Contact Information:
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Course Description
This course is designed for second year students, who have already learned the basics of lesson planning. The focus of the course will be on planning (what teachers need to know, think about, decide and plan) before they enter the classroom so that the students will learn most effectively. The course will be taught through a lens of reflective practice.

Learning Objectives:
Students will reflect on themselves as learners and teachers, identifying their core values and forming their initial professional identities.
Students will review and apply UbD theory, so as to create their own units.
Students will learn how to work collaboratively and give feedback to peers, and consider the value it brings to their work as teachers.
Students will apply pedagogic tools and techniques (modeled and analyzed in class).
Students will be exposed to research and literature in the field of education to further develop their reflective practice.

Key Classroom Principles:
Our classroom is a community based on:
- Engendering learning as opposed to performance
- Mutual respect and safe space
- Taking responsibility for learning

Required Texts:


**Assessment**
Completed UbD Unit – 50%
Final core values assignment – 10%
Readings, classwork (including feedback to peers), weekly journal & other assignments 25%
Book report presentation and discussion leading – 10%
Myself as Learner Journal - 5%

Students are expected to participate in every class session. If absent, the student is responsible for getting notes, handouts and homework assignments and contacting the teacher if anything is unclear. Only work submitted on time will receive full credit.

**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://hebrewcollege.edu/sites/default/files/student_handbook.pdf](http://hebrewcollege.edu/sites/default/files/student_handbook.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**

**Assignment for Class 1:**

Read

- Levine: *A Mind at a Time*, Chapters 1 & 2, pp. 1-50. (As you read, choose three sentences that were particularly meaningful to you, and be prepared to share these in class.)
Class 1: Myself as Learner – August 31, 2014

Today's Questions:
- Who am I as learner?
- Who are my peers as learners?
- To what extent is each learner unique?
- What can I expect from this course?

Assignment for Class 2:

Read:
- Teacher Beliefs” (pp. 11-15) in Saphier, Haley-Speca and Gower, The Skillful Teacher, Acton, MA, Research for Better Teaching Inc. 2nd edition, 2008.

Post on our blackboard a belief you strongly agree with (indicating why) and list a question you have about another belief.

Read:

What is the main point of the article?

Keep a journal during the coming week (Myself as Learner”) Jot down reflections on yourself as learner in each of your classes. For example, if you were bored or engaged during a class, try to figure out why. If a teacher did something to motivate you or shut you down, record it. If your havruta helped you through a difficult assignment, what did he/she do to make that work for you? At what points if any, did you stop paying attention in class and why? At the end of the week, re-read your entries, and be prepared with 2-3 insights you gained (or those that were reinforced) about yourself as learner.

Class 2: From Learner to Teacher – September 7, 2014

Today's Questions
- What are different intelligences that students bring to the classroom?
- What outside influences can impact upon a student's ability to learn?

Assignments for Class 3

Choose a unit topic to submit for your 3-5 week unit

Read:
From the readings be prepared to define what understanding means in your own words.

**Class 3: An Introduction to Understanding and Unit Planning – September 14, 2014**

Today's Questions

- What do we need to do to get students to truly understand what we are teaching?
- What are goals?
- What are big ideas?
- What are essential questions?

**Assignments for Class 4**

Fill in the unit template for goals, big ideas and essential questions for your unit.

Readings for next week’s discussion (to be distributed). The discussion will focus on one of the following topics:

- Gender Issues in Education
- Brain research as it impacts teaching
- Teacher's responsibilities in the realm of social and emotional intelligence
- The 4th (invisible) commonplace: the community (what social science can teach us).
- What we can learn from research on ages and stages.

**Class 4: Applying Theory to Practice: Goals and Big Ideas – September 21, 2014**

Application Weeks (#4, 7 & 9) will take a different format. Students will:

Work in havruta, giving feedback to an assigned partner, according to the distributed criteria.

Present and participate in group discussion of readings on a topic chosen by two class members. (These students will also lead the discussion.)

