

A blue rectangular graphic with white and yellow text. At the top, the year '2026' is written in white. Below it, the words 'PSMLA Exemplary Program' are written in a large, bold, yellow font, with the 'P's in 'PSMLA' and 'Program' being significantly larger than the other letters. Underneath, the words 'Awards' and 'SHOWCASE' are written in a smaller, bold, white font, stacked vertically.

# 2026 PSMLA Exemplary Program Awards SHOWCASE

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

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

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

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

On the following pages see:

- 2024—2028 PEP Schools by award categories
- Individual School Profiles alphabetically
- Rationale for the 11 PEP Program Indicators
- Note to Parents and Administrators

# 2026 PSMLA Exemplary Program Awards



## GOLDEN GLOBE AWARDS

**Academy of Notre Dame de Namur**, Villanova, 2026-2028  
**Cocalico High School**, Cocalico SD., Denver PA, 2025-2027  
**Derry Area High School**, Derry Area S.D. Derry, 2024-2026  
**Downingtown West High School**, Downingtown Area SD., Downingtown, 2025-2027  
**Merion Mercy Academy**, Merion Station, 2026-2028  
**North Hills Senior High School**, North Hills S.D., Pittsburgh, 2026-2028  
**Owen J. Roberts High School**, Owen J. Roberts S.D., Pottstown, 2025-2027  
**Palisades High School**, Palisades S.D., Kintnersville, 2026-2028  
**Penncrest High School**, Rose Tree Media S.D., Media, 2026-2028  
**Pittsburgh Allderdice High School**, Pittsburgh S.D., Pittsburgh, 2025-2027  
**Plymouth Whitemarsh High School**, Colonial S.D., Plymouth Meeting, 2025-2027



## SILVER GLOBE AWARDS

**Boiling Springs High School**, South Midleton S.D., Boiling Springs, 2026-2028  
**Cheltenham High School**, Cheltenham S.D., Wycote, 2026-2028  
**Delaware Valley High School**, Delaware Valley SD., Milford, 2025-2027  
**Gettysburg Area High School**, Gettysburg Area S.D., Gettysburg, 2026-2028  
**Greater Latrobe Senior High School**, Greater Latrobe S.D., Latrobe, 2026-2028  
**Hollidaysburg Area Senior H. S.**, Hollidaysburg Area S.D., Hollidaysburg, 2026-2028  
**Northampton Area High School**, Northampton Area SD., Northampton, 2025-2027  
**State College High School**, State College Area S.D., State College, 2024-2026



## BRONZE GLOBE AWARDS

**Deer Lakes High School**, Deer Lakes S.D., Cheswick, PA 2026-2028  
**Ridgway Area High School**, Ridgway Area SD., Ridgway, PA 2025-2027  
**Titusville High School**, Titusville Area S.D., Titusville, 2026-2028



## GLOBE AWARDS

**Franklin Regional High School**, Franklin Regional SD., Murrysville, 2025-2027  
**Indiana Area Senior High School**, Indiana Area SD., Indiana, PA 2025-2027  
**Spring-Ford Area High School**, Spring-Ford Area SD. Royersford, 2026-2028



# Academy of Notre Dame de Damur

Villanova, PA

2026 – 2028

Ms.Amanda Klause, [aklause@ndapa.org](mailto:aklause@ndapa.org) 860-614-7251

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| Maintain high percentage of world language enrollment                 | The Academy of Notre Dame offers language study to all students in Grades 6-12. Of the high school enrollment, 95.4% of the student body is currently enrolled in one or more languages. Of the total enrollment, 96.43 of students are studying one or more languages.                               |
| Provide a variety of languages in a 4 year high school sequence       | At Notre Dame sequential programs begin in grade 6 and continue through grade 12 in French, Latin, Mandarin and Spanish (level 4+). Latin, French, Mandarin and Spanish are also offered at the AP level. All WL courses are year-long and meet in a modified block schedule 5 times per 8-day cycle. |
| Retain students at higher levels                                      | 100% of current 9th grade students are enrolled in a WL class; 77.67% of current grade 12 students are enrolled in a WL class level 4 and above.  |
| Participate in AP, IB, level 5, and/or CIS program                    | The Academy of Notre Dame has one section of level 5 and one section of AP French, one section of AP Latin, one section of Honors Mandarin 5 and one section of AP Mandarin, one section of level 5 and one AP class in Spanish..   |
| Classes are one level per period                                      | In all commonly taught WL classes at the Academy of Notre Dame, classes are one level per period..  |
| Provide an extended sequence in at least one commonly taught language | The Academy of Notre Dame has an extended sequence of instruction in French, Latin, Mandarin and Spanish in Grades 6-12. All WL classes meet 5 times per 8-day cycle(modified block schedule).  |
| Implement Key Instructional Practices                                 | 100% of World Language teachers implement key instructional practices.  |
| Administer Standards-based , performance assessment(s)                | The school administers standards-based assessment in all modern languages at 4 benchmarks. In 2025, students in all levels of Latin took the National Latin Exam.   |
| Engage in yearly staff development on world language topics           | 80% of World Language faculty have participated in at least 5 hours of Outside Professional WL activities and 100% of World Language Faculty have participated in at least 5 hours of outside professional development.   |
| Membership in professional organizations                              | 100% of world language teachers belong to at least one professional organization.   |
| Provide special program features                                      | Notre Dame has sister schools in 7 countries and engages with them in symposia and pep pal conversations. Extracurricular activities are provided for WL students in 4 different clubs. Notre Dame also provided students with the opportunity to travel to Argentina.                                |



# Boiling Springs High School

South Middleton School District

Boiling Springs, PA

2026 – 2028

Ms. Cindy Bailey, [clb2@smsd.us](mailto:clb2@smsd.us) 717-258-6484

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| Maintain high percentage of world language enrollment                 | 54% of students are enrolled in a World language class.  |
| Provide a variety of languages in a 4 year high school sequence       | Students have access to a five-year sequence in both French and Spanish from level 1-4 and Advanced Placement. The total school population eligible for enrollment in WL is 704.   |
| Retain students at higher levels                                      | 164 9th grade students are enrolled in a WL class. We have 33 students enrolled in Level 4 and above, which is 20%.  |
| Participate in AP, IB, level 5, and/or CIS program                    | We have AP classes for Spanish and independent study AP French.  |
| Classes are one level per period                                      | No multi-level WL classes. AP Spanish(level 5) and Honors Spanish 6 are taught together but have one curriculum taught to the entire group the first year and flipped with a second curriculum the following year.               |
| Provide an extended sequence in at least one commonly taught language | We have an extended sequence of instruction (5 years) in French, and Spanish AP. It begins in grade 8 in Middle School.  |
| Implement Key Instructional Practices                                 | 100% of world language teachers meet the Four key instructional practices.   |
| Administer Standards-based , performance assessment(s)                | Students in French and Spanish participate in the AP language & Culture exams.   |
| Engage in yearly staff development on world language topics           | 75% of WL teachers participated in one outside WL specific professional development. 100% of teachers participated in an in-house WL specific workshop.  |
| Maintain current membership in professional organizations             | 100% of WL teachers maintain current membership in professional organizations.   |
| Provide special program features                                      | Student trip to France and Spain in the Summer of 2024, French students have a semester-long Pen Pal program, French and Spanish students participated in a World language Competition at Shippensburg University in April 2025. |



