

TAKING HOME THE BEACON



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COACHES CORNER

BY MARY BETH AKERS

Hello,

Being an instructional coach is very rewarding. We get to work with amazing teachers and see students grow by leaps and bounds. We value the relationships we build with both teachers and the students we have the opportunity to work with. A teacher recently said of our coaching partnership, “The coach helped me build more than a classroom, she helped me build a community.” Those types of comments are what make our job worthwhile.

The key to a successful coaching program is a trusting relationship between teachers and coaches. Coaching is confidential, non-evaluative, and supportive. Making time to discuss instructional practice sets high expectations and yield positive results. It allows teachers to continually expand their knowledge base and work with their trusted colleagues to make data-driven decisions that influence student learning.

As the school year ends, think about the power of community and how an instructional coach can help you achieve that goal.

Mary Beth

THE BIG FOUR: SPOTLIGHT ON COMMUNITY BUILDING

BY LANA HALLAL

Content/Instruction

Strategy: Turn and Talk

Strategy Descriptor: This strategy permits all students to participate in discussion, rather than only a few students participating in a class-wide discussion. All students are able to process new learning while engaging in meaningful conversation with a classmate.

1. Question: Pose a question or prompt for students to discuss and tell them how much time they will have. A one-to-two minute discussion is most productive.
2. Turn: Have students turn to a specific partner. Pair students using Eyeball Partners, Shoulder Partners, or Clock Partners. Partner assignments should be set up beforehand so that students can quickly and easily pair up.
3. Talk: Set a timer for the allotted time, and have students begin discussing the assigned question or prompt. When time is up, ask partners to share out thoughts and ideas from their discussion.

<http://www.theteachertoolkit.com/>

THE BIG FOUR: SPOTLIGHT ON COMMUNITY BUILDING

BY LANA HALLAL

Assessment

Strategy: White Board Wipe-Out

Strategy Descriptor: This technique allows students to respond to a prompt in writing and show their response immediately for the teacher to see. It allows the teacher to quickly see the level of comprehension of concepts that were just taught and keeps students engaged.

1. Create: Create a class set of whiteboards. These can be purchased individually, or for a cheaper alternative, purchase shower board from a hardware store and have the store cut the board down into the size you prefer. Another option is to put paper inside of clear sheet protectors. Each student or student group using the whiteboard will also need a dry erase marker and something with which to erase the board. Option: if you glue a pom-pom to the end of the marker, students will have their own eraser, too!
2. Ask: Ask students a question regarding the material just covered in the lesson. This can be an open-ended question, or possibly a multiple choice, yes/no, or true/false question. Keep in mind that they are limited to the space on the whiteboard when writing their answer.
3. Assess: Have students hold up their white boards with their answer. Scan the room to assess the students' answers.

<http://www.theteachertoolkit.com/>

THE BIG FOUR: SPOTLIGHT ON COMMUNITY BUILDING

BY LANA HALLAL

Community Building

Strategy: Affirmation

Strategy Descriptor: Classroom affirmations are used to create a positive and supportive environment by teaching students to be supportive of one another. Affirmations develop an atmosphere where it is the norm to acknowledge and affirm positive behaviors, thoughts and actions. Used consistently, affirmations can change students' attitudes and their actions.

1. Choose: Choose an affirmation or set of affirmations that you will use with your class (see templates for examples).
2. Teach: Teach your students what the affirmation(s) look like and sound like and how to do them appropriately.
3. Establish Guidelines
Set up guidelines for when and how affirmations can be earned and post these in the classroom.
4. Target Behaviors: Target the desired behavior(s) that will earn an affirmation.
5. Acknowledge Behaviors: Publicly acknowledge a student or group of students who have exhibited the desired behavior. Say out loud exactly what they did.
6. Give Choices: Allow the acknowledged students to choose which affirmation they want to receive.
7. Give Affirmation: Lead the class in giving the affirmation.

