

PSMLA Exemplary Program (PEP) Award

Showcase

2012

In honor of the national "2005 Year of Languages", PSMLA began showcasing Exemplary PA high school foreign language Programs. All PA high schools are invited to participate!

PEP schools are required to submit evidence to document that they meet the rigorous criteria established by PSMLA (see below). In addition, signatures of the superintendent, principal, and supervisor/department chair are required to attest to the accuracy of the information submitted.

PEP is *not* a competition; every school that sends provides the required evidence receives an award. **The goal of PEP is to provide a blueprint so that ALL PA high school world language programs become PEP Award programs.** All PA students deserve exemplary foreign language programs!

The two-year PEP awards are awarded in four categories:
Gold, Silver, Bronze, and Globe Awards.

Congratulations to all awardees!

See following:

- 2012 PEP Schools (listed by awards categories)
- Individual School Profiles (Listed alphabetically)
- Rationale for the PEP Program Indicators
- Notes to Parents and Administrators



GOLDEN Globe Awardees:

- **Academy of Notre Dame**, Radnor Township School District, Villanova 2005-06 🌐 2007-08 🌐 2009-10 🌐 2011-12 🌐
- **Camp Hill High School**, Camp Hill School District, Camp Hill, 2010-11 🌐 2012-2013 🌐
- **Gateway High School**, Gateway School District, Monroeville, PA 2010-11 🌐 2012-2013 🌐
- **Germantown Academy**, Fort Washington 2007-08 🌐 2009-10 🌐 2011-12 🌐
- **Pittsburgh Alderdice**, Pittsburgh Public Schools, Pittsburgh 2005-06 🌐 2007-08 🌐 2009-10 🌐 2011-12 🌐
- **Quaker Valley High School**, Quaker Valley School District Leetsdale, PA 2009-10 🌐 2011-12 🌐
- **Upper Moreland High School**, Upper Moreland Township School District, Willow Grove 2009-10 🌐 2011-12 🌐
- **Upper St. Clair High School**, Upper St. Clair School District, Upper St. Clair, PA 2005-06 🌐 2008-09 🌐 2012-13 🌐
- **Vincentian Academy**, Pittsburgh, PA 2005-06 🌐 2007-08 🌐 2011-12 🌐




SILVER Globe Awardees:

- **Hempfield Area High School**, Hempfield Area School District, Greensburg, PA 2011-12  2012-13 
- **Penncrest High School**, Rosetree Media School District, Media, PA 2005-06  2007-08  2009-10  2012-13 
- **Wilson High School**, Wilson School District, West Lawn, PA 2011-12 



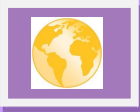
BRONZE Globe Awardees:

- **Deer Lakes High School**, Deer Lakes School District, Cheswick PA 2012- 2013 



GLOBE Awardees:

- **Boiling Springs Senior High**, South Middletown School District, Boiling Springs, PA 2012-13 🌐
- **Charleroi Area High School**, Charleroi Area School District, Charleroi, PA 2012-13 🌐
- **Dallastown Area High School**, Dallastown Area School District, Dallastown PA 2010-11, 🌐2012-13 🌐
- **Downingtown East High School**, Downingtown Area School District, Exton, PA 2012-13 🌐
- **Waynesboro Area Senior High School**, Waynesboro School District, Waynesboro, PA 2012-13 🌐



