2027 Eleven PEP Indicators:
Rationale, Definitions, Required Evidence

Indicator # 1
Maintain high enrollment in world language classes

RATIONALE

Standards are **for all students**, not just the academic/economic elite.

DEFINITIONS / EXCEPTIONS

Total School Enrollment will be defined as all students enrolled in the school.

- Special education students whose 504 Individual Education Plan precludes participation in a world language program may be subtracted from the total. Please note, not all IEP students are excluded from world language study, thus not all IEP students should be subtracted.
- Students who are in vocational programs half of every day may be subtracted.

EVIDENCE

Attach computer generated printouts from the school database (current school year, 2026-2027) that clearly show the

- Total Student Enrollment of the high school (just last summary page showing the students numbered, please don't send pages and pages of student data)
- total number of high school students enrolled in world language classes (again just last summary page with students numbered)

A note signed by the principal (in blue ink) attesting to the number of students with IEPs and /or number of students enrolled in half day, daily vocational classes—who are excluded from language classes.

Use the above to calculate the percentage of all students in the high school enrolled in world languages. Highlight the totals & the resulting percentage and show the math.

Important notes:

- The **Total School Student Enrollment printout** is usually applicable for Indicators 1-3. (MAKE 3 copies, attach one each to Indicators 1, 2, and 3.)
- A chart or table created by the applicant is not considered evidence—it must be a school generated computer printout from the school database.
- Send only the last summary page of the student enrollment lists, showing students numbered
- All student names must be blackened out
- If your computer printout does not include the totaled number of students, please attach an itemized adding machine tape with the total to the computer printout. The committee cannot devote time to adding these up.

Provide a **brief** *description in this box for Indicator #1 - then copy and paste to Form B (the Blank PEP Rubric) in the appropriate column / row 1.

*Descriptions / explanations should be in **summary** form with no more than about 20 -50 words so that it will fit into the PEP SHOWCASE template.

Attach this cover page to the evidence provided (Total Student Enrollment and Foreign Language Enrollment printouts).

Indicator # 2

Provide variety of languages in a 4-year high school sequence

RATIONALE

Students may be more motivated to attain standards in a language of their choosing. U.S. society is diverse, reflecting various heritage languages. There are more and more career opportunities for bilingual workers of various languages. School programs should reflect diversity within reason.

DEFINITION

The four-year high school sequence (do not count K-8 classes) must be year-long with daily instruction or the equivalent in a block schedule. These must be actual classes, not just courses offered on a course list.

EVIDENCE

Attach

- a printout of current 2026-2027 teacher schedules highlighting level 4 classes.
- copy of current 2026-2027 Total Student Enrollment printout (may be a copy the same data used in Indicator #1) since the number required depends on the size of the school
- Highlight the total enrollment and level 4 classes

Important notes:

- Usually, the same Total Student Enrollment printout is applicable for Indicators 1, 2, and 3 – attach a separate copy to each indicator!
- The same **Teacher Schedules** may be applicable to Indicators 3-6 (**MAKE 4 copies, you will highlight different items on each)**
- A chart or table created by the applicant is not considered evidence- the sheet must be a school generated computer printout from the school database.
- For Total Student Enrollment send only the last page, (showing students numbered).
- Student names must be blackened out.

Provide a **brief summary** description for Indicator #2 - then copy and paste to Form B (the Blank PEP Rubric) in the appropriate column / row 2. (Write "we have", not "we offer".)

Attach Total Student Enrollment and Teacher Schedules printouts to this page.

Indicator # 3

Retain students at higher levels

RATIONALE

A minimum of 4-5 years is needed (in a 5 period per week standards-based program) for most students to attain an Intermediate Low level of speaking proficiency (ACTFL Scale). (See Sample Rubric, page 5)
Exemplary programs maintain student interest to continue their study to the higher levels.
Schools with high academic expectations for students will arrange student schedules to avoid conflicts that otherwise might prevent them from taking higher level classes.

