

# TAKING HOME THE BEACON



Issue 2 March 2017

# COACHES CORNER

BY MONA YACQUB

Greetings,

This is the second issue of our monthly professional learning newsletter, *Taking Home the Beacon*. We hope that you tried some of the strategies from the first issue and we hope that they worked for you!

As you know, learning is a continuous process that never ends. Therefore, we will continue our journey with you by adding to your toolbox more teaching strategies. Additionally, we will be taking you on a tour around BBS in order to get to know the people that form the BBS community and their stories. We also are highlighting some events for you to plan to join us.

The atmosphere nowadays in BBS is full with joy, love and enthusiasm as we are finishing celebrating the National and Liberation days. Our teachers and students are very excited their national pride.

Thank you for taking time reading the newsletter and feel free to send us comments, ideas or suggestions.

Happy Holidays!

Sincerely,  
Mona Yacqub

# THE BIG FOUR

COMPILED BY AARON SHELBY

## Content

**Strategy:** Culturally Responsive Content

**Description:** To reshape curriculum so that it becomes culturally responsive requires that the changes challenge students to develop higher-order knowledge and skills (Villegas, 1991). Ismat Abdal-Haqq (1994) states that "Curriculum that is culturally responsive capitalizes on students' cultural backgrounds rather than attempting to override or negate them." According to researchers, an effective, culturally responsive curriculum would encompass the following characteristics:

- Is integrated and interdisciplinary (Scherer, 1991–1992; Spears, Oliver, & Maes, 1990; Banks, 2001)
- Is meaningful, child centered, and connected to the child's real life (Chion-Kenny, 1994; Dickerson, 1993)
- Develops higher-order knowledge and skills (Villegas, 1991; Hilliard, 1991–1992)
- Utilizes a variety of learning strategies, such as cooperative learning, whole language, and diverse learning styles (Gay, 2000).

"Culturally Responsive Standards-Based Teaching." *Culturally Responsive Standards-Based Teaching: Classroom to Community and Back Culturally Responsive Standards-based Teaching: Classroom to Community and Back* (2008): 1-22. *Culturally Responsive Teaching. The Education Alliance. Brown University*, 03 Nov. 2008. Web. 15 Feb. 2017.

## Instruction

**Strategy:** Graphic Organizers

**Description:** Graphic organizers are visual displays of key content information designed to benefit learners who have difficulty organizing information (Fisher & Schumaker, 1995). Graphic organizers are meant to help students clearly visualize how ideas are organized within a text or surrounding a concept. Graphic organizers provide students with a structure for abstract ideas. Graphic organizers can be categorized in many ways according to the way they arrange information: hierarchical, conceptual, sequential, or cyclical (Bromley, Irwin-DeVitis, & Modlo, 1995). Some graphic organizers focus on one particular content area. For example, a vast number of graphic organizers have been created solely around reading and pre-reading strategies (Merkley & Jeffries, 2000).

*Considerations Packet Graphic Organizers: Guiding Principles and Effective Practice* prepared by Brad Baxendell, July 2003.

# THE BIG FOUR

COMPILED BY BBS INSTRUCTIONAL COACHES

## Formative Assessment

**Strategy:** 3-2-1 Organizer

**Description:** The idea is to give students a chance to summarize some key ideas, rethink them in order to focus on those that they are most intrigued by, and then pose a question that can reveal where their understanding is still uncertain. Often, teachers use this strategy in place of the usual worksheet questions on a chapter reading, and when students come to class the next day, you're able to use their responses to construct an organized outline, to plot on a Venn diagram, to identify sequence, or isolate cause-and-effect.

The 3-2-1 designates how many of each kind of summary statement or item the student is to construct. Students are asked, at the end of class, a reading, movie, etc., to write down: 3 things/ 2 things/ 1 thing. You can use headings like: Interest, questions, rules of the game, ways to use, factors, things you already knew, things you want to learn more about, etc. as the 3-2-1 headings.

"3-2-1 Summarizer." *West Liberty-Salem Local School District*. West Liberty-Salem Local School District, n.d. Web. 12 Jan. 2017.

## Community Building

**Strategy:** Classify This!

**Description:** This 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 seem 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.

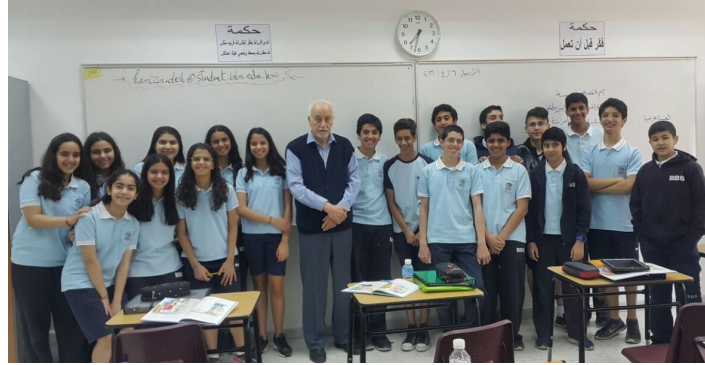
Break the team into groups, giving each group a sheet of paper and pen. Make sure they have a clear view of all the objects. Instruct them to classify the objects into four groups, writing down the groupings on their sheet of paper. They should not let the team groups hear what they are doing. When the 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.

