

PSMLA Exemplary Program Award

Showcase

2005

In honor of the national **2005 Year of Languages**, PSMLA is showcasing exemplary **PA high school foreign language programs**. In the fall of 2004, information was mailed to more than 1000 school districts and private schools in the state, emailed to all PSMLA members, and printed in the fall edition of the *PSMLA Language Forum*. All PA high schools were invited to participate!

The schools were required to evaluate their own world language programs and then submit documented evidence showing that they met the very rigorous **criteria** that had been established by PSMLA. In addition, signatures of the superintendent, principal, and supervisor/department chair were required to attest to the accuracy of the information submitted.

Please note that this is not a competition, every school that sent an application and the required evidence received an award*. The goal of PSMLA is to have all PA high school world language programs be or become exemplary. All students deserve exemplary programs!

The PEP awards are in four categories: Golden Globe, Silver Globe, Bronze Globe, and Honorable Mention. (To find out more about each school program, click on the school name.)

Congratulations to the 2005 award-winning high school world language programs!



Golden Globe Awardees:

- **Academy of Notre Dame**, Villanova
- **Fairview High School**, Fairview School District, Fairview
- **Merion Mercy Academy**, Merion Station
- **Upper St. Clair**, Upper St. Clair School District, Upper St. Clair



Silver Globe Awardees:

- **Radnor High School**, Radnor Township School District, Radnor
- **Taylor Allderdice High School**, Pittsburgh Public Schools, Pittsburgh



Bronze Globe Awardees:

- **Camp Hill High School**, Camp Hill School District, Camp Hill,
- **Chartiers Valley High School**, Chartiers Valley School District, Bridgeville
- **McDowell High School and McDowell Intermediate High School**, Millcreek Township School District, Erie
- **Our Lady of the Sacred Heart High School**, Diocese of Pittsburgh, Coraopolis
- **Penncrest High School**, Rose Tree Media School District, Media



Honorable Mention Awardees:

- **Dallastown Area High School**, Dallastown School District, Dallastown
- **Fox Chapel Area High School**, Fox Chapel Area School District, Pittsburgh
- **Hollidaysburg Area Senior High School**, Hollidaysburg Area School District, Hollidaysburg
- **Kennard-Dale High School**, South Eastern School District, Fawn Grove
- **Liberty High School**, Bethlehem Area School District, Bethlehem
- **Reading High School**, Reading School District, Reading

* PSMLA is not responsible for any discrepancies that may appear between what is written here and the actual programs in the schools. Any questions about individual school programs should be addressed to the school.

An award is made for a period of two years, at which time a school may reapply. If school personnel believe they can attain a higher award, they may reapply at the end of the first year.

Academy of Notre Dame, Villanova, PA

Contact Person: Mrs. Helen O'Grady, hogrady@ndapa.org , 610-687-0650 ext. 123

1. Maintain high percentage of total world language enrollment	100% of students grades 6-8 are enrolled in WL class; 97.5% of students in grades 9-12 are enrolled in FL class.
2. Offer an extended sequence of instruction in at least one commonly taught language	School is grades 6-12 school; Sequential programs begin in grade 6 and continue through grade 12 in French and Spanish; a 4 year sequence of instruction in Latin begins in grade 9.
3. Retain students at higher levels	100% of current grade 9 students are enrolled in WL class; 92% of current grade 12 students are enrolled in WL class
4. Provide choice of languages in a 4 year high school sequence	Four year high school sequence is provided in French, Spanish and Latin. HS enrollment - 361
5. Participate in AP, IB, level 5, and/or CIS program	The school offers one level 5 and one AP class in French and in Spanish, and AP Latin.
6. Schedule classes that are one level per period	There are no multi-level classes in French or Spanish. One curriculum is taught to the combined Latin 4-AP Latin class.
7. Implement Key Instructional Practices	100% of modern world language teachers implement key practices.
8. Administer standards-based, performance assessment	The school administers standards-based assessments in all languages taught. The common assessment for French & Spanish is a written assessment at level 2. The level 2 Latin assessment relates to the PA Standards for Classical Languages.
9. Engage in yearly staff development on world language topics	Eight teachers attended the ACTFL conference in Philadelphia in the previous school year. (2003-2004). The Latin teacher attended the fall meeting of the Classical Association of the Atlantic States (Oct., 2004). (100% total) Seven of eight modern world language teachers attended an in-house language workshop to align curriculum to the national standards (06/04) (87.5%)
10. Maintain membership in professional organizations	100% of world language teachers belong to a professional world language organization; also PSMLA Institutional Membership.
11. Provide special program features	Notre Dame provides enrichment activities for French and Spanish students in after-school clubs meeting at least 6 times per year for a total of at least 10 hours. Notre Dame provides a bi-annual summer trip to France, Spain and Italy affording language students the opportunity to put their acquired skills into action.

