Taking Home the Beacon

Coaches Corner

By Mona Yacqub

Greetings,

As we are beginning the second semester, I feel proud of the significant accomplishments that BBS members had attained.

 The "Assessment" conversation is moving forward steadily in order to find and make a common ground on our way to establish a unified understanding and a well- established application of this important educational element, which records our students' progress and has at the same time a huge impact on the teaching and learning process. At all BBS schools, a rich discussion was taking place during the PD hours; experiences were shared, impressive stories were told and great ideas were raised to become a spark that will definitely lead to significant future plans.
I was inspired with the unique experiences I learned and the amazing stories I heard, it was absolutely a spectacular learning opportunity to all of us.

We are looking forward to the next conversation where we will continue to learn together and learn from one another.

I wish you all a wonderful new year full of happiness and prosperity. .

Regards,
Mona

The Big Four

By Aaron Shelby

Planning

Workshop Model Descriptor
This framework outlines the components of a workshop model that can be used in any content. Although the times may vary slightly, the instructional components establish the rituals and routines for seamless classroom instruction. The warm-up (not technically part of a workshop model) has been added to facilitate transitions from bell to bell and set the tone for learning.

Workshop Model Checklist
Students know…
There are four components to a workshop model lesson.
The expectations for warm up time.
The expectations for mini-lesson time.
The expectations for independent work time.
The expectations for closing/sharing time.
How to complete each task throughout the lesson.
The duration of time of each component of the lesson.
How to communicate with each other (in particular, how they should listen and talk).

http://schools.nyc.gov/documents/d75/math/Workshop%20model.pdf

The Big Four

By Aaron Shelby

Instruction

Round Table Descriptor

The Round Table strategy prompts students to generate a lot of information quickly. This activity provides an opportunity for every student to share his or her unique knowledge. During the Round Table discussion, the teacher divides the class into groups, and students write down ideas on a piece of paper and then pass the paper to the student next to them so that he or she can add ideas to the paper. Every student gets a turn at answering the question before the activity is completed. When there is only one piece of paper to be circulated, students spend too much time watching and not enough time thinking and writing. Round Table can be used to review what students have learned or to begin a lesson by prompting students to discuss their prior knowledge. Once all the questions have been addressed, the class may be asked to share what they have learned.

Round Table Checklist

Students know…
Each question they are responding to.
How much time they have to consider the question.
Where they are to pass the paper.
How they will sum up what they have learned or discovered.
How they will share with the rest of the class what they have learned.

J. Knight. *High Impact Instruction* – Corwin 2013.

The Big Four

By Aaron Shelby

Assessment

Individual Whiteboard Descriptor
Individual slats or whiteboards are a great way to hold all students in the class accountable for the work. They actively involve students in the learning and are a terrific tool in the formative assessment process because they give the teacher immediate information about student learning. When students complete their work, and hold their whiteboard up, the teacher can quickly determine who is understanding and who needs help and adjust his/her instruction accordingly.

Individual Whiteboard Checklist
Students know…
The question is to which they are responding.
The expectation for completion.
How much time they will have to finish writing their response.
That they are to use all the time they are given to think and write about their response.
How to submit their response.
How to communicate with each other (in particular, how they should listen and talk).

Individual Whiteboards, wvde.state.wv.us/teach21/IndividualWhiteboards.html.

The Big Four

By Aaron Shelby

Community Building

Classify This Descriptor

his exercise promotes teamwork and creative thinking, but also encourages your team to rethink how they view everyday objects. They are forced to look for commonalities in otherwise unconnected objects. This leads to discussion on how to work outside the box for solutions to problems that seen wholly unrelated. Collect a variety of objects and put them in the center of a table. The broader the variety, the better (e.g. office supplies, dinnerware, jewelry, toys, game pieces, etc.).   Aim for at least 20 different objects. The goal is to collect items that, at first glance, have no apparent connection. Break the team into groups, giving each group a sheet of paper and pen. Make sure they have a clear view of all the objects. Instruct them to classify the objects into four groups, writing down the groupings on their sheet of paper. They should not let the team groups hear what they are doing. When the time is up, have a spokesperson for each group reveal how they classified the objects, and why. Reasons might vary, from the function of the object to how it looks, or the material it is made of. https://wheniwork.com/blog/team-building-games/

Classify This Checklist
Students know…
The purpose of the activity.
Who their learning partners will be before they start.
All of the displayed objects.
The location in which they have to complete the activity.
To use the time given to think and write about the activity.
How much time they will have to write their response(s).
The expectation for completion.
How to communicate with each other (in particular, how they should listen and talk).

Teacher Spotlight: Alaa Fahmi Kareem

By Lana hallal

Tell us a bit about your background:
My name is Alaa Fahmi Kareem, and I'm from Palestine. I'm married and a mother of a little girl. I enjoy cooking and travelling.
I worked as a teacher for 12 years by starting teaching elementary children in the first 4 years, and then by teaching preschool children for 8 years. I love my work, and I'm so proud of it.

