



*Enhancing Foreign Language
Acquisition through Multimedia and
Technology Integration.*

Glenn Maleyko, Principal, Salina
Intermediate

Hala Hamka, Resource
Teacher/Coordinator

Abdalnasser Ahmed, Arabic and
technology teacher

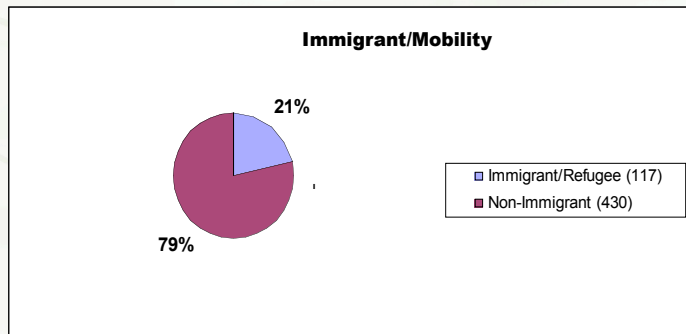


Dearborn Public Schools District Background Information

- ▶ ***Student population in 2008: 18,000***
 - ▶ ***English Language Learners: 45%***
- ▶ ***Languages served: 32 the majority of which are: Arabic (95%), Albanian, Spanish, Romanian, and Urdu.***
 - ▶ ***Economically disadvantaged: 52%***
 - ▶ ***Special education: 11%***
 - ▶ ***Arabic as a heritage language: Over 60%***
- ▶ ***All elementary and middle schools have made adequate yearly progress since 2002***

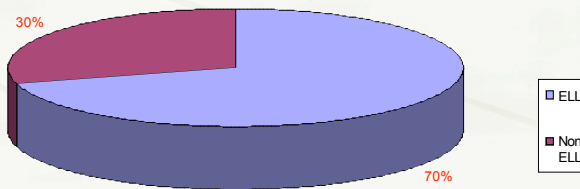


Salina Intermediate School Immigration & Mobility 2007-08 School Year



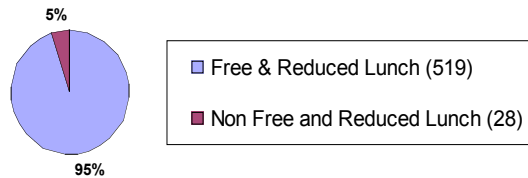
Limited English Proficiency Student Population

School Demographic



Economically Disadvantaged 2007-08 School Year

Economically Disadvantaged





Schools Do Make a Difference

- Effective School Research of Ron Edmunds, Larry Lezotte, Wilbur Bookover, Michael Rutter, and other concluded:
- All children can learn; and the school controls the factors to assure student mastery of the core curriculum

