

2015

PSMLA Exemplary Program Awards

PEP Awards Showcase

In honor of the national “2005 Year of Languages”, PSMLA began showcasing EXEMPLARY Pennsylvania high school foreign language programs (PEP) with two-year awards given at four levels: Gold, Silver, Bronze, and Globe. Participation is open to all PA high schools!

PEP is *not* a competition; schools that provide evidence that they meet the rigorous criteria established by PSMLA receive an award. Signatures of the superintendent, principal, and supervisor/department chair are required to attest to the accuracy of the information submitted.

PSMLA believes that all students deserve exemplary foreign language programs! Thus, the ultimate goal of PEP is to provide a blueprint for all Pennsylvania high school world language programs!

Many thanks to PSMLA members who make PEP possible through their yearly membership to PSMLA!

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CONGRATULATIONS
to the following
PEP SCHOOLS:



GOLDEN GLOBE AWARDS

- **Abington Senior High School**, Abington School District, Abington, PA 2013-16 🌐
- **Academy of Notre Dame**, Villanova, PA 2005-16 🌐
- **Merion Mercy Academy**, Merion Station, PA 2005-06 🌐 2015-16 🌐
- **Owen J. Roberts High School**, Owen J. Roberts School District, Pottstown, PA 2013-16 🌐
- **Parkland High School**, Parkland School District, Allentown, PA 2008-09 🌐 2015-16 🌐
- **Penncrest High School**, Rosetree Media School District, Media, PA 2005-06 🌐 2012-13 🌐 2014-15 🌐
- **Pittsburgh Allderdice High School**, Pittsburgh Public Schools, Pittsburgh, PA 2005-06 🌐 2007-16 🌐
- **Strath Haven High School**, Wallingford-Swarthmore School District, Wallingford, PA 2015-16 🌐
- **Upper Moreland High School**, Upper Moreland Township School District, Willow Grove, PA 2009-16 🌐



SILVER GLOBE AWARDS

- **Boiling Springs Senior High**, South Middleton School District, Boiling Springs, PA 2012-13 🌍 2014-15 🌍
- **Chartiers Valley High School**, Chartiers Valley School District, Bridgeville, PA 2014-15 🌍
- **Cumberland Valley High School**, Cumberland Valley School District, Mechanicsburg, PA, 2013-14 🌍 2015-16 🌍
- **J.R. Masterman Laboratory/Demonstration School**, School District of Philadelphia, Philadelphia, PA 2013-14 🌍 2015-16 🌍
- **Twin Valley High School**, Twin Valley School District, Elverson, PA, 2015 -16 🌍
- **Vincentian Academy**, Pittsburgh, PA 2006-07 🌍 2008-15 🌍



BRONZE GLOBE AWARDS

- **Carlynton Jr./Sr. High School**, Carlynton School District, Carnegie, PA, 2015-16 🌐
- **Central Catholic High School**, Diocese of Pittsburgh, Pittsburgh PA, 2015-16 🌐
- **Gettysburg Area High School**, Gettysburg Area School District, Gettysburg, PA, 2015-16 🌐
- **J.P McCaskey High School**, School District of Lancaster, Lancaster, PA, 2014-15 🌐
- **Nazareth Area High School**, Nazareth Area School District, Nazareth, PA, 2015-16 🌐
- **North Hills High School**, North Hills School District, Ross Twp., 2014 -15 🌐



GLOBE Awards

- **Delaware Valley High School**, Delaware Valley School District, Milford, PA, 2015-16 🌐
- **Gateway High School**, Gateway School District, Monroeville, PA 2010-11 🌐 2012-2013 🌐 2014-15 🌐
- **Keystone Oaks High School**, Keystone Oaks School District, Pittsburgh, PA 2014-15 🌐
- **Waynesboro Area Senior High School**, Waynesboro Area School District, Waynesboro, PA 2012-15 🌐



Abington Senior High School
Abington School District
2013-2016
Abington, PA

Mrs. Mary Kirchner Email: marykirchner@abington.k12.pa.us Phone: 215-517-2753

High percentage of world language enrollment	75.4% of school population is enrolled in World Language in grades 9-12. 497 WL students at AJHS in 9 th grade. 1262 WL students at ASHS in grades 10-12. A total of 1759 students are enrolled in a World Language class out of 2330 students in Abington School District in grades 9-12.
Languages in 4 year sequences	With a 9-12 district enrollment of 2330, we offer Spanish, French and German in a 6 year sequence of courses culminating in AP language courses. We offer Latin in a 4 year sequence culminating in AP Latin and we offer Mandarin Chinese in a 5 year sequence culminating in AP Chinese.
Retain students at higher levels	In 9 th grade, there are 497 students enrolled in World Language classes. In levels 4 and above, there are 546 students enrolled in World Language classes for a retention rate of 110%.
AP, IB, level 5, and/or CIS program	We have AP courses in all 5 languages: French, German, Latin, Mandarin Chinese and Spanish. Students took AP tests in 2014 for French, German, Latin and Spanish. Students will take AP Chinese test in 2015 as it is the final year of our implementation of the new Chinese program.
Schedule one level per period	All courses are scheduled one level per period with the exception of two courses- German 4H/AP and Mandarin Chinese 3/4. Mandarin 3/4 are combined in ASHS and separated in AJHS to allow for ASHS students who began the sequence in Mandarin Chinese after 7 th grade.
Extended sequence	Level 1 instruction begins in 7 th grade for 45 minutes daily in French, Spanish, German and Mandarin Chinese. Level 1 instruction in Latin begins in ASHS.
Implement Key Instructional Practices	Through classroom observations based on the criteria included in the observation rubric of target language use by teacher and students, interaction with the language for communicative purposes and culture as the base for the lesson development, it was determined that 100% (19/19) of teachers grades 9-12 use the key instructional practices on a daily basis.
Administer standards-based performance assessment	Each course administers 6 common assessments among the four modern languages: French, German, Mandarin Chinese, and Spanish. Four common assessments are performance-based assessments and two (midterm and final exams) are proficiency-based assessments. The writing and speaking rubrics are proficiency-based by level from the Fairfax County Schools, VA PALS. Included in the evidence are the 4 common assessments per course, a level 1 Performance-based assessment, Level 4 Performance-Based Assessment and a level 2 mid-term exam. The AP Latin exam score results are also included.
Engage in yearly staff development on world language topics	100% of the staff participated in district World Language Staff Development Workshops- 19/19. 84% of the staff participated in local and national World Language conferences during June 2014. 16/19. Abington purchased access to three ACTFL webinars to use during professional development time. Each webinar was 1 hour long with 1 hour discussion on implementation for a total of 5.5 hours. This took place on June 18, 2014.
Membership in professional orgs	16 out of 19 teachers are members of a professional language organization. 16/19= 84.2%
Provide special program features	The World Language Department participates regularly in extra-curricular activities involving world language competitions, world language clubs and world language field trips in the community.



