Rabbi as Educator  
EDUC 921 --Spring Semester  
Tuesdays 11:15-1:15 p.m.  

Rabbi Alvan Kaunfer  
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Office Hours: By appointment

Purpose of This Course:  
The purpose of this course is to introduce you to key educational areas that rabbis 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. 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 (see below) which will give you practice in creating actual materials that you might use in some of these rabbinic-educational settings. Students are also encouraged to share real dilemmas in education that they face.

Course Requirements:  
There will be background reading for each session (dates are given in the syllabus). You will be asked to prepare 7 Assignments out of the 8 listed in the syllabus below. The first Assignment, due 2/12 is required of all. Assignments should be emailed as an attachment by the Monday 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>
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</thead>
<tbody>
<tr>
<td>1/29</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>
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<td></td>
<td>p.18-20 (no p.16-17)</td>
<td>Bring a Tanakh, Siddur and Haggadah to class</td>
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<tr>
<td>2/5</td>
<td>Melton Guide p.28-30; Wachs p.31</td>
<td>Assignment 1 -- Lesson Plan</td>
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<td>“Further Readings” on Understanding by Design and “Developmental Perspectives”-- optional</td>
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<tr>
<td>2/12</td>
<td>Ingall “Cooperative Learning,” p. 45-50; Kaunfer “Synectics” p. 51-57</td>
<td>Assignment 2 -- Torah Study Sheet</td>
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<tr>
<td>2/19</td>
<td>Kaunfer, “Reader Response…” p. 58-65</td>
<td>Assignment 3 -- Informal Jewish Education Program</td>
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<td>2/26</td>
<td>No class</td>
<td>Assignment 4 – Adult Learner Reflection</td>
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<tr>
<td>3/5</td>
<td>Informal Jewish Ed. articles in Sh’ma, May 2001 issue.</td>
<td>Assignment 5 – Adult Ed. Lesson</td>
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<tr>
<td>3/12</td>
<td>Knowles, Erikson, Levinson, Fowler, Grant pp. 80-97</td>
<td>Assignment 6 -- Havurah Program</td>
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<td></td>
<td>there are no pp. 71-79</td>
<td>Assignment 7 – Family Program</td>
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<tr>
<td>3/19</td>
<td>Grant, Cohen&amp;Eisen, Schuster, Cohen-Davidson p. 98-110a</td>
<td>Assignment 8 – Religious School Reflection</td>
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<tr>
<td>4/9</td>
<td>Schuster p. 111-121; Weber, “Starting a Havurah” p.127-134; Bibliodrama p.140-146</td>
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<tr>
<td>4/16</td>
<td>Kelman “Zones and Scaffolds” p.155-170; Isaacs “Planning Q’s” p. 171-177</td>
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<td></td>
<td>Supervision p. 204-224 (esp. Clinical Supervision)</td>
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<tr>
<td>5/7</td>
<td>Bar-Bat Mitzvah Programs &amp; Godly Play</td>
<td>Assignment 8 – Religious School Reflection</td>
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<td>5/14</td>
<td>No class</td>
<td>Assignment 9 – Religious School Reflection</td>
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<tr>
<td>5/21</td>
<td>Wrap Up</td>
<td>Assignment 10 – Religious School Reflection</td>
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Unit I. Approaches to Learning: Goals, Pedagogy & The Learner (1/29)

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 (2/5 & 2/12)

(2/5) 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)

(2/12) 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 2/12

Unit III. Applying Questioning: Interactive Sermons (2/19--NO class 2/26)

**Readings:**

**In Class:**
2. United Synagogue “Torah Sparks” resource (p.66).
3. Other examples of Torah discussions (p. 68-69)
4. 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 2/19

Unit IV. Informal Jewish Education (3/5)
Reading: Informal Jewish education articles in Sh’mah May 2001 issue (Source Book).
In Class: Guest Presenter
Assignment 3: 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 3/5

Unit V. Adult Education, The Adult Learner, and The Teacher of Adults (3/12, 3/19, 4/9)
(3/12) 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)

(3/19) The Adult Jewish Learner
Readings:
Further Resources: http://www.lookstein.org/resources/adult_learning.htm
http://urj.org/learning/my/
Assignment 4: Choose one theory of adult growth and/or the Jewish adult learner and reflect on its implications for adult Jewish Education (2-4 pps.). Due: 3/19

(4/9) The Teacher of Adults
1. Reading: Schuster, Jewish Lives, Jewish Learning, pp. 152-160 &168; and example lessons (Source Book p.111-121)
2. In Class: The case of Rabbi Melissa.(Source Book p.122-123)
Assignment 5: 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). Due 4/9

Unit VI. Synagogue Havurot (4/9)
Readings:

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 6: 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 4/16

Unit VII. Family Education (4/16)
Readings:

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

Assignment 7: Prepare a brief description (2-3 pps.) of a program or service you would do with families. Due 4/23

Unit VIII. The Rabbi and the Religious School (4/23)
Readings:
4. Creating a School Vision
   a. Daniel Pekarsky --Existential Visions (Source Book p. 199A-B)

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 IX. How to Run a School-- in Brief (4/30)
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 8:** Write a short reflection of how you might deal with one area or issue in a Religious School. **Due 5/7**

**Unit X. Bar/Bat Mitzvah Programs, Godly Play (5/7)**

**Unit XI. Final Class-Wrap Up (5/21)**