



Upper Moreland School District

FAST FACTS

Name: Jenny Lehman

Role: Assistant Superintendent of Schools

Institution: Upper Moreland School District, Philadelphia, Penn.

Challenge: More effectively personalize learning to meet and exceed district benchmarks, and to help students realize a well-rounded future.

Solution: Partnership with EMC, a leading producer and marketer of textbooks and supporting multimedia.

Results: A model blended learning district with highly engaged world language students expanding their knowledge beyond book-and-quiz with a portfolio-style learning environment.

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An Ideal Partner in Blended Learning

A Philadelphia-area school district assists students in expanding their knowledge of world language and culture through the right technology and a clear vision.



Jenny Lehman is Assistant Superintendent of Schools, Upper Moreland School District. Part of the Philadelphia Metropolitan Area, the district serves approximately 25,000 people. With an enrollment of more than 3,000 K-12 students, the district has 30.4% of students who are socioeconomically disadvantaged, 3.3% who are English Language Learners, and 12.4% who receive special education services.

With her practical experience, Lehman authored the *Framework for Continuous Improvement* for the Upper Moreland Township School District. "The Framework provides a process for developing, implementing, and managing curriculum,

Mapping A Route to Success. Jenny Lehman authored a framework for her district that lays out a course for improvement and uses EMC to accomplish district goals.

instruction, professional development and assessment," she explains. "In short, it is a comprehensive road map for achieving excellence. It is designed to provide clear direction and capture our commitment to educate students for a well-rounded future."

Integral Role of Technology

The district carefully reviewed the new changes in state and national standards and researched best practices, according to Lehman. This laid the foundation for study and work related to Common Core standards, curriculum mapping, learning targets, units of study, PSMLA (Pennsylvania State Modern Language Association) program indicators, ACTFL (American Council on the Teaching of Foreign Languages) proficiency levels, benchmarks, and performance indicators. "We understand that technology plays an integral role in enabling schools to more effectively personalize learning," says Lehman. "The acceleration

“We are convinced that this is the best way to create a community of life-long learners to ... function in all aspects of a ... multi-cultural global society.”

—Jenny Lehman, Assistant Superintendent of Schools, Upper Moreland School District, Philadelphia PA



Continuous Improvement.

Students in Upper Moreland School District study world languages for a global perspective.

of learning through technology access, ease of learning through tools, and engagement ensures our students will be well equipped.”

Lehman explains that her district sought out new resources to ensure educational goals were achieved. “We discovered that EMC’s world language instructional content directly linked to our work with ACTFL standards,” she says, “and we realized it would be useful in developing units focused on themes.” EMC offers an “easy-to-use” environment “designed to drive educator effectiveness and student fluency,” says Lehman. “It is an excellent resource to help students discover languages and cultures, expand their knowledge beyond the textbook and written assessments, and perform what they’ve learned within a portfolio-style environment,” she says.

A Clear Vision Forward

“Our district is a model for blended learning,” Lehman says. “We emphasize world languages and have gone all the way, grades 3-12, with EMC. We are convinced that this is the best way to create a community of life-long learners who will develop the linguistic skills and cultural understanding to communicate successfully and function in all aspects of a multi-lingual and multi-cultural global society.”

Lehman credits Dr. Robert Milrod, Superintendent of Schools, who “provided the vision to implement

this blended learning environment at our high school.” The district purchased Chromebooks for each student and established a program that provides students with the opportunity to earn two years of college credit during high school, followed by one year at a community college, followed by two years at a college to earn a college degree.

“Our most recent development of a scope and sequence and planned courses in our World Language program requires our students to gain an increased level of communicative proficiency, within the interpersonal, presentational and interpretive modes in the language, at each level of the language, as defined by ACTFL standards,” says Lehman. This guides the district’s work as they prepare each learner to achieve success in college, career and life. “The suite of products offered by EMC has been instrumental in helping us achieve our goals,” says Lehman.

Innovative and Responsive

“The EMC team has been a great learning partner with us as we have begun to implement a blended learning environment,” Lehman states. EMC is “innovative and responsive in providing cutting edge tools and curriculum resources that respond to our needs for language learning.”

Anyone who is looking to build or expand a blended learning environment should explore the resources available from EMC, according to Lehman. “I believe you will find digital resources that support student engagement and effective learning tools for blended learning classrooms. I am very impressed with everyone I have worked with at EMC. They are knowledgeable, helpful and professional. They make an important and positive difference in our effort to continuously improve education for all our students.”

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The future of fluency

