

APPLES Spring 2016 Newsletter



Message from the president

Greetings!

I hope everyone is now enjoying a great start to the spring semester and staying warm in the Western Pennsylvania winter!

APPLES continues to work toward supporting language teachers in our region by providing professional development and opportunities for our students:

Fall Meeting and Professional Development event:

On September 26, 2015, APPLES held its annual fall meeting, combined with a professional development activity. The topic of the day was “Building Target Language Use in the Classroom.”

Attendees included current K12 teachers, Spanish Education students, and current and retired IUP Faculty. The day began with demonstrations in Turkish and Korean, which provided participants with a glimpse into what our students experience in our classroom. One participant commented “It is interesting to see how a lesson would take place if you were put in a class where you didn’t understand the target language at all.”

The second part of the day was spent engaging in demonstrations in Spanish and French and discussing ideas for maintaining the target language in the classroom. Participants “enjoyed hearing ideas from presenters and following up with time to share ideas with fellow educators all in the target language.”

Future events of this nature are planned – watch the APPLES website (<http://applescollaborative.weebly.com/>) and your e-mail for further details!

Annual Foreign Language Festival:

APPLES sponsors an annual foreign language festival to showcase the talents of our students in our local secondary language programs in both academic and non-academic foreign language categories. This year’s Foreign Language Festival will be held on **Saturday, April 2, 2016** at the Indiana University of Pennsylvania (IUP).

Louise Wilson, a teacher of Spanish, French, and English as a Second Language at Central High School of the Spring Cove School District in southern Blair County tells us that

“The Festival is a wonderful opportunity for foreign language students to showcase their abilities. The academic categories are reading, writing, speaking, and listening – activities students do on a regular basis in class. In addition, there are drama and literary recitation events. We also have activities for those with creative talents. Our non-academic competitions include creating

- three-dimensional models of target-language structures
- copying artwork of famous target-language artists
- creating one’s own art to celebrate the target culture
- singing
- playing instruments and
- dancing to songs from the target culture.

The Festival gives our students the chance to enjoy themselves and also showcase just how pleasing learning new languages and cultures can be!”

Festival registration details and information are available within this newsletter and on the APPLES Webpage!

Finally, within this newsletter is information on the **PSMLA PEP program** in an article written by Thekla Fall and Mina Levinson of PSMLA. This program provides an opportunity for schools to receive recognition for their exemplary programs – and offers suggestions for building further exemplary programs.

Christina Huhn, PhD

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- > Torzok Scholarship
- > Millersville Language Camp

Important dates/ deadlines

Language Festival	Sat, April 2
Millersville Summer Camp applications	Fri, April 15
Torzok Scholarship applications	Fri, April 15
Executive Board Meeting	Wed, April 27



APPLES:
Appalachian Professional
Language Educators' Society
ACADEMIC ALLIANCES
In foreign languages and
literatures
School/College Collaborative

IUP Spring Methodology Conference on Foreign Language Teaching Friday, April 15, 2016

We hope you'll join us again for another professionally stimulating IUP Spring Methodology Conference on Foreign Language Teaching! The 2016 conference will be held on Friday, April 15, 2016. The conference will be held once again at the **Kovalchick Convention and Athletic Complex** located on the IUP campus.

As always, you can look forward to this yearly event that brings you exciting new ideas that you can take back to your classroom, current issues in language education for you to discuss, opportunities for you to network with other language professionals, and the latest textbooks and materials for you to peruse.

As in the past, by attending the full-day conference, you can earn up to six hours of Pennsylvania Act 48 professional education credits.

Our Keynote Speaker for 2016 will be **Yo Ozama**, 2012 ACTFL Teacher of the Year. To learn more about Yo Ozama click on his picture to the right.

For more information about the conference go to <http://www.chss.iup.edu/spanish/methodsconf/index.html>
The deadline for registration is Friday, April 1, 2016.



Yo Azama
2016 Keynote
Speaker
2012 ACTFL
Teacher of the Year

APPLES Spring Executive Board Meeting

The APPLES Executive board will meet on Wednesday, April 27, 2016 in Johnstown. All APPLES members are welcome to attend. For more information regarding the meeting or to RSVP, please contact APPLES President Christina Huhn via e-mail. Her address is: huhn@iup.edu



Each year, APPLES offers a \$500.00 scholarship to a student of an APPLES member who plans to pursue language(s) in post-secondary education. Additionally, a scholarship to the Millersville Language Camp is available. Please consider having your students apply for these great opportunities. See pages 7 and 8 of this newsletter for applications for both scholarships.



Millersville Language Camp
Applications are due by
Monday, April 15, 2016.