Camp Hill High School, Camp Hill

School contact person: Kathleen D. Avery, Email: kavery@chsd.k12.pa.us, Phone: 717-901-2505

1. Maintain high percentage of total world language enrollment	88.7% of total school enrollment is enrolled in a world language class
2. Offer an extended sequence of instruction in at least one commonly taught language	5 years (sequential program begins in grade 8) in French, German, Latin, Spanish
3. Retain students at higher levels	56.7% of students continue with 4 consecutive years in high school
4. Provide choice of languages in a 4 year high school sequence	French, German, Latin and Spanish are offered in our school which has a total enrollment of 363 students
5. Participate in AP, IB, level 5, and/or CIS program	The District offers one level 5 class in French, German, Latin and Spanish

6. Schedule classes that are one level per period	There are no multi-level classes in our program.
7. Implement Key Instructional Practices	100% of World Language teachers carry out Key Instructional Practices (Modern World Languages)
8. Administer standards-based , performance assessment	
9. Engage in yearly staff development on world language topics	100% of World Language teachers engage in staff development as described
10. Maintain membership in professional organizations	75% are members in a professional world language organization
11. Provide special program features	Ellis Island experience (Spanish and German); Holocaust Unit (French and German); Youth Hostel experience (French and German).

Chartiers Valley High School, Bridgeville, PA

School contact person: Jay H. Burkhart, Email: jburkhart@cvsd.net , Phone: 412-429-2222

1. Maintain high percentage of total world language enrollment	59% of the entire high school student population is enrolled in foreign language classes.
2. Offer an extended sequence of instruction in at least one commonly taught language	The Chartiers Valley School District offers Spanish to all students beginning in kindergarten.
3. Retain students at higher levels	Using this year's current 9 th grade student population enrolled in foreign language classes, 257 students, compared to the current senior population enrolled in foreign language classes, 74 students, the high school has 29% of students enrolling in four consecutive years of foreign languages.
4. Provide choice of languages in a 4 year high school sequence	French, German and Spanish are offered at levels 1-4.
5. Participate in AP, IB, level 5, and/or CIS program	
6. Schedule classes that are one level per period	No multi-level (split) world language classes per school.
7. Implement Key Instructional Practices	100% of high school teachers follow key instructional practices as described.
8. Administer standards-based , performance assessment	The district administers a humanities project that is assessed through a project rubric and national ACTFL standards. The project is administered in French, Level 3 and Spanish and German at Level 4.
9. Engage in yearly staff development on world language topics	Sixty-three percent of the high school foreign language teachers have attended local PSMLA conferences, WPA-AATG meetings, and/or local meetings at Duquesne University as part of the Foreign Language/Humanities Integration project that takes place in the high school. One hundred percent of the teachers have attended 6 hours of local world language professional development.
10. Maintain membership in professional organizations	Seventy five percent of the teachers maintain a membership in a professional world language organization.
11. Provide special program features	Students in the German and French classes travel to the native speaking countries on a yearly basis. The German program also maintains an exchange program for German students through The Friendship Connection. Spanish students attend local cultural events. All three languages maintain foreign language clubs and have attended competitions at Slippery Rock University.

Dallastown Area High School, Dallastown, PA

Contact Person: Mrs. Cherie Garrett, (717)244-4021 ext.3309, garreche@dallastown.k12.pa.us

1. Maintain high percentage of total world language enrollment	68% of total school enrollment is enrolled in a world language class
2. Offer an extended sequence of instruction in at least one commonly taught language	French, German, Latin and Spanish are offered for four consecutive years beginning in grade 9.
3. Retain students at higher levels	Twenty percent of students continue with 4 consecutive years of language study in the high school.
4. Provide choice of languages in a 4 year high school sequence	Four languages are offered to 1,657 students.
5. Participate in AP, IB, level 5, and/or CIS program	One AP Spanish IV course is offered.
6. Schedule classes that are one level per period	No multi-level world language classes are offered.
7. Implement Key Instructional Practices	67% of world language teachers follow key instructional practices as described.
8. Administer standards-based, performance assessment	No such assessment is given at this time.
9. Engage in yearly staff development on world language topics	Forty-four percent of world language teachers participate in at least one full day local, state or national world language conference per year.
10. Maintain membership in professional organizations	Forty-four percent of world language teachers belong to one or more professional world language organizations.
11. Provide special program features	Three programs are offered that connect world language students to outside resources or provides language practice outside of the classroom.