Academy of Notre Dame

Villanova, PA

2005-2016

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High percentage of world language enrollment	The Academy of Notre Dame offers language study to all students Grades 6-12. Of the total enrollment, 95.7% of the students are currently taking French or Spanish. Of the high school enrollment 94.5% of the students are studying one or more of the languages.
Languages in 4 year sequences	At the Academy of Notre Dame sequential programs begin in grade 6 and continue through grade 12 in French and Spanish (Levels 4, 5 and AP in each language). All foreign language courses are year-long courses.
Retain students at higher levels	100% of current grade 9 students are enrolled in a WL class; 77.3% of current grade 12 students are enrolled in a WL class Level 4 or above.
Participate in AP, IB, level 5, and/or CIS program	The Academy of Notre Dame has one section of level 5 and one section of AP in French and two sections of level 5 and one AP class in Spanish. Students are enrolled in all five classes.
Schedule one level per period	There are no multi-level classes in Spanish. Because of a scheduling conflict, in French there is one student who is registered as a French 2 student, but attends the French 2 Honors class.
Extended sequence	The Academy of Notre dame has an extended sequence of instruction in French and Spanish in Grades 6-12. Students in Gr. 6 experience the two languages in semester rotation with classes meeting three times per 6-day cycle. Students in Grades 7 and 8 meet five times per 6-day cycle. High school language classes meet daily.
Implement Key Instructional Practices	100% of modern world language teachers implement key practices.
Administer standards-based performance assessment	The school administers standards-based assessments in all modern languages at two benchmarks. In Levels 2 and 4, a written assessment is given to all students.
Engage in yearly staff development on world language topics	100% of World Language teachers completed at least 5 hours of outside professional development. 100% of World Language teachers completed at least 5 hours of in-house professional development.
Membership in professional orgs	100% of world language teachers belong to one or more professional world language organizations. Two teachers belong to PSMLA, two French teachers belong to the AATF and four Spanish teachers belong to the AATSP. One teacher, who teaches both French and Spanish, is a member of both AATF and AATSP.
Provide special program features	Notre Dame provides enrichment activities for French and Spanish students in clubs meeting during the activity period six times a year. Notre Dame provides two extensive foreign language travel opportunities that alternate: a bi-annual summer trip to France and Spain and a bi-annual service trip to Costa Rica. Notre Dame offers an annual Spanish exchange program with a private school in San Lorenzo de El Escorial, Spain.



Boiling Springs High School
South Middleton School District
Boiling Springs, PA
2012- 2015

Mr. Michael D. Bogdon Email: mdb2@smsd.us Phone: (717)-258-6484

Maintain high percentage of total world language enrollment	57% of eligible students are enrolled in a world language class.
Provide a variety of languages in a 4 year high school sequence	A five year sequence in both French and Spanish (I-IV and Advanced Placement) are offered. 619 eligible students.
Retain students at higher levels	21% of ninth grade students continue to level IV and above.
Participate in AP, IB, level 5, and/or CIS program	Students are enrolled in both the French and Spanish AP Language & Culture courses.
Schedule classes that are one level per period	There are no multi-level classes.
Provide an extended sequence instruction in at least one commonly taught language	French and Spanish span five years, beginning in grade 8.
Implement Key Instructional Practices	100% of high school language teachers meet the Four Key Instructional Practices.
Administer Standards-based , performance assessment(s)	French /Spanish IV complete the same speaking assessment based on ACTFL scale.
Engage in yearly staff development on world language topics	71% of high school faculty meets the requirement of outside and in-house professional development.
Maintain current membership in professional organizations	100% of high school world language teachers belong to a professional world language organization.
Provide special program features	A French and Spanish Club teach lessons to fifth graders. Students participate in a university language competition. French students have pen pals in France.



Carlynton Jr./Sr. High School

Carlynton School District

Carnegie, PA
2015 - 2016

Mr. Steven Vayanos Email: steven.vayanos@carlynton.k12.pa.us Phone: 412-429-2500 ext: 2107

Maintain high percentage of total world language enrollment	We have a total student enrollment of 415 students in grades 9-12. We have 183 students enrolled in world languages (9-12). $183/415 = 44.1\%$.
Provide a variety of languages in a 4 year high school sequence	We have a Spanish IV Dual Enrollment class as well as a French IV class for 415 students in grades 9-12.
Retain students at higher levels	Our current 9 th grade world language enrollment is 66 students. Our current Level IV enrollment is 17 students, $17/66 = 26\%$.
Participate in AP, IB, level 5, and/or CIS program	We have two Dual Enrollment (CIS) courses. We have Spanish III Dual Enrollment and Spanish IV Dual Enrollment.
Schedule classes that are one level per period	None. We offer a split level course level IV/ V however we currently do not have any level V students enrolled. 100% of the instructional time is on the level IV curriculum.
Provide an extended sequence instruction in at least one commonly taught language	We have Spanish and French Exploratory classes beginning in grade 7. The students take the course for one 9-week period every day for 47 minutes per class. In 8 th grade students can choose to take Spanish I or French I for a full year. We have levels I, II, III, IV and offer V for both world languages.
Implement Key Instructional Practices	100% of world language teachers implement the Four Key Instructional Practices. The percent was obtained through classroom observations.
Administer Standards-based , performance assessment(s)	A SOPI (Simulated Oral Proficiency Interview) district-wide speaking assessment is administered across all world languages in Level IV at one benchmark.
Engage in yearly staff development on world language topics	50% of our world language teachers attended at least one full day local, state or national world language conference. There are 4 world language teachers in our school district. Two of us attended a world language specific conference. $2/4 = 50\%$.
Maintain current membership in professional organizations	Three of the four world language teachers in our district are members of a professional organization. $3/4 = 75\%$.
Provide special program features	The Spanish II, Spanish III Dual Enrollment and Spanish IV Dual Enrollment students participate in an E-PALS activity throughout the year where the students connect with schools in various Spanish-speaking countries for a linguistic and cultural exchange. The French students attended a Joie de Vivre workshop (Art history and theater experience) at the Frick Art and Historical Center. The Spanish III Dual Enrollment and Spanish IV Dual Enrollment students go to the Carnegie Museum of Art to observe and interact with art of various styles as well as analyze, compare and differentiate between that art and the Spanish and Hispanic art they learned. Lastly, they participate in a scavenger hunt in the museum.



Central Catholic High School

Diocese of Pittsburgh

Pittsburgh, PA

2015 - 2016

Mr. Bryan Hanrahan, bhanrahan@centralcatholicchs.com, 412-208-3408

Maintain high percentage of total world language enrollment	We comprised a list of language classes with the number of students in each class totaling 718 . Our total enrollment is 872 . Therefore, we determine that 82% of students take a foreign language.
Provide a variety of languages in a 4 year high school sequence	With a total enrollment of 872 , we offer Spanish, French, and Latin in a four year sequence at Central Catholic.
Retain students at higher levels	Our level one enrollment is 217 and our level four and up enrollment is 116 . Therefore, our retention rate is 53%.
Participate in AP, IB, level 5, and/or CIS program	We offer three classes of this type. Our three classes are AP Spanish, Spanish V, and AP Latin.
Schedule classes that are one level per period	We do not offer any split-level classes in our language program.
Provide an extended sequence instruction in at least one commonly taught language	We offer four years of an extended sequence in three languages: French, Latin, & Spanish. Despite meeting 5/6 days on our cycle, our classes are considered 1 credit.
Implement Key Instructional Practices	Through our assistant principal's observations of our teaching, he determined that our department incorporates the key practices 100% on a consistent basis.
Administer Standards-based , performance assessment(s)	We have administered a SOPI benchmark exam in our modern languages of French and Spanish in level 3 classes. For Latin, we have a level 3, summative semester exam that incorporates classical language standards.
Engage in yearly staff development on world language topics	We had 3 members participate in the PSMLA conference in October. We have 50% of our department participating in language conferences.
Maintain current membership in professional organizations	We have an institutional PSMLA membership for 3 members. We have 50% of our teachers in a professional organization
Provide special program features	The Spanish Club took a border immersion trip in Spring 2014. Students spent time on the US/Mexico border studying social justice issues surrounding immigration.



