

# *PSMLA Exemplary Program (PEP) Award*

## *Showcase*

*2013*

In honor of the national "2005 Year of Languages", PSMLA began showcasing Exemplary PA high school foreign language Programs (PEP). 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. 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 PEP SCHOOLS!***

On the following pages see:

- 2013 PEP Schools (listed by award categories)
- Individual School Profiles (Listed alphabetically)
- Rationale for the PEP Program Indicators
- Notes to Parents and Administrators



## ***GOLDEN Globe Awardees:***

- **Abington Senior High School, Abington, 2013-14** 🌐
- **Academy of Notre Dame, Villanova**  
2005-06 🌐 2007-08 🌐 2009-10 🌐 2011-12 🌐 2013-14 🌐
- **Camp Hill High School, Camp Hill,**  
2010-11 🌐 2012-2013 🌐
- **Gateway High School, Monroeville,**  
2010-11 🌐 2012-2013 🌐
- **Germantown Academy, Fort Washington**  
2007-08 🌐 2009-10 🌐 2011-12 🌐 2013-14 🌐
- **J.R. Masterman Laboratory/Demonstration School, School District of Philadelphia, Philadelphia, 2013-2014** 🌐
- **Owen J. Roberts High School, Pottstown, 2013-2014** 🌐
- **Pittsburgh Alderdice, Pittsburgh Public Schools, Pittsburgh**  
2005-06 🌐 2007-08 🌐 2009-10 🌐 2011-12 🌐 2013-14 🌐
- **Upper Moreland High School, Willow Grove**  
2009-10 🌐 2011-12 🌐 2013-14 🌐
- **Upper St. Clair High School, Upper St. Clair**  
2005-06 🌐 2008-09 🌐 2012-13 🌐



### **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 🌍 2012-13 🌍
- **Wilson High School**, Wilson School District, West Lawn, PA 2011-12 🌍 2013-14 🌍



### **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 🌐
- **Cumberland Valley High School**, Mechanicsburg, 2013-14 🌐
- **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 🌐
- **Seneca Valley Intermediate/Senior High School**, Harmony, PA 2013-14 🌐
- **Waynesboro Area Senior High School**, Waynesboro School District, Waynesboro, PA 2012-13 🌐



# Abington Senior High School

## 2013-2014

### Abington, PA

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High percentage of world language enrollment	73.1% (1666/2279) of school population is enrolled in World Language in grades 9-12.
Languages in 4 year sequences	With a 9-12 district enrollment of 2279, we offer Spanish, French, and German in a 6 year sequence of courses culminating in AP language courses. We offer Latin in a 4 year sequence. We offer Mandarin 3 (we are in the 3 <sup>rd</sup> year of implementation of Mandarin Chinese. In 2013-2014, we will offer level 4.
Retain students at higher levels	In 9 <sup>th</sup> grade, there are 441 WL students. In level 4 and above, we have 433 WL students. There is a retention rate of 98.1%.
Participate in AP, IB, level 5, and/or CIS program	We offer French, Spanish and German AP courses and AP Latin in independent study.
Schedule one level per period	French, German, Latin and Spanish courses are independently scheduled at all levels. Mandarin Chinese 1 and 2 are combined in ASHS and separated in AJHS to allow for ASHS students to begin the sequence in Mandarin Chinese. No other classes are split or multi-level.
Extended sequence	Level 1 instruction begins in 7 <sup>th</sup> grade for 45 minutes daily in French, Spanish, German and Mandarin Chinese. Level 1 instruction in Latin begins in ASHS.
Implement Key Instructional Practices	Through classroom observations based on the criteria included in the observation rubric of target language use by teacher and students, interaction with the language for communicative purposes and culture as the base for the lesson development, it was determined that 95.2% (20/21) of teachers grades 9-12 use the key instructional practices on a daily basis.
Administer standards-based performance assessment	While all mid-terms and final exams follow the same structure of measuring the four domains, the January mid-term for level 3 in Spanish, French and German and June final exam for level 1 in Spanish, Chinese, German and French are aligned among languages. Each exam has a section for interpretive listening, interpretive reading, presentational writing and interpersonal speaking with each section weighing 25%. The writing and speaking rubrics are proficiency-based by level from the Fairfax County Schools, VA PALS.
Engage in yearly staff development on world language topics	100% of staff participated in a district World Language staff development workshop on 8/30/12 on curriculum implementation. 18/21 (85.7%) teachers participated in local and national WL conferences during 2012. Abington purchased access to two ACTFL webinar series to use during district professional development time. The first series addressed the three modes of communication and the second series addressed teaching in the target language. Each webinar was 1 hour long for a total of 6 hours.
Membership in professional orgs	15 teachers in grades 9-12 are members of a WL professional organization out of 21= 71.4%.
Provide special program features	The World Language Department participates regularly in extra-curricular activities involving world language competitions, world language clubs and world language in the community.