# Cheltenham High School

## Cheltenham School District

Wycote, PA

2026 – 2028

Ms. Charlene Collins, [ccollins@cheltenham.org](mailto:ccollins@cheltenham.org) 215-517-3700

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| Maintain high percentage of world language enrollment                 | Total school enrollment is 1360 students of whom 564 (41.47%) are enrolled in World language classes.  |
| Provide a variety of languages in a 4 year high school sequence       | We offer French and Spanish from level 1-AP and Latin from level 2-AP. Total school enrollment is 1360.  |
| Retain students at higher levels                                      | 222 9th grade students are enrolled in a WL class. We have 65 students enrolled in Level 4, 5 and AP, which is 31%.  |
| Participate in AP, IB, level 5, and/or CIS program                    | We have AP classes for Spanish and French, and Level 5 for Spanish.  |
| Classes are one level per period                                      | No multi-level WL classes.   |
| Provide an extended sequence in at least one commonly taught language | We have an extended sequence of instruction (6 years) in French, and Spanish AP. It begins in grade 7 in Middle School.  |
| Implement Key Instructional Practices                                 | 60-69% of world language teachers follow key instructional practices as described.   |
| Administer Standards-based , performance assessment(s)                | The district administers a Standards-based assessment to all students from level 1 to AP level students.   |
| Engage in yearly staff development on world language topics           | 80-100% of WL teachers participated in at least one full day, local, state, or national conference in addition to at least one day in-house WL specific workshop (equivalent to a 5-hour day) .                              |
| Maintain current membership in professional organizations             | 66% of WL teachers maintain current membership in professional organizations.  |
| Provide special program features                                      | French Club, Spanish Honor Society, SNHS-Peer tutoring, language conversation circles during Panther Prep, Alliance Francaise (Philadelphia) courses online and in-person for students in addition to their regular classes. |



# Cocalico High School

Cocalico School District, Denver, PA

2025-2027

Ms. Tabettha Haldeman [Tabetha\\_Haldeman@cocalico.org](mailto:Tabetha_Haldeman@cocalico.org), 717-336-1403

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| Maintain high percentage of world language enrollment                 | 46% of the total high school enrollment is enrolled in a world language class during the 24-25 school year.   |
| Provide a variety of languages in a 4 year high school sequence       | We have Spanish and German level 4 classes. Our calculated student enrollment is 658.   |
| Retain students at higher levels                                      | 20% of ninth grade students continue to level 4 and above. 60 out of our 93 students continue to a level 4 and above, for a total of 65%.   |
| Participate in AP, IB level 5, and/or CIS program                     | We have AP Spanish and AP German.   |
| Schedule classes that are one level per period                        | During the 24-25 school year, there are no split classes.   |
| Provide an extended sequence in at least one commonly taught language | The German and Spanish classes span 5 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)                  | The District administers a SOPI-like assessment through cultural comparison presentations in AP Spanish and AP German.  |
| Engage in yearly staff development on world languages topics          | 100% of teachers completed in-house professional world language activities, through curriculum work, textbook adoptions and monthly world language PLC's. 70% have completed travel abroad experiences.       |
| Maintain Membership in professional organizations                     | 100% of high school world language teachers belong to a professional organization.  |
| Provide special program features                                      | We continue to be a part of the Global Scholars Program, since 2019, have the Seal of Biliteracy certificate and traveled with students to Germany and Costa Rica in 2023 and 2024, hosting students in 2024. |



# Delaware Valley High School

## Delaware Valley School District

Milford, PA

2025 – 2027

Mr. Gary Cotroneo, cotroneog@dvsd.org, 570-296-1850 ext 7052

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| Maintain high percentage of world language enrollment                 | 37 % of high school students are enrolled in a world language.   |
| Provide a variety of languages in a 4 year high school sequence       | The Delaware Valley School District had a 5-year sequence beginning in 8th grade for all languages taught.   |
| Retain students at higher levels                                      | 36% of our students are retained.  |
| Participate in AP, IB, level 5, and/or CIS program                    | Delaware Valley High School has Advanced Placement courses in French and Spanish.  |
| Classes are one level per period                                      | Delaware Valley High School has no split-level classes in any language.  |
| Provide an extended sequence in at least one commonly taught language | The Delaware Valley School District has full year daily language instruction in grades 8-12 in French, German and Spanish.   |
| Implement Key Instructional Practices                                 | Based on interviews and observations, 100% of the six high school teachers at Delaware Valley High School implement all 4 key instructional practices on average 86% of the time.  |
| Administer Standards-based performance assessment(s)                  | Delaware Valley has a District-wide Standards-based assessment in all languages taught at one language level (AP French, AP German, and AP Spanish).   |
| Engage in yearly staff development on world language topics           | All WL teachers have had 2 PLC meetings equaling 6 hours to plan, track and evaluate the 24-25 school year.  |
| Maintain current membership in professional organizations             | 48% of the language department is enrolled in a professional organization.   |
| Provide special program features                                      | AP Spanish and Spanish 4 students took a field trip to New York city on October 16, 2024 to see the play “El Tiempo de las Mariposas.” AP French, French 4, and French 3 students took a field trip to MOMA in NYC on December 12, 2024. |



# Derry Area High School

## Derry Area School District

Derry, PA

2024 – 2026

Ms. Michelle Schweinberg, [mSchweinberg@dasd.us](mailto:mSchweinberg@dasd.us), 724-433-0452