Chartiers Valley High School
Chartiers Valley School District
Bridgeville, PA
2014 -2015

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Maintain high percentage of world language enrollment	Total School Enrollment = 1114 students; Total World Language Enrollment = 624 students, 56% of our students are enrolled in a World Language
Provide a variety of languages in a 4 year high school sequence	We offer and fill classes in levels 1-4 in French and German. In Spanish, we offer and fill classes in levels 1-4 and AP.
Retain students at higher levels	We have 82 students in level 4 or above in all three languages. We have 239 9th graders enrolled in level 1. $82 \div 239 = 34$. We have 34% of students who are in level 4 or above in the 2013-2014 school year.
Participate in AP, IB, level 5, and/or CIS program	We offer and currently teach AP Spanish and College in the High School (CIHS) courses through Duquesne University in French, German and Spanish. We currently teach one AP Spanish class, one CIHS French 4 class and one CIHS German 4 class.
Schedule classes that are one level per period	Each World Language teacher has a daily schedule of 5 or 6 single-level courses.
Provide an extended sequence instruction in at least one commonly taught language	Spanish is taught K-12. The elementary Spanish classes meet 3 times per week for 20 minutes each class. The classes in grades 6 & 7 meet 3 days/week for 41 minutes. Grade 8 meets every day for 41 minutes. The high school language courses in French and German (levels 1-4) and Spanish (levels 1-4 and AP) meet daily for 41 minutes.
Implement Key Instructional Practices	World Language teachers use the target language for the majority of the 41 minute class. Students engage in partner or small group activities, participate in learning stations and are encouraged to speak in the target language daily by forming their own responses. Culture is integrated into every unit.
Administer Standards-based , performance assessment(s)	We implemented the SOPI assessment across all languages in at least 2 levels in grades 9-12.
Engage in yearly staff development on world language topics	Teachers in grades 6-12 were trained by Thekla Fall in the SOPI assessment in January 2013.. In addition, two teachers (33% of our H.S. faculty) attended the PSMLA Conference in October 2013. The French, German and Spanish students travel abroad every other summer with teachers. The most recent trips were in 2012 with trips planned for summer 2014.
Maintain membership in professional organizations	Five out of six teachers (83%) belong to a professional organization.
Provide special program features	Our French, German and Spanish programs participate in travel abroad, language competitions, language clubs and an exchange program.



Cumberland Valley High School
Cumberland Valley School District
Mechanicsburg, PA
2013-2016

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Maintain high percentage of total world language enrollment	The total enrollment of Cumberland Valley High School is 2581. The number of students enrolled in World Language courses is 1412. Therefore, 55% of high school students are enrolled in a World Language.
Provide a variety of languages in a 4 year high school sequence	The Cumberland Valley School District has a 6-year sequence in Chinese, French, German, and Spanish. Latin has a 4-year sequence.
Retain students at higher levels	Cumberland Valley High School has a total of 526 ninth grade students enrolled in a World Language, with 295 students enrolled in Level IV or above. Therefore, 56% of our students are retained.
Participate in AP, IB, level 5, and/or CIS program	Cumberland Valley High School has Advanced Placement courses in Chinese, French, German, Latin, and Spanish. International Baccalaureate courses are taught in Chinese, French, German, and Spanish.
Schedule classes that are one level per period	There are no split, multi-level classes at the Cumberland Valley High School. Although French/German/Chinese AP and IB SL Year 1 courses appear combined, the same curriculum is taught with differentiated assessments. The French IB SL Year II and French VI courses also utilize the same curriculum, flipped from year to year.
Provide an extended sequence instruction in at least one commonly taught language	Cumberland Valley School District has full year daily language instruction in grades 7-12 in French, German, and Spanish. Chinese and Latin are also taught at the high school for grades 9-12. Middle school students receive an introduction to all 5 languages in a 20 day rotation, but classes still meet daily.
Implement Key Instructional Practices	Of the 12 World Language teachers at Cumberland Valley High School, 7 teachers implement all four key instructional practices 100% of the time. 5 teachers implement the key instructional practices 75% of the time. On average, all teachers implement the four key instructional practices 90% of the time.
Administer Standards-based, performance assessment(s)	Cumberland Valley School District implemented a SOPI assessment scored on the ACTFL scale in the first marking period of Spanish, French, Chinese and German Year II classes in grades 8-12. Latin I classes read authentic Latin text and provided a translation as an assessment of one of the Classical Standards.
Engage in yearly staff development on world language topics	67% of the World Language teachers at Cumberland Valley High School participated in a 6 hour in-house in-service with content specific to World Language instruction. 42% of teachers completed World Language specific PD delivered externally.
Maintain current membership in professional organizations	50% of the World Language teachers at Cumberland Valley High School belong to a professional World Language organization.
Provide special program features	Educational travel opportunities took place in China, Germany, and Spain in April 2014. May 2014, Latin students participated in and competed in the Classics Festival at Dickinson College. This participation involved weeks of project and competition preparation, followed by a full day of events on the day of the festival. Chinese New Year was celebrated on January 31, 2014 with a presentation for the community collaborated upon by the Chinese classes and members/groups of the community. Weeks of preparation went into the event.



Delaware Valley High School

Delaware Valley School District

Milford, PA

2015- 2016

Gary Cotroneo

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Maintain high percentage of total world language enrollment	40% of total school enrollment is enrolled in a world language class
Provide a variety of languages in a 4 year high school sequence	The Delaware Valley School District has a 5 year sequence in French, German, and Spanish.
Retain students at higher levels	91% of students continue with 4 consecutive years in high school
Participate in AP, IB, level 5, and/or CIS program	Delaware Valley High School has level 5 and Advanced Placement courses in French, German, and Spanish.
Schedule classes that are one level per period	There is one split or multi-level class in German (German 5/AP German)
Provide an extended sequence instruction in at least one commonly taught language	The Delaware Valley School District has full year daily language instruction in grades 8-12 in French, German, and Spanish.
Implement Key Instructional Practices	Based on interviews and observations, 100% of the high school teachers implement all four key instructional practices on average of 86% of the time.
Administer Standards-based performance assessment(s)	
Engage in yearly staff development on world language topics	2 Teachers attended a one-day World Language Workshop at the University of Scranton. 1 teacher attended week-long AP French training at The Taft Educational Center in Watertown, CT.
Maintain current membership in professional organizations	1 teacher is a member of AATSP and PSMLA, 1 teacher is a member of AATF, and 1 teacher is a member of AATG
Provide special program features	AP Spanish, Spanish 5, and a few Spanish 4 students took a field trip on October 28, 2014 to El Repertorio Español in New York City to see the play "La Gringa". AP Spanish students participated in the National Spanish Exam in March 2014. AP French and French 5 students participated in the National French Contest in March 2014. Delaware High School has a Foreign Culture Club that meets every other Monday after school for 1 ½ hours



Gateway High School
Gateway School District
Monroeville, PA
2011 - 2015

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Maintain high percentage of total world language enrollment	53.5% of total school enrollment is enrolled in a world language class
Provide a variety of languages in a 4 year high school sequence	Spanish, French, German and Latin are offered to the 1,245 GHS students.
Retain students at higher levels	60% of students in 9 th grade continue to level 4 or above
Participate in AP, IB, level 5, and/or CIS program	Advanced Placement courses are offered in Spanish, French, German and Latin.
Schedule classes that are one level per period	NONE- Only Latin has one student doing an independent study during period 6.
Provide an extended sequence instruction in at least one commonly taught language	Spanish, French, German and Latin each offer 5 years of sequential language study beginning in grade 8.
Implement Key Instructional Practices	90% of world language teachers follow key instructional practices.
Administer Standards-based , performance assessment(s)	ACTFL OPIC assessments were administered to all level 5 students. Latin students took the National Latin Exam.
Engage in yearly staff development on world language topics	
Maintain current membership in professional organizations	100% of world language teachers belong to PSMLA.
Provide special program features	Senior language students were honored at both our senior awards night and the senior recognition luncheon.