Citation: R. Dufour PLC presentation in Plymouth, MI, 2006

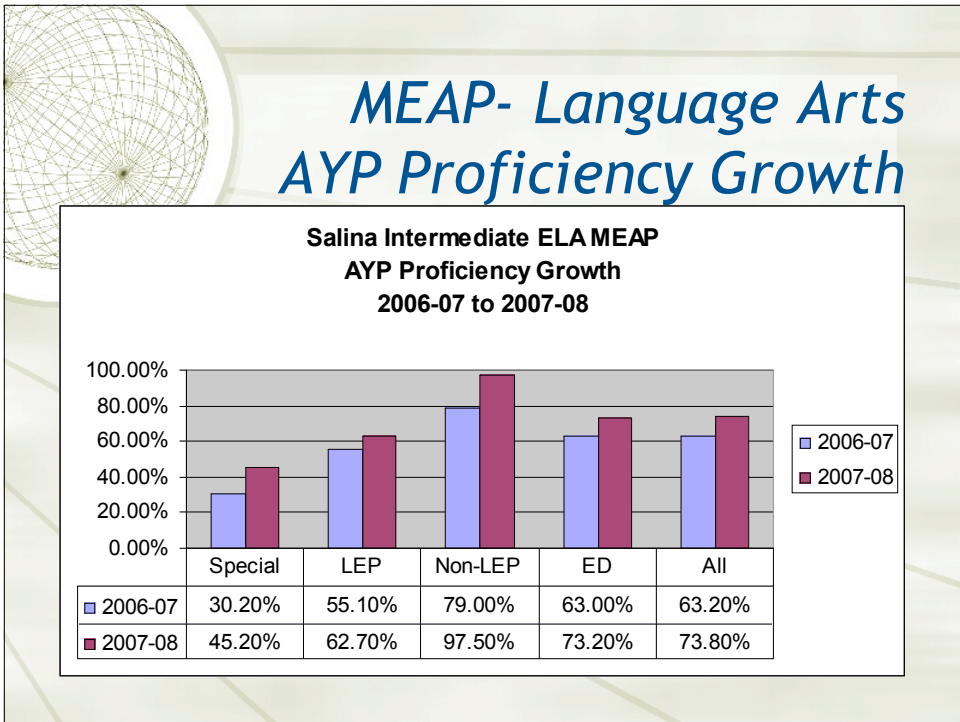


Schools Do Make a Difference

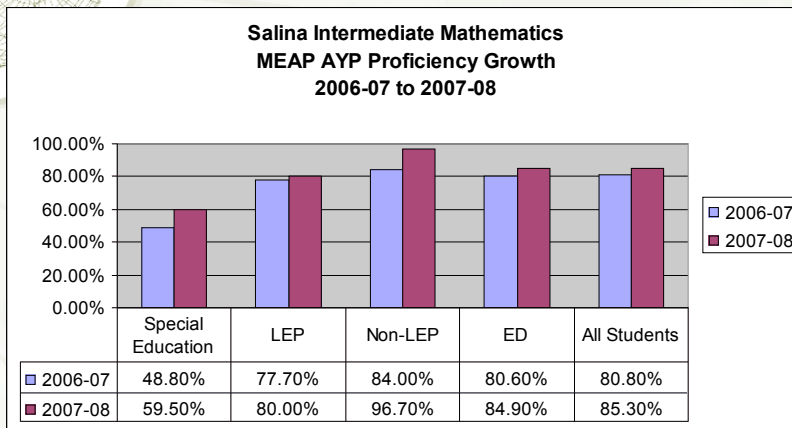
- ❖ An analysis of research conducted over a thirty-five year period demonstrates that schools that are highly effective produce results that almost entirely overcome the effects of student backgrounds.

Robert Marzano, *What Works in Schools*, 2003.

FAILURE
IS NOT AN
OPTION
 at Salina Intermediate



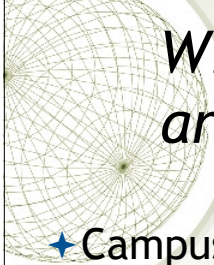
MEAP - Mathematics AYP Proficiency Growth



Technology Standards for School Administrators

ISTE Publications

<http://www.iste.org>



*Within the Standards there
are performance Indicators
For*

- ◆ Campus leaders or Principals
- ◆ District Leaders
- ◆ The Superintendent and Cabinet.



*Turning Points Audio
Responsive Card System*



International Society for Technology Education: Standard I. Leadership and Vision


Educational Leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.



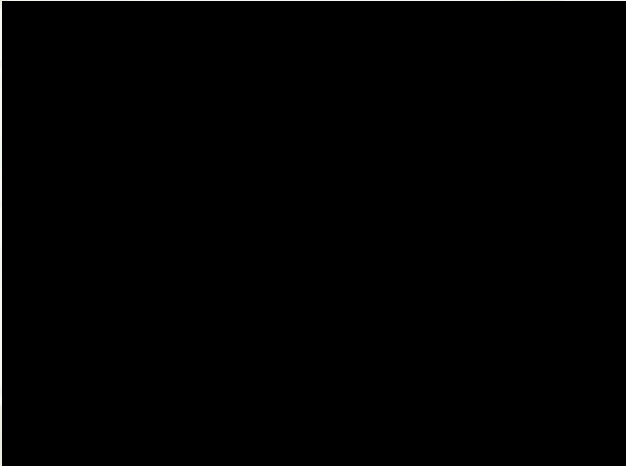
Cultural Shifts Becoming a Professional Learning Community

- ✦ “To put it as succinctly as possible, if you want to change and improve the climate and outcomes of schooling both for students and teachers, there are features of the school culture that have to be changed, and if they are not changed your well-intentioned efforts will be defeated”

Seymour Sarason: Taken From Robert Eaker PLC presentation.



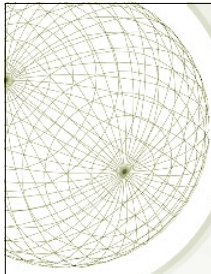
There must be a cultural shift on how we do business on a day to day basis



Visionary Leaders

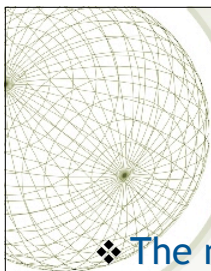
Leaders can use vision to build trust rather than break it if they are willing to let their rhetoric give way to reality and allow their vision to become a blueprint rather than public relations baloney.

❖ Reeves, Douglas (2006). *The Learning Leader*.



Effective visions help individuals understand that they are part of a larger world and also reassure them of their individual importance to the organization.

❖ Reeves, Douglas (2006). *The Learning Leader*.



Mission

❖ The mission of Salina Intermediate School is to increase academic achievement by implementing and evaluating a **technology integrated** comprehensive curriculum which enables students to become **literate problem-solving critical thinkers**. We have high expectations for all students, and provide a safe and nurturing environment **collaboratively** with parents and community to ensure that all students become responsible, productive citizens.



Vision

❖ We envision an innovative, successful school where diversity is respected and celebrated, where all students use higher order thinking skills to meet high standards developed collaboratively by a motivated, compassionate, and highly skilled staff, working in partnership with parents and the community.