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| Maintain high percentage of world language enrollment                 | 35% of total school enrollment is enrolled in a world language class.  |
| Provide a variety of languages in a 4 year high school sequence       | 2 languages for 441 students in a 4-year sequence.   |
| Retain students at higher levels                                      | 35% of students in a language in 9th grade continue to level 4 & above   |
| Participate in AP, IB, level 5, and/or CIS program                    | AP Spanish and French offered and attended   |
| Classes are one level per period                                      | All World Language classes are scheduled as one level per period.  |
| Provide an extended sequence in at least one commonly taught language | 5 years of 2 languages starting in 8 th grade.   |
| Implement Key Instructional Practices                                 | 100% of WL teachers follow key instructional practices.  |
| Administer Standards- based Performance assessment(s)                 | District-wide, standards-based assessment in all languages taught, at 1 language level.  |
| Engage in yearly staff development on world language topics           | 100% of teachers engage in staff development: PSMLA conference 2023 & 7+ hours in-house workshops.   |
| Maintain Membership in Professional organizations                     | 100% of teachers belong to PSMLA   |
| Provide special program features                                      | 3 outside of classroom activities: Mexican & Colombian restaurant, Pitt International room trip, Spanish & French Honor Societies, Global Scholars |



# Downingtown West High School

## Downingtown Area School District

Downingtown, PA

2025 – 2027

Ms. Susan Tancredi, stancredi@dasd.org 610-202-0873

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| Maintain high percentage of 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       | DWHS has 1800 students and 4 Foreign Language choices.   |
| Retain students at higher levels                                      | DWHS has 51% of our 9th grade students continue to level 4 +.  |
| Participate in AP, IB, level 5, and/or CIS program                    | We have AP Language and Culture for French, German and Spanish.  |
| Classes are one level per period                                      | We do not have multi-level (split) World Language classes in our commonly taught languages.  |
| Provide an extended sequence in at least one commonly taught language | We have Expeditions in our 6th and 7th grade that meet the 2Xsa cycle. French, German, and Spanish 1 begin in 8th grade.   |
| Implement Key Instructional Practices                                 | DWHS consistently creates immersive and engaging language-learning environments by using the target language 90% or more during instructional time.  |
| Administer Standards-based , performance assessment(s)                | Our students take the AP language and culture exam in French, German, and Spanish.   |
| Engage in yearly staff development on world language topics           | 80% of our WL teachers participate in a National Conference or International travel with students. 100% of our teachers participate in multiple school-day in-house professional development work.   |
| Maintain current membership in Professional organizations             | 94% of WL teachers belong to a professional world language organization.   |
| Provide special program features                                      | France and Switzerland trip (June 2024). Zoom with Christopher Sanchez (Philadelphia pitcher) in Spanish from Dominican Republic. We have French, German, and Spanish National Honor Societies that participate in monthly meetings and countless philanthropic activities (clothes donation, reading books in other languages at a local elementary school, etc). |



# Franklin Regional High School

## Franklin Regional School District

Murrysville, PA

2025 – 2027

Mr. Jesse Carnevali, [jcarnevali@franklinregional.k-12.pa.us](mailto:jcarnevali@franklinregional.k-12.pa.us), 814-341-8034

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| Maintain high percentage of world language enrollment                 | 52% of total school enrollment is enrolled in a world language class.   |
| Provide a variety of languages in a 4 year high school sequence       |   |
| Retain students at higher levels                                      | 36% of 9th graders enrolled in a language class also enroll in level 4 and above.   |
| Participate in AP, IB, level 5, and/or CIS program                    | We have Spanish 5/AP, French 5/AP, and Levels 3 through 5 of French and Spanish are CIS.  |
| Classes are one level per period                                      | All language classes are one level per period.  |
| Provide an extended sequence in at least one commonly taught language | We begin Spanish and French instruction starting in 6th grade for a half year (one quarter is Spanish, one quarter is French), 7 th grade for a half year (students choose French or Spanish), and 8 th grade for a full year in the chosen language. |
| Implement Key Instructional Practices                                 | 100% of world language teachers follow key instructional practices as described.  |
| Administer Standards-based performance assessment(s)                  | All students in level 5 take the AP Language and Culture Exam at the end of the school year. Also, a proficiency-based rubric is used at each level for authentic speaking assessments (SOPI midterms) across levels.                                 |
| Engage in yearly staff development on world language topics           | 90% of world language teachers attended one 7 hour in-house workshops focused on proficiency-based curriculum development, functional language and “can do” statements through backward design.   |
| Maintain current membership in professional organizations             | 60% of world language teachers at the district (high school and middle school) belong to at least one professional world language organization.   |
| Provide special program features                                      | We certify students for the PA & Global Seals of Biliteracy, participate in Global Scholars, and take students to Costa Rica.   |



# Gettysburg Area High School

## Gettysburg Area School District

Gettysburg, PA

2026 – 2028

Mr. Ryan Trone, rtrone@gasd-pa.org, 717-654-7331

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| Maintain high percentage of world language enrollment                 | 41.54% of all students are enrolled in a world language class.   |
| Provide a variety of languages in a 4 year high school sequence       | We have 3 languages (French, German, and Spanish) in at least a four-year sequence for a population of 1045.   |
| Retain students at higher levels                                      | 111 9th grade students are enrolled in world language classes while 59 students are enrolled in level 4 or above. 53% of 9th grade students continue to level 4 and above                                  |
| Participate in AP, IB, level 5, and/or CIS program                    | We have AP classes for Spanish and German.   |
| Classes are one level per period                                      | Spanish for native Speakers 1 and 2 is the only non-exempt split class. German and French 4 and 5 are combined and one curriculum is taught, then flipped with a second curriculum the following semester. |
| Provide an extended sequence in at least one commonly taught language | We have an extended sequence of instruction (5 years) in French, German, and Spanish AP. It begins in grade 8 in Middle School.  |
| Implement Key Instructional Practices                                 | Based on classroom observations, 90% of world language teachers follow key instructional practices as described.   |
| Administer Standards-based , performance assessment(s)                | District-wide, standard-based assessment in all languages taught at one language level (level 2) using the ACTFL Oral Proficiency rubric.  |
| Engage in yearly staff development on world language topics           | 100% of WL teachers participated in at least one full day, local, state, or national conference and 100% participated in a one day in-house of collaborative curriculum development (7 hours)              |
| Maintain current membership in professional organizations             | 100% of WL teachers maintain current membership in professional organizations.   |
| Provide special program features                                      | PA Seal of Biliteracy, Class overseas trips for German and Spanish students. French, German and Latinx clubs participated in community events such as, Salsa on the Square, Minithon and Holiday Market.   |



