

ma chadash

b'oakland hebrew day school

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OAKLAND HEBREW
DAY SCHOOL



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PBL

project based learning

05
flex lab 101

blending high-tech computers,
video production, papercraft
and sewing machines.

teaching for the
digital world

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OHDS
character
education
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standards based instruction in the digital world

Standards based instruction. What comes to mind when you hear those words? Perhaps you picture students struggling over tough math problems or writing in-depth essays? You would not be wrong. Yet you may be surprised to know that today's standards not only address the basics of reading, writing and math, but also require educators to stretch their students in the new basics of creativity, communication and collaboration.

The widely used ISTE (International Society for Technology in Education) standards ask that students be able to: **1. Demonstrate creative thinking,** construct knowledge, and develop innovative products and processes using technology **2. Apply existing knowledge to generate new ideas,** products, or processes **3. Create original works** as a means of personal or group expression **4. use models and simulations to explore** complex systems

and issues **5. identify trends** and forecast possibilities **6. use digital media and environments to communicate** and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

At OHDS these standards are increasingly integrated into the curriculum beginning in 4th Grade. Students begin with simple steps, using document sharing to

exchange feedback on their writing, creating their first digital presentation and working in teams to build and program Lego robots. Over time students build on this foundation and add

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layers of complexity. By 8th grade OHDS students use blogging to hold academic conversations, work in groups to make sense of global population data and to integrate oral history, research and artistic expression to create multimedia presentations about the Shoa.

Teaching students the skills to engage creatively and collaboratively in today's digital world is a complex task. Students must not

only know how to use the technology, but they must also understand the risks and responsibilities of digital life. They must be able to think about and practice ethical digital behavior. Using the Digital Citizenship curriculum from Common Sense Media, OHDS educators prepare our students to be active and thoughtful consumers and creators of digital media. From source citation to reliable source searching, awareness of digital

footprint to prevention of cyberbullying, middle schoolers are pushed to think critically and ethically about their relationship to digital media.

Like our students, we educators are very much learners in this new digital age. As new devices and applications provide a feeling of "constant change," we must be flexible, remaining open to new ideas and new methods. Within the context of change, the standards

allow us to keep our eye on the right end goals. No matter what the latest tool or app looks like, what matters most is how we support students to use technology to think creatively, communicate effectively and collaborate productively with others.

perseverance

התמדה



At OHDS, we know that character education, or middot, can serve as the foundation for teaching our children skills in problem solving, creating order, setting goals, and thinking through both the long-term and short-term consequences of an action.

One of our larger school goals is to have a common language to share not only with students, but with you, our parent community. Over the course of this year, we will share each of the OHDS middot for closer analysis and discussion. This month we are highlighting the middah of perseverance.

At the foundation of character education is the notion that we can achieve even what sometimes appears out of our reach. Our children must understand that their struggle and perseverance will pay off in the long run. Or, as Stanford

University Professor Carol Dweck puts it, students need to internalize a “growth mindset”, the belief that success comes from effort, and not a “fixed mindset”, the notion that people succeed because they are born with an inherent “gift” of intelligence or talent. In Pirkei Avot, 4:1 we learn:

Aizehu Chacham - Who is wise?
The one who learns from others...
Aizehu Gibur - Who is strong?
The one who controls his emotions...
Aizehu Ashir - Who is rich?
The one who is happy with his share...
Aizehu Michubad - Who is honored?
The one who honors others.

In other words, according to our sages, success (wisdom, strength, wealth, and honor) is not merely achieved by conventional means. We don't become wealthy by crafty business



decisions or by picking the right investments. We become wealthy by being happy with our lot. We don't achieve power or strength through the control of others. We gain strength by finding our unique path. We find success through our attitudes as well as by our deeds.

Attitudes are essential to an individual's capacity to reach for and to achieve long-term and meaningful goals. To do so is to persist in the face of the array of challenges and obstacles encountered throughout life. As a school community, we must be cognizant that it is our responsibility to design learning environments both at home and at school that promote these attitudes, so that students are prepared to meet future challenges.

