"Inspiring students to communicate, connect and explore our world through experience and engagement."

World Language Department Program Review

Pine-Richland School District

June 2022

The information contained in this report is provided by the Pine-Richland World Language Department for general purposes only. While this report serves as a strategic approach to curriculum planning, recommendations must be considered with respect to all programs provided by Pine-Richland School District.

World Language Department Program Review

Pine-Richland Board of School Directors
GREG DITULLIO - President
AMY TERCHIK- Vice-President
MARC CASCIANI - Treasurer
CHRISTINA BRUSSALIS
JOSEPH CASSIDY
LISA HILLMAN
PETER LYONS
MATTHEW MEHALIK, Ph.D.
CARLA MEYER, Ph.D.

World Language Department
Program Review Report Prepared by:
BRIAN MILLER, Ed.D.
Superintendent
MICHAEL PASQUINELLI, Ed.D.
Assistant Superintendent of Secondary Education and Curriculum
KRISTEN JUSTUS, Ph.D.
Assistant Superintendent of Elementary Education and Curriculum
NOEL HUSTWIT
Director of Student Services & Special Education
FRANK HERNANDEZ, Ed.D.
Assistant Principal, Pine-Richland High School
ALEXANDRA BATOUYIOS
Academic Leadership Council and Spanish Teacher, Pine-Richland Middle School

Pine-Richland School District

Word Language Department
Program Review Committee

FRANK HERNANDEZ, Ed.D.
Assistant Principal, Pine-Richland High School
ALEXANDRA BATOUYIOS
Academic Leadership Council and Spanish Teacher, Pine-Richland Middle School
SARAH BELLISSIMO
German Teacher, Pine-Richland Middle School
MICHAELENE FRAUENHEIM
Spanish Teacher, Pine-Richland Middle School
ANNA GUILIANO
German Teacher, Pine-Richland High School
LILIANA GLASER-GOLIN
Spanish Teacher, Pine-Richland High School
SARAH HAHN
Spanish Teacher, Pine-Richland High School
DAWN HERBST
French & Gifted Teacher, Pine-Richland High School
TAHNEE HINES
Spanish Teacher, Pine-Richland High School
KRISTIN HOUGH
Spanish Teacher, Pine-Richland High School
CECELIA KELLY
French & Gifted Teacher, Pine-Richland Middle School
ANGELA MESIN
World Language Teacher, Eden Hall Upper Elementary School
SARAH MLAKAR
World Language Teacher, Eden Hall Upper Elementary School
SANDY PETROCOCHINO
German Teacher, Pine-Richland High School
LAUREN POETAIN
German Teacher, Pine-Richland High School
OLIVIA SNOW
French Teacher, Pine-Richland High School

Table of Contents

Executive Summary

The mission of the Pine-Richland School District is to *Focus on Learning for Every Student Every Day.* Within the PRSD Strategic Plan, long-term and short-term goals outlined in the Teaching and Learning category form the foundation for continuous improvement. One of the short-term goals for 2016 - 2017 was to design and pilot an in-depth program review process for two of our departments (i.e., Science and Health & Physical Education). That initial work led to a final report and set of recommendations for program improvement. The process itself was refined and used in 2017 - 2018 in the areas of Mathematics and Business & Computer Science. For the 2018 - 2019 school year, we reviewed the Social Studies Department and also modified the process for programming related to gifted and highly achieving students. The sequence of departmental study and implementation for 2019 - 2023 is outlined in Figure 1.

Figure 1. Strategic Plan: Mini-Engine

2019 - 2020	2020 - 2021	2021 - 2022 Revised	2022 - 2023 Revised
Pine-Richland School District Strategic Plan			
Teaching and Learning			
2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023
Refine and strengthen each element of the model for teaching and learning with a focus on integration.			
	Educational Continuum (During COVID-19)	Educational Model Transition and Transformation (Post COVID-19)	
In-Depth Program Review: Study (English, Library and Music)	In-Depth Program Review: Study (Special Education, World Language, and Art)	In-Depth Program Review: Study (Special Education, World Language, and Art)	In-Depth Program Review: Study (H/PE, Counseling & Health Svcs., Family & Consumer Science)(Technology Education, Science)
In-Depth Program Review: Implement Recommendations and Resource Integration (Science, Health/PE, Math, B/CS, Gifted, SS)	In-Depth Program Review: Implement (Math, B/CS, Gifted, SS, English, Library, Music)	In-Depth Program Review: Implement (Math, B/CS, Gifted, SS, English, Library, Music)	In-Depth Program Review: Implement (English, Library, Music, Special Ed., W. Lang., Art, Health/PE, Counseling/Health Svcs., FCS)

This report outlines the process, findings, and recommendations from that work related to the World Language Program. As an organization, it is understood that the pace of change may be dependent upon the impact of that change on other aspects of the educational program. When conducting this work in an individual department, it is important and difficult to balance competing interests and constraints. The process model reflects this challenge as the "ripple effect" of balancing people, time and money. Practically, the committee utilized the action-priority matrix to evaluate each recommendation and established an implementation timeline with associated cost estimates.

One element of the in-depth program review was the establishment of a departmental philosophy and vision (Figure 1). As a result, the vision is captured through the following image and words:

Figure 1

"Inspiring students to communicate, connect and explore our world through experience and engagement."

Recommendation Overview

Recommendation #1: Philosophy and Vision
1. Adopt and widely communicate the World Language Department philosophy and vision to internal and external stakeholders while ensuring a practical connection to program design and delivery.

Recommendation #2: Curriculum & Pathways of Study
1. Modify, align, and expand the curriculum and course offerings in grades 9-12.
    a. Add Level II Honors courses for French, German, and Spanish at the high school.
    b. Add College Prep German IV to be in alignment with the other languages with a similar offering currently.
    c. Evaluate student interest in and collaboratively develop a non-AP level V option to expand learning opportunities for students not interested in Advanced Placement courses.
2. Modify, align, and expand the curriculum and course offerings in grades 4-8.
    a. Move Exploratory French/Spanish/German to 6th grade at Eden Hall Upper Elementary School, with students' language selection occurring in 6th grade in quarters 1, 2, and 3 with the final quarter reserved for general linguistics such as parts of speech, morphology, and syntax. Collaborate with the 4-12 certified world language staff in developing the specific language-based grade 6 curriculum.
    b. Move the first year of a selected language (i.e. French, German, Spanish) to grade 7 in the current, every other day, full academic year.

Recommendation #3: Cultural Awareness & Global Community Connections
1. Identify opportunities within the district to increase cultural awareness and diversity appreciation in our school community.
2. Foster both local and global connections and engagement opportunities (e.g., in-person, virtual, field trips) to expand that cultural and linguistic diversity awareness and appreciation.

Recommendation #4: Resources to Support Teaching & Learning
1. Evaluate and purchase resources to support the written curriculum for all languages.
2. Explore the inclusion of additional supplementary materials and technology within the 4-12 world language classrooms.

**Recommendation #5: Common Assessments & Instructional Best Practices**
1. Evaluate and integrate standardized assessments and benchmarked programs across all languages and levels.
2. Increase alignment with the American Council on the Teaching of Foreign Languages (ACTFL) 5 C's (Communication, Culture, Connections, Communities, Comparisons) as well as the common language and representation of the 3 Communication Standards (i.e., presentational; interpersonal; interpretive).
3. Incorporate professional development opportunities that align with in-depth program review recommendations.

In-Depth Program Review Process

The process for in-depth program review was developed in the 2016 - 2017 school year and has been refined through multiple cycles of improvement. The process was "paused" during the 2020 - 2021 school year given workforce capacity and response to the pandemic. The departments scheduled for that year were shifted to 2021 - 2022 with some modifications to the meeting schedule to accommodate pandemic-related constraints.

