

To apply to J-LEAP, please complete this application form (handwritten is fine), attach lead teacher's resume, response to essay questions, a copy of one of your unit plans and one lesson plan from this unit plan, and a 20 minute video clip of you teaching a portion of this lesson plan. Please mail the originals and one full copy of the entire application packet, in large envelope, to:

THE LAURASIAN INSTITUTION, ATTN: J-LEAP, 12345 LAKE CITY WAY NE, #151, SEATTLE, WA 98125

J-LEAP 2016-18 APPLICATION

DEADLINE: Arrive in Laurasian Seattle Office by Tuesday, January 19, 2016

Date _____

Host Organization Name _____

School District _____

Level: Elementary School Middle School High School

Administrator's Name _____ Title _____

Lead Teacher's (Applicant's) Name _____

Host Organization Address _____ City _____ State _____ Zip _____

Host Organization Telephone _____ Fax _____

Lead Teacher's Home Phone _____ Cellphone _____

E-Mail _____ Skype Address (for video interview) _____

1. Is the Lead Teacher (LT) available to attend a 5-day training in Los Angeles, **approximately**, July 26 to July 30, 2016? Yes No
2. Are you, the LT, the only Japanese language teacher at your site? Yes No

If *no*, please list the name(s), title(s) and phone number(s) of the other Japanese teacher(s) and whether he/she/they will abide by J-LEAP policies when teaching with the Assistant Teacher (AT). Please indicate the AT's percentage of work time that will be spent with the other teacher(s).

Name	School	Phone	Teach with AT?/Percentage?
_____	_____	_____	<input type="checkbox"/> Yes _____% <input type="checkbox"/> No
_____	_____	_____	<input type="checkbox"/> Yes _____% <input type="checkbox"/> No

LEAD TEACHER'S INFORMATION

1. How long has the LT taught Japanese at the present school? _____ years; Career total? _____ Years
2. How long has the LT studied Japanese Language? _____ years Native
3. How long has the LT been involved in Japan-related activities? _____ Years
4. Which professional development workshops/training programs has the LT participated in the last five years?
 _____ Date: _____
 _____ Date: _____
 _____ Date: _____
 _____ Date: _____
5. Estimate the number of normally scheduled workdays the LT anticipates being absent during the AY 2016-17 (include sick days, maternity leave, professional conferences, etc.). _____ days

If more than five days, explain how would you prepare your AT. (If you need more space, please continue on a separate sheet of paper.)

6. How many ATs or interns has the LT worked with in the past? _____
7. How many other adult ATs or interns does the LT plan to have in the classroom during AY 2016-17? _____

8. For the following continuums, the LT should place an “X” mark on the lines below that best describes his/her personal style. This information is used purely for matching ATs and LTs.

I am independent. ←		I am dependent. →
I am always on time or early. ←		I usually run a little late. →
I prefer working in a quiet place. ←		I prefer working with music/radio. →
I am organized. ←		I am rather unorganized. →
I quickly adapt to new environments. ←		I slowly adapt to new environments. →
I prefer working alone. ←		I prefer working with a group. →
I prefer giving detailed instruction. ←		I prefer giving minimal instruction. →
I always make plans beforehand. ←		I rarely make plans beforehand. →
I use Japanese about 50% or more in my classes in Japanese. ←		I use English about 50% or more in my Japanese classes. →

LEAD TEACHER EXPECTATIONS

1. How often does the LT hope to meet his or her assistant to discuss plans for teaching during a normal week?

- Everyday
 4 times a week
 3 times a week
 Twice a week
 Once a week
 Other

2. What kind of activities will the AT be involved in? Write “M” = mandatory or “O” = optional in the parentheses. (PLEASE

NOTE: “Optional” means AT will be encouraged, not required, to join activity; Also, no need to write “M” or “O” in every category.)

- | | |
|---|--|
| (M) Co-teaching | () Participating in students’ club activities |
| () Teaching differentiated (combined level) classes | () Tutoring |
| () Teaching at another school in addition to the main site | () Grading (i.e. homework, quizzes, tests corrections) |
| () Attending teachers’ meetings | () Assisting with lesson plans |
| () Creating materials | () Doing exploratory classes at other schools |
| () Attending parent-teacher conferences | () Doing administrative tasks (i.e. attendance taking, copying, etc.) |
| () Other _____ | |