DEFINITION

Retention to the higher grades may be made by comparing **current number of 9th graders enrolled in language classes with students enrolled in level 4 and above.**

EVIDENCE

Attach a

- computer generated printout from the school's database showing current 9th graders **enrolled** in a world language class (numbered names, language, grade 9, school year in a student listing) (just the last page if students are numbered). Highlight the total number of 9th graders in world languages.
- Computer generated printout showing current world language enrollment of level 4 and above (attach just the last page if students are numbered) **or** official teachers' schedules that include numbers of students per class). Highlight the total number of students in levels 4 and higher. (Show the addition.)

Use these two documents to determine the percentage of students in the upper levels (levels 4, 5+) compared to the current 9th grade. Highlight totals by grade/level and the percentage. Show the math.

Important notes:

- A chart or table created by the applicant is not considered evidence- these must be computer generated from the district database.
- Student names should be blackened out on all documents

Provide a **brief summary** description for Indicator #3 - then copy and paste to Form B (the Blank PEP Rubric) in the appropriate column / row 3.

Attach evidence for Indicator #3 to this page.

Indicator # 4

Participate in AP, IB, level 5, and/or CIS program

RATIONALE

These courses challenge students to reach higher proficiency levels. Exemplary world language programs maintain student interest to continue their study to the higher levels. Schools with high academic expectations for students will arrange student schedules to avoid conflicts that otherwise might prevent them from taking higher level classes.

DEFINITIONS

Commonly taught languages are defined as French and Spanish.
AP = Advanced Placement
IB= International Baccalaureate
CIS = College in the Schools program **(≥ high school level 5)**
Level 5 or higher = any class following yearlong levels 1-4. Classes should meet daily (or the equivalent of daily instruction) and may include an independent work component**. The course must equal 1 full credit toward graduation.**

These must be actual classes, not just courses offered on a course list.
Classes must be year-long with daily instruction or the equivalent in a block schedule.
(Should the school teach neither French nor Spanish, the above explanations will apply to the language(s) currently being taught.)

EVIDENCE:

The courses must currently be subscribed rather than just offered in selection sheets, handbooks, etc.

Attach a printout of Teacher Schedules (see Indicator # 2 and #3) – highlight the AP, IB, CIS, and / or Level 5 courses (be sure to identify the language) for classes taught 5 days per week.

Or, attach and official, dated graduation documentation or a letter from the principal – **if** the class is taught less than 5 days per week but is the equivalent in terms of work done. The documentation must attest that the class equals 1 full credit toward graduation.

Provide a **brief summary** description for Indicator #4 - then copy and paste to Form B (the Blank PEP Rubric) in the appropriate column / row 4. (Write "we have" not "we offer".)

Attach Teacher Schedules (with AP, IB, CIS, or Level 5 and above courses highlighted) to this page.

Indicator # 5

Schedule classes that are one level per period

RATIONALE

Time on task is critical for attainment of standards. Multi-level (or split) classes often result in students receiving a half period (or less) of instruction rather than a full period.

DEFINITIONS / EXCEPTIONS

Multi-level or split classes are those that have students from two or sometimes even three or more different levels assigned to the same class period. The teacher moves from one level to the other, teaching a separate curriculum to each group. The result is that students end up with 50% instructional time (or less) for the year.

Exceptions

Less Commonly Taught (LCT) language classes that are split (multi-level) are exempt from this requirement (although the practice should be avoided whenever possible).

Also exempted is the practice that is sometimes used in the upper levels (4-5 or higher) where two levels are combined –but one curriculum is taught to the entire group and flipped with a second curriculum the following year.

Commonly taught languages are defined as French and Spanish. All others are considered LCT languages.

EVIDENCE

- Attach a copy of **computer-generated** Teacher Schedules (See Indicators #2 - 4) The schedule must include the **TIME** that the classes meet. If your computer program does not include the **TIME** that the classes meet, the principal may write a note (signed in blue ink) attesting to the fact that there are no split classes!
- Highlight any split or multi-level classes. If there are none, please write and highlight **NONE**
- Explain why specific split classes should be exempt (when appropriate based on the exceptions listed above) in the box below.