To help ensure a clear understanding of the systematic approach to program improvement, the following process diagram was developed and reviewed on a regular basis. Major elements of this image are further described below:

Figure 3 IDPR Process Model
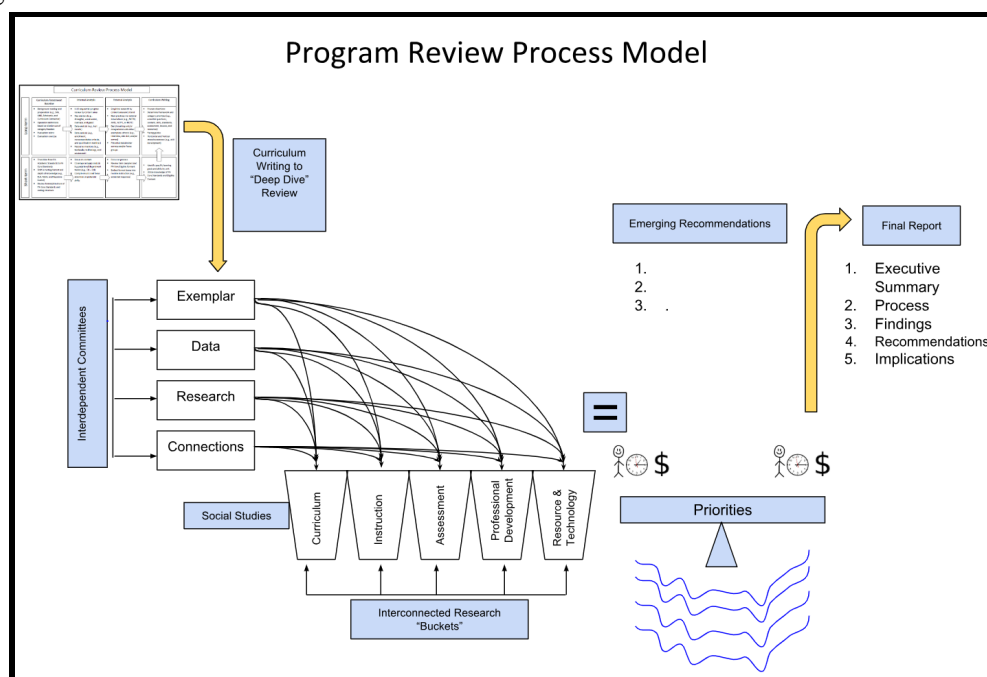
Curriculum Writing to "Deep Dive"

Given the time and effort invested into curriculum writing at Pine-Richland from 2014 - 2016, it is important to understand the relationship of that work to the in-depth program review process. The two-year curriculum writing process was designed to capture the current content in a consistent format through vertical teams (e.g., units, big ideas, and learning goals). That process allowed the department to identify strengths and opportunities for improvement. Most of the attention was directed internally at a review of our district's current structure and practices.

The **in-depth program review process has a broader focus** on all elements of the department. Importantly, the process was designed to emphasize a balance of internal needs and a review of best practices from external sources. It asks questions, such as, "Are we doing the right things?" or "Do we need to consider more significant changes in program design?" In the image above, the curriculum writing process is like a "springboard" to "dive" more deeply into the content area. The personnel, structure, and work were organized into four major sub-committees.

Committee Composition and Structure
We strongly believe that meaningful and lasting change requires engagement of all key stakeholders. The overall size of the department is an important consideration in study team design. In smaller departments, all members participate in the process. In very large departments, a representative sample of teachers are included. In medium departments, effort is made to ensure that all levels and courses are addressed by at least one member. Within the study team, members were then organized by **four main subcommittees**: (1) Research; (2) Exemplar K-12 Schools/Districts/Programs; (3) Connections to Universities, Businesses, and the Community; and (4) Data and Information. Two overarching elements were critical. First, the arrows on the left side of the subcommittees indicate that the groups must collaborate and exchange information (i.e., no silos). Second, the arrows on the right side of the subcommittees demonstrate that key findings/learnings were captured and organized by major research buckets.

It is important to note that the study teams also used a systematic approach to listen to students and parents. Student focus groups were organized at the high school, middle school, upper elementary, and the primary buildings. These groups were representative of the student body and a wide range of academic rigor. In addition, parent and community input was gathered during day and evening town hall sessions. Parents who were unable to attend those face-to-face meetings were able to submit comments electronically.

Research "Buckets"
Within each discipline, information and findings that emerge from each subcommittee become known as research buckets. These buckets help the department members begin to organize concepts and themes. In the early months of the process, the buckets are dynamic, meaning that some initial concepts were removed or combined with other key themes. As the process evolves and teams continue to learn, the themes begin to solidify. Importantly, the arrows on the bottom of the buckets also demonstrate the relationship between areas (i.e., no silos). The subcommittees' learning and identification of information for the buckets were interconnected, as information from one area informed others. Based upon the information gathered through the bucket findings, a set of emerging recommendations was developed.
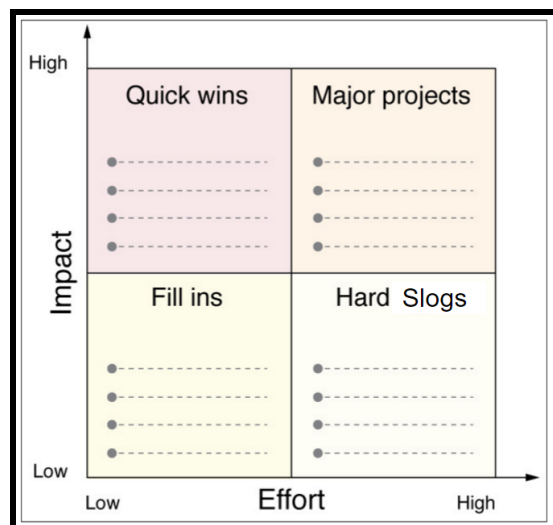
Emerging Recommendations
A systems thinking approach was critical to the in-depth program review process. The transition from "findings" to "emerging recommendations" required skills of synthesis, critical thinking, healthy debate, and communication. At both the start of the study phase and again at the point of emerging recommendations, the team revisits the departmental strengths and opportunities that had been historically developed in the department. Some emerging recommendations were designed to improve current gaps and weaknesses. Other emerging recommendations were identified in the analysis of exemplary programs, universities, businesses, or in the research literature. The team brainstormed recommendations by identifying recurring themes, ideas, and opportunities for growth. The team then discussed, modified, and edited the recommendations. Emerging recommendations were consolidated into a draft. The expanded team worked with the draft to link the emerging recommendations to data provided by the subcommittees.

Balancing Priorities and Resources
The action-priority matrix evaluates the impact versus the effort of the emerging recommendations (Figure 4). Emerging recommendations were categorized as fill-ins, quick wins, major projects, and hard slogs. For example, a hard slog was used to categorize those recommendations that would require much effort but have little impact on student learning. As a system, the "ripple effect" of recommendations was built into the process model (Figure 5). This is further described in the next section.

Figure 4. Action Priority Matrix   **Figure 5. Balance of People, Time and Money**
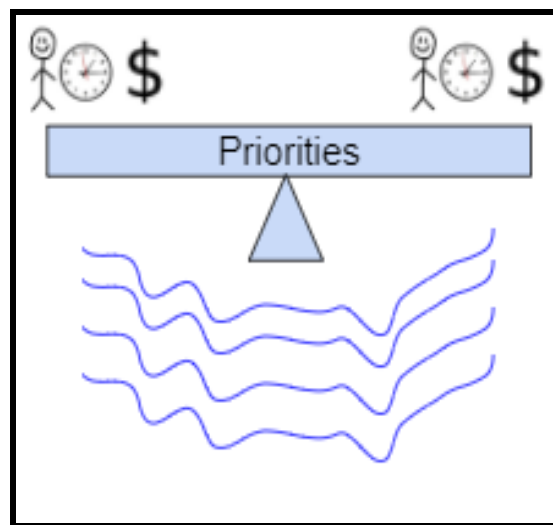
Elmansy, Rafiq. "Time Management Tips for Designers:
The Action Priority Matrix."*Designorate*, 14 June 2016,
www.designorate.com/time-management-the-action-priority-matrix/.
Accessed 14 Mar. 2017.

