

PSMLA Exemplary Program (PEP) Award

Showcase

2014

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:

- 2014 PEP Schools (listed by award categories)
- Individual School Profiles (Listed alphabetically)
- Rationale for the PEP Program Indicators
- Notes to Parents and Administrators




GOLDEN GLOBE AWARDS:

- **Abington Senior High School, Abington,** 2013-14 🌐
- **Academy of Notre Dame,** Villanova, PA 2005-06 🌐 2007-08 🌐 2009-10 🌐 2011-12 🌐 2013-14 🌐
- **Germantown Academy,** Fort Washington, PA 2007-08 🌐 2009-10 🌐 2011-12 🌐 2013-14 🌐
- **J.R. Masterman Laboratory/Demonstration School,** School District of Philadelphia, Philadelphia, PA 2013-2014 🌐
- **Owen J. Roberts High School,** Pottstown, PA 2013-2014 🌐
- **Penncrest High School,** Rosetree Media School District, Media, PA 2005-06 🌐 2012-13 🌐 2014-15 🌐
- **Pittsburgh Allderdice,** Pittsburgh Public Schools, Pittsburgh, PA 2005-06 🌐 2007-08 🌐 2009-10 🌐 2011-12 🌐 2013-14 🌐
- **Upper Moreland High School,** Willow Grove 2009-10 🌐 2011-12 🌐 2013-14 🌐





SILVER GLOBE AWARDS:

- **Boiling Springs Senior High**, South Middletown School District, Boiling Springs, PA 2012-13  2014-15 
- **Chartiers Valley High School**, Chartiers Valley School District, Bridgeville, PA 2014-15 
- **Vincentian Academy**, Pittsburgh, PA 2006-07,  2008-09 
2014-15 
- **Wilson High School**, Wilson School District, West Lawn, PA 2011-12  2013-14 



BRONZE GLOBE AWARDS:

- **J.P McCaskey High School**, School District of Lancaster, Lancaster, PA 2014 - 2015 
- **North Hills High School**, North Hills School District, 2014 - 2015 



GLOBE Awards:

- **Cumberland Valley High School**, Mechanicsburg, PA 2013-14 🌐
- **Gateway High School**, Gateway School District, Monroeville, PA 2010-11 🌐 2012-2013 🌐 2014-2015 🌐
- **Keystone Oaks**, Keystone Oaks School District, Pittsburgh, PA 2014-2015 🌐
- **Seneca Valley Intermediate/Senior High School**, Harmony, PA 2013-14 🌐
- **Waynesboro Area Senior High School**, Waynesboro School District, Waynesboro, PA 2012-13 🌐 2014-15 🌐



Abington Senior High School 2013-2014 Abington, PA

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

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 rd year of implementation of Mandarin Chinese. In 2013-2014, we will offer level 4.
Retain students at higher levels	In 9 th grade, there are 441 WL students. In level 4 and above, we have 433 WL students. There is a retention rate of 98.1%.
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 th grade for 45 minutes daily in French, Spanish, German and Mandarin Chinese. Level 1 instruction in Latin begins in ASHS.
Implement Key Instructional Practices	Through classroom observations based on the criteria 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.
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.



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

Mr. Michael D. Bogdon Email: mdb2@smsd.us Phone: (717)-258-6484 ext. 1200

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



Chartiers Valley High School

Chartiers Valley School District

2014 -2015

Contact Person: Karen Belcastro Email: kbelcastro@cvsd.net Phone: 412-429-2273

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



Cumberland Valley High School

2013-2014

Mechanicsburg, PA

Christina Stoshack Email: cstoshack@cvschools.org Phone: (717) 506-3455

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 th and 5 th grade students. *French trip canceled due to insufficient enrollment.



GATEWAY SCHOOL DISTRICT

2011 - 2015

Contact Person: Paul Doonan Email: pdoonan@gatewayk12.org Phone: 412-373-5740

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



Germantown Academy

2007-2014

Fort Washington, PA

Mrs. Maryanne J. Boettjer 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.



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

Jean M. Copeland Email: 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 th 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.



J.P. McClaskey High School

School District of Lancaster

2014-2015

Lancaster, PA

Contact Person: Alison Browning Email: ambrowning@lanaster.k12.pa.us Phone: (717) 291-6211 ext. 30294

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



Keystone Oaks High School

Keystone Oaks School District

Pittsburgh PA

2014-2015

Contact Person: Dr. Michele Lowers Email: lowers@kosd.org Phone: 412-571-6000 ext. 1207

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



North Hills High School

North Hills School District

2014-2015

North Hills, PA

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

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



Owen J. Roberts High School

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.



