

2020

PSMLA Exemplary Program

Awards

SHOWCASE

In honor of the national “2005 Year of Languages”, PSMLA began an award program to recognize and honor Exemplary PA high school foreign language Programs (PEP). All PA high schools (public, parochial, private, charter) are encouraged to SHOWCASE their exemplary programs!

To participate, high schools must submit documented evidence that they meet the rigorous criteria established by PSMLA – with signatures of the school superintendent, principal, and supervisor or department chair to attest to the accuracy of the information submitted.

PEP criteria are detailed in the form of the 11 Indicators and the PEP Rubric (www.psmla.org). The PEP Rubric serves as a BLUEPRINT to assist schools by helping them to evaluate their world language programs and by providing concrete goals for improvement, as needed. The two-year awards may be earned at four levels: Globe, Bronze Globe, Silver Globe, and Golden Globe.

PSMLA believes that all PA students deserve exemplary foreign language programs! Therefore, PEP is *not* a competition; *every* school that meets and provides the required evidence receives a commensurate award.

On the following pages see:

- 2019–2021 PEP Schools by award categories
- Individual School Profiles alphabetically
- Rationale for the 11 PEP Program Indicators
- Notes to Parents and Administrators

2020 PSMLA Exemplary Program Awards



GOLDEN GLOBE AWARDS

Academy of Notre Dame de Namur, Villanova, 2005-20*
Gettysburg Area High School, Gettysburg Area S.D., Gettysburg, 2015-20
Merion Mercy Academy, Lower Marion S.D., Merion Station, 2015-20
North Hills Senior High School, North Hills S.D., Ross Twp., 2016-21
Owen J. Roberts High School, Owen J. Roberts S.D., Pottstown, 2013-20
Palisades High School, Palisades S.D., Kintnersville, 2020-21
Penncrest High School, Rosetree Media S.D., Media, 2014-21
Pittsburgh Alderdice High School, Pittsburgh S.D., Pittsburgh, 2007-20
Plymouth Whitemarsh High School, Colonial S.D., Plymouth Meeting, 2019-20
Upper Moreland High School, Upper Moreland Twp. S.D., Willow Grove, 2009-20
Upper St. Clair High School, Upper St. Clair S.D., Upper St. Clair, 2019-20
Vincentian Academy, Pittsburgh, 2019-20



SILVER GLOBE AWARDS

Abington Senior High School, Abington S.D., Abington, 2013-20
Chartiers Valley High School, Chartiers Valley S.D., Bridgeville, 2017-20
Gateway High School, Gateway S.D., Monroeville, 2018-21
Greater Latrobe Senior High School, Greater Latrobe S.D., Latrobe, 2019-20
North Allegheny Senior and Intermediate High School,
North Allegheny S.D., Wexford, 2020-21
Saucon Valley Senior High School, Saucon Valley S.D., Hellertown, 2019- 20
Upper Merion Area High School, Upper Merion Area S.D., King of Prussia, 2019 -20



BRONZE GLOBE AWARDS

Great Valley High School, Great Valley S.D., Malvern, 2019-20



GLOBE AWARDS

Boiling Springs High School, South Middleton S.D., Boiling Springs, 2017-20
Delaware Valley High School, Delaware Valley S.D., Milford, 2015-20
Eastern Lebanon High School, Eastern Lebanon County S.D. Myerstown, 2019-20
Honesdale High School, Wayne Highlands S.D., Honesdale, 2020-21
Titusville Area High School, Titusville Area S.D., Titusville, 2017-20

(*Years listed represent years of consecutive PEP Awards.)



Abington Senior High School Abington School District

Abington, PA
2013-2020

Ms. Allison Renye: allisonrenye@abington.k12.pa.us Phone: 215-884-4700 Ext 2325

High percentage of world language enrollment	62% of the school population is enrolled in World Language classes, or 1,524 / 2,462 students in grades 9 – 12.
Languages in 4 year sequences	We have French, German, Mandarin Chinese and Spanish in a 6 year sequence culminating in AP language courses. We have Latin in a 3 year sequence culminating in AP Latin.
Retain students at higher levels	In 9 th grade, there are 503 students enrolled in World Language classes. In level 4 and above, there are 328 students enrolled in World Language classes for a retention rate of 65%.
AP, IB, level 5, and/or CIS program	We have AP courses in 5 languages: French, German, Latin, Mandarin Chinese and Spanish.
Schedule one level per period	Classes are scheduled one level per period.
Extended sequence	Level 1 instruction begins in 7 th grade for 45 minutes daily in French, German, Mandarin Chinese and Spanish. Level 1 Latin begins in 10 th grade.
Implement Key Instructional Practices	100% of World Language teachers follow key instructional practices.
Administer standards-based performance assessment	Each course administers 5 common assessments in French, German, Mandarin Chinese and Spanish.
Engage in yearly staff development on world language topics	43% of World Language teachers participated in “outside” World Language activities. 100% participated in “in-house” activities.
Membership in professional orgs	70% of World Language teachers maintain memberships in professional organizations.
Provide special program features	We have World Language Clubs. Students take WL National exams and participate in oral proficiency competitions. Students take field trips to museums and theatres.