Fairview High School, Fairview PA

School contact person: Carol George, Email: cgeorge@fairview.ius.org, Phone: (814) 474-2600 Ext: 3126

1. Maintain high percentage of total world language enrollment	70% of total school enrollment is enrolled in a world language class
2. Offer an extended sequence of instruction in at least one commonly taught language	Spanish & French programs span 6 levels (sequential program begins in grade 8)
3. Retain students at higher levels	30% of Seniors have completed at least 4 levels of a world language. 14 juniors have also completed at least 4 levels; therefore the % is actually higher.
4. Provide choice of languages in a 4 year high school sequence	French & Spanish are offered in our school with a 505 enrollment. There are no multi-level classes.
5. Participate in AP, IB, level 5, and/or CIS program	There is AP French & Spanish at levels V & VI
6. Schedule classes that are one level per period	There are no multi-level classes.
7. Implement Key Instructional Practices	100% Of the teachers implement key instructions practices
8. Administer standards-based, performance assessment	Novice checklist at level II, SOPI-like oral assessment at levels III & IV
9. Engage in yearly staff development on world language	1 Teacher attended PSMLA conference. All 3 teachers hosted and attended a full day World Language Specific Workshop

topics	
10. Maintain membership in professional organizations	All 3 teachers are PSLMA members. One teacher is an ACTFL member
11. Provide special program features	French exchange with school in Cholet, France, French & Spanish Clubs, World Language Slippery Rock competition, Spanish trip to Costa Rica, French & Spanish portfolios (level IV), Spanish Charlas (Level V & VI)

Fox Chapel High School, Pittsburgh PA

Contact Person: Andrew Richards Email: drew_Richards@fcsd.edu Phone: (412)967-2430

1. Maintain high percentage of total world language enrollment	68% of school population enrolled in a language
2. Offer an extended sequence of instruction in at least one commonly taught language	All languages offer a 5th level. Spanish and French offer a level 6
3. Retain students at higher levels	17% of seniors are enrolled in a language
4. Provide choice of languages in a 4 year high school sequence	All languages offer beyond level 4
5. Participate in AP, IB, level 5, and/or CIS program	All languages are AP in the 5th level
6. Schedule classes that are one level per period	All language classes are one level per period
7. Implement Key Instructional Practices	All teachers implement key practices based on administrative observation
8. Administer standards-based performance	All modern languages use performance-based assessment at all levels
9. Engage in yearly staff development on world language topics	54% (6 of 11) of the department took part in a WL-themed workshop or conference in the last year
10. Maintain membership in professional organizations	36% (4 of 11) of the department belongs to a professional organization
11. Provide special program features	Each language has at least one feature connecting it to the community/world

Hollidaysburg Area Senior High, Hollidaysburg, PA

School contact person: Veronique Stern, Veronique_stern@tigerwires.com, 814-696-9337

1. Maintain high percentage of total world language enrollment	41% of total school enrollment is enrolled in a foreign language class
2. Offer an extended sequence of instruction in at least one commonly taught language	4 years (sequential program begins in grade 9) in 4 languages (may start in 7th if gifted IEP)
3. Retain students at higher levels	20% of students in a language in 9th or before continue with 4 consecutive years
4. Provide choice of languages in a 4 year high school sequence	4 languages are offered 9-12 which has a total student enrollment of 1044

5. Participate in AP, IB, level 5, and/or CIS program	At least one such class—AP Latin
6. Schedule classes that are one level per period	No multi-level world language classes per school
7. Implement Key Instructional Practices	100% of world language teachers follow key instructional practices as described
8. Administer standards-based , performance assessment	There is no district-wide, standards-based assessment across all languages taught
9. Engage in yearly staff development on world language topics	French, Spanish, German have attended local workshops in the last school year totaling 5 hours each. Latin has taken courses.
10. Maintain membership in professional organizations	One teacher is member of PSMLA. One is member of Classical Languages. One is member of ACTFL
11. Provide special program features	Three languages provide travel abroad. Four have active language clubs.