THE BIG FOUR: SPOTLIGHT ON COMMUNITY BUILDING

BY LANA HALLAL

Planning

Strategy: Depth of Knowledge

Description: Depth of knowledge designates how deeply students must know, understand, and be aware of what they are learning in order to attain and explain answers, outcomes, results, and solutions. It also designates how extensively students are expected to transfer and use what they have learned in different academic and real world contexts.

In 2002 Webb published his paper “Depth of Knowledge in the Four Content Areas” in which he not only describes how depth of knowledge can be addressed in all the content areas but also established the following levels within his model:

- DOK-1: Recall and reproduce data, definitions, details, facts, information, and procedures. (knowledge acquisition)
- DOK-2: Use academic concepts and cognitive skills to answer questions, address problems, accomplish tasks, and analyze texts and topics. (knowledge application)
- DOK-3: Think strategically and reasonably about how and why concepts, ideas, operations, and procedures can be used to attain and explain answers, conclusions, decisions, outcomes, reasons, and results. (knowledge analysis)
- DOK-4: Think extensively about what else can be done, how else can learning be used, and how could the student personally use what they have learned in different academic and real world contexts. (knowledge augmentation)

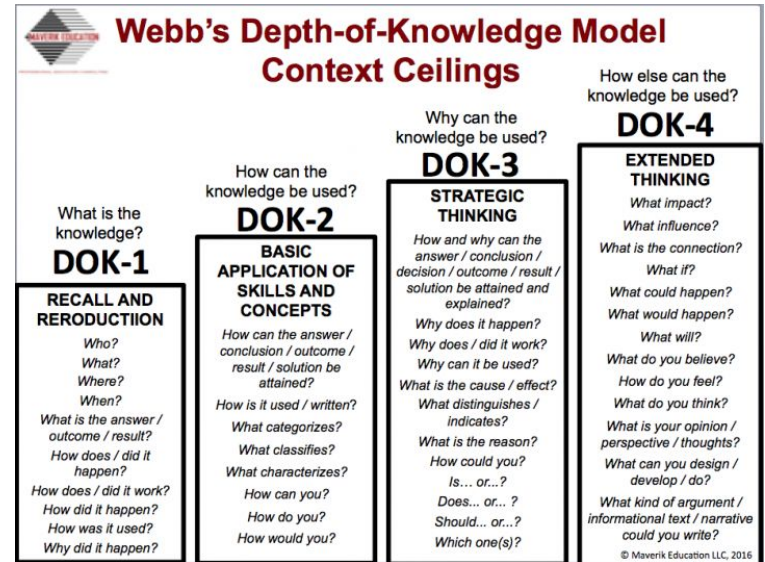
THE BIG FOUR: SPOTLIGHT ON COMMUNITY BUILDING

BY LANA HALLAL

Planning

Strategy: Depth of Knowledge

Description: The focus of these levels are not on the type of thinking or even the kind of knowledge students are expected to demonstrate. That's what taxonomies such as Bloom's, SOLO, or Marzano's do – establish the level of thinking students will be expected to demonstrate as part of a learning experience. Webb's establishes the context – the scenario, the setting, or the situation – which students will express and share the depth and extent of their learning. Are they expected to acquire knowledge (DOK-1)? Apply knowledge (DOK-2)? Analyze knowledge (DOK-3)? Augment knowledge (DOK-4)?



TECHNOLOGY STRATEGY

BY KATERINE ALBARELLOS

Webinars



Looking for advice on teaching with technology? Have questions about how to implement digital citizenship in your school? Join our free professional learning community on edWeb to participate in lively discussions and engaging webinars. With our library of over 80 archived webinars, plus new webinars each month, you'll find helpful tips and strategies on the topics you care about the most. If you watch webinars on edWeb's platform, either live or archived, you'll receive a certificate of completion.

- [Digital Learning & Leadership](#)

Note: Some of the webinars reference Graphite, the former name of this website.