Provide a **brief summary** description for Indicator #5 - then copy and paste to Form B (the Blank PEP Rubric) in the appropriate column / row 5.

Attach Computer Generated Teacher Schedule with split classes highlighted to this page.

Indicator # 6

Demonstrate an extended sequence of instruction in a commonly taught language

RATIONALE

A minimum of 4 -5 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). An extended sequence will enable students to attain this level and higher. (Refer to page 5, Sample Oral Proficiency Rubric)

DEFINITIONS

To qualify, extended programs must be school sponsored and sequential.

- For schools with K-8, the instruction must be a minimum of 60 minutes per week (2 times a week--30 minutes each) or (3 times per week--20 minutes each) for at least one language.
- Classes should meet daily in grades 9-12 (or the equivalent of daily instruction). **The course must equal 1 full credit toward graduation.**
- Commonly taught languages are defined as French and Spanish.

Schools will not be penalized for offering shorter sequences of less commonly taught languages.

EVIDENCE

- A printout of **Feeder School's Teacher Schedules** for each grade level, K-8, from wherever instruction begins. Make sure the printout includes minutes of periods and how often classes meet per week. Highlight an example of how often and for how many minutes the classes meet per week, per grade.

- A printout of **high school Teacher Schedules** (See Indicators #2-5). Highlight at least one language that has the extended sequence and the periods per week.

- Official, dated graduation documentation or a letter from the principal – **if** the high school class is taught less than 5 days per week but is the equivalent in terms of work done. The documentation must attest that the class equals 1 full credit toward graduation.

Provide a **brief summary** description of Indicator #6 - then copy and paste to Form B (the Blank PEP Rubric) in the appropriate column / row 6. (Write "we have", not "we offer".)

Attach the Feeder School Teacher Schedules and the High School Teacher Schedules to this page.

Indicator # 7

Implement Key Instructional Practices

RATIONALE

Time on task is critical for attainment of standards, so teachers need to maximize their use of the target language. They are the primary source of language input for students. However, it is not enough for teachers to speak the target language—it is critical that teachers facilitate **students' comprehension** by using "negotiation of meaning" techniques**.** Without pair and small group activities in the target language, students have insufficient speaking practice to attain the Communication Standard (Interpersonal Mode). 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.

Definition of Key Instructional Practices

Modern language teachers:

1. **use the target language 90% of most class periods** (or more) in a comprehensible way
2. **engage students in pair and small group communicative** (Interpersonal Mode, Communication Standard) activities in the target language 3-5 periods per week
3. **encourage/require students to express their own meanings in the target language daily**
4. **integrate culture into daily language instruction**

Make an appointment with your principal / headmaster or equivalent. This is an opportunity to educate and win some points for your department. Explain the Four Key Instructional Practices and how well your department is carrying them out. Ask for the principals' signature. Fill in the date.

EVIDENCE: The completed Verification of Key Instructional Practices Form on page 8.

The principal / headmaster verifies that based on her/his classroom observations and to the best of his/her judgment, _____% of modern world language instruction is in line with the Four Key Instructional Practices as defined on the left. Classical languages should be included were appropriate.

- The % may indicate the average degree to which high school teachers implement key practices or
- the % of high school teachers who implement them.

Explain below how % was obtained.

Provide a **brief summary** description of Indicator #7 - then copy and paste to Form B (the Blank PEP Rubric) in the appropriate column / row 7.

Attach the following Indicator # 7 FORM filled-in, signed, and dated by the principal or headmaster.

2027 Eleven PEP Indicators:
Rationale, Definitions, Required Evidence

Verification of 4 Key Instructional Practices
Indicator 7 Form

While there are many best practices in world language education, PSMLA has identified the following four practices as key for an effective standards-based world language program.

Effective world language teachers:

1. **use the target language in a comprehensible way 90% or more of most class periods** (in a way that students understand).