# Greater Latrobe Senior High School

## Greater Latrobe School District

Latrobe, PA

2026 – 2028

Ms. Rachel Collette, [rachel.collette@glsd.us](mailto:rachel.collette@glsd.us), 724-953-4680

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| Maintain high percentage of world language enrollment                 | The student enrollment for World Language classes at Greater Latrobe Sr. High is 49 %   |
| Provide a variety of languages in a 4 year high school sequence       | Greater Latrobe Senior High School has level IV and Honors level V classes in Spanish, German and French.   |
| Retain students at higher levels                                      | 23% of students in a language in 9th grade continue to level 4 and above  |
| Participate in AP, IB, level 5, and/or CIS program                    | Greater Latrobe Sr. High has AP Spanish, AP French and AP German classes  |
| Classes are one level per period                                      | Greater Latrobe Sr. High school does not have any multi-level classes in Spanish. French has two split-classes.   |
| Provide an extended sequence in at least one commonly taught language | We have French, German and Spanish beginning in grade 7/8 and continuing through grade 12.  |
| Implement Key Instructional Practices                                 | Greater Latrobe high school teachers implement key instructional practices an average of 90%.   |
| Administer Standards-based , performance assessment(s)                | Greater Latrobe has a District-wide, standards-based assessment (ACTFL proficiency rubric) at one language level (Spanish and French 5 Honors).   |
| Engage in yearly staff development on world language topics           | 100% of World Language teachers participated in an outside professional World Language Activity. 100% of World Language Teachers participated in in-house professional development.                   |
| Maintain current membership in professional organizations             | 100% of world language teachers belong to a professional world language organization  |
| Provide special program features                                      | Slippery Rock University 2024 World Language and culture event, Global Scholar students prepared cultural activities, dishes, and hosted after school events for the students. Student trip to Spain. |



# Hollidaysburg Area Senior High School

## Hollidaysburg Area School District

Hollidaysburg, PA

2026 – 2028

Ms. Kimberly Pope, kimberly.pope@hasdtigers.com 814-312-8317

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| Maintain high percentage of world language enrollment                 | 48% of students are enrolled in a World language class.   |
| Provide a variety of languages in a 4 year high school sequence       | We have students enrolled in level 4 of Spanish, French and German.   |
| Retain students at higher levels                                      | 16% of 9th grade students continue into level 4 and beyond.   |
| Participate in AP, IB, level 5, and/or CIS program                    | We have one such class for each level of languages offered. Our level 3 and 4 classes are both dual enrollment. Spanish and German also have students enrolled in level 5 this year.        |
| Classes are one level per period                                      | No multi-level WL classes.  |
| Provide an extended sequence in at least one commonly taught language | Spanish and German have students enrolled in level 5.   |
| Implement Key Instructional Practices                                 | 95% of world language teachers follow key instructional practices.  |
| Administer Standards-based , performance assessment(s)                | The district administers a standards-based assessment in French , German and Spanish at two language levels.  |
| Engage in yearly staff development on world language topics           | 50% of WL teachers participated in at least one full day, local, state, or national conference in addition to at least one day in-house WL specific workshop (equivalent to a 5-hour day) . |
| Maintain current membership in professional organizations             | 100% of WL teachers maintain current membership in professional organizations.  |
| Provide special program features                                      | French Club, German Club and Spanish Club. The Global Seal of Biliteracy and participation in the APPLES Foreign Language Festival at IUP.  |



# Indiana Area Senior High School

## Indiana Area School District

Indiana, PA

2025 – 2027

Mr. Brian Henning, [bhenninger@iasd.cc](mailto:bhenninger@iasd.cc). 724- 463-8562

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| Maintain high percentage of world language enrollment                 | 35.7% of Indiana Area High School students are enrolled in World Language classes. Of the 921 students in our school, 329 are enrolled in either Spanish, French or German.                                |
| Provide a variety of languages in a 4 year high school sequence       | Indiana Area High School offers French, German and Spanish in a 4 year high school sequence.   |
| Retain students at higher levels                                      | Of the 159 ninth grade students enrolled in a foreign language class, 51 (32%) continue to level 4 and above.  |
| Participate in AP, IB, level 5, and/or CIS program                    | All of our languages have one level V or AP. French and German both have a level V while Spanish has an AP course.   |
| Classes are one level per period                                      | We do not have a multi-level (split) World Language class for any commonly taught languages.   |
| Provide an extended sequence in at least one commonly taught language | Our full-year language classes begin in 8th grade, allowing students 5 sequential years of study in either French, German, or Spanish.   |
| Implement Key Instructional Practices                                 | 90% of WL teachers follow key instructional practices. The percentage was obtained based on yearly walk-through and formal observations reports completed by the principal.                                |
| Administer Standards-based , performance assessment(s)                | We do not meet this indicator at this time.  |
| Engage in yearly staff development on world language topics           | 50% of Indiana Area World Language teachers participated in outside Professional development. One attended the 2024 ACTFL Convention while another member participated as a Fulbright DAI partner teacher. |
| Maintain current membership in professional organizations             | 75% of Indiana Area World Language teachers (3/3) are members of either ACTFL or PSMLA.  |
| Provide special program features                                      | Spanish students travelled to Costa Rica for 10 days in March of 2024.   |



# Merion Mercy Academy

Merion Station, PA

2026 – 2028

Ms. Suzanne Walker, [swalker@merion-mercy.com](mailto:swalker@merion-mercy.com) 610-664-6655