Tensions of Balancing People, Time and Money with a Rigorous Research Process

It is important to address the challenge that emerges at this stage of the work. At Pine-Richland, we have a culture that believes in the pursuit of excellence at the organizational, department and individual levels. Our departments are composed of certified, experienced, dedicated and passionate educators. Through the in-depth program review, the process exposes department members to current literature/research, exemplary programs, data/information, community connections and focused dialogue about internal strengths and opportunities.

At this point, it is common for a recommendation to directly or indirectly require expanded resources of additional people, time and/or money. Time is impacted by the structure and schedule of the existing day at each level (i.e., K - 3, 4 - 6, 7 - 8 and 9 - 12). Simply stated, additional time for one content area has the effect of reducing time in another area. Additional staff added to one department may have the effect of possible reduction in another department. The assignment of staff and/or scheduling parameters are also addressed through the collective bargaining agreement (e.g., teaching periods and course preparations).

These discussions can be difficult. They are conducted with honesty, support and an understanding of potential implications for the entire system. For example, the concept of adding requirements and/or courses - with associated staff - were discussed in Health/Physical Education, Music, Business & Computer Science to name a few. We work creatively to determine how we can strengthen the specific department, take steps on the improvement continuum and also ensure sustainability and fiscal responsibility. For example, personal finance was addressed at the high school level as a graduation competency and not a required course. If a course was required, we would need to increase staff and that requirement would have decreased flexibility for elective course selections. In science, a recommendation was implemented for "science every day" at Eden Hall. This

recommendation caused a major "ripple" in the master schedule and student day. It required a curriculum revision. It impacted multiple other content areas (i.e., ELA, math and social studies). However, it was also able to be addressed without additional staffing requirements.

Given all of this discussion, the team then identified the final emerging recommendations to support continuous improvement.

Continuum of Improvement

Throughout the in-depth program review process, it was important to maintain perspective on the nature of program improvements. Especially when considering effective elements of exemplary schools or programs, the desire to move from the current program ("Point A") to an ideal future ("Point Z") is natural. However, it is more realistic to recognize that meaningful program improvement within an organizational system will often result from a series of smaller steps ("Points B, C, D, etc."). Although depicted as a straight line in the image below (Figure 6), the in-depth program review committee recognizes that continuous improvement is not always a linear process.

Figure 6 Continuum
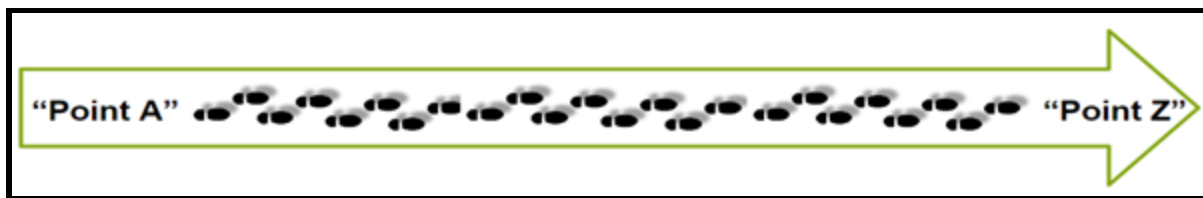
Recommendations

Recommendation #1: Philosophy and Vision

1. Adopt and communicate the World Language Department Vision and Philosophy to internal and external stakeholders while ensuring a practical connection to program design and delivery: "*Inspiring students to communicate, connect and explore our world through experience and engagement.*"

Internal Analysis

- There was not a formally articulated and shared philosophy or vision statement for the World Language Department (PRSD Vertical Team, 2022).
- Clearly communicate the purpose of both the cultural and linguistic competencies for the department and each of the courses in the pathways (PRSD Vertical Team, 2022).
- Promote World Language as a subject that impacts every person every day with the concept of making connections and preparing students for life outside of Pine-Richland (PRSD Vertical Team, 2022).

External Analysis

- Follow your passion; learn a language through art or any other discipline (FBI; Carnegie Museum of Art, 2022).
- "The study of World Languages can foster the ability of students to do these tasks: communicate and interact with people in the target language, improve their understanding, and sensitivity, to cultural similarities and differences, develop an appreciation of cultural difference, succeed in an ever-changing and competitive global community, enter into a diverse workplace and/or continued education, improve critical thinking and problem solving skills, engage in life-long learning, participate in the local, national and world communities" (Pennsylvania Department of Education Standards Aligned System, 2002).
- "Many factors impact how well language learners will acquire communication skills and how quickly they will reach different ranges of performance. These factors include where one learns language, whether in an instructional setting or immersed in the language or culture; how one learns, whether through explicit instruction about the language or through authentic experiences using the language; when one learns, as the age and cognitive development of language learners impact the speed of reaching each range of performance; and finally, why one is learning a language, whether motivated by extrinsic factors such as grades and requirements or intrinsic factors such as the language learner's heritage or intended uses of the language" (ACTFL Performance Descriptors, 2015).
- "The Standards for Foreign Language Learning (1996, 1999, 2006), describe what students need to know and be able to do as they learn another language, defining the "what" of language education" (ACTFL Performance Descriptors, 2015).
- "Since the original publication date of the 1998 K–12 Guidelines, learning environments have changed. These new Performance Descriptors reflect how language learners perform whether learning in classrooms, online, through independent project-based learning, or in blended environments" (ACTFL Performance Descriptors, 2015).
- "Learning targets need to consider the age appropriateness and cognitive development of the language learners and may require varying amounts of time to achieve" (ACTFL Performance Descriptors, 2015).
- "In an instructional environment, the content and tasks are controlled, resulting in higher expectations of

learners' performance compared to how they perform in a non-instructional environment" (ACTFL Performance Descriptors, 2015).

- Coached by an instructor, whether in a classroom or online, or guided by instructional materials, performance refers to language ability that has been practiced and is within familiar contexts and content areas. The practice and assessment of performance should reflect authentic, real world use of language, even though the language is learned and practiced in some type of learning environment" (ACTFL Performance Descriptors, 2015).
- "Best practices for assessment of performance suggest that assessment be conducted in the same communicative manner in which the language was learned, practiced or rehearsed. To prepare for an assessment of performance, language learners need to practice the language functions, structures, and vocabulary they will apply on the assessment tasks, rather than practicing and memorizing exactly what will be on the assessment" (ACTFL Performance Descriptors, 2015).
- "To help language learners transfer their language skills, instruction needs to focus on real world-like tasks with the anticipation that learners will be prepared to do the same outside the instructional setting (as in a demonstration of proficiency)" (ACTFL Performance Descriptors, 2015).
- "The five goal areas (5 Cs) of the National Standards become a rationale for learning languages and provide a roadmap for effective and motivating teaching and learning" (ACTFL, 2021).
- "A world language is a form of communication, essential to the culture of a community, with a system of sounds, letters, symbols, and/or signs recognized and utilized by humans. A world language fulfills all the following criteria, distinguishing it from other forms of communication:
  A world language is...
  - a form of human communication used to interact and negotiate meaning with other people, to understand and analyze oral, written, or signed texts, and to create culturally-appropriate oral, written, or signed products and presentations for a specific audience and task.
  - a form of human communication that allows the user to investigate, explain, and reflect on the relationship between the products, practices, and perspectives of a particular culture through the language. When using a world language, people employ intercultural skills, insight, and perspectives to decide how and when to express what to whom.
  - a form of human communication that allows people to exchange information about past, present, and future shared experiences, make arguments, empathize with other people, and creatively express themselves orally, visually, or in writing on a variety of topics.
  - a means of human communication through which people can share stories relevant to the culture and community, whether ancient or modern.
  - a vehicle of human communication through which people may be immersed in a specific language community, whether ancient or modern" (ACTFL, 2017).