Torzok Scholarship Applications are
due by Monday, April 15, 2016.

**Volunteers are
needed for the
APPLES
LANGUAGE
FESTIVAL
Contact
Jason Killam:
jkillam@iup.edu**

Appalachian Language Educators' Society
27th annual
Foreign Language Festival
Saturday, April 2, 2016
Indiana University of Pennsylvania

Showcasing Exemplary Programs and Providing a Blueprint for Improvement: The Pennsylvania PEP Awards

By Thekla Fall

One of the elements most vital to the success of a K–12 language program is an administrator’s understanding of quality in world language programs. To be credible, this definition needs to come from the language profession. Program effectiveness should be demonstrated with quantifiable, district-wide assessment data.

Administrators and teachers must work together to create exemplary language programs. Teachers play a major role in maintaining and improving their own skills and in motivating students to continue to higher levels of instruction. All of these are critical for the benefit of student language proficiency and the overall success of a program.

There have been many top-down, national calls for reform in foreign language programs. This article introduces a “bottom-up” initiative which allows schools to self-select to promote and/or improve their programs: the **Pennsylvania State Modern Language Association Exemplary Program (PEP) Awards**. The PEP Awards Program has two important goals to: provide outside validation and showcase high quality Pennsylvania high school language programs that opt to participate and enable schools to use PEP materials as a blueprint to spur improvements that will have a meaningful and measurable effect on the learning outcomes of students. The ultimate aim is to promote and propagate best practices in world language programs.

Program Origins

The PEP Awards program emerged from a specific need for guidelines in the Pittsburgh Public School District (PPS). As an example, in the mid-1990s, one of the district’s middle school principals was very excited about her great new program. **“Every student in my building is learning Spanish!”** she proudly declared. That seemed like great news; unfortunately it was not the whole story. It turned out that although the school had 550 students, there was only one Spanish teacher. This meant students received instruction in one class per week (or less) resulting in a program where students end up saying, “I studied Spanish for years, but didn’t learn a thing.”

The PSMLA PEP Awards Program

Every fall, the PSMLA PEP committee sends a letter to all 500 Pennsylvania superintendents—the top school decision-makers. The two-page mailing includes:

an explanation of PEP and an invitation to participate the PSMLA PEP rubric—a yearly graphic reminder of what good language programs look like a list of current PEP Award schools—so they see PEP is doable and what neighboring schools are doing a few carefully chosen research items on the benefits of language learning. In addition, e-mails are sent to all PSMLA members and PEP application materials are posted on the PSMLA website (www.psmla.org).

To participate in PEP, high schools must submit evidence that they meet 11 indicators of exemplary performance that are listed on the PEP rubric. Participation is free; the only requirement is that one faculty member must be a PSMLA member. Four levels of excellence are awarded (Globe, Bronze Globe, Silver Globe, and Golden Globe) for a two-year time period which then must

be renewed. Applications are judged by two regional panels to ensure an unbiased review. (Committee East members rate applications from the west and vice versa for Committee West.) Both committees use the same rating rubric.

PEP is not a competition, since all high schools that provide evidence of meeting PEP indicators receive an award. Awardees are presented with an official PEP Award certificate and are given recognition at the annual PSMLA conference, in the annual *Pennsylvania Language Forum* publication, and in the *PEP Award Showcase* on the PSMLA website. Small, incremental, monetary tokens are given to Bronze, Silver, and Golden Globe PEP schools.

Eleven Performance Indicators of the PEP Rubric

The title of “PSMLA Exemplary Program” is awarded to high school programs that attain at least 8 of the 11 indicators at or above the four levels: Globe, Bronze Globe, Silver Globe, or Golden Globe. Each level is increasingly more rigorous. A school may only have one indicator “off the rubric.” In that case, however, they cannot receive higher than a Globe Award. The 11 indicators were written to elicit concrete evidence of desirable program features that would not require on-site visitations. While written at an earlier date, most PEP indicators are in line with ACTFL Position Statements (www.actfl.org/news/position-statements). Some indicators are more in the hands of teachers, and others are more in the hands of administrators; all require joint efforts. The indicators explain the rationale, definitions, and evidence. While administrators must sign off on the entire application, Indicator 7 provides an opportunity to educate principals/headmasters since it requires their personal assessment. Indicator 8 is most often the one to be rated “off the rubric.” See two sample Indicators below.

Goal One: Public Recognition and Validation of Programs

In the fall of 2011, PSMLA sent out a survey to 38 schools that participated in PEP between 2005 and 2011. The survey response rate was 42% (16 respondents); 92.3% of those agreed that PEP gives their program outside validation, and 61.5% agreed that they used PEP to promote their language program among students/parents.