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| Maintain high percentage of world language enrollment                 | Language study is offered to every student at Merion Mercy Academy. 87% of the student body is currently enrolled in a French, Latin or Spanish class.   |
| Provide a variety of languages in a 4 year high school sequence       | At Merion Mercy Academy, we have a four-year sequence of French, Latin and Spanish. Fourth year level courses include: French 4, AP French, Honors Latin 4, AP Latin, Spanish 4, Honors Spanish 4 and AP Spanish..   |
| Retain students at higher levels                                      | 35% of students in 9th grade at Merion Mercy Academy continue to study language at level 4.  |
| Participate in AP, IB, level 5, and/or CIS program                    | In the 2025-2026 school year, Merion Mercy Academy has one section of AP Spanish.  |
| Classes are one level per period                                      | In the 2025-2026 school year, the Language Department at Merion Mercy Academy does not have any multi-level (split) classes for the three languages taught: French, Latin, and Spanish.  |
| Provide an extended sequence in at least one commonly taught language | We have an extended, four-year sequence of instruction for French, Latin, and Spanish. We have a waterfall block schedule which allows all language courses to meet for 68 minutes on 3 days out of a typical 5-day week, 204minutes/wk. AP Spanish, French and Latin courses are considered fourth level courses. |
| Implement Key Instructional Practices                                 | 100% of World Language teachers implement key instructional practices at Merion Mercy Academy. This 100% indicates the number of teachers within the department that employ the 4 key instructional practices (5/5) based on the observations of the Principal and Dean of Academics. .                            |
| Administer Standards-based , performance assessment(s)                | Merion Mercy Academy world language teachers conduct Oral Proficiency Interviews (based on the ACTFL OPI Scale) with all Level 1 and 2 French and Spanish students. The National Latin Exam is administered to all Latin students in Levels 1-4.   |
| Engage in yearly staff development on world language topics           | 100% of world language teachers completed at least 5 hours of in-house professional development. 100% of world language teachers completed at least 5 hours of outside professional development.   |
| Membership in professional organizations                              | 5/5 (100%) of world language teachers belong to at least one professional world language organization, including (but not limited to) PSMLA, AATSP, AATF, ACTFL, ACL, PCS, SCS and CAAS.   |
| Provide special program features                                      | We have many special program features at Merion Mercy Academy, including but not limited to Global Scholars Program; Language weeks hosted by each language; opportunities for travel abroad sponsored by the Language Department; and a Christmas Caroling Competition hosted by the Department.                  |



# North Hills Senior High School

## North Hills School District

Pittsburgh, PA

2026 – 2028

Ms. Melissa Marangoni, marangonim@nhsd.net, 412-318-1402 x 2125

|   |  |
|---|--|
| Maintain high percentage of world language enrollment                 | 65% of eligible students are enrolled in a WL class at North Hills.  |
| Provide a variety of languages in a 4 year high school sequence       | Four languages (French, German, Latin, Spanish) offered in a 4-year sequence at the high school level.   |
| Retain students at higher levels                                      | 73% of students enrolled in a language in grade 9 continue to levels 4 & above.  |
| Participate in AP, IB, level 5, and/or CIS program                    | French, German, Latin, & Spanish have 2 levels of CHS courses for years 4 & 5.   |
| Classes are one level per period                                      | All World Language classes are scheduled as one level per period.  |
| Provide an extended sequence in at least one commonly taught language | We have level 1 in 8th grade continuing through CHS 2 in grade 12 for a 5-year sequence.   |
| Implement Key Instructional Practices                                 | All of the World Language teachers at North Hills High School follow the 4 key instructional practices 90-100% of the time.  |
| Administer Standards-based , performance assessment(s)                | We have a district-wide proficiency assessment that is administered to students at two levels in French, German, Latin and Spanish.  |
| Engage in yearly staff development on world language topics           | 88% of our World Language teachers participate in out of school conferences/workshops and 100%in-house professional world language development.  |
| Membership in professional organizations                              | 100% of World Language teachers (8/8) at North Hills High School are current members of professional organizations.  |
| Provide special program features                                      | Our special program features include travel opportunities, French, German, Latin, and Spanish Honor Societies and extracurricular clubs for all 4 languages who participate in community activities. |



# Northampton Area High School

## Northampton School District

Northampton, PA

2025 – 2027

Ms. April Krempaski, krempasa@nasdschools.org 610-262-7812

|   |  |
|---|--|
| Maintain high percentage of world language enrollment                 | 58% of students are enrolled in World Language classes at Northampton Area High School.  |
| Provide a variety of languages in a 4 year high school sequence       | We have German IV, Spanish IV, French IV, Honors German IV, and Honors Spanish IV.   |
| Retain students at higher levels                                      | 25% of students enrolled in a language in grade 9 continue to levels 4 and above.  |
| Participate in AP, IB, level 5, and/or CIS program                    | We have AP Spanish Language and Culture and AP German Language and Culture.  |
| Classes are one level per period                                      | We have no multi-level world language classes.   |
| Provide an extended sequence in at least one commonly taught language | We have a five-year sequence in German and Spanish.  |
| Implement Key Instructional Practices                                 | 85% of language teachers at Northampton Area HS employ the four Key Instructional Practices on a consistent basis as per the Supervising Principal.  |
| Administer Standards-based , performance assessment(s)                | The Honors IV & AP French, German, and Spanish classes are assessed with a culminating proficiency-based cultural comparison using a common rubric of the scoring guidelines from the AP exam and are aligned to the ACTFL Standards.  |
| Engage in yearly staff development on world language topics           | 9/9 members of the department completed 11 hours of in-house professional development. 7/9 teachers participated in outside professional WL activities. 78% have attended both inside and outside WL activities.   |
| Maintain current membership in professional organizations             | 8/9 members of the department maintain membership in professional Organizations, including PSMLA, ACTFL and AATG.  |
| Provide special program features                                      | Seniors were awarded the Pennsylvania Seal of Biliteracy and Global Seal of Biliteracy in French, German & Spanish. Students in the German program hosted German students & traveled to their partners. The German Club met throughout the year after school and competed at Penn State U. |



# Norwin High School

## Norwin School District

Irwin, PA

2024 – 2026

Ms. Danielle Llerena, [llerena.danielle@norwinsd.org](mailto:llerena.danielle@norwinsd.org) 412-596-3646

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| Maintain high percentage of world language enrollment                 | 57.57% of total school enrollment is enrolled in a world language class.   |
| Provide a variety of languages in a 4 year high school sequence       | French, German, and Spanish are offered in a 4-year sequence. The district has a total enrollment of 1,716 students at NHS.  |
| Retain students at higher levels                                      | 17.12% of world language students are retained from levels 1-4   |
| Participate in AP, IB, level 5, and/or CIS program                    | The district has a level 4 College in High School (CHS) course in French, German, and Spanish  |
| Classes are one level per period                                      | No world language classes at NSD are multi-level or split  |
| Provide an extended sequence in at least one commonly taught language | The district has an extended sequence of 4 levels for each of our three languages, beginning in 9 <sup>th</sup> grade.   |
| Implement Key Instructional Practices                                 | 85% of teachers implement Key Instructional Practices  |
| Administer Standards-based , performance assessment(s)                | The district administers a standards- based assessment in all languages at level 4.  |
| Engage in yearly staff development on world language topics           | 43% of WL teachers participated in an outside professional WL Activity. 57% of WL teachers participated in an in-house webinar equivalent to 4 hours   |
| Membership in professional organizations                              | 100% of world language teachers belong to PSMLA  |
| Provide special program features                                      | Norwin High School offers the Global Scholars Program and has recognized 61 Global Scholar graduates since the program was started in 2018. The French Club went to Italy and France the summer of 2023. High school students teach at the elementary schools. |