# Academy of Notre Dame

2005-2014

Villanova, PA

Mrs. 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 Grades 6-12. Of the total enrollment, 95% of the students are currently taking French, Latin or Spanish. Of the high school enrollment 93% of the students are studying one or more of the languages.
Languages in 4 year sequences	At the Academy of Notre Dame sequential programs begin in grade 6 and continue through grade 12 in French and Spanish (Levels 4, 5 and AP in each language). In the high school Latin 3 and 4 are offered this year and Latin 4/AP will be offered next year to complete the language requirement. Latin 1 and 2 are offered as elective courses.
Retain students at higher levels	100% of current grade 9 students are enrolled in a WL class; 72.6% 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 school offers AP Latin and one level 5 and one AP class in French and in Spanish. Students are enrolled in all five classes.
Schedule one level per period	There are no multi-level classes in Spanish. Because of scheduling problems, in French there is one student enrolled as a French 3 Honors student in the French 3 class and one student enrolled as a French 4 Honors student in the French 4 class. In Latin (LCT) there is one combined Latin 4 and AP Latin class. In each case the curriculum is the same but more challenging assessments are given to the students in the higher level course.
Extended sequence	An extended sequence of instruction is offered in French and Spanish in Grades 7-12. Students in Gr. 6 experience the two languages in semester rotation with classes meeting three times per 6-day cycle. Students in Grades 7 and 8 meet five times per 6-day cycle. Latin 3 and 4 are offered to complete the language requirement in the high school. High school language classes meet daily.
Implement Key Instructional Practices	100% of modern world language teachers implement key practices.
Administer standards-based performance assessment	The school administers standards-based assessments in all modern languages taught at two benchmarks. The common assessment for French and Spanish is a written assessment for level 1 students. The level 3 Latin assessment relates to the PA Standards for Classical Languages.
Engage in yearly staff development on world language topics	100% of World Language teachers completed at least 5 hours of outside professional development. 100% of World Language teachers completed at least 5 hours of in-house professional development.
Membership in professional orgs	100% of world language teachers belong to one or more professional world language organizations; 2 belong to PSMLA; 2 French teachers belong to the AATF and 1 belongs to ACTFL; 6 Spanish teachers belong to the AATSP; the Latin teacher belongs to the American Philological Association.
Provide special program features	Notre Dame provides enrichment activities for French and Spanish students in clubs meeting during the activity period once a month. Notre Dame provides two extensive foreign travel opportunities that alternate: a bi-annual summer trip to France and Spain and a bi-annual service trip to Costa Rica. Notre Dame offers an annual Spanish exchange program with a private school in San Lorenzo de El Escorial, Spain.



## Boiling Springs High School

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 <sup>th</sup> 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

2012- 2013  
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 <sup>th</sup> 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.



