

Shoolman Graduate School of Jewish Education
CG EDUC 601: Models of Teaching and
Reflective Practice in Jewish Education
Susie Rodenstein
Fall Semester
ON CAMPUS: September 12 – December 19, 2014

Contact Information:

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Course Description:

In this course, students will analyze a wide repertoire of teaching models in Jewish education, influenced by content, students and institutional contexts, which represent techniques, philosophical approaches and values of teachers. The course will examine rationales for choosing or adapting different models and students will practice alternative approaches. Features of lesson planning, and how to structure lessons and courses for Jewish educational settings will also be considered. In addition, students will reflect on their own teaching experiences and collaboratively assess alternative ways to address the range of educational issues that they encounter.

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.
Avot, 4:6 -- Pirkei

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

Learning Objectives:

Students will -

- Uncover their 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
- Experience a wide array of teaching strategies that can be adapted in classroom and informal educational settings
- Develop and hone the ability to transform content into appropriate pedagogy
- 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 Schoology, 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, 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.

Optional 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.)

Assignments and Assessment:

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

1. Participate actively in the practice of all teaching strategies and discussions in class.
2. Keep a journal reflecting their 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 the instructor.)
3. Present a micro-lesson and provide constructive feedback to fellow students in class.
4. Write and present a one-two page essay describing their "stance" or *Ani Ma'amin(ah)* as a Jewish educator.
5. Complete a final project - as described in greater detail below - utilizing the skills and approaches highlighted in the course. (Written work, audio/visual presentations and comments on colleagues' work, are integral parts of this assignment!)

Final grades will be determined is as follows:

Journal Entries and Class Participation, will account for **35%** of your final grade.

Lesson Plan, Micro-Teaching Presentation, and feedback to fellow students, will account for **20%** of your final grade.

Ani Ma'amin(ah) Statement and feedback to fellow students will account for **10%** of your final grade.

Written Final Project, Presentation, and feedback to fellow students will account for **35%** of your final grade.

Course Accommodations for Disabilities:

Hebrew College is committed to ensuring the full participation of all students in programs. Accordingly, if a student has a documented disability, and as a result, needs a reasonable accommodation to attend, participate or complete course requirements, then he or she should inform the instructor at the beginning of the course. For further information, see the Student Handbook at <http://www.hebrewcollege.edu/sites/default/files/2013-2014%20Student%20Handbook.pdf>.

If you require course accommodations because of a documented disability or an emergency medical condition, please email your instructor as soon as possible. We are happy to work with you on any issues you have to ensure that you can participate fully in the class and complete the course requirements. Please do not wait until the assignments are due for a retroactive accommodation, but discuss the situation with your instructor before you experience difficulty.

Course Structure:

Lesson 1: Friday, September 12, 2014 (9:15 – 11:15 AM)

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://educationnext.org/climb-every-mountain/>

Journal Entry:

"A Significant Jewish Educator in My Life"

Lesson 2: Friday, September 19, 2014 (9:15 – 11:15 AM)

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. (PDF will be provided.)

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 Hebrew College 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: Tuesday, September 23, 2014 (9:15 – 11:15 AM)

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: Tuesday, October 14, 2014 (9:15 – 11:15 AM)

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.)

Journal Entry:

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

Lesson 5: Friday, October 24, 2014 (9:15 – 11:15 AM)

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. (PDF will be provided.)

Journal Entry:

"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: Friday, October 31, 2014 (9:15 – 11:15 AM)

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 the Revised Bloom's Taxonomy."

Film will be screened in class and on Schoology.

Lesson 7: Friday, November 7, 2014 (9:15 – 11:15 AM)

Videotape Investigations of Teaching and Learning

Film will be aired in class and on Schoology, 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 lesson plan using your strategy of choice, written on one of the forms provided or any other format you've used successfully, and demonstrate one aspect of it in class.

Lesson 8: Friday, November 14, 2014 (9:15 – 11:15 AM)

Micro-Lesson Demonstrations and Debriefing

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(ah)* Statement for our next Lesson."

Lesson 9: Friday, November 21, 2014 (9:15 – 11:15 AM)

Micro-Lesson Demonstrations and Debriefing, Continued
Critical Colleagues: "*Ani Ma'amin(ah)*" Statement

**** Thanksgiving Break: November 27 – November 30, 2014****

Lesson 10: Friday, December 5, 2014 (9:15 – 11:15 AM)

A Text Study: "Exploring Elements of Dispute" (PDF will be provided.)
The Hidden Curriculum: What is your *Ani Ma'amin(ah)*? Oral Presentations

Lesson 11: Friday, December 12, 2014 (9:15 – 11:15 AM)

"Models of Transmission in Jewish Education" (PDF will be provided.)
Final Presentations Begin

Lesson 12: Friday, December 19, 2014 (9:15 – 11:15 AM)

Final Presentations Continue
Written Projects Are Due TODAY

Optional Written Course Evaluations: Your input is greatly appreciated in helping me evaluate and refine my own practice!

Final Assignment:

Written Project, Oral Presentation, and Feedback to Colleagues

- a) Develop three separate lesson plans, using different strategies, based upon the same learning goal(s) OR
- b) Develop a three-session learning unit that builds or expands upon your goal(s) from one lesson to the next

Be sure to include the following elements in your written paper:

- A description of your target audience and projected length of each session
- A rationale for choosing your particular subject matter (content) for this particular group including a description of the broader learning unit within which each of the particular lessons will fall
- A determination of "What enduring understanding/Big Idea is desired?" and "What essential questions will guide you in crafting the learning?"
- A minimum of three complete lesson plans, fully "fleshed-out" with all texts, stories, worksheets and audio-visuials, as they would be presented to your target audience, or shared with parents later on
- A reflection on your choices of teaching strategies and a discussion about the unique features of the projected outcomes based upon the methodologies you chose to employ
- A fully annotated resource packet and complete bibliography must be included in your written paper, which would allow a colleague to replicate your research/preparation process and recreate what you have done

In addition to the written final project, students will present one element of their work to their colleagues for feedback that may help them extend their thinking, and/or refine their work.

Written Final Projects are to be submitted on Friday, December 19, 2014