s) must be paid by August 31st of the year of the application.**)
- American Association of Teachers of German (French, Spanish and Portuguese), etc.
- American Classical League,
- American Council on the Teaching of Foreign Languages.

Other associations will be considered if their primary focus is world language learning, and they offer workshops, publications, etc.)

#### Evidence

Fill out the following form, determine the percentage of teachers who meet the indicator. Append the completed form to this page.

Attach a copy of membership cards, publication shipping address label (must show date / postmark), receipt, hard copy of email receipt, or cancelled check for each teacher and/or institutional membership. **Highlight** the teacher's name and membership year. The date must be for the current year.

Please note, it is not necessary to include more than one organization per teacher. Membership by a teacher in more than one organization will not increase the rating for this indicator.

Provide a **brief** \*description below for Indicator 9 - then copy and paste to Form B in the appropriate column and row:

\*Descriptions / explanations should be in **summary** form with no more than about 20-50 words so that it will fit into the Nevada GEMs Showcase template.



## Indicator 10 Cover Page

### Indicator 10

Disseminate state Seal of Biliteracy information

#### Rationale

The Seal of Biliteracy encourages students to pursue biliteracy, honors the skills our students attain, and can be evidence of skills that are attractive to future employers and college admissions offices.

#### Definitions / Exceptions

The Nevada State Seal of Biliteracy recognizes public high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more world languages in addition to English. "Participating school districts with students eligible to receive the Seal, shall place a notation on a student's high school diploma and high school transcript indicating that the student has earned the seal.

Nevada State is one of a growing number of states that have passed a Seal of Biliteracy. The Seal of Biliteracy originated in California and was signed into law in October 2011, with the first seals being issued starting in early 2012. New York State passed its bill and it was signed into law in July 2012. The state of Illinois passed its law in 2013, and a number of other states are also enacting legislation.

#### Evidence

Append evidence from last school year and/or current year of dissemination of State Seal of Biliteracy information to all students in your school, such as a Seal of Biliteracy guide in a welcome/registration packet.

Provide a **brief** \*description below for Indicator 10 - then copy and paste to Form B in the appropriate column and row:

\*Descriptions / explanations should be in **summary** form with no more than about 20-50 words so that it will fit into the Nevada GEMs Showcase template.

**Append evidence to this cover page.**