# Cumberland Valley High School

2013-2014

Mechanicsburg, PA

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Maintain high percentage of total world language enrollment	The total enrollment of Cumberland Valley High School is 2576. The number of students enrolled in World Language courses is 1402. Therefore, 54% of high school students are enrolled in a World Language.
Provide a variety of languages in a 4 year high school sequence	The Cumberland Valley School District offers a 6-year sequence in Chinese, French, German, and Spanish. Latin is offered in a 4-year sequence.
Retain students at higher levels	Cumberland Valley High School has a total of 513 ninth grade students enrolled in a World Language, with 245 students enrolled in Level IV or above. Therefore, 48% of our students are retained.
Participate in AP, IB, level 5, and/or CIS program	Cumberland Valley High School offers Advanced Placement courses in Chinese, French, German, Latin, and Spanish. International Baccalaureate courses are offered in French, German, and Spanish.
Schedule classes that are one level per period	There are no curricular (split) multi-level classes in French, German, Latin, or Spanish at the Cumberland Valley High School. Although French/German/Spanish AP and IB SL Year 1 courses appear combined, the same curriculum is taught with differentiated assessments. In Chinese (LCT,) there is one combined Honors Chinese IV/AP Chinese V class.
Provide an extended sequence instruction in at least one commonly taught language	Cumberland Valley School District offers full year daily language instruction in grades 7-12 in Chinese, French, German, and Spanish. Latin is offered at the high school for grades 9-12. Middle school students receive an introduction to all 5 languages in a 20 day rotation, but classes still meet daily.
Implement Key Instructional Practices	Of the 12 World Language teachers at Cumberland Valley High School, 8 teachers implement all four key instructional practices 100% of the time. Four teachers implement the key instructional practices 75% of the time. On average, all teachers implement the four key instructional practices 92% of the time.
Administer Standards-based , performance assessment(s)	Cumberland Valley High School administers Advanced Placement oral and written assessments tied to the national ACTFL scale in all five languages offered; Chinese, French, German, Latin, and Spanish.
Engage in yearly staff development on world language topics	91% of the World Language teachers at Cumberland Valley High School participated in a 6 hour in-house in-service with content specific to World Language instruction. 26% of teachers completed World Language specific conferences delivered externally.
Maintain current membership in professional organizations	61% of the World Language teachers at Cumberland Valley High School belong to a professional World Language organization.
Provide special program features	Educational travel opportunities were organized for Chinese, French*, German, Latin, and Spanish students. May 2012, Latin students competed in the Classics Festival at Dickinson College. This participation involved weeks of project and competition preparation, followed by a full day of events on the day of the festival. Students who had completed a minimum of 3years of language study planned lessons and provided beginning language instruction to elementary 4 <sup>th</sup> and 5 <sup>th</sup> grade students. *French trip canceled due to insufficient enrollment.



# 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 <sup>th</sup> 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 <sup>th</sup> 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

2007-2014

Fort Washington, PA

Mrs. Maryanne J. Boettjer [Maryanne.Boettjer@germantownacademy.org](mailto:Maryanne.Boettjer@germantownacademy.org) Phone: 267-405-7301