Goal Two: Using the PEP Rubric as a Blueprint for Program Improvement

Seventeen schools have repeatedly applied for PEP since 2005. Of those schools:

- 9 schools maintained the same award level (5 at the Gold level)
- 4 schools improved by one level
- 3 schools improved by two levels
- 1 school improved by four levels (from a No Rating to Golden Globe)

Thus, while nine schools were able to maintain their award levels, eight schools were able to use PEP to spur improvement. Unfortunately, some schools also dropped out over the

The Pennsylvania PEP Awards (cont'd.)

years due to school closings, personnel changes, and program changes.

It is unknown how many new applicants made prior improvements to be eligible for PEP initially. However, over the years, several schools that participated in PSMLA workshops or purchased Institutional Memberships reported that they were doing so to become eligible for PEP. The power of PEP can most clearly be shown, however, by the following anecdotes.

Department chairs and teachers play a critical role in using PEP as a transformative process as illustrated by the following testimonials. Jan Stewart, department chair of Hempfield School District's foreign language department stated:

"Getting ready for PEP is truly a process . . . but it is a reflective process that allows the department to think about what we are doing and what we should be doing. One of the ways that we get our application ready is to have members of the department sign up to take responsibility for the various indicators. That way, everyone has an understanding of what PEP means and each is truly invested in and can take ownership of it."

Gateway High School teacher Natalie Puhala stated: "I get it; PEP is a blueprint for schools. We started with a Globe award but my superintendent and the department have been working to attain a higher level—hopefully gold this year!" (Gateway High School made Golden Globe in 2012.)

Upon hearing of their 2013 PEP Silver Globe Award, Michelle Campbell, Wilson High School, wrote to express her thanks, saying,

"We are moving all of our assessments to the IPA format with a common thematic curriculum in levels 1 and 2. We are linking the descriptors to the proficiency levels on the rubric. I'm hoping that is the direction that PSMLA is looking for us to move in. The PEP award has helped our school a lot. The data that it makes me collect is valuable when it comes to position cuts and the requirement not to run mixed-level classes has helped us keep them off of our schedule . . . PEP has really helped us to at least maintain our program. Our school even made a banner to hang up denoting our PEP status. This helps administrators to know what we have going on in 'world languages world'!"

The program even helps those who do not attain an award initially. One district that did not receive an award in 2013 wrote,

"Thank you so much for letting me know how our school measured up. I'm taking this information and letting my department know what we need to do for next year so that we can re-apply and, hopefully, receive an award!"

These comments point to the potential of PEP Awards to increase the number of high quality, exemplary high school foreign language programs. PSMLA also provides support to teachers to make improvements through regional workshops, conferences, journals, and guides as well as individual feedback to applicant

schools. There are currently 21 schools listed in the PSMLA PEP Showcase: 10 Gold, 3 Silver, 1 Bronze, and 7 Globe.

They represent urban, suburban, rural, public, and private schools. For these schools, the PEP Awards program addresses a need that had not previously been met in the state—a bottom-up initiative that enables high schools to receive outside validation and public recognition for their high quality language programs. Many have used PEP as a means to encourage program improvement.

PEP requires a significant effort on the part of applicants to compile their documentation. It is also very labor intensive for the PEP committee members who volunteer their time and expertise each year. Obviously, both groups consider PEP to be a worthwhile endeavor. All believe that the PEP Award program is a step in the right direction to enable more Pennsylvania students to benefit from high quality, standards-based language programs.

Thekla Fall retired as Director for Foreign Language Education at Pittsburgh Public Schools and is a Past President of PSMLA.

Please see the next page for PSMLA PEP Award Rubric. The 2016 PEP schools will be announced in March. It's not too soon to set up a committee to start to collect evidence for 2017 awards.

Feel free to contact PEP Chairs Mina (mina.levenson@gmail.com) and Thekla (thekla.fall@gmail.com) for assistance in getting started.

Check PEP Awards at www.psmla.net for detailed information.

