



**ACTFL Board Nominations Rubric 2023**  
**At-Large Members**

The totality of the written and video responses, letters of support, and curriculum vitae for each candidate will be scored using the rubric below.

<b>Points</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<p><b>Connecting to ACTFL</b>            Why are you interested in running for the ACTFL Board at this point in your career? How have ACTFL’s programs, products, and services impacted you in your career?</p>	<p>Makes very clear why they are running for the ACTFL board. Makes strong connections to ACTFL and a range of programs, products, and/or services that have impacted their career.</p>	<p>Makes clear why they are running for the ACTFL board. Makes connections to ACTFL and articulates the impact of some programs, products, and/or services on their career.</p>	<p>It is somewhat unclear why they are running for the ACTFL board. Makes some connections to ACTFL.</p>	<p>It is unclear why they are running for the ACTFL board. Makes minimal connection to ACTFL.</p>
<p><b>Leadership Experience</b>            How have you been a leader in your community, profession, and/or school? How have your unique strengths, professional, and volunteer experiences prepared you to serve on the ACTFL Board?</p>	<p>Provides examples of impact of leadership in their community, profession, and/or school and ties their unique assets both to their experiences and what they will bring to their board service.</p>	<p>Provides examples of impact of leadership in their community, profession, and/or school.</p> <p>Articulates strengths, background, and experiences that bring assets to the board.</p>	<p>Describes some leadership examples in their community, profession, and/or school, but does not articulate the impact of their experiences.</p> <p>Identifies some assets but does not clearly</p>	<p>Minimal evidence of impact of leadership in their community, profession, and/or school.</p> <p>Does not articulate unique assets they would bring to the board.</p>

			articulate how they would bring that to board service.	
<p><b>Diversity, Equity, &amp; Inclusion</b></p> <p>How have you worked to create an inclusive environment in your classroom/workplace/community? What is something you've done in professional or volunteer service that demonstrates your commitment to be more inclusive of diverse populations?</p>	<p>Evidence of work in this area that has had a significant impact on inclusion in the classroom, workplace, and/or community.</p> <p>Reflects a deep understanding of the definitions, challenges, and importance of equity, diversity, and inclusion.</p>	<p>Evidence of intentional work toward an inclusive classroom, workplace and/or community environment.</p> <p>Reflects a commitment to making changes that support diversity, equity, and inclusion.</p>	<p>Evidence of some initial work or ideas for an inclusive classroom, workplace and/or community environment.</p>	<p>Minimal evidence of work to create an inclusive classroom, workplace, and/or community environment.</p>
<p><b>Challenges to the Profession</b></p> <p>What do you think is one of the biggest challenges facing the language education profession today? <b>How could ACTFL address this challenge?</b></p>	<p>Describes a current, pressing challenge to the profession, with accuracy.</p> <p>AND</p> <p>Includes innovative or inspiring ideas about how ACTFL could leverage its role and capabilities to address this challenge.</p>	<p>Describes a current challenge to the profession, with accuracy.</p> <p>AND</p> <p>Describes ways that ACTFL could address this challenge that demonstrates an understanding of ACTFL's role and capabilities.</p>	<p>Describes a challenge to the profession, but it may not be current and/or it may include inaccuracies.</p> <p>OR</p> <p>Description of ACTFL's role or capabilities has many inaccuracies or wrong assumptions.</p>	<p>There is minimal evidence of knowledge of the profession and/or the challenges facing it.</p> <p>AND/OR</p> <p>Minimal evidence of an understanding of ACTFL's role in the profession.</p>