Academy of Notre Dame de Namur

Villanova, PA

2005-2020

Rosemary Guarino, rguarino@ndapa.org Phone: 610-687-0650, ext. 160

High percentage of world language enrollment	The Academy of Notre Dame offers language study to all students in Grades 6-12. Of the high school enrollment, 96.89% of students are studying one or more world languages. Of the total school enrollment 97.67% of students are studying one or more world languages.
Languages in 4 year sequences	At Notre Dame sequential programs begin in grade 6 and continue through grade 12 in French, Latin and Spanish (Levels 4, 5 and AP in each language). Level 4 and AP Mandarin will be added next year. All world language courses are yearlong courses and meet in a modified block schedule 5 times per 8-day cycle.
Retain students at higher levels	100% of current grade 9 students are enrolled in a WL class; 83.3% 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, one section of AP Latin, and two sections of level 5 and one AP class in Spanish. Students are enrolled in all five classes.
Schedule one level per period	In each World Language class at the Academy of Notre Dame, the same curriculum is taught to the entire group.
Extended sequence	The Academy of Notre Dame has an extended sequence of instruction in French, Latin, Mandarin and Spanish in Grades 6-12. All world language classes meet five times per 8-day cycle (modified block scheduling).
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 four benchmarks. In all levels 1-4, a written assessment is given to all students. In 2018 students in all levels of Latin took the National Latin Exam, an assessment related to the Classical Standards.
Engage in yearly staff development on world language topics	100% of World Language teachers attended at least 5 hours of in-house and at least 5 hours of outside professional development activities.
Membership in professional orgs	100% of World Language teachers belong to at least one professional organization. Most belong to two or more.
Provide special program features	Notre Dame's Center for Global Leadership is a member of the PSMMLA Global Scholars Program. Notre Dame has sister schools in seven countries and engages with them through pen pal programs, global classroom projects, academic exchange trips, and collaborative professional development. Annual enrichment travel opportunities included trips to France (summer of 2017) and Spain (summer of 2018). Extracurricular activities are provided for World Language students in 4 different clubs meeting during the activity period once per month.



Boiling Springs High School

South Middleton School District

Boiling Springs, PA

2017 – 2020

Michael Bogdan, mdb2@smsd, 717-258-6484

High percentage of world language enrollment	58% of eligible students are enrolled in a world language class.
Provide a variety of languages in a 4 year high school sequence	Students are enrolled in a five-year sequence in both French and Spanish (I-IV and Advanced Placement Language). The eligible school population is 604.
Retain students at higher levels	31% 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. All courses are enrolled this year.
Classes are one level per period	There are no multi-level courses. AP Spanish (level 5) and Spanish VI are taught together but have one curriculum taught to the entire group and flipped with a second curriculum the following year.
Provide an extended sequence	French and Spanish span five years, beginning in grade 8. All courses are enrolled this year.
Implement Key Instructional Practices	100% of high school language teachers meet the Four Key Instructional Practices.
Administer Standards-based , performance assessment(s)	
Yearly staff development	100% of high school faculty meets the requirement of outside and in-house professional development.
Membership in professional organizations	100% of high school world language teachers belong to a professional organization.
Provide special program features	Teacher traveled with students to France in summer 2018. French students have pen pals in France. Students compete at local university annual language competition.



Chartiers Valley High School

Chartiers Valley School District

Carnegie, PA | 2017-2020

Karen Belcastro kbelcastro@cvsd.net 412-977-1759

Maintain high percentage of total world language enrollment	Chartiers Valley has 618 students enrolled in World Language, 63% of our total enrollment. (618/982)
Provide a variety of languages in a 4 year high school sequence	We have 3 languages with yearlong courses in levels 1-4 in French, German and Spanish.
Retain students at higher levels	We have 201 9 th graders enrolled in WL and 125 enrolled in Level 4 or above. 62% of 9 th graders remain in the language courses until Level 4 or above. $125/201 = 62\%$
Participate in AP, IB, level 5, and/or CIS	We currently have students enrolled in CIHS French, German and Spanish and AP Spanish.
Schedule classes that are one level per period	All of our HS World Language classes are single-level that meet M-F for a 41 minute period.
An extended sequence instruction in at least one commonly taught language	We have students enrolled in Spanish grades 3-12.
Implement Key Instructional Practices	We implement best practices in all WL classes including, but not limited to 100% of WL teachers using the target language 90% of the time and engaging students in group activities 3-5 times/week.
Administer Standards-based, performance assessment(s)	We administer the SOPI in French, German and Spanish Level 4.
Engage in yearly staff development on world language topics	100% of the HS World Language teachers participated in a PLC. Two out of six teachers participated in outside conferences.
Maintain current membership in professional organizations	Five out of six HS language teachers belong to a professional organization. 83%
Provide special program features	We have French, German and Spanish language clubs; we do student travel abroad; we participate in the Three Rivers German Day competition.



Delaware Valley High School

Delaware Valley School District

Milford, PA

2015- 2020

Gary Cotroneo, cotroneog@dvsd.org 570-296-1850 (Ext.7052)

Maintain high percentage of total world language enrollment	40% of high school students are enrolled in a world language.
Provide a variety of languages in a 4 year high school sequence	The Delaware Valley School District has a 5 year sequence beginning in 8 th grade. We have Mandarin Chinese (as a distance learning class) also, depending on enrollment.
Retain students a higher levels	49% of our students are retained in level 4 and AP.
Participate in AP, IB, level 5, and/or CIS program	Delaware Valley High School has Advanced Placement Courses in French, German, and Spanish.
Schedule classes that are one level per period	There are no split-level classes of any language.
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 and they are full year courses.
Implement Key Instructional Practices	Based on interviews and observations, 100% of the 6 ¼ high school teachers implement all four key instructional practices on average of 94% of the time.
Administer Standards-based performance assessment(s)	
Engage in yearly staff development on world language topics	2 language teachers attended a conference at King's College in Wilkes-Barre, PA; 2 textbook adoptions have taken place in the past two school years: German (17-18) and French (18-19). We have had and continue to have PLCs that cover(ed) a variety of topics pertaining to our department.
Maintain current membership in professional organizations	<u>3 ¼ teachers are current members of professional organizations:</u> PSMLA, AATSP, AATF, and AATG
Provide special program features	AP Spanish, and Spanish 4 students took a field trip on November 6, 2018 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 2018 and winners attended a dinner on May 16, 2018. Delaware Valley High School has a Foreign Culture Club that meets every other Monday after school for 1 ½ hours



