Building Leadership in the Arabic Language Teaching Community

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Session Objectives

- Become familiar with STARTALK-California World Language Project leadership building efforts.
- Listen to voices from the leadership program.
Reflections on Leadership

In groups of three discuss the following questions then share:

- What is leadership?
- What are the most effective ways to build leadership in language and culture teaching communities?
Creating the Conditions to Support Leadership

• Build communities that develop, sustain and enhance teacher leadership

  first in classrooms

  then at school sites

  finally within language teaching networks
Differentiated Instruction

- Recruit new qualified candidates each year
- Engage the participants who return over many years
- Offer multiple opportunities for teachers to reflect on practice, share experiences, and develop relationships that form the foundation of an effective professional community in which to grow
Creating the Conditions to Support Leadership

- Analyze the educational contexts in which they work
- Develop technology-enhanced, standards-based materials: Lesson(s), thematic unit(s), and curricula maps
- Increase participants’ competency in delivering the materials they developed by research-based practices
- Apply a variety of pedagogies and share their successes and challenges with their colleagues
Participants design or revise their curricula and instructional materials in light of various concepts such as

- *Common Core Standards*
- *21st Century Skills Map*
- Integrated Performance Assessment
- Backward Design
Participants design real-world objectives that are age- and stage-appropriate:

- focus on culture and content from the core curriculum
- include the three modes of communication
- provide opportunities for cultural and linguistic comparisons
- and real-world language use beyond the classroom
During the first semester of school participants
  • teach the unit they designed employing pedagogies that reflect research and best practices to students in their own classrooms
  • Receive feedback from our team members during site visits and classroom observations
A subset of our leadership group serve as "leaders in training" sharing leadership responsibilities,

• providing support and delivering presentations for new and returning participants in our Technology Sessions.

• They use their experience in standards-based and technology-enhanced instruction to ensure that the products their colleagues produce and the practices they propose to deliver them are appropriate.
Participants who continued to come

- developed a deeper understanding of the concepts
- were able to create on-target materials and lead others in standards-based and technology-enhanced practice
Leaders-in-Training Voices

Zeina Nasrat El Ayi

• Why did you and your teachers attend our leadership program repeatedly over the years?
• How did you support your teachers in enhancing their instructional practice?
• What type of support was provided for you and your team during the year what were the benefits you derived?
Leaders-in-Training Voices

Nawal Laymoun

• Why did you attend the leadership program for multiple years?

• How have you used what you learned with students at different levels of proficiency? with different groups of students? What part did your leadership training play in your growth as a professional?
Layla Bahar Al-Aloom

• What attracted you to the leadership program?

• How did the program support you in your roles as an educator?
Questions & Answers