

Newsletter

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Upcoming 2015 Moodle Training Courses

We are offering three FREE online Moodle training courses beginning in October. We offer Professional Growth Plan (PGP) points for each course.

Basic Moodle for Teachers (10 PGP Points)

October 20 - November 17

A basic introduction to Moodle 2.9. You will learn how to build a classroom course and populate it with files, assignments and quizzes.

Intermediate Moodle for Teachers (10 PGP Points)

October 21 - November 18

A continuation from the Basic Moodle for Teachers course. Choose this course if you already have Moodle experience and would like to learn how to use some of the more advanced features like wikis, databases, lessons, and RSS feeds.

Advanced Moodle for Teachers (10 PGP Points)

October 22 - November 19

A continuation from the Intermediate Moodle for Teachers course. This course will take the Intermediate level course a step further as participants learn advanced gradebook features, groups and groupings, conditional activities, and the workshop activity module.

All of the courses are completed online at your-own-pace during your own free time.

If you would like to register for a course, please visit the PRISM website, log-in, and click the 'Event Registration' link. Use the drop-down menu to select the appropriate course and click the 'Registration Form' button. You will see a complete description of the course. To sign up, scroll down and enter your information. You should receive a confirmation email. If you do not receive a confirmation email, please contact us.

Whiteboards Stimulate Student Learning

Education World

Start with a clean slate next semester -- introduce mini-whiteboards to your classroom! Students love working on their own whiteboards; it's a great way of keeping an entire class actively involved in a lesson. Education World offers five lessons to engage students in learning with whiteboards. Included: Tips from whiteboard users plus alternatives to whiteboards!

Individual student whiteboards are the 21st-century version of the chalk slates used by students in colonial times! As thousands of teachers have found, whiteboards are a great way of actively involving students in the learning process -- and a terrific tool for immediate feedback and assessment.

Not to worry! If whiteboards are not for you, there are alternatives. More on those alternatives a bit farther down the page!

A WHITEBOARD FOR EVERY STUDENT

Mini-whiteboards are easy to make.

If your students already have mini-whiteboards, skip the instructions below and go directly to this week's Whiteboard Lesson Plans.

Most building supply stores or your local hardware store carry sheets of the material that builders use to line bathroom showers -- sometimes called melamine or tile board. A panel of whiteboard material, usually measuring 4 feet by 8 feet, costs about \$10.

Most stores will cut the panels to any size you wish -- especially if you tell them the whiteboards are for classroom use. First, however, you'll want to consider how you'll use the whiteboards. Most teachers find that individual boards cut to a size of 12 inches square work well, but boards can be cut to any size. For example:

- If you're a math teacher, you might want to cut the whiteboards large enough to use for long-division problems or equations or to draw number lines.
- If you're a language teacher, you might want long, thin whiteboards for teaching sentence diagramming.
- If you're a history teacher, you might want longer whiteboards that students can use to create time lines.

TIPS FROM WHITEBOARD USERS

- The edges of cut-up whiteboard sheets can be sharp. Many teachers use brightly colored electrical tape to cover the four edges of each board. Perhaps the shop teacher in your school will put his or her students to work sanding those rough edges smooth.
- You will need a ready supply of dry-erase markers. Most parents are willing to supply markers for this use. If you maintain a classroom "wish list," you can add dry-erase markers to it. Otherwise, include them in your classroom budget.

