**Clergy as Educator—RB-EDUC-921 --Spring Semester 2014-15**  
**Fridays, 10:15 a.m.-12:15 p.m.**  
**Rabbi Alvan Kaunfer**  
akaunfer@cox.net  
**Office Hours: By appointment**

**Purpose of This Course:**  
The purpose of this course is to provide you with educational frameworks and approaches which will allow you to view issues in the rabbinate or cantorate through an educational lens. Students will be introduced to some of the relevant theories and key readings in the field of Jewish education so that they become familiar with the discourse of the field. More specifically, the course will introduce you to key educational areas that rabbis or cantors may likely encounter in their work, including teaching, interactive sermons, adult education, informal education, havurot, family education, and dealing with a Religious School. This semester will have a practical emphasis. One of the goals of this course is to provide you with educational concepts, tools, techniques and resources which you can use in your future work in the rabbinate / cantorate. Thus, we will conduct a number of sessions as “educational workshops” applying the topics and methods we are learning. There will be a number of short assignments which will give you practice in creating actual materials that you might use in some of these rabbinic-cantorial educational settings. Students are also encouraged to share real dilemmas in education that they face.

**NOTE:** Although many students may have experience teaching in schools, or being leaders in camps or informal education programs, this course builds on those experiences, adds theoretical underpinnings from literature from the field of Jewish education, and touches on areas specific to future clergy. Students with significant backgrounds in education and Jewish education (such as degrees in general and/or Jewish education) may petition the Instructor and Dean of the Shoolman Graduate School of Jewish Education, for partial or full exemption from the course.

**Course Requirements:**  
There will be background reading for each session (dates are given in the syllabus). You will be asked to prepare 7 Assignments listed in the syllabus below. The first Assignment, due 2/27 is required of all. Assignments should be emailed as an attachment by 9 pm the Thursday night before the day the assignment is due so that I can have a chance to look at them before class. A number of these assignments will be shared orally as part of our class experience, so a hard copy should be brought to class.

**Books**  
You will be getting a large Source Book Binder of materials for this course (referred to on the syllabus as “Source Book.”). You must bring that binder each session.

**Recommended as resources for you, not required to purchase:**  
Use of Computers in Class
Laptops may be used in class ONLY for note taking or to locate relevant resources for our discussion. They may NOT be used for checking e-mail, or other personal accounts.

Summary Chart--Full Syllabus Below:

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings</th>
<th>Assignment Due that Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/6</td>
<td>Skolnik Moskowitz, “Beyond Apples,”” p.3-7</td>
<td>Be prepared to discuss readings in general</td>
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<tr>
<td></td>
<td>Tyler p. 8</td>
<td>Re: Piaget, watch: <a href="http://www.youtube.com/watch?v=YJyuy4B2aKU">http://www.youtube.com/watch?v=YJyuy4B2aKU</a></td>
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<tr>
<td></td>
<td>Piaget, Multiple Intelligences, and Learning Styles--summary sheets</td>
<td>Bring a Tanakh, Siddur and Haggadah to class</td>
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<td></td>
<td>p.18-20 (no p.16-17)</td>
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<tr>
<td>2/20</td>
<td>Melton Guide p.28-30; Wachs p.31 “Further Readings” on Understanding by</td>
<td>Assignment 1 -- Lesson Plan</td>
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<td></td>
<td>Design and “Developmental Perspectives”-- optional</td>
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<tr>
<td>2/27</td>
<td>Ingall “Cooperative Learning,” p. 45-50; Kaunfer “Synectics” p. 51-57</td>
<td>Assignment 1 -- Lesson Plan</td>
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<tr>
<td>3/6</td>
<td>Kaunfer, “Reader Response…” p. 58-65</td>
<td>Assignment 2 -- Torah Study Sheet</td>
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<tr>
<td>3/13</td>
<td>Knowles, Erikson, Levinson, Fowler, Grant pp. 80-97 there are no pp. 73-78</td>
<td>Assignment 3 -- Adult Learner Reflection</td>
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<tr>
<td>3/20</td>
<td>Grant, Cohen&amp;Eisen, Schuster, Cohen-Davidson p. 98-110a</td>
<td>Assignment 4 -- Adult Ed. Lesson or Havurah Program</td>
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<td>3/27</td>
<td>Schuster p. 111-121; Weber, “Starting a Havurah” p.127-134; Bibliodrama</td>
<td>Assignment 4 -- Adult Ed. Lesson or Havurah Program</td>
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<td>p.140-146</td>
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<td>4/3 &amp; 4/10</td>
<td>Kelman “Zones and Scaffolds” p.155-170; Isaacs “Planning Q’s” p. 171-177</td>
<td>Assignment 5 -- Family Program</td>
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<td>No class</td>
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<tr>
<td>4/17</td>
<td>Informal Jewish Ed. articles in Sh’ma, May 2001 issue. Marion Gribetz</td>
<td>Assignment 6 – Informal Jewish Education Program</td>
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<td>guest instructor</td>
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<td>5/1</td>
<td>Reimer p. 184-6, Schechter&amp;Maiben (optional) p.187-190, Aron p. 191-192;</td>
<td>Assignment 7 – Religious School Reflection</td>
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<tr>
<td></td>
<td>Pekarsky –Existental Vision p.199A-B; Greenberg, “We Were as Those...”</td>
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<td>p. 199C-H</td>
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<tr>
<td>5/15</td>
<td>Bar-Bat Mitzvah Programs &amp; Godly Play</td>
<td>Assignment 7 – Religious School Reflection</td>
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<tr>
<td>5/22</td>
<td>Wrap Up</td>
<td>Assignment 7 – Religious School Reflection</td>
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B
Unit I. Approaches to Learning: Goals, Pedagogy & The Learner (2/7 NO CLASS 2/13)