Dearborn's Improvement Plan

NON-NEGOTIABLE GOALS

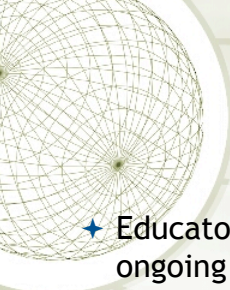
	Student Achievement	Resources	Community	Data/SI	Celebration
What →	<u>ELA</u> Focus on writing & reading comprehension	Balanced budget	Parent involvement	Inform instruction	Staff
	<u>Mathematics</u> Focus on problem solving/critical thinking	Revenue enhancement No borrowing	Partnerships (City, HFCC, WSU, UM)	Inform parents Professional development Provide feedback	Students Graduate guarantee

Five Year Process
with ongoing School Improvement Council's review, visits and feedback

NON NEGOTIABLE FACTORS THAT INFLUENCE STUDENT LEARNING

	School	Class	Student	District
Ways →	Viable curriculum	Instructional strategies	Home environment	Resource alignment
	SMART goals	Classroom management	Learned intelligence/background	Data driven decisions
	Parent/Community involvement	Classroom curriculum design	Motivation	
	Safe/orderly environment			
	Principal leadership			

Marzano & Others



Professional Learning Community (PLC) Defined

- ★ Educators committed to working collaboratively in ongoing processes or collective inquiry and action research in order to achieve better results for the students they serve. **PLC's operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators.**

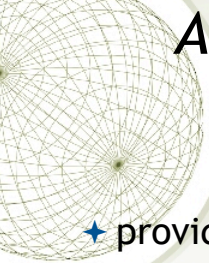
★ Dufour, Dufour, Eaker, Many, 2006.



Team Collaboration

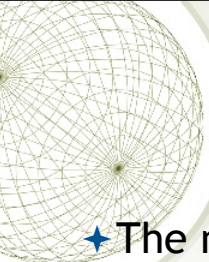
We can achieve our fundamental purpose of high levels of learning for all students only if we work together. We cultivate this collaborative culture through the development of high performing teams.

Dufour & Eaker



Advantages of collaborative teams

- ★ provide support for new teachers
- ★ promote confidence among staff members
- ★ allow teachers to work together to find quality solutions
- ★ provide opportunities for sharing ideas, materials, and methods for better teaching
- ★ enhance student achievement

- 
- ★ The most effective collaborative teams focus on learning rather than teaching. If teams do not focus on issues and questions that most impact student achievement, they become “co**l**aboration” teams.



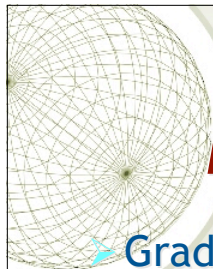
SALINA INTERMEDIATE
Salina: A Science & Technology Theme School



WILDCAT PLC CALENDAR

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Weekly Office Administration Meeting 9:00 am 5th Grade Team Meeting 9:42-10:27 am 4th Grade Team Meeting 11:20-12:05 pm Faculty Meeting 3:05 pm * Team Meetings	* Team Meetings	* Team Meetings	* Team Meetings	4th Grade Team Meeting 9:42-10:27 am 5th Grade Team Meeting 11:20-12:05 pm Special Education Team Meeting 12:05 pm * Team Meetings
Weekly Office Administration Meeting 9:00 am 5th Grade Team Meeting 9:42-10:27 am 4th Grade Team Meeting 11:20-12:05 pm M/S Intervention / Administrative 1:00-2:00 pm Faculty Meeting 3:05 pm * Team Meetings	Student and School Support Team Meeting 8:30-9:30 am * Team Meetings	Literacy Specialist Team Meeting / SIP 10:35 am * Team Meetings	* Team Meetings	4th Grade Team Meeting 9:42-10:27 am 5th Grade Team Meeting 11:20-12:05 pm * Team Meetings
Weekly Office Administration Meeting 9:00 am 5th Grade Team Meeting 9:42-10:27 am 4th Grade Team Meeting 11:20-12:05 pm M/S Intervention 1:00-2:00 pm Faculty Meeting 3:05 pm * Team Meetings	* Team Meetings	* Team Meetings	Parent-Principal Forum 9:00 am PFSO 10:00 am * Team Meetings	4th Grade Team Meeting 9:42-10:27 am 5th Grade Team Meeting 11:20-12:05 pm Special Education Team Meeting 12:05 pm * Team Meetings
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*6th Grade 12:58-1:47 pm *7th Grade 12:05-12:54 pm *8th Grade 8:53-9:42 am *Elective 9:42-10:27 am *Newcomer Literacy 10:28-11:17 am
 Parent Advisory Committee meets every second month.



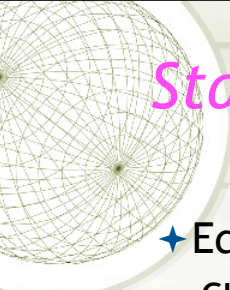
Leadership Teams Meetings

- Grade level teams
- Literacy/SIP team
- Special Education team
- Intervention teams for middle school and elementary grades
- School Support team
- DFLAP team



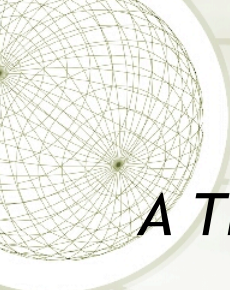
Team Meetings components

- ✦ Three important components keep the team focus and help to subdue the resistors
 - ✦ 1. The development of **Team Norms**
 - ✦ 2. The development of Team Goals
 - ✦ 3. Sustaining Good team leadership (This could be one or two individuals).