Gettysburg Area High School

Gettysburg Area School District

Gettysburg, PA

2015 -- 2016

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High percentage of world language enrollment	The total school enrollment is 1032 students. The World Language enrollment is 514. 50% of total school enrollment is enrolled in a foreign language class.
Provide a variety of languages in a 4 year high school sequence	The total school enrollment is 1032 students. French, German, Latin, and Spanish are offered in a 4 year sequence.
Retain students at higher levels	26% of 9th grade students continue to level 4 and above.
Participate in AP, IB, level 5, and/or CIS program	AP classes are offered in German and Spanish. Level 5 classes offered in Spanish, German and French. Level 4 classes are offered in Spanish, German, French and Latin.
Classes are one level per period	German is a 4/5 multi-level class.
Provide an extended	5 years (sequential program begins in grade 8) in French, German and Spanish. Latin students may obtain a 4 year sequence starting in grade 9.
Implement Key Instructional Practices	70% of world language teachers follow key instructional practices at described.
Administer Standards-based , performance assessment(s)	The district administers a SOPI-like assessment to all modern language students in level 2
Yearly staff development	All department members participated in at least two activities (100%)
Membership in professional organizations	100% of world language teachers belong to a professional organization.
Provide special program features	All languages connect students to outside resources & provide practice outside of class



**J.R. Masterman Laboratory/Demonstration School
School District of Philadelphia
Philadelphia, PA
2013-2016**

Jean M. Copeland Email: jcopeland@philasd.org Phone: (215) 729-1397

High percentage of world language enrollment	84% of the high school population is enrolled in World Language classes
Languages in 4 year sequences	French and Spanish are offered at our school. We have a total high school enrollment of 423 students.
Retain students at higher levels	1.23% of our students continue with 4 consecutive years of language study in high school.
Participate in AP, IB, level 5, and/or CIS program	We offer AP French and AP Spanish at our school.
Schedule one level per period	No split or multi-level World Language classes are taught at our school.
Extended sequence	We have 5 years (sequential program begins in 8th grade) in both French and Spanish.
Implement Key Instructional Practices	100% of World Language teachers implement key instructional practices as described.
Administer standards-based performance assessment	This year we are using Student Learning Objectives (SLO), to assess students writing skills in both French and Spanish.
Engage in yearly staff development on world language topics	75% of our teachers participated in one full day local, state, or national world language conference/workshop.
Membership in professional orgs	100 % of our teachers belong to a professional world language organization.
Provide special program features	Our students participated in the Grand Concours, The National Spanish Test and our Spanish students participated in a student exchange.



J.P. McClaskey High School

School District of Lancaster

Lancaster, PA

2014-2015

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Maintain high percentage of total world language enrollment	Total school enrollment = 2539 for the academic year 2013-2014. 1089 students are enrolled in world language classes, for an enrollment percentage of 43%.
Provide a variety of languages in a 4 year high school sequence	McCiskey offers level 4 in Chinese, French, German, Latin and Spanish.
Retain students at higher levels	There are 411 9 th graders enrolled in world language classes at various levels. It is typical to have sophomores, juniors and seniors enrolled in level 4 classes or higher. Combining all of those students we have 128 students in level 4 or above. That is a retention rate of 31%.
Participate in AP, IB, level 5, and/or CIS program	McCiskey offers IB Chinese 3 & 4, IB French 3 & 4, IB German 3 & 4, IB Latin 3 & 4, IB Spanish 3, 4, 5, 6 & 7. McCiskey also offers AP Spanish 5-Language and AP Spanish 6- Literature.
Schedule classes that are one level per period	There are 2 combined classes in French (IB French 3 & French 3; Honors French 2 & French 2). The classes are taught the same curriculum and are differentiated through exams. There are combined classes in Latin and German but they are exempt because they are not commonly taught languages.
Provide an extended sequence instruction in at least one commonly taught language	Our sequential program begins in 8 th grade. Students enrolled in Spanish meet with a teacher everyday for 50 minutes in the middle schools. Students then continue on in Spanish in the high school in levels 2-7.
Implement Key Instructional Practices	Through classroom observations and a reflective survey sent out to the World Language Department it was determined that 70% of the department implements key instructional practices.
Administer Standards-based , performance assessment(s)	McCiskey administers standards-based assessments in all modern languages taught at two benchmarks. The common assessments for French and Spanish include a written assignment for students in level 1 and the IB Oral Assessment in Levels 4 and higher. Students in Chinese and German also complete the IB Oral Assessment in Level 4 and higher. The level 4 Latin assessment relates to the PA Standards for Classical Languages.
Engage in yearly staff development on world language topics	Of the 15 members in the department 14 of the members completed at least 5 hours of training in-house or at other conferences. That is 93%.
Maintain current membership in professional organizations	6 teachers out of 15 are members of a professional organization (1 PSMLA, 2 AATF, 2 AATSP, 1 CLASS & 1 AATG). This is a percentage of 40%
Provide special program features	McCiskey offers a variety of special programs and activities in the World Language Department. McCiskey has a World Language Evening, Language Honor Societies (Chinese, German, French, Spanish and Latin), German Club and French students participate in a French Film Festival at a local college every fall.



Keystone Oaks High School

Keystone Oaks School District

Pittsburgh PA

2014-2015

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Maintain high percentage of total world language enrollment	Total school enrollment is 690 students. World Language enrollment is 432 students. 62% of total school enrollment is enrolled in a foreign language
Provide a variety of languages in a 4 year high school sequence	French and Spanish are offered in our school which has a total enrollment of 690.
Retain students at higher levels	There are currently 110 9 th graders enrolled in World Language classes. There are 92 11 th and 12 th graders enrolled in levels 4 and 5. 84% of students continue with at least 4 consecutive years in high school
Participate in AP, IB, level 5, and/or CIS program	The district offers one level 5 class in both French and Spanish
Schedule classes that are one level per period	There are no multi-level classes.
Provide an extended sequence instruction in at least one commonly taught language	The French and Spanish programs span 5 years, beginning in 8 th grade. The 8 th grade level 1 courses meet 5 days per week for 42 minutes per period. 9 th -12 th grade French and Spanish levels 1-5 all meet 5 days per week for 42 minutes per period.
Implement Key Instructional Practices	90% of language instruction is carried out with the Four key Instructional Practices as described
Administer Standards-based performance assessment(s)	
Engage in yearly staff development on world language topics	100% of world language teachers participated in several in-house world language specific workshops (equivalent to 2.5 hour half day)
Maintain current membership in professional organizations	All three high school teachers are members of PSMLA
Provide special program features	Our school offers both French and Spanish Clubs; French and Spanish programs make connections to local and international communities in person and on the internet. Spanish class traveled to Costa Rica