Trends in research, policy, programs, and technology are providing unprecedented opportunities. A growing body of research suggests that **attitudes can be just as important as intellectual abilities for success.**

**Watch your thoughts; they become words.
Watch your words; they become actions.
Watch your actions; they become habits.
Watch your habits; they become character.
Watch your character; for it becomes your destiny!**

At OHDS we teach התמדה or **perseverance** as accepting challenges and making one's best effort.



Perseverance means having the self discipline to continue a task in spite of being confronted with difficulties. As Albert Einstein once said, “It's not that I'm so smart, it's just that I stay with problems longer.”

What we do at OHDS to foster perseverance (a growth mindset) in our students? **1. We acknowledge** effort and we focus on the learning process **2. We express our belief in a child's ability** to find solutions to challenges of all kinds **3. We design complex tasks** that require students to plan, collaborate, and see a project through completion, from beginning to end **4. We challenge students** to work outside of their natural comfort zones, both academically and socially **5. We help students develop** intentional habits **6. We acknowledge the sacrifice that grit requires.**

What can you do at home to encourage perseverance? Despite the natural worries that come with parenting, work to believe in your child's ability to work through struggles. Expect your child to finish what they start. Encourage the effort or the learning and not only the end result Give positive feedback when your child puts forth extra effort. Help your child realize that everyone makes mistakes; what is most important is to keep trying and learn from mistakes Teach your child how to regroup and start over

welcome to the flex lab

TANIA SCHWEIG, DIRECTOR OF GENERAL STUDIES



So what would you do? Just imagine: You have an aging computer lab in a time when computers don't just live in a lab anymore. You have students itching to create. You've been inspired by places like the Stanford d. School and maker labs across the Bay Area. You really want to blend high-tech computers and video production with low-tech things like papercraft and sewing machines. What do you do? Well, what we do is get creative and make our very own Flex Lab!

Thanks to the creative efforts and technical know-how of our science teacher and tech mentor extraordinaire, Jessica Boualavong, we are currently in Phase 1 of Flex Lab development and execution. Our space currently houses a podcasting studio (with green screen and studio lights), two iMacs for digital design and editing, an indoor starter greenhouse with a drip irrigation kit, and Ms. Boualavong's sewing machine! Modular furniture is essential to creating the right environment for small group collaboration, demonstrations and presentations, and to make zones for creating. The 7th grade holds its class meetings (Kehillah) in this space. The digital

photography elective frequents this room as its home base to learn and showcase its work. The Tech Club calls this place home to tackle tasks around school, as well as to learn more about personal coding (during Monday lunch recess). The middle school can use the podcasting studio for projects during Thursday lunch recess,

Last week, the 8th graders used the Flex Lab to video-conference with two other schools to talk about faith and community.

and "crafter-noon" sessions are held on Fridays. And in the spring, the 4th graders will use this space for exploring robotics with Lego Mindstorms. It's brand new and already a busy place!

Last week, the 8th graders used the Flex Lab to videoconference with two other schools to talk about faith

and community. We are growing our involvement with "Face to Faith," a global organization of the Tony Blair Foundation to embrace "an open-minded approach to others, to diversity and to difference that can lead to tolerant stable societies." After our initial connection with an interfaith school and a Christian school in the United States, we hope to build connections with several international schools. The Flex Lab is the perfect place to connect these communities through technology.

Phase 2 of the Flex Lab will involve the education of teachers as makers, students as advocates of their special space, and then the creation of a schedule that encourages more use across grade levels.

Want to help us create and innovate in the Flex Lab? Our dreams are big and so is our wish list. Someday we hope our tour will include a 3D printer, a student designed (and built) hydroponic vertical garden fed by fish tank water, school-owned videography equipment and power tools! Come on by for a real life tour!

co-teaching at OHDS

OHDS is in the second year of implementing its innovative co-teaching model of instruction in core subjects. Co-teaching at OHDS is defined as two qualified teachers working together with groups of students and sharing the planning and delivery of instruction, as well as the physical space. The co-teachers collaborate to meet the needs of all students, from those needing extra instruction to those needing further challenge and

enrichment. Students benefit from the expertise of both teachers, positive social interactions, and a sense of support.