Tell us one moment from your teaching experience that was particularly powerful, interesting, or funny:
I always get so emotional during the end of year musical concert watching children's performance, picturing how they started the year, and how much they develop and grow.

What teaching and learning goal are you most excited to achieve by the end of this school year?
My goal this year is to learn more about Reggio Emilia program so that the implementation of the program next school year would be easy and successful.

Do you have any inspirational words and/or specific sites, organizations, strategies, or links that you'd like to share with other teachers?
My favorite inspiring word is "be optimistic of what you like...it happens!"

Edivate Update: Group Forums

By Lana Hallal

Group forums are part of Edivate Communities and work in much the same way as other Communities discussions. By joining a group, you also gain access to that group's discussion threads.

How to Participate in a Discussion Thread

1. Click the three bars next to the apple
2. Click Groups.
3. Click View for the group in which you want to participate in a discussion thread.
4. Click Forums.
5. Click the discussion thread in which you want to participate.
6. At the top of the page on the opening comment, or on any follow-up comment, click Reply. When you reply to the opening comment in the discussion thread, your comment is added at the bottom of the overall thread. When you reply to any other comment in the discussion thread, it is "nested" under the comment to which you are specifically replying.
7. Enter your comments in the Comment box. Use the text style buttons, such as bold, italic, ordered list, and unordered list, above this box to format your text.
8. To include a website in your comment, type or paste the web address/URL in the Comment box. The system automatically converts the text into a hyperlink when you post your comment.
9. To include one or more files, click Attach a File. Browse to the location of your file, select it, and click Open(Windows) or Choose (Mac).
10. Click Post.
11. To access BBS Teaching and Learning Center group forum please visit https://www.edivate.com/#resources/communities/5/308849

Curriculum/Professional Development

By Carol Alawadi/Lynda Abdul Raheem

Hello, Everyone! Looking for some simple and fun ways to "check for understanding"? Below are "4 arts-based strategies to check for understanding"

BIO POEM/RAP

Line 1)   First Name
Line 2)   3–4 adjectives that describe the person
Line 3)   Important relationship
Line 4)   2–3 things, people, or ideas that the person loved
Line 5)   3 feelings the person experienced
Line 6)   3 fears the person experienced
Line 7)   Accomplishments
Line 8)   2–3 things the person wanted to see happen or wanted to experience
Line 9)   His or her residence
Line 10)   Last name

Original source: https://www.edutopia.org/blog/dipsticks-to-checkfor-understanding-todd-finley

GRAFFITI WALL

1.   **Groups receive a large piece of paper** and different color pens/markers.

2.   **Students generate ideas in the form of graffiti**. Groups can move to other papers and discuss or add to the ideas.

For example, the first round can just be recalling information. Then after a mini lesson, students can rotate their papers and use the new information to defend or refute something on the paper.

Each time new information is introduced, students can have another round of their graffiti work.

Curriculum/Professional Development

By Carol Alawadi/Lynda Abdul Raheem

STUMP THE CLASS

1.   **Create teams** of 3-4 people and 3 index cards.

2.   Have each team **write a review question and answer** on each card that would test the class's knowledge of the topics they should know.

3.   **Collect the cards and toss a ball randomly to ask a question.** The person who catches the ball may answer the question, confer with the team, or toss the ball to someone else.

4.   Once the question has been answered correctly, the person who has the ball **tosses it to someone else.**

BRAINSTORM RACE

1.   Give each team a way to **record answers,** whether they use a flip chart, white board,windows, sticky notes, etc.

2.   **Announce a topic and allow the teams 30 seconds** to write down as many ideas
concerning the topic as they can come up with…**without speaking! J**

3.   **Compare lists**. The team with the most ideas wins a point.

4.   Depending on your setting, you can **review each topic** immediately and then go onto the next topic, or play the entire game and recap afterward.

Media Center Page

By Lina Choucairi

The main goal of our BBS Makerspaces is to meet the standards of the 21st century:
Standards for the 21st-Century Learner (American Association of School Librarians, 2009):

Standard 1
Inquire, think critically, and gain knowledge

Standard 2
Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge

Standard 3
Share knowledge and participate ethically and productively as members of our democratic society

Standard 4
Pursue personal and aesthetic growth

The BBS Makerspaces is getting ready for the second semester. We will be welcoming our students and staff starting January 2017. Now the merged MS/HS library is ready and it is being heavily used by students and teachers. Moreover, the BBS Makerspaces will host an open day for our parents once ready. We will keep you updated by BBS social media platforms where you will see a lot of pictures for the new setting.

Media Center Page

By Lina Choucairi

Getting ready for BBS Makerspaces:

Media Center Page

By Lina Choucairi

Our MS Art students started working on Art/ Makerspaces Integrated projects with the goal of Marketing the BBS Makerspaces.