Implementation Timeline (Anticipated Start/Finish): June 2022 - June 2023

Key Personnel: World Language Department Teachers; Assistant Superintendents; Assistant Superintendents' Assistant; Principals

Major Action Steps: (1) Communicate the vision and philosophy as a part of the formal board presentation and follow-up communications to the community; (2) Create posters for each World Language classroom; (3) Discuss the vision and philosophy with all department members; (4) Integrate the vision and philosophy into lesson design and Program of Studies.

Estimated Budget/Resources: There are minimal costs anticipated (e.g. costs of printing and distributing the posters; professional development time and resources to share integration ideas).

Potential Implications (Short-Term and Long-Term): The department will be able to leverage the vision and philosophy as guiding principles when aligning curriculum and selecting resources to support the learning goals, across all languages. Learning activities will be modified to reinforce the concepts demonstrated by the vision and philosophy with explicit connections made for students.

Recommendation #2: Curriculum & Pathways of Study
1. Modify, align, and expand the curriculum and course offerings in grades 9-12.
    a. Add Level II Honors courses for French, German, and Spanish at the high school.
    b. Add College Prep German IV to be in alignment with the other languages with a similar offering currently.
    c. Evaluate student interest in and collaboratively develop a non-AP level V option to expand learning opportunities for students not interested in Advanced Placement courses.
2. Modify, align, and expand the curriculum and course offerings in grades 4-8.
    a. Move Exploratory French/Spanish/German to 6th grade at Eden Hall Upper Elementary School, with students' language selection occurring after exposure to all three languages. The sixth grade curriculum will focus on the three languages (one per quarter) with the final quarter reserved for culture study and general linguistics such as parts of speech, morphology, and syntax. Collaborate with 4-12 certified world language staff in developing the specific language-based grade 6 curriculum.
    b. Move the first year of a selected language (i.e. Intro to French, Intro to German, Intro to Spanish) to grade 7 in the current, every other day, full academic year for most students.
    c. Ensure level I instruction for most students in grade 8, with a preserved opportunity for switching languages between grades 7 and 8, if desired, with differentiated learning opportunities embedded.

Internal Analysis
- Students expressed interest in continuing with their language learning but without the rigor of a course that culminates in an AP test (Focus Group Grades 9-12, 2022).
- Students expressed a passion and interest in the language that they currently study; that passion drives them to continue with the language for multiple years in high school. (Focus Group Grade 8, 2022).
- The decrease in the number of students who take the AP level in all 3 languages supports offering a 5th level of the language without the pressure of the AP Exam (Pine-Richland High School Course Enrollment Data over Time, 2021).
- The rigor of preparing for an AP Exam in World Language, when combined with other AP and/or honors level course work, has been a deterrent for students when deciding whether or not to take an AP World Language course (Focus Group Grades 9-12, 2022).
- Students would benefit from starting an honors course in level II which will provide them a more challenging curriculum. Students who need additional instruction to create a solid foundation will have that opportunity provided in an academic course (Pine-Richland World Language Department In-Depth Program Review Committee, 2022).
- Other PRHS academic and elective courses offer an honors option for students. For example, Honors English 9, Honors Biology, Honors U.S. History, Honors Band and Orchestra, and Honors Computer Science) (PRHS World Language Vertical Team, 2022).
- To provide consistent course offerings across languages within the World Language Department, it is warranted to add German College Prep (PRHS World Language Vertical Team, 2022).
- Moving level I to start in seventh grade creates a feeder/better feeder for the Honors II program (PRHS World Language Vertical Team, 2022).
- Moving level I to start in seventh grade creates opportunity for depth of learning (PRHS World Language Vertical Team, 2022).

- Specific activities the students enjoyed in the 7th grade rotation led them to choose a particular language for 8th grade year (Focus Group Grade 8, 2022).
- Students are motivated by the potential of an immersive experience in the language via a school led trip to the target country (Focus Group Grade 8, 2022).
- Students expressed desire for further insight into the goal of the Cultural Fusion course prior to taking it in 7th grade (Focus Group Grade 8, 2022).
- Student language selection occurring in sixth grade provides equitable course selection timing. Currently, MS students select their language after only having 4th quarter rotation for 1-2 days – this is not equitable among languages that students aren't exposed to until quarter 4) (PRHS World Language Vertical Team, 2022).
- Parents would like to see dedicated time at Eden Hall to focus on continuity of languages offered later in high school (Town Hall Meeting Parents and Community, 2022).
- There is a need for a review of previously taught languages from 4th grade before expanding on the language in 5th and 6th grades. Students recommend learning less languages more indepthly (Focus Group Grade 6, 2022).
- There is a need to focus on romance or Germanic languages that will better prepare students for the language choices they will make for 8th grade (i.e., French, German, Spanish) (Focus Group Grade 6, 2022).
- Students at Eden Hall currently have 1 world language class every 5 days. The class length is 45 minutes. This equals around 36 world language classes per year for grades 4, 5, and 6 (Pine-Richland School District World Language Department In-Depth Program Review Committee, 2022).

External Analysis
- Offer CHS or IB courses to encourage enrollment at a higher level (North Allegheny SD, Fox Chapel SD, Upper St. Clair SD, 2022).
- North Allegheny indicates offering a non-AP level V course to encourage retention for students not seeking AP credit or content (NASD, 2022).
- North Allegheny offers an AP course without a mandatory exam requirement (NASD, 2022).
- Teaching the relevance of syntax, morphology, and data through world languages is essential in the twenty-first century due to interconnection between languages and technology (University of Pittsburgh Department of Linguistics, 2022).
- Offer service learning opportunities through local community organizations such as museums; partner with local libraries in order to interact with local English language learners (South Middleton, 2022).
- Offer Honors level II courses for an accelerated and rigorous option (USCSD, NASD, South Middleton SD, Lower Merion SD, 2022).
- Start level I in 7th grade for a full year (Lower Merion SD, FCASD, USCSD, 2022).
- Teaching the relevance of syntax, morphology, and data through world languages is essential in the twenty-first century due to constant advancement in technology (University of Pittsburgh Department of Linguistics, 2022).
- "Teaching young children how to speak a second language is good for their minds" (Cornell Chronicle, 2009).
- "Learning a second language does not cause language confusion, language delay or cognitive deficit, which have been concerns in the past. In fact, according to studies at the Cornell Language Acquisition Lab (CLAL), children who learn a second language can maintain attention despite outside stimuli better than children who know only one language" (Cornell Chronicle, 2009).
- "Cognitive advantages follow from becoming bilingual. These cognitive advantages can contribute to a child's future academic success" (Cornell Chronicle, 2009).

- "Children have environmental advantages when learning language that most adults don't have. Very young children aren't formally instructed in language the way adults and older children are. They learn by being immersed in multilingual environments. They passively "absorb" the language through contact. When formally instructed, it is through games and songs, not verb conjugation and exams" (Tessa International School, 2022).
- "Children are also better candidates for immersive language learning because they have fewer inhibitions. It's much easier to learn a language if you're comfortable making mistakes and sounding foolish, a hurdle that makes most adults extremely anxious" (Tessa International School, 2022).
- "The standard of language competence is much lower for children than it is for adults. They aren't judged the way adults are so they don't receive, or give themselves, as much negative feedback when they make mistakes. They also aren't tested the way an older child would be, so there is less pressure. The learning process is more playful and natural," (Tessa International School, 2022).
- Children learn to be more empathetic and understanding about other cultures when taught at an early age (FBI, 2022).
- Local school districts offer language programming at the elementary level, leading into the sequence of languages taught later (FCASD, 2022; USCSD, 2022).