PSMLA PEP Award Rubric

High schools must meet or exceed 8 of 11 indicators in a column. Only a Globe award may have one indicator "off the rubric."	Golden Globe Award	Silver Globe Award	Bronze Globe Award	Globe Award
1. Maintain high percentage of total world language enrollment	90% to 100% of total school enrollment is enrolled in a foreign language class	77% to 89% of total school enrollment is enrolled in a foreign language class	56% to 76% of total school enrollment is enrolled in a foreign language class	35% to 55% of total school enrollment is enrolled in a foreign language class
2. Provide a variety of languages in a four-year high school sequence	One language for schools with fewer than 350 students; two languages for 351–700; three languages for 701–1,000; and one additional language for each additional 1,000 students (all in four-year sequence)	One language for schools with fewer than 350 students; two languages for 350–700; three languages for 701–1,500; and one additional language for each additional 1,000 students in at least a three-year sequence	One language for schools with fewer than 350 students; two languages for 350–700; three languages for 701–1,500; and one additional language for each additional 1,000 students in at least a two-year sequence	One language for schools with fewer than 350 students; two languages for 350–700; three languages for 701 and above
3. Retain students at higher levels	50% or more of students in a language in 9 th grade continue to level 4 and above	40% to 49% of students in a language in 9 th grade continue to level 4 and above	30% to 39% of students in a language in 9 th grade continue to level 4 and above	15% to 29% of students in a language in 9 th grade continue to level 4 and above
4. Participate in AP, IB, level 5, and/ or CIS program	At least one AP, IB, or CIS program for every traditional language offered	At least one such class for every traditional language offered	At least two such classes	At least one such class
5. Schedule classes that are one level per period	No multi-level (split) world language classes per school in commonly taught languages	No more than one multi-level (split) world language class per school in commonly taught languages	No more than two multi-level (split) world language classes per school in commonly taught languages	No more than three multi-level (split) world language classes per school in commonly taught languages
6. Provide an extended sequence of instruction in a commonly taught language	12 years or more (sequential program begins in grade 1 or kindergarten) in at least one language	6 years (sequential program begins in grade 7) in at least one language	5 years (sequential program begins in grade 8) in at least one language	4 years (sequential program in at least one language through 11 th or 12 th grade
7. Implement Key Instructional Practices	90% to 100% of world language teachers follow key instructional practices as described	80% to 89% of world language teachers follow key instructional practices as described	70% to 79% of world language teachers follow key instructional practices as described	60% to 69% of world language teachers follow key instructional practices as described
8. Administer standards-based, performance assessment(s)	District-wide, standards-based assessment in all traditional languages taught at two benchmark levels, non-traditional at one level	District-wide, standards-based assessment in all languages taught	District-wide, standards-based assessment in all languages taught	District-wide, standards-based assessment across all languages taught
9. Engage in yearly staff development on world language topics	80% to 100% of world language teachers participate in at least one full-day local, state, or national world language conference per year in addition to at least one in-house world language specific workshop (equivalent to a five-hour day)	60% to 79% of world language teachers participate in at least one full-day local, state, or national world language conference per year in addition to at least one in-house world language specific workshop (equivalent to a five-hour day)	50% to 59% of world language teachers participate in at least one full day local, state, or national world language conference per year in addition to at least one in-house world language specific workshop (equivalent to 2.5-hour half-day)	40% to 49% of world language teachers participate in at least one full-day local, state, or national world language conference per year or one in-house world language specific workshop (equivalent to 2.5-hour half-day)
10. Maintain membership in professional organizations	90% to 100% of world language teachers belong to a professional world language organization	80% to 89% of world language teachers belong to a professional world language organization	70% to 79% of world language teachers belong to a professional world language organization	40% to 69% of world language teachers belong to a professional world language organization
11. Provide special program features	Three program features per school that connect world language students to outside resources & provide language practice outside of the classroom	Two program features per school that connect world language students to outside resources & provide language practice outside of the classroom	One program feature per school that connects world language students to outside resources & provides language practice outside of the classroom	One program feature per school that connects world language students to outside resources or provides language practice outside of the classroom



APPLES

Appalachian Professional Language Educators' Society

Regular APPLES dues are just \$12.00 for each calendar year (and just \$6.00 for undergraduate students). If you have never joined APPLES, we'd like to have you join our local team! Any dues received now would be counted for calendar year **2015**.

Each year, we also offer a \$500.00 scholarship to a student of an APPLES member who plans to pursue language(s) in post-secondary education. Thus, please consider donating to the Yvonne Torzok Scholarship Fund in an amount of your choice as well. **AND ENCOURAGE SENIORS TO APPLY FOR THE SCHOLARSHIP!**

Name:	School:
Home Address:	School Address:
Home Phone:	School Phone:
Email Address(es):	Language(s)/Level(s) Taught:

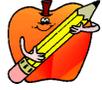
Payment:	√ if applicable		
APPLES Dues		\$	Calendar Year – \$12.00 (teachers) or \$6.00 (undergraduates pursuing languages)
Torzok Scholarship		\$	
TOTAL		\$	Make checks payable to APPLES .