Co-teachers plan lessons, implement instruction, and reflect on the lesson delivery and student engagement. Students learn in the same classroom in small groups, in rotating stations, and in supported whole group learning. Co-teachers can choose to group students



homogeneously to target specific skills or heterogeneously to build on individual strengths. By building on the expertise of two experienced educators, facilitating teacher collaboration in planning and

instruction, and allowing co-teacher reflection on progress of individual students, the OHDS co-teaching model provides the opportunity for all learners to reach their potential.



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measures of academic progress (MAP)

Starting this year, OHDS has adopted the Measures of Academic Progress (MAP) from the Northwest Evaluation Association for our students in grades 3 through 8. This is a different form of testing than traditional grade level-based standardized tests. As a student takes the test using a secure online server,

the software chooses a test question of known difficulty and records the response. Then, based on that response and the student's responses to previous items, the software is able to estimate the next appropriate test question. As this cycle is repeated, each new question is slightly more precise. Therefore, each

individual student can test at a targeted level within a certain number of test questions. The length of time taking the test or answering a question is not a factor in the score.

At OHDS, teachers can use this data to inform instruction. The assessment advises the teacher which specific area each

student is ready to learn next. Teachers can plan differentiated instruction for students needing extra challenge or for students who need extra practice. The assessments are aligned with the Common Core Standards, and teachers have access to results almost immediately to begin planning instruction. MAP assessment periods occur three times a year, allowing teachers to monitor student growth, make adjustments to instruction, recommend summer practice, and plan for the next school year.

pbl: project based learning

RABBI ARI LEUBITZ, HEAD OF SCHOOL



PBL stands for project-based learning. As education is adapting to the needs of society, more emphasis is placed on students becoming competent 21st century learners. This means building skills in problem solving, critical thinking, communication, and creativity/innovation. When learners address real-world problems, they are forced to merge knowledge and thinking skills across disciplines. Project based learning allows students to experience the relevance of skills across the disciplines, from math to science, and from English to Torah study.

This year's new PBL class has students in grades 6th through 8th meeting weekly with their math and science teachers to engage in in-depth, project-based learning on one unified topic. Students will research critical global issues, develop projects, and deliver persuasive presentations to promote their research and evaluate their effectiveness as global citizens.

So what will they be focused on this year? We are challenging our students to address one big question: "How can we feed 9 billion people?" This project builds from the pilot math-science PBL that our current 7th graders conducted last year, which asked, "How can we

Students will research critical global issues, develop projects, and deliver persuasive presentations to promote their research and evaluate their effectiveness as global citizens.

support a population of 7 billion people?" In 2011, the human population reached that number. Humans have seen advances in medical care and have changed the way they communicate, produce and distribute food and interact in more populated environments. There has been a global realization that we may reach 9 billion people in 2050. How will we feed all those people? Should there be changes to the ways we farm our food? Should there be changes to the way food is transported and distributed? To the foods that we are eating? Are there people who are hungry now? Will there be hungry people in 2050? WHAT CAN WE DO TO HELP?

Stay tuned to hear how our middle school students answer those questions and more!



Any OHDS Second Grader can tell you

that a Brain Break is not that precise moment when the brain just can't work any more.

Instead, a Brain Break is a chance to recharge at the right time during the day so that students take a break to be stimulated, refreshed and ready to tackle more learning. As teacher Lisa Aremband says, "The idea is to give kids a break from sitting still and a chance to move their bodies without taking too much time. They

can be songs to dance to, more visual ones like the GoNoodle ones, or sometimes even just breathing or stretching activities."

There are many websites to find Brain Breaks. Ms. Aremband and her students rely on GoNoodle.com, which claims to be the place to, "Get the wiggles out with free brain breaks for your classroom."

Picture the second grade classroom at mid-afternoon. A roomful of kids stands facing the front board

on which is projected an animation leading kids through jogging in place and stretching in stops and starts and different paces. Students follow along, laughing as they keep up and fall behind. It should come as no surprise that regularly incorporating short movement activities into the instructional day energizes students and increases focus.

It probably works for adults, too. And now, having been at the keyboard typing this, it's time for a break...