Eastern Lebanon High School

Eastern Lebanon County School District

Myerstown, PA

2019- 2020

Mrs. Jennifer Martin jmartin1@elcosd.org 717-866-7447

High percentage of world language enrollment	
Provide a variety of languages in a 4 year high school sequence	The ELCO SD offers French and Spanish courses—levels 1 through AP (a 5-year sequence) for a total eligible student population of 669 kids.
Retain students at higher levels	In 9 th grade, there are 97 students enrolled in World Language classes. In levels 4 and above, there are 19 students enrolled in World Language classes for a retention rate of 19.5% (19/97=19.5%)
Participate in AP, IB, level 5, and/or CIS program	We have AP Classes for French and Spanish, but only French is enrolled this year. Our AP Spanish teacher was on ½ year sabbaticals for both the 2017-2018 and 2018-2019 academic years. The AP Spanish curriculum was approved in the 2012-2013 academic year and one student took the exam that year. Every school year after that including 2017-2018, at least one student took the AP Spanish Literature exam.
Classes are one level per period	There is one multi-level class in French—Advanced French Conversation and AP. There is also one French 2 student who could not get his class during the scheduled time, so he takes the class on-line using Schoology during the same period.
Provide an extended	The ELCO SD French and Spanish programs span 5 years beginning in 8 th grade. Both languages are 43 minutes a period, 5 days a week for 180 days in the MS. Both languages are offered in the MS, but are taught by HS teachers and therefore appear on the HS schedules.
Implement Key Instructional Practices	Through classroom observations, it has been determined that 100% of world language teachers follow key instructional practices as described.
Administer Standards-based , performance assessment(s)	In the French program, students maintain presentational writing portfolios that begin in level 1 and continue to AP. Each writing piece in the portfolio is assessed via a writing rubric that the WL teachers created using the ACTFL rubrics for guidance. The portfolios are updated regularly and students regularly review their work looking at both their proficiency and growth. The teacher and students additionally use the ACTFL Can Do Statements to assess performance at various levels. As previously stated, one of our Spanish teachers (who had used portfolios in her level 1 class) was on ½ year sabbaticals for both the 2017-2018 and 2018-2019 academic years. As such, the Spanish students did not maintain their portfolios with the substitute teachers.
Yearly staff development	100% of the full-time WL teachers participated in three in-house department meetings with content specific to World Language instruction. Please note: There were 2 long-term Spanish subs for the same position—each one participated in in-service training.
Membership in professional organizations	3 of 3 or 100% of WL teachers maintain a membership in PSMLA and 1 of 1 French teacher (100%) is a member of AATF.
Provide special program features	The WL Department provides several special program features through our National French Honor Society, National Spanish Honor Society and French and Spanish clubs. Activities include a French meal, participation of French students’ art work in the annual school-wide Art Show and a French Connection Program where level 3 students partnered with students from Gov. Thomas Johnson High School in FCPS District in Maryland to write and speak French using technology.



Gateway High School

Gateway School District

Monroeville, PA

2016 - 2021

Natalie Puhala, npuhala@gatewayk12.org, 412-373-5740

Maintain high percentage of total world language enrollment	42% of the school is enrolled in a World Language class.
Provide a variety of languages in a 4 year high school sequence	We have Spanish, French, German, and Latin for a student population of 1090.
Retain students at higher levels	48% of students in language in 9 th grade continue to level 4 or 5.
Participate in AP, IB, level 5, and/or CIS program	We have AP in Spanish, French, German, and Latin. We also have College in High School for Spanish levels IV, V and for German level IV.
Schedule classes that are one level per period	One multi-level classes is taught with French 4/5. German and Latin do have combined classes but since they are 'Less Commonly Taught' languages, they are exempt.
Provide an extended sequence instruction in at least one commonly taught language	We have Spanish, French, German, and Latin through level 5 beginning in 8 th grade.
Implement Key Instructional Practices	90% of world language teachers follow key instructional practices as determined by results of classroom observations by administration.
Administer Standards-based, performance assessment(s)	AAPPL proficiency assessments are administered to all level 3 and 5 students annually. All levels of Latin students take the National Latin Exam.
Engage in yearly staff development on world language topics	71% of world language teachers participated in and outside world language conference. 100% participated in one in-house workshop equivalent to 5 hours.
Maintain current membership in professional organizations	100% of teachers belong to PSMLA.
Provide special program features	We promote language study by sponsoring an annual World Cup soccer tournament between languages, an annual WL competition for area gifted programs and a Study Abroad Panel with alumni.



Gettysburg Area High School

Gettysburg Area School District

Gettysburg, PA

2015 -- 2020

Tarja Wilson, twilson@gettysburg.k12.pa.us (717) 334-6254

High percentage of world language enrollment	Total school enrollment is 1124 students. The World Language enrollment is 519. 46% of total school enrollment is in a world language class.
Provide a variety of languages in a 4 year high school sequence	We have levels IV and V world language classes in French, German, Latin, and Spanish. Total school enrollment is 1124.
Retain students at higher levels	22% of 9 th grade students continue to level 4 and above.
Participate in AP, IB, level 5, and/or CIS program	At least one such class for every traditional language is offered.
Classes are one level per period	No multi-level classes are offered in modern languages.
Provide an extended	We have an extended sequence of instruction (5 years) in French, German, and Spanish. It begins in grade 8 in the Middle School.
Implement Key Instructional Practices	95% of world language teachers follow key instructional practices as described by HS principal Jeremy Lusk based on formal and informal observations.
Administer Standards-based , performance assessment(s)	The district administers standards based assessment in French, German, and Spanish at two levels. (1 & 2)
Yearly staff development	92% of WL teachers participated in at least 2 activities.
Membership in professional organizations	100% of WL teachers maintain current membership in professional organizations
Provide special program features	Spanish: Dominican Republic Trip and Washington DC to a Spanish restaurant. German: German-American Day at McDaniel College, and bi-annual Germany trip Latin: participated in the National Latin Exam. French: Washington DC to a French restaurant and exhibit.