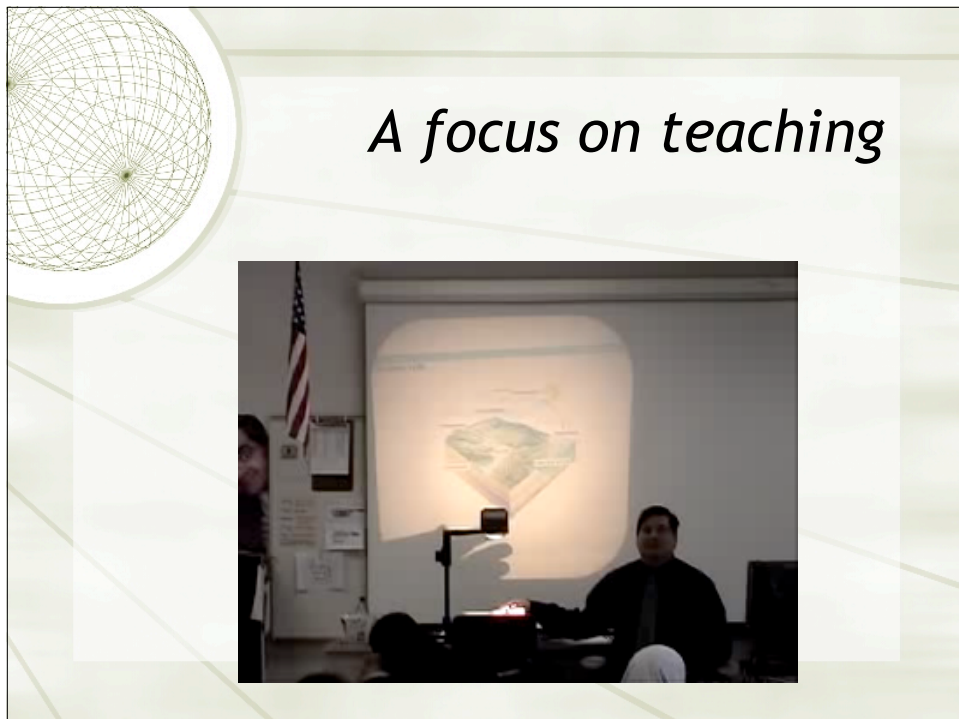


Standard II: Learning and Teaching

- ✦ Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.



A Traditional School Focuses on Teaching and a Professional Learning Community Focuses on Student Learning.



WE LEARN

10% OF WHAT WE READ

20% OF WHAT WE HEAR

30% OF WHAT WE SEE

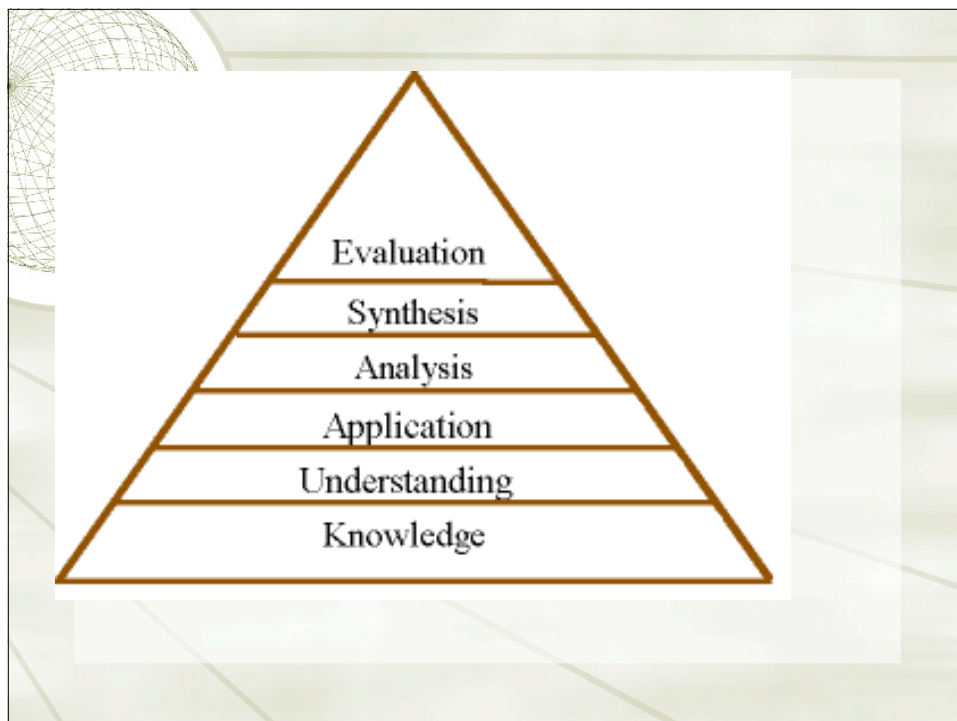
50% OF WHAT WE HEAR AND SEE

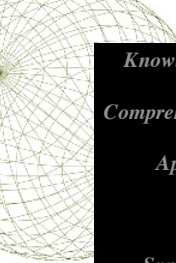
70% OF WHAT IS DISCUSSED WITH OTHERS

80% OF WHAT WE EXPERIENCE PERSONALLY

95% OF WHAT WE TEACH SOMEONE ELSE


W. M. Glasser





Knowledge: arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce state.
Comprehension: classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate.
Application: apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.
Analysis: analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Synthesis: arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.
Evaluation: appraise, argue, assess, attach, choose compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate.

The Salina Intermediate Writing Across the Curriculum Program is an Example of how we are implementing this. Technology Integration and using the Scientific Method along with the Inquiry method is another example.