CHRIS ASHELY, MIDDLE SCHOOL DEAN

brain breaks



Neal Bellet
grandfather & volunteer extraordinaire

OHDS volunteer of the month

Neal Bellet, grandfather of Moriah in First Grade and husband to Laurie Bellet, our Art teacher, has volunteered in many different ways at OHDS. Neal was working as a bio-chemist

when he started volunteering at the school many years ago, helping out with Maccabia and also in the art room.

Neal currently volunteers in the art room every week to help with organizing materials, filing students' artwork, displaying student art throughout the school, and assisting Morah Laurie with teaching Middle School students. During morning mitfgash in the weeks leading up to Rosh Hashanah, Neal has also shared his wonderful talent for blowing the shofar! Students love to watch him perform this mitzvah.

Neal is one of many family members at OHDS who contribute to the school in a meaningful way, serving as a role model to our students and helping to enrich our students' educational experience through his volunteer efforts. "After a 40-year career in science," says Neal, "working in the art studio has made me realize and appreciate that science and art have the commonality of developing the skills of creativity and problem-solving".

Neal - thank you! We are incredibly grateful for all you do at OHDS.



after school music at ohds

A group of students sit in a circle following a teacher's directions

to make unexpected classroom noises: voices rise and fall in volume and pitch like a kind of wild bird whoop; air blown through loose lips sound like a motorboat; deep inhalations are held then slowly released in long, whipsy whooshes. Welcome to Makhela.

Makhela, Hebrew for "choir", is offered to students in 4th-8th grade on Tuesday and Thursday afternoons by OHDS third grade teacher Evangeline

Wolfe. Find the group on the second floor after school warming up with movements, quiet conversation, and vocalizations that open the body and prepare them for concentration, community, and chorus. Over time, in Makhela students will experience the joy of singing by ear and develop music literacy and skills in vocal production and improvisation.

According to the National Association for Music Education, research shows that

students who receiving music education experience many other benefits, including development of language and reasoning, increased coordination, improvement of memory skills, enhanced emotional development, increased pattern recognition, and enriched and fine-tuned auditory skills. Students exposed to music of other cultures develop empathy towards other people, and tend to have higher self esteem and better skills for coping with anxiety. Singing is

known to have health and emotional benefits, and it's simply fun and relaxing, and a reminder of how anyone can make music with their own voice and imagination.

OHDS is very pleased to offer music instruction of this caliber, seeing formed a student ensemble that will perform and school and community events.

OHDS community news & events

mazal tov!

Mazal tov to Katie Bravmann, 7th Grade student, who celebrated her Batmitzvah this October! As her Batmitzvah chesed project, Katie decided to raise funds for her school by doing a Skatathon with her friends. Katie raised over \$2,000 (she skated for 2 1/2 hours straight!). We feel very proud of and honored by Katie's choice to show her ongoing care and commitment to OHDS, and we thank everyone who support-

ed Katie in this wonderful endeavor.

Mazel Tov to Danielle Blyden on the celebration of her Batmitzvah and Ari Chertock on the celebration of his Barmitzvah.

Mazel Tov to Rabbi Gershon and Meira Albert on the birth of their baby girl.

Mazel Tov to parents Orlee and Lenny Karpel and big brother Matan on the birth of baby boy twins

Mazel tov to parents Ilana Friedkin and Reed Bennett, siblings Aaron and Ariana on the birth of their daughter and sister.



So nu? introducing the yiddish word of the month *g'dank*

So nu? What's the Yiddish word of the month? Each week at our morning mifgash gathering our students learn a yiddish word of the week. Oy! They are having so much fun learning a bissel of Yiddish! So, nu, can't the parents learn a bit too? **Here's a word for this month: G'dank.** G'dank means "idea", a word that will come in handy in our school that is so very full of new ideas!

todah rabbah!

A huge thank you to Pazit Dahan for baking and packaging honey cakes for all our students and faculty! Pazit also donated all the ingredients to OHDS. What a wonderful way

to bring in the new year and so incredibly appreciated by all of us. Thank you also to Ronit Madmone and Lori Rubens who helped Pazit in the kitchen to get it all done!



a school, a home, a promise.



Cheshvan, 5775

October 2014



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