Penncrest High School
Rose Tree Media School District
2012-15
Media, PA

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

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



Pittsburgh Allderdice High School

2007- 2014

Pittsburgh PA

Mina T. Levenson

Email: mlevenson1@pghboe.net

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	Pittsburgh Allderdice provides Spanish instruction in grades 9 - 12. Pittsburgh Liberty K-5 provides Spanish instruction from K-2 and Pittsburgh Colfax K-8 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 th -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 th 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 th 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.



Upper Moreland High School

2009-2014

Willow Grove, PA

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

High percentage of world language enrollment	The total number of students enrolled at Upper Moreland High School is nine hundred 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 th 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.



Vincentian Academy

2014 - 2015

Pittsburgh, PA

Contact Person: Beverly Buxareo Email: Beverly.buxareo@vincentianacademy.org Phone: 412-364-1616 ext. 208

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



Waynesboro Area Senior High School

2012-2015

Waynesboro, PA

Bonita H. Horsey, bonita_horsey@wasd.k12.pa.us Phone: 717-762-1191 ext-2224

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



Wilson High School

2011-14

West Lawn, PA

Michelle Campbell Email: cammica@wilsonsd.org Phone: 610-670-0180 ext 5051

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 th 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 (https://sites.google.com/a/share.wilsonsd.org/global/) 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	Rationale for PEP Indicators
1. Maintain high percentage enrollment	<ul style="list-style-type: none"> Standards are for all students, not just the academic/economic elite. All students should attain world language standards.
2. Provide choice of languages in a 4 year high school sequence	<ul style="list-style-type: none"> U.S. society is diverse. Programs should reflect this diversity within reason. Students may be more motivated to attain standards with a language of their choosing.
3. Retain students at higher levels	<ul style="list-style-type: none"> Exemplary programs maintain student interest to continue their study Schools with high academic expectations for students will arrange student schedules to avoid conflicts that otherwise might prevent them from taking higher level classes.
4. AP, IB, level 5 classes, and/or College in the High School programs	<ul style="list-style-type: none"> Exemplary programs challenge students to reach higher levels of proficiency and encourage students to continue language study K-16
5. Schedule classes that are one level per period	<ul style="list-style-type: none"> Time on task is critical for attainment of standards. Multi-level (or split) classes often result in students receiving a half a period.
6. Offer an extended sequence of instruction in at least one commonly taught language	<ul style="list-style-type: none"> A minimum of 3 -5 five years are needed (in a 5 period per week standards-based program) for most students to attain an Intermediate Low level of speaking proficiency (ACTFL Scale)
<p>7. Implement key practices</p> <ul style="list-style-type: none"> use the target language 90% in most classes in a comprehensible way engage students in pair and small group communicative activities encourage/require students to express their own meanings integrate culture into daily instruction 	<ul style="list-style-type: none"> Time on task is critical. Students must be immersed in the target language as much as possible in every class period. Teachers must speak the target language—but it is critical that students comprehend what is said. Without pair and small group activities in the target language, students have insufficient speaking practice to attain the Communication Standard Students will not attain proficiency if the main emphasis of instruction is grammar and if the only speaking that occurs is memorized. Cultural knowledge is essential to effective communication. Although there are many other best practices for effective world language instruction, we believe that these are key.
8. Administer standards-based, performance assessment that cuts across languages	<ul style="list-style-type: none"> There can be no standards-based program without a valid, reliable assessment that cuts across languages to determine student progress in attaining standards. To be valid and reliable have outside verification of results using a common measurement tool such as the ACTFL Scale.
9. Engage in yearly staff development	<ul style="list-style-type: none"> As professionals, teachers must maintain and improve their knowledge and skills. Educators must model the concept of “life-long learning”.
10. Maintain membership in professional organizations	<ul style="list-style-type: none"> As professionals, teachers must stay abreast of the research in the field, standards implementation, new materials, etc. Through their membership, teachers support the work of their professional organizations.
11. Provide special program features beyond the classroom environment	<ul style="list-style-type: none"> These special program features may support the national standards areas: Communications, Cultures, Connections , and Communities Special programs/projects/activities tend to increase student motivation and participation in world language programs

Note To Parents:

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

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

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

PSMLA hopes that all high schools across the Pennsylvania will be eligible to receive one of the four levels of PEP awards. Unfortunately, many schools do not meet the criteria. We hope that the 11 PEP program indicators will provide a blueprint for improvement in the coming years. While some of the program indicators may have some cost associated with them, many do not. Instead, they are indications of a strong academic program that focuses on best instructional practices (pedagogy) and national world language standards for all students. The No Child Left Behind legislation lists world language education as a “core subject”. PSMLA believes that **we all have a responsibility to make sure that no child is left behind when it comes to learning –and becoming proficient in—a foreign language.**

Disclaimer:

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

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

