

2020 NECTFL Mead Fellows

Cherie Garrett
PSMLA



Promoting the PA Seal of Biliteracy

The Seal of Biliteracy provides employers and universities with a method of identifying people who are bilingual, recognizes students with 21st century skills, and encourages students to study other languages and cultures. Also, the Seal of Biliteracy has the potential to make world language education more visible and to positively influence public opinion about the value of bilingualism and cultural understanding. Currently, 36 states and Washington, D.C. have an approved Seal of Biliteracy; however, the Seal in Pennsylvania is currently “under consideration.” This project will promote the Seal of Biliteracy in Pennsylvania at both the local and state level. Locally, I will work with my school district to offer its own seal of biliteracy to its high school graduates which will serve as a model for other districts in the state. Moreover, I will communicate information about the Seal of Biliteracy to state legislators, teachers, administrators and stakeholders in PA via state language organizations and conferences, a web page and social media to provide support for the approval of the PA Seal of Biliteracy and to support teachers and districts interested in implementing a program that provides both an incentive and recognition for their students who are biliterate.

Cherie Garrett is a Spanish teacher and world language department chair in the Dallastown Area High School, York County, PA.

Michele Back
CT COLT



Recruiting World Language Teacher Candidates

This project contributes to world language (WL) education by fostering the ongoing recruitment of qualified teacher candidates through a high quality, target language, open educational resources curriculum. Swanson (2012) accurately stated that teacher recruitment is a long-term process, requiring regular interventions and up-to-date resources. WL teachers, as critical advocates for the profession and the best judges of student language proficiency and dispositions for teaching, are clearly in the best position to engage in this recruitment. However, there is a disconnect between ACTFL’s important policy of conducting 90% of classroom instruction in the target language and ACTFL’s recruitment curriculum, *Educators Rising 2.0* (2019), which is in English. Therefore, in this project I propose collaborating with K-12 WL teachers in the Northeast region to translate and adapt the *Educators Rising 2.0* curriculum into accessible, interactive modules that can be easily incorporated into WL classrooms. After an initial assessment of existing recruitment-related resources in target languages, I will work with a group of these teachers translate and adapt *Educators Rising 2.0* and existing target-language resources into an accessible, easily implementable language teacher recruitment curriculum, which will be disseminated among NECTFL members, members of state language associations, partnership districts, and other stakeholders.

Michele Back is an assistant professor of world language education at the University of Connecticut in Storrs, CT.

About the Award

This scholarship is provided to support an individual in the development of a project that contributes to the foreign language teaching profession and advances quality language instruction. The Mead program was created to develop future leaders for the profession at the state, regional, and national levels. Educators of all languages at all levels are encouraged to apply to this program, designed to identify potential leaders in education and to support the development of their potential. Each scholarship recipient will be assigned a mentor with expertise in the area of that person's project, and NECTFL will facilitate virtual and, if possible, face-to-face meetings of the two.