Wormley, Rob. "An Epic List of Great Team Building Games." *When I Work. When I Work, Inc.*, 16 Feb. 2016. Web. 15 Feb. 2017.

# TEACHER SPOTLIGHT: OSAMA MOHAMMED ABDEL-QADER ABU BATNAIN

BY LANA HALLAL

## A Smile of Hope



My name is Osama Mohammed Abdel- Qader Abu Batnain; I am Palestinian. I finished high school in the city of Khan Younis and then completed my university studies at Al-Azhar University in Egypt. I came to Kuwait on January 25, 1973 and worked at the Ministry of Education schools as a teacher and head of the Arabic Department until 1990; I have been working at Al Bayan school since 1994. One of my favorite hobbies since childhood has been collecting stamps and coins; I own a large group of them.

I love the teaching profession because it is one of the most prestigious professions especially since it deals with the youth. I believe children need care for the development of their minds in order to become future citizens that will serve their countries. I am now applying new strategies based on the Tribes Learning Communities' process because it is based on the development of the child.

# TEACHER SPOTLIGHT: OSAMA MOHAMMED ABDEL-QADER ABU BATNAIN

I remember an influential moment in my career that happened with one of my students. That student earned a total of 22 out of 50 in the Arabic language class meaning that he failed the class. This student came to me and asked me to help him in raising his participation grade so his final score could become 25. He promised that he would make extra efforts in the classroom. He also told me that if I don't raise his grade, his father would punish him severely. I raised the student's grade based on his participation in order to encourage him to work harder. I also told him that he needs to earn 30 out of 50 in the coming learning period, otherwise, I will reverse his grade. This plan worked! My encouragement highly impacted him and pushed him to progress and achieve even more. He continued to become an excellent student in his studies, even at the university level. He further related that in his career he remembered this because he simply started believing in his abilities and that he can achieve more!

My goal this year is to continue to follow the Tribes Learning Communities' process due to its' positive impact on the student's achievement.

I believe that the teacher plays a great role in the society because he/she always works to shape the nation's future.

# EDIVATE UPDATE: LEARNING PROGRESSION TOOL

BY TAHANI HASHEM

## EDIVATE UPDATE: LEARNING PROGRESSION TOOL

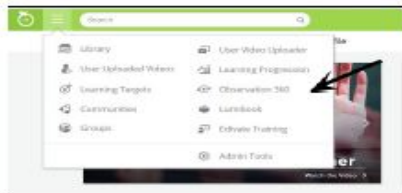
The Learning Progression Tool allows you to easily explore the Math Common Core Standards .

Use this Learning Progression Tool to:

- Navigate the K-12 learning progression of every Math Common Core Standard.
- Guide lesson planning with knowledge of standards addressed in previous, current, and coming years.
- Align teaching vertically K through 12 and across curriculum.
- Reveal gaps between the Common Core and the former state standards.
- Identify student proficiency levels and define steps to meet grade level expectations.
- Support differentiated Math instruction
- Explore the Common Core.

How to access Learning Progression?

- Sign in to Edivate and click on the menu bar and then to learning progression.



- Select a subject, grade, category, and standard.



- Click the cards on the left or right to see a standard's learning progression.



- Click a standard title on the Card to see the entire standard language, anchor standard or standard cluster.



