PSMLA Exemplary Program (PEP) Awards

Application Overview Packet for ONLINE Submission

2023

This PEP Application Overview Packet Contains:
1. Directions for ONLINE submissions
2. Application Check- off list
3. PEP Rubric
4. How to Determine Your Program Award Level
5. Sample completed PEP Rubric that shows how an award is determined
6. Sample website PEP SHOWCASE page - see www.psmla.org for current awardees
7. Sample Oral Proficiency Rubric that is tied to the ACTFL Scale

PEP Application Forms and Materials are posted at www.psmla.org, Awards, PEP Awards:
- ✦ **Form A**: School contact information and required signatures (sign in blue ink)
- ✦ **Form B:** Blank PEP Rubric page, insert 11 brief descriptors in the appropriate row & column
- ✦ **11 Indicator Cover Pages**, one per Indicator, with rationale, definitions, and listing of required evidence.

ONLINE Application Check-off List

_____ **At least one (1) PSMLA membership is required**. For PEP, PSMLA **new or renewed** memberships must **PAID by January 15th.** If using a school invoice, process it well in advance of the due date.

Submit 13 Files online:
File 1: _____ (School information) Type in the required the information on **Form A** and then make a HARD COPY for the REQUIRED SIGNATURES. Make sure the signatures are in **BLUE INK**. SCAN the completed form and save as a PDF file.

File 2:_____ (Completed Rubric) Type in the columns/rows on **Form B** of your school's PEP Rubric. If an award is given, this information will be reformatted, cut, and pasted into the PEP Showcase on the PSMLA website. Make sure description is brief and accurate. **DO NOT** save it as a PDF file! Save it as a <u>Word Document</u> or <u>Rich Text Format</u>.

Files 3 -13: _____(11 PEP Indicators)
1. Each **PEP INDICATOR FILE must include the COVER PAGE** and all supporting evidence in the order that it appears on the cover page. Save the **COVER PAGE** and supporting Evidence as **one PDF file**.
2. Repeat the same process for each of the 11 PEP INDICATORS
3. When the signature of the principal is needed – make a hard copy and ask your principal to sign it in blue ink. Scan it and include it with the appropriate indicator as evidence.
4. Please make sure all pages are saved right side up**!**

Be sure that:
_____ key information is highlighted. Math is shown. Abbreviations/acronyms are explained.
_____ individual student names are blackened out.
_____ you only submit the last (summary) page of numbered computerized student enrollment forms.
_____ you retain a copy of everything submitted, in the event that the materials are lost. _____ you send the application via Email to mina.levenson@gmail.com. You will receive a confirmation email that the application was received. The application must be received on or before **Saturday, February 11, 2023.** However, we suggest you email the application several days before the due date in case there are any issues.

If the file is too large to email, consider sending it as a ZIP File. If that doesn't work, divide the application in half and send it two separate emails. Make sure you alert us to expect two separate emails.

Failure to provide any of the required information (marked in a clear and consistent manner as specified above) will disqualify the entry. The school may resubmit the entry (with appropriate updated changes) the following year.

If you have any questions, contact the PEP HOTLINE at: Mina.Levenson@gmail.com

Mina Levenson, Chair

2023 PEP RUBRIC

To receive an award, a high school must meet or exceed **8 of 11** program indicators in a column. Only a Globe Award may have 1 indicator off the PEP Rubric.	Golden Globe Award	Silver Globe Award	Bronze Globe Award	Globe Award
1. Maintain high percentage of total world language enrollment	90% to 100% of total school enrollment is enrolled in a foreign language class	77% to 89 % of total school enrollment is enrolled in a foreign language class	56% to 76 % of total school enrollment is enrolled in a foreign language class	35% to 55 % of total school enrollment is enrolled in a foreign language class
2. Provide a variety of languages in a four (4) year high school sequence	1 language for schools with fewer than 350 students. 2 languages for 350 to 700, 3 languages per 701 to 1000, and 1additional language for each additional 1000 students (All in four year sequence)	1 language for schools with fewer than 350 students. 2 languages for 350 to 700, 3 languages per 701 to 1500, and 1additional language for each additional 1000 students in at least a 3 year sequence	1 language for schools with fewer than 350 students. 2 languages for 350 to 700, 3 languages per 701 to 1500, and 1 more language for each additional 1000 students in at least a 2 year sequence	1 language for schools with fewer than 350 students. 2 languages for 350 to 700 students, 3 languages per 701 and above students
3.Retain students at higher levels	50% or more of students in a language in 9th grade continue to level 4 <u>and</u> above	40% to 49% of students in a language in 9th grade continue to level 4 <u>and</u> above	30% to 39% of students in a language in 9th grade continue to level 4 <u>and</u> above	15% to 29% of students in a language in 9th grade continue to level 4 <u>and</u> above
4. Participate in AP, IB, level 5, and/or CIS program	At least one such class for every traditional language offered	At least one such class for every traditional language offered	At least two such classes	At least one such class
5. Schedule classes that are one level per class period	No multi-level (split) world language classes per school in commonly taught languages	No more than 1 multi-level (split) world language class per school in commonly taught languages	No more than 2 multi-level (split) world language classes per school in commonly taught languages	No more than 3 multi-level (split) world language classes per school in commonly taught languages
6. Provide an extended sequence of instruction in a commonly taught language	12 years or more (sequential program begins in grade 1 or kindergarten) in at least one language	6 years (sequential program begins in grade 7) in at least one language	5 years (sequential program begins in grade 8) in at least one language	4 years (sequential program in at least one language through 11th or 12th grade
7. Implement PSMLA Key Instructional Practices	90% to 100% of world language teachers follow key instructional practices as described	80% to 89% of world language teachers follow key instructional practices as described	70 % to 79% of world language teachers follow key instructional practices as described	60% to 69% of world language teachers follow key instructional practices as described
8. Administer end-of-year, standards-based, performance assessment(s)	District-wide, standards-based assessment in all traditional languages taught at two language levels, non-traditional at 1 level	District-wide, standards-based assessment in all languages taught at one language level	District-wide, standards-based assessment in all languages taught, at one language level	District-wide, standards-based assessment across all languages taught, at one language level
9. Engage in yearly staff development on world language topics	80% to 100% of world language teachers participate in at least one full day local, state, or national world language conference per year **in addition to** at least one in-house world language specific workshop (equivalent to a 5 hour day)	60% to 79% of world language teachers participate in at least one full day local, state, or national world language conference per year **in addition to** at least one in-house world language specific workshop (equivalent to a 5 hour day)	50 % to 59% of world language teachers participate in at least one full day local, state, or national world language conference per year **in addition to** at least one in-house world language specific workshop (equivalent to 2.5 hour half day)	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)
10. Maintain membership in professional organizations	90% to 100% of world language teachers belong to a professional world language organization	80% to 89% of world language teachers belong to a professional world language organization	70 % to 79% of world language teachers belong to a professional world language organization	40% to 69% of world language teachers belong to a professional world language organization
11. Provide special program features	Two program features per school that connect world language students to outside resources & provides language practice outside of the classroom	Two program features per school that connect world language students to outside resources & provides language practice outside of the classroom	One program feature per school that connects world language students to outside resources & provides language practice outside of the classroom	One program feature per school that connects world language students to outside resources or provides language practice outside of the classroom