2. **engage students in pair and small group communicative practice in the target language at least 3-5 times per week** (Interpersonal Mode, Communication Standard).

3. **encourage/require students to express their own meanings in the target language daily** (as opposed to just grammar exercises that do not focus on meaning).

4. **integrate culture into daily language instruction.**

To be completed by the Principal / Headmaster / or Equivalent:
Based on classroom observations and to the best of my judgment,____ % of modern world language instruction in _____school is in line with the Four Key Instructional Practices as defined above. The figure may indicate the % of:

- ✓ an average percentage of time each teacher in the school regularly implements the key practices **or**

- ✓ the percentage of teachers **who** implement all 4 practices on a consistent basis.

_____
Signature of Principal or Headmaster (or equivalent) in blue ink

_____
Title

_____
Date

Indicator #8

Administer standards-based, proficiency assessment(s) across levels

RATIONALE

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, it is necessary to have a common measurement tool such as the ACTFL Scale.

DEFINITIONS

The school **must administer at least one assessment yearly** which includes all of the following characteristics:

- **assesses at least one standard**. The standard must be one of the 11 National Standards (www.actfl.org)
- **is proficiency-based** (assesses what students can do with the language, **NOT discrete-item grammar testing**). Do NOT submit multiple-choice, fill-in-the blank, or true/false components of any tests. Proficiency sections of AP exams are acceptable. (See the **PEP Rubric** in the online PEP Application Overview)
- **is the same task, set of tasks, or same proficiency assessment**—given in at least one specified level, for all languages taught in the school. The following are examples of oral and/or written proficiency-oriented, standard-based tests: OPI, SOPI, SOPA, MOPI, IPA… (See ACTFL & CAL)
- **is rated using a rubric that is tied to the national ACTFL Speaking or Writing Scale.** (See sample ACTFL-based PEP Rubric in the PEP Application Overview) **The rubric used must be included in the documentation.** Show how your rubric is tied to the ACTFL scale. Thus, ratings should **neither be A, B, C, D, E nor numerical**, rather, they should use rating levels common to the ACTFL Scale.

Newly established, Less Commonly Taught language programs will be exempted from the testing requirement until year (not level) four. Submit evidence of program development such as a signed letter from your principal.

Classical languages must relate to the standards for classical languages. The test must be appropriate to assess the Classical Standard(s). Results from The National Latin Exam and the AP Latin Test **will** be accepted as evidence**.**

EVIDENCE for modern languages must include the following 3 items:

1. **TEST -- a copy of one test,** IPA, portfolio project, or interview procedure that is used across every world language taught at the school, at one or more levels, from the previous school year or current year.
   - Show / explain and highlight which standard(s) is/are being assessed.
   - Highlight the level(s) at which this test was given and the school year
2. **RUBRIC** -- the rubric that was used to assess the proficiency. Write /show how this rubric relates to the ACTFL scale.
3. **STUDENT RATINGS** -- the final, overall scores/ratings (highlighted) from the rubric (Blacken out student names or submit number/percentage of students attaining each rating from computer generated printouts)

EVIDENCE for classical languages

1. the language (highlighted)
2. an explanation of how this test is appropriate to meet at least one of the proposed PA standards(s) for classical languages.
3. the level at which this test is given (highlighted)
4. provide final overall scores from the previous school year (do not include student names).

Provide a **brief summary description** of Indicator #8 - then copy and paste in Form B in the appropriate column/row:

Attach copies of 1) TEST per level, 2) ACTFL related RUBRIC, and 3) Student RATING results (not grades), and explanations to this page.

Indicator # 9
Teachers engage in yearly staff development on topics related to world language instruction

RATIONALE
As professionals, teachers must maintain and improve their knowledge and skills. Educators must model the concept of "life-long learning". Outside resources should provide new insights, techniques, and research. In-house activities should provide opportunities for departmental collaboration and support.