Kennard-Dale High School, Fawn Grove, PA

School contact person: Karen Snyder Email: snyderk@sesd.k12.pa.us Phone: (717) 382-4871 ext. 1206

1. Maintain high % of total world language enrollment.	70% of total student enrollment is enrolled in a foreign language class.
2. Offer an extended sequence of instruction.	French, German, and Spanish are offered beginning in grade 7.
3. Retain students at higher levels.	26% of students in a language in 9 th grade continue with four consecutive years.
4. Provide choice of languages in 4 year sequences.	French, German, and Spanish are offered in our school which has a total school enrollment of 985 students.
5. Participate in AP, IV, CIS, and/or offer level 5.	A level 5 class is offered for French, German, and Spanish.
6. Schedule classes that are one level per period.	No multi-level (split) world language classes in our school.
7. Implement Key Instructional Practices.	90% to 100% of world language teachers follow key instructional practices as described.
8. Administer standards-based, performance assessment.	District-wide, standards-based assessment in all languages taught at two benchmark levels.
9. Engage in yearly staff development.	Seven teachers attended the ACTFL conference in Philadelphia last school year. One teacher attended the AATG conference in November of this year. One teacher attended the “Strengthening Foreign Language Seminar” sponsored by the Bureau of the Education and Research (BER) in Harrisburg. The School District offered two world language-specific curriculum and language- development meetings during after-school hours last school year. The workshops totaled 6 hours. The world language teachers were given a few hours during a staff development day to plan the school’s culture day.
10. Maintain membership in professional organizations	PSMLA (Pennsylvania State Modern Language Association) AATG (American Association of Teachers of German) AATSP (American Association of Teachers of Spanish & Portuguese) ACTFL (American Council of the Teaching of Foreign Language) NECTFL (Northeast Conference on the Teaching of Foreign Languages)
11. Provide special program features	Foreign Language Club Elementary Enrichment Program field trips--each year attend Lebanon Valley College’s Culture Day Competition--Spanish IV and Spanish V classes eat at a Spanish restaurant.

	Spanish National Honor Society, German National Honor Society. Exploratory Language Program is offered in our Middle School. Students do a Spanish newspaper called “El ojo de España.” Summer trips abroad: 2004-German, 2005-Peru, 2006-Martinique, School Culture Day.
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Liberty High School, Bethlehem, PA

Contact person: Ms. Carolyn Roman; croman@beth.k12.pa.us; 610-691-7200 ext. 7234

1. Maintain a high percentage of total world language enrollment	54% of students enrolled
2. Offer an extended sequence of instruction in commonly taught languages	6 years of study in French, German, and Spanish beginning in grade 7
3. Retain students at higher levels	18% of students in grade 9 with 4 consecutive years
4. Provide choice of a language in a 4 year sequence	Spanish, French, German and English as a second language
5. Participate in AP, IB, level 5 and CIS program	Our school offers Spanish, French, and German V Honors.
6. Schedule classes that are one level per period	All levels have their period.
7. Implement Key Instructional Practices	100 % of teachers implement Key Instructional Practices
8. Administer standards based performance assessment	The district implements a portfolio. All levels have specific items that must be included. Common assessment items are given.
9. Engage in yearly staff development	The district requires attendance at in-service and flex day programs.
10. Maintain membership in professional organizations	7 teachers are members of a professional organization
11. Provide special program features	Day Camp, Day of the Dead program, teach Elementary students

McDowell High School and McDowell Intermediate High School, Erie

School contact person: Phyllis R zodkiewicz, Email: School: rzodkiewicz@troy.mtsd.org, Phone: 814-835-5487

1. Maintain high percentage of total world language enrollment	58% of the total school enrollment is enrolled in a world language class.
2. Offer an extended sequence of instruction in at least one commonly taught language	The Spanish program spans 5 years, beginning in 8th grade.
3. Retain students at higher levels	30% of students in a language in 9th grade continue with 4 consecutive years.
4. Provide choice of languages in a 4 year high school sequence	French, German, Mandarin, and Spanish are offered in our school with a total of 2297 students.
5. Participate in AP, IB, level 5, and/or CIS program	We offer two level 5 classes: One in Mandarin and the other in Spanish.
6. Schedule classes that are one level per period	There is one multi-level class in Honors Mandarin 4/5.
7. Implement Key	90% to 100% of world language teachers follow key instructional practices as described.