SCHOOL INFORMATION

1. Is your school accredited? Yes No

2. When is the first teacher workday of the 2016-17 school year? _____; Last work day? _____

Is parking free at this school? Yes No

If no, is the school willing to waive the parking fee? Yes No

3. What year did this school introduce Japanese language instruction? _____

4. Does this school participate in Japanese National Honor Society? Yes No

5. List the levels of Japanese Language classes the school offers and the estimated enrollment for each level.

Enrollment in level I 2015: _____ 2016: _____

Enrollment in level II 2015: _____ 2016: _____

Enrollment in level III 2015: _____ 2016: _____

Enrollment in level IV 2015: _____ 2016: _____

Enrollment in level V or AP/IB 2015: _____ 2016: _____

Exploratory/Elementary School Enrollment 2015: _____ 2016: _____

6. What teaching materials does this Japanese program use for each level?

Level I: _____

Level II: _____

Level III: _____

Level IV: _____

Level V or AP/IB: _____

Exploratory or Elementary school programs: _____

7. How have budget cuts impacted your Japanese language program? If your program hasn't been affected, please write N/A.

8. Does the administration show support for growing the Japanese language program? If so, how?

9. Is the Japanese program in danger of being cancelled sometime in the next two to three years? Yes Possibly No

SCHOOL INFORMATION

School Name _____

School District _____

Level: Elementary School Middle School High School

Administrator's Name _____ Title _____

If not the applying Lead Teacher, this schools teacher's name _____

School Address _____

School Telephone _____ Fax _____

Teacher's Home Phone _____ Cellphone _____

Is this teacher (the teacher named above) the only Japanese language teacher at this site? Yes No

If *no*, please list the name(s), title(s) and phone number(s) of the other Japanese teachers(s) and whether he/she/they will abide by J-LEAP policies when teaching with the AT. Please indicate the AT's percentage of work time that will be spent with the other teacher(s):

Name	School	Phone	Teach with AT?/Percentage?
_____	_____	_____	<input type="checkbox"/> Yes _____% <input type="checkbox"/> No
_____	_____	_____	<input type="checkbox"/> Yes _____% <input type="checkbox"/> No

TEACHER'S INFORMATION

(If the teacher at the other participating school(s) is same as the LT (applicant), you do not need to fill in "Teacher's Information".)

1. How long has the teacher taught Japanese at the present school? _____ years; Career total? _____ years

2. How long has the teacher studied Japanese Language? _____ years Native

3. How long has the teacher been involved in Japan-related activities? _____ years

4. Which professional development workshops/training programs has this teacher participated in the last two years?

5. Estimate the number of normally scheduled workdays this teacher anticipates being absent during AY 2016-17 (include sick days, maternity leave, professional conferences, etc.). If more than five consecutive days, explain how this teacher would prepare the AT in such a situation.
_____ days

If more than five days, explain how would you prepare the AT. (If you need more space, please continue on a separate sheet of paper.)

6. How many ATs (TAs) or interns has this teacher worked with in the past? _____

7. How many other adult ATs (TAs) or interns does this teacher plan to have in the classroom during AY 2016-17? _____

TEACHER EXPECTATIONS

1. How often does this teacher hope to meet his or her AT to discuss plans for teaching during a normal week?

- Everyday 4 times a week 3 times a week
- Twice a week Once a week Other

2. What kind of activities will the AT be involved in? Write “M” = mandatory or “O” = optional in the parentheses. (PLEASE

NOTE: “Optional” means AT will be encouraged, not required, to join activity; Also, no need to write “M” or “O” in every category.)

- | | |
|---|--|
| (M) Co-teaching | () Participating in students' club activities |
| () Teaching differentiated (combined level) classes | () Tutoring |
| () Teaching at another school in addition to the main site | () Grading (i.e. homework, quizzes, tests corrections) |
| () Attending teachers' meetings | () Assisting with lesson plans |
| () Creating materials | () Doing exploratory classes at other schools |
| () Attending parent-teacher conferences | () Doing administrative tasks (i.e. attendance taking, copying, etc.) |
| () Other _____ | |

SCHOOL INFORMATION

1. Is this school accredited? Yes No

2. When is the first teacher workday of AY 2016–17? _____; Last work day? _____

Is parking free at this school? Yes No

If no, is the school willing to waive the parking fee? Yes No

3. What year did the school introduce Japanese language instruction? _____

4. Does this school participate in the Japanese National Honor Society? Yes No

If no, please explain why not: _____

5. List the levels of Japanese Language classes this school offers and the number of enrolled students in AY 2015–16 and estimated enrollment in AY 2016–17 for each level.