Analyze Case study #1

**Assignment for Class 5**

Read:


**Class 5 - Unit Planning: Unpacking and an Introduction to Assessment – October 5, 2014**
Today's Questions:

- How do we move from goals to what we need to teach?
- What is the purpose of assessment?
- What is the relationship between goals and assessment?
- What are different types of assessments?

Assignment for Class 6

Review and edit the unpacking of the goals for your unit, making sure to list all the “to knows” and “to dos” needed in order to achieve the goals. E-mail these to Susan@Pardes.org.il, by Sunday morning.

Read:

- Saphier, et al. 437-438 (Component 1).

Class 6: Performance Assessments – October 19, 2014

Today's Questions

- How do I create a performance assessment?
- What are examples of different types of performance assessments?
- What types of assessments would measure my unit goals?

Assignment for Class 7

Choose one of the performance assessments you sketched out in last week's class, and write it up formally (indicating clearly all aspects of the assignment) according to the criteria discussed in class.

Readings for next week's discussion (to be distributed). The discussion will focus on one of the 5 topics listed for class #4:

Class 7: From Theory to Practice: Performance Assessments - October 26, 2014

Application Weeks (#4, 7 & 9) will take a different format. Students will:

- Work in havruta, giving feedback to an assigned partner on his/her performance assessment, according to the distributed criteria.
- Present and participate in group discussion of readings on a topic chosen by two class members. (These students will also lead the discussion.)
- Analyze Case study #2

Assignment for Class 8

Now that you have completed your performance assessment, look back to see if there is alignment between your goals and assessment, and whether you have included all the to knows and to do's. Are there any changes/additions you need to make in light of where you are now? Remember, UbD planning can be a messy business, and may need adjustment
along the way.

Read:
- Wiggins and McTighe – pp. 172-175
- Saphier, et al. - pp. 438-452

Class 8: Rubrics - November 16, 2014

Today's Questions
- Why rubrics?
- What are different models of rubrics?
- What are possible pitfalls in using rubrics?

Assignment for Class 9

Choose a type of rubric that is appropriate for your unit (age of students and type of assignment) and be ready to defend your choice of a model. Design the rubric to go with your unit.

Class 9: From Theory to Practice: - Rubrics – November 23, 2014

Application Weeks (#4, 7 & 9) will take a different format. Students will:
- Work in havruta, giving feedback to an assigned partner on their rubric, according to the distributed criteria
- Present and participate in group discussion of readings on a topic chosen by two class members. (These students will also lead the discussion.)
- Analyze Case Study 3

Assignment for Class 10

Now that you have all the elements of your unit in place, lesson planning should be quick and easy. Design 3 consecutive 40 minute lessons within your unit – including today's question(s), an outline of what you as teacher will be doing, and at least one type of formative assessment technique you will use. (Do not use the same formative assessment more than once. Spend 30 minutes (maximum) on each lesson plan.

Read:

Class 10: From Units to Lesson Planning - November 30, 2014

Today’s Questions:
- How do I make sure students are engaged throughout the lesson?
- What kind of homework should I be assigning?
How do I connect disparate lessons?
To what extent should I be differentiating for the different types of learners?

Assignment for Class 11

Review your unit one last time before submission. (The units are due on the last day of class.) Make sure to include beyond the completed template, 3 lesson plans (each one including):

- today's question(s)
- double planning (teacher and student activities) NEW this week
- one element of differentiation NEW this week
- homework NEW this week

Read:

Class 11: Reflection – From Learner to Teacher – December 7, 2014

Today’s Questions:

- What impact will my expectations as teacher, have on my students' achievement?
- What have I learned in this class about learning that I can now incorporate into my repertoire as a teacher?
- What does it mean to have core values that shape my identity as a teacher?

Final assignment:
Based on our ongoing work in class and the model we discussed in the last class, reflect on yourself as teacher. Make a list of 10 of your core values. For each, list at least one specific action you will take to model that value in the classroom. Due one week after the last class.