DEFINITIONS
The **OUTSIDE** world language conference/seminar and **in-house world language specific workshop** must be daylong or the equivalent of 5 hours in combination. University /college post baccalaureate world language specific courses and/or travel with students to a non-English speaking country/territory may be included.
IN-HOUSE professional development activities may include in-service workshops, webinars, curriculum development, and textbook adoption, etc. An activity that features an **outside presenter** may count as either an in-house activity or outside activity—**but the same workshop may not be counted twice.**

Fill out the form on the next page and show the percentage of teachers who meet this requirement; show the math.

EVIDENCE from last school year and/or current year (June 2025 to February 13, 2027):

1. **Outside Professional WL Activities:**
   - **For world language specific conferences/seminars/classes:** copies of receipts for workshop registration fees, course grades, or documentation of ACT 48 credit. Highlight names, dates
   - **For travel abroad with students**: paid invoice / paid receipts, and a detailed itinerary of activities completed during the trip (counts up to 5 hours).

2**. In-House Professional WL Activities:**
   - **For in-services—**copies of agendas **and** sign-in/sign-out sheets, ACT 48 verification sheets, or written confirmation by the principal. Highlight all relevant names, topics, and times. (If there is an outside presenter, be sure to identify the individual and his/her affiliation.)

Curriculum work & textbook adoptions – including departmental meetings and planning for WL curriculum development and PD within the school, including webinars. A signed attendance sheet verifies participation. **"PSMLA webinars**" are acceptable.
   - name of work, hours, dated sign-in sheet(s), signed by principal in blue ink.
   - **Webinars** are acceptable if they are attended as a group and include interaction among teachers with evidence that includes agenda, date, webinar name, production institution (if applicable) presenter name, statement of the nature of the teacher interaction related to the webinar, and an attendance sheet (with date and hours) signed/dated by the principal.
   - **Professional Learning Communities (PLCs)--**the emphasis must be **on the foreign language interactions and pedagogical strategies that are taking place amongst the PLC members**. Provide written documentation of what was discussed, hours, dated sign-in sheet(s), signed by principal in blue ink. Attach the originals.

It is not necessary to document attendance that exceeds what is required for PEP. Doing so will not result in a higher rating.

Provide a **brief summary description** of Indicator #9 - then copy and paste to Form B in the appropriate column/row:

Attach the Indicator Summary Page and evidence for Indicator #9 to this page.

Indicator # 9 Summary Page

Names of all high school world language teachers	**Outside world language conference, workshop, seminar, course (date/hours)**		**In-house world language in-service (date / hours)**	
For example: *Jane Doe*	*PSMLA conference*	*10- 6 -22* **5 hours**	*TPR in-service*	*11- 4- 22* **5 hours**
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				

*if a teacher did not participate in an outside / inside PD opportunity just write "NONE"
Attending more PD activities than required by PEP is commendable; however, it is not necessary to provide documentation that exceeds the requirement. Doing so will not result in a higher rating.

Show the number and the percentage of the world language staff members who have completed the required professional development. (Show the math.)

Please attach the evidence per teacher – **in the same order as the list above** to Indicator # 9 cover sheet (receipts, course grades, ACT 48 verification, agendas, sign-in and sign out sheets, etc.)

Indicator # 10
Maintain current membership in a professional organization

RATIONALE
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.**

EXAMPLES of appropriate professional organizations:
- Pennsylvania State Modern Language Association (Please note at least one teacher of the applying school must belong to PSMLA). **All PSMLA membership(s) must be paid by January 15th of the year of the application.**
- American Association of Teachers of German (French, Spanish and Portuguese), etc.
- Modern Language Association of Philadelphia and Vicinity,
- American Classical League,
- American Council on the Teaching of Foreign Languages

Other associations will be considered if their primary focus is world language learning and they offer workshops, publications, etc.)

EVIDENCE
Fill out the following form; determine the percentage of teachers who meet the indicator.