Greater Latrobe Senior High School

Greater Latrobe School District

Latrobe, PA

2019 - 2020

Christine Reisz, christine.reisz@glsd.us 724-757-9061

Maintain high percentage of total world language enrollment	The student enrollment for FL students is 41%
Provide a variety of languages in a 4 year high school sequence	Greater Latrobe High school has AP classes in Spanish, and German and has up to level 4 French with a total school enrollment of 1265 students.
Retain students at higher levels	28% of students in a language in 9th grade continue to level 4 & above.
Participate in AP, IB, level 5, and/or CIS	At least two such classes are offered.
Schedule classes that are one level per period	No more than 1 multi-level WL class in commonly taught languages.
Provide an extended sequence instruction in at least one commonly taught language	6 years (sequential program begins in grade 7) of full year courses are offered in Spanish and German.
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 Spanish, French & German is administered at two levels (level 2 and 3).
Engage in yearly staff development on world language topics	80% (4 out of 5) of WL teachers participated in an outside world language conference or have traveled with students to a non-English speaking country. 100% of WL teachers participated in a two day in-house workshop equivalent to over 5 hrs.
Maintain current membership in professional organizations	100% of WL teachers maintain current membership in professional organizations.
Provide special program features	German students travelled to Germany in July 2018. Spanish students travelled to Spain June 2017. French students traveled to France July 2018.



Great Valley High School

Great Valley School District

Malvern, PA

2019 -- 2020

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High percentage of world language enrollment	74% of total school enrollment is enrolled in a foreign language class.
Provide a variety of languages in a 4 year high school sequence	French, German, Latin, and Spanish are all offered in a 4-year sequence. Our school has a total student enrollment of 1315.
Retain students at higher levels	41% of students in a language in 9th grade continue to level 4 and above.
Participate in AP, IB, level 5, and/or CIS program	The district has one AP class in each language (French, German, Latin, Spanish).
Classes are one level per period	NONE. Levels 5/AP and Level 4Honors/Academic A are each taught from the same curriculum but differentiated only in assignments and assessments.
Provide an extended	The Spanish program spans 5 years, beginning in grade 8.
Implement Key Instructional Practices	100% of all high school teachers follow key instructional practices as described.
Administer Standards-based , performance assessment(s)	The district administers a SOPI-like assessment to all world language students in level 3.
Yearly staff development	4 of the teachers completed study abroad trips with students. The same 4 teachers also completed a full day in-service on curriculum and technology training.
Membership in professional organizations	2 of the teachers are members of AATSP. 1 teacher is a member of AATG. 1 teacher is a member of AATF.
Provide special program features	French students maintain a Pen-Pal program in all levels. Spanish level 4 students take part in a dual credit program sponsored by Montgomery County Community College. Spanish students participate in international study abroad trips.



Honesdale High School
Wayne Highlands School District
Honesdale, PA
2020 - 2021

Jamie Brown, jbrown@whsdk12.com, 570-253-2046

Maintain high percentage of total world language enrollment	The total enrollment of Honesdale High School is 774 students. The number of students enrolled in World Languages is 280. $280/774 = .3617$. Therefore, 36.2% of high school students are enrolled in a world language.
Provide a variety of languages in a 4 year high school sequence	Honesdale High School has a 4-year sequence beginning in 9 th grade in French and Spanish.
Retain students at higher levels	Honesdale High School has 96 9 th graders in world languages and 11 students are enrolled at level 4 or above. 11% are retained. At this time Honesdale High School does not meet the 15% requirement.
Participate in AP, IB, level 5, and/or CIS program	Honesdale High School has an Advanced Placement Course in Spanish.
Schedule classes that are one level per period	Spanish is not split-level. French is a split-level course because it is online with a moderator in the classroom. Latin has a split-level course.
Provide an extended sequence instruction in at least one commonly taught language	Honesdale High School has full year daily language instruction in grades 9-12 in Spanish.
Implement Key Instructional Practices	Based on interviews and observations, 100% of the 4 high school teachers implement all four key instructional practices on average 94% of the time. See attached rationale.
Administer Standards-based, performance assessment(s)	Honesdale High School administers the AP Spanish Language and Culture Exam, a standard-based final exam assessment in Latin III following the proposed PA standards for classical languages, and a standards-based final exam assessment in French III following the ACFTFL Standards.
Engage in yearly staff development on world language topics	2 (50%) of our language teachers participated in the ACTFL 2019 Annual Convection and World Languages Expo. 3 of our language teachers participated in a 45-hour Study Group to realign our curriculum.
Maintain current membership in professional organizations	teachers are current members of professional organizations: Jamie Brown – PSMLA and ACTFL ¾ or 75% of World Language teachers are members of professional organizations.
Provide special program features	Students in Spanish classes, levels II, III, and IV traveled to Costa Rica for 8 days and toured the country practicing their speaking skills and learning about the culture.