Merion Mercy Academy

Lower Merion School District

Merion Station, PA

2005-06, 2015-16

Mrs. Elizabeth McCall Email: emccall@merion-mercy.com Phone: (610) 664-6655 x

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High percentage of world language enrollment	Language study is offered to every student at Merion Mercy Academy. 87.5% of the student body is currently enrolled in a French, Latin, or Spanish class.
Languages in 4 year sequences	At Merion Mercy Academy, we have a four-year sequence of French, Latin and Spanish. Both AP French and AP Spanish are offered yearly. Mandarin Chinese is offered to juniors and seniors as elective courses taken online. Additionally, two seniors have opted to take Arabic online this year.
Retain students at higher levels	54.7% of students at Merion Mercy Academy continue to study a language for four consecutive years.
Participate in AP, IB, level 5, and/or CIS program	We currently have one section of Advanced Placement French and one section of Advanced Placement Spanish.
Schedule one level per period	We do not have any multi-level (split) classes. Though French 4A/AP French appears to be a combined class, the same curriculum is taught to both levels for the duration of the year with more challenging assessments given to the AP students. Additionally, AP students take the AP exam at the end of the year, while A-level (honors) students do not.
Extended sequence	We have an extended, four-year sequence of instruction for French, Latin and Spanish. All language courses meet seven days out of an eight-day cycle of classes. One out of these seven days, classes meet for an extended, double period of instruction.
Implement Key Instructional Practices	100% of world language teachers implement key instructional practices.
Administer standards-based performance assessment	Merion Mercy Academy world language teachers conduct Oral Proficiency Interviews (based on the ACTFL OPI Scale) with all Level 2 and Level 3 French and Spanish students. The National Latin Exam is administered to all Latin students in Levels 1-4.
Engage in yearly staff development on world language topics	100% of world language teachers completed at least 5 hours of outside and in-house professional development.
Membership in professional orgs	100% of world language teachers belong to at least one professional world language organization, including (but not limited to) PSMLA, ACTFL, AATSP, SCS (former APA).
Provide special program features	We have many special program features, including chapters of the National French, Latin, and Spanish Honor Societies, extra-curricular clubs for French, Latin, and Spanish, and an annual trip to Italy in June.



Nazareth Area High School

Nazareth Area School District

Nazareth, PA

2015 - 2016

Mark Madson

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Phone: 610-759-1170x1134

High percentage of enrollment	Nazareth Area High School has a total enrollment of 1553 students. Our enrollment within our World Language courses totals 926 students or 60% of the total student population. Our courses are broken down as follows: German - 314 students, Spanish - 514 students, and French - 98 students.
Provide a variety of languages in a 4 year sequence	Our high school has a total of 1553 students. In German IV we have 42 students, in Spanish IV we have 30 students, and in French IV we have 5 students.
Retain students at higher levels	We have a total of 31% of our students continuing to a Level IV or higher. There are 80 9th grade students in German I, 37 9th grade students in French I, and 212 9th grade students in Spanish I. In German IV or higher, we have 60 students, 5 students in French IV, and 38 students in Spanish IV or higher.
Participate in AP, IB, level 5, and/or CIS program	We currently enroll students in two advanced level courses. We have students enrolled in AP Spanish and German V.
Classes are one level per period	We do not have any split level courses.
Provide an extended	All of our students in 8th grade get a full year of instruction in a World Language. Students will receive 43 minutes of instruction in a language every day for the entire year in 8th grade. Our courses at the high school follow block scheduling format every day for a semester with the exception of AP Spanish which meets every other day for the entire year.
Implement Key Instructional Practices	All teachers in the language department use the target language 90% of the time, unless students are receiving direct grammar instruction on a difficult topic. All teachers in the language department utilize collaborative group activities on an almost daily basis, but without question 3-5 times a week. In an attempt to contextualize and authenticate language production, we provide students with ample opportunities to express opinions, interests, needs, and desires through a multitude of activities and projects. Whenever possible we draw on our own experiences in countries where the target language is spoken, in addition to the cultural content of the textbook. Fortunately, all the teachers at Nazareth have spent time living abroad.
Administer Standards-based , performance assessment(s)	As part of the Level I Final Exam, all language teachers use the same assessment that adheres to ACTFL Standard 1.2, which states that students understand and interpret written and spoken language on a variety of topics. This assessment was given in January of 2015 in all level I courses in all languages. Of the 15 questions included on the questions sheets, students are randomly given seven questions which they must answer. For more information please see attached evidence.
Yearly staff development	All World Language Teachers at Nazareth High School are required to earn 54 hours of professional development each year. At least 15 of those hours must be specific to world language instruction. Each year Nazareth Area School District offers content specific in-service training in August. This year on August 20, 2014 Deborah Fernald Roberts presented her ideas and suggestions for activities aimed at strengthening foreign language instruction. 100% of teachers in the language department participated in the in-service training. Additionally, 40% of teachers will attend the PSMLA Immersion Day Conference at Chestnut Hill College on March 7, 2015 for additional training. Numerous German students travelled to Germany and Austria in summer of 2014. The itinerary is attached.
Membership in professional organizations	Five of our World Language teachers belong to PSMLA.
Provide special program features	Currently, Nazareth Area School District fulfills three of the features described in indicator 11. First, there are clubs for Spanish, French, and German. French and Spanish clubs meet after school once a month. German club meets during an activity period once every six day cycle. Opportunities for travel to countries where the target language is spoken are offered bi-annually for each language taught. In spring of 2014, our advanced students from French, Spanish, and German competed in the World Language Meet held each year at Kutztown University. German students took first place in vocabulary definitions competition, as well as winning an improvisation dialogue competition.