Resourced from www.commonsense.org

TECHNOLOGY STRATEGY

BY KATERINE ALBARELLOS

ThingLink



ThingLink is a free user friendly digital tool providing users with the ability to turn any image into an interactive poster. Students/teachers can personalize their image by adding interactive elements to create engaging stories and presentations. Include video, record audio or provide a link to any website by adding a tag. Easily embed an interactive ThingLink image into any blog or website.

www.thinglnk.com

TEACHER SPOTLIGHT: AMBER SAFIR

BY AARON SHELBY

It's in the Genes

My name is Amber Safir and I am part of the 4th generation of educators in my family. I am from Kansas City, Missouri and I studied education at Schreiner University in Texas. I have been teaching for the past nine years. I started off as an art teacher in my hometown and have been teaching KG2 at BBS for the past five years. My main goal as an educator is to prepare young people to become knowledgeable, responsible, contributing members of our global society.

Tell us one moment from this teaching experience that was particularly powerful, interesting, or funny:

Male Student: Hhhhhhh! Hhhhh! (breathing heavily)

Female student: Please stop breathing in my ear.

Male Student: Hhhhhhhh! Hhhhhhh! Hhhhhhhhhhhhhhhhhhh! (continuously breathing heavily to annoy others)

Female Student: Ms. Safir, will you please get _____ away from me? He is breathing extra heavy to get on my nerves.

Male Student: I can't help it. That's just how I breathe.

Female Student: Well, if it takes all that to breathe, you might as well just go on and die!

Do you have any inspirational words and/or specific sites, organizations, strategies, or links that you'd like to share with other teachers?

I worked at a school that is part of a community service organization which helps immigrants settle into the community. They provide housing, childcare and healthcare assistance. They also have a food pantry and serve hundreds of families during the winter holidays. Recently the organization was in the news for helping to bring a Syrian family to Kansas City.

<http://fox4kc.com/2016/04/06/first-syrian-family-to-move-to-u-s-under-speeded-up-resettlement-program-headed-for-kansas-city/>



COUNSELOR'S CORNER

BY SAMAR EL-HAYEK & FATOMA AL-SUWAITI

ANXIETY

Anxiety is a natural human reaction and it mainly relates to worry about what might happen — worrying about things going wrong or feeling like the individual is in some kind of danger. Everyone, from the youngest child to the oldest adult, experiences anxieties and fears at one time or another. Feeling anxious in a particularly uncomfortable situation never feels very good.

SEPARATION ANXIETY

Separation anxiety is a normal stage of development. In early childhood, crying, tantrums, or clinginess are healthy reactions to separation. Separation anxiety can begin before a child's first birthday, and may pop up again or last until a child is four years old, but both the intensity level and timing of separation anxiety vary tremendously from child to child.

However, some children experience separation anxiety that does not go away, even with the parent's best efforts. These children experience a continuation of intense separation anxiety during their school years or beyond. If separation anxiety is excessive enough to interfere with normal activities like school and friendships, and lasts for months rather than days, it may be a sign of a larger problem: separation anxiety disorder.

The nature of anxieties changes as children grow and develop:

- Babies experience stranger anxiety, clinging to parents when confronted by people they do not recognize.
- Toddlers around 10 to 18 months old experience separation anxiety, becoming emotionally distressed when one or both parents leave. The child may cry, plead for his parents not to leave him, and try to prevent their departure. Separation anxiety is common when young children are starting school. Children ages four to six years old, have anxiety about things, such as fear of darkness, monsters and ghosts.

It is important for parents to recognize and identify the signs and symptoms of children's anxieties so that fears do not get in the way of everyday life.

COUNSELOR'S CORNER

BY SAMAR EL-HAYEK & FATOMA AL-SUWAITI

Some signs that a child may be anxious about something may include:

- becoming clingy, impulsive, or distracted
- problems getting to sleep and/or staying asleep longer than usual
- accelerated heart rate and breathing
- nausea, headaches, stomachaches

How can I help my child overcome anxiety?