Merion Mercy Academy
Lower Merion School District
Merion Station, PA
2015-20

Ms. Patricia Nowlan, pnowlan@merion-mercy.com (610) 664-6655 x 332

High percentage of world language enrollment	Language study is offered to every student at Merion Mercy Academy. 84.97% 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.
Retain students at higher levels	51.81% of students in 9 th grade at Merion Mercy Academy continue on to study language at level 4.
Participate in AP, IB, level 5, and/or CIS program	Merion Mercy Academy currently has one section of AP Spanish. In the current school year, no student enrolled in AP French, though we did offer it to students.
Schedule one level per period	The Language Department at Merion Mercy Academy does not have any multi-level (split) classes. In years where enrollment has required us to combine classes, there may have been a 4A class and an AP class that are scheduled at the same time. 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 class. One of these seven days, classes meet for an extended (block) period of instruction for an average of 39 class-minutes per day per cycle.
Implement Key Instructional Practices	100% of World Language teachers implement key instructional practices at Merion Mercy Academy.
Administer standards-based performance assessment	Merion Mercy Academy world language teachers conduct Oral Proficiency Interviews (based on the ACTFL OPI Scale) with all Level 1- 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, AATSP, AATF, and CAAS.
Provide special program features	We have many special program features at Merion Mercy Academy, 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.



North Allegheny Senior and Intermediate High School

North Allegheny School District

Wexford, PA

2020 - 2021

Marcie Good, mgood@northallegheny.org 724-934-7200

Maintain high percentage of total world language enrollment	We have 2 high school buildings the total of both buildings is 2387. 116 students are part of the vocational tech school exemption from language. This would mean 2271 students are eligible and 1940 are enrolled which is 85% of the student body
Provide a variety of languages in a 4 year high school sequence	We have level 4 or above in 4 languages: French, Latin, German, and Spanish.
Retain students at higher levels	More than 50% of students remain in languages level IV and above.
Participate in AP, IB, level 5, and/or CIS	We have CIS courses in honors level IV and above as well as AP in all four languages
Schedule classes that are one level per period	All courses are one level per class.
Provide an extended sequence instruction in at least one commonly taught language	We offer level 1 in grade 7 continuing to AP in grade 12.
Implement Key Instructional Practices	We follow PSMLA Key Instructional Practices at least 90% of the time.
Administer Standards-based, performance assessment(s)	We offer national tests at all levels in most languages as well as the AP exam in all languages.
Engage in yearly staff development on world language topics	9 out of 27 teachers participate in outside conferences and 100% of teachers participated in in-house workshops.
Maintain current membership in professional organizations	18/27 teachers belong to professional organizations, 66%
Provide special program features	Our Latin students participate in the Junior Classical League convention each year and have won it for the past 21 years. Our French department participated in a letter writing campaign to a hospital in France. The German department participates in the Three Rivers German Day Competition at Washington and Jefferson each year.



North Hills Senior High School

North Hills School District

North Hills, PA

2014 - 2021

Joe Deible, deiblej@nhsd.net, 412-318-1402 ext. 3132

High percentage of world language enrollment	62% of eligible students are enrolled in WL. $716 / 1,152 = 62\%$
Provide a variety of languages in a 4 year high school sequence	With a total eligible enrollment of 1,152 we have French, German, Latin, and Spanish in 5 year programs.
Retain students at higher levels	With 232 ninth graders and 217 4 th /5 th year students, we retain 93.5%
Participate in AP, IB, level 5, and/or CIS program	All 4 languages have year 4 CHS 1 and Year 5 CHS 2
Classes are one level per period	All classes are one level per period
Provide an extended	Students begin level 1 language in 8 th grade
Implement Key Instructional Practices	90% to 100% of world language teachers follow key instructional practices as described.
Administer Standards-based, performance assessment(s)	District-wide, standards-based assessment in all traditional language levels, non-traditional at 1 level.
Yearly staff development	100% of teachers attended in-house PD with Dr. Glisan, 78% attended outside PD = 78%
Membership in professional organizations	100% of teachers maintain current membership in professional organizations.
Provide special program features	North Hills has three program features to connect students to outside resources and provide language practice outside of the classroom: trips abroad, honor societies, and field trips.



Owen J. Roberts High School

Owen J. Roberts School District

Pottstown, PA

2013-2020

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

Maintain high percentage of total world language enrollment	Approximately 76% 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 high school has French, Spanish, Latin, and German all in a four year sequence. OJRHS has 1,646 students.
Retain students at higher levels	76 % of the students enrolled in a language in grade 9 continue 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	Courses with multi-level classes are only in LCT languages
Provide an extended sequence instruction in at least one commonly taught language	The sequential program for all world languages begins in grade 6
Implement Key Instructional Practices	All world language teachers provide instruction using the Four 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	50% of the World Language teachers participate in one outside workshop and inside workshop per year.
Maintain current membership in professional organizations	All World Language teachers belong to a professional organization.
Provide special program features	Students provide after school instruction for elementary level for French, Spanish, German, and Latin. Students are active in the Junior Classical League. Spanish students participate in Spanish Lunch where they practice speaking in Spanish.