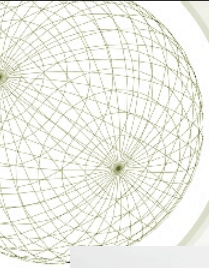
***Enhancing Foreign Language
Acquisition through Multimedia and
Technology Integration.
From A Classroom Perspective***





Objectives

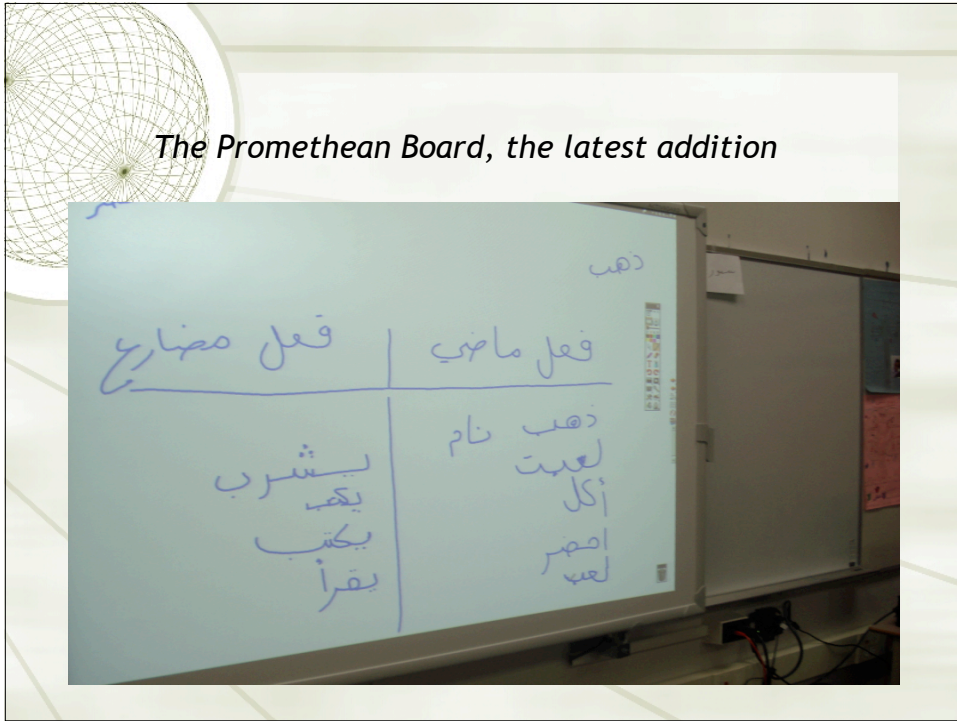
- Motivation
- Effective delivery that reach each learner
- Opportunity for students to search and expand their learning
- A means of sharing and presenting students' projects
- Exposure to potential careers as journalists.



*How does our classroom look like:
Let's take a quick look!*

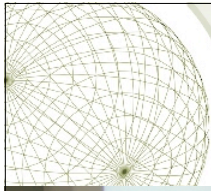


The Promethean Board, the latest addition

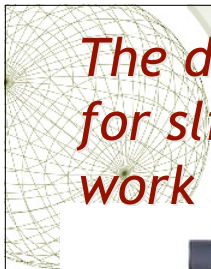
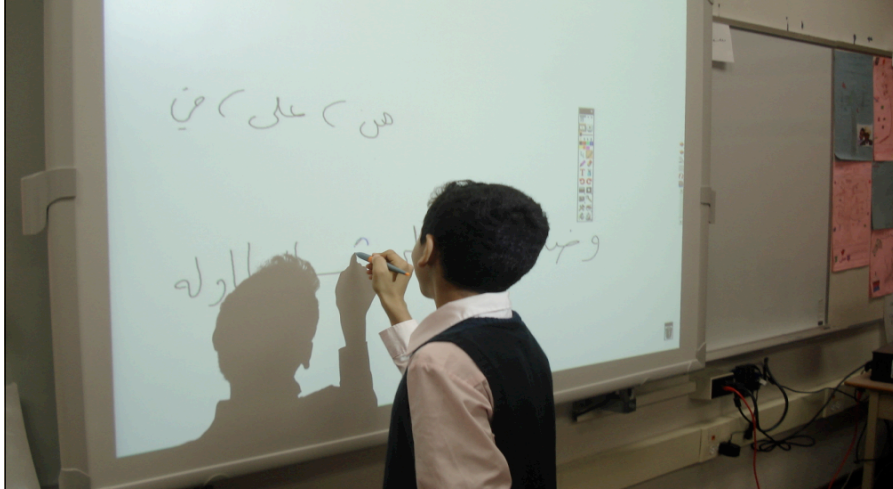


Practice makes perfects





It is fun to write on the promethean board.



The digital, document camera, for slide show, sharing students, work and more...



