2020 MARYLAND LANGUAGE TEACHER OF THE YEAR: CHECKLIST

Dear Candidate,

Thank you for your interest in the Language Teacher of the Year Award. You will find the MFLA (Phase I) requirements listed in the application, followed by those required by NECTFL (Phase II), and ending with ACTFL requirements, (Phase III).

The following checklist is intended to guide you throughout the three phases of the application process and give you an idea of what a strong candidate looks like.

Please refer to the MFLA application for specific requirements for Phase I.

Interested in becoming Language Teacher of the Year, but haven’t met all of the Phase I requirements? Use this checklist to help you along your professional path and apply when you feel ready! Visit mflamd.org, nectfl.org, and actfl.org to learn how to get more involved! Also consider attending the MFLA Fall and Spring conferences to network with other language teachers!

EXCELLENCE IN THE CLASSROOM

Have a minimum of 5 years of effective classroom teaching experience.

Show an advanced/continuing proficiency in the language through graduate work, professional development held in the target language, etc.

Demonstrate a commitment to continual professional development both within and beyond your individual school.

Use 90% target language in classroom instruction (modern languages).

Be familiar with and implement current best practices in language education in the classroom. Resources to help with this:

- Attending state, regional and national conferences
- Attending other professional development
- ACTFL Proficiency Guidelines
- ACTFL Can-Do Statements and Proficiency Benchmarks
- The Language Educator
- The TELL Project.

Incorporate technology in appropriate and meaningful ways to further learning.

COLLABORATION & ADVOCACY within the greater world language community

Have attended state (MFLA), regional (NECTFL, SCOLT, SWCOLT, Central States), and national (ACTFL) conferences.
Have presented multiple times at state (MFLA), regional (NECTFL, SCOLT, SWCOLT, Central States), or national conferences (ACTFL) – ideally at all 3.

Have participated in professional development (in addition to conferences) at the state, regional, and national level. Suggested programs include:

- Advanced Placement Summer Institutes (APSIs)
- Language-specific conferences or professional development offered by AATF, AATG, AATSP, Goethe Institute, etc.
- MaFLA Proficiency Academy
- PEARLL Institutes
- OPI/MOPI Training

Have participated in leadership training.

Demonstrate leadership at the local, state, regional and national levels. Some examples include:

- Serving as a board member
- Mentoring new teachers
- Providing professional development opportunities
- Serving as an AP reader/table leader
- Serving as a department chair.

Have a clear and concise message to advocate on behalf of language educators and students. Remember, you must be willing to serve as a representative of all language teachers in Maryland, and potentially the region and nation.