Enrollment in level I 2015: _____ 2016: _____

Enrollment in level II 2015: _____ 2016: _____

Enrollment in level III 2015: _____ 2016: _____

Enrollment in level IV 2015: _____ 2016: _____

Enrollment in level V or AP/IB 2015: _____ 2016: _____

Exploratory/Elementary School Enrollment 2015: _____ 2016: _____

6. What teaching materials does this Japanese program use for each level?

Level I: _____

Level II: _____

Level III: _____

Level IV: _____

Level V or AP/IB: _____

Exploratory or Elementary school programs: _____

7. How have budget cuts impacted your Japanese language program? If your program hasn't been affected, please write N/A.

8. Does the administration show support for growing the Japanese language program? If so, how?

9. Is the Japanese program in danger of being cancelled sometime in the next two to three years? Yes Possibly No

COMMUNITY INFORMATION

1. Assistant Teachers have drivers' licenses although some ATs are more skilled drivers than others. Check which case fits your local situation:

- Driver needs to be confident driving on busy freeways and congested urban streets
- Driver needs to be competent but driving is less challenging than in urban areas

2. Are there any weather related driving conditions of which the assistant teacher should be aware? _____

3. The Lead Teacher is required to find a host family who will host the AT until November 30, 2016. The host family will receive \$500/month to defray the costs of room and board. Please understand that host family circumstances may change or personalities may not match. In such a situation, the LT is required to find an alternate host family. It is therefore recommended to look for a back-up family while looking for the host family.

Has the LT spoken to any potential host families as part of this application? Yes No

If no, please tell us two ways the LT will pursue finding a host family.

1. _____

2. _____

ESSAY QUESTIONS

The following questions should be answered by the LT on a separate, typed piece of paper. Limit your responses to 500 words per question.

1. Please introduce yourself
2. J-LEAP is a team-teaching program with an emphasis on teaching Japanese mostly in the target language. While you may not quite yet teach in this manner, explain how you have previously exhibited flexibility and a willingness to change in order to grow as a teacher.
3. What will the assistant teacher learn from you?
4. In what type of professional development do you wish to engage in order to further your teaching career?
5. Please describe any previous team teaching and mentoring experience.

CURRICULAR MATERIALS

Include with your application, a sample unit plan and lesson plan from that same unit, including outcomes and sample activities (original and copy)

VIDEO CLIP

Please submit a video (DVD or flash drive) of yourself teaching a portion of the lesson that you are submitting with this application. Please also answer the questions below: (If you need more space, answer on a separate piece of paper.)

Please **do not** edit this video – it needs to be a continuous, 20-minute flow of you teaching (input) **as well as** show students engaged in activities (output). If you have an assistant now, include the assistant in this video so that screeners may see how you incorporate an assistant into your lessons. Please also pan your classroom, once, to show what your classroom physically looks like. Videotape from just one location, raise input volume when recording. Although this videotape is part of the application process, if selected, your Assistant Teacher will be shown this video in order for him or her to get a sense of your teaching style and classroom atmosphere.

Keep a copy of this video. If you are asked to the interview stage, this video may be referenced.

1. Date of this videotaped class: _____ Class name (level of the class): _____

2. When did these students begin study of Japanese? _____

3. How often do these students meet to study Japanese (how many minutes/day/week?) _____

4. The goals of the lesson: _____

5. What portion of the lesson you are taping (please also highlight this section on your lesson plan): _____

6. What this portion represented and what happened after the videotaping ended: _____

Note: Most schools require parental consent to videotape students. Have you received permission from the parents of all students who are identifiable in your video? Yes No

DEADLINE: This application must arrive in Laurasian Seattle office by Tuesday, January 19, 2016

If selected to participate in the J-LEAP program, the Lead Teacher and authorized administrator must read and abide by the J-LEAP site responsibilities, all expectations, guidelines, and purposes outlined in the J-LEAP Prospectus.

A complete application includes and is organized in the manner below:

1. Application form (original and copy)
2. Lead Teacher's resume – include memberships to professional organizations (original and copy)
3. Essays (original and copy)
4. Sample unit plan and lesson plan from that same unit (original and copy)
5. Video clip (20 minutes) (If accepted, this will be shared with your AT.)

NOTE: Please label each page of your application with your name.

By signing this form I confirm that I have read the program prospectus and agree with the principles and policies as described and I will work directly with and be responsible for the Assistant Teacher. I have personally filled out this application and attest to the accuracy of the information provided therein. (Please sign below.)

Lead Teacher Signature

Date

By signing this form, I confirm that I have read the program prospectus and agree with the principles and policies as described and I fully support the Japanese language program and having a Japanese Assistant Teacher in our school. I also certify that the Assistant Teacher sent on this program will not permanently replace full or part-time employees. (Please sign below.)

Authorized School Administrator

Date

Print Authorized School Administrator's Name

Date