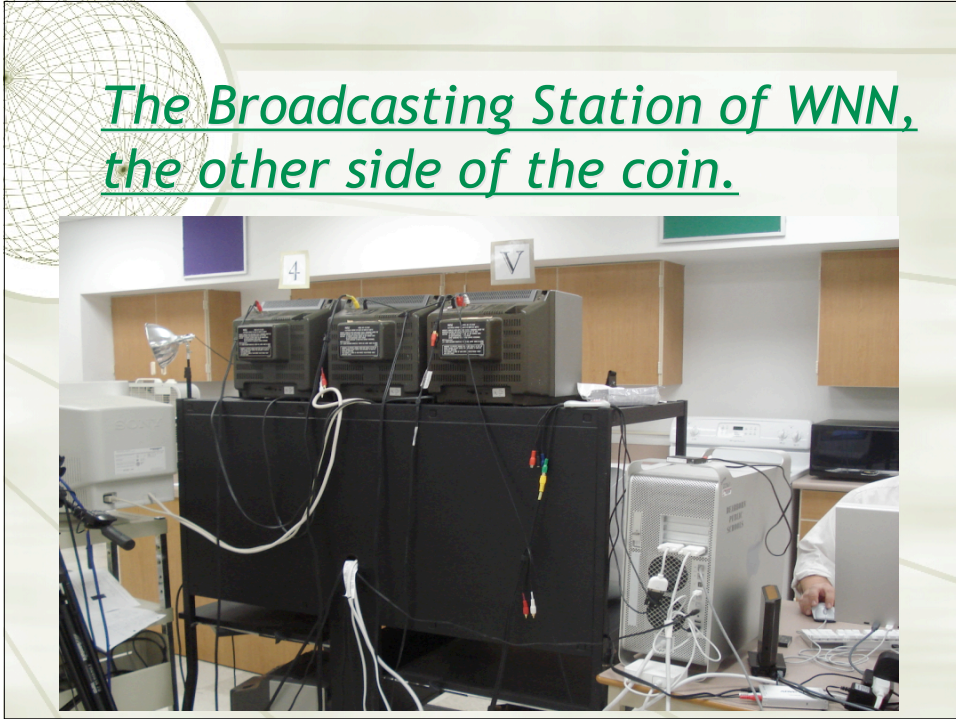
*The data projector, we have
TWO in each classroom (one)*



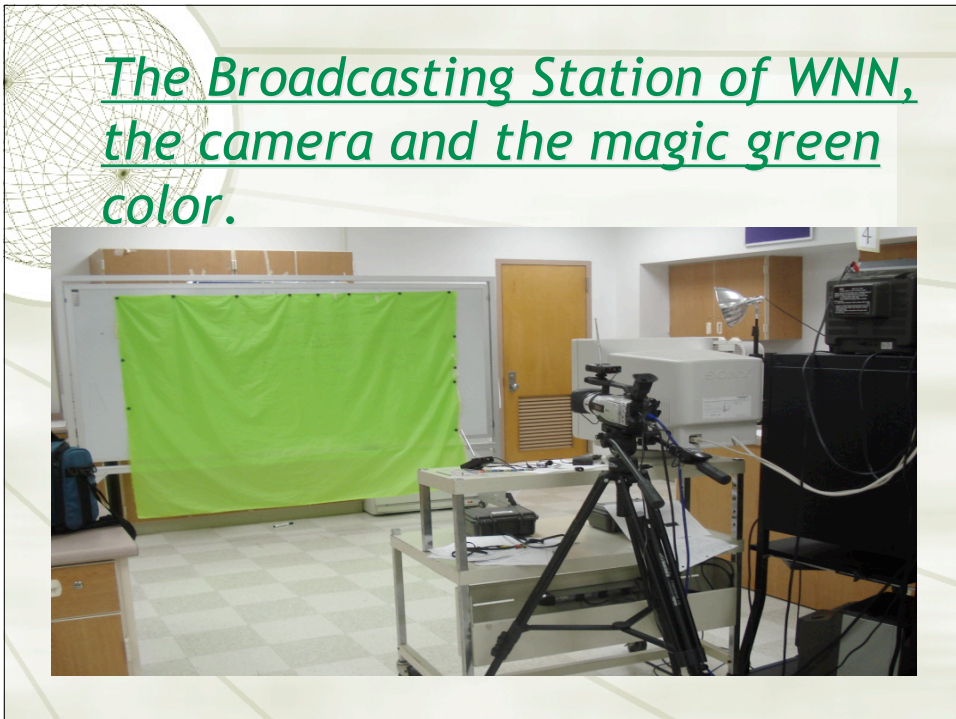
*The data projector, we have
TWO in each classroom (two)*




*The Broadcasting Station of WNN,
the other side of the coin.*



*The Broadcasting Station of WNN,
the camera and the magic green
color.*





*The Broadcasting Station of WNN,
do you want see how it works?*

Behind the Scene



*The Broadcasting Station of WNN,
do you want see samples?*

*Broadcast 1
Broadcast 2
Interviews*

Students' work, how much time do we have?

- [Arabic vs. English by Reema Alawy](#)
- Yemen vs. USA by Husainah Nasser
- Entertainment by Sarah Mahuram
- Yemeni clothes vs. American clothes by Tasneem Qassim
- Yemeni Food vs. American Food
- Iraq vs. America by Fatimah Alberihi

Delivery

You don't need to reinvent the wheel. There are great resources out there. Borrow them and just give credit.