Maintain high percentage of total world language enrollment	Total school enrollment = 501 for the academic year 2012-2013. 454 students are enrolled in world language classes, for an enrollment percentage of 90.4%.
Provide a variety of languages in a 4 year high school sequence	We offer level 4 (as well as 5) in French, Latin and Spanish. We are adding a new level of Chinese each year as well (currently offer Chinese 1 and 2, will offer Chinese 3 in 2013-2014).
Retain students at higher levels	118 of our 119 9th graders are enrolled in either level 1 or level 2 of a language. It is typical that juniors and seniors are in level 4 classes, while only seniors are in level 5 classes. Combining all of those students, we have 144 students in levels 4 and above.
Participate in AP, IB, level 5, and/or CIS program	We offer Latin 5 and 5 Honors, French 5 and AP French, Spanish 5 and AP Spanish.
Schedule classes that are one level per period	The only multi-level class we have is French 4-5 (that meets in B Block), because of fewer students at that level. The curriculum is taught to the entire group and alternates with a second curriculum the following year.
Provide an extended sequence instruction in at least one commonly taught language	All students in Lower School (pre-K to 5) take Spanish. In Middle School Spanish A, B, and C are offered (the three year program is equivalent to Level 1) and students then enter Level 2 or 2 Honors in Upper School.
Implement Key Instructional Practices	It is department philosophy to use the target language in Chinese, French German and Spanish classes--hence there is 95-100% compliance. Students regularly engage in pair and group work, and do presentations to their classmates. Culture is an integral component of all courses.
Administer Standards-based performance assessment(s)	All level 3 French and Spanish students took a SOPI-like assessment in January 2013, which was evaluated according to the ACTFL proficiency guidelines. All level 2, 3 and 4 Latin students participated in a unit on classical poetry that involved translating, memorizing a poem in the Latin meter and a public recitation of the poem.
Engage in yearly staff development on world language topics	All high school world language teachers attended at least a one-day conference/workshop outside of school (most attended ACTFL for two or three days), all attended at least one of our in-house curricular mapping workshops and 11 out of 13 participated in both workshops.
Maintain current membership in professional organizations	We have an Institutional Membership for PMSLA for 2013. All K-12 World Language teachers are members of MCATFL (the Montgomery County Association of Teachers of Foreign Language in 2012-2013. All full-time high school teachers are members of their professional organization--AATF or AATSP.
Provide special program features	We have chapters of the National French and Spanish Honor Societies. Many students participate in regional and national world language contests. We offer field trips and in-house events for world language students. We publish a world language magazine each spring.



**Hempfield Area HS**  
**2009-2013**  
**Greensburg, PA**

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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 <sup>th</sup> 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 <sup>th</sup> 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 <sup>th</sup> 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 PSMILA, 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.



**J.R. Masterman Laboratory/Demonstration School**  
**School District of Philadelphia**  
**2013-2014**  
**Philadelphia, PA**

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

High percentage of world language enrollment	83% of the high school population is enrolled in world language class.
Languages in 4 year sequences	French and Spanish are offered at our school, we have a total high school enrollment of 419 students.
Retain students at higher levels	121% of our students continued with 4 consecutive years in high school (compared to current 9 <sup>th</sup> grade enrollment).
Participate in AP, IB, level 5, and/or CIS program	We offer AP French and AP Spanish at our school.
Schedule one level per period	There are no multi-level, (split) world language classes at our school in commonly taught languages.
Extended sequence	Our 5 years sequential program begins in 8th grade, in both French and Spanish.
Implement Key Instructional Practices	100% of world language teachers implement key instructional practices as described.
Administer standards-based performance assessment	Masterman uses a standards-based assessment (Socratic Seminar) in both French and Spanish.
Engage in yearly staff development on world language topics	Two teachers attended ACTFL Nov. 2012, and one teacher attended a TPRS workshop Aug. 2012.
Membership in professional orgs	1 teacher is a member of ACTFL, 1 teacher is a member of PSMLA, 1 teacher is a member of AATF, and 2 teachers are members of AATSP.
Provide special program features	French students took the Grand Concours levels 1, 2, 3, 5. Spanish students took the National Spanish Test levels 1, 2, 3. French 3 students have pen pals in Antibes.



# Owen J. Roberts High School

2013-2014

Pottstown, PA

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

Maintain high percentage of total world language enrollment	83% of the high school students are enrolled in a world language class.
Provide a variety of languages in a 4 year high school sequence	Latin, French, Spanish, and German are all offered in a four year sequence. OJRHS has 1511 students.
Retain students at higher levels	72% of students in grade 9 continue in a language to level 4 and above.
Participate in AP, IB, level 5, and/or CIS program	The OJRHS offers AP French, AP Latin and AP Spanish
Schedule classes that are one level per period	All classes at OJRHS are single level classes for world language instruction
Provide an extended sequence instruction in at least one commonly taught language	The sequential program for world languages begins in grade 7.
Implement Key Instructional Practices	All world language teachers provide instruction using the 4 Key Instructional Practices over 90% of the time.
Administer Standards-based , performance assessment(s)	All World language students have a standards based assessment at two benchmark levels.
Engage in yearly staff development on world language topics	All world language teachers participate in at least one full day local or regional professional development in addition to at least one in-house world language specific workshop.
Maintain current membership in professional organizations	50% of the OJRHS world language teachers belong to a professional organization.
Provide special program features	Students provide after school instruction at one elementary school for French, Spanish, and German. World language students have opportunities to travel to other countries. Students are inducted into individual Language Honor Societies in the spring for all four languages offered.