# Owen J. Roberts High School

## Owen J. Roberts School District

Pottstown, PA

2025 – 2027

Dr. Kathryn Soeder Email: [ksoeder@ojrsd.net](mailto:ksoeder@ojrsd.net) Phone: (610) 469-5589

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| Maintain high percentage of world language enrollment                 | Approximately 67.8% of the high school students are enrolled in a World Language class.  |
| Provide a variety of languages in a 4 year high school sequence       | The high school has French, Spanish, Latin, and German all in a four-year sequence. OJRHS has 1,804 students.  |
| Retain students at higher levels                                      | Approximately 78.9% of 9th graders enrolled in world language classes continue on to advanced levels.  |
| Participate in AP, IB, level 5, and/or CIS program                    | The OJRHS has AP Spanish, AP Latin, AP French, and AP German courses. We have level 5 for Spanish and French.  |
| Classes are one level per period                                      | There are no split-classes except for the exempt CP French 4/CP French 5 course . For this course, there is one curriculum taught and the course alternates each year.                             |
| Provide an extended sequence in at least one commonly taught language | All languages have a 6 year sequence with students beginning in grade 7.   |
| Implement Key Instructional Practices                                 | All world language teachers provide instruction using the Four Key Instructional Practices over 90% of the time.   |
| Administer Standards-based , performance assessment(s)                | All World Language students have a standards-based assessment at two benchmark levels.   |
| Engage in yearly staff development on world language topics           | 58% of the world language teachers participated in outside professional development activities and 75% of teachers participated in in-house professional development activities.                   |
| Membership in professional organizations                              | 100% of the World Language teachers are members of a professional organization.  |
| Provide special program features                                      | We have several program features. These include participation in the National Spanish Exams, participation in the National Latin Exams, and participation in the National Junior Classical League. |



# Palisades High School

## Palisades School District

Kintnersville, PA

2026 – 2028

Ms. Margit Neiman Email: [mneiman@palisadesd.org](mailto:mneiman@palisadesd.org) Phone: 610-847-5131

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|---|---|
| Maintain high percentage of world language enrollment                 | Approximately 62% of the high school students are enrolled in a World language class.   |
| Provide a variety of languages in a 4 year high school sequence       | French and Spanish are offered in a five-year sequence. German is offered at level 3 and 4.   |
| Retain students at higher levels                                      | Approximately 58% of 9th graders enrolled in world language classes continue to level 4 and above.  |
| Participate in AP, IB, level 5, and/or CIS program                    | There are Advanced Placement (AP) courses in French, German, and Spanish.   |
| Classes are one level per period                                      | There are no split-classes. Each language level is taught in its own class period.  |
| Provide an extended sequence in at least one commonly taught language | Spanish and French have a 5 year sequence with students beginning in grade 8.   |
| Implement Key Instructional Practices                                 | All world language teachers provide instruction using the Four Key Instructional Practices over 90% of the time.  |
| Administer Standards-based , performance assessment(s)                | All World Language students have a standards-based assessment.  |
| Engage in yearly staff development on world language topics           | 100% of the world language teachers participated in outside professional development activities in addition to one in-house world language workshop (5 hour day). |
| Membership in professional organizations                              | 100% of the World Language teachers are members of a professional organization including, PSMLA, ACTFL, AATSP and AATF.   |
| Provide special program features                                      | We have several program features: PA Seal of Biliteracy, International trips, Global Studies Pathway and French and Spanish Club..                                |



**Penncrest High School**  
**Rose Tree Media School District**  
**Media, PA**  
**2026-2028**

Mrs. Kimberly Riviere, Email: [kriviere@rtmsd.org](mailto:kriviere@rtmsd.org) Phone: 610-627- 6294

|   |  |
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| Maintain high percentage of world language enrollment                 | 83.5% of Penncrest students are enrolled in a World Language course.   |
| Provide a variety of languages in a 4 year high school sequence       | French, Latin, Mandarin Chinese and Spanish are all offered in 4-year sequences.   |
| Retain students at higher levels                                      | Over 74% of our students are enrolled in Level 4 and above.  |
| Participate in AP, IB, level 5, and/or CIS program                    | We have AP Chinese, French & Spanish.  |
| Classes are one level per period                                      | No split-level courses.  |
| Provide an extended sequence in at least one commonly taught language | World Language instruction in French & Spanish begins in 6th grade.  |
| Implement Key Instructional Practices                                 | 100% of high school teachers implement key instructional practices   |
| Administer Standards-based , performance assessment(s)                | Chinese, French & Spanish students take the STAMP exam at the end of level 1 and AP level. All Latin students take the National Latin Exam |
| Engage in yearly staff development on world language topics           | 100% of WL teachers completed both a full-day in-house and WL professional development workshop.   |
| Membership in professional organizations                              | 100% of WL members maintain membership in at least 1 professional association.   |
| Provide special program features                                      | We have a vibrant Global Scholars program, participation in the PA Seal of Biliteracy, and French immersion trip to Quebec.                |



# Pittsburgh Alderdice High School

Pittsburgh School District

Pittsburgh, PA

2025 – 2027

Ms. Jennifer Felton [jfelton1@pghschools.org](mailto:jfelton1@pghschools.org), (412) 529-4800

|   |  |
|---|--|
| Maintain high percentage of world language enrollment                 | 73% 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, Japanese, and Portuguese are offered.<br>1,001 students out of 1,371 are enrolled in a world language class.  |
| Retain students at higher levels                                      | 56% of students continue with 4 consecutive years in high school.  |
| Participate in AP, IB, level 5, and/or CIS program                    | The district offers levels 5 and 6 classes in Spanish and French.  |
| Classes are one level per period                                      | There are no multi-level (split) world language classes per school in commonly taught languages.   |
| Provide an extended sequence in at least one commonly taught language | The Spanish and French programs extend over 13 years, starting in kindergarten.  |
| Implement Key Instructional Practices                                 | 90% of world language teachers follow key instructional practices as described.  |
| Administer Standards-based , performance assessment(s)                | District-wide, standards-based assessments are administered at two levels in all languages taught.   |
| Engage in yearly staff development on world language topics           | 75%of world language teachers participate in at least one full day local, state, or national world language conference per year, in addition, 100% participate in at least one in-house world language specific workshop (equivalent to a 5 hour day). |
| Membership in professional organizations                              | 75% of world language teachers belong to a professional world language organization.   |
| Provide special program features                                      | World language programs outside of class include the Japanese Speech Competition, monthly Spanish Club, and Global Seal of Biliteracy with the support of CIEE Abroad Programs.  |