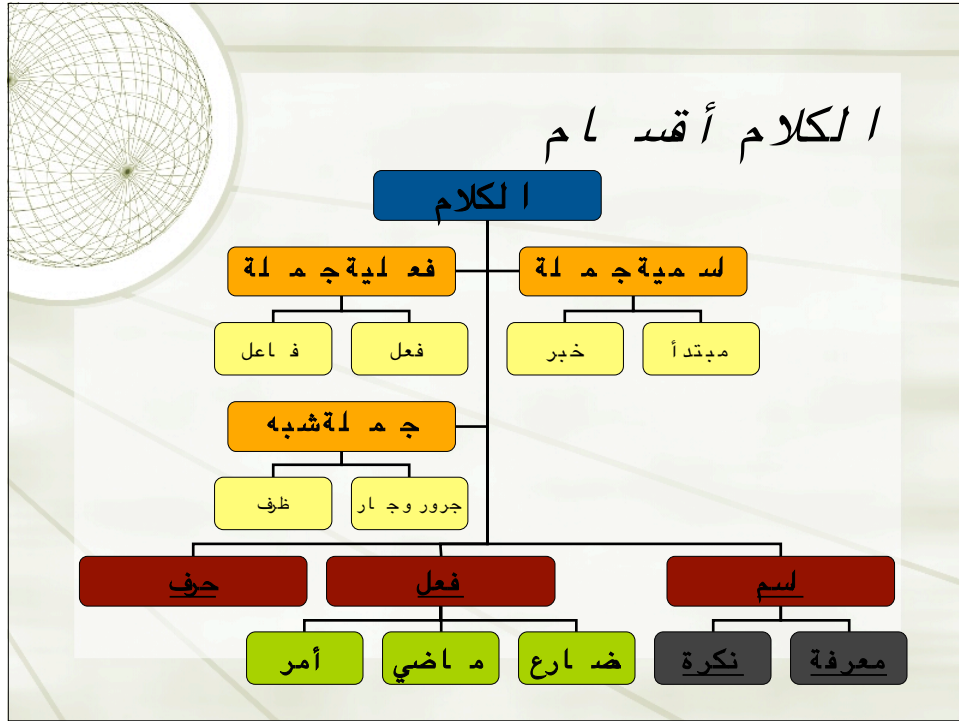




*Digital Stories
and Multicultural Broadcast
Partnership Visit Salina-
Becker*



*Examples of using technology
in delivery:
Arabic Parts of speech
prepared by
الملا يوسف 2007
mullaya_98@yahoo.com*



الكلام أقسام

يقترن ولم نفسه في معنى على دل ما هو: **الاسم**
بزم ان
شجرة جبل، فوس، بيت، رجل، : مثل

واقترن نفسه في معنى على دل ما هو: **فعل**
بزم ان
قم يقوم، قام، : مثل

يقترن ولم غيره في معنى على دل ما هو: **الحرف**
بزم ان
من، قد، هل: مثل

لج م لاة

- ع مروخرج : لِسْنا دِيا لَ تركِيباً المِركب اللفظي
ج الحسن سعيد

أو مفيدة تكون أن يمكن : الفائدة حصول فيها لا يشترط . لا
كلاماً قسمي المفيدة لج م لاة ومفيدة ، لج م لاة غير

لج م لاة أقسام

وج م لاة لسمية ج م لاة : قسمين إلى لج م لاة تنقسم
: فعلية

ه م لاة لمين جزأين من المتألفة هي : **السمية لج م لاة**
المبتدأ:

مجتهدٌ ع لياً إن ، نافعُ العلمُ : مثل

(تتمة) : لج م لاة

جزأين من المتألفة هي : **الفعلية لج م لاة**

تبدأ هي و والفاعل الفعل ه م لاة لمين

الكسلان رسب ، المجتهدنجح : مثل. بفعل

المجورور و لجا ر فشد مل لج م لاة شبيه أم ل

و اللم ان ظرف و **المدرسة إلى** ذهب : مثل

. **الشجرتحت** أمدج لس : مثل المك ان

الاسم علامات

مثال	يقبل:
زيد يا	النداء
تُبي	التنوين
مد ملب مررت	لجر
مسجد ال	واللام الألف

الفعل علامات

مثال	لستعملها	يقبل:
قد ، قام قد قوي	ء لى تلخل الماضي حرف وهي والهد اراع	قد
سوف ، يقوم يقوم	تحقق ان ب الهد اراع تنفيس حرف ف المسين سوف حرف وسوف	سوف و المسين
ت قام ، ت ضرب	ب الفعل تخص الماضي	التأنيث تاء المساكنة


(تتممة) الفعل علامات

مثال	لستعمالها	يقبل:
تقم ، تضرب	بالفعل تخضع الماضي	الفاعل تاء
اقرأ ، كل تعلم	بالفعل تخضع الأمر	الأمر على الدلالة مشتقاً كما ان اذا


لحرف علامات

تقبل لم كامة فكل : العلامة قبول عدم وعلامته علامة له ليس لحرف
: أمثلمته ومن ، حرف فهي الفعل ولا الاسم علامات

حتى	عطف حرف ويكون جر حرف
لا	نهى حرف وتكون نفي حرف
بل	اضراب حرف
لما	وجزم نفي حرف
ولم	عطف حرف
هل	لستفهام حرف
لو	لامتنذاع حرف



November suggests that doing the same old thing faster should not be your goal, but rather it should be making better use of information and how you use it, which may, in turn, lead to some time being saved or better used.



Education leaders foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.