Instructional Practices	
8. Administer standards-based , performance assessment	Our district has a SOPI-like test which was developed over the past two years. It will be administered this year, to all world language students in level 3.
9. Engage in yearly staff development on world language topics	Two teachers attended the PSMLA conference and two attended the NECTFL conference last year. 80-100% % of world language teachers have attended world language specific workshops in the last school year - totaling 5 hours.
10. Maintain membership in professional organizations	80-89% of world language teachers belong to a professional world language organization
11. Provide special program features	Special program features include: Home -stay programs in Mexico and Costa Rica, travel abroad to Europe, conversation tables at lunchtime and at restaurants, and students write and illustrate children's stories in the target language

Merion Mercy Academy, Merion Station, PA

School contact person: Mary Ann Danovich Email: madanovich@merion-mercy.com Phone: 610-664-6655 ext 142

1. Maintain high percentage of total world language enrollment	89% of total school enrollment is enrolled in a world language class
2. Offer an extended sequence of instruction in at least one commonly taught language	4 year, sequential program begins in grade 9 in Latin, Spanish and French. (Since we are an independent high school with no grades below 9 th , we cannot offer languages prior to 9 th grade.
3. Retain students at higher levels	58% of seniors continue with 4 consecutive years in high school.
4. Provide choice of languages in a 4 year high school sequence	French, Spanish, and Latin are offered in our school which has an enrollment of 464 students.
5. Participate in AP, IB, level 5, and/or CIS program	The school offers AP level courses in both Spanish and French.
6. Schedule classes that are one level per period	There is only one split class of French 3 & 4.
7. Implement Key Instructional Practices	100% of modern language teachers follow key instructional practices as described. (See further information attached to supporting documentation.)
8. Administer standards-based, performance assessment	Performance based assessments are given in French and Spanish at each level. (See further information attached to supporting documentation.) Students in Latin classes at each level take the National Latin exam each year. Students in all A level language classes take the National exams in their language each year.
9. Engage in yearly staff development on world language topics	83% of world language teachers participated in conferences or took classes; 100% participated in in-house workshops. One teacher attended the ACTFL conference in the last school year and attended a workshop on "France and the Holocaust" this fall One teacher attended a one week workshop for teachers of AP Spanish Language One teacher is taking graduate level courses Two teachers completed undergraduate courses in the 2003 – 2004 school year. All teachers in department participate in 3 full day in-house Language Planning Days per year.
10. Maintain membership in professional organizations	100% of world language teachers belong to a professional world language organization
11. Provide special program features	Travel Opportunities to France and Spain Service projects involving travel to Costa Rica and Mexico Participation in the Language Jamboree – an annual speaking competition in French and Spanish for students in area schools. Participation in the annual Essay and Poster contests for La Semaine Nationale du Francais AP and Level 4 French and Spanish students volunteer each week to teach French

	<p>and Spanish to the 3 and 4 year olds at Mercy Child Care, a nursery school on the grounds of our school.</p> <p>French, Latin and Spanish clubs</p> <p>Annual Language Day – all students speak their chosen language for the entire day and celebrate with an International Food Festival at the end of the day.</p>
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Penncrest High School, Media, PA

School contact person: Dr. Susan Evans, Email: susan_evans@rosetree.k12.pa.us, Phone: 610-627-6214

1. Maintain high percentage of total world language enrollment	66% of students not waived through IEP's are enrolled.
2. Offer an extended sequence of instruction in at least one commonly taught language	Offers a sequential program in French and Spanish from grades 6-12.
3. Retain students at higher levels	30% (29.7%) of the students who enrolled in 9 th grade level courses in 2000 continued through level 4-5 in 2004*****
4. Provide choice of languages in a 4 year high school sequence	We have an enrollment of 1332 and offer French/Spanish in a five year sequence. German and Latin are offered in a 4 year sequence
5. Participate in AP, IB, level 5, and/or CIS program	We offer 1 AP class in both French and Spanish
6. Schedule classes that are one level per period	We schedule 2 split level courses (German III/IV and Latin II/III)
7. Implement Key Instructional Practices	All of the teachers implement key instructional practices as described
8. Administer standards-based , performance assessment	SOPI like interview across all LEVEL V courses
9. Engage in yearly staff development on world language topics	100% of world language teachers attended a DCIU world language workshop this year.
10. Maintain membership in professional organizations	100% of the teachers are members of their respective language associations
11. Provide special program features	All teachers use QUIA. Bi-annual trip Montreal/Quebec Bi-annual trip to Costa Rica, Bi-annual reciprocal exchange program with French partner school. Bi-annual reciprocal exchange program with Spanish partner school. Annual scholarship to 3 students for independent extended stay abroad proceeds derived from annual international community concert

