

Hebrew College, Education 601
"Models of Teaching and Reflective Practice in Jewish Education"
Fall, 2010

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Hebrew College Online

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Rabbi Yishmael bar Rabbi Yossi said: One who studies Torah in order to teach, is given the means to study and to teach; and one who studies in order to practice, is given the means to study and to teach, to observe and to practice.

Pirkei Avot, 4:6

May we excel in this tradition of learning, teaching and observation to enrich our practice!

Course Goals:

- ~ To uncover our values and assumptions as Jewish educators regarding the Learner, the nature of Teaching and the place of Subject Matter, through a process of guided reflection
- ~ To model a wide array of teaching strategies that can be adapted in classroom and informal educational settings
- ~ To develop and hone the ability to transform content into appropriate pedagogy
- ~ To create a collegial network within the class which will support and encourage experimentation with new techniques and collaborative problem-solving

Required Texts:

1. *The Passionate Teacher* by Robert L. Fried. Boston, MA: Beacon Press, 1995/2nd Edition, 2001.

This book may be found at a discounted rate on various used/new book websites including, but not limited to the following:

<http://www.amazon.com/Passionate-Teacher-Practical-Guide/dp/0807031151>

<http://www.powells.com/cgi-bin/biblio?inkey=1-0807031151-5>

<http://search.barnesandnoble.com/The-Passionate-Teacher/Robert-L-Fried/e/9780807031438>

(An additional chapter addressing the beginning teacher, which only appears in the 2nd, 2001 edition of the book, is on reserve at the Hebrew College library for those of you who live locally. You will also find this extra chapter in PDF format at the top of the "Required Readings" section of the 'Course Information' page on Blackboard, for those of you who purchase the 1995 version of the book, and would like to print it out.)

2. *The Ultimate Jewish Teacher's Handbook* by Nechama Skolnik Moskowitz (Editor).
Denver, CO: Alternatives in Religious Education, 2003. (\$45.00)

This may be purchased from Amazon.com as well, with free shipping.

If you live in the Greater Boston area you could also try:

Israel Book Shop Inc.

www.israelbookshop.com

410 Harvard St.

Brookline, MA 02446

(617) 566-7113

Be sure to let the person at the cash register know that you are a Jewish Educator so that you can benefit from any available discounts.

Risa Krohn, director of the Teacher Resource Section located in the basement of the store, has a direct email address, as follows: risa@israelbookshop.com

Risa is the repository of a wealth of information for all matters concerning Jewish teacher resources, so don't hesitate to get in touch with her directly. I highly recommend signing up for her Educational Resources Email Newsletter as well. You'll be able to do so by following a link on the left side of the page once you enter the store's website.

All other required readings will be provided electronically, within the body of each Lesson.

Students are strongly encouraged to print out all of the articles and handouts provided for note-taking and future reference!

Additional Recommended Resources:

Fried, Robert L. *The Passionate Learner*. Boston, MA: Beacon Press, 2001. [Available on ebrary: <http://ezproxy.hebrewcollege.edu:2048/login?url=http://site.ebrary.com/lib/wftbl> - ebrary is a database containing over 20,000 titles in the Humanities, Social & Behavioral Sciences, Economics and other fields from over 150 leading academic publishers! ebrary is fully searchable and allows you to read full-text books from the convenience of any Internet-enabled computer. (ebrary reader software must first be downloaded and installed.) Download the Ebrary Patron User's Guide on the Hebrew College Library website.]

Starin, Carol Oseran. *Let Me Count The Ways: Practical Innovations for Jewish Teachers*. Los Angeles: Torah Aura Publications, 2000. (On reserve at the Hebrew College Library.)

Course Requirements and Expectations:

In addition to required readings and other selections distributed during the semester, students will be expected to:

1. Participate in practice of teaching strategies.
2. Keep a journal reflecting progress as a student and teacher, with a **minimum** of one entry per week. (Content of journal entries will generally be directed by a prompt from instructor.)
3. Present a micro-lesson and provide constructive feedback to fellow students in class.
4. Write a one-two page essay describing your "stance" or *Ani Ma'amin(ah)* as a Jewish educator.
5. Final Written Project

Develop a minimum of three separate lesson plans using different strategies based upon the same goals. Reflect on your choice of strategy and discuss the unique features of the outcomes based upon the selected method in each lesson. Be prepared to present highlights of **one** of these lesson plans for the class. A fully annotated resource packet for teacher and student, including a complete bibliography, must be included.