Palisades High School

Palisades School District

Kintnersville, PA

2020 – 2021

Margit Neiman, Email mneiman@palisadesd.org, 215-920-9911

High percentage of world language enrollment	At Palisades, 57% of our total school enrollment (561 students) is enrolled in a World Language class (317 students).
Provide a variety of languages in a 4 year high school sequence	Palisades has French, German, and Spanish in a 5- year sequence of levels one, two, three, four, and Advanced Placement. There are 561 students in Palisades High School.
Retain students at higher levels	The retention rate at Palisades is 84%. (96 level 4 and AP students/ 114 9 th grade students). 84% of 9 th grade students continue to level 4 and above (Advanced Placement).
Participate in AP, IB, level 5, and/or CIS program	There is Advanced Placement (AP) in French, German & Spanish at Palisades.
Classes are one level per period	At Palisades, each language level is taught in its own class period. No languages are taught in multi-level (split) classes.
Provide an extended	Palisades has a 5-year sequential program beginning in 8 th grade for French, German & Spanish. We also have an articulated Spanish program that begins in kindergarten and continues through AP.
Implement Key Instructional Practices	100% of World Language teachers follow key instructional practices at Palisades.
Administer Standards-based, performance assessment(s)	istrict-wide standards based assessments are administered in AP in French, German and Spanish.
Yearly staff development	100% (4 of 4) of Palisades' World Language teachers participated in a full day local, state, or national conference per year in addition to at least one in-house World Language specific workshop (equivalent to a 5 hour day).
Membership in professional organizations	0% of Palisades' World Language teachers (4 of 4) each belong to at least one language organization including PSLMA, ACTFL, AATSP, AATF, and AATG.
Provide special program features	Palisades has strong French, German, & Spanish clubs. Additionally, we have bi-annual trips abroad and a Global Studies Pathway, as well as international pen pals.



Penncrest High School
Rose Tree Media School District
Media, PA
2012-2021

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

Maintain high percentage of total world language enrollment	73% of Penncrest students are enrolled in a World Language course
Provide a variety of languages in a 4 year high school sequence	French, Latin, Mandarin Chinese & Spanish are all offered in 4-year sequences
Retain students at higher levels	Over 76% of our students continue to level IV and AP
Participate in AP, IB, level 5, and/or CIS program	We have AP Chinese, French & Spanish
Schedule classes that are one level per period	No split-level courses for traditional languages. There are split-level courses of Latin*3/4 & Chinese* IV/AP (*exempt)
Provide an extended sequence instruction in at least one commonly taught language	World Language instruction in French & Spanish begins in 6 th grade
Implement Key Instructional Practices	100% of high school teachers implement key instructional practices
Administer Standards-based performance assessment(s)	Chinese, French & Spanish students complete oral proficiency interviews that are scored using a common, ACTFL-based rubric. All Latin students take the National Latin Exam
Engage in yearly staff development on world language topics	89% of WL teachers completed a half-day in-house WL professional development workshop.
Maintain current membership in professional organizations	100% of WL members maintain membership in at least 1 professional association.
Provide special program features	There are bi-annual exchange programs with France & Spain, as well as bi-annual immersion trips to Costa Rica, Quebec & China.



Pittsburgh Allderdice High School

Pittsburgh School District

Pittsburgh, PA

2005 - 2020

Jennifer Felton, jfelton1@pghboe.net, 412-529-8293

High percentage of world language enrollment	74% of total school enrollment is enrolled in a foreign language class
Languages in 4 year sequences	Spanish, French, Chinese, Japanese, and Portuguese are offered in our school, which has a total of 1,093 students out of 1,480 enrolled in a world language class.
Retain students at higher levels	47% of students continue with 4 consecutive years in high school
Participate in AP, IB, level 5, and/or CIS program	The district offers level 5 and 6 classes in Spanish, French, Chinese, and Japanese.
Schedule one level per period	There are no multi-level (split) world language classes per school in commonly taught languages.
Extended sequence	The Spanish and French programs expand 13 years starting in kindergarten.
Implement Key Instructional Practices	95% of world language teachers follow key instructional practices as described.
Administer standards-based performance assessment	District-wide, standards-based assessment in all languages taught.
Engage in yearly staff development on world language topics	100% of world language teachers participate in at least one full day local, state, or national world language conference per year <u>in addition to</u> at least one in-house world language specific workshop.
Membership in professional orgs	100% of world language teachers belong to a professional world language organization.
Provide special program features	World language programs outside of class include Japanese Speech Competition, Le Gran Concours, Speakathon, and Global Careers Forum.