Radnor High School , Radnor, PA

School contact person: Gretchen G. Girod Email: gretchen.girod@rtsd.org Phone: 610 293 0855 ext 3216

1. Maintain high percentage of total world language enrollment	82% of total school enrollment, (including Special Education) is enrolled in a world language class.
2. Offer an extended sequence of instruction in at least one commonly taught language	Students may start in the Middle School and continue with levels 2 through 5 at the High School in: French, German, Spanish Students may study Latin all 4 years of High School. Italian is offered to juniors and seniors in a two-year sequence.
3. Retain students at higher levels	Approximate 50% of the students pursue world languages for all four years of High School.
4. Provide choice of languages in	4 year sequences offered in: French, German, Latin, Spanish

a 4 year high school sequence	In addition, students may choose to add Italian in their junior or senior year for up to a two-year sequence.
5. Participate in AP, IB, level 5, and/or CIS program	Students may take AP exams in: French (Language and Literature), German (Language), Spanish (Language) Students may choose level 5 courses in: French, German, Latin, Spanish
6. Schedule classes that are one level per period	French and Spanish offer students two tracks: Honors and College Prep. Each of these levels has one level / one track per period. German offers two tracks: Honors and College Prep. Each has one level per period, but levels 3, 4, and 5 combine Honors and college Prep. In these classes one curriculum is taught with different assessments and expectations. Latin offers two tracks: Honors and college Prep. Levels 4 and 5 are combined but one curriculum is taught to the entire group and flipped with a second the following year. (Attached is a copy of the Course Description from the Program of Studies.)
7. Implement Key Instructional Practices	94 % of the teachers implement Key Instructional Practices.
8. Administer standards-based, performance assessment	Attached are copies of some of the proposed assessments and rubrics across languages in our current curriculum. Latin addresses Pa. Standards for classical languages. Copies are attached.
9. Engage in yearly staff development on world language topics	World Language teachers strive, with the support of the school district, to keep themselves up to date professionally and linguistically. All attend, at least once a year, a full day workshop for World Language teachers offered by the Delaware County Intermediate Unit. Many attend one-day workshops offered by professional organizations. One of our teachers has been an AP Table Leader; she has also taught at the AP Institute at La Salle University and has taught two summer graduate courses at SUNY. One of our teachers has pursued graduate courses in Middlebury the last three summers another has completed seven summers. One of our teachers has attended teacher workshops in Spain for the last two summers.
10. Maintain membership in professional organizations	92% of the teachers maintain membership in one ore more professional organizations. Pennsylvania State Modern Language Association, American Association of Teachers of German, American Association of Teachers of French, American Association of Teachers of Spanish and Portuguese, American Council on the Teaching of Foreign Languages, American Classical League, Pennsylvania Classical Association, Philadelphia area Spanish Educators (PASE)
11. Provide special program features	Travel opportunities Clubs: Latin Club, Club Hispánico, Sociedad Honoraria Hispánica, capítulo Puertas. The most special feature of our program is the success of many of our students who go on to pursue majors or minors in World Languages at the University Level. Our students are top award winners in the National Exams offered by the different Associations. Last year one of our students received a PSMLA award for excellence to a Senior and the \$2,000 scholarship from the Sociedad Honoraria Hispánica. Radnor High School also offers International Exchange opportunities with France, Germany, Mexico and Japan and we host an International Exchange weekend where exchange students from other area schools come to visit our school

Reading High School, Reading, Pa

School contact person: Charlotte Golden, VP or Cherylene Shollenberger , Email: goldenc@readingsd.org or shollenc@readingsd.org , Phone: (610) 371-5859 or (610) 371-5705

1. Maintain high percentage of total world language enrollment	38% of students are enrolled in W.L. (including ELA)
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2. Offer an extended sequence of instruction in at least one commonly taught language	5-year sequence in French, German and Spanish
3. Retain students at higher levels	112 students are enrolled in a sequence of 4 and 5 years
4. Provide choice of languages in a 4 year high school sequence	French, German, Latin and Spanish are all offered in a 4-year or 5-year sequence
5. Participate in AP, IB, level 5, and/or CIS program	School offers level 5 in three languages – French, German and Spanish
6. Schedule classes that are one level per period	Only one combined class – German 4/5
7. Implement Key Instructional Practices	90-100% of world language teachers follow key instructional practices
8. Administer standards-based , performance assessment	District-wide standards-based assessment in all languages at two benchmarks
9. Engage in yearly staff development on world language topics	100% of world language teachers participate in at least two full day local conferences
10. Maintain membership in professional organizations	Three of nine teachers belong to a professional world language organization
11. Provide special program features	Four program features that connect to outside resources