Academy of Notre Dame 2005-2012 Villanova, PA

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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, 94% of the students are currently taking French, Latin or Spanish. Of the high school enrollment 92% 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, Spanish and Latin.
Retain students at higher levels	98.9% of current grade 9 students are enrolled in WL class; 71% of current grade 12 students are enrolled in WL class.
Participate in AP, IB, level 5, and/or CIS program	The school offers one level 5 and one AP class in French and in Spanish, and AP Latin. Currently, students are enrolled in Spanish V, AP Spanish, French V and AP French courses.
Schedule one level per period	There are no multi-level classes in French or Spanish. In Latin (LCT) there is one combined Latin III and IV class with a curriculum that alternates every other year. Although French IV and French IV Honors meet at the same time, the same curriculum is taught with differentiated assessments.
Extended sequence	An extended sequence of instruction is offered in French, Latin and Spanish in grades 7-12. Sixth grade students experience the three languages in quarter rotation, but classes still meet every day.
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 taught at two benchmarks. The common assessments for French & Spanish are a written assessment for level 1 students and a writing assessment for all level 2 students. The level 2 Latin assessment relates to the PA Standards for Classical Languages.
Engage in yearly staff development on world language topics	67% 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; PSMLA Institutional Membership; 3 French teachers belong to the AATF; 5 Spanish teachers belong to the AATSP; the Latin teacher belongs to the CAAS.
Provide special program features	Notre Dame provides enrichment activities for French and Spanish students in after-school clubs meeting at least 5 times per year for each club. The Latin teacher has started a Greek club that meets three times per week. Notre Dame provides two extensive foreign travel opportunities: a bi-annual summer trip to France and Spain affording language students the opportunity to put their acquired skills into action (the last European trip was in June of 2009) and a Spanish exchange program with a private school in San Lorenzo de El Escorial, Spain. We are currently developing a similar French exchange program with a private school in Belgium. The entire department accompanied French and Spanish Levels IV, V and AP classes to the Philadelphia Art Museum in 2010 to see the Picasso exhibit. AP French and French 5 students attended the performance of the opera "Les Misérables" in January of 2010.



Boiling Springs High School

2012- 2013

Boiling Springs, PA

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Maintain high percentage of total world language enrollment	Curriculum requirement is that all students pass two consecutive years of the same world language. This normally results in completion of level three, as the first full year curriculum is offered in eighth grade. 61 percent of total student enrollment is in a foreign language class.
Provide a variety of languages in a 4 year high school sequence	French and Spanish are offered for a 5 year sequence in eleven courses. BSHS has a total student enrollment of 691 students. Twenty one are exempt due to IEP's = 670 required to take language
Retain students at higher levels	24% of students in a language in 9 th grade continue to level 4 and above
Participate in AP, IB, level 5, and/or CIS program	Students are in French and Spanish AP classes. These are level five courses. There is also enrollment in an additional Hispanic literature and culture class (level 4 is a prerequisite).
Schedule classes that are one level per period	All language courses are one level per period. There are no multi level classes.
Provide an extended sequence instruction in at least one commonly taught language	Sequential program begins in grade 8 (exploratory program in grade 6 and 7). Each curriculum offers 5 sequential levels of language learning. There is an additional Spanish (level 5) elective.
Implement Key Instructional Practices	All teachers follow key instructional practices as described. Curricula are intentionally culturally-based and students are engaged in communicative activities on a daily basis. Cooperative activities are designed to authentically use the target language and teachers use the target language an average of 93% of the class time.
Administer Standards-based , performance assessment(s)	All assessments are standards-based; there are frequent ongoing performance assessments per course in all languages taught but there is not a proficiency scale consideration.
Engage in yearly staff development on world language topics	One teacher engaged in a week-long AP language specific training in this past summer; two teachers achieved National Board Certification, one teacher presented at PSMLA in Oct. 2010, one attended a University of Pennsylvania Saturday workshop. All teachers participated in a two-day in-house workshop. Due to budget restraints, an effort was made to focus on in-house development rather than incur the external expenses. All department members participated in a two-day in-service (14 hours) 80%
Maintain current membership in professional organizations	1 teacher is a member of PSMLA; 3 teachers are members of the AATSP; 2 teachers are members of AATF. We maintain an institutional membership in ACTFL. This represents 100% membership for full time staff.
Provide special program features	Annual summer travel opportunities to France and Spain have been offered for past 5 of 6 years. Internships are offered for students with scheduling gaps or complete language sequence. Chapters of the National French and Spanish Honor Societies have been established at BSHS in 2009. Foreign language week activities include local community.