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Whiteboards Stimulate Student Learning

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- Provide a ready supply of paper towels or tissues for cleaning the boards. Many teachers have each child bring an old white sock from home.
- Determine in advance whether students will keep the whiteboards in their desks or in a common area of the classroom. If you keep them in a common area, students might write their names on their whiteboards at the end of each activity. Wherever you keep them, place each whiteboard in a resealable storage bag, along with a sock and a marker.
- Some teachers paint the backs of the whiteboards with chalkboard paint. That way, if a marker runs dry in the middle of an activity, the student can turn over the board and use chalk to complete the task.
- Keep a supply of whiteboards available for rainy day recess. Students love using them for games of tic-tac-toe or hangman. They also enjoy creating their own games and activities!
- Be sure students clean boards after each use. Markings left on the boards for long periods can stain them.
- If a board does become stained, try cleaning it with rubbing alcohol, hairspray, or a commercial cleaner. Test cleaning solutions first on a spare board because some solutions can damage whiteboards.
- Whiteboards come in handy when students are sitting on the floor for a group lesson. They can write on whiteboards placed on their laps.
- Individual students can use their mini-whiteboards to keep score during classroom games. That way, every student gets math practice!

WHITEBOARD ALTERNATIVES

If whiteboards aren't in your budget, or if the smell of dry-erase markers is an issue for you or some students, workable alternatives are available.

- Some teachers use sheets of pegboard material -- without the holes, of course -- instead of whiteboard; the smooth side of the cut sheets can be painted with blackboard paint to create mini-chalkboards.
- Other teachers cover manila file folders with black chalkboard contact paper. The students use chalk to write on their "response folders."
- If chalk dust is as big an issue for you as marker fumes, try covering manila file folders, hard cardboard, or white tag board with clear contact paper. Students can write on these mini-boards with crayons and clean them with tissues.

Read more online at: http://www.educationworld.com/a_lesson/lesson/lesson251.shtml

How to Teach Students to Build a Positive Online Identity

By Tammi Sisk and Richard Stegman

Schools must actively work to educate students on social media and online identity



Here in our local district, our students know a little something about birthing a global phenomenon. Earlier this year, on a snowy January day, Fairfax County Public schools stayed open while many other area schools were closed or delayed. Students took to Twitter to express their disappointment and the world took notice. At one point, the hashtag #CloseFCPS was briefly the number two trending topic worldwide.

It is clear that students understand the power of social media. But are students making good decisions about what to post online? How can we — schools, parents, and community members — help students understand not just the immediacy of their posts but also the permanence of online communications? Something

that may be funny in the moment may not be so funny next week, next month, or next year when viewed by a potential employer or university admissions officer.

Each and every time we do something online, we contribute pieces of information that form our online identity. It happens automatically. Too often without a lot of forethought about how each individual post or purchase contributes to the overall picture.

Once something is posted, students are no longer in control of who sees it, shares it, copies it, or uses it. We all need to understand, discuss, teach, model, and set expectations around online behavior that will set our students up for success now and in the future.

As learning becomes more digital, educators at all levels are instrumental in building students' understanding about how their online presence impacts both their personal and future professional lives. Educators are also instrumental in helping students develop lifelong habits to create and maintain a positive online identity.

A positive identity

Schools should explore ways to help students intentionally build a positive digital identity. Student portfolios, blogs, and other online tools provide avenues to assess learning while simultaneously allowing students to develop a positive online presence. Students can use these tools to showcase their learning while also highlighting their strengths and personality. Having a positive identity that represents their authentic self will be valuable when the student applies to college or for a job.

Here in our district, students have the opportunity to use blogs, wikis, Voice Thread, and other digital tools through our learning management system. We have also implemented Google Apps for Education in our district which allows students to create and collaborate using Google Docs. These digital tools allow students to practice building their online presence in a closed campus environment. Our hope is that using these tools in a controlled “walled garden” will prepare them to build a positive digital identity out on the open internet.

