



German Center of Excellence

The AATG German Center of Excellence program recognizes exemplary German programs in schools, colleges, and universities—both public and private. The designation will be presented to well-established and growing German programs with demonstrated excellence in instruction and strong support from administration, colleagues, alumni, and students.

Applications should provide clear evidence of excellence in the areas of overall program, faculty, and curriculum. A complete dossier includes a cover page; narrative description as described below; and letters of support. Application materials may not exceed 25 pages in length. All file names must begin with the name of the institution. Applications may be submitted through the AATG Award Nomination Portal, updated annually on the [Award Webpage](#).

Cover Page. The application cover page should include the following information: Name and email address of contact person (applicant); names of all contributors; department and institution name; address; phone.

Institution and German Program Description. The dossier must include narrative which provides clear evidence of excellence in the following areas:

Overall Program. *An exemplary German program should be well-established and stable or growing. The program should provide evidence of self-evaluation and goals for the future. Extracurricular activities and special events should be integral elements of the program. The program should have strong support from the administration, colleagues, alumni, and students. It should show strong ties to the wider campus and community.*

Provide evidence, including samples or documentation, of the following:

- The program is well-established, having been in existence for at least five years.
- The program is stable or growing in the number of students involved.
- The program is strongly supported by the administration, the governing body, colleagues, students, parents, and alumni. The program is integrated into the overall institutional mission.
- The teacher–student ratio is appropriate for the age of the students and the level of instruction.
- The program takes advantage of institutional resources to meet the goals and mission of the program.
- The program has and/or seeks internal or external source of funding for continuing support. Faculty and program leaders are actively involved in recruiting and mentoring future supporters of the program.
- The program engages in self-evaluation and sets future goals. The program collects feedback from stakeholders (students, parents, teachers, community members, etc.).

- Faculty and program leaders consider new and emerging challenges and explore potential solutions.
- The program's extra-curricular activities and/or special events are a part of school/campus life.
- The program has an ongoing visible presence in the school or on campus (displays, posted materials, school newspaper, awards programs, etc.) showing the institution's dedication to the German program.
- There is consistent institutional support for all faculty to continue their professional development.
- Faculty and program leaders research best practices on an ongoing basis.
- There is cooperation with other educational institutions supporting articulation in the target language and culture.
- The German program shows strong ties to the greater community. Native speakers are encouraged to participate in the program.
- The program has potential as a model for other German programs and/or foreign language programs.

Faculty. *Exemplary German programs should have faculty with credentials in German appropriate to their teaching assignment. There should be clear evidence of continuing faculty development at the local, state, and national levels. All faculty should have the opportunity for regular collaboration. The faculty–student ratio should be appropriate to the level of instruction.*

Provide evidence, including samples or documentation, of the following:

- Each member of the instructional staff holds the appropriate degree or teaching certification in German or has received additional professional training necessary to his/her teaching assignment.
- Each faculty member has the appropriate proficiency level in the target language for their teaching assignment (a minimum of Advanced Low proficiency).
- Each faculty member has knowledge of and/or experience in the broader DACHL geographic area.
- Each faculty member engages in continuing professional development and has clear personal professional development goals.
- All faculty collaborate frequently within and beyond the German program.
- Faculty members use innovative, active, and effective instructional methods.
- Faculty members are active members of AATG.
- Faculty members are involved in their professional organizations at several levels: local and/or state; national and/or international professional conferences and/or seminars.
- Faculty members communicate regularly with stakeholders (e.g., students, parents) concerning student success and needs.
- Faculty members have a good rapport with their students (e.g., supporting extracurricular activities, mentoring, serving as advisor).

Curriculum. *An exemplary German program has a standards-based curriculum. There is a clear, articulated sequence of instructional programming. This curriculum reflects current methodologies. The materials and classroom routines are culturally authentic and appropriate to the instructional level of the students. All classes are instructed in the target language. Articulation of sequence is*

clearly evident throughout the program. Interdisciplinary connections have been established. Regular, differentiated assessments result in above average student performance. Outcomes at each instructional level are clearly articulated. Meaningful cultural activities are integrated into the curriculum at all levels. Diverse learning styles are respected through varied instructional and assessment techniques. Interdisciplinary connections have been established.

Provide evidence, including samples or documentation, of the following:

- The curriculum is standards-based and organized around student needs. Goals for target language proficiency are clearly stated and assessed.
- A smooth, clear sequence of articulated instruction with expectations and outcomes at each instructional level is clearly defined and is evident between instructional levels.
- The curriculum clearly reflects current methodologies in foreign language education.
- Instructional materials and classroom routines are culturally authentic and age appropriate.
- Meaningful cultural activities are integrated into all instructional levels.
- The curriculum integrates differentiated instruction (e.g., multiple intelligences) through all instructional levels.
- All students are assessed regularly and assessments reflect best practices for the instructional context (e.g., differentiated assessments reflecting diverse learners).
- Assessment results reflect above average student performance.
- The curriculum draws clear connections to a variety of disciplines (e.g., German across the curriculum, STEM, etc.) and addresses students' interests.
- Current media and technology are an integral part of the program and used to differentiate instruction. Media centers and other resources are available to students in support of the curriculum and their learning.
- The curriculum reflects the application of content to real-world situations through various communication methods.
- Curriculum development is an on-going activity incorporating student feedback, administrative direction, instructor experience, and current educational trends.
- The curriculum is well-articulated with the curriculum at other institutions and promotes life-long learning.

Letters of Support. Applications should include letters from individuals such as current and former students, parents, colleagues, administrators, and business and community leaders.