Camp Hill High School

Camp Hill, PA

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High percentage of world language enrollment	Total HS enrollment: 405, Total HS enrollment in WL: French- 76; German- 58; Latin- 74; Spanish- 84 TOTAL= 292, Percentage of students enrolled in WL = $292/405=72\%$
Languages in 4 year sequences	Total HS enrollment = 405 Students in Level 4 and 5: French- 19; German-18; Latin-17; Spanish-16= Total 70
Retain students at higher levels	9 th graders enrolled in WL: French- 28; German-17; Latin-20; Spanish -24 TOTAL= 89, Students enrolled in 4 and 5: Students in Level 4 and 5: French- 19; German-18; Latin-17; Spanish-16= TOTAL= 70, Percentage of students who continue 4+ years= $70/89 = 79\%$
Participate in AP, IB, level 5, and/or CIS program	Level 5 classes are offered in all 4 languages: French, German, Latin and Spanish
Schedule one level per period	None
Extended sequence	We offer all 4 languages beginning in grade 7. A six year sequence in all 4 languages.
Implement Key Instructional Practices	100% of WL teachers follow key instructional practices.
Administer standards-based performance assessment	Level 2 and level 4 students of French, German, and Spanish participate in the SOPI exam, developed by Pittsburgh City School District. Latin levels 2, 3, and 4 are assessed via the National Latin Exam.
Engage in yearly staff development on world language topics	All 4 teachers participated in at least one full day language specific workshop and a full day in-house workshop.
Membership in professional orgs	100% of WL teachers belong to 1 or more professional organizations.
Provide special program features	All 4 teachers offered cultural enrichment/language based trips abroad.



Charleroi Area High School

2012-2013

Charleroi, PA

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Maintain high percentage of total world language enrollment	The total enrollment of Charleroi Area High School is 531 students. The number of students enrolled in World Language classes is 251. As such, 47% of our students are enrolled in a world language.
Provide a variety of languages in a 4 year high school sequence	Charleroi Area High School has a total enrollment of 531 students and offers two languages, Spanish and French, in a four year high school sequence.
Retain students at higher levels	The school has a total of 68 ninth grade students enrolled in world language, with 24 students enrolled in level IV or above. Thus, 35% of our students are retained.
Participate in AP, IB, level 5, and/or CIS program	The district offers and runs a Level 5 course in Spanish only.
Schedule classes that are one level per period	Our school has two split level courses: Spanish IV/V and French III/IV. However, the French classes do follow one curriculum at this point.
Extended sequence instruction	Our district is able to offer Spanish I in the Middle School; so the students may take five years of Spanish from 8-12 grades.
Implement Key Instructional Practices	100% of world language teachers carry out 4 Key Instructional Practices as described.
Administer Standards-based performance assessment(s)	
Engage in yearly staff development on world language topics	Two teachers (100%) attended the Mon Valley Journey to Learn Conference. Additionally, the school had one world language specific workshop.
Membership in professional organizations	100% of our teachers belong to PSMLA.
Provide special program features	The French and Spanish Clubs meet monthly after school. The clubs participate in two community service projects each year (this year Leukemia/Lymphoma Society and the local humane society). Students have also participated and will participate again the California University of PA World Language Competition.



Dallastown Area High School 2010- 2013

Dallastown, PA

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Maintain high percentage of total world language enrollment	60% of total school enrollment is enrolled in a world language
Provide a variety of languages in a 4 year high school sequence	French, German, Japanese, Latin, and Spanish in 4 year sequence.
Retain students at higher levels	60% of students continue with 4 consecutive years.
Participate in AP, IB, level 5, and/or CIS program	The district offers one AP Spanish class.
Schedule classes that are one level per period	Only one split level class is offered.
Provide an extended sequence instruction in at least one commonly taught language	All 4 traditional languages begin in grade 8.
Implement Key Instructional Practices	80% of teachers implement Key Instructional Practices
Administer Standards-based , performance assessment(s)	Two IPAs per year are given in all modern language.
Engage in yearly staff development on world language topics	56% participate in in-house world language workshops or state world language conferences
Maintain current membership in professional organizations	56% belong to a professional language organization
Provide special program features	Travel abroad, world language clubs and a twinning program are offered.