Taylor Alderdice High School, Pittsburgh, PA

School contact person: M. Eileen Swazuk Email: mswazuk1@pghboe.net , Phone: 412-422-4801

1. Maintain high percentage of total world language enrollment	72% of total school enrollment is enrolled in a world language class
2. Offer an extended sequence of instruction in at least one commonly taught language	The Spanish, French and German programs begin in kindergarten
3. Retain students at higher levels	41% of students in a language in 9 th grade continue with 4 consecutive years
4. Provide choice of languages in a 4 year high school sequence	Spanish, French and German are offered for a school of 1554 students
5. Participate in AP, IB, level 5, and/or CIS program	AP offered in Spanish and French. Level 5 offered in Spanish, French and German
6. Schedule classes that are one level per period	One multi-level class in German 2/3
7. Implement Key Instructional Practices	100% of world language teachers follow key instructional practices
8. Administer standards-based , performance assessment	District-wide, standards-based assessment in all languages taught offered at 5 th grade, 8 th grade, level 3—PPS ORALS
9. Engage in yearly staff development on world language topics	Two teachers attended PSMLA conference, two teachers attended ACTFL conference One teacher attended Pgh. Teachers Institute, one teacher attended language conference while on Fulbright Teacher Exchange program, one teacher attended Master's level classes at Univ. of Pittsburgh, all teachers attended in-house and district (local) in-service workshop
10. Maintain membership in professional organizations	9 teachers belong to PSMLA

11. Provide special program features	Spanish club, French club, Summer travel experience provided each year through EF tours with French teacher as chaperone
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Upper St. Clair High School, Upper St. Clair, PA

School contact person: Deanna Baird, Email: dbaird@uscsd.k12.pa.us, Phone: (412) 833-1600 ext. 2296

1. Maintain high percentage of total world language enrollment	Levels 1-4: 93.5% student enrollment in a foreign language class in aK-12 program.	Levels 1-5: 83% student enrollment in a foreign language class.
2. Offer an extended sequence of instruction in at least one commonly taught language	Spanish offered grades 1-2 with a 15 minute pilot program offered in kindergarten. 1-3: 50 min/wk, 4: 75 min/wk, 5: 140 min/wk (90French or German plus 50 in Spanish), 6: 120min/wk, 7-8: 130 min/wk (156 min in 6day rotation), 9-12: 230 min/wk	
3. Retain students at higher levels	Student retention rate: 51% (method 2)	
4. Provide choice of languages in a 4 year high school sequence	We offer 5 levels of French, German, and Spanish; 4 levels of Latin; 3 levels of Japanese. (total HS enrollment = 1440)	
5. Participate in AP, IB, level 5, and/or CIS program	We offer IB French, German, and Spanish for 4 th and 5 th levels also.	
6. Schedule classes that are one level per period	We have no split level classes in French, German, Spanish and levels one and two on Latin. We offer levels 3 and 4 in Latin so that level 4 can be offered (due to lack of teacher availability to fulfill 1/5 position). Our 5 th language, Japanese, combines levels 2 and 3 until enrollment increases.	
7. Implement Key Instructional Practices	100% of teachers implement these practices 95-100% of the time.	
8. Administer standards-based, performance assessment	We assess students across grades three times: OPI for all juniors and seniors. In French, German, and Spanish: our version of the SOPI for all freshmen in French, German, and Spanish.	
9. Engage in yearly staff development on world language topics	83% attended conferences; two days in the beginning of November 2004 were spent on K-12 foreign language assessment. (Total 10 hours)	
10. Maintain membership in professional organizations	75% of teachers are members of PSMLA, NCJLT, AATSP, AATG and ACTFL	
11. Provide special program features	International Education Week second week in November 2003 and 2004; Cultural Communications Alliance marketing competition with Bayer; five foreign language clubs; GAPP partnership and exchange (2003/2005), ACIS trip to Spain (2003/2005), EF tour of France (2004), conversation groups with German guests.	