North Hills High School
North Hills School District
North Hills, PA
2014-2015

Contact Person: Joe Deible Email: deiblej@nhsd.net Phone: 412-318-1402

High percentage of world language enrollment	35% to 55 % of total school enrollment is enrolled in a foreign language class. Out of a total enrollment of 1,429 we have 748 language students for a total of 52%.
Provide a variety of languages in a 4 year high school sequence	1 language for schools with fewer than 350 students. 2 languages for 351 to 700, 3 languages per 701 to 1000, and 1 additional language for each additional 1000 students (All in four year sequence) With a total enrollment of 1,429 students we offer 5 years each of German, Spanish, French, and Latin.
Retain students at higher levels	40% to 49% of students in a language in 9th grade continue to level 4 and above A total of 329 9 th graders are enrolled, with a total of 137 4 th and 5 th year enrollees. $137/329 = 42\%$.
Participate in AP, IB, level 5, and/or CIS program	At least one AP, IB, level 5, or CIS program for every traditional language offered All 4 of our languages are offered for 5 years. French- Years 1,2,3, 4= Honors 4 or CHS French 1(through University of Pittsburgh), 5 CHS 1 or CHS German, Spanish, Latin- Years 1, 2, 3, 4, 5 Advanced Placement
Classes are one level per period	No multi-level (split) world language classes per school in commonly taught languages. Classes are not split.
Provide an extended	5 years (sequential program begins in grade 8) in at least one language All classes, grades 8-12, levels 1-5 meet 5 days per week @ 40 minutes per day.
Implement Key Instructional Practices	90% to 100% of world language teachers follow key instructional practices as described. Interviews and observations have determined that faculty members meet the 4 benchmarks in almost all classes at all times. They are in line with what the district requires of our teachers and course content.
Administer Standards-based , performance assessment(s)	District-wide, standards-based assessment in all languages taught, at one benchmark level The information provided is not being put into place until later this year but will be used in all levels. We are moving to a final exam format that tests all 4 competencies and assesses each with a rubric. I cannot provide sample data, as this is the first year we will use it. I am attaching our general guidelines (as we are still creating the actual exams) but I am also including the rubric will be using for the oral portion. This ongoing process will allow us to better assess and monitor student progress in reading, writing, speaking, and listening
Yearly staff development	40% to 49% of world language teachers participate in at least one full day local, state, or national world language conference per year or one in-house world language specific workshop (equivalent to 2.5 hour half day)
Membership in professional organizations	40% to 69% of world language teachers belong to a professional world language organization . 3 of our 8 Teachers belong to professional organizations for a total of 38%. PSMLA, AATG, AATS
Provide special program features	Three program features per school that connect world language students to outside resources & provides language practice outside of the classroom North Hills has a rich tradition of providing tours to Europe and South America through EF Tours. We have had 4 tours to Europe in the allotted time with almost 100 total travelers.



Owen J. Roberts High School

Owen J. Roberts School District

Pottstown, PA

2013-2016

Dr. Kathryn Soeder Email: ksoeder@ojrsd.com Phone: (610) 469-5589

Maintain high percentage of total world language enrollment	81.3% of the high school students are enrolled in a world language class.
Provide a variety of languages in a 4 year high school sequence	The OJRHS has French, Spanish, Latin, and German all in a four year sequence. OJRHS has 1562 students.
Retain students at higher levels	74.7% of students in grade 9 continue in a language to level 4 and above.
Participate in AP, IB, level 5, and/or CIS program	The OJRHS has AP French, AP German, AP Spanish, and AP Latin
Schedule classes that are one level per period	All classes at OJRHS are single level for world language instruction.
Provide an extended sequence instruction in at least one commonly taught language	The sequential program for world languages begins in grade 7.
Implement Key Instructional Practices	All world language teachers provide instruction using the 4 Key Instructional Practices over 90% of the time.
Administer Standards-based , performance assessment(s)	All World Language students have a standards based assessment at two benchmark levels.
Engage in yearly staff development on world language topics	Over 80% World Language teachers participate in at least one full day of outside professional development in addition to at least one in-house world language specific workshop.
Maintain current membership in professional organizations	70% of the world language teachers belong to a professional organization.
Provide special program features	Students provide after school instruction for the elementary level for French, Spanish, Latin, and German. World Language students have opportunities to travel to other countries. Students are active members of the Junior Classical League.



Parkland High School

Parkland School District

Allentown, Pa
2008-09, 2015-16

Kellie O'Donnell Email: odonnellk@parklandsd.org Phone: 610-351-5600 ext. 72103

High percentage of world language enrollment	79% of total school enrollment is enrolled in a World Language class
Languages in 4 year sequences	We have a 5 year sequence of French, German, and Spanish and a 4 year sequence of American Sign Language and Latin. We have a total student enrollment of 3175 students.
Retain students at higher levels	107% of students continue to level 4 and above. Currently 644 9 th grade students and 689 students in levels 4 / 5
Participate in AP, IB, level 5, and/or CIS program	We have level 5 and AP courses in French, German and Spanish. We currently subscribe CIS/Dual enrollment courses in Spanish 4/4H/5/AP, French 4H/AP, German 4H/AP, Latin 2,3, American Sign Language 1,2,3.
Schedule one level per period	No multi-level (split) classes exist in our school.
Extended sequence	We have the IWL course (Introductory to World Language) in 7 th grade for the entire school year that consists of 12 weeks of each French, German and Spanish that meets 3 /6 day cycle, 50 minutes per class period. We have level 1 in French, German, and Spanish in 8 th grade that meets every day, 50 minutes per class period.
Implement Key Instructional Practices	100 % of World Language teachers follow key instructional practices
Administer standards-based performance assessment	All level 4 CP students implemented the same performance assessment by presenting orally an imaginary trip they took. All AP level 5 students used the same prompt to complete a writing performance task and used the same rubric for assessment. Classical language test results are also included.
Engage in yearly staff development on world language topics	72% (13 out of 18.175) of the teachers have participated in an outside workshop in addition to at least one in-house world language specific workshop.
Membership in professional orgs	94% of the world language teachers belong to a professional organization.
Provide special program features	Parkland High School has an annual World Language Week, participated in a WL Meet at Kutztown University, and organized a charitable project for Haiti.



Penncrest High School
Rose Tree Media School District
Media, PA
2012-2015

Mrs. Kimberly Riviere Email: kriviere@rtmsd.org Phone: 610- 627- 6294

Maintain high percentage of total world language enrollment	72 % of students are enrolled in World Language
Provide a variety of languages in a 4 year high school sequence	We offer French, Latin, Mandarin Chinese, and Spanish. Chinese, French, and Spanish have a fourth year course. Latin has a third year course.
Retain students at higher levels	66% of students continue to level IV and above.
Participate in AP, IB, level 5, and/or CIS program	Both AP French and AP Spanish are offered.
Schedule classes that are one level per period	There aren't any mixed level courses in commonly taught languages Latin III and Latin IV are combined, but exempt as a less commonly taught language.
Provide an extended sequence instruction in at least one commonly taught language	After a semester of both French and Spanish in 6 th grade, RTM students begin either French or Spanish in 7 th grade. Students can continue their studies to the AP level.
Implement Key Instructional Practices	All World Language teachers implement key instructional practices.
Administer Standards-based , performance assessment(s)	French, Mandarin Chinese and Spanish level I and II assess students' oral proficiency using common questions and a common rubric tied to the ACTFL proficiency scale. Latin students take a writing proficiency exam. In addition, local university professors give OPI exams to all AP French and Spanish students.
Engage in yearly staff development on world language topics	All World Language teachers completed at least 1 day of both in-house and outside professional development.
Maintain current membership in professional organizations	All World Language teachers are members of their respective language associations. In addition, one World Language teacher is both a member of PSMLA and ACTFL.
Provide special program features	Penncrest has bi-annual cultural exchanges to France and Spain. Summer trips to Italy for Latin students and China for Mandarin Chinese students are offered bi-annually. Spring immersion trips to Costa Rica and Quebec are also offered bi-annually.