Teacher Article

By Sayed Mahmoud

New Trends of Mobile Technologies for Libraries

The world is on the verge of the revolutionary phase of the use of the Mobile technologies in education in general and in libraries specifically. With more and more patrons who are born with technology coming into libraries, it is essential that libraries provide services and resources that are suitable to the nature of the new generation (Deschenes 2015:1). Librarians should be aware of the new technologies, and they should stay on top of the evolution of technology. These new technologies might change the expectations of patrons from librarians so they should learn to try them not to fight them as Lascarides states in his book (Lascarides 2012 :2-5).

iBeacons

The iBeacon technology is the latest technology in the field of interaction between libraries, patrons and the outside world. Technically speaking, it is a protocol demarcated by Apple and constructed on top of Bluetooth 4.0. Trademarked by Apple, it is a Bluetooth Low Energy device that emits a signal which can be received by apps which were developed by people. IBeacons can help developers to design apps that interact with the outside world.

Eddystone

Eddystone is an open beacon format released by Google. The process of setting up an iBeacon to broadcast can be completed by Google Platform (go.co/beacons). There are many advantages of Eddystone including:

1-   It designed for Android and IOS devices
2-   It is user-friendly as you can find everything needed for one platform
3-   Full compliance with Bluetooth Core Specification

The Internet of Things

It is termed as machine-to-machine communication that is assembled on a cloud computing technology and a vast array of network-connected data sensors. It allows the network of physical objects to exchange and collect data between devices .Everyday objects which are connected to the internet via small computers can sense what is happening around them and can send or communication this information to other devices or the central system (application).

Teacher Article

By Sayed Mahmoud

Wearable Technology

A new technology that has started to gain popularity over the ten years is wearable technology. It is true that this technology is available for some time, but When Google, Apple, and Samsung started to develop this technology, it has changed dramatically. Many interesting ideas have been introduced such as cameras support Augmented Reality and smart jackets.

Google Glass

Google Glass is a notable wearable technology developed by Google. It is signified as a wearable device technology with an optical head-mounted screen, which is activated by voice commands. "It presents information in a prism projector located just above the right eye" (Hernandez 2016). It is a computerized pair of glasses which enables users to receive and send information about the surroundings. It is not widely available to the public because it is expensive.

Oculus Rift

Oculist Rift is a wearable technology which was developed by Oculus Technology Company in 2012. After two years, it has been purchased by Facebook . It has paid "$400m in cash in addition to 23.1m Facebook shares for the maker of the Oculus Rift headset" (The Guardian 2016). Zuckerberg explained his plans with Oculus Rift "This is just the start. After games, we are going to make Oculus a platform for many other experiences," (Rawlins 2016: 96).

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"Platform Overview | Beacons | Google Developers", Google Developers, 2016 <https://developers.google.com/beacons/overview> [accessed 28 October 2016]
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School eLockers, ELockers in the news (YouTube, 2014)

Upcoming Events

By Aaron Shelby

- PD Early Release Day   January 16

- Parent Teacher Conferences   January 24-25

- NESA Winter Training Institute - Oman   January 26-27

Connect with the BBS Teaching and Learning Center
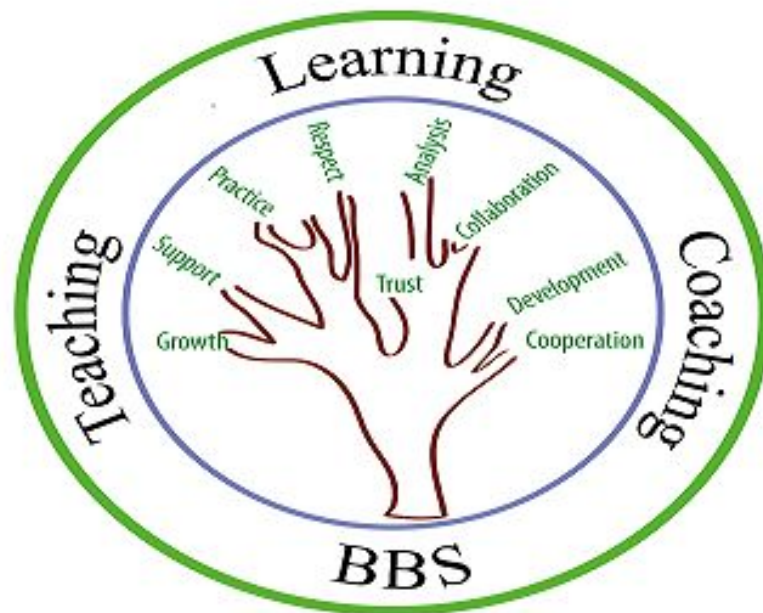
Website: tlcbbs.com

Twitter: @tlcbbs

Edivate: edivate.com

- BBS Teaching and Learning Group

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