Attach a copy of membership cards, publication shipping address label (must show date / postmark), receipt, hard copy of email receipt, or cancelled check for each teacher and/or institutional membership. Highlight the teacher's name and membership year. The date must be for the current school year (2026-2027) or calendar year 2027).

Please go to www.psmla.org for PSMLA membership information.

Please note, it is not necessary to include more than one organization per teacher. Membership by a teacher in more than one organization will not increase the rating for this indicator.

Provide a **brief summary description** of Indicator #10 –then copy & paste to Form B in the appropriate column/row:

Attach the following form and the evidence for Indicator #10 to this page.

2027 Eleven PEP Indicators:
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Indicator #10 Summary Page

High School Teachers' Names	Professional Organization	Membership Date
For ex: Jane Doe	PSMLA	2026-2027
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

All foreign language teachers must be listed.
If a teacher does not belong to an organization, please write "NONE" in the space.
Membership by individual teachers in more than one professional organization is commendable; however, documentation that exceeds what is required for PEP will not result in a higher rating.

Show the **total number of teachers and the number / percentage of teachers** who belong to a professional organization:

Please help us to accurately evaluate your documentation by attaching this form and related evidence per teacher – in the same order as the list above to the Indicator # 10 cover sheet (copies of membership cards, publication shipping address labels that show membership date or postmark, receipts, cancelled checks, etc.).

2027 Eleven PEP Indicators:
Rationale, Definitions, Required Evidence

Indicator # 11
Provide special program features

RATIONALE

Special programs/projects/activities tend to increase student motivation and participation in world language programs, increase time on task, and often help students make connections between the target language and other subject areas and communities.

DEFINITIONS/EXAMPLES

This indicator is an opportunity to showcase special program features between June 2025 and Feb.13, 2027. These may include (but are not limited to):
: inclusion of Seal of Biliteracy and Global Scholars as acceptable activities, among others.

- programs that make connections to the local, state, and/or international communities (Seal of Biliteracy and Global Scholars are acceptable activities)
- language/culture related travel
- long term partnerships with schools, either local or abroad
- exemplary uses of various forms of technology to make outside connections
- conversation tables at lunchtime
- world language competitions
- career readiness **World Language programs**
- after school clubs, etc.

These program features occur outside of the regular scheduled class time and should be more than a onetime occurrence (at least 10 hours). A project that takes weeks to prepare and culminates in a one-day finale is appropriate.

The special program features should help students connect to outside resources that include use of the target language, related subject areas, and/or cultural activities. (Communities/Connections/ Comparison Standards)

EVIDENCE:

Description of the exemplary program feature(s) **with proof of completion** such as

- **Evidence of the completed trip with receipts or dated published account**
- one sample of a student product, hours, date(s)
- dated newspaper or otherwise published account, photos, etc.
- an email trail over time with dates
- results or accounts of world language competitions, hours, date(s)
- a letter signed by the principal in blue ink briefly describing the activity, time(s), date(s), and participants and attesting that the activity actually took place
- documents of Seal of Biliteracy, Career Readiness, and/or Global Scholars are acceptable activities.

Please do not send more than one or two pages of evidence per feature.

Photographs, news, and web accounts **must include published date** (**this school year or previous school year**) -- please highlight. This may NOT just be a date written in…it must be a part of the documentation. (The focus is on what was done, NOT what you are/were planning to do.)

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Provide a **brief summary description** of Indicator #11- then copy and paste to Form B (the Blank PEP Rubric) in the appropriate column / row 11. (Write what you did, not what you offer.)

R

Fill out and attach the following form and the required evidence for Indicator #11 to this page.

Indicator #11 Continued

Name/nature of the activity	Timeframe
1.	
2.	
3.	

Inclusion of more than **3** activities is commendable but will not increase the rating. Include only the **3** activities that best meet the criteria.

Attach this form and related evidence **(<u>in the same order as the list above</u>)** to the Indicator # 11 cover sheet (copies of official dated itineraries, dated photos (dated by the photo program), dated sample of student product, a dated newspaper or otherwise published account, and email trail, dated results of competitions, etc.