Deer Lakes High School

2012-2013

Cheswick, PA

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Maintain high percentage of total world language enrollment	Deer Lakes has 60.0% of its students taking a World Language
Provide a variety of languages in a 4 year high school sequence	Deer Lakes HS population is 585 students. We offer Spanish and French through to level 5
Retain students at higher levels	97% of the 9 th students taking either Level I or Level II World Language progress to Level IV or above.
Participate in AP, IB, level 5, and/or CIS program	Deer Lakes have Level 5 in Spanish and French. Both courses allow students to earn college credit.
Schedule classes that are one level per period	All of our world language classes are one level per period
Provide an extended sequence instruction in at least one commonly taught language	We have 5 sequential years of world language (both French and Spanish) beginning in grade 8
Implement Key Instructional Practices	100% of the teachers implement the Key Instructional practices
Administer Standards-based , performance assessment(s)	All students in Level III world language classes are required to produce a PowerPoint presentation to demonstrate proficiency in communication.
Engage in yearly staff development on world language topics	Curriculum meetings were held for the world language department. All World Language teachers attended Two teachers attended their respective “College in the High School” programs at their associated university (Spanish – LaRoche and French – Univ. of Pittsburgh)
Maintain current membership in professional organizations	100% of the world language teachers belong to a professional world language organization.
Provide special program features	A trip to Spain during the summer of 2011 allows world language students to practice their communication skills.



Downingtown EAST High School

2012-2013

Exton, PA

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Maintain high percentage of total world language enrollment	Our total World Language enrollment is 95.63 %.
Provide a variety of languages in a 4 year high school sequence	French, German and Spanish are offered in a 6-year sequence. Latin is offered in a 4-year sequence.
Retain students at higher levels	Our retention rate is 78.74 %
Participate in AP, IB, level 5, and/or CIS program	We offer AP courses in French, German and Spanish.
Schedule classes that are one level per period	There are NO split classes that are applicable. Any multi-level classes are Less Commonly Taught languages or upper level courses, which are exempted.
Provide an extended sequence instruction in at least one commonly taught language	Sequential program begins in grade 7 in three languages. Classes meet daily for 49 minutes.
Implement Key Instructional Practices	80 % of World Language teachers implement key instructional practices as described. Calculation is based on classroom visitations.
Administer Standards-based , performance assessment(s)	We assess standards frequently using assorted prompts and rubrics and administer standardized mid-term and final exams district-wide. We are submitting mid-term exams for Levels III and IV of French, German, Spanish and Latin and Levels I and II of Japanese.
Engage in yearly staff development on world language topics	55 % of our teachers participated in World Language specific conferences/seminars, graduate courses and in-house in-service.
Maintain current membership in professional organizations	52 % of our teachers (based on 11.6 full positions) are members of professional organizations
Provide special program features	In the past 2 years our students have engaged in: French exchange, shoe collection for Honduras, educational travel to Spain and Italy



Gateway High School

2011-2012

Monroeville, PA

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Maintain high percentage of total world language enrollment	57% of total school enrollment is enrolled in a foreign language class
Provide a variety of languages in a 4 year high school sequence	Spanish, French, German and Latin are offered to a student population of 1,369
Retain students at higher levels	66% of students in a language in 9 th grade continue to level 4 or 5
Participate in AP, IB, level 5, and/or CIS program	Advanced Placement is offered in Spanish, French, German and Latin
Schedule classes that are one level per period	No multi-level classes are taught
Provide an extended sequence instruction in at least one commonly taught language	Spanish, French, German, and Latin each offer 5 years beginning in grade 8.
Implement Key Instructional Practices	90% of world language teachers follow key instructional practices
Administer Standards-based , performance assessment(s)	Oral proficiency assessment administered to all level 3 and 5 students in Spanish, French, and German. All Latin students take National Latin Exam.
Engage in yearly staff development on world language topics	100% of world language teachers participated in one in-house workshop equivalent to 5 hours and one full day WL conference
Maintain current membership in professional organizations	100% of world languages teachers belong to PSMLA
Provide special program features	Student Ambassadors to Uruguay, World Cup Tournament, Language Club