OR

An alternative project to be discussed with instructor.

There will be multiple ways to share your thoughts and experiences throughout the semester.

The **Discussion Board** will be the primary vehicle used to share your thoughts and learning with me and the other members of the class.

The **Journal** will be a more **private way of communicating with me directly**. Only you and I will have direct access to your weekly journal entries.

If I ask you to share your journal entries with fellow students in the more public Discussion Board forum for any reason, you will have the option of editing your work before posting it.

In the spirit of collegial problem solving, **confidentiality** is a clear expectation. It is to be maintained regarding **every** individual/issue discussed within our learning community.

For Presentations of Micro-Teaching and Final Projects:

Please note the requirement to commit to a minimum of 2 Live Classroom sessions over the course of the semester, as designated in the Syllabus.

Each of you will have the opportunity to **model a discreet piece of a lesson plan** partway through the course with us as your model students and receive the benefit of constructive feedback from your colleagues. Depending on the number of students in the class, this will most likely span 2 sessions.

This process will repeat itself in the **final two sessions of the semester**, when you will have an opportunity to share part of your **final project**, which will be a complete teaching unit.

Using Live Classroom you will be able to present materials via Power Point Presentation with live narration, live music, storytelling or whatever suits you in real time!

Complete instructions will be provided in the relevant Course Materials lessons.

Once we have the final roster of students, **I will coordinate the meeting times with you**, taking time zones and other considerations into account to maximize the convenience of the meeting times for all participants.

As you know from your orientation to Hebrew College Online, Live Classroom gives us the opportunity to 'meet' synchronously, unlike our usual learning online which is asynchronous.

The **Voice Board** is another available tool, which gives you the option of adding your voice, so that **we can hear you**, whether it's to share materials that are not easily transmitted in writing, or just to give a more personal touch to a presentation.

There will be times during the semester when you will be asked to **collaborate with a hevruta (in pairs), or work with a small group of fellow students**. You will be able to speak on the telephone, via Skype, or use email to communicate with each other during the week - using whichever modality work best for you and your partner(s).

Lastly, the use of **video** in capturing classroom practices to share with us, **for those comfortable with the medium**, is highly encouraged. Emily will be able to assist anyone who chooses this option, on an individual basis.

Course Outline

Lesson 1: Monday, September 30th - Sunday, October 3rd

The Jewish Teacher

What is unique about Jewish teaching?

Who/what contributes to effective teaching?

Readings for next time:

Abramson, Robert. "Creating a Tent of Torah: Successful Synagogue Education." *United Synagogue Review*, Spring 1994.

Cooper, Joanne E. "Telling Our Own Stories. The Reading and Writing of Journals or Diaries" in *Stories Lives Tell: Narrative and Dialogue in Education*, Ed. Carol Witherell & Nel Noddings. New York: Teachers College Press, 1991. (Excerpts)

Reisman, Bernard. "Needed: A Paradigm Shifting in Jewish Education." *Jewish Education: 160:2*, Summer 1993. (PDF Will be provided electronically.)

Scheffler, Israel. "Jewish Education: Purposes, Problems and Possibilities" in *Curriculum, Community, Commitment: Views on the American Jewish Day School in Memory of Bennett Solomon*, Ed. by Daniel J. Margolis and Elliot Salo Schoenberg. West Orange, N.J.: Behrman House, 1992.

Optional Readings:

"Supportive 1st Grade Teachers Help Students Succeed, Study Finds"

By Linda Jacobson, *Education Week*, September 14, 2005. (Will be provided electronically.)

"Climb Every Mountain" Teachers who think they should make a difference...do! By Laura LoGerfo, *Education Next*, Summer 2006, (vol. 6, no. 3).