Implementation Timeline (Anticipated Start/Finish): August 2022 - Ongoing

Key Personnel: World Language Department Members; Eden Hall, Middle School, and High School Principals; Assistant Superintendents; Director of Human Resources

Major Action Steps: (1) Identify big ideas and learning goals for current courses and new courses with individuals certified in the language for each course; (2) Evaluate resources to support those learning goals; (3) Develop new courses or refine current courses to integrate these learning activities and resources into the curriculum; (4) Strategically approach staffing decisions for future utility; and (5) Determine ripple effects of staffing decisions on other connected departments.

Estimated Budget/Resources: There are some anticipated costs for substitutes during potential work sessions, as well as resource costs associated with new or revised course offerings and relevant professional development.

Potential Implications (Short-Term and Long-Term): Updates to the written curriculum may require changes in the course content and structures in grades 4-12. Additionally, shifting of staff members' assignments to reflect new/revised course offerings may become necessary based on certification requirements, particularly at the middle level of instruction.

Recommendation #3: Cultural Awareness & Global Community Connections

1. Identify opportunities within the district to increase cultural awareness and diversity appreciation in our school community.
2. Foster both local and global connections and engagement opportunities to expand that cultural and linguistic diversity awareness and appreciation (e.g., in-person, virtual, field trips).

Internal Analysis

- Language learning has enhanced students' cultural awareness (Focus Group Grade 6, 2022).
- Engagement in World Language classes have helped students learn more about other cultures, gain respect and appreciation for different customs and traditions, and develop a global perspective on world events (Focus Group Grades 9-12, 2022).
- The current World Language curriculum does not have systematically embedded experiences 4-12 (Pine-Richland School District World Language In-Depth Program Review Committee, 2022).
- Students enjoy authentic opportunities to learn about diversity through their World Language course work. When delivered as a natural part of their curriculum and instruction, students cited that they felt their appreciation of the ways in which people differ and the positive value that diversity has on society improved (Focus Group Grades 9-12, 2022).

External Analysis

- It is important to develop empathy, critical and creative thinking skills in order to understand other cultures and be able to interpret their art (Carnegie Museum of Art, 2022).
- "In the 21st century, language learning meets real world needs: (1) Rewards learners with a resume differentiator – the ability to communicate and collaborate in another language across cultures and time zones; (2) Provides access to information and collaboration in any field - including science, technology, engineering, mathematics; business; and health care; (3) Develops critical literacies by practicing skills to understand, exchange opinions, and present ideas; (4) Develops flexible and adaptable thinking, plus an ability to function in new and unfamiliar situations; and (5) Prepares learners to think and interact in a global community" (ACTFL, 2021).
- Children learn to be more empathetic and understanding about other cultures when taught at an early age (FBI, 2021).
- Google operates internationally. Google is stationed in the US, Europe, Asia, the Middle East, Dublin, Zurich, India, Taiwan, Singapore and Tokyo. Depending on the role and desire of the employee, it is common to work internationally. Google offers long-and short term opportunities to work abroad. There is a higher chance to travel internationally when working in research design, with vendor partners or in the translation sector (Google, 2022).
- Within the context of language learning and multilingualism for a better world, language and culture cannot be separated. In addition to the traditional emphasis on proficiency, foreign language learning also includes learning about the culture with the goal of increasing intercultural competence (Sercu, 2006)" (Stein-Smith, 2021).
- Ensure locally- and globally- based opportunities for connection through linguistic and cultural experiences (Boiling Springs SD, 2022; Lower Merion SD, 2022).
- ICC develops as the result of a process of intentional goal-setting and self-reflection around language and

culture and involves attitudinal changes toward one's own and other cultures. Intercultural Communicative Competence is essential for establishing effective, positive relationships across cultural boundaries, required in a global society (ACTFL, 2021).

- "In recent years, technology has been used to both assist and enhance language learning. Teachers at K-16 levels have incorporated various forms of technology to support their teaching, engage students in the learning process, provide authentic examples of the target culture, and connect their classrooms in the U.S. to classrooms in other countries where the target language is spoken" (ACTFL, 2022).
  - "Distance learning programs can enable language educators to expand language-learning opportunities to all students, regardless of where they live, the human and material resources available to them, or their language background and needs" (ACTFL, 2022).
  - Consider offering local opportunities to honor scholars (e.g. World Language Honor Society; Global Scholars; PEP award) (NASD, Boiling Springs, FCASD, 2022).
  - "Drawing on its diversity to build teacher capacity, and recruiting and retaining a language teacher workforce more closely aligned with the ever-changing demographics of our student bodies," (ACTFL, May 2019).

Implementation Timeline (Anticipated Start/Finish): Fall 2022 - Ongoing

Key Personnel: World Language Department Teachers

Major Action Steps: (1) Identify key partners within the community at both a local and global level and assess possible opportunities for integration and extension to our students; (2) Integrate key partners and experiences into written curriculum to provide assured experiences within particular units of study; (3) Embed opportunities into the written curriculum and in the classroom-based learning experience for students to make connections to their own heritage, culture, and language and to share those with others to create additional awareness and appreciation.

Estimated Budget/Resources: No costs are anticipated as it would be voluntary for key partners and created internally as we implement recommendations.

Potential Implications (Short-Term and Long-Term): (1) Students can apply cultural and linguistic knowledge in real world scenarios and see the relevance and importance of this knowledge and the connections they can create; (2) Students will be able to celebrate their own unique identity and understand that of others in alignment with the PR Graduate Portrait; and (3) Students are exposed to possible connections for future opportunities (e.g. employment; career pathways; studying abroad; etc.).

Recommendation #4: Resources to Support Teaching & Learning
1. Evaluate and purchase resources to support the written curriculum for all languages.
2. Explore the inclusion of additional supplementary materials and technology within the 4-12 world language classrooms.

Internal Analysis
- The use of technology allows for communication with people from all parts of the world. (Focus Group Grades 4-12, 2022).
- Evaluate technology resources that can enhance the World Language program to support all learners including those students with more intensive learning needs (Pine-Richland School District World Language In-Depth Program Review Committee, 2022).
- Evaluate resources to engage the non-traditional World Language students (Pine-Richland School District World Language In-Depth Program Review Committee, 2022).
- Build a stronger knowledge of the hardware and software that will enhance and expand World Language instruction (Pine-Richland School District World Language In-Depth Program Review Committee, 2022).
- The district indicated a need for updated resources that reflect diversity, equity, and inclusion as well as current, real-world examples (Pine-Richland School District World Language In-Depth Program Review Committee, 2022).

External Analysis
- "Some technology tools enable teachers to differentiate instruction and adapt classroom activities and homework assignments, thus enhancing the language learning experience," (ACTFL, 2017).
- "ACTFL recognizes the pivotal role of a qualified language teacher to incorporate and manage the implementation of technology so that it effectively supports the language learning experience," (ACTFL, 2017).
- "Educator effectiveness and individual student growth are best measured based on frequent and multiple measures of language performance over time," (ACTFL, 2022).
- "In recent years, technology has been used to both assist and enhance language learning. Teachers at K-16 levels have incorporated various forms of technology to support their teaching, engage students in the learning process, provide authentic examples of the target culture, and connect their classrooms in the U.S. to classrooms in other countries where the target language is spoken," (ACTFL, 2022).
- "Distance learning programs can enable language educators to expand language-learning opportunities to all students, regardless of where they live, the human and material resources available to them, or their language background and needs," (ACTFL, 2022).
- "The use of technology should never be the goal in and of itself, but rather one tool for helping language learners to use the target language in culturally appropriate ways to accomplish authentic tasks," (ACTFL, 2022).
- "All language learning opportunities whether provided through technology or in a traditional classroom setting, should be standards-based and help develop students' proficiency in the target language through interactive, meaningful, and cognitively engaging learning experiences, facilitated by a qualified language teacher," (ACTFL, 2022).
- Fox Chapel School District indicates a regular yearly review of resources to monitor the need to replace/update textbooks and other resources (FCASD, 2022).