Germantown Academy

2007-2012

Fort Washington, PA

Mrs. Maryanne J. Boettjer

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High percentage of world language enrollment	All students are required to complete through Level 3. Most continue through senior year. Total enrollment in world language courses is 95%.
Languages in 4 year sequences	We offer French /Spanish/ Latin 1, 2, 2H, 3, 3H, 4, 4H, 5, 5H, French AP Language and Spanish AP Language and Literature.
Retain students at higher levels	All freshman take a world language = 100% Total enrollment of seniors in level 4 or above world language classes = 74/121 or 61% . Total number of juniors enrolled in level 4 or above world language classes = 69 /117 or 59% .
Participate in AP, IB, level 5, and/or CIS program	In French we offer 5 and AP Language . In Spanish we offer 5, AP Language and AP Literature . In Latin we offer 5 and 5 Honors .
Schedule one level per period	The only multi-level class we have is French 4-5, because of fewer students at that level. The curriculum is taught to the entire group and alternates with a second curriculum the following year.
Extended sequence	Germantown Academy instituted a formal Lower School Spanish Program in 2010-2011. Beginning in Kindergarten, all grades levels have a minimum of 60 minutes per week of Spanish. In 6 th Grade (Middle School) a student selects the language they will study through Level 3--French, Latin or Spanish.
Implement Key Instructional Practices	It is department philosophy to use the target language in French and Spanish classes--hence there is 100% compliance. Students regularly engage in paired or group activities, and an oral/aural component is part of each assessment. Culture is an integral part of our curriculum—it is presented and discussed in class, and it is part of assessments.
Administer standards-based performance assessment	We administer a SOPI-like assessment to all Level 3 and 4 French and Spanish students. Out Latin Level 4 and 5 students do a portfolio project that relates culture and language, and requires a finished product-- essay, translations, construction of a model or bulletin board, etc.
Engage in yearly staff development on world language topics	92% of our teachers participated in a 5-hour in-service program. 85% attended an outside conference/workshop for one day or more.
Membership in professional orgs	100% of our teachers belong to one or more professional organizations.
Provide special program features	World language students publish a literary journal each spring-- <i>Voyager</i> . We offer a trip to France or Spain each June. We use local resources such as museums and the International French School to engage our students in the study of the culture, art, and history of regions where the target language is spoken.



Hempfield Area HS

2009-2013

Greensburg, PA

Jan Stewart Email: stewartj@hasdpa.net Phone: 724-834-9000

Maintain high percentage of total world language enrollment	54.9% of total school enrollment is enrolled in a foreign language class.
Provide a variety of languages in a 4 year high school sequence	We have a four-year sequence in French, German and Spanish. We have a three-year sequence in all five languages including Japanese and Latin.
Retain students at higher levels	55.2% of our students in 9 th grade continue to level 4 and above.
Participate in AP, IB, level 5, and/or CIS program	We have two level 5 classes, one AP French class, and one AP Spanish class.
Schedule classes that are one level per period	We have no multi-level world language classes per school in commonly taught languages.
Provide an extended sequence instruction in at least one commonly taught language	French and Spanish I begin in 6 th grade affording students the opportunity to continue to advanced levels in high school.
Implement Key Instructional Practices	The high school principal, Mrs. Kathy Charlton, has signed the document to affirm that 100% of modern language instruction is in line with the Four Key Instructional Practices.
Administer Standards-based , performance assessment(s)	Standards-based SOPI is administered in French and Spanish in 8 th grade and Level 3 and Level 5 at the high school. The SOPI is administered in Level 3 German & Japanese and assessments that meet at least one of the proposed PA standards for classical languages are administered in Latin 1 & 3.
Engage in yearly staff development on world language topics	Outside professional development such as PSMLA, IUP, and others: 70% In-house in-service professional development: 100%
Maintain current membership in professional organizations	90% of the World Language teachers are members of a professional organization.
Provide special program features	World Language students participate in more than 3 activities which engage students outside of the classroom.



Penncrest High School
2005-06, 2012-13
Media, PA

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Maintain high percentage of total world language enrollment	74% of our students are enrolled in World Language.
Provide a variety of languages in a 4 year high school sequence	We offer French and Spanish level 1 through AP and Latin level 1 through 4.
Retain students at higher levels	There are 344 9 th graders enrolled in World Language. 160 students are enrolled in level 4 and AP language: 47%.
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	Our first year language courses are offered as level 1 or 2. This is addressed with differentiated activities and assessment in Latin and Mandarin, as well as the first semester of French I and Spanish I. Second semester French I and Spanish I offer some curriculum compacting allowing the level 1 students to accelerate ahead. Latin III & IV are also combined, but exempt as a LCT language.
Provide an extended sequence instruction in at least one commonly taught language	After a sixth grade Spanish and French flex program, students begin study of either French or Spanish in 7 th grade. They may continue their study through the AP level.
Implement Key Instructional Practices	70% of World Language teachers implement key instructional practices as described. In addition, monthly department meetings include Best Practices sharing.
Administer Standards-based , performance assessment(s)	SOPI –like interview conducted by interviewers independent of the RTM school district for all modern languages for senior courses: French/Spanish AP V students. Ratings based on ACTFL scale; Latin IV students participate in the National Etymology exam.
Engage in yearly staff development on world language topics	Over 90% of World Language teachers completed at least 1 full day of outside World Language workshops. 100% of World Language teachers completed at least 1 full day of in-house World Language workshops and/or curriculum development.
Maintain current membership in professional organizations	We administer the National Language exams for all languages, all levels annually. 100% of teachers are members of their respective language associations. One teacher is a member of PSMLA and ACTFL.
Provide special program features	We offer bi-annual exchange trips to France and Spain. Also there are bi-annual cultural immersion trips to Costa Rica and Quebec. Alternating summer immersion trips to Italy and China are also offered.