Performance Indicator I.C




Personalization

- ✦ Is education that puts the learner at the center (Leadbeater, 2002), or more accurately puts each and every child at the center and provides an education that is tailored to the students' learning motivational needs at any given time
- ✦ - Fullan, Hill, & Crevola, 2006



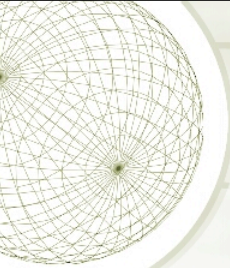
Professional Learning

- ✦ Breakthrough means focused on-going learning for each and every teacher.
- ✦ Daily learning is needed individually and collectively
- ✦ Schools need to work from the classroom outward. Not centrally developed PD
- ✦ Professional development works when it is school-based and embedded in the daily work of teachers
- ✦ - Fullan, Hill, & Crevola, 2006



Precision

- ★ To get something right.
- ★ Precision is in the service of personalization because it means to be uniquely accurate, that is precise to the learning needs of individuals.
- ★ Fullan, Hill, & Crevola, 2006



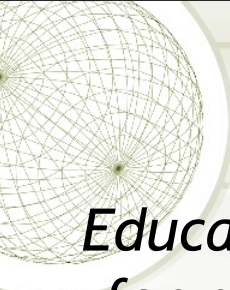
Problem Solving Across the Curriculum

- Problem Solving/Math Rubric
- Technology Integration
- Thinking Maps Across the Curriculum
- Study Island
- Math Intervention - Middle School



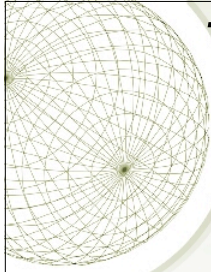
Research & Data

- ★ There is an enormous amount of data supporting technology integration in the classroom.
- ★ International Society of Technology Education (ISTE) Standards
- ★ National Education Association NEA
- ★ Michigan Association for Computer Users in Learning (MACUL)



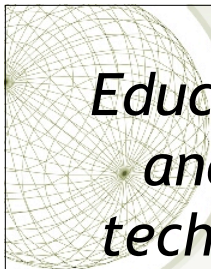
*Educational Leaders Advocate
for research-based effective
practices in use of technology*

Performance Indicator I.E.



*Too often the Technology
itself Becomes More
important than the
Curriculum & Instruction*

- ✦ Sound Curriculum & Instruction Decisions should be made and then the appropriate technology should follow.
- ✦ We should Review Site Plans
- ✦ Identify Existing Decision making Committees or other decision making groups.



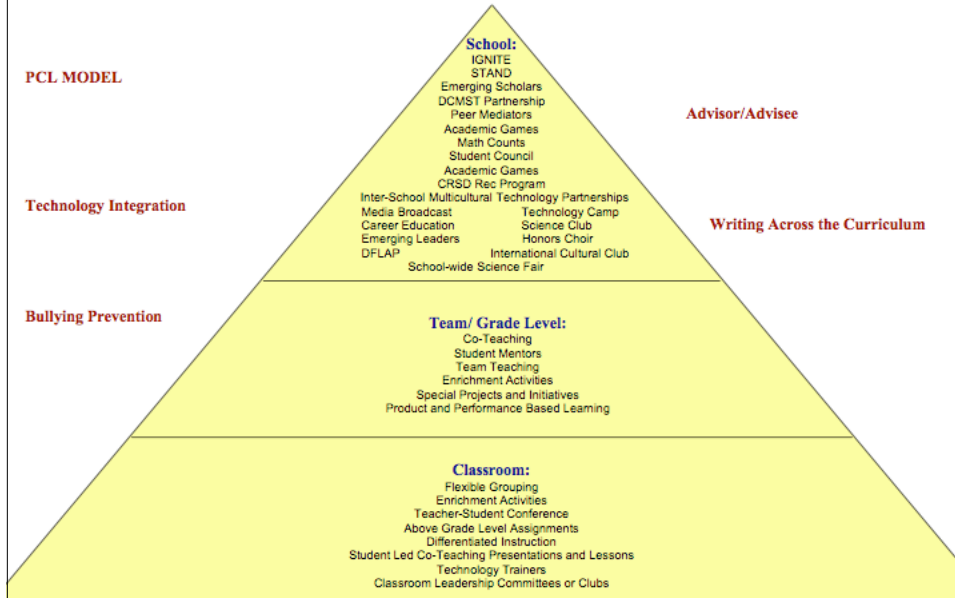
*Educational leaders facilitate
and support collaborative
technology enriched learning
Environments conducive for
innovation for improved
learning.*

Performance Indicator II.B.

Salina Intermediate PLC Pyramid of Interventions

10-27-08

IF STUDENTS EXCEED EXPECTATIONS . . .

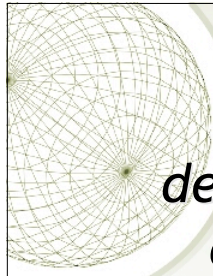


Salina Intermediate PLC Pyramid of Interventions

10-27-08

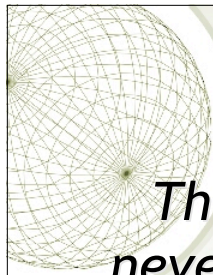
IF STUDENTS DO NOT MEET EXPECTATIONS . . .





*All of us can consciously
decide to leave behind a life
of mediocrity and to live a
life of greatness---at home,
at work and in the
community. No matter what
our circumstances may be,
such a decision can be made
by everyone of us.*

Steven Covey



*The history of a free man is
never written by chance but by
choice- their choice.*

Dwight D. Eisenhower



Presentation References

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