<http://www.educationnext.org/20063/68.html>

Journal Entry: "A Significant Jewish Educator in My Life"

Lesson 2: Monday, October 4th - Wednesday, October 13th

The Jewish Teacher

Issues in Jewish Education
Reflective Practice/Journal Writing

Readings for next time:

Brandt, Ron. "On Teaching for Understanding: A Conversation With Howard Gardner." *Educational Leadership*, April 1993. (PDF will be provided.)

Brookfield, Stephen D. *Becoming a Critically Reflective Teacher*. Jossey-Bass: N.Y., 1995, pp. 22 - 26. . (PDF will be provided.) (Book is on reserve in the library.)

Shulman, Judith H. and Colbert, Joel A., Eds. "What is a Vignette" in *The Intern Teacher Casebook*. Los Angeles, California: Far West Laboratories, 1988. (PDF will be provided.)

Willis, Scott. "Managing Today's Classroom." *Education Update*, Association for Supervision and Curriculum Development, September 1996.

http://www.ascd.org/portal/site/ascd/template.MAXIMIZE/menuitem.c97770c239d90bdeb85516f762108a0c/?javax.portlet.tpst=d5b9c0fa1a493266805516f762108a0c_ws_MX&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_viewID=issue_view&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_journalmoid=9838fd94b7eaff00VgnVCM1000003d01a8cORCRD&javax.portlet.begCacheTok=token&javax.portlet.endCacheTok=token

Ultimate: Chapter 11, "Developmental Psychology" by Roberta Louis Goodman, and Chapter 19, "Building a Classroom Community through Thoughtful Classroom Management" by Marilyn A. Gootman.

Optional Readings:

Mamchur, Carolyn. *A Teacher's Guide to Cognitive Type Theory and Learning Style*. Alexandria, VA: ASCD, 1996. (On reserve in the library.)

Ultimate: Ch. 25 "Applying 4Mat to Jewish Curriculum and Instruction" by Cynthia Dolgin, Bernice McCarthy, and Marcey Wagner.

Journal Entry: "Compose a vignette from a recent classroom experience. Include an opening statement and description of context."

Lesson 3: Thursday, October 14th - Wednesday, October 20th

Guest lecturer: Sandy Miller-Jacobs, Director of Jewish Special Education Programs,

Hebrew College

The Student: Developmental Issues
Creating Rapport/ Motivation
Learning Styles

The Setting: Creating Community/School Climate
Management Issues

Critical Colleagues: Vignettes

Readings for next time:

Ultimate: Chapter 1, "Beyond Apples and Honey," and Chapter 24, "Curriculum Planning: A Model for Understanding" by Nachama Skolnick Moskowitz.

The Passionate Teacher: pp. 1 - 69.

Silverman, Jerry. "Eighteen Classroom Techniques." *Pedagogic Reporter*, April, 1990. . (PDF will be provided.)

The following enrichment articles on the application of Multiple Intelligence Theory will be provided electronically:

Educational Leadership September 2006 | Volume 64 | Number 1
Teaching to Student Strengths Pages 8-15, "Celebrate Strengths, Nurture Affinities: A Conversation with Mel Levine" by Marge Scherer.

"Can I Pick More Than One Project?" Case Studies of Five Teachers Who Used MI-Based Instructional Planning by M. Gail Hickey, 2004.

"Mindful Curriculum Leadership for Students With Attention Deficit Hyperactivity Disorder: Leading in Elementary Schools by Using Multiple Intelligences Theory (SUMIT)" by Victoria Schirduan & Karen Case, 2004.

"Learner-Centered Instruction and the Theory of Multiple Intelligences With Second Language Learners" by Marjorie Hall Haley, 2004.

Journal Entry: "A Time When I Was Significant in the Life of a Student"

Lesson 4: Thursday, October 21st - Wednesday, October 27th

A Text Study: Rav Shimi bar Ashi and Rav Papa. (PDF will be provided.)

The Content of Jewish Education
Planning a Unit

Content Selection
The Curriculum Web

Reading for next time:

The Passionate Teacher: pp. 70 - 130.

Optional Readings:

ASCD. *Understanding by Design Handbook*. Alexandria, VA, 1999. (On reserve, in the library.) Chapter 2 "Understanding Understanding" will be provided electronically along with a template for developing Curriculum By Design. (On reserve in the library.)

Written Assignment: "Choose one question for reflection (included in the text study document) to respond to as a follow-up to this class."