# Pittsburgh Allderdice High School

2007- 2014

Pittsburgh PA

Mina T. Levenson

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Phone: 412-422-4848

High percentage of world language enrollment	Total enrollment = 1,340 Total World Language enrollment = 938 % of students enrolled in World Languages = 70%
Languages in 4 year sequences	Allderdice offer 5 languages: -Spanish & French – Levels 1-4, 5 AP, 6 CAS/AP -German – Levels 4 CAS/AP -Chinese Levels 1-4 PSP -Japanese – 1-5 AP
Retain students at higher levels	Total grade 9 enrollment in all languages = 276 students, Total enrollment in levels 4, 5, & 6, in all languages = 144 students The comparative % enrolled in all languages = 52 %
Participate in AP, IB, level 5, and/or CIS program	Students are currently enrolled in AP Spanish, French, Japanese, and German Language and in AP Spanish & French Literature.
Schedule one level per period	There are 2 sections using alternating curriculum to promote proper instructional sequencing. (French 5 AP/6 CAS [gifted], one section Spanish 5/6 AP, French 3/4 PSP [Scholars], and 3/4 CAS [gifted] are grouped by ability)
Extended sequence	<b>Pittsburgh Allderdice</b> provides Spanish instruction in grades 9 - 12. <b>Pittsburgh Liberty K-5</b> provides Spanish instruction from K-2 and <b>Pittsburgh Colfax K-8</b> 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	All Pittsburgh Allderdice teachers participated in outside workshops/conferences: 11/11 = 100% The percentage for inservices is 10/11 =91%
Membership in professional orgs	Every teacher belongs to at least 1 professional organization = 11/11 = 100%
Provide special program features	1. Kizuna (Bond) Exchange Program (student exchange program with Japan via an accord between the U.S. Japanese governments) 2. 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. Regional winners 2012 & 2013. National placement 7 <sup>th</sup> -2012 3. Le Gran Concours and High School Japanese Speech Competition



# Seneca Valley High School

HARMONY, PA

2013-2014

Andrea Coates Email: coatesal@svsd.net Phone: 724-452-6041 ext. 1215

Maintain high percentage of total world language enrollment	Fifty-nine percent of the total student population is enrolled in world language courses. World Language students: 1362 / Total students: 2274
Provide a variety of languages in a 4 year high school sequence	French, German, Latin and Spanish are offered in a five-year sequence. Seneca Valley has a total student enrollment of 2,274.
Retain students at higher levels	Thirty-three percent or more of students in language in 9 <sup>th</sup> grade continue to level 4 and above.
Participate in AP, IB, level 5, and/or CIS program	Spanish is offered at level five. Advanced Placement courses are offered for French, German, Latin and Spanish.
Schedule classes that are one level per period	There are no multi-level classes taught.
Provide an extended sequence instruction in at least one commonly taught language	Seneca Valley offers five years of sequential learning in French, German, Latin and Spanish beginning in the 8 <sup>th</sup> grade.
Implement Key Instructional Practices	One hundred percent of teachers implement Key Instructional Practices as described.
Administer Standards-based , performance assessment(s)	
Engage in yearly staff development on world language topics	Ninety percent of world language teachers participated in two in-house world language specific workshops totaling seven and one half hours.
Maintain current membership in professional organizations	One hundred percent of Seneca Valley world language instructors belong to professional world language organizations.
Provide special program features	Seneca Valley School District world language teachers offer three program features. 1. German American Partnership Program. 2. Travel to Germany, Austria, Italy Switzerland. 3.Travel to Costa Rica. 4. World Language Club.