- Quaker Valley School District indicates all languages utilize textbook and online resources with copyright dates earlier than four year old (Quaker Valley School District, 2022).

Implementation Timeline (Anticipated Start/Finish): Curriculum writing and adjusting would occur in the 2022-2023 school year and support the resource evaluation process during the latter portion of that school year, with anticipated implementation for the courses, adjusted curriculum, and curricular resources beginning in the 2023-2024 school year.

Key Personnel: World Language Department Teachers; Principals; Resources Selection Committee Members;

Major Action Steps: (1) Complete updates to curricular changes for existing and new courses; (2) Determine key requirements for resources to be embedded into each course based on the big ideas, learning goals, and standards; and (3) Initiate the resource review process, inclusive of all steps and stakeholder input, leading to final resource adoption and implementation with professional development.

Estimated Budget/Resources: Costs will vary by course (e.g. language, level, and typical enrollment) based on the number of resources necessary and their individual licensing parameters. All costs will be built into the annual operating budget.

Potential Implications (Short-Term and Long-Term): After the adjustments to our written curriculum and course pathways have been completed, the adoption of new resources to support the curricular outcomes will help to drive modifications to learning activities, as well as increased engagement in research-based cultural and linguistic practices that align with new resources.

Recommendation #5: Common Assessments & Instructional Best Practices

1. Evaluate and integrate standardized assessments and benchmarked programs across all languages and levels (e.g., National Language Exam).
2. Increase alignment with the American Council on the Teaching of Foreign Languages (ACTFL) 5 C's (Communication, Culture, Connections, Communities, Comparisons) as well as the common language and representation of the 3 Communication Standards (i.e., presentational; interpersonal; interpretive).
3. Incorporate professional development opportunities that align with in-depth program review recommendations.

Internal Analysis

- Within the World Language Department, the only standardized assessment across all languages as a common benchmark exists within Advanced Placement. Students are unable to be benchmarked across all languages and levels currently (PRSD World Language Vertical Team, 2022).
- The 5 C's and 3 Communication Standards (i.e., presentational; interpersonal; interpretive) are not currently systematically integrated into all world language experiences nor captured in the written curriculum intentionally to promote assured opportunities at PRSD (Vertical Team, 2022).

External Analysis

- These national exams measure ability based upon the performance indicators (ACTFL, South Middleton SD, NASD, 2022).
- Align the assessments to the ACTFL World Readiness Standards, measuring the 5 C's (ACTFL, 2022).
- Consider CHS or IB courses to encourage enrollment at a higher level (North Allegheny SD, Upper St Clair SD, 2022).
- "Educator effectiveness and individual student growth are best measured based on frequent and multiple measures of language performance over time, demonstrated by each learner, connected with evidence specific to language learning rather than from other subject areas, and indicating growth in language performance through: (a) balanced evidence of learners' performance across the three modes of communication (Interpersonal, Interpretive, and Presentational); (b) performance assessments, aligned to NCSSFL-ACTFL Can-Do Statements or progress indicators set by state standards; (c) informal and formal assessments of language learning; and (d) web-based and comprehensive portfolios" (ACTFL, 2015).
- Incorporate pre- and post-assessments across the three modes of communication with growth targets that are: standards-based, incorporating use of language in a variety of contexts that are: (a) Measurable; (b) Attainable degree of growth; and (c) Developmentally appropriate (ACTFL, 2015).
- "The Seal of Biliteracy, an award made by the state department, a school district or an individual school, recognizes students who have attained proficiency in English and one or more other world languages by the time they graduate from high school. This special award provides employers and universities with a method of identifying people who are bilingual, recognizes students with 21st century skills, and encourages the study of other languages and cultures. Moreover, the Seal of Biliteracy emphasizes the importance of both bilingualism, which facilitates improved communication and boosts the local economy, and cultural understanding, which supports social acceptance," (PSMLA, 2022).
- Promote the World Language program by offering the PA Seal of Biliteracy (Upper Saint Clair School

District, 2022).
- "The *World-Readiness Standards for Learning Languages* define the central role of world languages in the learning career of every student. The five goal areas of the standards establish an inextricable link between communication and culture, which is applied in making connections and comparisons and in using this competence to be part of local and global communities," (ACTFL, 2021).
- In-service days dedicated to curriculum alignment with the ACTFL Standards (Fox Chapel Area School District, 2022).
- "The Performance Descriptors embrace the communicative purpose behind the three modes of communication, describing how a language learner performs to achieve each communicative purpose: interpersonal, interpretive, and presentational" (ACTFL, 2015).
- The communicative teaching method is the most successful and well-rounded (listening, speaking, reading and writing) teaching method with the main focus on communicative proficiency; however, there is still a need for direct grammar instruction (Jing, Chen, and Zhang Dong Ling, 2007).

Implementation Timeline (Anticipated Start/Finish): August 2022 - Ongoing

Key Personnel: World Language Teachers; Assistant Superintendents; Eden Hall, Middle School & High School Principals

Major Action Steps: (1) Complete curricular revisions and course pathways alterations with integration of the 5Cs and 3 Communication Standards into all courses in an equivalent manner based on the developmental needs of learners within the course and its sequence in the pathway; (2) Review standardized assessment options; (3) Determine needs for curricular revisions based on new benchmarks and assessment recommendations; (4) Identify any supplemental resources needed and embed them into the written curriculum as common tools; and (5) Provide ongoing professional development to staff with a focus on continuous improvement and refining of the curriculum, instruction, and assessment based on the student achievement and growth data with comparisons.

Estimated Budget/Resources: Costs could be associated with professional development resources and potentially for substitutes if workshops to update curriculum are held outside of the in-service calendar.

Potential Implications (Short-Term and Long-Term): This process will integrate with the revision of curriculum and resource selection to support the integration of the 5Cs and 3 Communication Standards, systematically. Ongoing professional development and assessment of students' achievement and growth within the newly adjusted model with common benchmarks will help us to further refine the learning system over time for increased effectiveness.

Works Cited

AATSP National Spanish Exam. AATSP,

      www.nationalspanishexam.org/index.php/exam-options/national-spanish-examinations/exam-specificatio

      ns. Accessed 17 Nov. 2021.

"ACTFL Assessment of Performance toward Proficiency in Languages." *ACTFL*,

      www.actfl.org/assessment-research-and-development/actfl-assessments/actfl-k-12-assessments/actfl-asses

      sment-performance-toward-proficiency-languages. Accessed 15 Dec. 2021.

          https://www.actfl.org/assessment-research-and-development/actfl-assessments/actfl-k-12-assessm

          ents/actfl-assessment-performance-toward-proficiency-languages

"ACTFL Guiding Practices." *ACTFL*, www.actfl.org/resources/guiding-principles-language-learning. Accessed 15

      Dec. 2021.

          https://www.actfl.org/resources/guiding-principles-language-learning

"ACTFL Performance Descriptors for Language Learners." *American Council of Teachers of Foreign Languages*

      (ACTFL), 2015, www.actfl.org/resources/actfl-performance-descriptors-language-learners. Accessed 27

      Oct. 2021.

"ACTFL Proficiency Guidelines 2012." *ACTFL*, 2012, www.actfl.org/resources/actfl-proficiency-guidelines-2012.