Pittsburgh Allderdice High School

Pittsburgh Public Schools

Pittsburgh, PA

2005 - 2016

Mina T. Levenson Email: mlevenson1@pghboe.net Phone: 412-422-4848

High percentage of world language enrollment	Total enrollment = 1,381, Total World Language enrollment = 971 % of students enrolled in World Languages = 70.3%
Languages in 4 year sequences	Allderdice has Chinese 1-4 PSP, French 1-4 PSP; 1-4 CAS; 5 AP, Japanese 1-5 PSP (5=AP), and Spanish 1-4 PSP; 1-4 CAS; 5, 6 AP
Retain students at higher levels	Total grade 9 enrollment in all languages = 348 students Total enrollment in levels 4, 5, & 6, in all languages = 175 students The comparative % enrolled in all languages = 50.3 %
Participate in AP, IB, level 5, and/or CIS program	Students are currently enrolled in AP Spanish, French, Japanese Language. Students are currently enrolled in AP Spanish Literature.
Schedule one level per period	There is one section of French 3/4 PSP There is one section of Spanish 5/6 AP using alternating curriculum to promote proper instructional sequencing. (Of the two Spanish 6 AP students, one is a new to our program and the other already scored a 5 on the Spanish AP language Exam. Curriculum is flipped to accommodate
Extended sequence	Pittsburgh Liberty K-5 provides Spanish instruction from K- 5 Pittsburgh Colfax K-8 provides Spanish instruction in grades 3-8 (inclusive) Pittsburgh Allderdice provides Spanish instruction in grades 9, 10, 11, & 12.
Implement Key Instructional Practices	100% of the teachers in the Pittsburgh Allderdice World Language Department use the 4 key instructional practices.
Administer standards-based performance assessment	The PPS Orals exams are given at two levels: Proficient (Intermediate Low) and Distinguished (Intermediate High) Exams. The rating corresponds to the ACTFL Scale.
Engage in yearly staff development on world language topics	Outside: 9/9 = 100% In-House = 9/9 = 100%
Membership in professional orgs	100% of the teachers belong to a professional World Language organization for 2015.
Provide special program features	--Interactive trip to the Repertorio Español in Manhattan to experience “La Casa de Bernarda Alba” --Co-hosted interactive Symposium on Careers that required the daily usage of foreign languages. <u>“Border Crossings: International Careers at Home and Abroad”</u> --Allderdice students participated in “High School Japanese Speech Contest” and “Le Gran Concours” competitions with great success.



Strath Haven High School

Wallingford-Swarthmore School District

Wallingford, PA

2015-2016

Suzanne Stadnicki Email: sstadnicki@wssd.org Phone: 610-892-3400

High percentage of world language enrollment	SHHS has a 4 semester requirement for WL, the only school in the area with such a requirement. 83% of the total school population is enrolled in WL courses (974/1174) but subtracting the IEP population of 249 students, 100% of the student body is enrolled in a WL course.
Languages in 4 year sequences	SHHS offers 5 languages: <ul style="list-style-type: none"> • Chinese 1-4, AP Chinese Language and Culture • French 1-4, AP French Language and Culture, Advanced French Studies • German 1-4, AP German Language and Culture, Advanced German Studies • Latin 1-4, AP Latin Literature • Spanish 1-4, AP Spanish Language and Culture, AP Spanish Literature
Retain students at higher levels	In 9th grade, there are 277 WL students. In level 4, we have 168 WL students. There is a retention rate of 61%.
Participate in AP, IB, level 5, and/or CIS program	Students are currently enrolled in AP Chinese, AP French, AP German, AP Latin, AP Spanish. In addition, we offer AP Spanish Literature, Advanced French Studies and Advanced German.
Schedule one level per period	There aren't any mixed level courses in commonly taught languages. Latin IV and AP Latin are combined, but exempt as a less commonly taught language.
Extended sequence	Students choose Chinese, French, German or Spanish in 6 th grade. Students may start Latin beginning at the high school. In Chinese and Latin, we offer 5 levels (1-AP) and in French, German and Spanish we offer 6 levels (1-AP Lit/Advanced Studies).
Implement Key Instructional Practices	Through classroom observations based on the criteria it was determined that 75% of the time, teachers grades 9-12 use the key instructional practices on a daily basis since in level 1 and some CP classes, the TL is used 75% of the block.
Administer standards-based performance assessment	It is our department curricular objective to assess the 3 modes of communication using the common rubric tied to the ACTFL proficiency scale. In addition, we administer AP oral and written assessments tied to the national ACTFL scale in all languages offered; Chinese, French, German, Latin, and Spanish.
Engage in yearly staff development on world language topics	50% (5/10) of World Language teachers completed at least 5 hours of outside professional development. 100% (10/10) of World Language teachers completed at least 5 hours of in-house professional development.
Membership in professional orgs	100% World Language teachers belong to at least one professional organization.
Provide special program features	The World Languages Department offers a variety of special programs. For the 2013-2014 school year there was a trip to China and Costa Rica as well as Exchanges with France and Germany. We offer national language exam contests in French, German, Latin and Spanish. We celebrate National Foreign Language Week with a variety of activities.



Twin Valley High School
Twin Valley School District
Elverson, PA
2015 – 2016

Shelly Makara & Christian Murray smakara@tvsd.org & chmurray@tvsd.org Phone: 610-286-8600

High percentage of world language enrollment	54 % of total school enrollment is enrolled in a foreign language class
Provide a variety of languages in a 4 year high school sequence	Spanish, German, French and Chinese are offered in a 4 year sequence. Twin Valley has a total enrollment of 1020.
Retain students at higher levels	There are 15% of students who continue on to level 4 and above.
Participate in AP, IB, level 5, and/or CIS program	One such class
Classes are one level per period	No multi-level (split) world language classes per school in commonly taught languages
Provide an extended	6 years (sequential program begins in grade 7) in at least one language
Implement Key Instructional Practices	100% of World Language Teachers follow Key instructional practices as described.
Administer Standards-based , performance assessment(s)	District-wide, standards-based assessment in all languages taught, at one benchmark Level (level 1)
Yearly staff development	80% to 100% of world language teachers participate in at least one full day local, state, or national world language conference per year and one 3 hour in-house world language specific workshop
Membership in professional organizations	100% of world language teachers belong to a professional world language organization
Provide special program features	Three program features per school that connect world language students to outside resources & provides language practice outside of the classroom



Upper Moreland High School

Upper Moreland Township School District

Willow Grove, PA

2009-2016

Jenny Lehman Email: jlehman@umtsd.org Phone: 215-830-1568

High percentage of world language enrollment	The total number of students enrolled at Upper Moreland High School is nine hundred fifty four (954). Four hundred ninety eight high school students are enrolled in World Language courses, which is 52.2% of the total student population.
Languages in 4 year sequences	We have French, German and Spanish courses in a five year sequence. Students choose their language of study after a rotation through French, German and Spanish in seventh grade. We have Level I for all three languages beginning in eighth grade and we have Level I in Spanish at the high school. We have Level II through AP for all three languages at the high school.
Retain students at higher levels	The total number of 9 th graders enrolled in a World Language class is two hundred six (206). The total number of students enrolled in Levels IV and AP is eighty-seven (87). The retention rate is 42.2 %.
Participate in AP, IB, level 5, and/or CIS program	We have AP courses for all World Languages (French, German and Spanish) at Upper Moreland High School. All AP courses in French, German and Spanish meet five days per week for a full school year.
Schedule one level per period	There are no split level courses in German or Spanish. Due to a scheduling conflict, there is one German IV student listed for the same class period as AP German. The German IV student is completing the German IV coursework independently with the teacher, not during the scheduled German IV class period. There is one multi-level French course for Level IV and AP. The course is designed so that one curriculum is taught to the entire group and flipped with a second curriculum the following school year, as stated to be exempt in the above indicator definition.
Extended sequence	We have Spanish as a special on a 6 day rotation schedule at the elementary level in grades 3, 4 and 5. We have Exploratory French, German and Spanish in grade 7, and we have Level I for all three languages in grade 8. We also have Level I for Spanish at the high school, and Level II through AP at the high school for French, German and Spanish, thus we have a five year sequential program in all languages.
Implement Key Instructional Practices	99 percent of all World Language teachers implement key instructional practices. The percentage is based upon regular classroom visitations and observations.
Administer standards-based performance assessment	District –wide, standards based common online assessment in German, French, and Spanish are given at the end of Levels II and IV. Proficiency assessments meet ACTFL Standards 1.1 and 1.3 through student communication of information on a variety of topics.
Engage in yearly staff development on world language topics	100 percent of World Language teachers attended the outside World Language Assessment and Educator Effectiveness workshop. Two World Language teachers (22 percent) attended the PSMLA conference and Two World Language teachers (22 percent) attended the ACTFL conference. 100 percent of World Language teachers attended extensive in-house World Language specific district professional development between June 2013 and February 5, 2015.
Membership in professional orgs	There are 9 World Language Teachers in the Upper Moreland School District. 100 percent of World Language Teachers belong to a professional organization, including AATG, MCATFL, PSMLA and ACTFL.
Provide special program features	Annually, World Language students participate in various cultural and educational activities, which immerse them in the target language. Special programs include student exchanges, trips to foreign countries, language clubs and field trips.