# Penncrest High School

**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 <sup>th</sup> 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 <sup>th</sup> 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.



# Upper Moreland High School

2009-2014

Willow Grove, PA

Contact Person: Jenny Lehman Email: [jlehman@umtsd.org](mailto:jlehman@umtsd.org) Phone: 215-830-1568

High percentage of world language enrollment	The total number of students enrolled at Upper Moreland High School is nine hundred eighty-nine (989). Five hundred eighteen high school students are enrolled in World Language courses, which is 52.4% of the total student population.
Languages in 4 year sequences	French, German, and Spanish courses are offered in a five year sequence. Students choose their language of study after a rotation through French, German, and Spanish in seventh grade. Level I is offered for all three languages beginning in grade 8 and Level I is offered in Spanish at the high school. Level II through AP are offered for all three languages at the high school.
Retain students at higher levels	The total number of 9 <sup>th</sup> graders enrolled in a World Language class is two hundred eight (208). The total number of students enrolled in Levels IV and AP is eighty-nine (89). The retention rate is 42.7%.
Participate in AP, IB, level 5, and/or CIS program	AP courses are offered for all World Languages (French, German and Spanish) at Upper Moreland High School. All AP courses in French, German and Spanish meet five days per week for a full school year.
Schedule one level per period	There are no split level courses in any of our world language classes. All scheduled World Language classes are one level per 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. Level I is also offered for Spanish at the high school, and 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	99 percent of all World Language teachers implement key instructional practices. The percentage is based upon regular classroom visitations and observations.
Administer standards-based performance assessment	District-wide, standards-based common online 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	100 percent of World Language teachers attended at least one full day of the ACTFL Conference. All World Language teachers meet for committee and district in-service days throughout the school year.
Membership in professional orgs	There are eight World Language Teachers in Upper Moreland School District. 100 percent of World Language Teachers belong to a professional organization, including AATG, MCATFL and PSMLA.
Provide special program features	World Language students participate in various cultural and educational activities that immerse them in the target language. Special programs include student exchanges, trips to foreign countries, language clubs and field trips.



## Upper St. Clair High School

**2005-06, 2008-09, 2012-13**

Upper St. Clair, PA

Deanna Baird Email: fraubaird@aol.com Phone: 412-606-4719

Maintain high enrollment	84% of total school enrollment is enrolled in a WL class
Provide a variety of languages	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 one level per period	There are no multi-level classes.
Provide an extended sequence instruction	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 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	54% of teachers attend conferences (ACTFL, Ed First, IB, AATF) or earn credits (WLs in Germany). Teachers have WL devoted professional development.
Maintain current memberships	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