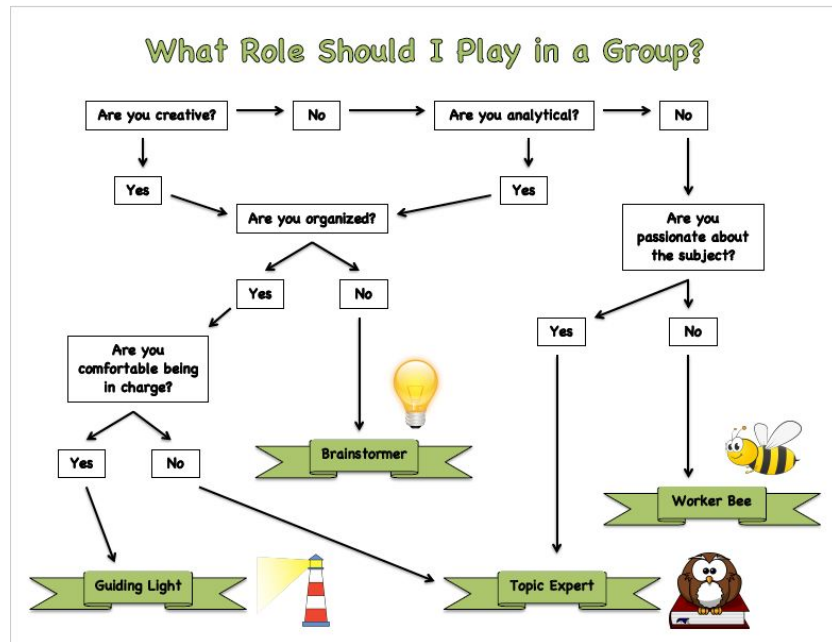
# CURRICULUM: IT'S ALL ABOUT THE KIDS

BY CAROL ALAWADI

Do you dread doing group projects in your class? Is it because the groups never seem to be “balanced” so that productive work can ensue? Well, Leslie LaRocca designed a kid-friendly (and teacher useful!) tool that can be used to help students and teachers create balanced groups. If you want your students to identify their strengths and use them to their potential, then this simple tool may help them (and you!) to do just that. All group members will be able to shine in their group role. Once the groups are “balanced,” the rest is up to YOU to work your magic to create an exciting and engaging group project!

ENJOY!

Information condensed from *Education Week Teacher: Spice Up Your Student Group Work: A Self-Selection Tool* By Megan M. Allen on September 19, 2016 3:31 PM





# PROFESSIONAL DEVELOPMENT

BY LYNDA ABDUL RAHEEM

Hello Everyone!

There is so much going on in PD these days. We were so pleased to see so many teachers “step up” for the PD Challenge to offer workshops for the last two PD Days of the year. It looks like there will be some amazing opportunities for us all!

We also will have two of our favorite Tribes presenters from Canada, Deana and Kim, who will check on our progress, troubleshoot our problems and offer some new ideas. They will come while we are in school with students so if you’d like to invite them to visit a Tribes lesson, let me know . All teachers will meet with them during regularly scheduled meeting times to minimize the disruption of teaching .

Additionally, the conference circuit is in full swing. We are very pleased that the Arabic conference in Oman and the Teacher’s Forum in Jordan are giving opportunities for our Arabic staff to have as many quality opportunities as our English staff has with NESAs.

- Differentiation of Instruction in Arabic Literature - Oman Feb. 17-18
- Teachers Skills Forum through Queen Rania Academy - Jordan March 25-26
- NESAs Spring Teachers Conference - Bangkok, Thailand March 31-April 2
- Reggio Emilia Training – Italy April 2 – 7

# PROFESSIONAL DEVELOPMENT (CONTINUED)

BY LYNDA ABDUL RAHEEM

Our two day PD Mini-conference in March coincides with two of our Buffalo State SUNY courses. This gives us a chance to have our Buffalo professors present on topics requested in our PD Survey.

Directly after our PD Mini-conference, we will be graduating two more cohorts through our Buffalo Master's Program which has been running since the 2006-2007 academic year.

Two new cohorts will begin in Oct 2017. BBS teachers have a substantial discount and first priority to join. If you think you might want to join next year, this is the time to let me know so we can get you accepted at Buffalo before October comes.

Our final bit of news is that we are working with a developer to build a PD Dashboard. This will put all your PD online. You will apply for conferences and keep track of your points automatically and much, much more. We will share the details as soon as this project is complete.

Thank you for all you do for our children!

# AROUND BBS

BY AARON SHELBY

Ms. Suzanne leads students through the planting process at the Jabriya campus



Ms. Beatrice helps students use their environment to promote learning at the Jabriya campus



Families help to plant the new garden at the Jabriya campus following the Reggio inspired model

