

## Evidence of Professional Growth (partial list)

- National Board Certification (2003) and renewal (2013)
  - Initial certification requires extensive preparation of both content knowledge (French speaking, listening, reading, writing, culture) as well as pedagogical best practices in the world language classroom
  - Process ensures that teachers develop reflective practices, including the use of student data to reform and refine instruction
- Google Teacher Academy, 2012 (culminated in designation as Google Certified Teacher)
  - Extensive expansion of my ability to: harness technology tools to provide access to content and resources 24/7; provide review, reteaching, practice and enrichment on demand; embed formative assessment more regularly and more seamlessly into my practice; and provide students with multiple media through which they can demonstrate their writing and speaking proficiency.
- Masters' degree, 2006
  - focus on assessment and evaluation
  - significantly increased my understanding of the design of assessments and transformed my assessment practices
- Attend ACTFL and California Language Teachers' Association conferences every year, at my own expense. Examples of strategies learned:
  - using NCSSEFL-ACTFL can-do statements to drive instruction and to allow students to track their own progress and set their own goals
  - Implementing Integrated Performance Assessments
  - Designing instruction based in cultural products, practices, perspectives; using culture as the foundation for language growth
  - Reading strategies to build students' interpretive proficiency
  - Flipped and blended instruction
- Extensive reading: ASCD (books and magazine), ACTFL's Language Educator, ISTE's journal. Examples of strategies learned:
  - reading strategies
  - Project-based learning
  - Flipped and blended instruction
  - Rethinking grading, assessment, and homework to ensure all aspects of my instruction are truly designed to support and communicate student achievement
- Participation in extensive social network of education professionals for ongoing, anytime learning
  - resources and strategies learned from #langchat Thursday evenings on Twitter (when available)
  - resources and strategies learned from the members of the "French Teachers in the US" Facebook group
  - extensive authentic materials, as well as strategies for 21<sup>st</sup> century skills and increasing language proficiency, posted on Pinterest.
- Also attend other conferences, as my schedule and finances allow: Google Summits; Association for Supervision and Professional Development, International Society for Technology in Education; Fall Computer Using Educators Conference, International Association for Language Learning Technology Conference.

## **Active Involvement in Professional Organizations**

Professional involvement is critical to my success as a teacher and more importantly, to my students' achievement. Involvement in professional organizations strengthens my practice. In order to have the greatest impact, my level of involvement is extensive and varied, as demonstrated by this partial list.

- Member of ACTFL Focus Group facilitated by Paul Sandrock since its inception in May 2014. The group is developing a bank of tools and resources for language educators to use with their learners in the practice and assessment of the Interpersonal Mode of Communication as part of the suite of services that will be available through ACTFL's Assessment of Performance toward Proficiency in Languages (AAPPL) program.
- Member of the ACTFL's Lead With Languages initiative Working Group (facilitated by JC Morales) since its inception in February, 2014
- President: Foreign Language Association of Greater Sacramento, also known as FLAGS (<http://www.flagsteacher.com>) 2013-present. Founding Webmaster and Advocacy Chair since 2003. Board member since 2001. Presented dozens of FLAGS workshops to local language teachers since 2003.
- Voting member of the board of the California Language Teachers' Association (CLTA) as the affiliate rep from FLAGS 2013-present. Discover Languages Chair and Advocacy Chair, 2006-2011. Represented CLTA at the JNCL legislative event in 2007. Annual presenter (often of multiple sessions) at the CLTA conference.
- Leadership Team member of the Capital World Language Project (CapWLP) since 2001. CapWLP is a site of the California World Language Project, a state- and federally-funded organization whose mission is to provide high-quality, research-based professional development to K-12 teachers.
  - I am one of their most frequent presenters and content developers, both online and face-to-face. I design and present (or co-present) more than 100 hours per year of professional development programs for CapWLP.
- Presenter at numerous conferences: International Society for Technology in Education (ISTE), International Association for Language Learning Technology (IALLT), California Language Teachers' Association (CLTA), NorCal Computer Using Educators (CUE), Capital Computer Using Educators (CapCUE), ACTFL, American Association of Teachers of French (AATF), AATF-Northern California
- Extensive online and professional journal presence; contribute to
  - multiple Pinterest boards
  - online blog
  - Language Educator (interviewed multiple times for different stories)
  - Facebook page for teachers of French in the US
  - Use of Twitter hashtags to share content and resources with language teachers around the world.
- Member of the selection committee for the ACTFL Florence Steiner Award K-12, 2009
- The only K-12 teacher to serve as a member of the 2006 ACTFL Teacher of the Year Selection Committee

Please see the last page of the included résumé for even more examples of professional involvement.

## Variety of Professional Leadership Experiences

- FLAGS Board President since 2013; Webmaster and Advocacy Chair since 2002
- Voting member of the board of the California Language Teachers' Association (CLTA) as the affiliate rep from FLAGS 2013-present. Discover Languages Chair and State Advocacy Chair, 2003-2011; Represented CLTA at the JNCL legislative event in 2007
- Member of the ACTFL's Lead With Languages initiative Working Group (2014)
- Member of ACTFL's Focus Group on technologies to support practice and assessment of Interpersonal Communication (2014)
- Leadership Team member of the Capital World Language Project (CapWLP) since 2001. CapWLP is a site of the California World Language Project, a state- and federally-funded organization whose mission is to provide high-quality, research-based professional development to K-12 teachers.
- Subject Matter Expert Content Reviewer: Vista Higher Learning (reviewed potential authentic materials for inclusion in forthcoming Advanced Placement French Language and Culture textbook), 2014
- Continuing member of state-wide credentialing panel for design of new credentials for teachers of English Learners. Panel members determined the standards to be met and designed the assessments credential candidates must take to demonstrate proficiency in those standards and be issued the credential
- Continuing member state-wide credentialing panel for design of test for world language credential candidates
- Selected by WASC to be a member of a visiting team for the accreditation of a school in another district (2011)
- Selected by the WASC visiting team lead to be the only returning member for the mid-cycle review of the same school visited in 2011 (2014)
- Field reviewer for new AP French Language and Culture curriculum (2011)
- Field reviewer of and contributor to ACTFL 21<sup>st</sup> Century Skills World Languages Map
- Elected to site Leadership Team, served 3-year term (2010-2013)
- Selected by site to facilitate Western Association of Schools and Colleges (WASC) site accreditation focus group, 2010
- Member of the selection committee for the ACTFL Florence Steiner Award K-12, 2009
- Selected by district to work on strategic planning committee for district. Later selected to facilitate stakeholder work group for one "tactic" of our site strategic plan development, 2008-2010
- Selected by district to serve a three-year term as a "Teacher on Special Assignment" supporting a case load of newly credentialed teachers (all subjects and grade levels pre-K through 12) and also serve as support person and primary evaluator of veteran teachers in danger of being fired due to sub-standard performance (2004-2007)
- Serve as a substitute Vice Principal at my site as needed since 2007
- Selected by district in 2007 as the only K-12 teacher to help design district's inaugural dual immersion elementary program (Spanish).
- The only K-12 teacher to serve as a member of the 2006 ACTFL Teacher of the Year Selection Committee
- Served one term as department chair at my site, 2002-2003.
- Selected by site administration to support four departments at my school in implementation of Digital Resources grant