The following list may be helpful to parents in working with the child at home:

- Be consistent in how you handle problems.
- Remember that anxiety is not intentional misbehavior, but reflects an inability to control it. Therefore, be patient and be prepared to listen. Being overly critical or impatient will only make the problem worse.
- Maintain realistic goals and expectations for the child. Try not to communicate that perfection is expected. Often, anxious children try to please adults, and will try to seek for perfection if they believe that this is the expectation of them.
- Accept mistakes as a normal part of growing up. Not every child performs with the same ability.
- Praise and reinforce effort, even if success is less than expected.
- Listen to and talk with the child on a regular basis and avoid being critical.
- Do not treat emotions, questions about feeling anxious as silly or unimportant. They may not seem important to you but are real to the child.
- Seek help or talk with the school psychologist or counselor to help the child deal with issues causing anxiety.

STUDENTS' LEARNING ACTIVITIES

BY TAHANI HASHEM



BBS had a fantastic Art Exhibition opening that was inaugurated by Ms. Fareah Al Saqqaf, Chairperson and Manager of LOYAC.

STUDENTS LEARNING ACTIVITIES

BY TAHANI HASHEM



Rewarding ES student who read the most number of Arabic books.

Honoring our most active and energetic teachers in “I Read Arabic” platform in the presence of “Little Thinking Minds” Representative Ms. Rana Al Saadani, who came from Dubai for this purpose.



STUDENTS LEARNING ACTIVITIES

BY TAHANI HASHEM



KG students are engaged in different fun learning activities!

STUDENTS LEARNING ACTIVITIES

BY TAHANI HASHEM



Nursery Parents were invited to attend "Reggio Night" on Wednesday, 24 April 2019 to observe the teaching and learning that has been happening throughout the year.



STUDENTS LEARNING ACTIVITIES

BY TAHANI HASHEM



MS art students turned tyres into beautiful chairs!

NESA UPDATES

BY LANA HALLAL



NESA Spring Educators' Conference in Bangkok, Thailand was a great time had by all. We learned so much from amazing presenters. I would recommend that everyone go to a NESA conference. The Fall Training Institute will be in Bahrain. The Winter Training Institute will be in Oman, and the Spring Conference location will be announced soon. Consider joining one of the NESA conferences the next school year.



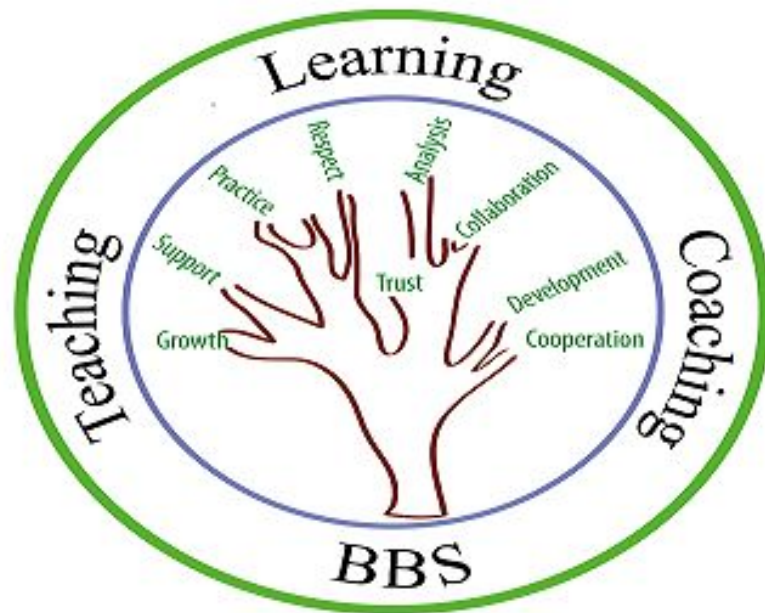
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