Read more online at: <http://www.eschoolnews.com/2015/09/28/positive-online-identity-269/>

Professional Development Opportunities

\$1000 Scholarships for Educator Academy in the Amazon Rainforest + Machu Picchu

The July 1-11, 2016 Educator Academy in the Amazon Rainforest of Peru is a cross-curricular professional development workshop for K-12 formal and informal educators to learn and use:

- 21st Century Instruction: 5E Lesson Design ~ Inquiry-Based Exploration ~ STEM
- Inquiry Protocols & Resources: [Project Learning Tree](#) ~ Cornell Lab of Ornithology ~ & More!
- Global and Cultural Perspectives: Service Learning ~ Sustainability ~ Global Education

Join Al Stenstrup, Project Learning Tree; Lilly Briggs, Cornell Lab of Ornithology; Dr. David Pearson, Wildlife Travelers' Guide to Peru; along with scientists Dr. Steve Madigosky, Widener University; and Randy Morgan, Curator/Entomologist, Cincinnati Zoo as you:

- Participate in citizen science projects and inquiry based field studies on a 1/4-mile Rainforest Canopy Walkway in one of the most biologically diverse environments on the planet.
- Spend a day in an Amazon village as you explore the complexities of sustainability and the role of education in creating a sustainable future for Amazon children.
- Work with fellow educators to explore strategies for using the Amazon as a vehicle for incorporating STEM education, inquiry-based learning, and sustainability science education into your classroom.

PLT Certification, BirdSleuth resources and 50 Arizona State University PD Hours included. Academic Credit and Machu Picchu Extension optional. \$1000 scholarship deadline February 1, 2016.

Program cost is \$1375 + air for scholarship recipients. Space is limited! Register early to secure your spot!

Get the details and download a syllabus and scholarship application at:

<http://www.amazonworkshops.com/educator-academy.html>

Online Meteorology Course for K-12 Educators from American Meteorological Society

DataStreme Atmosphere is a 12-week distance learning course offered twice a year to selected participants. It focuses on the study of the atmospheric environment (Meteorology) through the use of electronically transmitted weather data and learning materials combined with Study Guide readings and investigations. Pre-college teachers of any grade level or subject who have an interest in promoting the teaching of weather across the curriculum may apply. Upon completion, teachers receive 3 hours of graduate credit from the State University of New York (SUNY) at Brockport. This course is free to K-12 educators. This course can be used for PPG points and can be applied towards a Masters Degree.

If interested in the Fall 2015 or Spring 2016 session contact:

Mark Mettert, 260-615-4998, markmettert@frontier.com

Upcoming Events



Science and Literacy Workshop

Date: Thursday, Nov 12, 2015

Time: 9 AM-3:30 PM

Price: \$55 for members, \$55 for nonmembers

Location: Museum-wide

Suggested Audience: For Teachers of Grades K-2

Science and literacy standards can be taught together. Explore how to use reading or writing to help students learn about the world around them. Participate in hands-on inquiry experiences to teach science that can be supported by great literature or writing. Discover how science can be incorporated into literacy centers or use science notebooks to support writing standards.

Registration Deadline: Thursday, Oct. 29, 2015

Register online at: <https://www.childrensmuseum.org/visit/calendar/view/259>

What PRISM Can Do For You!

- Easily find the perfect teaching and learning resources from our library of over 4,000.
- Save a list of your favorite resources for quick retrieval.
- Create and share lesson plans that teach your subjects utilizing your favorite resources.
- Develop online classrooms with interactive assignments, lessons, quizzes and more!
- Store your classroom materials online so that they are available to you from any computer.
- Reach your students more effectively by using web media for the digital age.
- Earn PGP points by completing PRISM led online Moodle course – either Beginning Moodle or Intermediate Moodle courses are available to you at no cost several times throughout the year.
- Select from free learning resources that emphasize visualization, rich context, staged-problem solving, and electronically enabled collaboration / communication.
- Augment your own dynamic presence in the classroom with teaching tools that mirror the skills needed for success in higher education and the 21st Century workplace.

Through our strong support from the [Lilly Endowment](#) and others, we are constantly growing and improving. Check our site regularly to see what new resources you can use in your classroom.

www.rose-prism.org



PRISM is a free website that provides collections of online resources for Indiana educators in the fields of science, technology, engineering, and mathematics (STEM). The primary collection of digital teaching materials is indexed according to the Indiana Academic Standards for 6th, 7th, and 8th grade and secondary education courses.