# AROUND BBS

BY AARON SHELBY



ES students celebrate 100 days of school

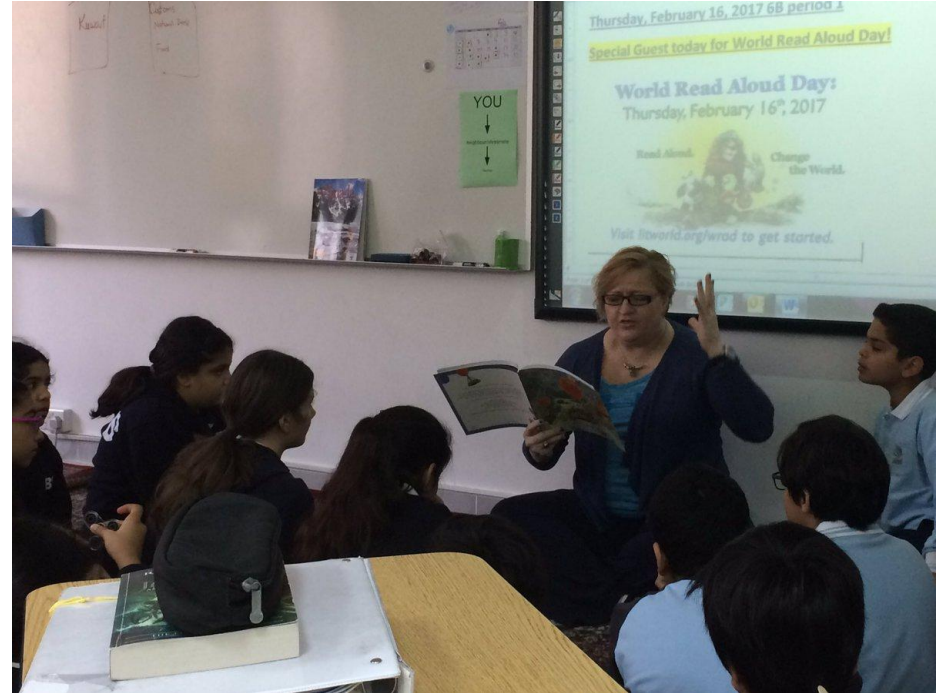


# AROUND BBS

BY AARON SHELBY



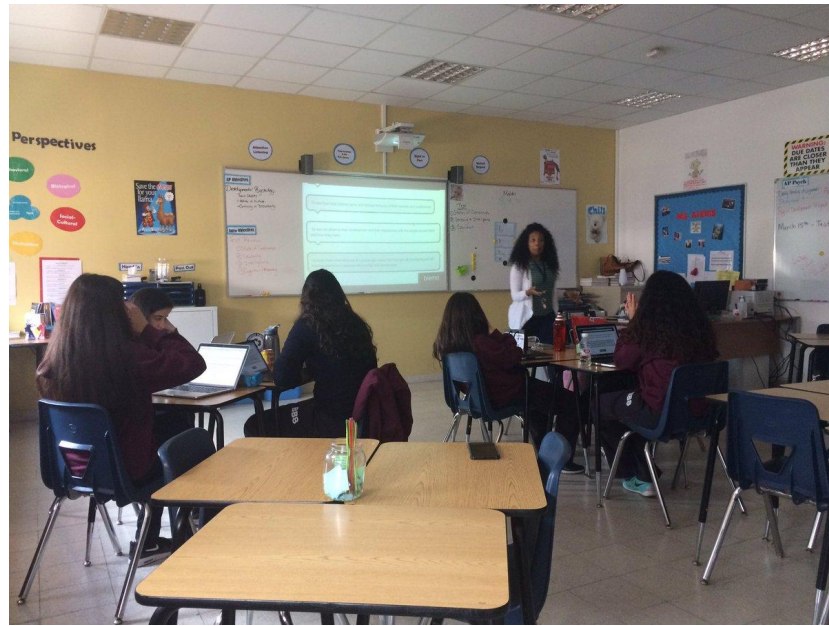
BBS teachers  
are also  
celebrating the  
first 100 days  
of the  
academic year!  
Hey, Ms.  
Jimerlean!



Ms. DeAnne and Ms. Katharine collaborated to bring the 2017 World Read Aloud Day to life for MS grade 6 students. Kudos!

# AROUND BBS

BY AARON SHELBY



Ms. Alexis integrates new Pear Deck technology for her AP Psychology students to bring class discussions to life.



BBS community members meet to discuss character education for all BBS students.

# UPCOMING EVENTS

BY LANA HALLAL

- ★ Twitter #tlcbbschat March 5 and March 19
- ★ Twitter Workshop March 5 and March 19 at 6:45am
- ★ BBS PD Conference March 29 - April 3
- ★ NESAC Spring Educators Conference March 29 - April 2
- ★ Spring Break March 31 - April 8

# CONNECT WITH THE BBS TEACHING AND LEARNING CENTER

Website: [tlcbbs.com](http://tlcbbs.com)

Twitter: [@tlcbbs](https://twitter.com/tlcbbs)

Edivate: [edivate.com](http://edivate.com)

- [BBS Teaching and Learning Group](#)

Email

Aaron Shelby	Lana Hallal	Lorraine Burton	Mona Yacqub	Tahani Hashem
<a href="mailto:aaron.shelby@bbs.edu.kw">aaron.shelby@bbs.edu.kw</a>	<a href="mailto:ana.hallal@bbs.edu.kw">ana.hallal@bbs.edu.kw</a>	<a href="mailto:lorraine.burton@bbs.edu.kw">lorraine.burton@bbs.edu.kw</a>	<a href="mailto:mona.yacqub@bbs.edu.kw">mona.yacqub@bbs.edu.kw</a>	<a href="mailto:tahani.hashem@bbs.edu.kw">tahani.hashem@bbs.edu.kw</a>