PSMLA EXEMPLARY PROGRAMS PEP AWARDS

11 Indicators	Rationale for Indicators
Maintain high percentage of total world language enrollment	✓ Standards are for all students, not just the academic/economic elite. All students should attain world language standards.
Offer an extended sequence of	✓ A minimum of 3 -5 five years are needed (in a 5 period per

instruction in at least one commonly taught language	week standards-based program) for most students to attain an Intermediate Low level of speaking proficiency (ACTFL Scale)
Retain students at higher levels	<ul style="list-style-type: none"> ✓ See # 2 above. ✓ Exemplary programs maintain student interest to continue their study to the higher levels. ✓ Schools with high academic expectations for students will arrange student schedules to avoid conflicts that otherwise might prevent them from taking higher level classes.
Provide choice of languages in a 4 year high school sequence	<ul style="list-style-type: none"> ✓ US society is diverse. Programs should reflect this diversity within reason. ✓ Students may be more motivated to attain standards with a language of their choosing.
Offer Advance Placement, International Baccalaureate, level 5 classes, and/or College in the High School programs	<ul style="list-style-type: none"> ✓ Same as #3 above ✓ These programs challenge students to reach higher levels.
Schedule classes that are one level per period	<ul style="list-style-type: none"> ✓ Time on task is critical for attainment of standards. Multi-level (or split) classes often result in students receiving a half period rather than a full period of instruction.
<p>Implement key instructional practices where teachers:</p> <ul style="list-style-type: none"> ✓ use the target language 80% of most class periods (or more) in a comprehensible way ✓ engage students in pair and small group communicative activities in the target language 3-5 periods per week ✓ encourage/require students to express their own meanings in the target language daily ✓ integrate culture into daily language instruction 	<ul style="list-style-type: none"> ✓ As stated above, time on task is critical for attainment of standards. Students need to be immersed in the target language as much as possible in every class period. ✓ It is not enough for teachers to speak the target language--it is critical that students understand what the teacher says. ✓ Without pair and small group activities in the target language, students have insufficient speaking practice to attain the Communication Standard (Interpersonal Mode). ✓ Students will not attain proficiency if the main emphasis of instruction is grammar and if the only speaking that occurs is memorized. ✓ Cultural knowledge is essential to effective communication. <p>Although there are many other best practices for effective world language instruction, we believe that these are the key ones.</p>
Administer standards-based, performance assessment that cuts across languages	<ul style="list-style-type: none"> ✓ There can be no standards-based program without a valid, reliable assessment that cuts across languages to determine student progress in attaining standards. ✓ To be valid and reliable it is necessary to have outside verification of results using a common measurement tool such as the ACTFL Scale.
Engage in yearly staff development on world language topics	<ul style="list-style-type: none"> ✓ As professionals, teachers must maintain and improve their knowledge and skills. Educators must model the concept of "life-long learning".
Maintain membership in professional organizations	<ul style="list-style-type: none"> ✓ As professionals, teachers must stay abreast of the research in the field, standards implementation, new materials, etc.

	<ul style="list-style-type: none"> ✓ Through their membership, teachers support the work of their professional organizations.
Provide special program features beyond the classroom environment	<ul style="list-style-type: none"> ✓ These special program features may support the national standards areas: Communications, Cultures, Connections , and Communities ✓ Special programs/projects/activities tend to increase student motivation and participation in world language programs

For Parents and Students:

As parents have more and more choices about the schools their children will attend (public, private, parochial, charter), how can they make informed decisions? PEP criteria provide 11 concrete Program Indicators that parents and students may use to evaluate a high school foreign language program. If their child’s program is exemplary, parents should know it. Conversely, if the program doesn’t meet the 11 high quality Program Indicators, they should know that as well. PSMLA hopes that parents will work with school administrators and board members to establish and maintain high quality, standards-based foreign language programs. All students deserve them, not just those who live in affluent neighborhoods or those who are sometime referred to as the “academic elite”.

For school administrators, board members, department chairs, community members:

PSMLA hopes that all high schools across the Pennsylvania will be eligible to receive a PEP awards. Unfortunately, some schools will not meet the criteria. For those schools, the 11 Program Indicators will provide a blueprint for improvement. The rubric can be used as a guide to develop a strong academic program that focuses on best instructional practices (pedagogy) and national world language standards for all students.

The No Child Left Behind legislation lists world language education as a “core subject”. All educators have a responsibility to make sure that no child is left behind when it comes to learning –and becoming proficient in—a second language.