## Waynesboro Area Senior High School

2012-2013

Waynesboro, PA

Bonita H Horse, bonita\_horsey@wasd.k12.pa.us Phone: 717-762-1191 ext-2224

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

**2011-2014**

**West Lawn, PA**

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Maintain high percentage of total world language enrollment	53.6% of total school enrollment is enrolled in a world language class.
Provide a variety of languages in a 4 year high school sequence	Chinese, French, German and Spanish are offered in a 5 year sequence.
Retain students at higher levels	75% of students continue on to upper level language classes.
Participate in AP, IB, level 5, and/or CIS program	AP Chinese Language and Culture is offered. Level 5 courses are offered in German, French and Spanish.
Schedule classes that are one level per period	We offer Spanish for Native Speakers 1 and 2 in the same class period. This is due to enrollment numbers. We know that the needs of native speakers are different from non-natives and feel that they are best served in their own class. All other Spanish classes in addition to French, Chinese and German are not in multi-level classes.
Provide an extended sequence instruction in at least one commonly taught language	Language study begins in 8 <sup>th</sup> grade. Students receive 50 minutes of daily instruction in our middle school programs.
Implement Key Instructional Practices	100% of teachers follow the Key Instructional Practices.
Administer Standards-based , performance assessment(s)	We give two common standards-based assessments. One is at the end of level 1 and the other at the end of level 2.
Engage in yearly staff development on world language topics	67% of teachers participate in local, state or national world language conferences in addition to at least one in house workshop.
Maintain current membership in professional organizations	4 out of 9 teachers (44%) have memberships in professional organizations.
Provide special program features	We had a Global Expo ( <a href="https://sites.google.com/a/share.wilsonsd.org/global/">https://sites.google.com/a/share.wilsonsd.org/global/</a> ) for our school and community. We have a Global Academy for students interested in languages and cultures. We have a World Language Scholars Association. Chinese students participate in speech competition.

11 Indicators	<i>Rationale for PEP Indicators</i>
Maintain high percentage enrollment	✓ Standards are <b>for all students</b> , 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"> <li>✓ US society is diverse. <b>Programs should reflect this diversity</b> within reason.</li> <li>✓ Students may be more motivated to attain standards with a language of their choosing.</li> </ul>
Retain students at higher levels	<ul style="list-style-type: none"> <li>✓ See above</li> <li>✓ Exemplary programs <b>maintain student interest</b> to continue their study</li> <li>✓ Schools with high academic expectations for students will <b>arrange student schedules to avoid conflicts</b> that otherwise might prevent them from taking higher level classes.</li> </ul>
AP , IB, level 5 classes, and/or College in the High School programs	<ul style="list-style-type: none"> <li>✓ Same as above</li> <li>✓ <b>These programs challenge students</b> to reach higher levels.</li> </ul>
Schedule classes that are <b>one level per period</b>	✓ <b>Time on task is critical for attainment of standards.</b> 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	✓ <b>A minimum of 3 -5 five years are needed</b> (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"> <li>✓ <b>use the target language 90%</b> in most classes in a comprehensible way</li> <li>✓ <b>engage students in pair and small group communicative activities</b></li> <li>✓ <b>encourage/require students to express their own meanings</b></li> <li>✓ <b>integrate culture</b> into daily instruction</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Time on task is critical</b> Students must be immersed in the target language as much as possible in every class period.</li> <li>✓ Teachers must speak the target language—but it is critical that <b>students understand.</b></li> <li>✓ Without pair and small group activities in the target language, students have insufficient speaking practice to attain the Communication Standard</li> <li>✓ Students will not attain proficiency if the main emphasis of instruction is grammar and if the only speaking that occurs is memorized.</li> <li>✓ <b>Cultural knowledge is essential to effective communication.</b></li> </ul> Although there are many other best practices for effective world language instruction, we believe that these are the key ones.
<b>8. Administer standards-based, performance assessment that cuts across languages</b>	<ul style="list-style-type: none"> <li>✓ There can be no standards-based program without <b>a valid, reliable assessment that cuts across languages</b> to determine student progress in attaining standards.</li> <li>✓ To be valid and reliable have <b>outside verification of results using a common measurement tool</b> such as the ACTFL Scale.</li> </ul>
9. Engage in <b>yearly staff development</b>	✓ As professionals, teachers must maintain and improve their knowledge and skills. Educators must model the concept of “life-long learning”.
10. Maintain <b>membership in professional organizations</b>	<ul style="list-style-type: none"> <li>✓ As professionals, teachers must <b>stay abreast of the research</b> in the field, standards implementation, new materials, etc.</li> <li>✓ Through their membership, teachers <b>support the work of their professional organizations.</b></li> </ul>
11. Provide special program features <b>beyond the classroom</b> environment	<ul style="list-style-type: none"> <li>✓ These special program features may support the national standards areas: Communications, Cultures, Connections , and Communities</li> <li>✓ Special programs/projects/activities tend to increase student motivation and participation in world language programs</li> </ul>

### **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.