# Plymouth Whitemarsh High School

Colonial School District

Plymouth Meeting, PA

2025 – 2027

Rich Madel, [rmadel@colonialsd.org](mailto:rmadel@colonialsd.org) 484-802-2695

|   |  |
|---|--|
| Maintain high percentage of world language enrollment                 | 65.6% of total enrolled students are also enrolled in a world language course.   |
| Provide a variety of languages in a 4 year high school sequence       | In the 2024-25, 227 students are enrolled in levels 4, 5, and/or AP in all languages offered (i.e., Spanish, French, and Latin)  |
| Retain students at higher levels                                      | 82% of freshmen enrolled in a world language course are retained at higher levels.   |
| Participate in AP, IB, level 5, and/or CIS program                    | In the 2024-25 school year, we have students enrolled in at least level five and /or AP courses in each language offered at PWHS. (e.g., H Spanish 5, AP Spanish, H French 5, VHS AP French, French Cult/Civ 5, H Latin 5, AP Latin)   |
| Classes are one level per period                                      | In the 2024-25 school year, there are no multi-level language classes in any modern language offered.  |
| Provide an extended sequence in at least one commonly taught language | Language instruction begins with an exploratory experience in 6th grade and continues with a proper full year of a student-selected language in grade 7. Spanish, French, Latin have levels 1A/1B, 2, 3H, 4H, 5H, AP as full semester/full credit courses in the High School. Each course meets for 64 minutes each day for a full semester (90 days). |
| Implement Key Instructional Practices                                 | According to the Department of World Languages' Supervising Principal, 100% of modern world language instruction in PWHS is in line with the Four Key Instructional Practices.   |
| Administer Standards-based , performance assessment(s)                | Classical language (Latin) and Modern Languages (Spanish and French) participate in the AP Language and Culture exam. Spanish and French share an integrated performance assessment task at Level 1  |
| Engage in yearly staff development on world language topics           | 8/8 members of the department completed 5+ hours of Lo Logramos workshop on August 21 8am-3pm<br>8/8 members completed 5+ hours of in-house professional learning and reflection conducting curriculum gap analyses and inventories during the 2023-24 and 2024-25 SYs.  |
| Membership in professional organizations                              | 100% (8/8) department members are active members in professional organization  |
| Provide special program features                                      | Special Program Feature (French): Student travel to Quebec<br>Special Program Feature (Latin): 10+ hours of extracurricular language club activities (Latin Club). Special Program Feature (Spanish): 10+ hours of extracurricular language club activities (Hispanic/Latinx Student Union)  |



**Ridgway Area High School**  
**Ridgway Area School District**  
**Ridgway, PA**  
**2025 – 2027**

Ms. Katie Grubbs, [grubbskatie@rasd.us](mailto:grubbskatie@rasd.us) 412-741-2230 ext. 3318

|   |  |
|---|--|
| Maintain high percentage of world language enrollment                 | 45% of our high school students are enrolled in one or more world language courses   |
| Provide a variety of languages in a 4 year high school sequence       | Students are enrolled in four sequence classes in Spanish and French.  |
| Retain students at higher levels                                      | 72% retention rate.  |
| Participate in AP, IB, level 5, and/or CIS program                    | We have Spanish level 5 and French level 5. We also have CIS classes through the University of Pittsburgh in French and Spanish. |
| Classes are one level per period                                      | Both WI teachers have one split-level course.  |
| Provide an extended sequence in at least one commonly taught language | We have French and Spanish classes in a five-year sequence.  |
| Implement Key Instructional Practices                                 | 100% of teachers implement key instructional practices.  |
| Administer Standards-based , performance assessment(s)                | An IPA is offered at Spanish and French 3 level.   |
| Engage in yearly staff development on world language topics           | One teacher annually attends the IUP Spring methodology Conference.  |
| Membership in professional organizations                              | 100% of teachers are members of WL professional organizations.   |
| Provide special program features                                      | There are three activities that involve communication in the target language outside the classroom.                              |



# Spring-Ford High School

## Spring-Ford Area School District

Royersford, PA

2026 – 2028

Ms. Catherine Gardy, [cgard@spring-ford.net](mailto:cgard@spring-ford.net) 610-705-6211

|   |  |
|---|--|
| Maintain high percentage of world language enrollment                 | 59.3% of Spring-Ford High School students are enrolled in World Language classes. Of the 2,595 students in our school, 1,539 are enrolled in either Spanish, French or German.                             |
| Provide a variety of languages in a 4 year high school sequence       | Spring-Ford High School offers French 1-5 and AP; German 1-4 and Spanish 1-5 and AP.   |
| Retain students at higher levels                                      | Of the 523 ninth grade students enrolled in a foreign language class, 425 (81.26%) continue to level 4 and above.  |
| Participate in AP, IB, level 5, and/or CIS program                    | We have Spanish AP, Spanish 5, French AP, and French 5.  |
| Classes are one level per period                                      | Spanish has exclusive class offerings by level. French has exclusive class offerings for levels 1-4 and combined sections of level 5 and Ap.   |
| Provide an extended sequence in at least one commonly taught language | Our full-year language classes begin in 8th grade, allowing students 5 sequential years of study in either French or Spanish.  |
| Implement Key Instructional Practices                                 | 90-100% of WL teachers follow key instructional practice as described.   |
| Administer Standards-based , performance assessment(s)                | We utilize Standard-based common assessments across the language and levels.   |
| Engage in yearly staff development on world language topics           | We have content leaders attend regional conferences and we have several on site WL specific workshops annually.  |
| Maintain current membership in professional organizations             |  |
| Provide special program features                                      | Biannually Pulsera Project Program, yearly Pen Pals program with students in Spanish speaking countries and Hispanic Heritage Month Assembly where students choreographed and presented an original dance. |