Pittsburgh Allderdice High School 2005-2012

Pittsburgh Public Schools , Pittsburgh
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High percentage of world language enrollment	Total enrollment = 1,332 Total World Language enrollment = 961 % of students enrolled in World Languages = 72%
Languages in 4 year sequences	Allderdice offer 5 languages: --Spanish & French – Levels 1-6 --German – Levels 2-5 --Chinese and Japanese – Levels 1-4
Retain students at higher levels	Total grade 9 enrollment in all languages = 264 students Total enrollment in levels 4, 5, & 6, in all languages = 192 students The comparative % enrolled in all languages = 72.7 %
Participate in AP, IB, level 5, and/or CIS program	Students are currently enrolled in AP Spanish, French, & German Language. Students are currently enrolled in AP Spanish & French Literature.
Schedule one level per period	There are 4 sections using alternating curriculum to promote proper instructional sequencing. (German 2/3 & 4/5; French 5/6)
Extended sequence	Pittsburgh Allderdice provides Spanish instruction in grades 9, 10, 11, & 12. Pittsburgh Liberty K-5 provides Spanish instruction from K-5 Pittsburgh Obama 6-12 provides Spanish instruction in grades 6-12 (Many students return to Pittsburgh Allderdice, which is the natural feeder pattern, for grades 9-12 Pittsburgh Colfax K-8 ALA provides Spanish instruction in grades 3-8 (inclusive)
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 and Distinguished Exams. The rating corresponds to the ACTFL Scale.
Engage in yearly staff development on world language topics	Outside: 8/10 = 80% In-House = 10/10 = 100%
Membership in professional orgs	Every teacher belongs to at least 1 professional organization = 10/10 = 100%
Provide special program features	1.Academic WorldQuest-An annual knowledge-based competition with questions focusing on international affairs, current events, the global economy, geography, world history, languages, world religions, global health, etc. Year-long preparation, including individual summer reading; 2.Pen Pal Project-Two Allderdice Spanish teachers and three of their classes (approximately 65 students) correspond, in Spanish, with Ivonne Lopez and her Spanish students from Antilles H.S. in Ft. Buchanan, Puerto Rico. On-going since October, 2010 3.Regional Seminar- “Pittsburgh is Going Global:Where do I Fit In?-A Hispanic Perspective”--Allderdice Spanish students (approximately 75-100) researched and discussed material, prepared questions for, and dialogued with the Keynote and break-out session leaders. Each leader presented a different aspect of or connection to the Pittsburgh Hispanic community or the Hispanic community, at-large. September-October, 2010



QUAKER VALLEY HIGH SCHOOL

2009-2012

Leetsdale, PA

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Maintain high percentage of total world language enrollment	64% of total school enrollment is enrolled in a world language class.
Provide a variety of languages in a 4 year high school sequence	French and Spanish are offered in a 4-year sequence. German program is building, with German III offered next year and German IV the following year.
Retain students at higher levels	65% of 9 th grade students continue to level 4 and above
Participate in AP, IB, level 5, and/or CIS program	College in High School Intermediate French, Pre-AP Spanish, and AP Spanish are offered at the high school level.
Schedule classes that are one level per period	All world language classes meet for one hour each day of the school year, with no multi-level classes scheduled.
Provide an extended sequence instruction in at least one commonly taught language	6 years of sequential study is offered in French and Spanish, and will be offered in German in 2013.
Implement Key Instructional Practices	90% of world language instruction is based on key instructional practices
Administer Standards-based , performance assessment(s)	District-wide, standards-based assessments in all languages taught in level III.
Engage in yearly staff development on world language topics	100% of teachers engaged in one full day outside workshop, and at least one in-house world language specific workshop and training. The district offered numerous in-house workshops for the world language department, lead by experts in curriculum development.
Maintain current membership in professional organizations	PSMLA Institutional Membership for Quaker Valley High School, 2011
Provide special program features	School sponsored student travel to Ecuador and the Galapagos Islands; French Club: Conversation et Camaraderie, weekly conversational table at local bistro; volunteers monthly at The World Vision International Distribution Center, raised \$4,000 for Promise Packs, built the packs and wrote individual notes to Haitian students; French teacher volunteered in Haiti and set up pen pal partnership with EBAC Orphanage; over \$400 raised for Holiday Bags for Haitian Orphans; on-line beginning classes of critical languages offered to students through Rosetta Stone; Spanish and German Clubs meet on a monthly basis