Plymouth Whitemarsh High School

Colonial School District

Plymouth Meeting, PA

2017-2020

Rich Madel rmadel@colonialsd.org 484-802-2695

High percentage of world language enrollment	As of January, 2019, the total enrollment at Plymouth-Whitemarsh High School is 1,526. Of the total 2018-19 enrollment, 1089 students are enrolled in World Language classes. This represents 71.4% of the student body.
Languages in 4 year sequences	In the 2018-19 school year, Plymouth Whitemarsh High School's total enrollment was 1,526. We have 330 students enrolled in a World Language class at or above level four in each language of instruction offered (Spanish, French, Latin).
Retain students at higher levels	In 2018-19, Plymouth Whitemarsh High School has a total of 159 students enrolled in a level four class in Spanish, French, and Latin. In the same school year, 280 students are enrolled in a World Language in 9th grade. 159 divided by 280 demonstrates a retention rate of 57%.
AP, IB, level 5, and/or CIS program	In the 2018-19 school year, we have students enrolled in at least level five and an AP course in each language offered at PWHS. The courses that meet these criteria are: H Spanish 5, H Spanish 6, AP Spanish, H French 5, AP French, French Cult/Civ 5, H Latin 5, AP Latin. Madel, D'Annunzio, Blubaugh, Davidson, Madel and Kuszyk are each responsible for at least one of the aforementioned courses.
Schedule one level per period	In the 2018-19 school year, there are no language classes taught as split-level classes. Each class' curriculum is geared to only one level at a time.
Extended sequence	Language instruction begins with an exploratory experience in 6 th grade and continues with a proper full year of a student-selected language in grade 7. Spanish, French, Latin have levels 1A/1B, 2, 3H, 4H, 5H, AP as full-semester/full-credit courses in the High School. Each course meets for 64 minutes each day for a full semester (90 days). (Spanish is demonstrated as evidence.)
Implement Key Instructional Practices	In the judgment of Mike Azcona, Supervising Principal of the Department of World Languages, 100% of modern language teachers at PWHS employ 90% of the four key instructional practices on a consistent basis.
Administer standards-based performance assessment	All modern languages share a common proficiency-based Integrated Performance Assessment in levels 1 (Novice Mid) and 3H (Intermediate Low) that addresses ACTFL standards for communicative language teaching. Both assessments are evaluated using a common performance based rubric. Latin students participate each year in the National Latin Exam at the end of levels 1 through AP.
Engage in yearly staff development on world language topics	8/8 members of the department completed 5 hours of an outside conference (ACTFL OPI Training). 8/8 members of the department participated in at least 5 hours of in-house professional learning cohorts focused specifically on effective teaching strategies for World Languages.
Membership in professional orgs	Each member of the department (100%) is a member of a language-related professional organization during the 2018-19 school year.
Provide special program features	PWHS students participated in a Global Education and Outreach program in Guatemala from June 16-24 2018. PWHS hosted an Oral Proficiency Contest on Tuesday, February 27 th 2018 in which students from all over Montgomery County competed for recognition in various levels and languages. The Spanish and Latin Clubs organized a toiletry drive to support Grace Café and the homeless individuals who need their support. The donation bags were given with the evening meal on December 23 rd 2018. The Spanish, Latin and French Clubs participated in the donation drive.



Saucon Valley Senior High School
Saucon Valley School District
Hellertown, PA
2019-2020

Theresa Andreucci, Theresa.andreucci@svpanthers.org , 610-838-7001

High percentage of world language enrollment	45% of the Saucon Valley High School student population is enrolled in a World Language class.
Languages in 4 year sequences	We have 2 languages in a 4 year sequence for a school enrollment of 699 students (50 students go to vocational education part of each day).
Retain students at higher levels	We have 76 students in level 4 or higher and 138 students in 9 th grade. 55% Retention Rate
AP, IB, level 5, and/or CIS program	We have AP Spanish and AP French.
Schedule one level per period	There are no multi-level World Language classes.
Extended sequence	We have 6 years of French beginning in grade 7 and 6 years of Spanish beginning in grade 7.
Implement Key Instructional Practices	The World Language teachers incorporate ACTFL's 5 CORE PRACTICES for World Language Learning.
Administer standards-based performance assessment	Students take the AP test in French and Spanish. The test includes proficiency-based items.
Engage in yearly staff development on world language topics	2 (66%) of the teachers attended outside workshop/conference. All 3 teachers participated in an In Service Workshop that focused on developing speaking skills and incorporating culture. All 3 teachers participated in a PLC to determine 5 year World Language Goals.
Membership in professional orgs	3/3 or 100% of World Language teachers are members of PSMLA
Provide special program features	Spanish 3 students traveled to Spain during the summer of 2018. Spanish 4 students prepared and taught mini lessons to first graders. Students are enrolled in the PSMLA Global Scholars program and there is a Global Scholars Club.



Titusville High School
Titusville Area School District
Titusville, PA
2017 - 2020

Sandree Kozlowski (World Lang. Dept. Chair), skozlowski@gorockets.org, 814-827-2715 ext. 1203

High percentage of world language enrollment	38% of the students who currently attend Titusville High School are enrolled in a World Language class.
Languages in 4 year sequences	French, Spanish and German courses are offered and taught at Titusville High School, which has a population of 536.
Retain students at higher levels	
AP, IB, level 5, and/or CIS program	AP Spanish is taught currently at Titusville High School.
Schedule one level per period	There is only one multi-level World Language Class of French 3&4 this year at Titusville High School.
Extended sequence	The Spanish Program of study spans five years beginning in 8 th Grade.
Implement Key Instructional Practices	90% of the World Language Teachers follow key instructional practices as described.
Administer standards-based performance assessment	A District-Wide standards-based assessment IPA is administered in Level 1 French and Spanish.
Engage in yearly staff development on world language topics	One teacher attended two World Language conferences and all teachers attended In-House (In-Service) Professional Activities for ACT 48 Credit.
Membership in professional orgs	Two of the three High School Teachers are current members of professional world language organizations: PSMLA and ACTFL / AATG / AATF.
Provide special program features	Students in all French and German classes communicate frequently with their Pen pals in France and Germany. Both French and Spanish students practiced their French and Spanish at local restaurants. Our school also welcomes foreign visitors.



Upper Merion Area High School
Upper Merion Area School District
King of Prussia, PA
2019 – 2020

Dr. Andrew Kuhn, akuhn@umasd.org, 610- 291- 1763

High percentage of world language enrollment	58% of total school enrollment (674 of 1,159 students) is enrolled in a world language class at Upper Merion Area High School.
Provide a variety of languages in a 4 year high school sequence	Spanish, French, and German are offered through AP/Level 5 in our high school of 1,159 students.
Retain students at higher levels	188 students are enrolled in level 4 or higher. 239 ninth graders are enrolled in world language classes. This equates to .79 ratio of level 4 or higher students to ninth grade students in world language courses.
Participate in AP, IB, level 5, and/or CIS program	Upper Merion has Advanced Placement courses in Spanish, French, and German.
Classes are one level per period	There are no multi-level (split) world language classes taught at Upper Merion.
Provide an extended	6 years (sequential program begins in grade 7) are offered in Spanish, French, and German. All language classes (grades 7-12) meet every school day.
Implement Key Instructional Practices	Based on classroom observations, 90% or more of modern language instruction is in line with the Four Key Instructional Practices.
Administer Standards-based , performance assessment(s)	We use an interview protocol and associated rubric, correlated to ACTFL standards, across all 3 languages in levels 1-4. We use an AP rubric at level 5.
Yearly staff development	Five of seven teachers (71%) have evidence of professional development outside and inside the district related to the teaching of foreign languages.
Membership in professional organizations	Five of seven teachers (71%) are members of professional organizations related to the teaching of foreign languages.
Provide special program features	Our HS world language teachers organize and chaperone a biennial trip to a Spanish-speaking country, sponsor a trip to Quebec, and host a German exchange. We have honor societies for students in our Spanish, French, and German programs.