Lesson 5: Thursday, October 28th - Wednesday, November 3rd

Lesson Plans: *developing goals and writing instructional objectives*
The Lesson: set induction, stimulus variation, closure

Readings for next time:

Ultimate: Chapter 44, "Teacher, May I...and Other Classroom Questions," by Janice P. Alper and Shayna Friedman.

Messenger, Nancy. "Bloom's Taxonomy Meets Bereishit." *Jewish Education News*, Winter 1996. (PDF will be provided.)

Optional Reading:

Trejos, Nancy. "Questioning the Answers." *Washington Post*, May 21, 2001, P. A12. <http://www.word-gems.com/education.socratic.html>. (PDF will be provided.)

Written Assignment: "Choose a topic you'd like to design a learning unit for. Create a curriculum web to be reviewed in class next week. "

Lesson 6: Thursday, November 4th - Sunday, November 10th

Group work: *Critical Colleagues - Curriculum Webs*
Classroom talk: questioning and listening skills practice activities

"Landscapes" Activity

Paley, Vivian Gussin. "Listening to Children." *Harvard Educational Review*, Vol. 56, No.2, May 1986, pp. 122 - 131. (PDF will be provided.)

Readings for next time:

Wolk, Steven. "Project-Based Learning: Pursuits With a Purpose." *Educational Leadership*, November 1994. (PDF will be provided.)

Ultimate: Chapter 30 "Cooperative or Collaborative Learning" by Carol K. Ingall, Chapter 29 "Learning Centers" by Marci Rogozen and Ronna Fox, and Chapter 51 "Enriching Instruction with Games" by Susan Arias Weinman.

Optional Reading:

Stix, Andy and Frank Hrbek. Chapter 11. "The Nine Steps of Project-Based Learning," from *Teachers as Classroom Coaches: How to Motivate Students Across the Content Areas*. (Will be provided electronically.)

Written Assignment: "Develop teaching questions for Molly's Pilgrim/Gefilte Fish in keeping with Bloom's Taxonomy."

Films will be screened on Blackboard.

Lesson 7: Thursday, November 11th - Wednesday, November 18th

Videotape Investigations of Teaching and Learning

Film will be aired on Blackboard along with PDF files of all relevant materials.

Readings:

Parshat VaYetze, Genesis 28:10 - 22.

Sherin, Miriam Gamoran. "Viewing Teaching on Videotape." *Educational Leadership*, May 2000, pp. 36 - 37. (PDF will be provided.)

Assignment due next time:

Students will select strategies and content of interest, reading appropriate chapters in *The Ultimate Jewish Teacher's Handbook*. These strategies may include, but not be limited to, the following: storytelling, drama, puppetry, music, art.

Create a micro-lesson plan using your strategy of choice, written on one of the lesson plan forms provided or other format you've used successfully, and demonstrate in Live Classroom. (Date and Time To Be Announced)

Lesson 8: Thursday, November 18th to Wednesday, November 24th

Micro-Lesson Demonstrations and Debriefing in Live Classroom, TBA

Readings for next time:

The Passionate Teacher: pp. 133 - 175.

Palmer, Parker J. Ch. 5 "Teaching in Community: A Subject-Centered Education," pp.115-133, in *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. New York: Jossey-Bass, 1997. (PDF will be provided.) (Book is on reserve in the Hebrew College library.)

Written Assignment: "Prepare the 1st draft of your Ani Ma'amin Statement for our next Lesson."

Lesson 9: Thursday, November 25th - Sunday, December 5th

Micro-Lesson Demonstrations and Debriefing, Continued, TBA

Critical Colleagues: "Ani Ma'amin" Statement

Lesson 10: Monday, December 6th - Sunday, December 12th

A Text Study: Exploring Elements of Dispute (PDF will be provided.)

The hidden curriculum: What is your Ani Ma'amin?
Voice Board Presentations

Lesson 11: Monday, December 13th - Sunday, January 2nd

Final Presentations on Live Classroom, TBA

Models of Transmission in Jewish Education (PDF will be provided.)

Lesson 12: Monday, January 3rd - 13th

Final Presentations Continued, on Live Classroom, TBA

Course Evaluation