Upper Moreland High School

2009-2012

Willow Grove, PA

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High percentage of world language enrollment	The total number of students enrolled at Upper Moreland High School is nine hundred ninety five (995). Five hundred fifty-six (556) high school students are enrolled in world language courses, which is 55.9% of the total student population.
Languages in 4 year sequences	French, German and Spanish courses are offered in a five-year sequence. Level I is offered for all three languages beginning in grade 8, and level I is offered in Spanish at the high school. Levels II through AP are offered 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 thirteen (213). The total number of students enrolled in levels IV and AP is seventy seven (77). The retention rate is 36.2%.
Participate in AP, IB, level 5, and/or CIS program	AP courses are offered in French, German and Spanish at Upper Moreland High School. All AP courses meet five days per week for a full school year
Schedule one level per period	There are no split level courses in French, German or Spanish. Due to a scheduling conflict, the French IV course is listed for the same class period as AP French. The AP French student is completing the coursework independently with the teacher, not during the scheduled French IV class period.
Extended sequence	Exploratory French, German and Spanish are offered in grade 7, and Level I is offered for all three languages in grade 8. Levels II through AP are offered at the high school for French, German and Spanish, thus a five year sequential program is offered in all languages.
Implement Key Instructional Practices	100 % of all world language teachers implement key instructional practices.
Administer standards-based performance assessment	District-wide, standards-based common assessments in French, German 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	All world language teachers maintain membership in professional organizations, including PSMLA, AATG and MCATFL.
Membership in professional orgs	The total number of world language teachers is 8, and all teachers belong to a professional organization.
Provide special program features	100 % of all world language teachers implement key instructional practices.



Upper St. Clair High School 2005-06, 2008-09, 2012-13

Upper St. Clair, PA

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Maintain high percentage of total world language enrollment	84% of total school enrollment is enrolled in a WL class
Provide a variety of languages in a 4 year high school sequence	Spanish, German, French are 5-yr. sequence; Latin and Chinese, 4 yrs.; Japanese, 3 yrs. Total enrollment is 1418.
Retain students at higher levels	117% continue to levels 4 and above; 40 take 2 or more WLs.
Participate in AP, IB, level 5, and/or CIS program	French, German and Spanish offer IB 4 and 5 (and some students choose AP 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	Spanish is offered in grades 1 - 12. French and German begin exploratory in 5th (in addition to Spanish) and students choose level one French, German, or Spanish continuation in 6th. Sequences go to 12th grade.
Implement Key Instructional Practices	95% of instruction is in line with Key Instructional Practices as described.
Administer Standards-based, performance assessment(s)	A SOPI-like assessment is given to all 9th graders in French, German, and Spanish. An OPI is administered to all 11th and 12th graders in French, German, and Spanish. Latin 4 students are also assessed in oral proficiency.
Engage in yearly staff development on world language topics	54% of teachers attend conferences (ACTFL, Ed First, IB, AATF) or earn credits (WLs in Germany). Teachers have WL devoted professional development.
Maintain current membership in professional organizations	92% belong to a professional organization.
Provide special program features	CCA international marketing project w. Bayer; GAPP exchange w. German partner school; language clubs such as German Club