Vincentian Academy

Pittsburgh, PA

2014 - 2015

Beverly Buxareo, Beverly.buxareo@vincentianacademy.org, 412-364-1616 ext. 208

Maintain high percentage of total world language enrollment	84% of total school enrollment is enrolled in a world language class
Provide a variety of languages in a 4 year high school sequence	Spanish is offered in a 4 year sequence. Vincentian Academy has a total student enrollment of 263 students.
Retain students at higher levels	34% of students in Spanish in 9 th grade continue to level 4, IB Spanish 4.
Participate in AP, IB, level 5, and/or CIS program	Vincentian has IB Spanish at the Junior and Senior Level.
Schedule classes that are one level per period	All 4 year sequenced classes are one per level per class.
Provide an extended sequence instruction in at least one commonly taught language	The Spanish program spans 4 years, beginning in grade 9. In addition, 100% of the 9 th grade students come from feeder schools that offer Spanish at least 60 minutes per week K-8.
Implement Key Instructional Practices	100% of teachers implement Key Instructional Practices as described.
Administer Standards-based , performance assessment(s)	School administers IB Oral and Written Exams to 100% of IB students.
Engage in yearly staff development on world language topics	One teacher attended PSMLA 2013 conference and two attended ACTFL 2013.
Maintain current membership in professional organizations	66% of teachers are members of PSMLA and ACTFL.
Provide special program features	Partnership with the Cambridge Institute of International Education and Holy Family International College Preparatory Program. Exemplary use of Edmodo for authentic connections.



Waynesboro Area Senior High School

Waynesboro Area School District

Waynesboro, PA

2012-2015

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Maintain high percentage of total world language enrollment	Total enrollment at WASHS is 1328. Total enrollment in FL classes is 772, thus 58% of students are enrolled in language classes.
Provide a variety of languages in a 4 year high school sequence	French, German, Latin, and Spanish are taught with at least a 4 year sequence.
Retain students at higher levels	33% of our students are enrolled in level four or beyond.
Participate in AP, IB, level 5, and/or CIS program	Level 5 is offered in French, German, Latin and Spanish.
Schedule classes that are one level per period	There is only one combined class. The curriculum is rotated.
Provide an extended sequence instruction in at least one commonly taught language	Waynesboro has French, German, Latin and Spanish classes – levels 1 through 5.
Implement Key Instructional Practices	90% of world language classes are taught using the key practices
Administer Standards-based , performance assessment(s)	
Engage in yearly staff development on world language topics	57% of teachers participated in workshops
Membership in professional organizations	We have an institutional membership for 3 teachers in PSMLA (43%).
Provide special program features	French, German, Latin, and Spanish have language clubs that meet monthly. Spanish students took a trip to Cost Rica in 2012. Upper level German, French, and Spanish students visit the Nationally Gallery & Holocaust Museum in Washington D.C. annually. French students took a trip to France in 2012. German students have an annual dinner in a local German restaurant.

Indicators	RATIONALE
1. Maintain high percentage enrollment	<ul style="list-style-type: none"> • Standards are for all students, not just the academic/economic elite. All students should attain world language standards.
2. Provide choice of languages in a 4 year high school sequence	<ul style="list-style-type: none"> • U.S. society is diverse. Programs should reflect this diversity within reason. • Students may be more motivated to attain standards with a language of their choosing.
3. Retain students at higher levels	<ul style="list-style-type: none"> • Exemplary programs maintain student interest to continue their study • Schools with high academic expectations for students will arrange student schedules to avoid conflicts that otherwise might prevent them from taking higher level classes.
4. AP, IB, level 5 classes, and/or College in the High School programs	<ul style="list-style-type: none"> • Exemplary programs challenge students to reach higher levels of proficiency and encourage students to continue language study K-16
5. 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 a period.
6. Offer an extended sequence of instruction in at least one commonly taught language	<ul style="list-style-type: none"> • A minimum of 3 -5 five years are needed (in a 5 period per week standards-based program) for most students to attain an Intermediate Low level of speaking proficiency (ACTFL Scale)
7. Implement key practices <ul style="list-style-type: none"> • use the target language 90% in most classes in a comprehensible way • engage students in pair and small group communicative activities • encourage/require students to express their own meanings • integrate culture into daily instruction 	<ul style="list-style-type: none"> • Time on task is critical. Students must be immersed in the target language as much as possible in every class period. • Teachers must speak the target language—but it is critical that students comprehend what is said. • Without pair and small group activities in the target language, students have insufficient speaking practice to attain the Communication Standard • 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. • Although there are many other best practices for effective world language instruction, we believe that these are key.
8. 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 have outside verification of results using a common measurement tool such as the ACTFL Scale.
9. Engage in yearly staff development	<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”.
10. 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. • Through their membership, teachers support the work of their professional organizations.
11. 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

Note To Parents:

Studies have shown that many people in the general public believe that schools, in general, are in trouble but that the school their children attend is ok—what is the basis for this perception? Parents have more and more choices about the schools their children will attend (public, private, parochial, charter) – how can they best make informed decisions? One indicator of a strong academic school is a strong world language program!

PEP criteria gives parents and students 11 concrete program indicators that may be used to evaluate a any high school foreign language program. PSMLA hopes that parents will work with school administrators, board members, and teachers to establish and maintain high quality, standards-based foreign language programs. **All students deserve high quality world language programs**—not just those who live in affluent neighborhoods or those who are sometime referred to as the “academic elite”.

Note to School Administrators, Board Members, Department Chairs, and Community Members:

PSMLA hopes that all high schools across the Pennsylvania will be eligible to receive one of the four levels of PEP awards. Unfortunately, many schools do not meet the criteria. We hope that the 11 PEP program indicators will provide a blueprint for improvement in the coming years. While some of the program indicators may have some cost associated with them, many do not. Instead, they are indications of 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”. PSMLA believes that **we all have a responsibility to make sure that no child is left behind when it comes to learning –and becoming proficient in—a foreign language.**

Disclaimer:

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 in the second year.