# State College High School

State College Area School District

State College , PA

2024 – 2026

Amanda Showers, aks14@sasd.org 814-231-1011, ext. 1303

|   |  |
|---|--|
| Maintain high percentage of world language enrollment                 | 53% of total students are also enrolled in one or more world language courses.   |
| Provide a variety of languages in a 4 year high school sequence       | We have five years offered for French, German, and Spanish. We have a four-year sequence for Latin and Chinese and a two-year sequence for Arabic.   |
| Retain students at higher levels                                      | 35% of freshmen enrolled are retained at higher levels.  |
| Participate in AP, IB, level 5, and/or CIS program                    | In the 2023-2024 school year, we have students enrolled in AP Chinese, French, German, and Spanish. We have students enrolled in IB French, German, Latin, and Spanish.  |
| Classes are one level per period                                      | In the 2023-2024 school year, we have no multi-level classes in commonly taught languages. There is one multi-level class: Chinese 2 and Chinese 3. .  |
| Provide an extended sequence in at least one commonly taught language | In middle school, students select their language (French, German, or Spanish) in sixth grade. They continue with that language for sixth, seventh and eighth grades, meeting every other day for the entire school year for 40 minutes. in a six-day cycle. French, German, and Spanish have level 1, 2, 3, Advanced 4 / IB Year 1, and AP / IB Year 2 at the high school. Chinese has levels 1, 2, 3, AP. Latin has levels 1, 2, IB Year 1, and IB Year 2. Arabic has levels 1-2. All high school courses meet for 90 minutes every other day for the entire school year.   |
| Implement Key Instructional Practices                                 | Based on observations by the department administrator, 75% of teachers are in line with the Four Key Instructional Practices.  |
| Administer Standards-based , performance assessment(s)                | Students in AP Chinese, French, German, and Spanish participate in the AP Language and Culture Exam. Students in IB French, German, Latin and Spanish participate in the IB Language B or Ab-initio exam.  |
| Engage in yearly staff development on world language topics           | 100% of teachers participated in professional activities. Outside activities included attendance at PSMLA Conference 11/23, attendance at IUP Spring Methodology Conference (4/23), and travel abroad with our German Exchange. Every teacher is a member of a PLC that meets for 45 minutes 2-3 days a week. Additionally, teachers participated in in-house department PD on an Inservice day on 2/27/23 which included a guest speaker in our field from PSU as well as three in-house curriculum work sessions in 10/23 and 11/23. Several teachers attended a webinar with Dr. Liam Printer on 1/20/24 and then shared/facilitated discussion with the department |
| Current Membership in professional organizations                      | 94% of World Language teachers belong to at least one professional organization  |
| Provide special program features                                      | Our school has travel opportunities and exchange programs in various languages. German Exchange welcomed students from our sister school in September 2023. Our French program welcomed students from our sister school in October 2023. In 2023, 27 students at our School earned the PA Seal of Biliteracy, our first year of participating in this program. Students in French, German, Latin, and Spanish participate in National Exams and we have active Chinese, French, German, Latin, and Spanish clubs that meet after school regularly  |



# Titusville Area High School

## Titusville Area School District

Titusville, PA

2026 – 2028

Jean Machokas, [jmachokas@gorockets.org](mailto:jmachokas@gorockets.org), 814-827-2715 x1205

|   |   |
|---|---|
| Maintain high percentage of world language enrollment                 | 37% of the students who currently attend Titusville High School are enrolled in a World Language class.   |
| Provide a variety of languages in a 4 year high school sequence       | We currently have students enrolled in Spanish 1, 2, 3, 4, and AP. We have students enrolled in French 1, 2, 3, and 4.                                    |
| Retain students at higher levels                                      | 24% of students in 9th grade continue to Level 4 and above.   |
| Participate in AP, IB, level 5, and/or CIS program                    | We have 2 CIS classes and one AP Spanish class.   |
| Classes are one level per period                                      | Our high school has no multi-level classes.   |
| Provide an extended sequence in at least one commonly taught language | The Spanish Program spans five years beginning in 8th Grade.  |
| Implement Key Instructional Practices                                 | 90% of the World Language Teachers follow key instructional practices.  |
| Administer Standards-based , performance assessment(s)                | We administered a district-wide, standards-based assessment across all languages taught, at one language level.   |
| Engage in yearly staff development on world language topics           | 100% of teachers participated in one in-house world language specific workshop.   |
| Current Membership in professional organizations                      | 66% of teachers are current members of professional World Language organizations.   |
| Provide special program features                                      | We have 3 program features that connect languages outside of the classroom: Hispanic Flamenco Ballet, 5th grade presentations and the Seal of Biliteracy. |

| <b>Indicators</b>   | <b>RATIONALE</b>  |
|---|---|
| 1. Maintain high percentage enrollment  | <ul style="list-style-type: none"> <li>● <b>Standards are for all students</b>, not just the academic/economic elite. All students should attain world language standards.</li> </ul>   |
| 2. Provide choice of languages in a 4 year high school sequence   | <ul style="list-style-type: none"> <li>● U.S. 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>  |
| 3. Retain students at higher levels   | <ul style="list-style-type: none"> <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>  |
| 4. AP, IB, level 5 classes, and/or College in the High School programs  | <ul style="list-style-type: none"> <li>● <b>Exemplary programs challenge students</b> to reach higher levels of proficiency and encourage students to continue language study K-16</li> </ul>   |
| 5. Schedule classes that are one level per period   | <ul style="list-style-type: none"> <li>● <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.</li> </ul>   |
| 6. Offer an extended sequence of instruction in at least one commonly taught language   | <ul style="list-style-type: none"> <li>● <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)</li> </ul>   |
| <p>7. Implement key practices</p> <ul style="list-style-type: none"> <li>● use the target language 90% in most classes in a comprehensible way</li> <li>● engage students in pair and small group communicative activities</li> <li>● encourage/require students to express their own meanings</li> <li>● integrate culture 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 comprehend what is said.</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>● Cultural knowledge is essential to effective communication.</li> <li>● Although there are many other best practices for effective world language instruction, we believe that these are key.</li> </ul> |
| 8. Administer standards-based, performance assessment that cuts across languages  | <ul style="list-style-type: none"> <li>● There can be no standards-based program without a valid, reliable assessment that cuts across languages to determine student progress in attaining standards.</li> <li>● To be valid and reliable, have outside verification of results using a common measurement tool such as the ACTFL Scale.</li> </ul>  |
| 9. Engage in yearly staff development   | <ul style="list-style-type: none"> <li>● As professionals, teachers must maintain and improve their knowledge and skills. Educators must model the concept of “life-long learning”.</li> </ul>  |
| 10. Maintain membership in professional organizations   | <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 beyond the classroom 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

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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 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 sometimes referred to as the “academic elite”.

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

PSMLA hopes that all high schools across 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:

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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 **three years**, at which time a school may reapply. If school personnel believe they can attain a higher award, they may reapply after one year.