Vincentian Academy

2005-2008; 2011-2012

Pittsburgh, PA

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Maintain high percentage of total world language enrollment	87% 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 213 students.
Retain students at higher levels	82% of students in Spanish in 9 th grade continue to level 4 and IB Spanish 4.
Participate in AP, IB, level 5, and/or CIS program	IB Spanish is offered at the Junior and Senior level.
Schedule classes that are one level per period	All 4 year sequenced classes are one level per class.
Provide an extended sequence instruction in at least one commonly taught language	The Spanish program spans 4 years, beginning in 9 th grade. In addition, 83% of students come from feeder schools that offer Spanish at least 60 minutes/week from 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 the PSMLA conference in the last school year and two attended the PSMLA and ACTFL conference in this school year
Maintain current membership in professional organizations	100% of teachers are members of PSMLA, 66% are members of ACTFL.
Provide special program features	All students traveled to “Splendors of the Vatican” at Heinz History Center. Level 2, 3, 4 students completed lessons in Spanish while at the museum. Long term partnership with Sister School in Xi’an China. Level 3 and 4 students use edmodo regularly



Waynesboro Area Senior High School

2012-2013

Waynesboro, PA

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Maintain high percentage of total world language enrollment	54% of students are enrolled in language classes.
Provide a variety of languages in a 4 year high school sequence	French, German, Latin & Spanish are taught with all in 4 year sequence.
Retain students at higher levels	Our current rate is 8.67%
Participate in AP, IB, level 5, and/or CIS program	WASD offers level 5 classes in German & Spanish and AP/5 in French
Schedule classes that are one level per period	No multi-level classes in French or Spanish
Provide an extended sequence instruction in at least one commonly taught language	4 years, grades 9 thru 12 in all 4 languages; 5 levels in German, French & Spanish are offered.
Implement Key Instructional Practices	90% of world language classes are taught using the key practices
Administer Standards-based , performance assessment(s)	N/A
Engage in yearly staff development on world language topics	80% to 100% of world language teachers participate in one in-house language specific workshop each year.
Maintain current membership in professional organizations	WASD has an Institutional Membership to PSMLA. Our Latin teacher is a member of JCL. Thus 4 out of 7 belong to a professional organization.
Provide special program features	Latin, French and Spanish offer travel to Europe or Latin America in even numbered years. Language clubs exist for all 4 world languages. German Oktoberfest. World languages take a field trip to Washington, D.C. annually to visit the National Gallery.



Wilson High School

2011-2012

West Lawn, PA

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Maintain high percentage of total world language enrollment	51% of the student population is enrolled in a world language class
Provide a variety of languages in a 4 year high school sequence	French, German and Spanish are offered in a 5 year sequence. Chinese is offered in a 3 year sequence.
Retain students at higher levels	57% of students continue with at least a 4 year sequence of language study.
Participate in AP, IB, level 5, and/or CIS program	The district offers level 5 classes in French, German and Spanish
Schedule classes that are one level per period	There are no multi-level classes taught in our district.
Provide an extended sequence instruction in at least one commonly taught language	5 year sequence- Language study begins in 8 th grade.
Implement Key Instructional Practices	100% of teachers follow Key Instructional practices as described
Administer Standards-based , performance assessment(s)	District-wide, standards-based assessment in all languages taught
Engage in yearly staff development on world language topics	89% of teachers participate in 1 full day local workshop as well as 1 in-house workshop
Maintain current membership in professional organizations	We have an institutional membership to PSMLA and some teachers have additional memberships.
Provide special program features	We have offered study tours to Germany, France and Spain for over 30 years.

11 Indicators	<i>Rationale for PEP Indicators</i>
Maintain high percentage enrollment	✓ Standards are for all students , not just the academic/economic elite. All students should attain world language standards.
Provide choice of languages in a 4 year high school sequence	<ul style="list-style-type: none"> ✓ US society is diverse. Programs should reflect this diversity within reason. ✓ Students may be more motivated to attain standards with a language of their choosing.
Retain students at higher levels	<ul style="list-style-type: none"> ✓ See above ✓ 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.
AP , IB, level 5 classes, and/or College in the High School programs	<ul style="list-style-type: none"> ✓ Same as above ✓ These programs challenge students to reach higher levels.
Schedule classes that are one level per period	✓ Time on task is critical for attainment of standards. Multi-level (or split) classes often result in students receiving a half a period.
Offer an extended sequence of instruction in at least one commonly taught language	✓ 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)
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 understand. ✓ 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 the key ones.
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	✓ 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 program 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.