Upper Moreland High School

Upper Moreland Township School District

Willow Grove, PA

2009-2020

Jenny Lehman jlehman@umtsd.org 215-830-1568

High percentage of world language enrollment	The total number of students enrolled at Upper Moreland High School is 900. 564 high school students are enrolled in World Language courses, which is 62.6% 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 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 229. The total number of students enrolled in Levels IV and AP is 91. The retention rate is 39.7%.
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 in a block schedule format, 86 minutes on alternating days for the full school year, equaling 1 full credit toward graduation.
Schedule one level per period	There are no split level courses in German and Spanish. There is one split level course in French, where levels 4 and AP are combined, but one curriculum is taught to the entire group and flipped with a second curriculum the following year.
Extended sequence	We have Spanish as a special on a 6 day rotation schedule at the elementary level in grade 3, 4 and 5. We have Spanish every day for one full marking period (45 days) in grade 6. We have Exploratory French, German and Spanish in grade 7, and we have Level I for all three languages in grade 8. We have Levels I through AP at the high school for French, German and Spanish, thus we have a five year sequential program for all languages.
Implement Key Instructional Practices	90% 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 assessments 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	One World Language teacher attended the outside PSMLA Executive Council meeting. Three World Language teachers travelled abroad to Costa Rica. One World Language teacher attended the U of Penn Language Educator Symposium. One World Language teacher attended the iFLT Language Conference. One World Language teacher attended the EMC Syntalk consultation. One World Language teacher attended the January Immersion Course through Alliance Francaise. 100 percent of World Language teachers attended extensive in-house World Language specific district professional development between June 2017 and February 9, 2019.
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, ACTFL, FLENJ, NNELL and PSMLA.
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 abroad, language clubs and field trips.



Upper St. Clair High School

Pittsburgh, PA

2019-2020

Marc-Andre Clermont, mclermont@uscscd.k12.pa.us, 412-833-1600

High percentage of world language enrollment	Total school enrollment is 1398. The total number of high school students enrolled in a World Language class is 1194. 85.4% of students are enrolled in World Language courses. These totals do not reflect the option of precluded students.
Languages in 4 year sequences	A variety of languages are provided in a 4 -year high school sequence including level 5, IB, and AP courses in French, German, and Spanish. Latin and Chinese are provided in a 4-year sequence. Japanese is provided in a 3-year sequence. The high school enrollment is 1398.
Retain students at higher levels	107% of students continue to level 4 and above in our World Language classes. Twenty-one students are enrolled in two World Languages classes. $303 \div 282$ equals 107%.
Participate in AP, IB, level 5, and/or CIS program	We provide at least one AP, IB, and Level 5 class for every traditional language.
Schedule one level per period	There are no multi-level classes presented in the commonly taught languages.
Extended sequence	We provide an extended sequence of instruction in the commonly taught languages. Spanish is taught in grades 1 through 12. In addition, students begin an exploratory learning opportunity with French and German along with Spanish in fifth grade. Students may select any language of study in grade six. Sequences of languages continue through grade 12.
Implement Key Instructional Practices	90% of our World Languages teachers follow key instructional practices.
Administer standards-based performance assessment	We administer district-wide, standards-based assessments in all traditional languages taught at one language level.
Engage in yearly staff development on world language topics	90% of teachers participate in at least one full day of local, state, or national conferences as well as in-house World Languages specific workshops.
Membership in professional orgs	90% of the full time World Languages teachers belong to a professional organization.
Provide special program features	We provide special program features to connect to outside resources and to the world.



Vincentian Academy

Pittsburgh, PA

2019 – 2020

Beverly Buxareo, beverly.buxareo@vincentianacademy.org , 412-364-1616 x 506

High percentage of world language enrollment	Total students enrolled: 193. Total International students: 29 (enrolled in ELL), 193-29=164. Students enrolled in language classes: 146--146/164=89%
Languages in 4 year sequences	Spanish and French are taught in a 4-year sequence.
Retain students at higher levels	27 of 32 current freshmen are enrolled in a World Language class = 84%, 42 of 61 current seniors are enrolled in a World Language class = 69%
Participate in AP, IB, level 5, and/or CIS program	Students are enrolled in IB Spanish 3 and 4 level classes and IB French 3 and 4 level classes.
Schedule one level per period	No multi-level World language classes – all classes full period 1 credit classes
Extended sequence	Sequential program begins in elementary school in at least one language.
Implement Key Instructional Practices	100% of world language teachers follow key instructional practices as described, observed in classroom and assessments.
Administer standards- based performance assessment	School administers IB Oral and Written exams to 100% of IB Students.
Engage in yearly staff development on world language topics	75% of world language teachers participate in at least one full day state or national world language conference.
Membership in professional orgs	100% of world language teachers belong to a professional world language association.
Provide special program features	Students travel abroad for language study abroad programs on a yearly or bi-yearly basis. International club meets during 5 th period each month.

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 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 after one year.