Send dues to:

Dr. Jason Killam
 IUP Dept. of Foreign Languages
 1011 South Drive,
 462 Sutton Hall
 Indiana, PA 15705-1046
 jkillam@iup.edu

FOR OFFICE USE ONLY:

Year _____ Check Number _____ Amount \$ _____ Date ____/____/____



APPLICATION FOR APPLES SUMMER STUDY SCHOLARSHIP

July 31 - August 6, 2016

Applicants must be 15-18 years of age and must have completed at least two years of a single world language. German may be an exception to this rule; please contact Dr. Yolanda Broad (724-463-9827). The application, essay (see below), teacher recommendation, and parent/guardian statement/signature (see below) must be submitted in the same envelope and postmarked no later than **April 15, 2016**. Send to Dr. Yolanda Broad, 215 N. 4th St., Indiana, PA 15701. Contact the camp director at Millersville University, Millersville, PA 17551 for information and brochure about and application to the camp. Phone: 717-872- 3526. Website: <http://www.millersville.edu/forlang/hscamps.php>

Name (last, first, middle)	Home address	Overall grade point average / Language grade point average
		/
Home telephone	Name of high school	Where and when did you study your language(s)?
() -		
Student's home email address	High school address	Current grade in school
Date of birth / Age as of August 2016	Language(s) studied (circle) / Current language level (circle)	Millersville program desired summer 2016 (circle)
/ / / ____ years old	French / I II III IV V+ German / I II III IV V+ Spanish / I II III IV V+	French German Spanish
Gender (circle)	Are you a native speaker of this/these language(s) (circle)?	Recommended by...Language teacher/current APPLES member's name/signature
M F	Yes No	
Have you ever visited a non-English-speaking country (circle)? (*If yes, describe your experience below.)	Scholarship(s)/award(s) received and year(s) received	High school telephone (of APPLES member)
Yes No		() -

* _____

On a separate sheet, in your chosen target language, state your reasons for applying for this scholarship (maximum of 250 words typed). This must be entirely the applicant's work with no assistance from any teacher or other person. If chosen as a recipient of the APPLES Summer Scholarship, you must decide within ten days of notification whether or not to accept the scholarship. Your acceptance implies that you will use the award and the travel money as stipulated in the award description and that you will comply with all program regulations. Additionally, a written report of your experience is required at the end of the scholarship period. APPLES also requests that you attend a meeting during the following year and give a short talk on your experience. I have read and accept the conditions of application. **PLEDGE:** I shall abide by the rules to speak no language other than the target language during all camp activities, including meals. I understand that this is an important part of my language immersion experience. I will participate in all activities planned during the camp.

CONSENT AND ASSUMPTION OF RISK BY PARENT/GUARDIAN: I, as parent or guardian of the above-named student/participant, give my permission for him/her to participate in the **2016** Language High School Camp at Millersville University. I also give my son/daughter permission to go on any supervised excursion trip(s) as part of the Language Camp. I realize injuries can be a consequence of recreational activities, and no amount of reasonable supervision or use of the facility will prevent injury. I accept this risk and allow my child to participate in a language program that may include recreational sports activities.

Signature of student (applicant)	Date	Signature of parent/guardian	Date
	/ /		/ /

**Yvonne Torzok Memorial Scholarship for Foreign Languages
Sponsored by APPLES (Appalachian Professional Language Educators' Society)**

Name (last, first, middle)	Home address
Home telephone () -	Name of high school
High school telephone () -	High school address
Grade point average	Name of college or university applicant plans to attend (fall 2016)
Name/signature of school counselor	Recommended by...APPLES member's name/signature

Foreign languages studied	Length of time studied	Grade level of language study	Average language grade
1.		10	
2.		11	
3.		12	

School activities		

Have you participated in the APPLES Foreign Language Festival? (Circle one.)	Yes / No
List any awards you won at the Festival.	

Write an essay of 250–300 words, typed and double-spaced, on a separate sheet of paper in your language of study. Please be sure to state how you think you will use foreign languages in your future. (There may not be teacher assistance in the composition of the target language essay.) Please include a letter of recommendation from a teacher, a counselor, or a principal.

To be eligible for this \$500 scholarship, you must be a senior in high school, must have studied at least one foreign language for three years, must have a minimum grade point average of 3.0, must continue the study of a foreign language at a college or a university, and must be a U.S. citizen. Your language teacher must be a current member of APPLES to recommend you.

Should you have any questions, please contact Yolanda Broad (724-463-9827) This completed application, the letter of recommendation, and the essay should be scanned into a .pdf file and sent to Yolanda Broad's email address (ybroad1326@earthlink.net) no later than April 15, 2016.