      Accessed 15 Dec. 2021.

American Council on the Teaching of Foreign Languages. "Resources and Publications." *www.ACTFL.org*, New

      Target, Inc., 2020,

      www.actfl.org/resources/resources-language-educators-address-issues-race-diversity-and-social-justice.

      Accessed 15 Dec. 2021.

Anya, Uju, and L. J. Randolph, Jr. "Diversifying Language Educators and Learners." *ACTFL Annals*, Oct.-Nov.

2019, pp. 1-5. *www.actfl.org*, www.actfl.org. Accessed 27 Oct. 2021.

"AP World Language and Culture Interactive Online Modules." *College Board*, 2021,

apcentral.collegeboard.org/courses/resources/ap-world-language-culture-interactive-online-modules.

Accessed 17 Nov. 2021.

Blouwolf, Rebecca. "Gotta Catch 'Em All: Reach Every Learner with High Yield Strategies." *The Language

Educator*, Feb.-Mar. 2020.

Botes, Elouise & Dewaele, Jean-Marc & Greiff, Samuel. (2020). The Foreign Language Classroom Anxiety Scale

and Academic Achievement: An Overview of the Prevailing Literature and a Meta-Analysis. Journal for

the Psychology of Language Learning. 2. 26-56. 10.52598/jpll/2/1/3.

"Building Your Core - Effective Practices." *ACTFL*, pp. 19-39,

www.actfl.org/sites/default/files/pd/presentations/2016/Building%20Your%20Core%20-%20Effective%2

0Practices.pdf.

Carnegie Mellon University. 2021, www.cmu.edu/dietrich/modlang/programs/undergraduate/index.html.

Accessed 27 Oct. 2021.

Carnegie Museum of Art. Videoconference interview. 16 Mar. 2022.

CollegeBoard AP. CollegeBoard, apstudents.collegeboard.org/view-scores. Accessed 15 Dec. 2021.

Data Committee. *Time in World Language 4-12*. 17 Nov. 2021. Excel. Chart.

"Demonstrating Educator Effectiveness and Documenting Student Growth Position Statement." *American Council

of Teachers of Foreign Language*, ACTFL, 21 Nov. 2015,

www.actfl.org/advocacy/actfl-position-statements/demonstrating-educator-effectiveness-and-documenting

-student-growth-position-statement. Accessed 17 Nov. 2021.

"Diversity and Inclusion in World Language Teaching and Learning." *American Council of Teachers of Foreign

Languages*, ACTFL, 16 May 2019,

www.actfl.org/advocacy/actfl-position-statements/diversity-and-inclusion-world-language-teaching-learni

ng. Accessed 17 Nov. 2021.

Duquesne University. 2021, www.duq.edu/academics. Accessed 27 Oct. 2021.

ENNSER-KANANEN, JOHANNA. "A Pedagogy of Pain: New Directions for World Language Education." *The*

Modern Language Journal, vol. 100, no. 2, [National Federation of Modern Language Teachers

Associations, Wiley], 2016, pp. 556–64, http://www.jstor.org/stable/44135028.

FBI. Videoconference interview. 5 Apr. 2022.

Figueroa, Rocio. "Is the Affective Filter Blocking Instruction ?" *Ensemble Learning*, Smart Data SEO, 28 May

2019, ensemblelearning.org/. Accessed 2 Feb. 2022.

Focus Group Grade 3. Interview. Conducted by Data Committee, 19 Jan. 2022.

Focus Group Grade 6. Interview. Conducted by Data Committee, 19 Jan. 2022.

Focus Group Grade 8. Interview. Conducted by Data Committee, 17 Feb. 2022.

Focus Group Grades 9-12. Interview. Conducted by Data Committee, 17 Feb. 2022.

Fox Chapel School District, Matthew Harris, and Kelly Barone Fox Chapel School District. Videoconference

interview. Conducted by Exemplar Subcommittee, 17 Feb. 2022.

Goetze, Julia. *Linking Cognition and Emotion: An Appraisal Study of Foreign Language Teacher Anxiety*. 2018.

Georgetown, PhD dissertation. *ProQuest Research Library*,

www.proquest.com/openview/4e64c7dc8554313174aa6c9c163463d6/1?pq-origsite=gscholar&cbl=18750

. Accessed 11 Nov. 2021.

Gonzalez, Jennifer. "How World Language Teaching Has Evolved." *Cult of Pedagogy*, Cult of Pedagogy, 29 Sept.

2019, www.cultofpedagogy.com/world-languages. Accessed 27 Oct. 2021.

Google, Pittsburgh. Videoconference interview. 16 Mar. 2022.

Goulah, Pauline. "ACTFL Statement Role of Technology." *ACTFL*, 13 Aug. 2013,

www.actfl.org/sites/default/files/caep/AppendixM-ACTFLStatementRoleOfTechnology.pdf. Accessed 15

Dec. 2021.

https://www.actfl.org/resources/ncssfl-actfl-can-do-statements

The Jewish Board. 2021, jewishboard.org/. Accessed 27 Oct. 2021.

Jing, Chen, and Zhang Dong Ling. "An Analysis of Language Teaching Approaches and Methods —Effectiveness

and Weakness." *US China Education Review*, vol. 4, no. 1, Jan. 2007, pp. 69-71,

files.eric.ed.gov/fulltext/ED497389.pdf. Accessed Jan. 2007.

The Key Foreign Language Teaching Methodologies and How to Choose the Best for You.

www.fluentu.com/blog/educator/foreign-language-teaching-methodology/.

Keysar, Boaz, et al. "The Foreign-Language Effect: Thinking in a Foreign Tongue Reduces Decision Biases."

Psychological Science, vol. 23, no. 6, Sage Publications, Inc., 2012, pp. 661–68,

http://www.jstor.org/stable/41489753.

Lang, Susan S. "Learning a Second Language is Good Childhood Mind Medicine, Studies Find." *Cornell

Chronicle* [Ithaca, NY], 12 May 2009. *Cornell University*,

news.cornell.edu/stories/2009/05/learning-second-language-good-childhood-mind-medicine. Accessed 12

May 2022.

"Languages as a Core Component of Education for All Students." *American Council of Teachers of Foreign

Languages*, ACTFL,

www.actfl.org/advocacy/actfl-position-statements/languages-core-component-education-all-students.

Accessed 17 Nov. 2021.

La Roche University. 2021, www.laroche.edu/Academics/. Accessed 27 Oct. 2021.

La Roche University. 2021, www.laroche.edu/academics/. Accessed 15 Dec. 2021.

Lawes, Shirley. "Foreign Languages." *What Should Schools Teach?: Disciplines, Subjects and the Pursuit of Truth*, edited by Alka Sehgal Cuthbert and Alex Standish, 2nd ed., UCL Press, 2021, pp. 122–36, https://doi.org/10.2307/j.ctv14t475s.14.

"Le Grand Concours National French Contest." *AATF (American Association of Teachers of French)*, AATF, www.frenchteachers.org/concours/gc_about/gc_specs_WRF.html. Accessed 17 Nov. 2021.

Lower Merion School District, Allison Mellett, and Shannon Davis Lower Merion School District. Videoconference interview. Conducted by Exemplar Subcommittee, 23 Mar. 2022.

Lutz, Nathan. *Six Core Practices for Effective Language Learning*. Education Week, 7 June 2018. *Education Week*, EdWeek.org. Accessed 17 Nov. 2021.

Mastalski DeFosse, Pamela. "Workforce and World-Ready with World Languages." *The Language Educator*, nos. Summer 2020, pp. 32-35. *www.ACTFL.org*, www.ACTFL.org.

McDermott, Geraldine. (2013). The role of social media in foreign language teaching: A case study for French. Recherche et pratiques pédagogiques en langues de spécialité. 32. 141-157. 10.4000/apliut.3813.