1. Developing Educational Goals-- Understanding by Design, Tyler, and Lesson Planning
   Readings:
   b. Ralph Tyler’s Curriculum Design Model—summary sheet (Source Book p.8)
   Further Reading: Understanding by Design, Wiggins and McTighe, ASCD Publishers
   In Class: How to Construct a Lesson Plan (Source Book p.14)

2. Focusing on the Learner: Piaget, Multiple Intelligences, and Learning Styles--summary sheets (Source Book p.18-20 –no p.16-17)

Unit II. Teaching Strategies (2/20 & 2/27)

(2/20) Inquiry/ Questioning /Graphic Organizers
   Readings:
   b. Saul Wachs, Questions in Analyzing a Prayer (Source Book p.31)
   In Class:
   c. Bloom’s Taxonomy and questioning skills (sheets in Source Book p.22-27)
   d. Graphic Organizers (Source Book p.32-36)

(2/27) Cooperative Learning & Synectics
   Readings:
   In Class: Cooperative Learning & Synectics--summary sheets (Source Book p.37-44; 52-54)

* Required Assignment: Create a Lesson Plan using a Lesson Plan format (p.14), and one or more of the strategies we studied (Inquiry, Cooperative Learning, Synectics, etc.) for some area of Jewish learning for children. Due 2/27

Unit III. Applying Questioning: Interactive Sermons (3/6)
   Readings:
   In Class:
   2. United Synagogue “Torah Sparks” resource (p.66).
   4. Other examples of Torah discussions (p. 68-69)
   5. Introduction to Adult Education
Assignment 2: Prepare a set of texts and key questions on a Torah Study Sheet for a Torah discussion during a service. Offer brief notes on why you selected these texts, and why you chose those questions. Due 3/6

Unit.IV. Adult Education, The Adult Learner, and The Teacher of Adults (3/13, 3/20, 3/27)

(3/13) General Theories of Adulthood and Adult Education

Readings:
2. Erik H. Erikson, Childhood and Society. pp. 266-269. (Source Book p.85-87)
3. Daniel Levinson, The Seasons of Man’s Life Chart (Source Book p.87a)

(3/20) The Adult Jewish Learner

Readings:

In Class: The case of Rabbi Melissa.(Source Book p.122-123)
Further Resources: http://www.lookstein.org/resources/adult_learning.htm
http://urj.org/learning/my/

Assignment 3: Choose one theory of adult growth and/or the Jewish adult learner and reflect on its implications for adult Jewish Education (2-4 pp.). Due: 3/20

(3/27-- NO class 4/3&4/10 Pesah) The Teacher of Adults & Synagogue Havurot

Reading:
1. Schuster, Jewish Lives, Jewish Learning, pp. 152-160 &168; and example lessons (Source Book p.111-121)

In Class:
1. Havurah resources (application, Newsletter, opening agenda, example programs: grab bag, Garden of Eden Bibliodrama) (Source Book p.135-139)
2. Synagogue Shabbaton resources (p.147-153)

Assignment 4: Create an outline of an Adult Education lesson (or course) using some of the insights in this section (follow the Lesson Plan Outline p. 14). [Assignment 4 continued next p.]
OR Create a “traveling” Havurah program (some packaged program you can readily take to a Havurah group), or a theme resource packet for a Synagogue Shabbaton. **Due 3/27**

**Unit V. Family Education (4/17)**  
**Readings:**  

**In Class:**  
Examples of Family Programs, Classes & Services (storytelling and family games)  
(p.178-182)  

**Assignment 5:** Prepare a brief description (2-3 pps.) of a program or service you would do with families. **Due 4/17**

**Unit VI. Informal Jewish Education (4/24)**  
**Reading:** Informal Jewish education articles in *Sh’mah*, May 2001 issue (Source Book).  
**In Class:** Guest Presenter  

**Assignment 5:** Create a description of a teen or other informal program which you might conduct, or describe a case study of an issue you faced in informal education. **Due 4/24**

**Unit VII. The Rabbi and the Religious School (5/1)**  
**Readings:**  
4. Creating a School Vision  

**In Class:**  
1. Case Study (Rabbi and School Principal conflict p.193)  
2. Forms for Visioning discussion with School Board (Source Book p.200-202)  
3. Example School Mission and Vision (Source Book p.203)

**Unit VIII. How to Run a School-- in Brief (5/8)**  
**Readings:**  

**In Class:**
1. Opening School in June, July and August—Developing an Entry Play (BJE); Serene Victor’s master checklist (Source Book p.196-199).
3. Examples of opening letters, forms, Handbooks, policies.(handout)

**Assignment 7:** Write a short reflection of how you might deal with one area (e.g. curriculum) or issue in a Religious School. **Due 5/8**

**Unit IX. Bar/Bat Mitzvah Programs, Godly Play (5/15)**

**Unit X. Final Class-Wrap Up (5/22)**