Middlebury. 2021, www.middlebury.edu/academics. Accessed 15 Dec. 2021.

Middlebury Language Schools. www.middlebury.edu/about. Accessed 27 Oct. 2021.

"National German Exam Program Overview." *AATG (American Association of Teachers of German)*, AATG, www.aatg.org/page/NGE. Accessed 17 Nov. 2021.

North Allegheny School District, Marcie Good. Email interview. Conducted by Exemplar Subcommittee, 17 Feb. 2022.

Obillos De La Rosa, John Paul. "A Key Skill for World Language Learners." *Edutopia*, George Lucas Educational Foundation, 14 Dec. 2021, www.edutopia.org/article/designing-meaningful-assessments-world-language-classes. Accessed 15 Dec. 2021.

"OPI and WPT for the SOBL." *ACTFL*,

      www.actfl.org/assessment-research-and-development/actfl-assessments/actfl-k-12-assessments/opi-wpt-th

      e-sobl. Accessed 17 Nov. 2021.

Otero, Anxo. "4 Activities to Boost Target Language Vocabulary Acquisition." *Edutopia*, George Lucas

      Educational Foundation, 24 Jan. 2020,

      www.edutopia.org/article/designing-meaningful-assessments-world-language-classes. Accessed 15 Dec.

      2021.

Ouyang, Xiya & Lin, Yuewu. (2020). A Brief Review of L2MSS: Its History and Development. Studies in

      Linguistics and Literature. 4. p110. 10.22158/sll.v4n4p110.

"PA Seal of Biliteracy Toolkit." *https://www.psmla.net/seal-biliteracy*, Mar. 2022,

      drive.google.com/file/d/1sWzauD90S9ld_seg7utu-cF0VDeqlNww/view?usp=sharing.

Peixoto, Bruno & Pinto, Rafael Darque & Melo, Miguel & Bessa, Maximino. (2021). Immersive Virtual Reality

      for Foreign Language Education: A PRISMA Systematic Review. IEEE Access. PP. 1-1.

      10.1109/ACCESS.2021.3068858.

Pennsylvania State University. 2021, www.psu.edu/academics/colleges/. Accessed 27 Oct. 2021.

Peterson, Jeff, PHD. "Speaking Ability Progress of Language Learners in Online and Face to Face Courses."

      Foreign Language Annals, vol. 54, no. 1, 19 Mar. 2021, pp. 27-49. *www.ACTFL.org*, www.ACTFL.org.

Pfenninger, Simone E., and David Singleton. "Affect Trumps Age: A Person-in-Context Relational View of Age

      and Motivation in SLA." *Second Language Research*, vol. 32, no. 3, Sage Publications, Ltd., 2016, pp.

      311–46, https://www.jstor.org/stable/26375853.

Pine-Richland High School Staff. *Course Enrollment over Time*. 15 Dec. 2021. Excel. Chart.

---. *Course Request History*. 2021. Chart.

Pine-Richland School District World Language Department In-Depth Program Review Committee. Interview.

      June 2022.

"Proposed Academic Standards for World Languages." *Pennsylvania Department of Education Standards Aligned*

    System, edited by Pennsylvania Department of Education, SAS, 16 May 2002, www.pdesas.org/.

    Accessed Dec. 2020.

Quaker Valley School District, Susan Gentile. Videoconference interview. Conducted by Exemplar Subcommittee,

    16 Mar. 2022.

Reisinger, Deborah S. "Developing and Sustaining Community Partnerships." *The Language Edcator*, pp. 31-34.

    www.ACTFL.org, www.ACTFL.org.

"The Role of Language Learning in Valuing Diversity and Promoting Unity." *American Council of the Teachers of*

    Foreign Languages, ACTFL, 21 Nov. 2016,

    www.actfl.org/advocacy/actfl-position-statements/the-role-language-learning-valuing-diversity-and-prom

    oting-unity. Accessed 17 Nov. 2021.

Sen, Ayushman, and Atrik Ray. "Realia Education in Language Learning." *International Journal of English*

    Learning and Teaching Skills, vol. 3, no. 4, July 2021,

    web.archive.org/web/20210723022526id_/https://ijeltsjournal.org/wp-content/uploads/2021/07/175-Ayus

    hman-Sen-and-Atrik-Ray.pdf. Accessed 17 Feb. 2022.

Shrum and Glisan. "Teaching Grammar Using the PACE Model." *World Languages at Hudson*,

    sites.google.com/site/worldlanguageshudson/teaching-grammar/teaching-grammar-using-the-pace-model.

"Slippery Rock Academics." *Slippery Rock Academics*, 2021, www.sru.edu/academics. Accessed 27 Oct. 2021.

Soth, Thomas. "Sell me SEL in the World Language Classroom." Podcast, 12 Mar. 2021, We Teach Languages.

    Speech.

South Middleton School District Boiling Springs High School, Michael Bogdan. Videoconference interview.

    Conducted by Exemplar Subcommittee, 16 Mar. 2022.

Stein-smith, Kathleen. "Multilingualism for Global Solutions and a Better World." *Journal of Language Teaching*

    and Research, vol. 12, no. 5, Sept. 2021, p. 671+. *Gale OneFile: Educator's Reference Complete*,

link.gale.com/apps/doc/A677982090/PROF?u=pl9999r&sid=bookmark-PROF&xid=cfd79ee5. Accessed

27 Oct. 2021.

Studies in Second Language Learning and Teaching. Vol. 8, no. 4. *CORE*,

core.ac.uk/display/187496465?utm_source=pdf&utm_medium=banner&utm_campaign=pdf-decoration-v

1. Accessed 25 Feb. 2019.

Town Hall Meeting Parents and Community. Interview. Conducted by Data Committee, 16 Mar. 2022.

University of Pittsburgh. www.academics.pitt.edu/programs. Accessed 27 Oct. 2021.

University of Pittsburgh Department of Linguistics. Videoconference interview. 16 Mar. 2022.

UPMC Patient Relations. 2021, www.upmc.com/patients-visitors. Accessed 27 Oct. 2021.

Upper St. Clair School District, Judith Bulazo, and Multiple World Language Teachers. Videoconference

interview. Conducted by Exemplar Subcommittee, 17 Feb. 2022.

Vasquez, Veronica. "Lowering the Affective Filter for English Learners Facilitates Successful Language

Acquisition." *The Collaborative Classroom*, Center for the Collaborative Classroom, 17 Feb. 2022,

www.collaborativeclassroom.org/blog/lowering-affective-filter-facilitates-language-acq/. Accessed 17

Feb. 2022.

"What is a World Language?" *American Council of Teachers of Foreign Languages*, ACTFL, 25 Jan. 2017,

www.actfl.org/advocacy/actfl-position-statements/what-world-language. Accessed 17 Nov. 2021.

What Were SAT Subject Tests, College Board, 19 Jan. 2021, blog.collegeboard.org/what-were-sat-subject-tests.

Accessed 17 Nov. 2021.

"Why Do Children Learn Languages Faster than Adults?" *Tessa International School*, edited by Tessa

International School, 12 Apr. 2022, tessais.org/children-learn-languages-faster-adults/. Accessed 12 May

2022.

Woolsey, Daniel. "Choosing Critical Cultural Content over Grammar." We Teach Languages Podcast Series

Episode 42, 2 Mar. 2018. Speech.

"World Languages Academic Standards." *Pennsylvania Department of Education*, PDOE, 2021,

www.education.pa.gov/Teachers%20-%20Administrators/Curriculum/WorldLanguages/Pages/default.asp

x. Accessed 17 Nov. 2021.

"World-Readiness Standards for Learning Languages." *American Council on the Teaching of Foreign Languages*,

www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.

pdf. Chart.